



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

**Reber Center  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Monday, March 6, 2023 - 6:30 PM**

**AGENDA**

**I. CALL TO ORDER**

**II. PUBLIC COMMENTS**

**III. CURRICULUM & INSTRUCTION**

A. Summer Workshop Proposals (First Reading) 2

**IV. FINANCE**

A. 5-Year Financial Forecast 58

**V. HUMAN RESOURCES**

A. 2023-2024 Staffing Proposal 61

**VI. PUBLIC COMMENTS**

**VII. ADJOURNMENT**

BY ORDER OF  
KARI DILLON  
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: Brian Waterman  
Board of Education

FROM: Scott Eggerding *SE*

DATE: March 6, 2023

RE: Summer Curriculum and Program Development Workshops – First Reading

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## **INFORMATION:**

For summer work requiring board approval of expenditure, a proposal, review and approval process is utilized involving Division Chairs, the Director of Equity and Belonging, the Director of Student Services, and the Director of Curriculum and Instruction. The approval process includes prioritized criteria, submission of proposals, individual review by the curriculum office with applicants, and Board approval of Workshops.

For the summer of 2023, 20 summer curriculum and program development workshops are brought forward for review and consideration. Highlights include:

- Co-Teaching training and a co-teaching workshop for teachers who will begin co-teaching in the fall.
- Cultivating Curriculum workshop for teams for teachers to create a unit of study incorporating Gholdy Muhammaed's five pursuits.
- 6 workshops for freshman core course teams who have been a part of the curriculum review this past year.
- Time to train Instructional Coaches on implementing Surface, Deep and Transfer learning.
- Time to plan professional learning for the 2023-2024 school year.
- Updating our counseling curriculum.
- Workshops based on curriculum change proposals, including:
  - Adaptive PE Leaders
  - Medical Terminology
  - Sustainable Urban Agriculture
  - Earth and Space Science
- Updates to two English classes
- Updates as required by Indiana University for Spanish III ACP
- Updates to the AP Psychology course as necessitated by the College Board.

Proposals as presented for first reading for work to be completed during the summer of 2023 total \$100,278.00. \$61,600.50 will be paid for by Title I and Title II grants with the remainder, \$38,677.50, coming from District funds. This district amount is in line with previous years. All Curriculum Office work was earmarked to use grants. All other work will come from District funds.

All dollar amounts are estimated at the maximum potential cost using the top-end contractual hourly rate of \$40.50 and assuming all participants can attend all hours. For training, where teachers participate in sessions with a presenter, payment is \$100 per diem.

The Board will note that for many of the workshops, teacher names are not included and listed as TBD. These workshops are dependent on staffing considerations and/or teacher availability in the summer. A more refined schedule including the additional confirmed participants will be included in the second reading. Also, for the curriculum review workshops, the descriptions may change slightly depending on the completion of the work at our last half-day workshop. The language for those workshops is a little vague at this point and will be updated to reflect any changes.

The attached history shows how the approved District cost estimates for workshops are never exceeded, with actual expenses roughly 80% of proposed costs. This would result in an estimated final expenditure of \$80,222 with District costs coming in around \$30,942. Summaries and comparisons to previous years are included for review.

**RECOMMENDATION:**

I recommend that the board review the attached proposals for 2023 Summer Curriculum and Program Development Workshops for first reading.

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**Divisional/Departmental Summary**  
**2023 Summer Workshops**

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
<b>CURRICULUM &amp; STAFF DEVELOPMENT</b>			<b>\$61,600.50 (G)</b>	
• Co-Teaching	18	\$18,225.00		
• World History	11	\$6,682.50		
• Algebra I	8	\$4,860.00		
• English I	10	\$6,075.00		
• Freshman PE	7	\$4,252.50		
• Biology	8	\$4,860.00		
• US History	9	\$5,467.50		
• Instructional Coaching	10	\$6,075.00		
• Professional Learning Team	21	\$5,103.00		
<b>EQUITY &amp; BELONGING</b>			<b>\$12,150.00</b>	
• Cultivating Curriculum	20	\$12,150.00		
<b>STUDENT SERVICES</b>			<b>\$7,290.00</b>	
• Counseling Curriculum	18	\$7,290.00		
<b>LANGUAGE ARTS</b>			<b>\$1,417.50 (D)</b>	
• English II Accel	3	\$607.50		
• English Creation & Reflection	2	\$810.00		
<b>FINE ARTS</b>			<b>\$3,037.50 (D)</b>	
• Spanish ACP III	3	\$3,037.50		
<b>PHYSICAL WELFARE</b>			<b>\$7,087.50 (D)</b>	
• Adaptive PE	9	\$5,467.50		
• Basic Self-Defense	4	\$1,620.00		
<b>MATH/SCIENCE</b>			<b>\$6,075.00 (D)</b>	
• Medical Terminology	3	\$2,025.00		
• Sustainable Urban Agriculture	2	\$2,025.00		
• Earth & Space Science	2	\$2,025.00		
<b>GLOBAL STUDIES</b>			<b>\$1,620.00 (D)</b>	
• AP Psychology	4	\$1,620.00		
<b>TOTALS</b>	<b>190</b>	<b>\$100,278.00</b>	<b>\$38,677.50 (D)</b> <b>\$61,600.50 (G)</b>	

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

DEPARTMENT	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED	2021 ACTUAL	2022 PROPOSED	2022 ACTUAL	2023 PROPOSED
Curriculum & Instruction	\$15,622.88 G \$0 D	\$12,495.60 G \$0 D	\$81,132.00 G \$37,240.00 D	\$63,169.44 G \$11,024.12 D	\$38,765.00 G \$0 D	\$11,490.34 G \$5,464.10 D	\$61,400.50 G \$19,440.00 D
Applied Technology	NA	NA	NA	NA	\$0 G \$2,025 D	\$0 G \$2,025 D	NA
Art	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA
Equity & Belonging	NA	NA	NA	NA	NA	NA	\$0 G \$12,150.00
Family and Consumer Science	NA	NA	NA	NA	NA	NA	NA
Language Arts	NA	\$0 G \$2,344.90 D	\$9,112.50 G \$5,265.00 D	\$4,511.00 G \$5,062.50 D	\$0 G \$3,645.00 D	\$0 G \$3,645.00 D	\$0 G \$1,417.50 D
Mathematics	\$0 G \$4,050.00 D	\$0 G \$3,781.60 D	\$4,050.00 G \$7,087.50 D	\$4,050.00 G \$4,320.75 D	\$6,075.00 G \$2,025.00 D	\$6,075.00 G \$2,025.00 D	NA
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	\$0 G \$4,050.00 D	\$0 G \$3,490.52 D	\$0 G \$1,215.00 D	\$0 G \$1,215.00 D	\$0 G \$5,670.00 D	\$0 G \$5,352.70 D	\$0 G \$7,087.50 D
Science	\$0 G \$6,075.00 D	\$0 G \$6,075.00 D	\$0 G \$16,085.00 D	\$0 G \$13,776.50 D	\$0 G \$6,075.00 D	\$0 G \$4,225.00 D	\$0 G \$6,075.00 D
Social Studies	NA	NA	NA	NA	\$0 G \$8,910.00 D	\$0 G \$8,564.40 D	\$0 G \$1,620.00 D
Special Education	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D	NA	NA	\$0 G \$3,037.50 D	\$0 G \$2,847.50 D	NA
Student Support Services	NA	NA	NA	NA	\$9,267.50 G \$0 D	\$5,654.45 G \$1,969.50 D	NA
World Language	\$0 G \$15,795.00 D	\$0 G \$8,474.10 D	NA	NA	\$0 G \$3,240.00 D	\$0 G \$3,594.75 D	\$0 G \$3,037.50 D
<b>TOTALS</b>	<b>Proposed</b> \$53,490.38	<b>Actual</b> \$40,097.47	<b>Proposed</b> \$161,187.50	<b>Actual</b> \$107,129.31	<b>Proposed</b> \$88,910.00	<b>Actual</b> \$58,114.49	<b>Proposed</b> \$100,278.00
		75% of Approved		66% of Approved		65% of Approved	
Grant cost	\$21,090.38	\$15,931.35	\$94,294.50	\$71,730.44	\$54,107.50	\$20,425.29	\$61,600.50
District cost	\$32,400.00	\$24,166.12	\$66,892.50	\$35,398.87	\$34,802.50	\$37,689.20	\$38,677.50
<b>TOTAL</b>	<b>\$53,490.38</b>	<b>\$40,097.47</b>	<b>\$161,187.00</b>	<b>\$107,129.31</b>	<b>\$88,910.00</b>	<b>\$57,114.49</b>	<b>\$100,278.00</b>

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 SUMMER WORKSHOP SUMMARY**

**DISTRICT ACCOUNT**

<b>Department &amp; Workshop Title</b>	<b>Description</b>	<b>Teachers &amp; Hours</b>	<b>Maximum Cost</b>
<b>CURRICULUM/ASSESSMENT</b>			
1. Co-Teaching	<p>The following schedule for the Co-Teaching Summer Workshop was developed in collaboration with Dr. Tammy Barron and Dr. Brad Witzel, from Western Carolina University in the College of Education and Allied Professions, School of Teaching and Learning. Dr. Barron began working with our co-teachers in the summer of 2022 and Dr. Witzel will join her for the 2023/24 school year to specifically help support math/science co-teaching. Systemic support, inclusive of specialized professional learning and planning, is an essential element of successful co-teaching. By providing this intensive and comprehensive professional learning in June 2023, co-teaching pairs will be prepared to plan for instruction throughout the school year with the necessary knowledge to ensure that co-taught courses meet the specialized instructional requirements for Special Education students without compromise to rigorous, grade level standards.</p> <p>Topics for this professional development/MONDAY:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction of specially designed instruction (SDI)/specific instructional language as a requirement of effective co-teaching, including its relationship to student IEPs and/or individualized language plans</li> <li><input type="checkbox"/> Application of the six traditional co-teaching approaches in current co-taught classes</li> <li><input type="checkbox"/> Task analysis and formative assessment to drive instructional and intervention decisions</li> <li><input type="checkbox"/> Error pattern analyses discussion of contemporary recommendations regarding roles and responsibilities of both professionals in a co-taught class</li> <li><input type="checkbox"/> Task analyze math content: Develop formative assessment protocols and how to develop differentiation to support individual learner’s needs</li> </ul> <p>Possible Examples: Arithmetic to Algebra Gap; Pre-high school science</p> <p>Topics for this professional development/TUESDAY:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching Content Vocabulary</li> <li><input type="checkbox"/> Principles of Systematic Instruction</li> <li><input type="checkbox"/> Develop visual supports for vocabulary</li> <li><input type="checkbox"/> Analyze and align explicit instruction principles with their classroom content</li> <li><input type="checkbox"/> Practice explicit instruction and strategies for increasing the successes of approaches for</li> </ul>	<b>18 Teachers; 450 Hours</b>	<b>\$18,225.00</b>

reducing co-teaching challenges

- Continued discussion on the integration of specially designed instruction and specific instruction of language into co-taught classes
- Guided planning, a means of further encouraging co-teachers to embed evidence-based instruction into their general curricular work

Possible Examples: Equations and Functions; Waves and their Applications

Topics for this session include the following/WEDNESDAY:

- The process of planning for SDI, including review of assessments and related reports and the interpretation of student data.
- Spaced learning of time and visuals to support learners
- Analyze their content for scaffolding
- Develop assessments and assignments that revisit content
- Practice CvA representations
- Develop lessons using the CvA sequence of instruction Selection of appropriate SDI
- Expectations for embedding SDI into co-taught instruction

Possible examples: Case study with specific student barriers and SDI

Topics for this professional development/THURSDAY:

- Request that teachers bring one unit of lesson plans (if this is possible)
- Differentiating the Levels of Complexity: Interleaving Worked Examples.
- Determine underlying complexity in their assignments
- Differentiating levels of complexity for learners, based on their needs and expectations
- Analyze their content for scaffolding
- Develop assessments and assignments that revisit content
- Practice CvA representations
- Develop lessons using the CvA sequence of instruction Selection of appropriate SDI
- Expectations for embedding SDI into co-taught instruction
- Examples of SDI, including macro SDI (e.g., self-regulated strategy development) and subject-specific SDI (e.g., strategies for reading informational text), and other SDI techniques.

Possible Examples: Systems of Equations; Heredity: Inheritance and Variation of Traits

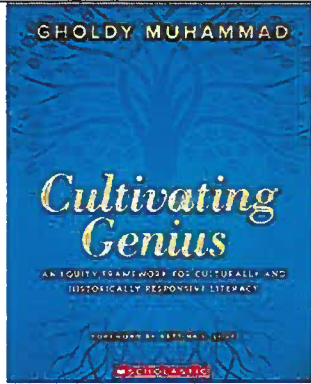
Topics for this session include the following/FRIDAY:

- Reading across the curriculum - Embedding SDI to increase access
- Word Problem Solving for Students who need reading support
- Partially worked solutions
- Review indicators of co-teaching/SDI that should be observed in co-taught lessons
- Practice implementing general heuristics for problem solving and writing
- Apply partially worked solutions to classroom content
- Summarizing key concepts for their instruction including application of the six traditional co-teaching approaches in current co-taught classes

Possible Examples: Theorems and Proofs; Earth and Human Activity

2. World History	Teachers of World History will continue with their curriculum review work with an emphasis on developing inquiry that aligns to the new ISBE Social Studies inquiry standards. Additional time will be given to consider Gholdy Muhammed's framework as well as best practice for project-based learning. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.	<b>11 Teachers; 165 Hours</b>	<b>\$6,682.50</b>
3. Algebra I	Teachers of Algebra 1 Prep and Accel would wrap up work needed on Phase 1 of the curriculum review process. This includes the development of rich math tasks, implementation of assessments based on math practices, SAT preparation, and culturally responsive pedagogy. Completion of this work would allow them to enter the pilot stage of the curriculum review process in the fall.	<b>8 Teachers; 120 Hours</b>	<b>\$4,860.00</b>
4. English I	Teachers of Freshman English will continue with their curriculum review work with an emphasis on shifting from genre-based curriculum to theme-based curriculum. Additional time will be given to consider Gholdy Muhammed's framework as well as best practice for project-based learning. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.	<b>10 Teachers; 150 Hours</b>	<b>\$6,075.00</b>
6. Freshman PE	<p>We are requesting additional time to have our Freshman PE PLC group continue to revise their curriculum based off of the learning and work that was done in the curriculum review process this school year. Working to implement curricular changes as well as embedding new assessments meant to authentically measure student learning will take time and it will be important to collaborate and develop a level of consistency amongst teachers.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> <li>- The final versions of all 7 stage 1 and 4 curriculum review documents</li> <li>- An updated curriculum map that includes information on SEL, Muhammed's 5 pursuits, and disciplinary literacy.</li> </ul> <p>Updated rubrics and grading linked to SHAPE America standards, IL PE/Health learning standards.</p>	<b>7 Teachers; 105 Hours</b>	<b>\$4,252.50</b>
7. Biology	Teachers of Biology Prep and Accel would wrap up work needed on Phase 1 of the curriculum review process. This includes the development of phenomenon, implementation of assessments based on science and engineering practices, SAT preparation, and culturally responsive pedagogy. Completion of this work would allow them to enter the pilot stage of the curriculum review process in the fall.	<b>8 Teachers; 120 Hours</b>	<b>\$4,860.00</b>
7. US History	Teachers of US History will continue with their curriculum work beginning with a review of the changes made from a chronological to a thematic format. Time will be	<b>9 Teachers; 135 Hours</b>	<b>\$5,467.50</b>

	given to improve assessments, develop problem- and project-based assignments and enhance instruction—especially in relation to skill-based assessments. Additional time will be given to consider Gholdy Muhammed’s framework. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.		
8. Instructional Coaching	LT’s Instructional and TEC Coaches will meet in the beginning of the summer and prior to the start of the school year to coordinate the coaching program as aligned to the new curriculum-based professional learning model. The coaches will work with a trainer on infusing problem- and project-based learning as a part of the curriculum review process. The merging of TEC training along with the formative assessment practices will enhance classroom instruction to ensure teaching and learning considers surface learning, deep learning, and transfer learning. While reviewing the SAMR model for effective technology integration, the Instructional Coaches will be prepared to enhance curriculum review teams’ lessons in problem- and project-based learning.	<b>10 Teachers; 150 Hours</b>	<b>\$6,075.00</b>
9. Professional Learning Team	LT’s Professional Learning Team has been in existence since March, 2011. When the PLT began their journey in 2011, they implemented a professional learning design that consisted of several strands including assessment literacy, differentiated instruction, and discipline-based literacy (CCSS). In 2018, a new strand was added, social-emotional learning. In 2019, we expanded to this strand by adding Included awareness training. In 2022, we evolved this strand to encompass culturally responsive pedagogy. Following the development of a more curriculum-based professional learning model for the 2023-24 school year, the PLT will spend its workshop helping to clarify roles and responsibilities as well as learn how the Curriculum Review process will help to guide our professional learning for the upcoming school year. By providing effective professional learning on essential aspects of teaching and learning, staff will receive the support needed to improve classroom practices which will enhance student learning.	<b>21 Teachers; 126 Hours</b>	<b>\$5,103.00</b>
<b>EQUITY &amp; BELONGING</b>			
1. Cultivating Curriculum	<b>Description:</b> Teams of 2-4 teachers will commit to working on creating Culturally Responsive Lessons that incorporate the 5 Pursuits presented in <i>Cultivating Genius</i> (model by Dr. Gholdy Muhammad) as a part of this 15 hour summer workshop experience (June date/ Independent Team Hours/Team Workshop Day).  <b>Who can Apply:</b> Teachers that have participated in our Culturally Responsive Teacher training via the Cultivating Genius L-TEAMS, Equity Ambassadors, or PLC Culturally Responsive Teaching PLC Strand can apply for this Level-2 learning opportunity.	<b>20 Teachers; 300 Hours</b>	<b>\$12,150.00</b>



**Teacher Teams:** will need to identify a unit of study that they would like to update or create and will utilize the five learning pursuits to anchor their work in developing more Culturally Responsive lessons and learning environment.

**Dates:**

- Day 1- June 12th Lesson Creation Summer Workshop @ LT (ALL Teams)
- Day 2- One work day identified by each Lesson Team
- Day 3- One Team work day at LT with one-on-one support.

Team will coordinate the date with Dr. Rowe

**Things to Know:**

- Each member of the Lesson Teams must commit to sharing their work as a part of the Lesson Sharing Symposium (Institute Day session)
- Each participant must commit to being in attendance for the one common workshop day at LT (5 hours)
- Each Group will commit to collaborating on these lessons for a total of 5 working hours that they will log
- Each Group will identify a day where they will work at LT with Dr. Rowe and a special guest teacher (if available) for support to finalize the lessons for this project
- Each Group will create a common folder with all resources, lessons and materials that can be shared in a common lesson repository folder for other teachers to access
- Each Group will collaborate to organize a presentation sharing their work with peers as a part of our Lesson Sharing Symposium session for an Institute Day.

**STUDENT SERVICES**

1. Counseling Curriculum

The essential component to a school district’s Multi-Tiered System of Support framework is comprehensive Tier 1 instruction and programming that meets the academic, behavioral, and attendance needs of the vast majority of students. This same framework is applied across all divisions and departments at LTHS though the learning and skill targets are specific to the content addressed. When students demonstrate the need for additional support to reach grade-level outcomes (in any area), that support should be layered on top of the existing Tier 1 programming rather than in lieu of the foundational instruction/programming. It is also essential to a healthy MTSS framework that it follows a cycle of continuous improvement that

**18 Teachers;  
180 Hours**

**\$7,290.00**

embeds data-driven program evaluation and time for adjustment of the lessons/materials, etc.

The Student Services Division provides a wide variety of services and supports to students across Tiers I, II, and III. With regard to grade-level school counseling, the essential Tier I programming is the Group Guidance curriculum, which provides instruction with a scope and sequence that spans all four years of high school with an overall focus of post-secondary readiness for all students. Typical components of post-secondary planning include interest assessments, course planning, career exploration, and understanding post-secondary training and education options but can also include social and emotional learning, executive functioning, linkages to outside experiences (i.e. job-shadow opportunities, internships) among other topics.

In order to improve the existing 4-year Group Guidance curriculum to one that best meets the needs of LT students and is grounded in best practice, the grade level teams have begun working on using data to better identify and understand the student needs and use that information to drive their work. Concurrently, LTHS is shifting to an updated post-secondary platform (Schoolinks) that is dynamic and engaging for students and families and in alignment with the American School Counselor Association (ASCA) National Model.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Additionally, the cycle of continuous improvement for curriculum and instruction (regardless of content) is driven by the following:

- Essential Question 1: What do we want students to know and be able to do? How do we teach effectively and responsively to ensure all students are able to access material? (Tier I)
- Essential Question 2: What do we do when students do not learn or achieve mastery? (Tier II)

	<p>On average, LT students attend 4 Group Guidance sessions/school year (in addition to 1:1 appointments as-needed and for registration). These lessons are typically delivered in small group settings and provide the necessary instruction for students to meet grade-level targets. Each years' lessons build upon the previous year and it is critical that our school counselors have full mastery of all lessons from Grade 9-12 as they move grade-to-grade with their students. This proposed summer workshop has been developed to provide all 16 grade-level counselors, the College and Career Counselor, and the Assistant Division Chair with two (5-hour) days to:</p> <ul style="list-style-type: none"> <li>• Develop the 4-year Group Guidance Scope and Sequence (ESQ 1)</li> <li>• Develop individual lessons, learning objectives, and formative and summative assessments for each Group Guidance session across all 4 years (ESQ 1)</li> <li>• Determine a schedule for delivering the curriculum (when, where) and develop the standard communications to students, families, and staff to promote understanding, engagement, and transparency</li> <li>• Determine when/where additional support will be provided for students who demonstrate difficulty (ESQ 2)</li> </ul> <p>All of the participants will work together in large and small groups over the two days to ensure continuity and consistency in the Group Guidance experience for students from year to year as well as alignment with ASCA standards, integration of the Schoollinks post-secondary platform, and to ensure robust Tier I Student Services instruction/programming that allows for targeted Tier II/III interventions when needed.</p>		
<b>LANGUAGE ARTS</b>			
1. English II Accel	<p>With the decision to drop <i>A Tale of Two Cities</i> in the English II Lit Accelerated curriculum, our team is requesting a workshop to examine and adjust our priority standards and to create an engaging, rigorous curriculum that prepares students for junior year English. We will work with components in the <i>Norton Anthology of Non-fiction</i> to integrate into a unit that will focus on critical reading, rhetorical analysis, and overall writing skills. With the infusion of more non-fiction in the course, we will have more opportunities for informational writing and research. In addition, we will ensure our coursework and assessments are aligned overall and update the syllabus and curriculum map, while anticipating further evaluation during the sophomore curriculum review process in the 2023-2024 school year.</p>	<b>3 Teachers; 15 Hours</b>	<b>\$607.50</b>
2. English Creation & Reflection	<p>English IV Prep: Creating and Reflecting is a course that needs review and revision. We plan to review and refine our outcomes, re-work our units so they are more culturally responsive, and examine ways to infuse more rigor through the tasks with which we are asking our students to engage and through the infusion of more complex texts. Additionally, we will fully align our formative experiences with the summative</p>	<b>2 Teachers; 20 hours</b>	<b>\$810.00</b>

	experiences. As a result of our work, we will produce a new curriculum map and perhaps text recommendations for the November deadline.		
<b>FINE ARTS</b>			
1. Spanish ACP III	Indiana University has changed their textbook and curriculum for the Dual Credit courses. S200 (Spanish 3H) will be phased in during the 2023-2024 school year and this summer we will need to create the curriculum, lessons and syllabus as required by Indiana University.	<b>3 Teachers; 75 Hours</b>	<b>\$3,037.50</b>
<b>PHYSICAL WELFARE</b>			
1. Adaptive PE	<p>In preparation for our new Adaptive PE Leaders course we would like bring together our key staff members that will be involved to solidify the logistics and curriculum for the class. Because the class works in conjunction with our LIFE program and LIFE PE class it will be important to have all parties involved in the final development of the curriculum and how this class will “push in” and support the LIFE PE classes. Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> <li>- Adaptive PE Leaders curriculum map with common formative and summative assessments that are aligned to standards.</li> <li>- A full semester long curriculum to train student leaders on working with students with disabilities, how to modify activities to meet the needs of various students, and experiencing what it is like to engage in modified activities if you have a disability.</li> <li>- The development of supplemental learning materials for students in the course.</li> <li>- The development of individual lessons linked to SHAPE standards, IL Learning PE/Health standards, and SEL standards.</li> <li>- The development of individual lessons that focus on students disabilities and how to appropriately modify or accommodate activities to include all students.</li> </ul>	<b>9 Teachers; 135 Hours</b>	<b>\$5,467.50</b>
2. Basic Self-Defense	With our new Basic Self-Defense course that employs the RAD curriculum for those who identify as male or non-binary it is essential that we bring our RAD male self-defense certified instructors together to finalize the curriculum. This time will be important to review the course plans, unit plans, and individual lessons that have been developed and ensure they are linked to the RAD standards (as well as the SHAPE America and IL PE standards) and are assessed in an accurate way. In addition, there will be time needed to develop systems to ensure all students feel safe and supported in the class. Procedures will be developed if a student confides in their teacher that they have been a victim in the past or if other concerns arise based on the sensitive nature of the class. While each teacher has been trained in RAD systems as a Basic Self-Defense Instructor for males it will be important that all teachers collaborate to ensure we are providing a safe, supported, and consistent curriculum regardless of	<b>4 Teachers; 40 Hours</b>	<b>\$1,620.00</b>

	<p>instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> <li>- Self-defense curriculum map (specifically related to male and non-binary issues) with common formative and summative assessments that are aligned to standards.</li> <li>- Procedures developed for students that are struggling emotionally in the course or for students that confide to a teacher or peer of a past assault.</li> <li>- The development of supplemental learning materials for students in the course.</li> <li>- The development of individual lessons linked to SHAPE standards as well as RAD and SEL standards.</li> </ul>		
<b>MATH/SCIENCE</b>			
1. Medical Terminology	This proposal will develop an all-new curriculum for the Medical Terminology course, including a syllabus, curriculum map, course outline, major assessments, etc.	<b>3 Teachers; 50 Hours</b>	<b>\$2,025.00</b>
2. Urban Agriculture	This proposal will develop an all-new curriculum for the Sustainable Urban Agriculture course, including a syllabus, curriculum map, course outline, major assessments, etc.	<b>2 Teachers; 50 Hours</b>	<b>\$2,025.00</b>
3. Earth & Space Science	This proposal will develop an all-new curriculum for the Earth Space Science course, including a syllabus, curriculum map, course outline, major assessments, etc.	<b>2 Teachers; 50 Hours</b>	<b>\$2,025.00</b>
<b>GLOBAL STUDIES</b>			
1. AP Psychology	The Psychology PLC will conduct a summer workshop focused on revisions to our AP course by the College Board and the infusion of our inquiry plan into both AP Psychology and Introduction to Psychology. As always, our PLC's work is centered on creating interesting, challenging courses that are student-centered. Thus, our summer workshop will help us ensure that our students have the necessary skills to thrive in our courses.		<b>\$1,620.00</b>
			<b>Total District Cost \$38,677.50</b>
			<b>Total Grant Cost \$61,600.50</b>
			<b>Total Cost \$100,278.50</b>

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>• Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</li> <li>• Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</li> <li>• Submit form electronically and as a signed hard copy.</li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>			
A. Division <b>District Student Services</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.)			
B. Department <b>LA, Math/Science, Global Studies, Physical Welfare, Special Ed,</b>				
<b>III. TITLE AND CRITERIA</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td style="width: 30px; text-align: center;">of</td> <td style="width: 30px; text-align: center;">9</td> </tr> </table>	1	of	9
1	of	9		
A. Workshop Title <b>Co-Teaching Preparation</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>			
B. Selection Criteria Priority - Priority I	<input checked="" type="checkbox"/> Grant Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account			
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative			
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other			

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. English Co-Teacher TBD	6/5 – 6/9	5	25
2. English Co-Teacher TBD	6/5 – 6/9	5	25
3. English Co-Teacher TBD	6/5 – 6/9	5	25
4. Math Co-Teacher TBD	6/5 – 6/9	5	25
5. Math Co-Teacher TBD	6/5 – 6/9	5	25
6. Science Co-Teacher TBD	6/5 – 6/9	5	25
7. Science Co-Teacher TBD	6/5 – 6/9	5	25
8. Global Studies Co-Teacher TBD	6/5 – 6/9	5	25
9. Global Studies Co-Teacher TBD	6/5 – 6/9	5	25
10. Physical Welfare Co-Teacher TBD	6/5 – 6/9	5	25
11. Physical Welfare Co-Teacher TBD	6/5 – 6/9	5	25
12. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
13. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
14. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
15. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
16. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
17. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
18. Special Education Co-Teacher TBD	6/5 – 6/9	5	25
<b>TOTALS</b>		90	450

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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The following schedule for the Co-Teaching Summer Workshop was developed in collaboration with Dr. Tammy Barron and Dr. Brad Witzel, from Western Carolina University in the College of Education and Allied Professions, School of Teaching and Learning. Dr. Barron began working with our co-teachers in the summer of 2022 and Dr. Witzel will join her for the 2023/24 school year to specifically help support

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math/science co-teaching. Systemic support, inclusive of specialized professional learning and planning, is an essential element of successful co-teaching. By providing this intensive and comprehensive professional learning in June 2023, co-teaching pairs will be prepared to plan for instruction throughout the school year with the necessary knowledge to ensure that co-taught courses meet the specialized instructional requirements for Special Education students without compromise to rigorous, grade level standards.

**Topics for this professional development/MONDAY:**

- Introduction of specially designed instruction (SDI)/specific instructional language as a requirement of effective co-teaching, including its relationship to student IEPs and/or individualized language plans
- Application of the six traditional co-teaching approaches in current co-taught classes
- Task analysis and formative assessment to drive instructional and intervention decisions
- Error pattern analyses discussion of contemporary recommendations regarding roles and responsibilities of both professionals in a co-taught class
- Task analyze math content: Develop formative assessment protocols and how to develop differentiation to support individual learner's needs

*Possible Examples: Arithmetic to Algebra Gap; Pre-high school science*

**Topics for this professional development/TUESDAY:**

- Teaching Content Vocabulary
- Principles of Systematic Instruction
- Develop visual supports for vocabulary
- Analyze and align explicit instruction principles with their classroom content
- Practice explicit instruction and strategies for increasing the successes of approaches for reducing co-teaching challenges
- Continued discussion on the integration of specially designed instruction and specific instruction of language into co-taught classes
- Guided planning, a means of further encouraging co-teachers to embed evidence-based instruction into their general curricular work

*Possible Examples: Equations and Functions; Waves and their Applications*

**Topics for this session include the following/WEDNESDAY:**

- The process of planning for SDI, including review of assessments and related reports and the interpretation of student data.
- Spaced learning of time and visuals to support learners
- Analyze their content for scaffolding
- Develop assessments and assignments that revisit content
- Practice CvA representations
- Develop lessons using the CvA sequence of instruction Selection of appropriate SDI
- Expectations for embedding SDI into co-taught instruction

*Possible examples: Case study with specific student barriers and SDI*

**Topics for this professional development/THURSDAY:**

- Request that teachers bring one unit of lesson plans (if this is possible)
- Differentiating the Levels of Complexity: Interleaving Worked Examples.
- Determine underlying complexity in their assignments
- Differentiating levels of complexity for learners, based on their needs and expectations
- Analyze their content for scaffolding

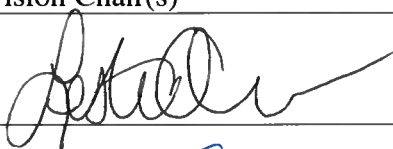

- Develop assessments and assignments that revisit content
- Practice CvA representations
- Develop lessons using the CvA sequence of instruction Selection of appropriate SDI
- Expectations for embedding SDI into co-taught instruction
- Examples of SDI, including macro SDI (e.g., self-regulated strategy development) and subject-specific SDI (e.g., strategies for reading informational text), and other SDI techniques.

*Possible Examples: Systems of Equations; Heredity: Inheritance and Variation of Traits*

**Topics for this session include the following/FRIDAY:**

- Reading across the curriculum - Embedding SDI to increase access
- Word Problem Solving for Students who need reading support
- Partially worked solutions
- Review indicators of co-teaching/SDI that should be observed in co-taught lessons
- Practice implementing general heuristics for problem solving and writing
- Apply partially worked solutions to classroom content
- Summarizing key concepts for their instruction including application of the six traditional co-teaching approaches in current co-taught classes

*Possible Examples: Theorems and Proofs; Earth and Human Activity*

<b>VII. SIGNATURES AND APPROVAL</b>	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 3/1/25
Director of Curriculum/Instruction or Personnel 	Date 3/1/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>• Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</li> <li>• Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</li> <li>• Submit form electronically and as a signed hard copy.</li> </ul>


<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Global Studies</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> <span style="border: 1px solid black; padding: 2px 10px;">2</span> of <span style="border: 1px solid black; padding: 2px 10px;">9</span> </div>
B. Department <b>Social Studies</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>
A. Workshop Title <b>World History Curr. Review</b>	<input checked="" type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates	

**V. NAME(S), DAYS, DATES, AND HOURS** (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD	6/13-6/15	3	15
2. TBD	6/13-6/15	3	15
3. TBD	6/13-6/15	3	15
4. TBD	6/13-6/15	3	15
5. TBD	6/13-6/15	3	15
6. TBD	6/13-6/15	3	15
7. TBD	6/13-6/15	3	15
8. TBD	6/13-6/15	3	15
9. TBD	6/13-6/15	3	15
10. TBD	6/13-6/15	3	15
11. TBD	6/13-6/15	3	15
<b>TOTALS</b>		<b>33</b>	<b>165</b>

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

Teachers of World History will continue with their curriculum review work with an emphasis on developing inquiry that aligns to the new ISBE Social Studies inquiry standards. Additional time will be given to consider Gholdy Muhammed’s framework as well as best practice for project-based learning. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.

<b>VII. SIGNATURES AND APPROVAL</b>	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>• <b>Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</b></li> <li>• <b>Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</b></li> <li>• <b>Submit form electronically and as a signed hard copy.</b></li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Math Science</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">3</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">9</div>
B. Department <b>Math</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>
A. Workshop Title <b>Algebra Curr. Review</b>	<input checked="" type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates	

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Julie Ozols	6/13-6/15	3	15
2. Kelsey Thimmig	6/13-6/15	3	15
3. Bianca Spalla	6/13-6/15	3	15
4. Danny Berg	6/13-6/15	3	15
5. Tamiaka Killins	6/13-6/15	3	15
6. Tina Dunn	6/13-6/15	3	15
7. Jill Bober	6/13-6/15	3	15
8. TBA	6/13-6/15	3	15
9.			
10.			
<b>TOTALS</b>		24	120

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Teachers of Algebra I Prep and Accel will wrap up the work needed on Phase 1 of the Curriculum Review Process. This includes the development of rich math tasks, implementation of assessments based on math practices, SAT preparation and culturally responsive pedagogy. Completion of the Unit Maps will ensure the team is ready to move into the pilot stage of new curriculum in the fall.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Jui Ong</i>	Date 1/31/2023
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Annette Orisco</i>	Date 1/31/2023
Division Chair(s)  <i>Collin Voigt</i>	Date  1/31/23
Director of Curriculum/Instruction or Personnel <i>Scott Rapp</i>	Date 2/28/23

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


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</li> <li>Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</li> <li>Submit form electronically and as a signed hard copy.</li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>			
A. Division <b>Language Arts</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; margin: 5px 0;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 30px; text-align: center;">9</td> </tr> </table> </div>	4	of	9
4		of	9	
B. Department <b>English</b>				
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>			
A. Workshop Title <b>English I Curr. Review</b>	<input checked="" type="checkbox"/> Grant Account			
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative			
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other			
<input type="checkbox"/> 3. Federal and/or State Mandates				

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD	6/13-6/15	3	15
2. TBD	6/13-6/15	3	15
3. TBD	6/13-6/15	3	15
4. TBD	6/13-6/15	3	15
5. TBD	6/13-6/15	3	15
6. TBD	6/13-6/15	3	15
7. TBD	6/13-6/15	3	15
8. TBD	6/13-6/15	3	15
9. TBD	6/13-6/15	3	15
10. TBD	6/13-6/15	3	15
<b>TOTALS</b>		30	150

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Teachers of Freshman English will continue with their curriculum review work with an emphasis on shifting from genre-based curriculum to theme-based curriculum. Additional time will be given to consider Gholdy Muhammed's framework as well as best practice for project-based learning. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.</p>

<b>VII. SIGNATURES AND APPROVAL</b>	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

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


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</li> <li>Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</li> <li>Submit form electronically and as a signed hard copy.</li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Physical Welfare</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">9</div>
B. Department <b>Physical Education</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>
A. Workshop Title <b>Freshman PE Curr. Review</b>	<input checked="" type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates	

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Aloisio	6/8-6/9	3	15
2. Bryan Bergman	6/8-6/9	3	15
3. Dan Bielawski	6/8-6/9	3	15
4. Gretchen Jochum	6/8-6/9	3	15
5. Sami Melendez-Kluempers	6/8-6/9	3	15
6. Colleen O'Neil	6/8-6/9	3	15
7. Scott Walker	6/8-6/9	3	15
8.			
9.			
10.			
<b>TOTALS</b>		21	105

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>We are requesting additional time to have our Freshman PE PLC group continue making revisions to their curriculum based off of the learning and work that was done in the curriculum review process this school year. Working to implement curricular changes as well as embedding new assessments meant to authentically measure student learning will take time and it will be important to collaborate and develop a level of consistency amongst teachers.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> <li>- The final versions of all 7 stage 1 and 4 curriculum review documents</li> <li>- An updated curriculum map that includes information on SEL, Muhammed's 5 pursuits, and disciplinary literacy.</li> <li>- Updated rubrics and grading linked to SHAPE America standards, IL PE/Health learning standards.</li> </ul>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</li> <li>Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</li> <li>Submit form electronically and as a signed hard copy.</li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Math Science</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">6</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">9</div>
B. Department <b>Science</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>
A. Workshop Title <b>Biology Curr. Review</b>	<input checked="" type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates	

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Annette Orrico	6/13-6/15	3	15
2. Rebecca Baudler	6/13-6/15	3	15
3. Erica Flounders	6/13-6/15	3	15
4. Cindy Flaherty-Stamm	6/13-6/15	3	15
5. Brie Hawrysz	6/13-6/15	3	15
6. Candace Jackson-Fauth	6/13-6/15	3	15
7. Natalie Petrevski	6/13-6/15	3	15
8. Kaleigh Dolan	6/13-6/15	3	15
9.			
10.			
<b>TOTALS</b>		24	120

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Teachers of Biology Prep and Accel will wrap up the work needed for Phase 1 if the Curriculum Review Process. The includes the development of phenomenon, implementation of assessments based on science and engineering practices, SAT preparation, and culturally responsive pedagogy. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 2-1-23
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 1/31/2023
Division Chair(s)  <b>Collin Voigt</b>	Date  1/31/23
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>• <b>Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</b></li> <li>• <b>Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</b></li> <li>• <b>Submit form electronically and as a signed hard copy.</b></li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Global Studies</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">7 of 9</div>
B. Department <b>Social Studies</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>
A. Workshop Title <b>US History Curr. Review</b>	<input checked="" type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates	

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD	6/13-6/15	3	15
2. TBD	6/13-6/15	3	15
3. TBD	6/13-6/15	3	15
4. TBD	6/13-6/15	3	15
5. TBD	6/13-6/15	3	15
6. TBD	6/13-6/15	3	15
7. TBD	6/13-6/15	3	15
8. TBD	6/13-6/15	3	15
9. TBD	6/13-6/15	3	15
<b>TOTALS</b>		27	135

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Teachers of US History will continue with their curriculum work beginning with a review of the changes made from a chronological to a thematic format. Time will be given to improve assessments, develop problem- and project-based assignments and enhance instruction—especially in relation to skill-based assessments. Additional time will be given to consider Gholdy Muhammed’s framework. Completion of this work along with the Unit Maps will allow them to enter the pilot stage of the curriculum review process in the fall.</p>

<b>VII. SIGNATURES AND APPROVAL</b>	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

**I. DIRECTIONS**

- **Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.**
- **Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.**
- **Submit form electronically and in hard copy.**

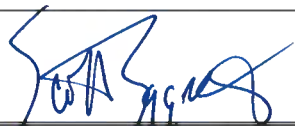
<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department	
<b>III. TITLE AND CRITERIA</b>	8 of 9
A. Workshop Title Instructional Coach Retreat	<b>B. Funding source(s) and account numbers</b>
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

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

NAMES	DATES	# OF DAYS	TOTAL HOURS (5 hours per day)
1. Kirsten Bacon	TBD	3	15
2. Virginia Condon	TBD	3	15
3. Amy Johnson	TBD	3	15
4. Deana Mancini	TBD	3	15
5. Jeremy Vrtis	TBD	3	15
6. Darragh Voy	TBD	3	15
7. Callie Salaymeh	TBD	3	15
8. Rebecca Rivan	TBD	3	15
9. Joseph Maffey	TBD	3	15
10. TBD	TBD	3	15
<b>TOTALS</b>		<b>30</b>	<b>150 hours</b>

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

LT's Instructional and TEC Coaches will meet in the beginning of the summer and prior to the start of the school year to coordinate the coaching program as aligned to the new curriculum-based professional learning model. The coaches will work with a trainer on infusing problem- and project-based learning as a part of the curriculum review process. The merging of TEC training along with the formative assessment practices will enhance classroom instruction to ensure teaching and learning considers surface learning, deep learning, and transfer learning. While reviewing the SAMR model for effective technology integration, the Instructional Coaches will be prepared to enhance curriculum review teams' lessons in problem- and project-based learning.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>• <b>Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</b></li> <li>• <b>Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</b></li> <li>• <b>Submit form electronically and in hard copy.</b></li> </ul>

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division Curriculum & Instruction	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> <span style="border: 1px solid black; padding: 2px 5px;">9</span> of <span style="border: 1px solid black; padding: 2px 5px;">9</span> </div>
B. Department	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) and account numbers</b>
A. Workshop Title Professional Learning Team (PLT)	<input checked="" type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates:	


<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	# OF DAYS	TOTAL HOURS (6 hours per day)
1. TBD	June 2	1	6
2. TBD	June 2	1	6
3. TBD	June 2	1	6
4. TBD	June 2	1	6
5. TBD	June 2	1	6
6. TBD	June 2	1	6
7. TBD	June 2	1	6
8. TBD	June 2	1	6
9. TBD	June 2	1	6
10. TBD	June 2	1	6
11. TBD	June 2	1	6
12. TBD	June 2	1	6
13. TBD	June 2	1	6
14. TBD	June 2	1	6
15. TBD	June 2	1	6
16. TBD	June 2	1	6
17. TBD	June 2	1	6
18. TBD	June 2	1	6
19. TBD	June 2	1	6
20. TBD	June 2	1	6
21. TBD	June 2	1	6
<b>TOTALS</b>		21	126 hours

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

LT's Professional Learning Team has been in existence since March, 2011. When the PLT began their journey in 2011, they implemented a professional learning design that consisted of several strands including assessment literacy, differentiated instruction, and discipline-based literacy (CCSS). In 2018, a new strand was added, social-emotional learning. In 2019, we expanded to this strand by adding included awareness training. In 2022, we evolved this strand to encompass culturally responsive pedagogy.

Following the development of a more curriculum-based professional learning model for the 2023-24 school year, the PLT will spend its workshop helping to clarify roles and responsibilities as well as learn how the Curriculum Review process will help to guide our professional learning for the upcoming school year.

By providing effective professional learning on essential aspects of teaching and learning, staff will receive the support needed to improve classroom practices which will enhance student learning.

<b>VII. SIGNATURES AND APPROVAL</b>	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 2/28/23

<b>VIII. CURRICULUM OFFICE USE ONLY</b>	
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Approved with revisions	Total hours approved
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Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
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<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>			
A. Division <b>Equity and Belonging, Curriculum</b>	A. <b>Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 40px; text-align: center;">1</td> </tr> </table>	1	of	1
1		of	1	
B. Department <b>Equity and Belonging, Curriculum</b>				
<b>III. TITLE AND CRITERIA</b>				
A. Workshop Title <b>Cultivating Curriculum</b>	<b>B. Funding source(s) and account numbers</b>			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account			
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other			

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

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. 20 Teachers	June 12, days 2 and 3 arranged by team	3	15
<b>TOTALS</b>			<b>300</b>

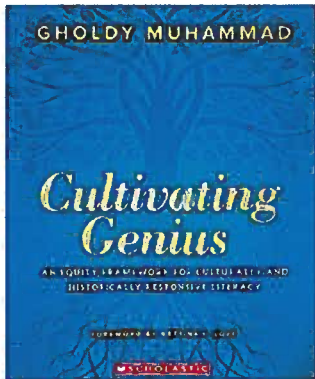
**VI. SUMMER WORKSHOP DESCRIPTION** (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)



## Cultivating Curriculum: Lesson Creation Summer Workshop

**Description:** Teams of 2-4 teachers will commit to working on creating Culturally Responsive Lessons that incorporate the 5 Pursuits presented in *Cultivating Genius* (model by Dr. Gholdy Muhammad) as a part of this 15 hour summer workshop experience (June date/ Independent Team Hours/Team Workshop Day).

**Who can Apply:** Teachers that have participated in our Culturally Responsive Teacher training via the Cultivating Genius L-TEAMS, Equity Ambassadors, or PLC Culturally Responsive Teaching PLC Strand can apply for this Level-2 learning opportunity.





**Teacher Teams:** will need to identify a unit of study that they would like to update or create and will utilize the five learning pursuits to anchor their work in developing more Culturally Responsive lessons and learning environment.

**Dates:**

- Day 1- June 12th Lesson Creation Summer Workshop @ LT (ALL Teams)
- Day 2- One work day identified by each Lesson Team
- Day 3- One Team work day at LT with one-on-one support. Team will coordinate the date with Dr. Rowe

**Things to Know:**

- Each member of the Lesson Teams must commit to sharing their work as a part of the Lesson Sharing Symposium (Institute Day session)
- Each participant must commit to being in attendance for the one common workshop day at LT (5 hours)
- Each Group will commit to collaborating on these lessons for a total of 5 working hours that they will log
- Each Group will identify a day where they will work at LT with Dr. Rowe and a special guest teacher (if available) for support to finalize the lessons for this project
- Each Group will create a common folder with all resources, lessons and materials that can be shared in a common lesson repository folder for other teachers to access
- Each Group will collaborate to organize a presentation sharing their work with peers as a part of our Lesson Sharing Symposium session for an Institute Day.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/13/23
Director of Curriculum/Instruction or Personnel 	Date 2/29/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2023 Summer Workshop Proposal**

**I. DIRECTIONS**

- Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.
- Submit form electronically and as a signed hard copy.

<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>			
A. Division <b>Student Services</b>	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table style="margin-left: auto; margin-right: auto; border: 1px solid black;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">1</td> <td style="border: 1px solid black; padding: 2px 5px;">of</td> <td style="border: 1px solid black; padding: 2px 10px;">1</td> </tr> </table>	1	of	1
1		of	1	
B. Department <b>Counseling</b>				
<b>III. TITLE AND CRITERIA</b>	B. Funding source(s) (Curriculum Office Only)			
A. Workshop Title <b>Tier II Intervention Development</b>	<input type="checkbox"/> Grant Account			
B. Selection Criteria Priority - Priority I	<input checked="" type="checkbox"/> District Budget Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative			
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other			
<input type="checkbox"/> 3. Federal and/or State Mandates				

**V. NAME(S), DAYS, DATES, AND HOURS** (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Mike Zirolì	6/7 and 6/8	2	10
2. Pat King	6/7 and 6/8	2	10
3. Jane Bauer	6/7 and 6/8	2	10
4. Kristi Gabriel	6/7 and 6/8	2	10
5. Tammy Miller	6/7 and 6/8	2	10
6. Lauren Cuchna	6/7 and 6/8	2	10
7. Alex Ip	6/7 and 6/8	2	10
8. Kristen Sisto	6/7 and 6/8	2	10
9. Kate Pruski	6/7 and 6/8	2	10
10. Chris Grosrenaud	6/7 and 6/8	2	10
11. Brooke Spencer	6/7 and 6/8	2	10
12. Gia Garro	6/7 and 6/8	2	10
13. Nicole Zirolì	6/7 and 6/8	2	10
14. Katy Kozlowski	6/7 and 6/8	2	10
15. Anne Strickland	6/7 and 6/8	2	10
16. TBD – Freshman School Counselor	6/7 and 6/8	2	10
17. Cody Dailey	6/7 and 6/8	2	10
18. Kate Wohlgemuth	6/7 and 6/8	2	10
<b>TOTALS</b>		<b>36</b>	<b>180</b>

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

The essential component to a school district's Multi-Tiered System of Support framework is comprehensive Tier I instruction and programming that meets the academic, behavioral, and attendance needs of the vast majority of students. This same framework is applied across all divisions and departments at LTHS though the learning and skill targets are specific to the content addressed. When students demonstrate the need for additional support to reach grade-level outcomes (in any area), that support should be layered on top of the existing Tier I programming rather than in lieu of the foundational instruction/programming. It is also essential to a healthy MTSS framework that it follows a cycle of continuous improvement that embeds data-driven program evaluation and time for adjustment of the lessons/materials, etc.

The Student Services Division provides a wide variety of services and supports to students across Tiers I, II, and III. With regard to grade-level school counseling, the essential Tier I programming is the Group Guidance curriculum, which provides instruction with a scope and sequence that spans all four years of high school with an overall focus of post-secondary readiness for all students. Typical components of post-secondary planning include interest assessments, course planning, career exploration, and understanding post-secondary training and education options but can also include social and emotional learning, executive functioning, linkages to outside experiences (i.e. job-shadow opportunities, internships) among other topics.

In order to improve the existing 4-year Group Guidance curriculum to one that best meets the needs of LT students and is grounded in best practice, the grade level teams have begun working on using data to better identify and understand the student needs and use that information to drive their work. Concurrently, LTHS is shifting to an updated post-secondary platform (Schoolinks) that is dynamic and engaging for students and families and in alignment with the American School Counselor Association (ASCA) National Model.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Additionally, the cycle of continuous improvement for curriculum and instruction (regardless of content) is driven by the following:

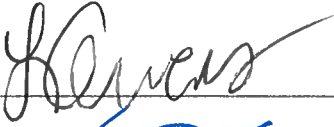

- Essential Question 1: What do we want students to know and be able to do? How do we teach effectively and responsively to ensure all students are able to access material? (Tier I)
- Essential Question 2: What do we do when students do not learn or achieve mastery? (Tier II)

On average, LT students attend 4 Group Guidance sessions/school year (in addition to 1:1 appointments as-needed and for registration). These lessons are typically delivered in small group settings and provide the necessary instruction for students to meet grade-level targets. Each year's lessons build upon the previous year and it is critical that our school counselors have full mastery of all lessons from Grade 9-12 as they move grade-to-grade with their students. This proposed summer workshop has been developed to provide all 16 grade-level counselors, the College and Career Counselor, and the Assistant Division Chair with two (5-hour) days to:

- Develop the 4-year Group Guidance Scope and Sequence (ESQ 1)
- Develop individual lessons, learning objectives, and formative and summative assessments for each Group Guidance session across all 4 years (ESQ 1)
- Determine a schedule for delivering the curriculum (when, where) and develop the standard communications to students, families, and staff to promote understanding, engagement, and transparency
- Determine when/where additional support will be<sup>38</sup> provided for students who demonstrate difficulty (ESQ 2)

All of the participants will work together in large and small groups over the two days to ensure continuity and consistency in the Group Guidance experience for students from year to year as well as alignment with ASCA standards, integration of the Schoolinks post-secondary platform, and to ensure robust Tier I Student Services instruction/programming that allows for targeted Tier II/III interventions when needed.

**VII. SIGNATURES AND APPROVAL**

Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/15/23
Director of Curriculum/Instruction or Personnel 	Date 2/27/23

**VIII. CURRICULUM OFFICE USE ONLY**

Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable


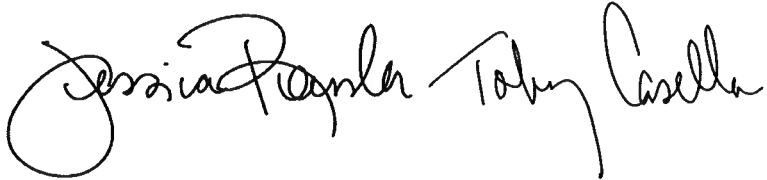


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2023 Summer Workshop Proposal**

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<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>			
A. Division <b>LAD</b>	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)			
B. Department <b>English</b>				
<b>III. TITLE AND CRITERIA</b>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 20px; text-align: center;">2</td> </tr> </table>	1	of	2
1	of	2		
A. Workshop Title <b>English II Lit Accel Curriculum Work</b>	<b>B. Funding source(s) (Curriculum Office Only)</b>			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account			
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account			
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other			

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Katy Melcher	June 5	1	5
2. Vikki Reid	June 5	1	5
3. Jason Verdin	June 5	1	5
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<b>TOTALS</b>		<b>3</b>	<b>15</b>

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the decision to drop <i>A Tale of Two Cities</i> in the English II Lit Accelerated curriculum, our team is requesting a workshop to examine and adjust our priority standards and to create an engaging, rigorous curriculum that prepares students for junior year English. We will work with components in the <i>Norton Anthology of Non-fiction</i> to integrate into a unit that will focus on critical reading, rhetorical analysis, and overall writing skills. With the infusion of more non-fiction in the course, we will have more opportunities for informational writing and research. In addition, we will ensure our coursework and assessments are aligned overall and update the syllabus and curriculum map, while anticipating further evaluation during the sophomore curriculum review process in the 2023-2024 school year.</p>

<b>VII. SIGNATURES AND APPROVAL</b>	
 Primary Submitting Teacher(s)	Date 2/10/23
 Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2/10/23
 Division Chair(s)	Date 2/10/23
Director of Curriculum/Instruction or Personnel 	Date 2/27/23

<b>VIII. CURRICULUM OFFICE USE ONLY</b>	
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>II. DIVISION(S) AND DEPARTMENT(S)</b></td> </tr> <tr> <td style="width: 50%;">A. Division    <b>LAD</b></td> <td style="width: 50%;"></td> </tr> <tr> <td>B. Department    <b>English</b></td> <td></td> </tr> </table>	<b>II. DIVISION(S) AND DEPARTMENT(S)</b>		A. Division <b>LAD</b>		B. Department <b>English</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>IV. DIVISION CHAIR USE ONLY</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.)</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">of 2</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>B. Funding source(s) (Curriculum Office Only)</b></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Grant Account</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>District Budget Account</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Township Initiative</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>Other</td> </tr> </table>	<b>IV. DIVISION CHAIR USE ONLY</b>		<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.)		2	of 2	<b>B. Funding source(s) (Curriculum Office Only)</b>		<input type="checkbox"/>	Grant Account	<input checked="" type="checkbox"/>	District Budget Account	<input type="checkbox"/>	Township Initiative	<input type="checkbox"/>	Other
<b>II. DIVISION(S) AND DEPARTMENT(S)</b>																							
A. Division <b>LAD</b>																							
B. Department <b>English</b>																							
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<input checked="" type="checkbox"/>	District Budget Account																						
<input type="checkbox"/>	Township Initiative																						
<input type="checkbox"/>	Other																						
<b>III. TITLE AND CRITERIA</b>																							
A. Workshop Title <b>Creation and Reflection Summer Workshop</b>																							
B. Selection Criteria Priority																							
<input type="checkbox"/>	1. Approved Curriculum Change																						
<input type="checkbox"/>	2. Strategic Plan																						
<input type="checkbox"/>	3. Federal and/or State Mandates																						

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Katherine Karubas	June 5 and 6	2	10
2. Aaron Tieman	June 5 and 6	2	10
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<b>TOTALS</b>		4	20

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>English IV Prep: Creating and Reflecting is a course that needs review and revision. We plan to review and refine our outcomes, re-work our units so they are more culturally responsive, and examine ways to infuse more rigor through the tasks with which we are asking our students to engage and through the infusion of more complex texts. Additionally, we will fully align our formative experiences with the summative experiences. As a result of our work, we will produce a new curriculum map and perhaps text recommendations for the November deadline.</p>

<b>VII. SIGNATURES AND APPROVAL</b>	
Primary Submitting Teacher(s) Kari Karubas Aaron Tieman  	Date February 7, 2023
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 2/7/23
Director of Curriculum/Instruction or Personnel 	Date 2/27/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
<ul style="list-style-type: none"> <li>• Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.</li> <li>• Division chair submits proposals to Curriculum/Instruction Office by Monday, February 6, 3:00 p.m.</li> <li>• Submit form electronically and in hard copy.</li> </ul>

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

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Ellen Acuña	TBD: June, 2023	5	25
2. JoEllen Gregie	TBD: June, 2023	5	25
3. Kristie Scriba	TBD: June, 2023	5	25
<b>TOTALS</b>		15	75

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
Indiana University has changed their textbook and curriculum for the Dual Credit courses. S200 (Spanish 3H) will be phased in during the 2023-2024 school year and this summer we will need to create the curriculum, lessons and syllabus as required by Indiana University.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Jillian Regie</i>	Date 1.18.2023
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) <i>[Signature]</i>	Date 2.6.2023
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>2/27/23</i>

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
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<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Physical Welfare</b>	A. <b>Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.)
B. Department <b>Physical Education &amp; Special Education</b>	
<b>III. TITLE AND CRITERIA</b>	1 of 2
A. Workshop Title	<b>B. Funding source(s) (Curriculum Office Only)</b>
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other

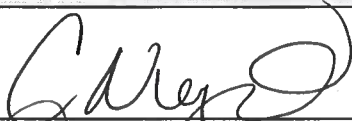
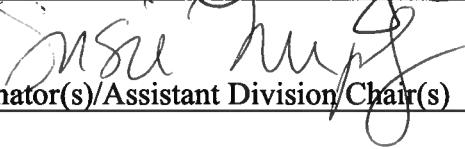


<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Kristine Vins	6/5-6/7	3	15
2. Cassie Niego	6/5-6/7	3	15
3. Gretchen Jochum	6/5-6/7	3	15
4. Jill Vaupell	6/5-6/7	3	15
5. Daniella Gutierrez	6/5-6/7	3	15
6. Beth Rappa	6/5-6/7	3	15
7. Abby Shapland	6/5-6/7	3	15
8. Madeleine McPartland (LADSE PT)	6/5-6/7	3	15
9. Katie Smart (LADSE SLP)	6/5-6/7	3	15
10.			
<b>TOTALS</b>			<b>135</b>

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

In preparation for our new Adaptive PE Leaders course we would like bring together our key staff members that will be involved to solidify the logistics and curriculum for the class. Because the class works in conjunction with our LIFE program and LIFE PE class it will be important to have all parties involved in the final development of the curriculum and how this class will “push in” and support the LIFE PE classes.

Intended outcomes of this workshop include:

- Adaptive PE Leaders curriculum map with common formative and summative assessments that are aligned to standards.
- A full semester long curriculum to train student leaders on working with students with disabilities, how to modify activities to meet the needs of various students, and experiencing what it is like to engage in modified activities if you have a disability.
- The development of supplemental learning materials for students in the course.
- The development of individual lessons linked to SHAPE standards, IL Learning PE/Health standards, and SEL standards.
- The development of individual lessons that focus on students disabilities and how to appropriately modify or accommodate activities to include all students.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 2/3/23
Division Chair(s) 	Date 2/3/23
Director of Curriculum/Instruction or Personnel 	Date 2/27/23

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
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<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Physical Welfare</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <input style="width: 30px; text-align: center;" type="text" value="2"/> of <input style="width: 30px; text-align: center;" type="text" value="2"/> </div>
B. Department <b>Physical Education</b>	
<b>III. TITLE AND CRITERIA</b>	
A. Workshop Title	<b>B. Funding source(s) (Curriculum Office Only)</b>
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates	<input type="checkbox"/> Other


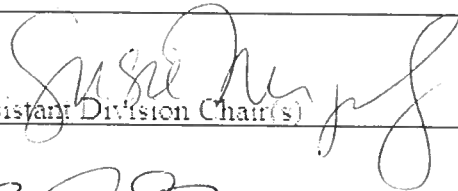
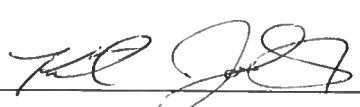
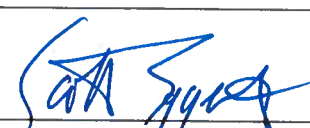
<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Aloisio	6/7-6/8	2	10
2. Jon Beutjer	6/7-6/8	2	10
3. Joe Conway	6/7-6/8	2	10
4. Katie Meyers	6/7-6/8	2	10
<b>TOTALS</b>		<b>8</b>	<b>40</b>

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

With our new Basic Self-Defense course that employs the RAD curriculum for those who identify as male or non-binary it is essential that we bring our RAD male self-defense certified instructors together to finalize the curriculum. This time will be important to review the course plans, unit plans, and individual lessons that have been developed and ensure they are linked to the RAD standards (as well as the SHAPE America and IL PE standards) and are assessed in an accurate way. In addition, there will be time needed to develop systems to ensure all students feel safe and supported in the class. Procedures will be developed if a student confides in their teacher that they have been a victim in the past or if other concerns arise based on the sensitive nature of the class. While each teacher has been trained in RAD systems as a Basic Self-Defense Instructor for males it will be important that all teachers collaborate to ensure we are providing a safe, supported, and consistent curriculum regardless of instructor.

Intended outcomes of this workshop include:

- Self-defense curriculum map (specifically related to male and non-binary issues) with common formative and summative assessments that are aligned to standards.
- Procedures developed for students that are struggling emotionally in the course or for students that confide to a teacher or peer of a past assault.
- The development of supplemental learning materials for students in the course.
- The development of individual lessons linked to SHAPE standards as well as RAD and SEL standards.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 2/3/23
Curriculum Coordinator(s) Assistant Division Chair(s) 	Date 2/3/23
Division Chair(s) 	Date 2/3/23
Director of Curriculum Instruction or Personnel 	Date 2/27/23

VIII. CURRICULUM OFFICE USE ONLY	
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District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

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<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Math/Science</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> <span style="border: 1px solid black; padding: 2px 10px;">1</span> of <span style="border: 1px solid black; padding: 2px 10px;">3</span> </div>
B. Department <b>Science</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) and account numbers</b>
A. Workshop Title <b>Medical Terminology</b>	<input type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates	

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Sylvia Tanious	TBD	4	20
2. Amber Beemer		3	15
3. Brie Hawrysz		3	15
4.			
5.			
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10.			
<b>TOTALS</b>			<b>50</b>

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
This proposal will develop an all-new curriculum for the Medical Terminology course, including a syllabus, curriculum map, course outline, major assessments, etc.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Amber Beemer</i>	Date <i>1/31/2023</i>
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Annette Orsico</i>	Date <i>1/31/2023</i>
Division Chair(s)  <i>Collin Voigt</i>	Date  <i>1/31/23</i>
Director of Curriculum/Instruction or Personnel <i>Scott Spang</i>	Date <i>2/23/23</i>

VIII. CURRICULUM OFFICE USE ONLY	
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District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
2023 Summer Workshop Proposal**

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

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Kaleigh Dolan	TBD	5	25
2. TBD		5	25
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<b>TOTALS</b>			<b>50</b>

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
This proposal will develop an all-new curriculum for the Sustainable Urban Agriculture course, including a syllabus, curriculum map, course outline, major assessments, etc.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>[Signature]</i>	Date 2/1/2023
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Annette Orsini</i>	Date 1/31/2023
Division Chair(s) <i>Collin Voigt</i>	Date 1/31/23
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date 2/27/23

VIII. CURRICULUM OFFICE USE ONLY	
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Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2023 Summer Workshop Proposal**

<b>I. DIRECTIONS</b>
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<b>II. DIVISION(S) AND DEPARTMENT(S)</b>	<b>IV. DIVISION CHAIR USE ONLY</b>
A. Division <b>Math/Science</b>	<b>A. Number and priority of department proposals</b> (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px 10px;">3 of 3</div>
B. Department <b>Science</b>	
<b>III. TITLE AND CRITERIA</b>	<b>B. Funding source(s) and account numbers</b>
A. Workshop Title <b>Earth &amp; Space Science</b>	<input type="checkbox"/> Grant Account
B. Selection Criteria Priority	<input checked="" type="checkbox"/> District Budget Account
X 1. Approved Curriculum Change	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 2. Strategic Plan	<input type="checkbox"/> Other
<input type="checkbox"/> 3. Federal and/or State Mandates	

<b>V. NAME(S), DAYS, DATES, AND HOURS</b> (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Natalie Petrevski	TBD	5	25
2. TBD		5	25
3.			
4.			
5.			
6.			
7.			
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9.			
10.			
<b>TOTALS</b>			<b>50</b>

<b>VI. SUMMER WORKSHOP DESCRIPTION</b> (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
This proposal will develop an all-new curriculum for the Earth Space Science course, including a syllabus, curriculum map, course outline, major assessments, etc.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>Natalie J. Kubit</i>	Date <i>2/1/2023</i>
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Annelle Brown</i>	Date <i>1/31/2023</i>
Division Chair(s)  <i>Collin Voigt</i>	Date  <i>1/31/23</i>
Director of Curriculum/Instruction or Personnel <i>Scott Egan</i>	Date <i>2/27/23</i>

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**  
**2023 Summer Workshop Proposal**

**I. DIRECTIONS**

- Proposal(s) for 2023 Summer Workshops must be completed using this form. Save to your file first.
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- Submit form electronically and as a signed hard copy.

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

**V. NAME(S), DAYS, DATES, AND HOURS** (Provide the names of all faculty (not including administrators) who will work in this workshop. A typical workshop day is 5 hours. If you intend on having longer or shorter days, change the Total Hours multiplier.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1.Lindsay Geraghty	6/5-6/6 2023	2	10
2.Lauren MacCready	6/5-6/6 2023	2	10
3.Michael Morrison	6/5-6/6 2023	2	10
4.John Seiple	6/5-6/6 2023	2	10
5.			
6.			
7.			
8.			
9.			
10.			
<b>TOTALS</b>		<b>8</b>	<b>40</b>

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

The Psychology PLC will conduct a summer workshop focused on revisions to our AP course by the College Board and the infusion of our inquiry plan into both AP Psychology and Introduction to Psychology.

As always, our PLC's work is centered on creating interesting, challenging courses that are student-centered. Thus, our summer workshop will help us ensure that our students have the necessary skills to thrive in our courses.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>oph-213ee</i> <i>Lindsay Gove</i> <i>Michael Main</i> <i>Alison Maclellan</i>	Date 1-27-23
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Michael Main</i>	Date 1-27-23
Division Chair(s) <i>[Signature]</i>	Date 2/21/23
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date 2/27/23

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

# LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101  
· Tel: (708) 579-6462 · Fax: (708) 579-6474 · Email: bstachacz@lths.net · Website: www.lths.net



Brian Stachacz  
Director of Business Services

## Memorandum

**To:** Dr. Brian Waterman, Board of Education  
**From:** Brian Stachacz  
**Date:** 3/1/2023  
**Re:** Five-Year Financial Forecast

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**Information:** Every year as part of the annual budgeting process, I update a Five-Year Financial Forecast for the district. The purpose of this forecast is to give some definition to the financial trajectory of the district based on current known factors as well as unknown factors and to point out possible issues in the coming years related to those factors. The unknown factors, such as collective bargaining agreements and increases to the tax levy, are estimated for several of the years and unfortunately, they have some of the larger impacts on the future years of the forecast. That is why when reviewing this document, it is important to remember that the accuracy is certainly far from perfect and the assumptions used are based more on the current financial climate. The ultimate outcome is that the information presented here is a “best guess” but certainly may be very different from what actually happens in those years. It is also important to point out that the district has control over some of the factors in its financial health, such as collective bargaining agreements, and has very little or no control over other factors, such as the Consumer Price Index (CPI) which is used as a maximum increase (excluding “New Property”) to the annual tax levy. Please also note that when I am creating this forecast, I am attempting to be “reasonably conservative” in the assumptions that are being used.

The first page of the packet includes descriptions of the major revenue and expenditure assumptions used in this projection. Immediately following that page, you will find the financial projection that includes the last five years (FY18 – FY22) of actual revenue/expenditures, the current FY23 budgeted revenue/expenditures, and finally a projection of the next five years (FY24 – FY28) of estimated revenue/expenditures.

We will discuss this information and the assumptions that have been utilized in creating this forecast during the committee meeting in greater detail. Prior to that however, should you have any questions, please do not hesitate to contact me.

## Five – Year Projection Assumptions FY24 – FY28

### Major Revenue Assumptions

1. **CPI Increases Used for Tax Levies** – Tax Year 2022 (5.0% - Actual), Tax Year 2023 (5.0% - Actual), Tax Year 2024 (2.5%), Tax Year 2025 (1.8%), Tax Year 2026 (1.8%).
2. **New Property Values used for Tax Levies** – Tax Year 2022 (\$25,000,000), Tax Year 2023 (\$25,000,000), Tax Year 2024 (\$20,000,000), Tax Year 2025 (\$20,000,000), 2026 (\$20,000,000).
3. **Corporate Personal Property Replacement Taxes** – Starting at \$7,500,000 in FY24 and then \$6,000,000 for each year after. This revenue source has a higher degree of uncertainty at the current moment. It is currently producing revenue that is much higher than historic norms.
4. **State and Federal Revenue** – Projected to be relatively flat as no major increases are expected at this time.
5. **Earnings on Investments** – Starting at \$425,650 in FY24 and increasing at various percentages through 2028.

### Major Expenditure Assumptions

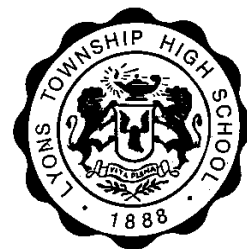
1. **Certified Teaching Staff Salaries** – Use projected scattergram for FY24 with an increase to the base of the schedule. For every subsequent year, move staff forward on scattergram and add to the base of the schedule in a similar manner to the expiring contract.
  - a. Known teaching retirements are accounted for in the annual yearly scattergrams. Current teaching retirement numbers included in the scattergrams; FY23 (8 retirees), FY24 (2 retirees), FY25 (4 retirees), FY26 (8 retirees), FY27 (1 retiree).
2. **All Other Salaries** – Increased each year by roughly 2.5% – 4.0% in total. Individual categories are increased by different percentages.
3. **Medical Insurance** – Medical insurance cost increases to the Board are projected to increase roughly 5% each year. This item is one of the most unpredictable in the forecast as the District is “self-insured” and pays actual claims, not premium.
4. **Supplies, Purchased Services and Tuition** – Purchased Services and Supplies are increased by 1% - 2% for each year with the exception of Purchased Services in FY24. Other Objects (mainly out-of-district tuition) is expected to increase by 1% each year with the exception of FY 23.
5. **Capital Outlay** – Adjusted annually to fit with remaining monies for that fiscal year.

**5 - Year Budget History and Projections**  
**All Funds: Education, O&M, Transportation, IMRF/Soc. Security and Working Cash**  
**March, 2023**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
1	<b>5 - Year Budget History and Projections</b>																								
2	<b>All Funds: Education, O&amp;M, Transportation, IMRF/Soc. Security and Working Cash</b>																								
3	<b>March, 2023</b>																								
4																									
5																									
6																									
7																									
8																									
9	<b>Beginning Fund Balance</b>	<b>38,246,632</b>		<b>39,270,538</b>		<b>40,781,311</b>		<b>42,038,713</b>		<b>47,517,321</b>		<b>52,413,175</b>		<b>51,397,713</b>		<b>52,861,913</b>		<b>54,956,105</b>		<b>56,609,141</b>		<b>58,313,939</b>		<b>58,313,939</b>	
10			%Change		%Change		%Change		%Change		%Change		%Change		%Change		%Change		%Change		%Change		%Change		%Change
11	<b>Revenue</b>		FY 18 to FY 19		FY 19 to FY 20		FY 20 to FY 21		FY 21 to FY 22		FY 22 to FY 23		FY 23 to FY 24		FY 24 to FY 25		FY 25 to FY 26		FY 26 to FY 27		FY 27 to FY 28		FY 27 to FY 28		FY 27 to FY 28
12	Property Tax Revenue	62,443,734	3.93%	64,898,640	3.68%	67,289,904	2.17%	68,750,717	4.45%	71,808,671	1.78%	73,086,846	7.55%	78,603,863	5.67%	83,058,915	1.73%	84,493,240	1.94%	86,135,619	2.26%	88,080,863	2.26%	88,080,863	2.26%
13	CPPRT	2,942,692	11.28%	3,274,623	8.13%	3,540,799	39.33%	4,933,348	116.22%	10,666,870	-15.63%	9,000,000	-16.67%	7,500,000	-20.00%	6,000,000	0.00%	6,000,000	0.00%	6,000,000	0.00%	6,000,000	0.00%	6,000,000	0.00%
14	Earnings on Investments	695,714	51.39%	1,053,243	-1.25%	1,040,077	-26.26%	766,935	-102.98%	(22,822)	-1572.26%	336,000	26.68%	425,650	20.00%	510,780	15.00%	587,397	10.00%	646,137	10.00%	710,750	10.00%	710,750	10.00%
15	Other Local Sources	2,763,506	10.75%	3,060,701	-26.52%	2,249,098	-43.58%	1,268,955	138.80%	3,030,321	8.63%	3,291,713	0.29%	3,301,333	0.20%	3,307,936	0.30%	3,317,860	0.30%	3,327,813	0.30%	3,337,797	0.30%	3,337,797	0.30%
16	Evidence Based Funding Formula	2,781,600	0.18%	2,786,485	0.18%	2,791,533	0.00%	2,791,533	0.16%	2,795,963	0.00%	2,795,963	-0.34%	2,786,485	0.00%	2,786,485	0.00%	2,786,485	0.00%	2,786,485	0.00%	2,786,485	0.00%	2,786,485	0.00%
17	State Aid Categorical	2,114,176	-6.67%	1,973,062	-7.16%	1,831,807	-8.49%	1,676,366	-15.82%	1,411,112	90.59%	2,689,500	-39.95%	1,615,000	0.00%	1,615,000	3.10%	1,665,000	0.00%	1,665,000	0.57%	1,674,500	0.57%	1,674,500	0.57%
18	Federal Aid	954,404	-15.69%	804,634	62.93%	1,311,026	12.85%	1,479,511	12.51%	1,664,571	123.66%	3,722,964	-60.94%	1,454,140	0.00%	1,454,140	0.00%	1,454,140	0.00%	1,454,140	0.00%	1,454,140	0.00%	1,454,140	0.00%
19																									
20	<b>Total Revenue (All Sources)</b>	<b>74,695,826</b>	<b>4.22%</b>	<b>77,851,388</b>	<b>2.83%</b>	<b>80,054,244</b>	<b>2.02%</b>	<b>81,667,365</b>	<b>11.86%</b>	<b>91,354,686</b>	<b>3.91%</b>	<b>94,922,986</b>	<b>0.80%</b>	<b>95,686,471</b>	<b>3.18%</b>	<b>98,733,256</b>	<b>1.59%</b>	<b>100,304,122</b>	<b>1.71%</b>	<b>102,015,193</b>	<b>1.99%</b>	<b>104,044,535</b>	<b>1.99%</b>	<b>104,044,535</b>	<b>1.99%</b>
21																									
22																									
23	<b>Expenditures</b>																								
24	Salaries	47,716,435	0.88%	48,135,081	1.46%	48,839,813	-0.56%	48,566,113	4.68%	50,839,080	4.77%	53,264,073	2.73%	54,716,701	2.84%	56,269,477	2.04%	57,415,744	1.33%	58,181,026	2.38%	59,564,129	2.38%	59,564,129	2.38%
25	Employee Benefits	9,767,481	-3.10%	9,465,084	2.14%	9,667,555	6.61%	10,306,117	11.84%	11,526,349	6.73%	12,302,375	4.42%	12,845,850	4.19%	13,384,548	4.12%	13,936,284	3.82%	14,468,619	4.21%	15,078,214	4.21%	15,078,214	4.21%
26	Purchased Services	8,191,156	13.00%	9,256,275	4.59%	9,680,965	-18.10%	7,929,129	50.62%	11,942,972	7.45%	12,832,425	-1.89%	12,589,645	2.00%	12,841,438	2.00%	13,098,267	2.00%	13,360,232	2.00%	13,627,437	2.00%	13,627,437	2.00%
27	Supplies	3,623,809	3.30%	3,743,239	-8.40%	3,428,933	32.72%	4,550,796	-21.99%	3,550,226	16.71%	4,143,418	2.00%	4,226,286	1.00%	4,268,549	1.00%	4,311,235	1.00%	4,354,347	1.00%	4,397,891	1.00%	4,397,891	1.00%
28	Non-Capitalized Equipment									261,140	100.83%	524,450													
29	<b>Capital Outlay (Ed., O&amp;M Funds, Trans)</b>	<b>900,832</b>	<b>106.33%</b>	<b>1,858,681</b>	<b>87.34%</b>	<b>3,482,129</b>	<b>-50.41%</b>	<b>1,726,798</b>	<b>243.82%</b>	<b>5,936,995</b>	<b>64.97%</b>	<b>9,794,082</b>													
30	Capital Equipment													450,000	0.00%	450,000	0.00%	450,000	0.00%	450,000	0.00%	450,000	0.00%	450,000	0.00%
31	Technology Expense													1,267,500	0.00%	1,267,500	-1.35%	1,250,429	1.98%	1,275,152	-1.94%	1,250,458	-1.94%	1,250,458	-1.94%
32	Capital Building Projects													5,000,000	0.00%	5,000,000	0.00%	5,000,000	0.00%	5,000,000	0.00%	5,000,000	0.00%	5,000,000	0.00%
33																									
34	Other Objects (Out-of-District Tuition)	3,472,207	11.81%	3,882,255	-4.76%	3,697,446	-15.89%	3,109,804	-22.76%	2,402,070	28.12%	3,077,625	1.58%	3,126,289	1.00%	3,157,552	1.00%	3,189,127	1.00%	3,221,019	1.00%	3,253,229	1.00%	3,253,229	1.00%
35	<b>Total Expenditures (All Uses)</b>	<b>73,671,920</b>	<b>3.62%</b>	<b>76,340,615</b>	<b>3.22%</b>	<b>78,796,842</b>	<b>-3.31%</b>	<b>76,188,757</b>	<b>13.48%</b>	<b>86,458,832</b>	<b>10.96%</b>	<b>95,938,448</b>	<b>-1.79%</b>	<b>94,222,271</b>	<b>2.56%</b>	<b>96,639,064</b>	<b>2.08%</b>	<b>98,651,085</b>	<b>1.68%</b>	<b>100,310,395</b>	<b>2.30%</b>	<b>102,621,357</b>	<b>2.30%</b>	<b>102,621,357</b>	<b>2.30%</b>
36																									
37	<b>Excess Revenue over Expenses</b>	<b>1,023,906</b>		<b>1,510,773</b>		<b>1,257,402</b>		<b>5,478,608</b>		<b>4,895,854</b>		<b>(1,015,462)</b>		<b>1,464,200</b>		<b>2,094,191</b>		<b>1,653,036</b>		<b>1,704,798</b>		<b>1,423,178</b>		<b>1,423,178</b>	
38																									
39	<b>Ending Fund Balance</b>	<b>39,270,538</b>		<b>40,781,311</b>		<b>42,038,713</b>		<b>47,517,321</b>		<b>52,413,175</b>		<b>51,397,713</b>		<b>52,861,913</b>		<b>54,956,105</b>		<b>56,609,141</b>		<b>58,313,939</b>		<b>59,737,118</b>		<b>59,737,118</b>	

# LYONS TOWNSHIP HIGH SCHOOL

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**DR. LESLIE C. OWENS** Director of Student Services  
District Office 100 S. Brainard Avenue LaGrange, IL 60525

TO: Lyons Township High School District #204 Board of Education  
Dr. Brian Waterman, Superintendent

FROM: Dr. Leslie C. Owens, Director of Student Services

DATE: Monday March 6, 2023

RE: Student Services Delivery Model and Staffing

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The following proposal represents the progression of the Student Services delivery model and staffing plan resulting from an analysis of the previous model to determine where student needs and service delivery/staffing match and where gaps may exist. The driver for the proposal for the multi-phase shifts and changes remains understanding student needs across the academic counseling, post-secondary planning, social/emotional wellness and mental health domains and ensuring that the educators serving in these roles can meet these essential needs as determined.

The following goals have provided the overarching responsibilities of the Student Services department to the district and school community and have provided direction for the service delivery and staffing plan.

- 1) Ensure legal compliance with regard to Section 504 Plans and Child Find.
- 2) Expand Student Services personnel in order to properly staff current and future needs of students with respect to academic, college, and career planning, as well as to appropriately address the mental health needs of students.
- 3) Align mental health professional: student ratios with the recommendations from national, professional organizations and evidence-based practices.
- 4) Shift to a prevention-centered service delivery plan that allows for the implementation of MTSS with particular focus on the services and education to be provided for *all* students prior to more intensive and/or individualized supports.

In order to arrive at the current staffing pattern (2022/2023) and the proposal for the 2023/2024 SY, the district has both reallocated resources and requested additional FTE to maximize efficiency by responsible use of resources and increased clarity in roles and responsibilities. The following charts depict the progression from pre-2020/2021 to date.

<b>STUDENT SERVICES DIVISION Service Delivery Model (Prior to 21/22)</b>			
SOUTH CAMPUS Approx. 2,000 Students; 1:333 Counselors: Students 1:950 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:333 Counselors: Students 1:950 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Student Support Counselor (no caseload)	Student Support Counselor (1:50 caseload)	Student Support Counselor (1:50 caseload)	
Social Worker	Social Worker	Social Worker	Social Worker
Part-Time (0.5) Social Worker 1:50 Caseload			
College & Career Coordinator			

<b>STUDENT SERVICES DIVISION Service Delivery Model (2021-2022 SY)</b>			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:800 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:285 Counselors: Students 1:800 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	
Social Worker	Social Worker	Social Worker	Social Worker
Full-Time Social Worker			
College & Career Counselor			

<b>STUDENT SERVICES DIVISION Service Delivery Model (2022-2023 SY)</b>			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:665 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:665 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker		Social Worker	
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			

<b>STUDENT SERVICES DIVISION Service Delivery Model Goal (2023-2024 SY)</b>			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors: Students 1:500 Social Workers: Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker	Social Worker	Social Worker	Social Worker
College & Career Counselor			
Assistant Division Chair/Section 504 Coordinator			

The goal model for the 2023-24 School Year includes one social worker (highlighted in blue) who will shift from a current assignment within the Special Education Division to an assignment within the Student Services Division. It also includes the request for an additional 1.0 FTE social worker (highlighted in green) to be assigned within the Student Services Division. This proposal brings a significant increase at each grade level of support for students and provides a staffing pattern that increases prevention and data-driven practice capacity.

While one social worker will be moved from the Special Education Division to the Student Services Division, we anticipate the following benefits with no reduction to the services provided to the Special Education students affected:

- Consolidation of the district social workers within the same division provides increased opportunities for professional learning and collaboration through daily work as well as PLC's and other professional development and mentoring opportunities.
- Reduction of overall caseloads for all social workers to increase capacity for prevention, intervention, and direct support for students.
- Greater alignment with district vision and goals for increasing belonging and inclusion of all students

**RECOMMENDATION:**

It is recommended that District 204 create a 1.0 FTE position for School Social Worker.