



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

**Virtual Meeting
100 South Brainard Avenue
La Grange, Illinois 60525
Tuesday, June 15, 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 60524

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 *SE*

DATE: June 15, 2021

RE: Driver Education Waiver

INFORMATION:

Beginning in 2009, LTHS has sought and has been granted a waiver for 105 ILCS 5/27-24.3 that states "...the driver education course offered in its schools shall consist of at least 30 clock hours of instruction and at least 6 hours of practice driving in a car having dual operating controls under direct individual instruction." LTHS has always provided the classroom portion of instruction that exceeds the minimum. When the state made the change in 2009 to the 6-hour behind the wheel component, they also did not allow for driving simulators or driving ranges to be included in driving programs. I made the case in 2009 and continue to make the case that the use of a driving range gives students more time in a car and more opportunities to practice. LTHS driver education instructors balance range driving to work on maneuvers in a lower risk setting with behind the wheel instruction where students can learn to drive on roads and highways while applying what has been practiced on the range to live driving situations.

I have attached the waiver materials as well as slides that demonstrate how the driver education program at LTHS is based on research and best practice.

Should the waiver be denied, we would need to make significant changes to our driver education program, which would require additional staff during the school day to meet all requirements or require students to spend additional time before and after school as well as weekends or summers to complete all of the behind the wheel driving. It is estimated that a denial of the waiver will cost a minimum of 1.5 additional FTE and the need for as many as 12 licensed instructors to be available before and after school.

When considering cost, safety, research and additional time in a controlled driving situation, the recommendation to renew the waiver is our first, best option.

RECOMMENDATION:

Renew the Driver education waiver of 105 ILCS 5/27-24.3 to allow LTHS to substitute 11 hours of range driving for 4 hours of behind the wheel time to give LTHS students 13 hours of driving time rather than the 6 hours mandated by school code.



Illinois State Board of Education

100 North First Street, S-404
Springfield, Illinois 62777-0001

APPLICATION FOR WAIVER OR MODIFICATION OF STATE BOARD RULES AND/OR SCHOOL CODE MANDATES

LEGISLATIVE AFFAIRS DEPARTMENT

Instructions: This application is to be used for seeking a waiver or modification of State Board of Education rules or of School Code mandates in accordance with Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g]. The completed application must be submitted by **certified** mail, return receipt requested, to the above address. Please use the instructions on the reverse side when completing this application.

Please note that action on incomplete applications will be delayed until all required documentation is received.

1. The application is for: (Check appropriate box(es) below.)

Waiver of School Code Waiver of ISBE Rule Modification of School Code Modification of ISBE Rule

2. APPLICANT NAME Lyons Township High School District 204		CONTACT PERSON Scott Eggerding	
NAME OF SUPERINTENDENT/EXECUTIVE DIRECTOR Dr. Timothy Kilrea		CONTACT TELEPHONE (Include Area Code and Extension) 708-579-6506	
APPLICANT ADDRESS (Street, City, State, Zip Code) 100 S Brainard Ave., La Grange, 60525-2101	CONTACT FAX (Include Area Code) 708-579-6036	CONTACT E-MAIL seggerding@lths.net	
COUNTY Cook	May we contact your e-mail address? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

3. Provide citation or language of the rule(s) or School Code mandate(s) which are the subject of this application. If you are requesting a modification, display it here, using strike through or underlining.

(105 ILCS 5/27-24.3)(from Ch. 122, par. 27-24.3) Sec. 27-24.3 Reimbursement . . . the driver education course offered in its schools shall consist of at least 30 clock hours of classroom instruction and at least 6 hours of practice driving in a car having dual operating controls under direct individual instruction.

4. Attach a narrative identifying and justifying the specific request.

- For proposed waivers and modifications of rules or of the School Code that are based upon meeting the intent of the rule or mandate in a more effective, efficient or economical manner, a narrative description must provide all of the required information (see Item 4(a) on the reverse side).
- All proposed waivers/modifications requested to stimulate innovation or improve student performance, including all proposed waivers of School Code mandates, shall provide the specific plan for improved student performance and school improvement upon which the request is being based and how the applicant will determine success (see Item 4(b) on the reverse side).
- Applications requesting waivers from Section 17-1.5 of the School Code must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted by the district to comply with the administrative expenditure limitation.

5. **Public Testimony:**

Attach a description of the testimony provided, to include the information enumerated in item 5 on the reverse side.

6. This application is for: Initial Waiver/Modification Renewal of Previously Approved Waiver/Modification
This application requests waiver/modification for 5 years (from 2021-22 school year through 2025-26 school year).
(See Item 6 on reverse side for limits on the duration of waivers/modifications.)

7. Attach a copy of each public notice required. Any request not meeting the requirements will be returned as ineligible for consideration.

8. Compliance with Notice and Hearing Requirements

I certify that a hearing concerning this application and any associated plan for improved student performance was held on June 21, 2021.
(Date)

I further certify that the applicant has met all the notification and hearing requirements enumerated in items A and B on reverse side and that the board of education/board of directors of the applicant identified above approved this application on June 21, 2021.
(Date)

June 21, 2021

Date

3

Signature of Applicant
(i.e. District Superintendent/Executive Director/Regional Superintendent)

INSTRUCTIONS: Please use the following as a checklist in assembling your application package. Incomplete applications will not be considered until all required documentation is received. All applicants must hold a public hearing prior to submission of the application.

- A. Public Hearing: Each eligible applicant (see item 2 below) must hold a public hearing, providing for a time to take testimony about the request that is separate from the time when any other business is being conducted or testimony on other matters is being heard. The public hearing may be held during a regular board meeting.
- B. Required Notices of Public Hearing: Provide the following notices to inform the public and others of the hearing date. Each must state the time, date, location and general subject matter of the hearing.
 - **All applicants:** Publish a notice on the applicant's website at least 14 days in advance of the hearing. Applicants requesting an **increased fee for driver's education (105 ILCS 5/27-24.2)** must also publish the proposed amount of the fee as part of the website notice and as part of the notice placed in a newspaper of general circulation.
 - **School districts:** Publish a notice in a newspaper of general circulation within the applicant's area at least 7 days in advance of the hearing.
 - **Joint agreements, ISCs or regional superintendents:** Publish a notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or intermediate service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts.
 - **All applicants:** Provide a written notice to the applicant's exclusive bargaining agent(s) affected by the request at least 7 days in advance of the hearing; this notice must also state that testimony will be taken from staff.
 - **All applicants:** Provide a written advance notice to the applicant's state legislators affected by the request.

- Item 1.** Indicate the **type of action** sought under this application:
 - ISBE approval of waivers or modifications of ISBE rules and of modifications of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; or
 - General Assembly approval of waivers of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance.

Waivers are not permitted from ISBE rules or School Code mandates pertaining to special education, educator licensure, teacher tenure and seniority, compliance with the Every Student Succeeds Act, or township treasurers (Sections 5-1 and 5-2.1 of the School Code). Waivers of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations are not permitted after September 1, 2014.

- Item 2. Eligible applicants** are school districts, independent authorities established pursuant to Section 2-3.25f of the School Code, joint agreements made up of school districts, and Regional Superintendents of Schools and Intermediate Service Centers on behalf of schools and programs operated by them.

- Item 3.** The **exact language of, or citation to,** the rule(s) or mandate(s) involved may be obtained by contacting the Legislative Affairs Department by mail at 100 North First Street, S-404, Springfield, Illinois, 62777-0001 or by telephone at (217) 782-6510.

- Item 4.** Identify the rationale for the specific waiver and/or modification sought.

(4)(a) For requests to meet the intent of the rule or mandate in a **more effective, efficient, or economical manner**, provide a narrative description which sets forth:

- i) the intent of the rule or mandate to be achieved;
- ii) the manner in which the applicant will meet that intent; and
- iii) how the manner proposed by the applicant will be more effective, efficient or economical.
- iv) In those instances where the applicant proposes a more economical manner, provide a fiscal analysis showing current expenditures related to the request and the projected savings that would result if the request is granted.

- (4)(b)** Requests necessary for **stimulating innovation or improving student performance** must include the specific plan for improved student performance and school improvement upon which the request is based that describes how the applicant will determine success.

- (4)(c)** Requests for waivers of the **administrative expenditure limitation** established in Section 17-1.5 of the School Code can be submitted **only** when circumstances for exceeding the cap are beyond the control of the district, and the district has exhausted all available and reasonable remedies to comply with the limitation. ISBE is required to recommend that the General Assembly disapprove any request for a waiver of the administrative expenditure limitation not meeting these requirements

- Item 5.** Describe the testimony provided, including:
 - number of people attending the public hearing;
 - number speaking in favor of and against the request;
 - comments made during the hearing; and
 - whether any written comments were provided.

- Item 6.** Waivers and modifications are limited to five years with the exception of waivers of the administrative expenditure limitation which are limited to the year in which emergency relief is needed (i.e., one year only).

- Item 7. Attach copies of the following:** (a) **website posting**, which must be dated in order to verify that it was posted at least 14 days in advance of the public hearing; (b) **newspaper notice**; and (c) **written notice to the collective bargaining agent**, each of which must be dated in order to verify that each was provided at least 7 days in advance of the public hearing; and (d) **written advance notice to the state legislators representing the applicant's territory**.

- Item 8.** Indicate the **date of the public hearing**. Applicants with governing boards must hold a public hearing and provide for a separate time to take testimony about the request. The superintendent's/executive director's/regional superintendent's signature on this application attests to the applicant's compliance with all hearing and notice requirements.

- Submission.** Applications must be postmarked not later than 15 calendar days following approval by the local board in the case of districts, joint agreements and ISCs, or by the regional superintendent of schools and be submitted by certified mail, return receipt requested, to:

**Illinois State Board of Education
Legislative Affairs Department
Attn: Waiver Coordinator
100 North 1st Street, S-404
Springfield, Illinois 62777-0001**

All complete applications for the waiver or modification of ISBE rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by ISBE unless disapproved in writing. Receipt by ISBE shall be determined by the date of receipt shown on the return receipt form, except that material not properly addressed shall bear the date of receipt when the materials were provided to the Legislative Affairs Department.

Disapproval of an application upon which the ISBE must act shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application. Applicants may appeal the ISBE's denial of an application by sending a written appeal to the address above by certified mail within 30 calendar days of receipt of the written denial.

Complete waiver applications and any appeals of ISBE action shall be submitted to the General Assembly for consideration in March and October of each year (for application deadlines, see <https://www.isbe.net/Pages/waivers.aspx>).

4a. The intent of the changes to the driver's code in 2008 were for each student to spend six (6) hours in Behind the Wheel instruction in order to receive his or her driver's license. During each semester that we have been able to run our program with the waiver that has been approved since 2009, we have surpassed this expectation by giving our students the experience of eleven (11) hours of driving time on a controlled course (driving range) with instructor supervision in addition to two (2) hours of Behind the Wheel instruction.

Since the approval of our waiver request, we have been able to teach students in a more efficient and economical manner while being able to support a novice driver's behavior in a controlled situation. Rather than limiting students to situational driving on the road behind the wheel, we have provided students the opportunity to attempt maneuvers that do not readily present themselves on the roadway while allowing for significant time to practice parking and turning maneuvers. Furthermore, we have been able to meet the driving needs of all of our students during the school day.

For the district to teach all students while limited to six (6) hours of behind the wheel driving, the district would increase its costs by a minimum of \$150,000 to a maximum of \$270,000. The district currently spends over \$400,000 a year to teach Drivers Education with state reimbursement at only \$135,000 per year. We currently are exceeding revenue for this program and would incur considerable costs by the method required by the changes to the law. Moreover, this increased cost decreases the amount of time our students spend in a car, which is goes against NHTSA research findings that show students who learn to drive in controlled practice setting are less likely to engage in behavior that causes crashes. When compared to the expectations of the Illinois code language, the current regulation would result in our students spending five (5) fewer hours in a vehicle and increasing operating costs for our District by a minimum of 135% .

4b. LTHS students will be involved in a program that will deliver on the road behind the wheel instruction as well as closed course behind the wheel instruction. The student will be involved learning different functions of driving in a controlled setting prior to applying those maneuvers in a dual controlled car on village streets and state roadways.

We will continue to spend more time teaching individual components of driving instruction and give students more time with a certified adult supervising the performance of driving tasks.

We will follow the NIBD and Oregon format for driving range instruction. Please see the attached outlines and performance objectives for the content and time spent teaching the driving range portion of the program.



LTHS Driver Education

OPTIONS AND RECOMMENDATIONS



Research Findings-- Oregon

- ▶ Students who completed a Driver's Ed. program instead of having 100 hours of driving with a parent:
 - ▶ Were 11-21% less likely of being in an accident with injuries or fatalities
 - ▶ Had 39-57% fewer traffic convictions
 - ▶ Had 51-53% fewer license suspensions

Teen Driving Behaviors that Cause Crashes



1. 23% Loss of Attention
2. 20.8% Failure to Adjust Speed
3. 19.1% Failure to Search Ahead
4. 14.2% Failure to Search to the Side
5. 9.8% Failure to Maintain Space
6. 9.4% Failure to Search to the Rear
7. 9.4% Emergencies

NHTSA Study



National Highway Transportation Safety Association

- ▶ Study implemented to determine effectiveness of school-based Driver's Education Programs
- ▶ Generally accepted components of programs
 - ▶ Rules of the Road
 - ▶ Basic car control skills (behind the wheel/range)
 - ▶ Students more skillful under observation

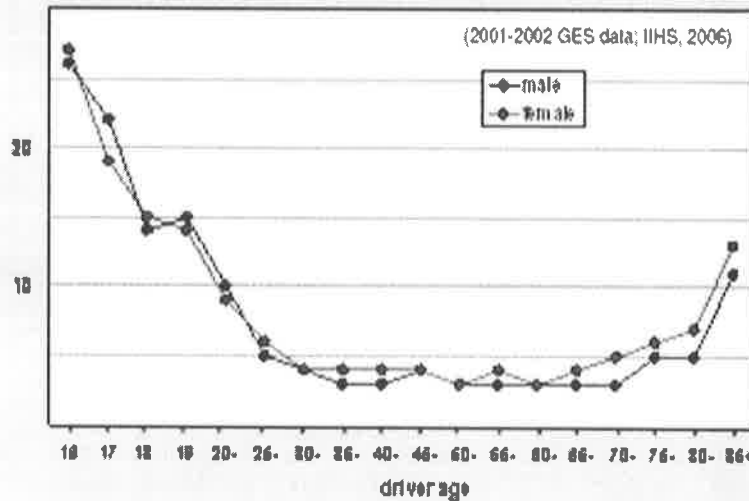
NHTSA Study

National Highway Transportation Safety Association

- ▶ Producing Safer Drivers
 - ▶ Little consistent convincing evidence that traditional driver education leads to safer drivers
- ▶ Driver Education leads to earlier (before 18) licensure of young persons and thus leads to increased exposure to crashes at an earlier age

NHTSA: Crashes per Million Miles by Driver Age

YOUNG DRIVER CRASH RISKS: Crashes per million miles, by driver age, 2001-02



Illinois Law:

- ▶ Mandates 6 hours of Behind-the-wheel driving experience
- ▶ Mandates 30 clock hours of classroom instruction (need 44 school days)
- ▶ Does not allow for a driving range experience or a driving simulator to count as a waiver of any of the six hours of behind-the-wheel instruction

LTHS Current Waiver

- ▶ Fulfills all required classroom time
- ▶ Provides 2 hours in a dual controlled car (behind-the-wheel)
- ▶ Provides 11 hours on the driving range following the Oregon practice driving curriculum

#1 RENEW WAIVER

- ▶ Research shows that the more time students spend behind the wheel, the less likely they are to be in an accident.
- ▶ Make sure we continue to offer a solid program that goes above and beyond what the current legislation calls for
 - ▶ Require 2 hours of behind the wheel
 - ▶ Require 11 hours of range

#2 ALLOW WAIVER TO LAPSE,

(or waiver is denied)

FOLLOW 6 HOUR BTW REQUIREMENT

- ▶ Get all students through the behind-the-wheel portion during the school day
- ▶ Hire more FTE and lease enough cars to do this (scenarios follow)
- ▶ For an additional \$100,000—Could consider adding the cars and single instructor for Range to allow for a controlled practice setting (additional \$60,000 in salary and 8 leased cars @ \$32,200)

During the School Day BTW—Additional costs

All Students *Complete Behind- the-wheel during school day*

- ▶ 72 students complete per hour
- ▶ 22 days BTW
- ▶ 3.5 FTE
- ▶ 14 cars
- ▶ 0 hours needed for make-ups

1/2 Students Complete *Behind-the-wheel during school day*

- ▶ 36 students complete per hour
- ▶ 22 or 0 days BTW
- ▶ 1.5 FTE
- ▶ 12 cars
- ▶ 2,160 hours needed for make-ups
- ▶ Could hire as many as 12 instructors for before, after & summer driving

#3 CUT SCHOOL DAY PROGRAM TO LEGAL MINIMUM

- ▶ Requires the elimination of 2.5 FTE
- ▶ Requires 850 students to get their behind the wheel experience before school, after school, or in the summer, requiring the hiring of 20 part-time, hourly instructors and the short-term leasing of up to 20 cars.



Recommendation



#1 APPLY FOR WAIVER

- ▶ Research shows that the more time students spend behind the wheel, the less likely they are to be in an accident.
- ▶ Make sure we continue to offer a solid program that goes above and beyond what the current legislation calls for
 - ▶ Require 2 hours of behind the wheel
 - ▶ Require 11 hours of range

Module 1 Behavioral Patterns for In-Car Route Plans

<p>1.1 Getting Ready to Drive 1. While approaching car</p>	<ol style="list-style-type: none"> 1. Have keys in hand 2. Look under the car 3. Look at & around car 	<p>1.3 Moving and Stopping 3. Acceleration Control</p>	<ol style="list-style-type: none"> 1. Idle speed movement 2. Press gas smoothly 3. Keep steady speed 4. Increase speed 5. Decelerate gradually
<p>1.1 Getting Ready to Drive 2. Before opening the door</p>	<ol style="list-style-type: none"> 1. Look inside the car 2. Control door swing 	<p>1.3 Moving and Stopping 4. Braking Control</p>	<ol style="list-style-type: none"> 1. Feel braking point 2. Constant pressure 3. Normal smooth stop 4. Hard smooth stop 5. ABS braking
<p>1.1 Getting Ready to Drive 3. After entering the car</p>	<ol style="list-style-type: none"> 1. Lock the doors 2. Head restraint to ears 3. Adjust seat 4. Check, adjust mirrors 5. Safety belts on all 	<p>1.4 On-Target, Off-Target 1. On-Target off-target</p>	<ol style="list-style-type: none"> 1. Selection of target 2. Use of central vision 3. Use of fringe vision 4. Aiming for targets
<p>1.2 Starting Engine 1. Starting the Engine</p>	<ol style="list-style-type: none"> 1. Parking brake on 2. Insert key 3. Shift should be in "P" 4. Twist key 	<p>1.4 On-Target, Off-Target 1. On-Target off-target</p>	<ol style="list-style-type: none"> 5. Looking into Turns 6. Use of steering wheel 7. Recovery of steering 8. Gas and brake pedals
<p>1.2 Orientation to Controls</p>	<ol style="list-style-type: none"> 1. Place hands correctly 2. Use directional signal 3. Put wipers on/off 4. Hazard lights on/off 5. Adjust climate control 6. Parking lights on/off 7. Use headlights 8. Adjust sun visor 9. Blow the horn 10. Use of gas pedal 11. Use of brake pedal 12. Use of shift 		
<p>1.3 Moving and Stopping 1. Putting the car in motion</p>	<ol style="list-style-type: none"> 1. Right foot on brake 2. Shift to drive 3. Release parking brake 4. Check driving path 		

You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons.

Module 2 Behavioral Patterns for Designing a Route Lesson Plan

2.1 Reference Points	<ol style="list-style-type: none"> 1. Line-of-vision blind spot 2. Right side limitation 3. Left side limitation 4. Front even with curb line 5. Rear even with line 	2.3 Precision Turns 2. During turn	<ol style="list-style-type: none"> 6. Forward Position – Ref. Point 7. Select Target 8. Search Inter. Left, Front, Right 9. Select Gap/Get comm. to enter
2.1 Reference Points	<ol style="list-style-type: none"> 6. Right side limitation 7. Left side limitation 8. Front even with curb line 9. Lane position #2, LP#3, LP#1 	2.3 Precision Turns 3. After turn	<ol style="list-style-type: none"> 1. Precision turn results 2. Re-evaluate rear zone 3. Look for LOS-POTs
2.1 Reference Points	<ol style="list-style-type: none"> 10. Right turn references <ol style="list-style-type: none"> a. Side position b. Forward position 11. Left turn references <ol style="list-style-type: none"> a. Side position b. Forward position 	2.4 Reading Instruments	<ol style="list-style-type: none"> 1. Fuel gauge 2. Alternator gauge or light 3. Temperature gauge/light 4. Oil pressure gauge/light 5. Safety belt light 6. Brake system warning 7. High beam indicator 8. Turn signal indicator 9. Speedometer 10. Tachometer 11. Odometer 12. Tripometer
2.2 Entering Traffic Flows 1. Selecting gap from curbside	<ol style="list-style-type: none"> 1. Evaluate Intended Path 2. Mirrors – Blind Spots 3. Locate Gap or Hole 4. Use of Signal 		
2.2 Entering Traffic Flows 2. While entering traffic flows	<ol style="list-style-type: none"> 1. Avoid hesitation 2. Look to target area 3. Side position – Ref. Pt. 4. Steering technique 5. Speed control 		
2.2 Entering Traffic Flows 3. After entering traffic flow	<ol style="list-style-type: none"> 1. Cancel signal 2. Accurate tracking path 3. Re-evaluate rear zone 5. Look for new LOS-POTs 		
2.2 Entering Traffic Flows 4. Crossing traffic flows	<ol style="list-style-type: none"> 1. Search left, front, right 2. Front bumper at curb 3. Locate gap or hole 4. Entering the gap 		
2.3 Precision Turns 1. Before turning	<ol style="list-style-type: none"> 1. Use of Signals 2. Mirror – Blind spot check 3. Side Position – Ref. Point 4. Speed Control - Brake 5. Smooth Legal Stop 	<p>You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons. Also, use behavioral sets from Module One.</p>	

Module 4 Behavioral Patterns for Designing a Route Lesson Plan

4.1 Searching Target Area 1. Search to Target Area	<ol style="list-style-type: none"> 1. Tell what target is 2. Describe target area 3. LOS-POTs in target area 4. Target area open or closed 5. Identify targeting path 	4.2 Intro to Zone Control 3. Intro to Zone Control	<ol style="list-style-type: none"> 1. Identify LOS-POT change 2. Check other zones <ol style="list-style-type: none"> a. Check rear zone b. Check other zones c. Apply speed control option
4.1 Searching Target Area 1. Search to Target Area	<ol style="list-style-type: none"> 2. Describe target area 3. LOS-POTs in target area 4. Target area open or closed 5. Identify targeting path 6. Respond to targeting path 	4.2 Intro to Zone Control 4. Intro to Zone Control	<ol style="list-style-type: none"> 1. Identify LOS-POT change 2. Respond to zone change <ol style="list-style-type: none"> a. Check opposite zones b. Apply speed control option c. Apply Lane Position
4.1 Searching Target Area 2. Searching Target Area	<ol style="list-style-type: none"> 1. Search 12-second range <ol style="list-style-type: none"> a. Identify LOS-POTs b. Respond to LOS-POTs 2. Know 4-second path <ol style="list-style-type: none"> a. Use central vision b. Use fringe vision 	4.2 Intro to Zone Control 5. Intro to Zone Control	<ol style="list-style-type: none"> 1. Identify LOS-POT change 2. Respond to front zone 3. Respond to left/right-front 4. Improve position from ZC 5. Attempt to keep zones open
4.1 Searching Target Area 3. Judge Distance in Seconds	<ol style="list-style-type: none"> 1. Take a guess 2. Count off by secs. 3. Accuracy of guess 4. Different Speeds 	4.2 Intro to Zone Control 6. Intro to Zone Control	<ol style="list-style-type: none"> 1. Respond to left/right-front <ol style="list-style-type: none"> a. Check opposite zones b. Apply speed control option c. Apply lane position 2. Improve position from ZC 3. Attempt to keep zones open
4.1 Searching Target Area 4. Search to Target Area	<ol style="list-style-type: none"> 1. LOS-POTs in target area 2. Target area open or closed 3. Identify targeting path 4. Respond to zone chgs. 	4.3 Recognition of LOS-POT 1. Identify LOS-POT Front Zone	<ol style="list-style-type: none"> 1. See to target area 2. See 12-15 second range 3. See within immediate path
4.1 Searching Target Area 5. Searching Target Area	<ol style="list-style-type: none"> 1. Search to target area 2. Search 12-second range 3. Know 4-second path 4. Judge distance in seconds 	4.3 Recognition of LOS-POT 2. Identify LOS-POT Front Zone	<ol style="list-style-type: none"> 1. Id LOS-POT left/right-front <ol style="list-style-type: none"> a. See in target area b. See 12-15 second range c. See within immediate path 2. Id closed front zone LOS-POT 3. Id closed rear zone LOS-POT
4.3 Recognition of LOS-POT 2. Identify LOS-POT Front Zone	<ol style="list-style-type: none"> 1. Id LOS-POT front zone 2. Id LOS-POT left front/right front 3. Id closed front zone LOS-POT 4. Id Closed side zone LOS-POT 		
4.2 Intro to Zone Control 2. Apply Speed Control Option	<ul style="list-style-type: none"> • Keep same speed • Decelerate • Off-gas, cover brake • Off-gas, apply brake • Increase Speed 	<p>You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons. Also, use behavioral sets from Modules One-Three.</p>	

Module 4 Behavioral Patterns for Designing a Route Lesson Plan

4.4 Forward & Angle Parking

1. Forward & Angle Parking

1. Before parking
 - a. Check rear zone
 - b. Check parking space
2. Side position
3. Forward position
4. Creep – turn wheel fast
5. Line up with target
6. Straighten car and tires
7. Stop at front reference
8. To "unpark"
 - a. Back slowly
 - b. Check traffic
 - c. Check all corners
 - d. Clear fender – turn
 - e. Straighten car
 - f. Tires straight
 - g. Shift to drive

You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons. Also, use behavioral sets from Modules One-Three.

Module 6 Behavioral Patterns for Designing a Route Lesson Plan

<p>6.1 Traffic Lights: Timing</p>	<ol style="list-style-type: none"> 1. See light in target area 2. See red light as closed zone 3. Check rear zone 4. Alert rear—tap brake lights 5. Begin constant braking 6. Time arrival into open zone 	<p>6.4 Perpendicular Parking</p>	<ol style="list-style-type: none"> 1. Side position 2. Forward position 3. Select 45-degree target 4. Creep—turn wheel fast 5. Use the least forward 6. Line up car with space
<p>6.1 Traffic Lights: Timing</p> <p>2. Left turn at green light</p>	<ol style="list-style-type: none"> 7. At 10 mph, go or stop 8. Green light, scan intersection 9. Red light, make smooth stop <ol style="list-style-type: none"> 1. Waiting for opening 2. Get 1/4 into intersection <ol style="list-style-type: none"> a. Check rear b. Find gap c. See open path d. See light change 		<ol style="list-style-type: none"> 7. Shift to reverse 8. Back to rear pivot point 9. Inch—turn wheel fast 10. Get car straight in space 11. Inch—straighten tires 12. Back to rear reference
<p>6.2 Lane Changes</p>	<ol style="list-style-type: none"> 1. Why change? 2. Check other lanes 3. Mirror checks 4. Signal for communication 5. Move to LP 2 or LP 3 6. Check blind spot 		
<p>6.2 Lane Changes</p>	<ol style="list-style-type: none"> 7. Time arrival open zones 8. Increase speed if needed 9. Enter LP 2 or LP 3 10. Release signal light lever 11. Mirror check 12. Best lane position 		
<p>6.3 ABCs of Zone Control</p>	<ol style="list-style-type: none"> A. Alert switched on: <ol style="list-style-type: none"> 1. See zone change B. Before acting: <ol style="list-style-type: none"> 1. Check other zones 2. Options available 3. Related info. 4. Open zones 5. Escape path 		
<p>6.3 ABCs of Zone Control</p>	<ol style="list-style-type: none"> C. Create time/space: <ol style="list-style-type: none"> 1. Get best speed control 2. Get best lane position 3. Send/receive comm.. 		
			<p>You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons. Also, use behavioral sets from Modules One-Five.</p>

Module 5 Behavioral Patterns for Designing a Route Lesson Plan

5.1 Commun-ications	<ol style="list-style-type: none"> 1. Effective use of: <ol style="list-style-type: none"> a. Signal lights b. Headlights c. Brake lights d. Horn 	5.2 Approach Intersection 2. Stopped in Traffic	<ol style="list-style-type: none"> 1. Unstable rear zone 2. Identify "sand barrels" 3. Communicate 4. Know escape path
5.1 Commun-ications	<ol style="list-style-type: none"> 1. Effective use of: <ol style="list-style-type: none"> a. Lane position b. Speed control c. Hand Signals 2. Time communications <ol style="list-style-type: none"> a. Send messages 	5.3 Rear Zone Control	<ol style="list-style-type: none"> 1. Use of mirrors: <ol style="list-style-type: none"> a. After seeing zone change b. Before & after braking c. Stopped in traffic d. Before & after turns <p>Before & after lane change</p>
5.1 Commun-ications	<ol style="list-style-type: none"> 1. Effective use of: <ol style="list-style-type: none"> a. Lane position b. Speed control 2. Time communications <ol style="list-style-type: none"> a. Send messages b. Receive messages 3. Respond to communications 4. Get commitment 5. Courteous to others 		<ol style="list-style-type: none"> 2. Check blind spots <ol style="list-style-type: none"> a. Over-shoulder check b. Convex-mirror check 3. Rear zone LOS-POT check <ol style="list-style-type: none"> a. Fast-closing vehicles b. LOS restrictions 4. Tailgater types <ol style="list-style-type: none"> a. Charger b. One pacer c. Habitual
5.1 Commun-ications	<ol style="list-style-type: none"> 1. Effective use of comm.. 2. Time communications 3. Respond to communications 4. Get commitment 5. Courteous to others 		<ol style="list-style-type: none"> 5. Awareness of rear condition <ol style="list-style-type: none"> a. Open b. Closed c. Unstable 6. Take action/cont. rear 7. Effective speed/cont. rear
5.2 Approach Intersection 1. Approach Intersection	<ol style="list-style-type: none"> 1. See Inter. In target area 2. Check the rear zone 3. Select best lane/position 4. Search left, front, right zones 	5.4 Stopping in Traffic	<ol style="list-style-type: none"> 1. See closed POT-12 secs. 2. Check rear zone 3. Time arrival open zone 4. Communicate to rear 5. Braking without delay 6. Control the rear zone
5.2 Approach Intersection	<ol style="list-style-type: none"> 5. Speed cont. for LOS-POTs 6. Point-of-no-return 7. Stopping: No car in front <ol style="list-style-type: none"> a. Staggered stop b. Legal stop c. Safety stop 		<ol style="list-style-type: none"> 7. Gradual approach to stop 8. Make smooth stop 9. Monitor rear 10. A car in front <ol style="list-style-type: none"> a. Stop to see tires b. Delay start-up
5.2 Approach Intersection	<ol style="list-style-type: none"> 8. Stopping: Car in front <ol style="list-style-type: none"> a. See rear tires b. Delay moving 2 sec. 9. Stopped in traffic 	<p>You should include each set of behavioral patterns at least five times for this Route Lesson Plan. And include each set at least three additional times on future lessons. Also use behavioral sets from Modules One-Four.</p>	

Module 6 Behavioral Patterns for Designing a Route Lesson Plan

<p>6.1 Traffic Lights: Timing</p>	<ol style="list-style-type: none"> 1. See light in target area 2. See red light as closed zone 3. Check rear zone 4. Alert rear—tap brake lights 5. Begin constant braking 6. Time arrival into open zone 7. At 10 mph, go or stop 8. Green light, scan intersection 9. Red light, make smooth stop 	<p>6.4 Perpendicular Parking</p>	<ol style="list-style-type: none"> 1. Side position 2. Forward position 3. Select 45-degree target 4. Creep—turn wheel fast 5. Use the least forward 6. Line up car with space 7. Shift to reverse 8. Back to rear pivot point 9. Inch—turn wheel fast 10. Get car straight in space 11. Inch—straighten tires 12. Back to rear reference
<p>6.1 Traffic Lights: Timing 2. Left turn at green light</p>	<ol style="list-style-type: none"> 1. Waiting for opening 2. Get 1/4 into intersection <ol style="list-style-type: none"> a. Check rear b. Find gap c. See open path d. See light change 		
<p>6.2 Lane Changes</p>	<ol style="list-style-type: none"> 1. Why change? 2. Check other lanes 3. Mirror checks 4. Signal for communication 5. Move to LP 2 or LP 3 6. Check blind spot 7. Time arrival open zones 8. Increase speed if needed 9. Enter LP 2 or LP 3 10. Release signal light lever 11. Mirror check 12. Best lane position 		
<p>6.3 ABCs of Zone Control</p>	<ol style="list-style-type: none"> A. Alert switched on: <ol style="list-style-type: none"> 1. See zone change B. Before acting: <ol style="list-style-type: none"> 1. Check other zones 2. Options available 3. Related info. 4. Open zones 5. Escape path 		
	<ol style="list-style-type: none"> C. Create time/space: <ol style="list-style-type: none"> 1. Get best speed control 2. Get best lane position 3. Send/receive comm.. 		<p>You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons. Also, use behavioral sets from Modules One-Five.</p>

Module 7 Behavioral Patterns for Designing a Route Lesson Plan

7.1 Laws, Signs, Signals & Marks

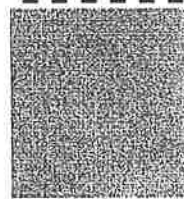
1. Respond to stop/yield signs
2. Respond to signal lights
 - a. Point of no return
 - b. Red light & rt turn on red
 - c. Yellow changing lights
 - d. Green light, search inter.
3. Signal arrows—gr, yel, red
4. Flashing signal lights
5. Respond to traffic signs
 - a. Regulatory signs
 - b. Warning signs
 - c. See sign as traffic cue
 - d. Check rear zone
 - e. Check LOS-POT
 - f. Check escape path
6. Respond to pave markings
7. Demo right-of-way laws

7.4 Practice Commentary

1. Start with an okay:
 - a. Speed for conditions
 - b. Lane position
2. Look for one LOS-POT
3. Use the ABCs for one sit
 - a. See an LOS-POT zone
 - b. Check the other zones
 - c. Get the best:
 1. Speed control
 2. Lane position
 11. Communication
4. Repeat the ABCs
5. Practice for 10-20 min.

7.2 Following Other Vehicles

1. Adjust front closure rate
2. Become alert slower vehicles
3. Keep 4 seconds of time
4. Try to improve LOS
5. Read traffic 12 seconds ahead
6. Control the rear zone
7. Respond to comms.
8. When front car slows respond
9. Explain benefits
10. Stay out of fast lane



7.3 Approaching Curves and Hills

1. See curve in target area
2. Check rear zone
3. Evaluate traction envelope
4. See a left or right curve
5. See radius of curve
6. Get best speed control
7. Look for cars/get LP
8. See LOS-POT at apex
9. Look into curve for POT
10. Evaluate new target area
11. Evaluate targetting path
12. Hill approach LP 1
13. At hillcrest, evaluate POT
14. Hillcrest LP 1



You should include each set of behavioral patterns at least five times for this Route's Lesson Plan. And, include each set at least three additional times on future lessons. Also, use behavioral sets from Modules One-Six.

Module 8 Behavioral Patterns for Designing a Route Lesson Plan

8.1 Timing Zones

1. Identify fixed side zone ch
2. Identify moving side zone ch
3. Time left zone with fixed rt
4. Time rt zone with fixed lt
5. Improve lane position
6. With closed left & right
7. Making lane change.
8. While passing, time open
9. Comm. For best control
10. Get best speed control

8.3 Hill Stops and Starts

1. Pull to side of road to stop
 - a. Find location to stop at
 - b. Check rear zone--signal
 - c. Move to side of rd--stop
 - d. Keep foot on brake pedal
 - e. Apply parking brake
 - f. Shift to neutral
 - g. Release foot from brake
 - h. Be certain parking brake holds

8.2 Parallel Parking

1. Rear zone control
2. Speed control
3. Locate parking space
4. Side position—2 or 3 feet
5. Stop even with space
6. Go forward
7. Back to rear pivot point
8. Check left-front corner
9. Creep and turn wh fully
10. Move car to 45° angle
11. Creep and time turning to clear front car
12. Straighten tires—center car

2. Starting the car in motion
 - a. Put right foot on brake
 - b. Shift to drive
 - c. Check mirrors
 - d. Put left signal light on
 - e. Move rt foot to gas pedal
 - f. Press gas pedal slightly
 - g. Check over lt shoulder
 - h. Check your forward path
 - i. Release parking brake
 - j. Increase gas as needed
 - k. Should be no roll back
 - l. Cancel signal

You should include each set of behavioral patterns at least five times for this Route Lesson Plan. And include each set at least three additional times on future lessons. Also, use behavioral sets from Modules One-Seven.

Module 9 Behavioral Patterns for Designing a Route Lesson Plan

9.1 Night Driving

1. Adjust for visibility limits
 - a. Vehicle readiness
 - b. Clean lights, windows, mirrors
 - c. Check lights: brake, signal
 - d. Keep dash lights low
 - e. Driver readiness
 - f. Avoid glaring lights; recovery.
 - g. Depth perception evaluated
 - h. Nighttime environmental problems
 - i. New moon, dark nights
 - j. Rural roadways, no lights
 - k. Urban areas, overload
2. Searching at Night
 - a. Look beyond headlights
 - b. Look to target area.
 - c. Use of high beams
 - d. Look for cars without lights
 - e. See curves and interchanges early
 - f. Look for pedestrian locations
 - g. Dim high beams
 - h. Communicate one flash
 - i. to car—12 seconds away
 - j. No flash passing trucks
 - k. Use other cars' headlights

9.4 Responds to Problems

1. Brake failure
 - a. Pump brakes
 - b. Downshift
 - c. Hold parking brake release
 - d. Stab parking brake
 - e. Take escape path
2. Engine stalls
 - a. Steer firmly
 - b. Open palm - neutral
 - c. Restart engine
 - d. Shift to drive
 - e. Take escape path
 - f. Locate and park near . . .
 - g. Locate and stoop at . . .
3. Your tire just blew
4. Emergency vehicle approaching
5. It's beginning to rain

9.2 Being Passed

1. Identify type of tailgater
2. Plan ahead for passing
3. Select passing location
4. Adjust lane position
5. Communicate if needed
6. Adjust speed
7. Adjust following time

9.3 Passing

1. Why pass? Risk vs. gain
2. Keep at least 3 seconds
3. Select best pass location
4. Mirrors - zone check - signal
5. Check front and side
6. Avoid hesitation
7. Accelerate smoothly
8. Keep searching
9. See headlight
10. Return, cancel signal

You should also include some of the behavioral patterns that were presented in Modules One through Eight.

LYONS TOWNSHIP HIGH SCHOOL


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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding 

DATE: June 15, 2021

RE: 2021-2022 Calendar Update

BACKGROUND:

Our previous iterations of the calendar did not consider late starts. As we met with Division Chairs to consider post-pandemic support of teachers in Professional Learning Communities and ongoing professional development, the need for teaching teams to meet regularly is our highest priority. Not only were courses shortened during the pandemic, the increased use of technology and changes to grading practices required teachers to meet more frequently than in previous years. Last year, late starts were available weekly given our later start time. As we move forward, a weekly late start would address the need for teachers to meet regularly to further their grading practices implementation and curriculum alignment. Students have also asked if late starts could occur weekly through the PSI Student Forums. Wednesday late starts would also give students a chance to access test make-up centers and other supports that would not require teachers.

Change:

Late starts will occur every Wednesday, with the exception of the last week of each semester.

RECOMMENDATION:

Approve the 2021-2022 Updated School Calendar as presented with the addition of late start days.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2021-2022 SCHOOL CALENDAR

Approved 5/17/2021

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

LATE START DAYS

Every Wednesday is an 8:45am start with the exception of the last week of each semester.

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 9- 13 Book Pick-up Days Arranged by appointment
- 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

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.

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding *SE*
Adam Davis

DATE: June 15, 2021

RE: Summer Program Supports

BACKGROUND:

LT embarked on a new means of supporting students who struggled during the pandemic with the initiation of two summer bridge programs—one in math and one in language arts. We also expanded our access to Edgenuity (online diagnostic courses for credit recovery), added a counselor and a social worker in addition to a Special Ed Program Coordinator for the duration of the 6-week summer session, and provided transportation to students (available to everyone, regardless of course taken) for the first time for LT summer programs.

As math and English teachers concluded their semesters and finalized grades, an email was sent from the Curriculum Office explaining the options for those who did not pass. Students could choose to retake the course entirely in their schedule next year, take the Edgenuity class to earn a replacement grade for the course, or enroll in the Bridge class to work on math and literacy skills, respectively, to earn a P for Passing in the math or English course that they failed. Teachers gave students advice on which option made the most sense for the individual student.

Counselors reviewed the failures (which we recorded as Withdrawals [W] on the report card so that they would not affect the GPA), called families to give them the options outlined above, or determined that a different course could substitute rather than having to repeat or make up a W.

Summer Bridge enrollment is 55 students for English/Language Arts and 36 for math.

Edgenuity has 58 enrollments and that number continues to grow as students talk with counselors and determine how to best move forward for the fall, with four students showing up to register on the first day of summer school.

Bus ridership averages around 42 students coming to school in the morning and 42 for the ride home.

Given the newness of these programs, the impact that non-attendance online and/or in-person had on student performance and the general school fatigue that students were presenting in May, the registrations for summer programs is higher than expected. When coupled with the options available in the fall with the Academy, the systems of supports for students who failed courses is robust and meeting a diverse set of student needs.

RECOMMENDATION:

No action is required at this time. This item is informational.

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: June 15, 2021

RE: Back to School Plans (Update)

BACKGROUND:

As of June 10, there have been no changes to our Back to School Plans as presented to the Curriculum Committee on June 3. This item will be updated at the table if there are any new developments or updates. We are expecting possible information from the Governor's office on June 11 as it is anticipated that he will move the State to Level V, although the impact to schools may not be known until later.

RECOMMENDATION:

No action is required at this time. This item is informational.