



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

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, October 5, 2026 - 6:30 PM**

A G E N D A

**PLEASE NOTE CLOSED SESSION WILL BEGIN AT 5:45PM
OPEN SESSION WILL BEGIN AT 6:30PM**

I. CALL TO ORDER

II. CLOSED SESSION

The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Age Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act.
5ILCS120/29c)(2)

III. PLEDGE OF ALLEGIANCE

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VIII. PUBLIC PARTICIPATION

IX. ADJOURNMENT

BY ORDER OF
TIM ALBORES
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6462 • Fax: (708) 579-6454 • Email: bstachacz@lths.net • Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Lyons Township High School District 204 Board of Education
From: Brian Stachacz
Date: 9/30/2026
Re: 2026 Tax Year Levy

Information: Attached you will find materials for the Tax Year 2026 Tax Levy. The chart titled “Proposed 2026 Tax Levy” provides comprehensive information regarding the proposed 2026 Tax Levy as well as a comparison of the 2025 Tax Levy extensions.

Unfortunately, the process of preparing a tax levy involves estimating two important factors. The EAV (Equalized Assessed Valuation) of the district and the amount of “New Property” (value of property being added to the tax rolls for that tax year) are unknown at the time the levy is prepared. In order to complete this process, we have to make reasonable assumptions for these two numbers. Estimating “New Property” correctly is crucial to the district because under current legislation, it is difficult to capture “New Property” in future years if it is not captured in the first year that it is added to the tax rolls. For purposes of the 2026 Tax Levy, we have estimated \$110,000,000 of New Property value. This is most likely an overly optimistic amount however, estimating higher will allow us to collect all New Property added to the tax rolls for Tax Year 2026 and we will only collect property taxes on the true final amount provided by the county. Additionally, at \$110 million, we are estimating that dollar amount much higher than in previous years. This is due to the potential for a TIF in the Village of Countryside to be placed on to the tax rolls which will add additional new property to the District’s Equalized Assessed Valuation.

The charts on the next page provide a summary of the estimated and aggregate numbers for the 2026 Tax Year Tax Levy:

Calculation of 2026 Extension (Operating Funds)

Prior 2025 Tax Year Aggregate Extension	December 2025 CPI (Consumer Price Index)	Prior Year Extension Times CPI Creates New Aggregate Extension Base For 2026 Tax Levy
\$88,418,942	2.7%	\$90,806,253

Projected EAV With and Without New Property

Projected 2026 EAV	Projected New Property	EAV Plus New Property
\$5,128,962,873	\$110,000,000	\$5,238,962,873

Calculation of Limiting Rate (Tax Rate)

2026 Extension Base		2026 Estimated EAV Minus New Property			2026 Limiting Rate
\$90,806,253	Divided By	\$5,128,962,873	Equals	Limiting Rate	1.7705

Calculation of Maximum Aggregate 2026 Tax Year Levy

2026 Limiting Rate		Projected 2026 Aggregate EAV		Maximum Aggregate 2026 Tax Levy
1.7705	Times	\$5,238,962,873	Equals	\$92,753,759

The above maximum aggregate levy of 92,753,759 for the 2026 Tax Levy represents a **4.90%** increase (for the capped funds) over the prior year actual extension of \$88,418,942.

The total aggregate levy, including all funds of \$95,856,633 for the 2026 Tax Levy represents a **4.69%** increase over the prior year actual extension, for all funds, of \$91,561,093.

Since the increase to the 2026 Tax Levy is less than 5% over the prior year, we are not required to publish a notice in the local newspaper and hold a public hearing prior to adoption of the final levy in December. It has been the practice of the Board of Education, in the spirit of transparency, to publish this information in the newspaper and hold a public hearing regardless of the percentage increase in prior years.

Based upon the CPI increase of 2.7% over the 2025 Tax Levy, District 204 can expect \$2,387,311 of additional property taxes from existing properties on the tax rolls. Additionally, if the New Property value of \$110,000,000 was added to the tax rolls, LTHS could expect to receive an additional \$1,947,506 from those properties considered to be New Property. However, since we do not currently know what the value of New Property will be, we do not actually know the amount of taxes attributable to that value. For example, if the New Property value is \$30,000,000 instead of \$110,000,000 we would expect to receive about \$531,150 from the New Property values added to the tax rolls.

The process of adopting a tax levy includes approval of an estimated levy by the Board of Education at the November meeting and then final approval at the December meeting. As stated earlier, the meeting in December will also involve a public hearing. According to Illinois School Code, adoption and submission of the final tax levy is required on or before the last Tuesday in December.

There will also be an additional amount added to the 2026 tax levy. In addition to the amount levied by the district, Public Act 102-0519, signed by the Governor in to law in August of 2021, provides that some property tax refunds paid by the District from November 1st through October 31st of the prior year will be added back to the levy in the next tax year and those funds are not subject to the Property Tax Extension Limitation Law. The sources of these refunds are decisions in the Circuit Court, the Property Tax Appeal Board and Certificates of Error. That amount added for the 2026 Tax Levy Year is not known as of yet but should be available for a future meeting. It is important to note that while this will be an additional revenue source, it will also be paid by all of the property owners in the district as part of their tax bills in 2026.

Recommendation: For Information.

Proposed 2026 Tax Levy

	A	B	C	D	E	F	G	H	I	J	K	L
1	2025 EAV			\$4,459,225,121								
2	2026 EAV Est.			\$5,128,962,873								
3	% of Existing EAV Change			15.02%								
4	New Property Est.			\$110,000,000								
5	Total 2026 EAV Est.			\$ 5,238,962,873								
6	Total EAV % Change			17.49%								
7												
8	FUND			2026 PROJECTED		2025 LEVY		AMOUNT PROJECTED		AMOUNT PROJECTED		TOTAL LEVY
9				RATE		EXTENSION		FOR 2026 LEVY		FROM NEW PROPERTY		PROJECTION
10				(A)		(B)		(C)		(D)		(C+D)
11												
12	EDUCATION			1.4107		\$ 70,507,291		\$ 72,356,253		\$ 1,551,812		\$ 73,908,065
13	O & M			0.2067		\$ 10,465,233		\$ 10,600,000		\$ 227,336		\$ 10,827,336
14	TRANSPORTATION			0.0780		\$ 3,672,894		\$ 4,000,000		\$ 85,787		\$ 4,085,787
15	IMRF			0.0322		\$ 1,610,036		\$ 1,650,000		\$ 35,387		\$ 1,685,387
16	SOC SEC/MEDICARE			0.0351		\$ 1,760,978		\$ 1,800,000		\$ 38,604		\$ 1,838,604
17	WORKING CASH			0.0000		\$ -		\$ -		\$ -		\$ -
18	RENT			0.0000		\$ -		\$ -		\$ -		\$ -
19	LIFE SAFETY			0.0000		\$ -		\$ -		\$ -		\$ -
20	TORT IMMUNITY			0.0000		\$ -		\$ -		\$ -		\$ -
21	SPECIAL EDUCATION			0.0078		\$ 402,510		\$ 400,000		\$ 8,579		\$ 408,579
22												
23	TOTALS CAPPED FUNDS			1.7705		\$ 88,418,942		\$ 90,806,253		\$ 1,947,506		\$ 92,753,759
24												
25	Projected dollar increase without Bond & Interest over the 2025 Levy							\$ 2,387,311				\$ 4,334,817
26	Projected percentage increase without Bond & Interest over the 2025 Levy							2.70%				4.90%
27												
28	BOND AND INTEREST			0.0616		\$ 3,142,151		\$3,102,874				
29												
30												
31	TOTAL ALL FUNDS			1.8321		\$ 91,561,093		\$ 95,856,633				\$ 95,856,633
32												
33	Projected dollar increase with Bond & Interest over the 2025 Levy							\$ 4,295,540				\$ 4,295,540
34	Projected percentage increase with Bond & Interest over the 2025 Levy							4.69%				4.69%
35												
36												
37												
38												

2026 Proposed Levy

Lyons Township

6 - Year Tax Levy History Plus Current Proposed

	A	B	C	D	E	F	G	H
1		Tax Year 2020	Tax Year 2021	Tax Year 2022	Tax Year 2023	Tax Year 2024	Tax Year 2025	Tax Year 2026 (Est.)
2								
3	EAV	3,804,964,139	3,514,376,604	3,453,621,178	4,479,514,478	4,459,967,716	4,459,225,121	5,238,962,873
4	% Change	#VALUE!	-7.64%	-1.73%	29.70%	-0.44%	-0.02%	17.49%
5								
6	New Property	41,802,552	7,773,528	20,553,539	39,552,822	31,409,616	27,797,500	110,000,000
7	% Change	#VALUE!	-81.40%	164.40%	92.44%	-20.59%	-11.50%	295.72%
8								
9	Total Tax Rate	1.962	2.159	2.321	1.897	1.980	2.053	1.832
10	% Change	#VALUE!	10.04%	7.50%	-18.27%	4.38%	3.69%	-10.76%
11								
12	CPI	2.30	1.40	5.00	5.00	3.40	2.90	2.70
13	% Change	#VALUE!	-39.13%	257.14%	0.00%	-32.00%	-14.71%	-6.90%
14								
15	Advertised % Change (Capped Funds)	3.59%	3.08%	6.47%	6.32%	4.89%	4.28%	4.90%
16								
17	Advertised % Change (All Funds)	3.40%	2.88%	6.28%	6.13%	4.70%	4.10%	4.69%
18								
19	(Proposed) Capped Extension	72,064,394	74,192,648	77,919,647	82,251,776	85,993,338	89,045,667	92,753,759
20								
21	(Actual) Capped Extension	71,978,504	73,183,375	77,361,111	81,984,071	85,391,434	88,418,942	92,753,759
22	% Change	#VALUE!	1.67%	5.71%	5.98%	4.16%	3.55%	4.90%
23								
24	(Proposed) Total Extension	74,604,438	76,768,253	80,624,032	85,091,380	88,903,838	91,967,620	95,856,633
25	(Actual) Total Extension	74,620,150	75,862,004	80,173,671	84,936,322	88,344,622	91,561,093	95,856,633
26	% Change	#VALUE!	1.66%	5.68%	5.94%	4.01%	3.00%	4.69%

	A	B	C	D	E	F	G	H	I	J	K
1	Residential Property Taxes Paid to District 204										
2	Actual 2025 to Estimated 2026										
3											
4	Property #1			Property #2			Property #3			Property #4	
5	2025 Actual			2025 Actual			2025 Actual			2025 Actual	
6	2025 Market Value	1,167,530		2025 Market Value	776,225		2025 Market Value	470,700		2025 Market Value	182,360
7	Assessed Value (10% of Market Value)	116,753		Assessed Value (10% of Market Value)	77,623		Assessed Value (10% of Market Value)	47,070		Assessed Value (10% of Market Value)	18,236
8	Multiplier	3.0300		Multiplier	3.0300		Multiplier	3.0300		Multiplier	3.0300
9	2025 EAV	353,762		2025 EAV	235,196		2025 EAV	142,622		2025 EAV	55,255
10											
11	2025 Total District 204 Tax Rate	0.02053		2025 Total District 204 Tax Rate	0.02053		2025 Total District 204 Tax Rate	0.02053		2025 Total District 204 Tax Rate	0.02053
12											
13	2025 Tax Before Exemptions	7,264		2025 Tax Before Exemptions	4,829		2025 Tax Before Exemptions	2,928		2025 Tax Before Exemptions	1,135
14											
15	Total Amount of Exemptions	205		Total Amount of Exemptions	205		Total Amount of Exemptions	205		Total Amount of Exemptions	205
16											
17	2025 Final Tax Amount Paid to District 204	7,058		2025 Final Tax Amount Paid to District 204	4,624		2025 Final Tax Amount Paid to District 204	2,723		2025 Final Tax Amount Paid to District 204	929
18											
19	2026 Estimated			2026 Estimated			2026 Estimated			2026 Estimated	
20	Est. 2026 Market Value	1,342,660		Est. 2026 Market Value	892,659		Est. 2026 Market Value	541,305		Est. 2026 Market Value	209,714
21	Assessed Value (10% of Market Value)	134,266		Assessed Value (10% of Market Value)	89,266		Assessed Value (10% of Market Value)	54,131		Assessed Value (10% of Market Value)	20,971
22	Est. Multiplier	3.0300		Est. Multiplier	3.0300		Est. Multiplier	3.0300		Est. Multiplier	3.0300
23	Est. 2026 EAV	406,826		Est. 2026 EAV	270,476		Est. 2026 EAV	164,015		Est. 2026 EAV	63,543
24											
25	Est. 2026 Total District 204 Tax Rate	0.01832		Est. 2026 Total District 204 Tax Rate	0.01832		Est. 2026 Total District 204 Tax Rate	0.01832		Est. 2026 Total District 204 Tax Rate	0.01832
26											
27	Est. 2026 Tax Before Exemptions	7,453		Est. 2026 Tax Before Exemptions	4,955		Est. 2026 Tax Before Exemptions	3,005		Est. 2026 Tax Before Exemptions	1,164
28											
29	Est. Total Amount of Exemptions	183		Est. Total Amount of Exemptions	183		Est. Total Amount of Exemptions	183		Est. Total Amount of Exemptions	183
30											
31	Est. 2026 Final Tax Amount Paid to District 204	7,270		Est. 2026 Final Tax Amount Paid to District 204	4,772		Est. 2026 Final Tax Amount Paid to District 204	2,822		Est. 2026 Final Tax Amount Paid to District 204	981
32											
33	Difference-Tax Year 2025 to Tax Year 2026	211		Difference-Tax Year 2025 to Tax Year 2026	148		Difference-Tax Year 2025 to Tax Year 2026	98		Difference-Tax Year 2025 to Tax Year 2026	52

Monday, August 17, 2026

OFFICE OF THE COOK COUNTY CLERK
AGENCY TAX RATE REPORT
LYONS TOWNSHIP HIGH SCHOOL 204

TAX YEAR 2025 04-2060-000

422040

Home Rule (Y/N

N

PTELL LIMITING RATE CALCULATION		
CPI (%)		2.9
Extension Base + CPI	87,867,786	
Current EAV - New Property	4,431,427,621	
Limiting Rate (not used for Home Rule)	1.982832	

EAV FOR RATE CEILING CALCULATIONS		
Prior Year (2024) EAV	4,459,967,716	
Current Year (2025) New Property	27,797,500	
2025 EAV in Other Counties	0	
Prior EAV + Current New Property	4,487,765,216	

2025 EAV FOR FINAL RATE CALCULATION		
Cook County EAV	4,459,225,121	
Other County EAV	0	
Total EAV	4,459,225,121	
% Burden		

ALL FUNDS

ALL CAPPED FUNDS												
FUND	FUND DESCRIPTION	LEVY AMOUNT LOSS AMOUNT	LOSS %	TOTAL LEVY	RATE CEILING	MAXIMUM LEVY	PRELIMINARY RATE	POST-PTELL LEVY	ADJUSTMENTS (PTRG / R+B)	FINAL LEVY	FINAL RATE	EXTENSION
008-000	I.M.R.F.	1,621,448 48,643	3	1,670,091	0.000000	1,670,091	0.037452	1,610,036		1,610,036	0.036106	\$1,610,047.82
016-000	SOCIAL SECURITY	1,773,459 53,204	3	1,826,663	0.000000	1,826,663	0.040964	1,760,978		1,760,978	0.039491	\$1,760,992.59
051-000	TRANSPORTATION	3,698,929 110,968	3	3,809,897	0.000000	3,809,897	0.085439	3,672,894		3,672,894	0.082366	\$3,672,885.36
052-000	EDUCATION	71,007,056 2,130,212	3	73,137,268	0.000000	73,137,268	1.640134	70,507,291		70,507,291	1.581156	\$70,507,305.55
053-000	BUILDING	10,539,414 316,182	3	10,855,596	0.550000	10,855,596	0.243441	10,465,233		10,465,233	0.234687	\$10,465,221.66
058-000	SPECIAL EDUCATION	405,362 12,161	3	417,523	0.400000	417,523	0.009363	402,510		402,510	0.009026	\$402,489.66
ALL CAPPED FUNDS TOTALS				91,717,038		91,717,038	2.056793	88,418,943		88,418,942	1.982832	\$88,418,942.64

ALL NON-CAPPED FUNDS												
FUND	FUND DESCRIPTION	LEVY AMOUNT LOSS AMOUNT	LOSS %	TOTAL LEVY	RATE CEILING	MAXIMUM LEVY	PRELIMINARY RATE	POST-PTELL LEVY	ADJUSTMENTS (PTRG / R+B)	FINAL LEVY	FINAL RATE	EXTENSION
408-000	LEVY ADJUSTMENT PA 102-0519	1,198,893 0	0	1,198,893	0.000000	1,198,893	0.026886			1,198,893	0.026886	\$1,198,907.27
ALL NON-CAPPED FUNDS TOTALS				1,198,893		1,198,893	0.026886			1,198,893	0.026886	\$1,198,907.27

ALL BOND FUNDS												
FUND	FUND DESCRIPTION	LEVY AMOUNT LOSS AMOUNT	LOSS %	TOTAL LEVY	RATE CEILING	MAXIMUM LEVY	PRELIMINARY RATE	POST-PTELL LEVY	ADJUSTMENTS (PTRG / R+B)	FINAL LEVY	FINAL RATE	EXTENSION
400-003	Bond Series 2023	2,385,250 95,410	4	2,480,660		2,480,660	0.055630			2,480,660	0.055630	\$2,480,666.93

Monday, August 17, 2026

OFFICE OF THE COOK COUNTY CLERK
AGENCY TAX RATE REPORT
LYONS TOWNSHIP HIGH SCHOOL 204

TAX YEAR 2025 04-2060-000

422040 Home Rule (Y/N N

PTELL LIMITING RATE CALCULATION	
CPI (%)	2.9
Extension Base + CPI	87,867,786
Current EAV - New Property	4,431,427,621
Limiting Rate (not used for Home Rule)	1.982832

EAV FOR RATE CEILING CALCULATIONS	
Prior Year (2024) EAV	4,459,967,716
Current Year (2025) New Property	27,797,500
2025 EAV in Other Counties	0
Prior EAV + Current New Property	4,487,765,216

2025 EAV FOR FINAL RATE CALCULATION	
Cook County EAV	4,459,225,121
Other County EAV	0
TotalEAV	4,459,225,121
% Burden	

400-004 Bond Series 2024	636,049	4	661,491	661,491	0.014834	661,491	0.014834	\$661,481.45	
	25,442								
ALL BOND FUNDS TOTALS			3,142,151	3,142,151	0.070464	3,142,151	0.070464	\$3,142,148.38	
ALL FUNDS TOTALS			96,058,082	96,058,082	2.154143	88,418,943	92,759,986	2.080182	\$92,759,998.29

	TOTAL LEVY	MAXIMUM LEVY	PRELIMINARY RATE	TOTAL PTELL LEVY	ADJUSTMENTS (PTRG / R+B)	AGENCY TOTAL LEVY	TOTAL RATE	TOTAL EXTENSION
AGENCY GRAND TOTALS	96,058,082	96,058,082	2.154143	88,418,943		92,759,986	2.080182	\$92,759,998.29

Questions? Contact: Tax.Extension@cookcountyil.gov



Lyons Township High School

Office of Curriculum and Instruction

100 S. Brainard Ave, La Grange IL 60525-2101

Tel: 708-579-6470 E-Mail: ppayne@lths.net

Board of Education Memorandum

To: District 204 Board of Education Members

From: Dr. Patrice Payne | Director of Curriculum and Instruction

Date: October 5, 2026

Subject: Lyons Township High School District 204 – Curriculum Course Proposals – First Reading

Background

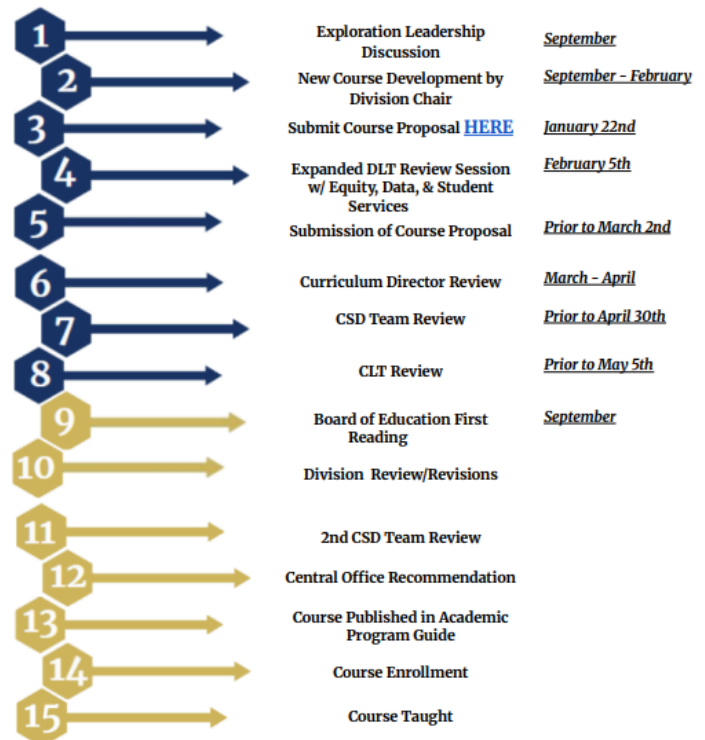
Lyons Township High School is presenting curriculum course changes for the 2027-2028 school year to ensure that our course offerings remain current, relevant, and aligned with student needs and academic standards. Updating course names, levels, credits, and grade-level designations help clarify expectations for students and families, support accurate transcript reporting, and reflect changes in instructional areas of focus or program development. Additionally, these adjustments provide opportunities to enhance learning pathways, incorporate emerging content, and maintain consistency across departments, ensuring that all students have access to a rigorous and well-structured educational experience.

The following curriculum proposals are submitted for review and approval for the 2027-2028 school year. Changes include course name updates, level adjustments, grading modifications, course drops, student grade-level adjustments, credit changes, and proposals of new courses.

Course Proposal Process Overview

The flowchart graphic illustrates the thoughtful process that starts with a concept phase, in which members of a division explore and develop ideas for course proposals to improve our offerings and programming for students. These proposals then move into a submission phase that includes multiple levels of review that includes voice and feedback from Division Chairs, the Director of Curriculum and Instruction, and two particular teams: first, CSD and finally, CLT. The CSD Team review is the process by which a representative team from all divisions are represented to hear the finalized proposal by departments. During this time, clarifying questions are asked, opposing points of view are discussed, and ultimately each member of CSD votes on the approval or denial of the proposed course. Courses approved by CSD are then brought to the Central Office team at CLT for a final team review prior to the BOE's first reading.

For the 2027-2028 school year, 17 courses were approved by the CSD team. After a final review by the Central Leadership team, all 17 proposals will be presented tonight.





Lyons Township High School

Office of Curriculum and Instruction

100 S. Brainard Ave, La Grange IL 60525-2101

Tel: 708-579-6470 E-Mail: ppayne@lths.net

CSD Team Review Meeting Attendance & Summary

Attendance Overview

- **CSD: Membership of 26.** At the CSD review, 22 members attended on May 1, 2026. This team is comprised of teacher representatives from each division, LTEA President, assistant division chairs, Division Chairs, and members of the Central Leadership Team. Please note that according to the CSD bylaws, the LTEA President participates as a non-voting member of CSD.

Meeting Highlights & Process Notes

- **Process Overview & Timeline:** Dr. Patrice Payne detailed the Curriculum Review timeline spanning September through February.
 - **Equity & Application Review:** Dr. Patrice Payne updated the course proposal process to ensure the equity lens was used as a tool to ensure the following–
 - What does the data show regarding the impact of this decision on students?
 - What disparity gaps do you see? Why do they exist?
 - Who is centered? Who is missing?
 - How do we maximize opportunities and eliminate barriers?
- It is important to note that all 17 proposals passed unanimously with 21-yes votes.

27-28 Proposed Curriculum Changes: **17 + 1 Program Expansion**

A. Course Name Change: 2

Division: Fine Arts

Spanish for Heritage Learners III: Latin American Cinema – Name Change to **Spanish for Heritage Speakers III: Films of the Spanish Speaking World**

The current course, *Spanish for Heritage Learners III: Latin American Cinema*, is proposed to be renamed to *Spanish for Heritage Speakers III: Films of the Spanish Speaking World*. The course develops students' Spanish language proficiency through the analysis and discussion of films from Spanish-speaking countries, while exploring cinematic styles, cultural themes, historical contexts, and Hispanic cultural heritage. The name change will more accurately reflect the broader range of films that may be included in the course.

Division: Special Education

Consumer Education – Name Change to **Consumer Economics**

The proposed change is a name change from *Consumer Education* to *Consumer Economics*. The change is intended to align the course title with the naming convention used for the corresponding general education course. The course content and graduation requirement remain unchanged.



Lyons Township High School

Office of Curriculum and Instruction

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Tel: 708-579-6470 E-Mail: ppayne@lths.net

B. Level Changes: 1

Division: Global Studies

Aviation 2 – Level Correction from Prep to Accel

This proposal corrects the academic level assigned to Aviation 2. The Aviation curriculum was previously divided into Aviation 1 and Aviation 2 as two semester courses to provide students with greater scheduling flexibility; the proposed change ensures that Aviation 2 is assigned the appropriate academic level and maintains consistency with the rigor and sequence of the Aviation program.

C. Drop Course Requests: 4

Division: Language Arts

Perspectives in World Literature – Course Drop

The Senior Curriculum Review Team proposes discontinuing the annual English IV Prep: Perspectives in World Literature course. The recommendation is intended to broaden the range of semester course offerings and provide students with greater choice during their senior year; literature from around the world will continue to be incorporated into other English course offerings.

Speech Communication – Course Drop

The existing Speech Arts course is proposed to be replaced with Speech Communication, a semester dual-credit course for juniors and seniors. The course focuses on advanced oral communication, including audience analysis, interpersonal and professional communication, verbal and nonverbal strategies, critical listening, ethical communication, and speech preparation and delivery. Successful completion provides both high school and transferable college credit through College of DuPage.

Division: Physical Welfare/Driver Education

Modified PE – Course Drop

The District proposes discontinuing Modified PE as a separate course offering. The course has not run during the past two school years and has experienced enrollment and scheduling challenges, including difficulty providing access for students who may qualify for the course.

Division: Special Education

Adaptive Theater – Course Drop

The proposal replaces Adaptive Applied Tech and Adaptive Applied Tech Leader with Adaptive Theater and Adaptive Theater Leader. The new courses provide students with opportunities to participate in creative and practical arts while developing individualized skills, collaborating with peers, and supporting students with special needs through meaningful and engaging activities.

D. New Course Proposals: 10

Division: Global Studies

AP Cybersecurity – New Course

AP Cybersecurity is a full-year, college-level course introducing students to cybersecurity concepts, including threats, vulnerabilities, risk management, defense strategies, attacks, mitigation, and detection. The course provides students with opportunities to develop critical thinking, problem-solving, digital literacy, and cybersecurity skills aligned with the National Initiative for Cybersecurity Education Workforce Framework and supports college and career pathways in a high-demand field.

AP Business with Personal Finance – New Course

AP Business with Personal Finance is a full-year course that combines college-level business concepts with personal financial literacy. Students explore entrepreneurship, marketing, finance, accounting, and management through real-world applications, case studies, and project-based learning while also addressing the National Standards for Personal Financial Education. The course fulfills the Consumer Economics graduation requirement while expanding access to advanced coursework.



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Tel: 708-579-6470 E-Mail: ppayne@lths.net

Division: Language Arts

Library Science and Information Literacy – New Course (Dual Credit)

Library Science and Information Literacy is a semester dual-credit course offered in partnership with College of DuPage. Students are introduced to library science, information literacy, research methods, and the responsibilities of a Library Technical Assistant while developing skills to locate, evaluate, and effectively use information in both print and digital environments. Successful completion provides students with three hours of College of DuPage credit.

Speech Communication – New Course (Dual Credit)

The existing Speech Arts course is proposed to be replaced with Speech Communication, a semester dual-credit course for juniors and seniors. The course focuses on advanced oral communication, including audience analysis, interpersonal and professional communication, verbal and nonverbal strategies, critical listening, ethical communication, and speech preparation and delivery. Successful completion provides both high school and transferable college credit through College of DuPage.

Questioning the Unquestioned: Women Writers – New Course

This senior-level semester course examines women's literature and challenges students to critically examine how power, voice, identity, and cultural norms shape literature and everyday life. Students engage with a range of literary genres while developing critical, analytical, and creative writing skills and exploring contemporary cultural issues through literary inquiry.

Passion and Purpose: Inquiry and Research – New Course

Passion and Purpose is a senior-level English course focused on inquiry, critical reading, research, and purposeful writing. Students explore issues that are meaningful to them through memoirs, essays, and narrative nonfiction while developing original questions, evaluating credible sources, synthesizing evidence, and producing polished arguments and reflective narratives.

Magic, Power, and Identity: Stories from Latin America – New Course

This semester-long senior English course explores the diverse literary traditions of Latin America through novels, short stories, poetry, essays, and film. Students examine how writers respond to topics such as colonization, revolution, migration, identity, and memory, with an emphasis on close reading, cultural context, discussion, and analytical and reflective writing.

More Than a Game: Sports Writing and Storytelling – New Course

More Than a Game is a semester-long senior English course that examines sports as a lens for storytelling, culture, and identity. Students explore sports journalism, memoirs, novels, and essays while developing narrative writing, observation, voice, and ethical reporting skills through writing assignments connected to Lyons Township sporting events.

Division: Special Education

Adaptive Personal Wellness – New Course

Adaptive Personal Wellness is designed for students who experience significant barriers to successful participation in traditional physical education. The course provides an individualized physical education program emphasizing personalized fitness, mindfulness, wellness strategies, emotional regulation, stress management, goal setting, and lifelong physical and mental health. The proposal is supported by enrollment and student survey data identifying barriers experienced by students with social-emotional disabilities in traditional PE settings. The course is intended to provide greater access to PE credit while reducing barriers to participation and supporting students' progress toward graduation.

Adaptive Theater – New Course

The proposal replaces Adaptive Applied Tech and Adaptive Applied Tech Leader with Adaptive Theater and Adaptive Theater Leader. The new courses provide students with opportunities to participate in creative and practical arts while developing individualized skills, collaborating with peers, and supporting students with special needs through meaningful and engaging activities.



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E. Program Expansion: 1

Division: Language Arts

Lyons Township High School District 204 Dual Language Program Rationale:

Dual language programs aim to promote high academic achievement, bilingualism and biliteracy, and sociocultural competence; awareness and appreciation of diverse cultures.

The implementation of our Dual Language Program is a critical step towards fostering unparalleled academic achievement and ensuring equitable outcomes for all our students. With the arrival of our first dual language cohort from our middle schools beginning the 2026-2027 academic school year, the implementation of a comprehensive Dual Language Program is not just an enhancement but a crucial and timely necessity. This program provides a seamless continuation of the highly effective dual language education our students have already begun, ensuring they maintain and advance their linguistic and academic gains. Extensive longitudinal research by Virginia P. Collier and Wayne P. Thomas (2004) unequivocally demonstrates that dual language enrichment models are the most effective approach for fully closing the academic achievement gap for Multilingual Learners (MLs) and significantly enhancing the educational experience for native English speakers. This proven model, unlike traditional remedial programs that often fail to sustain gains, integrates core academic curriculum through two languages, stimulating students to make more than one year's progress annually in both their native and second languages, preparing them for the rigorous demands of higher education and a globalized workforce.

Beyond academic excellence, establishing a Dual Language Program at LT cultivates essential skills for success in our interconnected world: high academic achievement, true bilingualism and biliteracy, and profound sociocultural competence. By immersing these incoming cohorts in a rich, dual-language environment, we foster the ability to read, write, and think critically in two languages, alongside a deep appreciation for diverse cultures. As Collier and Thomas's work highlights, these programs create inclusive school communities where students from varying linguistic and cultural backgrounds learn to respect and value one another, leading to friendships that transcend traditional boundaries. This holistic approach benefits not only the students but also energizes teachers, empowers administrators, and increases parental engagement, transforming the entire school into a vibrant, globally-minded learning ecosystem.

This Investment in the dual language programming affords future students transitioning into LT as well as those currently at LT, who have not had prior dual language experience, the opportunity to reap the benefits of linguistic and cultural development.

Data Review: Dual Language Education and Academic Achievement

Research over several decades consistently demonstrates that students in dual language programs achieve strong academic outcomes, often surpassing their peers in English-only settings. Foundational longitudinal research by Thomas and Collier (2002, 2017) shows that students who participate in well-implemented dual language programs perform at or above grade level in both languages by the upper elementary grades. Analyzing data from over 210,000 student records across the United States, their findings indicate that it typically takes five to six years for English learners in dual language programs to reach parity with native English speakers. By middle and high school, these students often exceed the academic performance of peers in English-only or transitional bilingual programs.

Importantly, the research found that both one-way (serving primarily English learners) and two-way (serving both English learners and native English speakers) models yield high academic achievement, provided that instruction is sustained for several years and literacy is developed in both languages. In addition, dropout rates are significantly lower for students in dual language programs, suggesting stronger engagement and persistence through schooling (Thomas & Collier, 2002).

More recent studies confirm and extend these findings. Morales (2024) used a lottery-based research design in metro Atlanta to examine the effects of dual language immersion in early elementary grades. The study found that native English-speaking students enrolled in dual language programs scored approximately 0.12 to 0.14 standard deviations higher in reading and math compared to peers in traditional English-only settings. These gains appeared as early as first grade and persisted through fourth grade, demonstrating that dual language education benefits both English learners and native English speakers.

Menken, Solorza, and Guzman (2019) studied sixth-grade students in a Spanish-English dual language program and found that participants not only made measurable gains in English Language Arts and mathematics, but also demonstrated higher levels of language proficiency and engagement. This suggests that the academic benefits of dual language learning are intertwined with positive identity development and motivation.

Beyond standardized test scores, dual language programs foster biliteracy and cognitive advantages. Students develop metalinguistic awareness, problem-solving skills, and greater cross-cultural understanding. Evidence from district and



Lyons Township High School

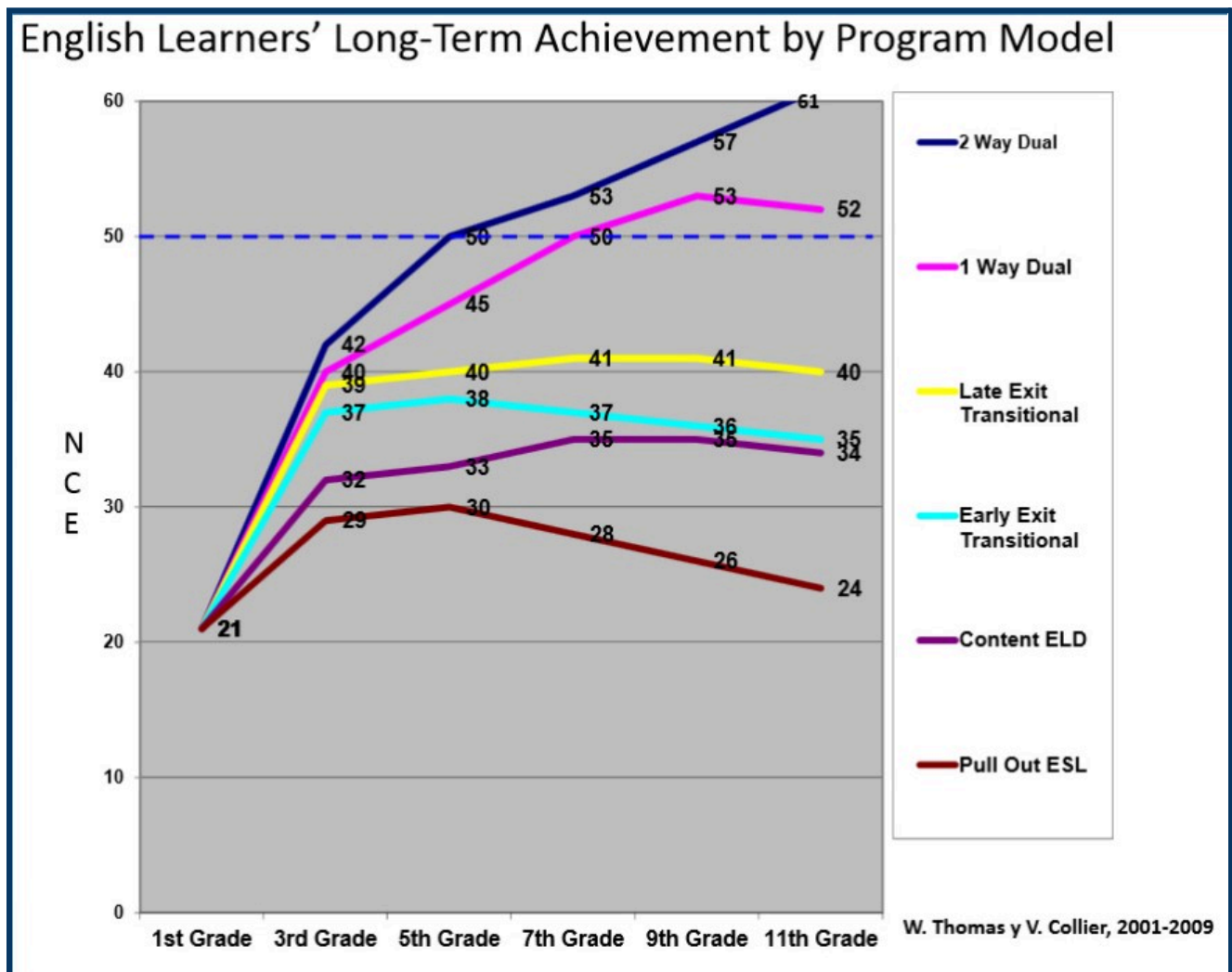
Office of Curriculum and Instruction

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Tel: 708-579-6470 E-Mail: ppayne@lths.net

national frameworks indicates that academic advantages become most pronounced after four to seven years of sustained participation (Tucson Unified School District, 2023). Moreover, these benefits extend to all student groups, including English learners, native English speakers, students from low-income backgrounds, and those with diverse learning needs (Language Magazine, 2023).

Overall, the data demonstrates that dual language education is one of the most effective approaches to promoting equity and academic excellence. By developing high levels of proficiency in two languages and fostering deeper cultural competence, students in dual language programs are well-prepared for success in school and beyond.





Lyons Township High School

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Program Models:

Two-Way Dual Language:

Instruction is delivered in two languages to both English Learners and native English speakers.

One-Way Dual Language:

Instruction in both English and the home language for English Learners who share the same native language.

Late-Exit Transitional Bilingual:

Students receive instruction in both English and their home language for several years before fully transitioning to English.

Early-Exit Transitional Bilingual:

Students begin instruction in the home language but transition to English typically by 2nd or 3rd grade. While students gain English proficiency quickly, this model generally produces lower long-term bilingualism and academic achievement compared with late-exit or dual language programs.

Content ELD (English Language Development):

Students receive English instruction integrated with grade-level content. Thomas & Collier consider English-only programs with ELD supports to have moderate effectiveness, especially when not paired with strong home-language support.

Pull-Out ESL:

Students are pulled from the mainstream classroom for targeted English instruction. Thomas & Collier report that this model is the least effective for long-term academic achievement and bilingual development because students have limited access to grade-level content.

Four-Year Projection of Incoming Freshman Dual Language Student Enrollment

Academic Year	Projected Dual Student Enrollment
2026-2027	17
2027-2028	29
2028-2029	36
2029-2030	41

Narrative:

In our proposed 9–12 Dual Language Program, Spanish Language Arts (SLA) and English Language Arts (ELA) serve distinct but complementary roles in developing students' academic literacy. SLA cultivates students' literacy, analytical thinking, and communication skills in Spanish, treating the language as a medium of academic rigor. Instruction, discussion, and written work occur in Spanish, with a focus on advanced vocabulary, grammar, rhetorical strategies, and literature from Spanish-speaking countries and U.S. Latine authors. SLA is anchored in the Spanish Language Arts Standards, emphasizing biliteracy transfer, cross-linguistic connections, and cultural perspectives. Through this work, students develop academic biliteracy, the ability to analyze and produce complex texts in Spanish, and cultural competence that affirms identity and fosters connection to Spanish-speaking communities.

ELA develops literacy, comprehension, communication skills, and critical thinking in English, ensuring students meet Illinois English Language Arts Standards. Instruction and materials are in English, emphasizing American and international literature, academic writing, and analysis across multiple genres.

SLA and ELA are mutually reinforcing, and the combined skills in both languages prepare students for postsecondary success. Literacy skills acquired in one language, such as critical thinking, text structure analysis, and academic writing, transfer across languages, strengthening overall academic achievement. Graduates emerge with biliteracy and bicultural competence, equipped to excel in college, career, and a globally connected society, and to earn the Illinois State Seal of Biliteracy.



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Comparison Chart: Spanish Language Arts vs. English Language Arts

Feature	Spanish Language Arts (SLA)	English Language Arts (ELA)
Purpose	Develops literacy, analytical thinking, and communication skills in Spanish, fostering biliteracy	Develops literacy, comprehension, and critical thinking in English,
Language of Instruction	Spanish	English
Content Focus	Literature from Spanish-speaking countries and U.S. Latine authors; Spanish grammar, rhetoric, and academic writing	American and international literature; English grammar, rhetoric, and academic writing
Standards	Spanish Language Arts Standards (aligned with Common Core, adapted for Spanish), emphasizing literacy transfer and cultural perspectives	Common Core English Language Arts Standards, focusing on English-specific skills, textual analysis, and academic writing conventions
Outcomes	Academic biliteracy; ability to express complex ideas in Spanish; critical engagement with Spanish-language literature; enhanced cognitive flexibility through bilingual thinking	Academic biliteracy; ability to engage with a wide variety of global literature in English; the development of analytical and argumentative skills for civic contexts

Distinguishing the Dual Language Spanish Program from Existing ML Classes:

While our current Multilingual (ML) classes provide instruction in English with Spanish support, these classes are primarily support-based, helping students access core content in English. Spanish is not the primary language of instruction, and literacy development in Spanish is limited.

The Dual Language Spanish Program establishes a rigorous biliteracy pathway. Spanish will serve as the primary language of instruction in Spanish Language Arts (SLA) and selected courses across other graduation requirements, while English Language Arts (ELA) continues in English. SLA and ELA will run as parallel core courses, providing sustained, high-level instruction in both languages and promoting literacy transfer across subjects.

The program will begin with the first incoming dual language cohort from the middle school and also serve other Spanish-speaking multilingual students. By offering rigorous instruction in both Spanish and English, the program fulfills Part 228 requirements, prepares students for the Illinois State Seal of Biliteracy, and equips them with the biliteracy and bicultural competence needed for college, career, and global success.

The proposed Dual Language Spanish Program differs in key ways:

Alignment with Illinois Administrative Code Part 228 (Page 16)

Our proposed 9–12 Dual Language Program is designed in adherence to the Illinois Administrative Code Part 228, which governs bilingual education in the state. Specifically, IAC Part 228 mandates that:

"Instruction in subjects which are either required by law... or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language."

In our program, Spanish Language Arts (SLA) fulfills this requirement by providing rigorous instruction in Spanish, paralleling the English Language Arts (ELA) curriculum. This dual approach ensures that students develop high-level literacy skills in both languages, aligning with state standards and preparing them for the Illinois State Seal of Biliteracy.

By implementing SLA and ELA as core subjects, we are not only complying with IAC Part 228 but also fostering an environment that promotes academic biliteracy and biculturalism, which are essential for our students' success in a globalized society.



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1. **Spanish as a Core Academic Language** – Spanish will be the primary language of instruction in Spanish Language Arts (SLA) and in select courses across other graduation requirements. Students will engage in rigorous academic content in Spanish, not just support.
2. **Full Biliteracy Pathway** – SLA and ELA will be parallel courses, both treated as core subjects, creating a coherent pathway toward academic biliteracy.
3. **Cohort-Based Progression** – The program will begin next year with the first incoming dual language cohort from the middle school, ensuring continuity of instruction and consistent language development.
4. **Expanded Access Across Subjects** – The dual language model will integrate Spanish instruction not only in SLA but also in other graduation requirements, including social studies, science, and elective courses, where feasible, in alignment with students' proficiency levels. Under this proposal SLA would count as a World language credit.

This chart depicts a projected roll-out of the Dual Language Program across the next 4 years:

2026-2027	2027-2028	2028-2029	2029-2030
Spanish Language Arts/ Heritage for Spanish Speakers I - II (DC)	Spanish III ACP/ AP Spanish Language	Spanish IV ACP/ AP Spanish Literature	Spanish Honors Seminar (Dual Credit Possibility)
Algebra I Accel	Geometry Accel (9 & 10)	Algebra II Accel (10 & 11)	Pre-Calculus Accel/AP Statistics/AP Calculus AB
World History	AP Human Geography (9) AP Government (10)	US History AP	Consumer Economics
English I Honors	Chemistry Accel (*)	Physics I AP (*)	AP Biology (*)
	Driver's Ed		

Anticipated Costs:

FTE for Science

Course Text materials in Spanish



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References:

- Collier, V., & Thomas, W. (n.d.). English learners' long-term achievement by program model (2001–2009) [Graph]. California Association for Bilingual Education. Retrieved October 10, 2025, from <https://di.gocabe.org/get-started/research/collier-and-thomas-2/>
- Language Magazine. (2023, October 6). *Why dual language works for everyone*. Language Magazine. <https://languagemagazine.com/2023/10/06/why-dual-language-works-for-everyone>
- Menken, K., Solorza, C., & Guzman, M. (2019). *Dual language bilingual education: Teachers' beliefs, program implementation, and classroom practice*. International Journal of Bilingual Education and Bilingualism, 22(2), 165–182. <https://doi.org/10.1080/13670050.2019.1616670>
- Morales, J. A. (2024). *Dual language immersion programs and student achievement in early elementary grades*. Educational Evaluation and Policy Analysis, 46(2), 189–212. <https://doi.org/10.3102/01623737241228829>
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Center for Research on Education, Diversity & Excellence. University of California, Santa Cruz. https://www.thomasandcollier.com/s/2002_thomas-and-collier_2002-final-report.pdf
- Thomas, W. P., & Collier, V. P. (2017). *Why dual language schooling*. Thomas & Collier Educational Consultants, Inc. <https://www.thomasandcollier.com>
- Tucson Unified School District. (2023). *Two-way dual language framework 2022–2023*. https://www.tusd1.org/_theme/files/dual-language/22-23/article-20230227-twdl-framework.pdf

Attachment:

- Curriculum Change Proposals – 2027/2028 School Year

Dr. Patrice Payne
Direct of Curriculum & Instruction
Lyons Township High School District 204



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1/27/2026	Heritage III Name Change
-----------	--------------------------

Current Course Title:

Credit:

Spanish for Heritage Learners III: Latin American Cinema	1
--	---

Prerequisite(s):

Grade(s) Offered:

Spanish for Heritage Learners II or entrance exam	10, 11, 12
---	------------

Fall Code:

Spring Code:

WL7531	WL7532
--------	--------

Levels:

- ☐ Prep
☒ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

Spanish for Heritage Speakers: Films of the Spanish Speaking World	1
--	---

Prerequisite(s):

Grade(s) Offered:

Spanish for Heritage Learners II or entrance exam	10, 11, 12
---	------------

Fall Code:

Spring Code:

WL7531	WL7531
--------	--------

Levels:

- ☐ Prep
☒ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

☐ Prep
☐ Accelerated

☐ Honors
☐ AP

Identify the appropriate Features of the new course

Location:

☒ North Campus
☐ South Campus
☐ Both Campus
☐

Term:

☐ 1st Semester
☐ 2nd Semester
☒ 1st & 2nd Semester
☐ Summer Semester

Grant Funded:

☐ Title I
☐ CTE/Perkins
☐ Not Applicable

Select All that Apply

☐ Graduation Requirement
☐ Creative/Practical Arts
☒ Full Year
☐ Co-Taught
☒ Elective Credit
☐ Interdisciplinary

☐ Lab Based
☐ ML
☐ State Federal Change
☐ Duplicate Credit
☐ Duplicate Credit Max
☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

"This course is for students with a strong foundation in spoken Spanish, focusing on films from Spanish-speaking countries. Through screenings and discussions, students will analyze cinematic styles and themes within cultural and historical contexts. Moreover, the course emphasizes developing students' language skills in formal writing and speaking, while enhancing their critical thinking and language proficiency. It also broadens a deeper appreciation for Hispanic cultural heritage and the significance of Spanish-language cinema."

Please Provide a brief description of the proposal change:

This course ran for the first time in the 2025-2026 school year. Since the course has been developed and curriculum has been enriched, the teachers of the class feel there is a need to expand from "Latin American cinema" only to "films of the Spanish-speaking world." This will give teachers much more flexibility in film selection and allow the description of the class to be more accurate.

Indicate who was involved in developing this course proposal:

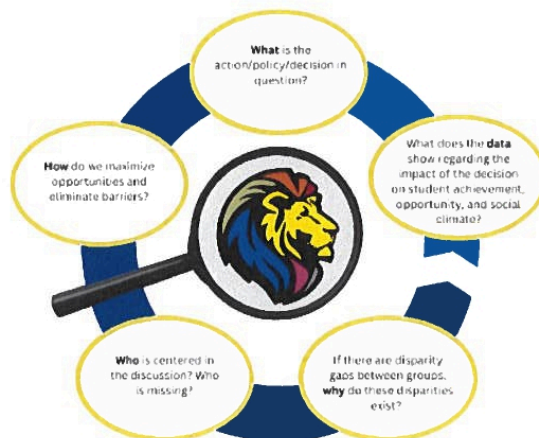
Leo Reyes Benitez



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

--

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

--

Teacher Initiation? Enrollment Data? Industry Requirement?

--

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

--

What metrics will be used to measure the success of the course addition or change?

--

What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	



	<u>Estimated Cost:</u>	
--	------------------------	--

Signatures:

Leo Reyes Benitez	1/27/2026
-------------------	-----------

Lead Teacher

Date _____

Mark Dahl	1/27/2026
------------------	------------------

Assistant Division Chair

Date _____

Gerry James	1/27/2026
-------------	-----------

Division Chair

Date _____

	5/1/26
---	--------

Director of Curriculum & Instruction

Date _____



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1/26/2026	Aviation 2 Level Correction
-----------	-----------------------------

Current Course Title:

Credit:

Aviation 2	1/2
------------	-----

Prerequisite(s):

Grade(s) Offered:

None	9 and 10
------	----------

Fall Code:

Spring Code:

AT5166	AT5167
--------	--------

Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

No Change	No Change
-----------	-----------

Prerequisite(s):

Grade(s) Offered:

No Change	
-----------	--

Fall Code:

Spring Code:

No Change	No Change
-----------	-----------

Levels:

- ☐ Prep
☒ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☐ North Campus
- ☒ South Campus
- ☐ Both Campus
- ☐

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☒ CTE/Perkins
- ☐ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
- ☒ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

N/A - just a level change correction

Please Provide a brief description of the proposal change:

This is a level change request to correct a previous error from when the Aviation curriculum was updated and changed to *Aviation 1* and *Aviation 2*. Prior to these changes, the courses were *Intro to Aviation* (level IV) and *Careers in Aviation* (level III). There was an error and *Aviation 2* remained a level III class like *Careers in Aviation* was. *Aviation 1* is a level IV course and *Aviation 2* is a continuation of that course. In an ideal world we would have combined the courses into a year long course, but in an effort to give the students more flexibility in their course selection and overall course experiences at LT we opted to break it into two stand alone semester courses. They have the same rigor and should be at the same academic level, IV.

Indicate who was involved in developing this course proposal:

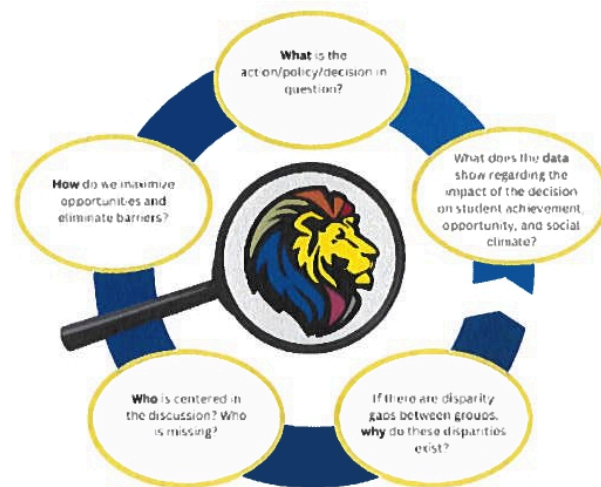
Dave Root



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

--

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

--

Teacher Initiation? Enrollment Data? Industry Requirement?

--

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

--

What metrics will be used to measure the success of the course addition or change?

--

What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

	5/1/26
---	--------

Lead Teacher

Date

B. Barry	5/11/26
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Assistant Division Chair

Date

	5/11/26
---	---------

Division Chair

Date

	5/11/26
--	---------

Director of Curriculum & Instruction

Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date: Short Reference Name for Proposal

1/14/26	AP Cybersecurity
---------	------------------

Current Course Title: Credit:

N/A	N/A
-----	-----

Prerequisite(s): Grade(s) Offered:

N/A	N/A
-----	-----

Fall Code: Spring Code:

N/A	N/A
-----	-----

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☒ AP

Proposed Title: Credit:

AP Cybersecurity	AP
------------------	----

Prerequisite(s): Grade(s) Offered:

none	11,12
------	-------

Fall Code: Spring Code:

N/A	N/A
-----	-----

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☒ AP

(Only Fill in if Necessary)

Concurrent Enrollment: Credit:

N/A	N/A
-----	-----

N/A	N/A
-----	-----

Fall Code: Spring Code:

N/A	N/A
-----	-----

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus
- ☐

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☐ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
- ☐ Creative/Practical Arts
- ☒ Full Year
- ☒ Co-Taught
- ☒ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

Please Provide a brief description of the proposal change:

The proposal seeks to add AP Cybersecurity as a new full-year elective course for 11th and 12th grade students.

The course would provide a college-level introduction to cybersecurity, covering topics such as threats, vulnerabilities, risk management, defense strategies, and security measures across physical spaces, networks, devices, and applications. The course aligns with the College Board's AP Cybersecurity curriculum and the National Initiative for Cybersecurity Education Workforce Framework, preparing students for both postsecondary education and career pathways in this high-demand field.

The addition addresses growing student interest in cybersecurity, workforce development needs, and the school's goals of expanding rigorous STEM opportunities and strengthening college and career readiness.



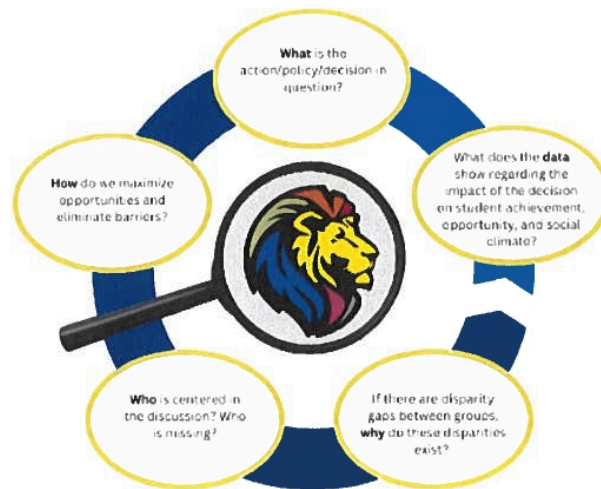
Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Indicate who was involved in developing this course proposal:

Ryan Gerenstein, Neil Lucchetti, Matt Van Diepen, Julie Bryar-Smith, Jennifer Walker, Natalie Carlson, Greg Gerritsen, Michael Archbold



Reflection

What opportunities will this new course provide?

The addition of AP Cybersecurity directly supports Board and school initiatives focused on:

- Expanding rigorous academic opportunities for all students
- Strengthening college and career readiness
- Promoting STEM education and workforce alignment
- Supporting equity by offering high-demand, high-skill courses within the comprehensive high school setting
- Preparing students with critical thinking, problem-solving, and digital literacy skills necessary for the 21st-century economy

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Comparable high schools regionally and statewide are expanding AP Computer Science offerings and cybersecurity pathways
Many districts are responding to workforce needs with industry-aligned electives

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Goal 1: Student Growth and Achievement

The AP Cybersecurity course directly supports student growth and achievement by:

- Providing college-level rigor that challenges students and prepares them for postsecondary success
- Offering AP exam opportunities that can earn college credit and demonstrate mastery
- Developing critical thinking, problem-solving, and digital literacy skills essential for academic and career success
- Aligning with professional workforce frameworks (NICE Framework), giving students industry-recognized competencies
- Creating pathways to advanced STEM courses and related college majors

Goal 2: Opportunities and Social Climate, Learning Environments and Supports

The course maximizes opportunities and eliminates barriers by:

- **Expanding Access:** Making advanced technology education available within the comprehensive high school setting, eliminating the need for students to seek opportunities elsewhere
- **Equity Focus:** Ensuring all 11th and 12th graders have access to high-demand, high-skill coursework regardless of background
- **Career Readiness:** Connecting students to emerging, high-wage career pathways in cybersecurity—a field with significant workforce demand
- **Inclusive Learning:** Addressing a critical gap in the curriculum that responds to diverse student interests in technology and security
- **Future-Focused:** Preparing students with skills necessary for the 21st-century economy, ensuring they're competitive in college and career pursuits

The course removes barriers by bringing this specialized, career-aligned education directly to students rather than requiring external programs or resources.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

2

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

Informal student feedback, participation in technology clubs, and enrollment trends in existing computer science and STEM courses indicate demand for advanced, specialized coursework. Additionally, the proposal aligns with increased awareness of cybersecurity as a critical national and global priority.

Teacher Initiation? Enrollment Data? Industry Requirement?

Teacher Initiation: The proposed AP Cybersecurity course was initiated by faculty based on observed student interest, emerging workforce trends, and curricular gaps in advanced technology education. Teachers have identified a growing number of students expressing interest in cybersecurity, computer science, and related career pathways.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

Comparable high schools within the region and statewide have begun expanding advanced computer science offerings, including AP Computer Science Principles, AP Computer Science A, and specialized cybersecurity or information technology courses. Many districts are responding to workforce needs by offering cybersecurity pathways, industry-aligned electives, and AP-level technology courses to prepare students for postsecondary education and certifications. The addition of an AP Cybersecurity course ensures our school remains competitive and provides equitable access to rigorous, future-focused coursework.

What metrics will be used to measure the success of the course addition or change?

The success of the AP Cybersecurity course will be evaluated using the following metrics:

- Student enrollment numbers and course completion rates
- AP exam participation and performance data (where applicable)
- Student achievement on course assessments and projects
- Student feedback and course evaluations
- Post-course outcomes, including enrollment in advanced STEM courses, related college majors, or certification pathways

What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	



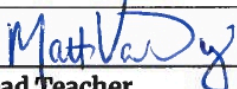
Lyons Township School District

Curriculum Change Proposal Form

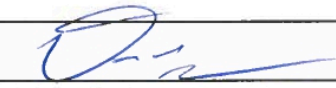
2027-2028

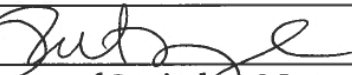
	<u>Estimated Cost:</u>	
--	------------------------	--

Signatures:

	5/14/24
Lead Teacher	Date

	5/11/24
Assistant Division Chair	Date

	5/11/26
Division Chair	Date

	5/11/24
Director of Curriculum & Instruction	Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date: Short Reference Name for Proposal

January 15, 2026	AP Business with Personal Finance
------------------	-----------------------------------

Current Course Title:

Credit:

N/A	N/A
-----	-----

Prerequisite(s):

Grade(s) Offered:

N/A	N/A
-----	-----

Fall Code:

Spring Code:

N/A	N/A
-----	-----

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☒ AP

Proposed Title:

Credit:

AP Business with Personal Finance	AP
-----------------------------------	----

Prerequisite(s):

Grade(s) Offered:

N/A	11, 12
-----	--------

Fall Code:

Spring Code:

N/A	N/A
-----	-----

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☒ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

N/A	N/A
-----	-----

Prerequisite(s):

Grade(s) Offered:

N/A	N/A
-----	-----

Fall Code:

Spring Code:

N/A	N/A
-----	-----

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

☒ Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☐ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
- ☐ Creative/Practical Arts
- ☒ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jumpstart Coalition for Personal Financial Literacy.

Please provide a brief description of the proposal change:

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jumpstart Coalition for Personal Financial Literacy.

AP Business with Personal Finance is part of the [AP Career Kickstart™](#) group of courses, which are designed to accelerate high school students on their paths to in-demand careers.

- AP Coursework Framework [Link](#)
- AP Business with Personal Finance Description [Link](#)



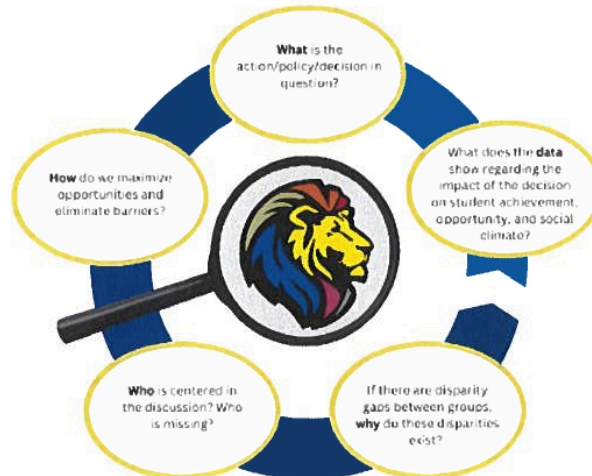
Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Indicate who was involved in developing this course proposal:

Ryan Gerenstein, Neil Lucchetti, Matt Van Diepen, Julie Bryar-Smith, Jennifer Walker, Natalie Carlson, Greg Gerritsen, Michael Archbold



Reflection

What opportunities will this new course provide?

This newly offered course also expands AP access within the Business Department, supporting LT's mission to provide equitable opportunities for academic challenge and postsecondary preparation. By offering an AP option that fulfills the Consumer Economics graduation requirement, the course addresses both student interest and the need to increase participation in advanced coursework without creating additional barriers to graduation.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

Success will be measured through student enrollment and access to the course, AP exam participation and performance, course completion and pass rates, and mastery of personal finance standards through common assessments. Additional metrics will include student and teacher feedback, indicators of postsecondary readiness, and the course's impact on meeting the Consumer Economics graduation requirement.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

This course supports Board and school goals related to college and career readiness, equitable access to rigorous coursework, and financial literacy. By expanding AP opportunities within the Business Department while fulfilling the Consumer Economics graduation requirement, the course increases student access to advanced learning and real-world skill development.

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

2

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

This newly offered course also expands AP access within the Business Department, supporting LT's mission to provide equitable opportunities for academic challenge and postsecondary preparation. By offering an AP option that fulfills the Consumer Economics graduation requirement, the course addresses both student interest and the need to increase participation in advanced coursework without creating additional barriers to graduation.

Teacher Initiation? Enrollment Data? Industry Requirement?

Teacher Initiated

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

Currently in the pilot phase at multiple schools in our area.

What metrics will be used to measure the success of the course addition or change?

Success will be measured through student enrollment and access to the course, AP exam participation and performance, course completion and pass rates, and mastery of personal finance standards through common assessments. Additional metrics will include student and teacher feedback, indicators of postsecondary readiness, and the course's impact on meeting the Consumer Economics graduation requirement.

What are the resources needed to implement this change? Please include textbook information.

Estimated Total Cost (per year):

Estimated Cost:

40



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

- As this course is currently in a pilot phase, specific resource costs are to be determined. There are potential grant opportunities available for schools adopting AP Business with Personal Finance, which may offset or fully cover initial implementation costs. - Teacher PD: Variable (potential travel fees or stipends if not covered by College Board grants)		
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

Ryan Gerenstein	1/21/2026
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Lead Teacher Date

	5/11/26
--	---------

Assistant Division Chair Date

	5/11/26
--	---------

Division Chair Date

	5/11/26
--	---------

Director of Curriculum & Instruction Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	Library and Information Science Elective
---------	--

Current Course Title:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors/Dual Credit
☐ AP

Proposed Title:

Credit:

Library Science and Information Literacy	.5
--	----

Prerequisite(s):

Grade(s) Offered:

None	11, 12
------	--------

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☒ Honors/Dual Credit
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Identify the appropriate Features of the new course



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☒ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
- ☐ Creative/Practical Arts
- ☒ Full Year
- ☐ Co-Taught
- ☒ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

- ☒ Dual Credit - Institute Name:

College of DuPage

Enter an updated Description for the Academic Program Guide:

This dual credit course introduces students to the field of library science and the broader information industry. The course highlights the role of the Library Technical Assistant (LTA) and explores responsibilities across key areas of library operations. Students are introduced to foundational library and information research methods, learning to locate, evaluate, and use information effectively through both print and digital tools. Emphasis is placed on developing information literacy skills essential for academic success, career readiness, and lifelong learning. Students earn 3 hours of COD credit upon successful completion of the course.

Please Provide a brief description of the proposal change:

This course would provide instruction in the skills necessary to conduct research in all contexts. It would allow students to earn college credit in the social sciences and will introduce them to the field of information literacy. It is a course that students in all disciplines could take and since there are no prerequisites, access would be open to all learners.

Indicate who was involved in developing this course proposal:

Karen Raino , Cheri Price, Kristen Rigano



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

Currently there is no articulated scope and sequence for a digital literacy/ research curriculum either contained in a single course or built into the curriculum through a student's four years at Lyons Township. This course will allow students to leave Lyons Township with a strong understanding of required skills to conduct research during college and beyond. Earning college credit in this course would benefit students entering college in any major or field. The skills learned in this class will allow students to begin college ahead of many of their peers who will struggle to hone their research skills at the same time as they are learning how to succeed in college. As a result of the fact that the curricular focus is the research skills students will have a great deal of freedom and choice regarding the topics they research. The course will allow students to focus on areas they are personally invested in.

This course will introduce students to career opportunities in library and information sciences, including informatics, data science, archival services, and more which could lead to job opportunities within the field. The La Grange public library is going to begin partnering with LT to offer our students paid internships, having taken this class would greatly benefit those students who apply. Students taking this course would be more likely to get part time jobs in public or college libraries as they pursue their studies post high school.

The College of Dupage offers a Library and Information Technology associates degree program and a certificate



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

in Library and Information Technology. By offering this course, this course would open up a new career pathway for students. The curriculum from COD is attached [here](#).

Students would also learn about the value of service and providing and designing safe spaces. Students would have the opportunity to co-create library programs and spaces steeped in cultivating a sense of belonging.

Since this subject of this course applies to all disciplines, it could be an opportunity to serve students who are typically underrepresented in dual credit courses, including our ML and co-taught students.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

- **Learning to Learn:** Research from the [Association of College and Research Libraries \(ACRL\)](#) positions IL as the foundation for **lifelong learning**, moving students from rote memorization to self-directed investigation.
- **Performance Impact:** Multi-institutional studies indicate that Information Literacy instruction significantly improves students' ability to conduct rigorous research, which correlates with **higher academic performance**.
- **Critical Thinking:** Educational interventions focused on Information Literacy have shown statistically significant improvements in students' **truth-seeking**, open-mindedness, and problem-analysis skills.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Goal 1 – Student Growth and Achievement: Provide a comprehensive, innovative, education, for every student to ensure all students grow achievement.

Currently, no other high school is offering this dual credit course and this would be a very innovative partnership with the College of Dupage. This course would provide a comprehensive research experience that would support students immediately by enhancing their ability to conduct research in all of their other classes at Lyons Townships as well as in their future pursuits both academic and outside of the classroom. This course would appeal to students who are interested in all subject areas as the majority of the content allows students to focus their work on their own personal interests. This course would also introduce a new career pathway to the curriculum.

Goal 2 – Learning Environment and supports: provide a safe, positive, inclusive and engaging learning environment.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

This course would be taught within the library by a certified librarian and would be steeped in all elements of Goal 2.

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

We currently have two dual credit English courses and two AP courses in English that are at the honors level. We do not have any courses in library science or information literacy.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

Librarian and student interest as well as conversations within the AISLE community (Association of Illinois School Library Educators) about creating career pathways in the library sciences. We surveyed current sophomore and junior students regarding their likelihood of signing up for this course. 225 students responded. 29.3% said that "yes, they would take the course." 50.7% said that "maybe" they would take the course.

Teacher Initiation? Enrollment Data? Industry Requirement?

Librarian initiated.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

We would be the first high school in the COD district (and perhaps the State of Illinois) to provide this opportunity.

What metrics will be used to measure the success of the course addition or change?

Enrollment numbers; successful completion of the course, and percentage of students who earn the dual credit.

What are the resources needed to implement this change? Please include textbook information.

Cheri Price will need to teach this course for one period of the day.	<u>Estimated Cost:</u>	<u>No additional cost</u>
<u>COD textbook</u>	<u>4</u> <u>Estimated Cost:</u>	<u>No fee since it is an Open Educational</u>



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

		<u>Resource (OAR)</u>
<u>Library resources</u>	<u>Estimated Cost:</u>	<u>No additional cost</u>

Signatures:

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Lead Teacher

Date

<i>Toby Casella</i>	1.28.26
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Assistant Division Chair

Date

<i>Karen Reano</i> <i>Karen Reano</i>	1.28.26
---------------------------------------	---------

Division Chair

Date

<i>Julioze</i>	5/1/26
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Director of Curriculum & Instruction

Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	Speech Arts Drop and Speech Communication Dual Credit Add
---------	---

Current Course Title:

Credit:

Speech Arts	.5
-------------	----

Prerequisite(s):

Grade(s) Offered:

None	9, 10
------	-------

Fall Code:

Spring Code:

LA5016	LA5017
--------	--------

Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

Speech Communication	.5
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Prerequisite(s):

Grade(s) Offered:

IPC or Teacher Approval	11, 12
-------------------------	--------

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☒ Honors/Dual Credit
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☒ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☒ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☒ Dual Credit - Institute Name:

College of DuPage

Enter an updated Description for the Academic Program Guide:

This dual credit course builds on foundational interpersonal communication skills and is designed as an advanced study of oral communication. Students examine the communication process through the lens of communication theory while strengthening their ability to communicate effectively in interpersonal, academic, and professional contexts. Emphasis is placed on advanced interpersonal communication skills, including audience analysis, relational communication, verbal and nonverbal strategies, critical listening, and ethical communication. Students apply these concepts through structured speech preparation and delivery, engaging in a range of speaking experiences such as informative, persuasive, and interpersonal presentations. Successful completion of the course earns both high school and transferable college credit in alignment with Illinois dual credit standards.

Please Provide a brief description of the proposal change:

Students do not know enough about the importance of oral communications when they enter Lyons Township as freshmen and therefore, many do not sign up for the current Speech Arts class. Students have expressed an interest in taking a dual credit Speech Communication course through COD to prepare them for college and career. Many enjoy the experience of focusing on speaking and listening skills through IPC and they would benefit from more advanced work in this area.

Several colleges and community colleges, primarily in Illinois, offer dual credit communication courses (often public speaking or Intro to Speech) that allow high school students to earn both high school and college credit simultaneously, often at reduced or no cost. Key institutions with these programs include the [College of DuPage](#), [Waubensee Community College](#), [City Colleges of Chicago](#), [Black Hawk College](#), [Prairie State College](#), and [Ivy Tech Community College](#). The College of DuPage (COD) offers Speech 1100 (Fundamentals of Speech Communication) as a dual credit option, which is part of the Illinois Articulation Initiative (IAI) for transferability. At COD this course is also part one of the [Speech Communication AA Transfer Pathway](#).



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

This course will provide opportunities for all students, regardless of level, to engage in rigorous curriculum related to professional presentation and communication skills.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

We do not have current data, but this course would help any student wishing to hone their communication and presentation skills. It will serve as a good complement to the students in business pathways.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

COD Dual Credit Speech Communication clearly supports Goals 1 and 2 by providing an equitable, engaging curriculum that is guaranteed and viable.

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

For juniors and seniors, we have a total of three AP annual course offerings, and two semester IU dual credit English courses. We do not have additional dual credit courses at this time.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

Students were surveyed with their interest. Here are the results, although we are still getting student responses:

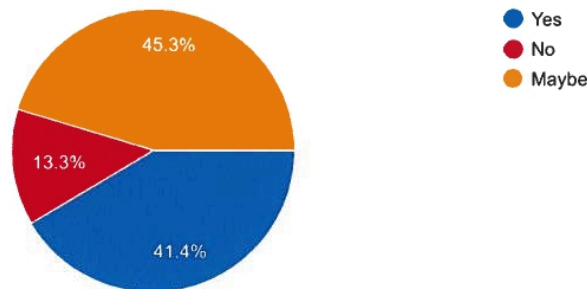


Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Most universities and community colleges require an introductory communication course for all students. This is often a traditional public speaki... North Campus, would you be interested in taking it?
128 responses



Teacher Initiation? Enrollment Data? Industry Requirement?

Kirsten Manthei initiated the change. She has taught the Speech Arts course for years, she served as the head Speech Team coach for many years, and she has the credentials to teach this dual credit course.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

Schools that currently offer this course through COD:

Downer's South
Downer's North
Glenbard East
Glenbard West
Glenbard South
Glenbard North

What metrics will be used to measure the success of the course addition or change?

Enrollment numbers, successful completion of the course, and percentage of students who earn the dual credit.

What are the resources needed to implement this change? Please include textbook information.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

<u>COD Text</u>	<u>Estimated Cost:</u>	<u>TBD</u>
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

<i>Kirsten Manthei</i>	1.28.26
------------------------	---------

Lead Teacher Date

<i>Toby Casella</i>	1.28.26
---------------------	---------

Assistant Division Chair Date

<i>Karen Kalno</i>	1.28.26
--------------------	---------

Division Chair Date

<i>[Signature]</i>	5/1/26
--------------------	--------

Director of Curriculum & Instruction Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	Women Writers
---------	---------------

Current Course Title:

Credit:

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Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

Questioning the Unquestioned: Women Writers	.5
---	----

Prerequisite(s):

Grade(s) Offered:

English III	12
-------------	----

Fall Code:

Spring Code:

LA	LA
----	----

Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

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Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☒ Not Applicable

Select All that Apply

- ☒ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

In this class, students will be challenged to question the world in a way they never have before. Through the vehicle of women's literature, students will question norms by asking who gets to define someone's story and what it means to take the power back in shaping one's own. This class examines whose histories get erased or unheard and investigates what happens when we bear witness to them. Through a wide array of rich genres and writers, students will synthesize how different pieces are in conversation with each other, propelling their own creative voice to become heard. Central to the course is the practice of *questioning the unquestioned*: examining how gendered norms shape language, art, identity, and everyday life.

By the end of the course, students will see the world—and their place within it—with sharper, more intentional questioning.

Please Provide a brief description of the proposal change:

In order to be responsive to student voice, we propose offering this new semester course at the senior prep level to expand choice and opportunities for critical thinking. In this course, students will develop and apply a critical lens to both literary texts and cultural artifacts, learning to interrogate how power operates through form and voice. Each unit emphasizes conversation among texts, asking how works speak to, revise, or resist one another. Analytical writing focuses on how authors' formal choices—syntax, structure, genre, and perspective—produce meaning, while creative assignments invite students to experiment with rhetorical moves and signature styles drawn from the readings.

The course culminates in an end-of-semester presentation that combines internal and external questioning. Internally, students will analyze contemporary cultural phenomena—such as popular song lyrics, viral media, or current events—through a critical lens, identifying shifts in perception shaped by the course. Externally, students will design and carry out a self-chosen experiment that challenges a normalized gendered practice, documenting



Lyons Township School District

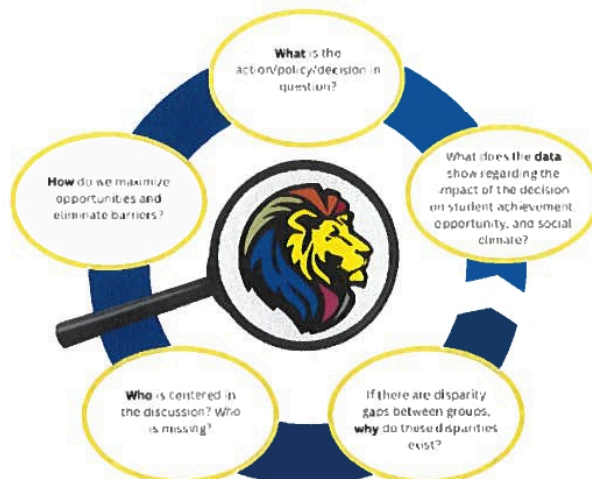
Curriculum Change Proposal Form

2027-2028

outcomes, social reactions, and personal reflection. Together, these projects emphasize critical awareness, lived inquiry, and the translation of literary analysis into ethical and cultural action. A copy of a possible curriculum framework is linked [here](#).

Indicate who was involved in developing this course proposal:

The Senior Curriculum Review Team: Cynthia Adamson, Chris Bass, Ryan Darrah, Nik Gallicchio, Gretchen Kulat, Kari Karubas, Jason Verdin, Karen Raino





Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Reflection

What opportunities will this new course provide?

Any semester addition will further develop our current palette of semester English options and will provide more choice for students.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

Our hope is that students will be engaged and invested in the topic as a significant number of students stated they would like a course centered on women writers in the survey. Research shows that interest and investment in what you are learning increases motivation, engagement, and achievement.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Questioning the Unquestioned: Women Writers clearly supports Goals 1 and 2 by providing an equitable, engaging curriculum that is guaranteed and viable.

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

Currently, there are five semester English Prep level courses. With this proposal and the three other semester proposals, we will have nine semester courses from which students will be able to choose.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

In order to prepare for the Senior Curriculum Review, two surveys were given to students in grades 9-12 to better



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

understand their interests as learners in English classes and to help inform decisions that the Senior Curriculum Review Team was going to have to make. This data led to robust conversations about whether our current courses were meeting the needs of students. Here are the results of the two surveys:

[Spring 2025](#) - Given to current juniors and seniors at the time

[Fall 2025](#) - Given to freshmen, sophomore, and junior students

Teacher Initiation? Enrollment Data? Industry Requirement?

This proposal is initiated by the Senior Curriculum Review Team.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

We created a document that includes senior course offerings at many Chicago and suburban schools. [Here](#) is a link to the document. Schools approach the senior year of English similarly in that they typically offer semester choices and occasionally offer an annual option at the college preparatory level.

What metrics will be used to measure the success of the course addition or change?

Enrollment numbers and successful completion of the course(s)

What are the resources needed to implement this change? Please include textbook information.

<u>Course Texts</u>	<u>Estimated Cost:</u>	<u>TBD</u>
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

Cynthia Adamson	1.28.26
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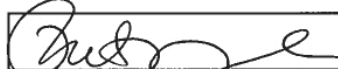
Lead Teacher Date

Toby Casella	1.28.26
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Assistant Division Chair Date

Karen Raino	1.28.26
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Division Chair Date

	5/11/26
--	---------

Director of Curriculum & Instruction Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	Passion and Purpose
---------	---------------------

Current Course Title:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

Fall Code:

Spring Code:

--	--

Levels:

☐ Prep

☐ Honors

☐ Accelerated

☐ AP

Proposed Title:

Credit:

Passion and Purpose: Inquiry and Research	.5
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Prerequisite(s):

Grade(s) Offered:

English III	12
-------------	----

Fall Code:

Spring Code:

LA	LA
----	----

Levels:

☒ Prep

☐ Honors

☐ Accelerated

☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

☐ Prep

☐ Honors

☐ Accelerated

☐ AP

Identify the appropriate Features of the new course

58

Location:

☒ North Campus

☐ South Campus



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

☐ Both Campus

☐ Term:

☐ 1st Semester

☐ 2nd Semester

☒ 1st & 2nd Semester

☐ Summer Semester

☐ Grant Funded:

☐ Title I

☐ CTE/Perkins

☒ Not Applicable

Select All that Apply

☒ Graduation Requirement

☐ Creative/Practical Arts

☐ Full Year

☐ Co-Taught

☐ Elective Credit

☐ Interdisciplinary

☐ Lab Based

☐ ML

☐ State Federal Change

☐ Duplicate Credit

☐ Duplicate Credit Max

☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

Passion and Purpose is a senior-level English course that invites students to harness inquiry, critical reading, and research skills to explore issues that matter deeply to them. Through the study of memoirs, essays, and narrative nonfiction by individuals who have made meaningful differences in the world, students examine how personal curiosity can evolve into informed action. Emphasizing voice, ethical research, and purposeful writing, the course guides students in developing original questions, evaluating credible sources, and synthesizing evidence into polished arguments and reflective narratives. By connecting personal passion with academic rigor, students learn how language, investigation, and empathy can be used to understand complex problems and imagine real-world solutions.

Please Provide a brief description of the proposal change:

In order to be responsive to student voice, we propose offering Passion and Purpose as a new semester course at the senior prep level. Providing a course rooted in student interest and inquiry, students will learn the research skills necessary to be successful in college and career. Allowing students to drive the curriculum will enhance engagement through intrinsic motivation.

Indicate who was involved in developing this course proposal:

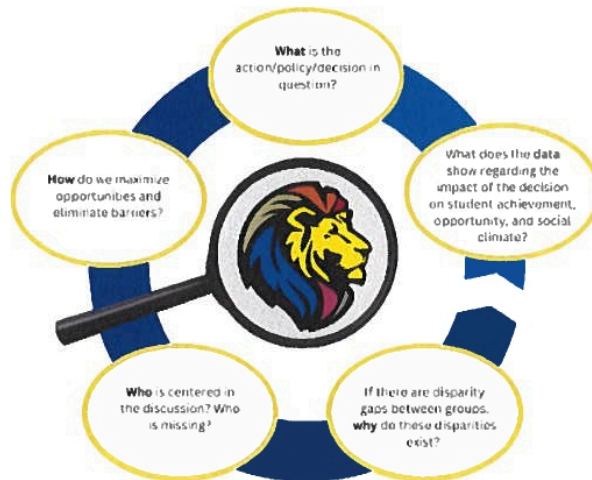
The Senior Curriculum Review Team: Cynthia Adamson, Chris Bass, Ryan Darrah, Nik Gallicchio, Gretchen Kulat, Kari Karubas, Jason Verdin, Karen Raino



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

Any semester additions to our current palette of semester English options will provide more choice for students.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

The survey data from students suggests that students enjoy learning when they can tap into their own curiosities and interests to find answers to issues that concern them and the world in which they live. Students crave agency to be involved in the development of what they are learning and this course will provide that platform for them to learn about what interests them the most. .

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Passion and Purpose clearly supports Goals 1 and 2 by providing an equitable, engaging curriculum that is guaranteed and viable.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

Currently, there are five semester English Prep level courses. With this proposal and the three other semester proposals, we will have nine semester courses from which students will be able to choose.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

In order to prepare for the Senior Curriculum Review, two surveys were given to students in grades 9-12 to better understand their interests as learners in English classes and to help inform decisions that the team was going to have to make. This data led to robust conversations about whether our current courses were meeting the needs of students. Here are the results of the two surveys:

Spring 2025 - Given to current juniors and seniors at the time

Fall 2025 - Given to freshmen, sophomore, and junior students

Teacher Initiation? Enrollment Data? Industry Requirement?

This proposal is initiated by the Senior Curriculum Review Team.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

We created a document that includes senior course offerings at many Chicago and suburban schools. [Here](#) is a link to the document. Schools approach the senior year of English similarly in that they typically offer semester choices and occasionally an annual option at the college preparatory level.

What metrics will be used to measure the success of the course addition or change?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Enrollment numbers and successful completion of the course(s)

What are the resources needed to implement this change? Please include textbook information.

<u>Course Texts</u>	<u>Estimated Cost:</u>	<u>TBD</u>
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

<i>Cynthia Adamson</i>	1.28.26
------------------------	---------

Lead Teacher Date

<i>Toby Casella</i>	1.28.26
---------------------	---------

Assistant Division Chair Date

<i>Karen Ralno</i>	1.28.26
--------------------	---------

Division Chair Date

<i>[Signature]</i>	5/1/26
--------------------	--------

Director of Curriculum & Instruction Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	Latin American Literature
---------	---------------------------

Current Course Title:

Credit:

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Prerequisite(s):

Grade(s) Offered:

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Fall Code:

Spring Code:

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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

Magic, Power, and Identity: Stories of Latin America	.5
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Prerequisite(s):

Grade(s) Offered:

English III	12
-------------	----

Fall Code:

Spring Code:

LA	LA
----	----

Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☒ Not Applicable

Select All that Apply

- ☒ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

This semester-long senior English course explores the diverse literary traditions of Latin America through novels, short stories, poetry, essays, and film. Students examine how writers use storytelling to respond to colonization, revolution, migration, identity, and memory. Texts span multiple countries, cultures, and genres, highlighting both canonical and contemporary voices. Emphasis is placed on close reading, cultural context, discussion, and analytical and reflective writing.

Please Provide a brief description of the proposal change:

In order to be responsive to student voice and to provide more student choice, we propose offering Magic, Power, and Identity: Stories of Latin America as a semester course at the senior prep level.

Indicate who was involved in developing this course proposal:

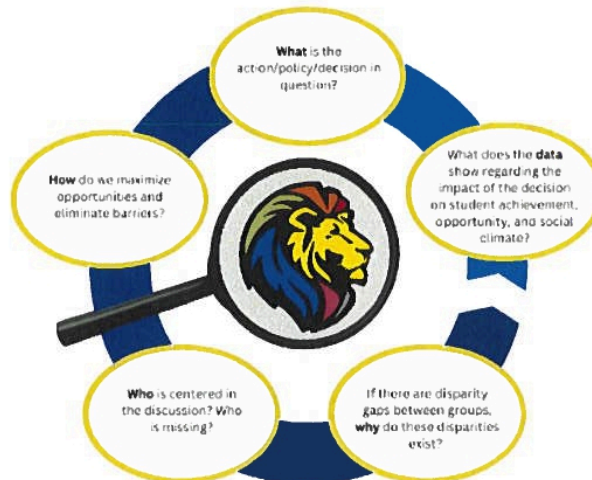
The Senior Curriculum Review Team: Cynthia Adamson, Chris Bass, Ryan Darrah, Nik Gallicchio, Gretchen Kulat, Kari Karubas, Jason Verdin, Karen Raino



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

Any semester addition to our current palette of semester English options will provide more choice for students. For many of our students, this course will provide exposure to the literature of the Americas in a fresh, focused way, and will allow students who share Latino identities to see themselves reflected in the entirety of a course.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

The survey data showed that students are interested in learning more about the literature of Latin America.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Magic, Power, and Identity: Stories from Latin America supports Goals 1 and 2 by providing an equitable, engaging curriculum that is guaranteed and viable.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

Currently, there are five semester English Prep level courses. With this proposal and the three other semester proposals, we will have nine semester courses from which students will be able to choose.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

In order to prepare for the Senior Curriculum Review, two surveys were given to students in grades 9-12 to better understand their interests as learners in English classes and to help inform decisions that the team was going to have to make. This data led to robust conversations about whether our current courses were meeting the needs of students. Here are the results of the two surveys:

[Spring 2025](#) - Given to current juniors and seniors at the time

[Fall 2025](#) - Given to freshmen, sophomore, and junior students

Teacher Initiation? Enrollment Data? Industry Requirement?

This proposal is initiated by the Senior Curriculum Review Team.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

We created a document that includes senior course offerings at many Chicago and suburban schools. [Here](#) is a link to the document. Schools approach the senior year of English similarly in that they typically offer semester choices and occasionally an annual option at the college preparatory level.

What metrics will be used to measure the success of the course addition or change?

Enrollment numbers and successful completion of the course(s)

What are the resources needed to implement this change? Please include textbook information.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

<u>Course Texts</u>	<u>Estimated Cost:</u>	<u>TBD</u>
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

<i>Cynthia Adamson</i>	1.28.26
------------------------	---------

Lead Teacher Date

<i>Toby Casella</i>	1.28.26
---------------------	---------

Assistant Division Chair Date

<i>Karen Ralno</i>	1.28.26
--------------------	---------

Division Chair Date

<i>[Signature]</i>	5/1/26
--------------------	--------

Director of Curriculum & Instruction Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	Sports Writing and Storytelling
---------	---------------------------------

Current Course Title:

Credit:

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Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

☐ Prep

☐ Accelerated

☐ Honors

☐ AP

Proposed Title:

Credit:

More Than A Game: Sports Writing and Storytelling	.5
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Prerequisite(s):

Grade(s) Offered:

English III	12
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Fall Code:

Spring Code:

LA	LA
----	----

Levels:

☒ Prep

☐ Accelerated

☐ Honors

☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

☐ Prep

☐ Accelerated

☐ Honors

☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☒ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☒ Not Applicable

Select All that Apply

- ☒ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

This semester-long senior English course explores sports as a lens for storytelling, culture, and identity. Students read classic and contemporary sports journalism, memoirs, novels and essays to examine how writers capture competition, character, failure, and triumph. Emphasis is placed on narrative technique, voice, observation, and ethical reporting. Students produce original sports writing across multiple genres by attending LT sporting events, including profiles, game stories, and personal narratives.

Please Provide a brief description of the proposal change:

In order to be responsive to student voice, we propose offering More Than a Game: Sports Writing and Storytelling as a new semester course option at the senior prep level.

Indicate who was involved in developing this course proposal:

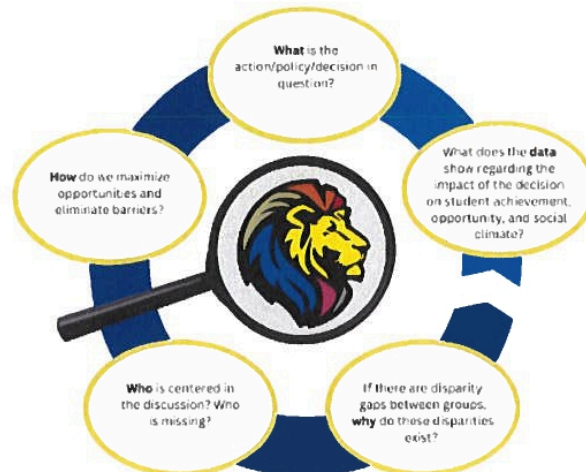
The Senior Curriculum Review Team: Cynthia Adamson, Chris Bass, Ryan Darrah, Nik Gallicchio, Gretchen Kulat, Kari Karubas, Jason Verdin, Karen Raino



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

Any semester addition to our current palette of semester English options will provide more choice for students.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

The surveys we administered to students identified sports literature as an overwhelming favorite for a course focus. Offering this course will be responsive to their interests and will engage them in a topic about which they care.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

More Than a Game: Sports Writing and Storytelling supports Goals 1 and 2 by providing an equitable, engaging curriculum that is guaranteed and viable.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

Currently, there are five semester English Prep level courses. With this proposal and the three other semester proposals, we will have nine semester courses from which students will be able to choose.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

In order to prepare for the Senior Curriculum Review, two surveys were given to students in grades 9-12 to better understand their interests as learners in English classes and to help inform decisions that the team was going to have to make. This data led to robust conversations about whether our current courses were meeting the needs of students. Here are the results of the two surveys:

[Spring 2025](#) - Given to current juniors and seniors at the time

[Fall 2025](#) - Given to freshmen, sophomore, and junior students

Teacher Initiation? Enrollment Data? Industry Requirement?

This proposal is initiated by the Senior Curriculum Review Team.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

We created a document that includes senior course offerings at many Chicago and suburban schools. [Here](#) is a link to the document. Schools approach the senior year of English similarly in that they typically offer semester choices and occasionally an annual option at the college preparatory level.

What metrics will be used to measure the success of the course addition or change?

Enrollment numbers and successful completion of the course(s)

What are the resources needed to implement this change? Please include textbook information.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

<u>Course Texts</u>	<u>Estimated Cost:</u>	<u>TBD</u>
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

<i>Cynthia Adamson</i>	1.28.26
------------------------	---------

Lead Teacher Date

<i>Toby Casella</i>	1.28.26
---------------------	---------

Assistant Division Chair Date

<i>Karen Raino</i>	1.28.26
--------------------	---------

Division Chair Date

<i>[Signature]</i>	5/1/26
--------------------	--------

Director of Curriculum & Instruction Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1.28.26	World Perspectives Drop
---------	-------------------------

Current Course Title:

Credit:

English IV Prep: Perspectives in World Literature	1.0
---	-----

Prerequisite(s):

Grade(s) Offered:

English III	12
-------------	----

Fall Code:

Spring Code:

LA5231	LA5232
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Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

Fall Code:

Spring Code:

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
☐ South Campus
☐ Both Campus

- ☐ Term: 73
☐ 1st Semester
☐ 2nd Semester

- ☒ 1st & 2nd Semester
☐ Summer Semester
☐ Grant Funded:
☐ Title I



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

☐ CTE/Perkins

☒ Not Applicable

Select All that Apply

- ☒ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute
Name:

Enter an updated Description for the Academic Program Guide:

Please Provide a brief description of the proposal change:

During the Senior Curriculum Review, the team researched other districts and surveyed students to identify current trends and interests in course offerings for the senior year. After our review, we recommend that we broaden our semester course offerings in order to provide more choice for students and drop the annual prep level course, English IV Prep: Perspectives in World Literature. Literature from around the globe will be infused in other semester course offerings.

Indicate who was involved in developing this course proposal:

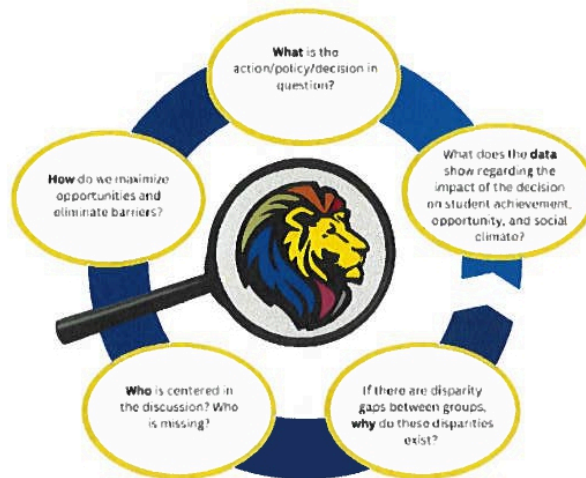
The Senior Curriculum Review Team: Cynthia Adamson, Chris Bass, Ryan Darrah, Nik Gallicchio, Kari Karubas, Gretchen Kulat, Jason Verdin, and Karen Raino



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

Dropping the senior annual course will open more opportunities to explore genres and themes other courses provide.

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

--

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

In order to prepare for the Senior Curriculum Review, two surveys were given to students in grades 9-12 to better understand their interests as learners in English classes and to help inform decisions that the team was going to have to make. This data led to robust conversations about whether our current courses were meeting the needs of students. Here are the results of the two surveys:

[Spring 2025](#) - Given to current juniors and seniors at the time

[Fall 2025](#) - Given to freshmen, sophomore, and junior students

Teacher Initiation? Enrollment Data? Industry Requirement?

--

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

We created a document that includes senior course offerings at many Chicago and suburban schools. [Here](#) is a link to the document. Schools approach the senior year of English similarly in that they typically offer semester choices only. Only a few offer an annual option at the college preparatory level.

What metrics will be used to measure the success of the course addition or change?

--

What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

1/28/26

Modified PE

Current Course Title:

Credit:

Modified PE

.5

Prerequisite(s):

Grade(s) Offered:

None

9-12

Fall Code:

Spring Code:

PE8516

PE8517

Levels:



Prep



Honors



Accelerated



AP

Proposed Title:

Credit:

Prerequisite(s):

Grade(s) Offered:

Fall Code:

Spring Code:

Levels:



Prep



Honors



Accelerated



AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

Prerequisite(s):

Grade(s) Offered:

Fall Code:

Spring Code:

Levels:



Prep



Honors



Accelerated



AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☐ North Campus
- ☐ South Campus
- ☐ Both Campus
- ☐

Term:

- ☐ 1st Semester
- ☐ 2nd Semester
- ☐ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☐ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

NA

Please Provide a brief description of the proposal change:

We are proposing to drop Modified PE as a course for students. This course has not run for the past 2 school years and had significant hurdles for students to access the class who may have qualified.

Indicate who was involved in developing this course proposal:

Kurt Johns, Susie Murphy



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

NA

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

As mentioned, the course has not had enough students request it in order to run a section. In years we have run modified PE the enrollment was typically low (8 or less) students and was only offered one period at South Campus. Some students who would have qualified for the course chose not to enroll because of the commute. Additionally, students who needed to move into this course due to medical reasons that came up during the semester were unable to shift in most cases as it would completely alter their schedule.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

3 years ago, to accommodate the needs of students with medical issues that would impact their ability to engage in general PE, we repurposed an underutilized PE para-educator position to create an "accommodated PE" opportunity. This small group works under the supervision of another teacher to modify activities based on the limitations of each individual student. Since this can be offered for 7 of the 8 periods during the school day it provides the opportunity for more of our students to remain in PE but engage and learn in a way that honors their limitations and has the flexibility to not alter a student's schedule or be able to move in and out of the space as their medical conditions change.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

NA

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

Enrollment request data and having a mechanism to expand this offering to more students who would qualify to take the course.

Teacher Initiation? Enrollment Data? Industry Requirement?

Enrollment data

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

Accommodated PE environment and/or PE medical waivers

What metrics will be used to measure the success of the course addition or change?

NA

What are the resources needed to implement this change? Please include textbook information.

NA	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

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Lead Teacher

Date

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Assistant Division Chair

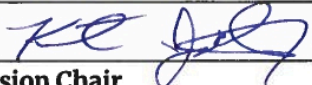
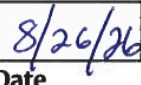
Date



Lyons Township School District

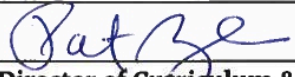
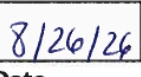
Curriculum Change Proposal Form

2027-2028

	
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Division Chair

Date

	
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Director of Curriculum & Instruction

Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

	Adaptive Theater
--	------------------

Current Course Title:

Credit:

1) Adaptive Applied Tech	1) 0.5
2) Adaptive Applied Tech Leader	2) 0.5

Prerequisite(s):

Grade(s) Offered:

1) Director or designee and IEP team approval	1) 9-12
2) None	2) 10-12

Fall Code:

Spring Code:

IP7151/6 AT7101/2	IP7152/7 AP7102/7
----------------------	----------------------

Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

1) Adaptive Theater	1) 0.5
2) Adaptive Theater Leader	2) 0.5

Prerequisite(s):

Grade(s) Offered:

1) Director or designee and IEP team approval	1) 9-12
2) None	2) 10-12

Fall Code:

Spring Code:

TBD	TBD
-----	-----

Levels:

- ☒ Prep
☐ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

	83
--	----

Fall Code:

Spring Code:



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Identify the appropriate Features of the new course

Location:

- ☐ North Campus
☐ South Campus
☒ Both Campus
☐

Term:

- ☐ 1st Semester
☒ 2nd Semester
☐ 1st & 2nd Semester
☐ Summer Semester

Grant Funded:

- ☐ Title I
☐ CTE/Perkins
☐ Not Applicable

Select All that Apply

- ☐ Graduation Requirement
☒ Creative/Practical Arts
☐ Full Year
☐ Co-Taught
☒ Elective Credit
☒ Interdisciplinary

- ☐ Lab Based
☐ ML
☐ State Federal Change
☒ Duplicate Credit
☐ Duplicate Credit Max
☐ NCAA

- ☐ Dual Credit - Institute Name:

--

Enter an updated Description for the Academic Program Guide:

Adaptive Theater: (Listed in APG under category of Adaptive Elective Courses): Adaptive Elective Courses will be offered on a rotating basis. The focus of these courses is to develop and enhance skills that can be applied for success and benefit in adult life. The content is designed to meet the individualized needs of students based on their prior skill level, goals, and post-secondary plans. Safety instruction, use of tools and instruments, and application to everyday life are an essential component of these courses. Whenever possible, the class will run concurrently with an Adaptive Leader class to provide opportunities for interaction with and instruction supported by trained peer leaders. Classes may be held at either North or South campus.

Adaptive Theater Leader: This is a one semester course designed for any student who is interested in working alongside special education peers within a culinary arts/art/music/theater course. Students will develop an understanding and gain experience in: modifying activities to meet individual needs, developing lessons and assisting with instruction, and working alongside peers with special needs to develop meaningful connections. Students will be involved in partnering with and assisting students in acquiring skills through a variety of engaging activities. This course fulfills a creative/practical art elective requirement.

Please Provide a brief description of the proposal change:

The proposal is to drop the Adaptive Applied Tech and Adaptive Applied Tech Leader courses and replace them with Adaptive Theater and Adaptive Theater Leader.

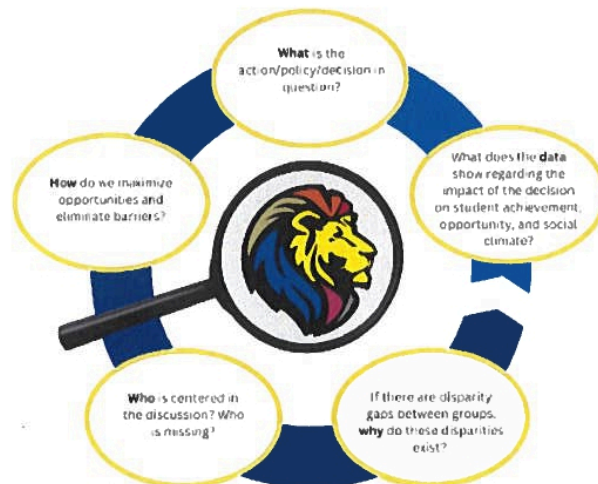


Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Melissa Moore, Karen Raino



Reflection

What opportunities will this new course provide?

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Strategic Plan Goal 1: Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

We currently offer 4 Adaptive Elective courses on a rotating basis. This would replace the 4th. Special Education partners with the Art Department, Music Department, and FCS for the other 3. This would be the first partnership with the Language Arts Department for Adaptive Electives.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

Students who have previously participated in an Adaptive Elective class were asked to complete a survey to indicate their level of interest in potential elective options. 6 students completed the survey, and all 6 expressed some or a lot of interest in Adaptive Theater.

Teacher Initiation? Enrollment Data? Industry Requirement?

Connection to post-secondary opportunities: Adaptive Theater is available for adults after high school.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Lane Tech has offered an Adaptive Drama class since 2017-18.

What metrics will be used to measure the success of the course addition or change?

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What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

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Lead Teacher

Date

Nalin Manu	5/1/20
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Assistant Division Chair

Date

Karen Reno	
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Division Chair

Date

[Signature]	5/1/20
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Director of Curriculum & Instruction

Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

	Special Education Consumer Economics Name Change
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Current Course Title:

Credit:

Consumer Education	0.5
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Prerequisite(s):

Grade(s) Offered:

Director or designee and IEP team approval	11, 12
--	--------

Fall Code:

Spring Code:

IP2851	IP2852
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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

Proposed Title:

Credit:

Consumer Economics	0.5
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Prerequisite(s):

Grade(s) Offered:

Director or designee and IEP team approval	11, 12
--	--------

Fall Code:

Spring Code:

IP2851	IP2852
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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

(Only Fill in if Necessary)

Concurrent Enrollment:

Credit:

--	--

Prerequisite(s):

Grade(s) Offered:

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Fall Code:

Spring Code:

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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☒ North Campus
- ☐ South Campus
- ☐ Both Campus

- Term:
- ☐ 1st Semester
 - ☒ 2nd Semester
 - ☐ 1st & 2nd Semester
 - ☐ Summer Semester

- Grant Funded:
- ☐ Title I
 - ☐ CTE/Perkins
 - ☐ Not Applicable

Select All that Apply

- ☒ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

- ☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

Consumer Economics focuses on personal money management to help students become more informed consumers and learn how to address the consumer issues that they will face in their adult lives. Topics include insurance, housing, transportation, health services, credit, buying goods, and banking. Attention is also given to the basic economic structures in our country. This class meets the graduation requirement for Consumer Economics.

Please Provide a brief description of the proposal change:

The proposal change is a change in name only in order to better align naming conventions with the general education Consumer Economics course. This course fills the same graduation requirement.

Indicate who was involved in developing this course proposal:

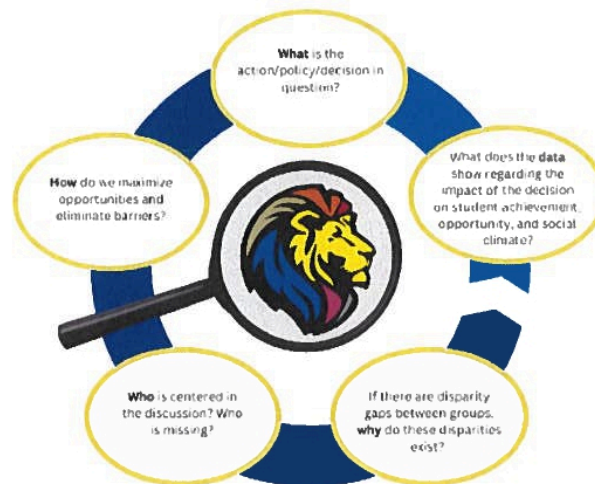
Melissa Moore



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

Teacher Initiation? Enrollment Data? Industry Requirement?

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

What metrics will be used to measure the success of the course addition or change?

What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

Lead Teacher

Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Assistant Division Chair

Date

<i>Meinman</i>	5/11/20
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Division Chair

Date

<i>Daboe</i>	5/11/20
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Director of Curriculum & Instruction

Date



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Application Date:

Short Reference Name for Proposal

	Adaptive Physical Wellness
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Current Course Title:

Credit:

Adaptive Phys Ed PSD	0.5
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Prerequisite(s):

Grade(s) Offered:

Director or designee and IEP team approval	9, 10, 11, 12
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Fall Code:

Spring Code:

IP7011B, IP7016B	IP7012B, IP7017B
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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

1) Proposed Title:

Credit:

Adaptive Physical Wellness	0.5
----------------------------	-----

Prerequisite(s):

Grade(s) Offered:

Director or designee and IEP team approval	9, 10, 11, 12
--	---------------

Fall Code:

Spring Code:

IP7021, IP7026 (Proposed New Course Code)	IP7022, IP7027 (Proposed New Course Code)
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Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP

2) Proposed Title:

Credit:

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Prerequisite(s):

Grade(s) Offered:

--	--

Fall Code:

Spring Code:

--	--

Levels:

- ☐ Prep
☐ Accelerated

- ☐ Honors
☐ AP



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Identify the appropriate Features of the new course

Location:

- ☐ North Campus
- ☐ South Campus
- ☒ Both Campus
- ☐

Term:

- ☒ 1st Semester
- ☒ 2nd Semester
- ☐ 1st & 2nd Semester
- ☐ Summer Semester

Grant Funded:

- ☐ Title I
- ☐ CTE/Perkins
- ☐ Not Applicable

Select All that Apply

- ☒ Graduation Requirement
- ☐ Creative/Practical Arts
- ☐ Full Year
- ☐ Co-Taught
- ☐ Elective Credit
- ☐ Interdisciplinary

- ☐ Lab Based
- ☐ ML
- ☐ State Federal Change
- ☐ Duplicate Credit
- ☐ Duplicate Credit Max
- ☐ NCAA

☐ Dual Credit - Institute Name:

Enter an updated Description for the Academic Program Guide:

This course offers an individualized physical education program for students who experience significant barriers to successful participation in traditional Physical Education. The course focuses on personalized fitness, mindfulness, and wellness strategies that support emotional regulation, stress management, and lifelong physical and mental health. Instruction prioritizes individualized growth, goal setting, and skill development in a supportive environment.

Please Provide a brief description of the proposal change:

The purpose of this proposal is to formalize a dedicated course within the existing Adaptive Physical Education programming that is specifically designed for students who require an Adaptive PE course on the basis of social and emotional challenges that impact their successful participation in a general education PE class.

Indicate who was involved in developing this course proposal:

Kurt Johns, Melissa Moore, Allison Doyle, Jen Bigenwald, Jake Discipio, Griff Powell, Carl Rhineberger



Lyons Township School District

Curriculum Change Proposal Form

2027-2028



Reflection

What opportunities will this new course provide?

This course will provide students with structured access to physical education credit in a setting designed to reduce anxiety and increase engagement. Students will:

- Learn movement strategies that support emotional regulation and stress management
- Develop mindfulness and wellness skills connected to mental health
- Participate in a non-competitive, supportive environment
- Set individualized physical and emotional wellness goals
- Maintain access to PE credit while receiving appropriate social-emotional supports
- Reduce repeated course failures
- Increase opportunity to remain in the general high school setting and on track for graduation

What does the data show regarding the impact of the decision on student achievement, opportunity, and social climate?

The data indicates that while a majority of PSD students (over 50%) successfully pass PE with A–C grades, a significant subgroup (34–39%) earn D, F, or require waivers due to emotional disability-related barriers. Additionally, 13–14% fail at least one PE course, leading to credit recovery requirements that reduce access to other coursework and post-secondary preparation opportunities.

Survey data from 44 PSD students shows that:

- 32% feel not comfortable or not very comfortable in PE
- 36% feel judged in PE



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

- 48% feel overwhelmed at times

Qualitative responses highlight anxiety, fear of judgment, and discomfort in performance-based or public settings.

Case studies demonstrate that repeated PE failures can:

- Delay graduation progress
- Require multiple PE course enrollments in senior year
- Reduce access to electives and transition-focused coursework
- In some cases contribute to consideration of more restrictive placements

Overall, the data shows that traditional PE settings can negatively impact both academic progress and student emotional well-being for a subset of students with social-emotional disabilities.

How will this course work to support Goals 1 & 2 as outlined in our strategic plan in order to maximize opportunities and eliminate barriers?

Goal 1: This course ensures that students with identified social-emotional disabilities have consistent access to a structured, standards-aligned PE curriculum that is appropriately designed for their learning needs. It guarantees equitable access to PE credit while maintaining instructional rigor focused on wellness, movement, and lifelong health skills.

Goal 2: The course directly embeds targeted social-emotional supports into the PE curriculum. It removes identified barriers such as competition, peer judgment, and performance anxiety while integrating mindfulness, regulation strategies, and individualized goal setting. This reduces the need for waivers and repeated course attempts and increases student access to supportive learning environments aligned to IEP needs.



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Division Course Planning Audit:

Within your division, how many courses are offered at this proposed level?

N/A

What qualitative and/or quantitative measures were used to determine the need for this change? Survey?

In order to substantiate the need for the Adaptive Physical Wellness class, multiple data sources were used:

Quantitative measures:

- Three-year analysis of PSD PE grades and waivers (2022–2025)
- D/F/waiver rates ranging from 34–39% annually in PSD population
- 13–14% of PSD students failing at least one PE course
- Enrollment data showing consistent PSD population (58–66 students annually)

Qualitative measures:

- Anonymous student PE reflection survey (44 PSD students in grades 9–12)
- Student reports of anxiety, feeling judged, and feeling overwhelmed in PE
- Case studies documenting repeated course failure and impact on graduation pathways

Additional sources:

- Teacher and program-level review of PSD student performance trends
- IEP team determinations and placement data (including outplacements tied to PE failure trajectories)

Teacher Initiation? Enrollment Data? Industry Requirement?

Enrollment Data to support the formalization of a separate Adaptive Physical Wellness class: For the 2026–27 school year, students are being rostered separately based on whether they would be recommended for the proposed Adaptive Physical Education class or Adaptive Physical Wellness class. Based on IEP Team recommendations/requests, 2 sections of Adaptive Physical Education are running at each campus in 2026–27. An additional section of Adaptive PE is running at SC and 2 sections at NC for those students who would be recommended for Adaptive Physical Wellness if it currently existed as a separate course.

How is this issue addressed at comparable high schools? (attach additional pages if necessary)

Hinsdale D86 and Downers Grove D99 offer a separately-titled PE course for students with social and emotional challenges, similar to the proposed course. In Hinsdale D86, this is the HAVEN PE class. In DG99, a Stress



Lyons Township School District

Curriculum Change Proposal Form

2027-2028

Management class is offered within the PE Department.

What metrics will be used to measure the success of the course addition or change?

Success of the Adaptive Wellness course will be measured using:

- Reduction in PE failures (D/F rates) among participating students
- Decrease in PE waiver utilization for students in the PSD population
- Increased percentage of students earning A–C grades in PE-equivalent courses
- Improved attendance and participation rates in PE coursework
- Reduction in credit recovery PE enrollments in senior year

What are the resources needed to implement this change? Please include textbook information.

	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	
	<u>Estimated Cost:</u>	

Signatures:

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Assistant Division Chair

Date

Melissa Meene	8/26/26
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Division Chair

Date

[Signature]	8/26/26
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Division Chair

Date

[Signature]	8/26/26
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Director of Curriculum & Instruction

Date

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@d204.lths.net • Website: www.lths.net



EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Dr. Brian Waterman, Superintendent
District #204 Board of Education

FROM: Ed Piotrowski, Director of Human Resources

DATE: October 5, 2026

RE: Strategic Plan Progress Update (Goal Three)

During the October 5 Board of Education Meeting, we will share an update regarding Goal Three of the strategic plan. The update will include a brief overview of the Scorecard as well as Key Tasks and Priorities for this goal.

Information for each of the five strategic plan goals is posted on the [LTHS Strategic Plan Website](#). On the Strategic Plan Website you will find Goal Scorecards, as well as Goal Dashboards that contain the strategies, rationale, and general timelines for each of the goals.

Recommendation

No action is required. This item is informational.

Strategic Plan Goal 3 Update

October 5, 2026



Strategic Plan Goal 3

LTHS is committed to providing a high quality education to all students. Goal 3 of the strategic plan addresses the action steps LTHS is taking to invest in staff and culture to ensure innovation, collaboration and accountability.



Goal 3 strategies focus on attracting, retaining and supporting staff members and represent the District's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.



Goal Three: High Quality, Diverse Staff

Invest in staff and culture to ensure innovation, collaboration and accountability



Culture & Development

Enhance staff satisfaction, innovation, and campus unity through engagement, collaboration, voice, and professional development.



Talent & Recruitment

Attract, recruit, hire, mentor and support strong employees who reflect the LT community and commit to our mission, vision, core values, and goals.

Goal Three: High Quality, Diverse Staff

Culture and Development



AMPLIFY STAFF VOICE

Affinity Groups: Formalize access, awareness, and support structures to cultivate an inclusive culture

CONNECTEDNES S AND MENTORSHIP

Cultural Celebrations:
Execute a yearlong calendar of connectedness and cultural events.

Mentorship Audit:
Strengthen peer-support and mentoring for new and veteran staff during common times

WORK ENVIRONMENT AND PD

Community Support:
Partner with local services for holistic staff wellness and PD.

Flexible Pathways: Tailor PD based on staff role, experience, and needs

Goal Three: High Quality, Diverse Staff

Talent and Recruitment



ONBOARDING AND SPECIALIZED TRACKS

Substitute Onboarding:
Overhaul sub procedures
and establish clear daily
expectations

Targeted Tracks: Build
role-specific PD tracks for
specialized growth needs

DIFFERENTIATED SUPPORT

Targeted Mentoring: Adapt
induction to better support
non-instructional roles (e.g.,
Case Managers, Student
Services)

Strategic Collaboration:
Utilize PLC time and
department mentor leaders
to support unique staff
schedules

TALENT PIPELINE AND GROWTH

University Partnerships:
Expand pipelines for
student teachers and
student service interns

Growth Evaluation: Train
staff on evaluation tools
focused on strengths and
talent development

Goal 3 Scorecard Metrics



Goal Metric	Summary	Baseline Data (2021-22)	Current (25-26)	Life of Plan Target
Staff Demographics (Certified Staff)	The percentage of non-white certified staff, with a target of annual new hire demographics matching or exceeding non-white student demographic percentages.	6.6%	9.73%	15%
Staff Demographics (Non-Certified Staff)	The percentage of non-white non-certified staff, with a target of annual new hire demographics matching or exceeding non-white student demographic percentages.	22.36%	26.27%	25%
Staff Retention (Certified Staff)	The percentage of certified staff who return to the district. This measures voluntary and involuntary turnover from the prior school year, but excludes retirements. 105	97.2%	TBD <i>ISBE School Report Card Unavailable</i>	96%

Goal 3 Scorecard Metrics



Goal Metric	Summary	Baseline Data (2021-22)	Current (25-26 SY)	Life of Plan Target
Staff Retention (Non-Certified Staff)	Percentage of non-certified staff who return to the district. This measures voluntary and involuntary turnover from the prior school year, but excludes retirements.	88.4%	95.82%	95%
Panorama Survey (Certified Staff)	Percent of certified staff responding favorably to Sense of Belonging reported on Panorama Survey.	54%	57%	75%
Panorama Survey (Non-Certified Staff)	Percent of non-certified staff responding favorably to Sense of Belonging reported on Panorama Survey.	54%	57%	75%
Special Population Endorsements	Percent of staff holding LBS1, EL, ¹⁰⁶ Reading, and/or Bilingual content endorsements.	16.78%	26.81%	30%

Thank You!

Questions?





LYONS TOWNSHIP HIGH SCHOOL District 204

Dr. Brian Waterman, Superintendent

Ph: 708-579-6451 E: BWaterman@LTHS.net

North Campus 100 S. Brainard Ave., LaGrange, IL 60525

South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education
FROM: Dr. Brian Waterman, Superintendent
DATE: October 5, 2026
RE: 2027-32 Strategic Planning Process Update

I would like to provide an update to the Board regarding Lyons Township High School District 204's 2027–2032 Strategic Planning process, including the Strategic Plan Team's Data Retreat held on Thursday, September 21, 2026, and the upcoming Vision Retreat scheduled for Wednesday, October 21, 2026.

The Strategic Plan Team continued its work with a Data Retreat on Thursday, September 24 from 8:00a.m. - 12:00 p.m. The session was designed to establish a shared understanding of district performance, to examine the indicators of success for current strategic plan goals, and to develop an understanding of the district's strengths, weaknesses, opportunities, and threats.

The Strategic Plan Team includes 96 members of our school community, including the seven members of our Board of Education. The strong level of participation reflects the commitment of staff, families, students, community members, and other stakeholders to engage in the district's strategic planning process.

The next phase of the strategic planning process will be the Strategic Plan Team Vision Retreat Wednesday, October 21, 2026 from 12:00 p.m. to 4:00 p.m. The retreat will be held in person in the Lyons Township High School South Campus Library, and will be conducted as a School Board Special Meeting, pursuant to the Open Meetings Act. The meeting will also be live streamed.

All materials and resources used during the orientation have been posted to the LTHS Strategic Plan website. The website will continue to serve as a central repository for strategic planning documents, resources, and video links throughout the process.

I will be providing monthly updates to the Board as we continue to move through this process together and all information and updates will also be available on our Strategic Planning Website.

Recommendation

This is for informational purposes only.

