



Thornton Fractional
HIGH SCHOOL DISTRICT 215
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

November 8, 2023
Committee of the Whole

6:00 PM

Thornton Fractional Center for Academics & Technology
1605 Wentworth Ave.
Calumet City, IL 60409

1. Welcome

- A. Roll Call
- B. Pledge of Allegiance

2. Communication/Public Comment

3. Buildings/Grounds--Member Townsend

- A. Summer 2024 Roof Projects
- B. Building Usage Report

4. Safety Committee--Member Stepp

- A. Student Safety Walking to School

5. Finance Committee--Member Jackson

- A. 2023 Levy Year

6. Curriculum Committee--Member Ballard

- A. School Report Card Data
- B. Curriculum Guide
- C. First Quarter Grades
- D. Chicago State University MOU
- E. Addition of TFS Assistant Girls Wrestling Coach

7. IT Committee--Member Wilson

- A. Managed Security Service Provider Agreement
- B. Board Cell Phones for District Business

8. Behavior Intervention/Parent-Teacher Advisory Committee--Member Newman

- A. 2023 5 Essentials Survey Results
- B. Student Suspension Interventions
- C. Peer Advisory Council

9. Policy Committee--Member Newman

- A. PRESS 113 Update

10. Adjourn



MEMORANDUM

Date: November 8, 2023
To: Mr. John Robinzine, Superintendent/Board of Education
From: Tim Stephan- Director of Facilities
Subject: Summer 2024 Roof Projects

Recommended Action

To discuss putting the 2024 Summer Roofing projects out for bid. The board will be asked to take action on the request at the November 28, 2023, Board of Education meeting.

Background

Continuing with our planned roofing projects, the scope of work will cover 32,000 square feet of roofing work at the North campus and 24,000 square feet of work at the South campus.

Funding source if applicable:

Capital Project fund.

Building Rentals

2023-2024

11/3/2023

TFS	3	2023	MABAS 24 - Lansing Fire Department	Community	Pool	Fire Rescue Emergency Services Training	2/22, 3/9, 3/16, 4/13, 9/20, 10/11, 11/7, 12/13/2023	\$ -	\$ -	\$ -	\$ -	\$ -	waived
TFS	4	2023	HMS/D171 (SENDING CHECK as per conversation on 9/29/23)	Community	Track & Field	Track Practice	4/18/2023	\$ -	\$ -	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
TFN	8	2023	City of Calumet City, IL	Community	Auditorium/ Gym	State of the City	9/30/2023	\$ -	\$ -		\$ -	\$ -	waived
TFN	8	2023	City of Calumet City, IL	Community	Auditorium	Board of Review	10/4/2023	\$ -	\$ -	\$ -	\$ -	\$ -	waived
TFN	8	2023	City of Calumet City, IL	Community	Track & Field	Breast Cancer Awarenes Walk	10/14/2023	\$ -	\$ -		\$ -		waived
TFN	8	2023	TFN Booster Club CANCELLED	Community	Purple Gym	Co-ed Volleyball Tournament	9/9/2023	\$ -		\$ 400.00	\$ 400.00	\$ 0.00	\$ 400.00
TFN	9	2023	Calumet City Chargers	Community	Practice Football Field	2023 Football season	9/2 and 10/7/2023	\$ -	\$ -	\$ 960.00	\$ 960.00	\$ 960.00	\$ -
TFS	9	2023	Lansing Knights of Columbus	Community	Swimming Pool	Special Olympics Youth Swim Program	Various dates 9/26/2023 - 6/25/2024	\$ -	\$ -	\$ -	\$ -	\$ -	waived

DO NOT RENT LIST
thru 2/5/2020

District 215 Do Not Rent 10/1/2023

School	MO	YR	Organization	Cat	Facilities	Usage	Date	Facility	Interest	Maintenance/ Other	Total	Paid to date	Balance due
TFN	1	2018	Big Bow, LLC	Commercial	Purple Gym and Band Room	Cheer Competition	2/10/2018	\$ 775.00		\$ 280.00	\$ 1,055.00	\$ 600.00	\$ 455.00
TFN	4	2018	Big Bow, LLC	Commercial	Purple Gym and Gold Gym	Cheer Competition	2/10/18 3/3/18 and 4/21/2018	\$ 2,100.00	\$ -	\$ 760.00	\$ 2,860.00	\$ 1,950.00	\$ 910.00

School	MO	YR	Organization	Cat	Facilities	Usage	Date	Facility	Interest	Maintenance/Ot her	Total	Paid to date	Balance due
TFN	3	2022	MORE Youth Foundation	Commercial	Purple Gym	Basketball Showcase	3/26- 27/2022	\$ 800.00	\$ 100.80	\$ 680.00	\$ 1,580.80	\$ 640.00	\$ 940.80
TFN	8	2022	Calumet City Thunderbolts	Community	Football Field	Football and Cheer	8/27, 9/3, 9/17, & 9/24/2022	\$ -	\$ 133.00	\$ 2,130.00	\$ 2,130.00	\$ 800.00	\$ 1,330.00

District 215 2019-22 Aging Summary 11/3/2023

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MEMORANDUM

Date: November 8, 2023

To: Mr. John Robinzine, Interim Superintendent & Board of Education

From: Teresa A. Bishop, Executive Director of Finance & Operations/CSBO

Subject: 2023 Tentative Tax Levy

Recommended Action

To discuss the 2023 Tentative Tax Levy. The Board will be asked to approve the 2023 Tentative Tax Levy on November 28, 2023. The Board will be asked to approve the 2023 Final Tax Levy on December 19, 2023.

Background

Approval of the Tentative Tax Levy is an annual process. The proposed tentative tax levy will be discussed at the Committee of the Whole meeting.

Funding source if applicable: N/A

Attachment: 2023 Tentative Tax Levy PowerPoint presentation



THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL DISTRICT 215

2023

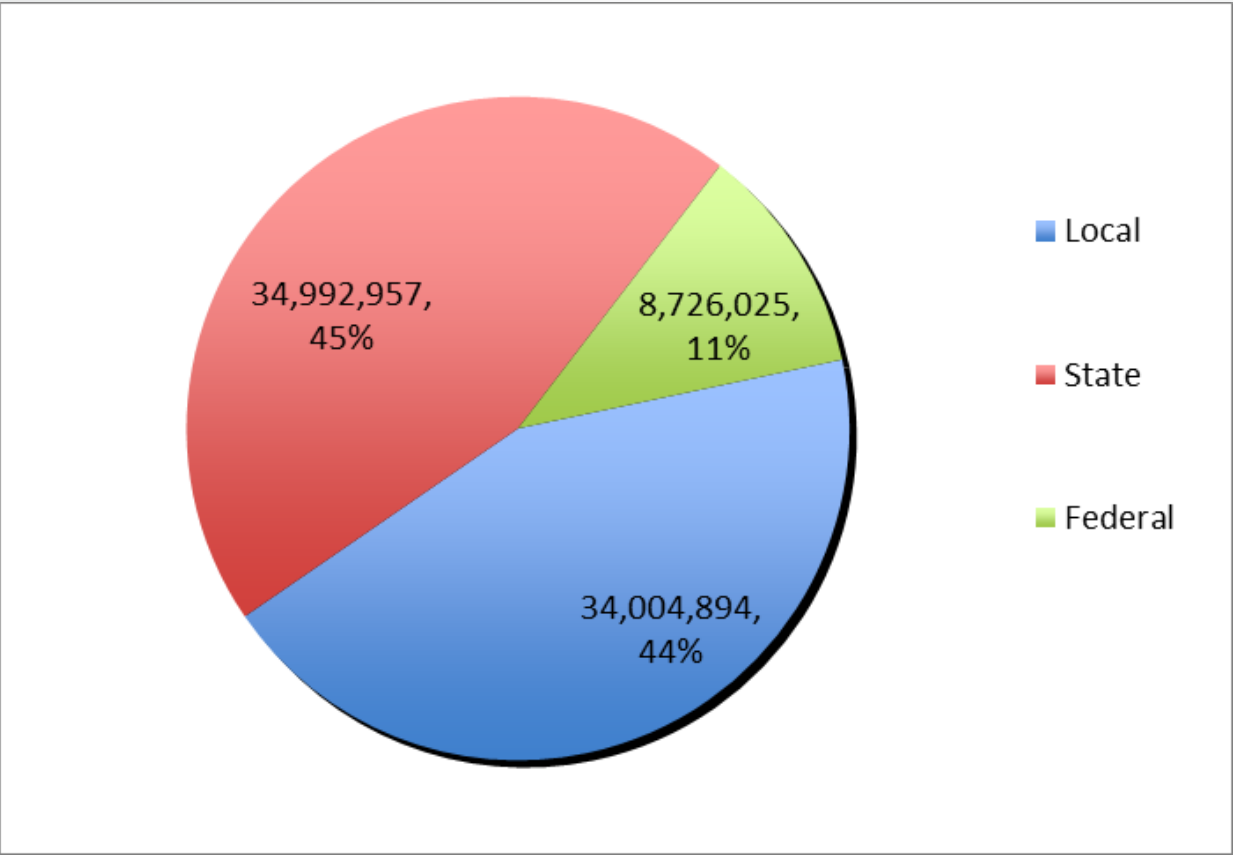
Tentative Tax Levy

November 8, 2023

2023 Tentative Tax Levy

- **What is a tax levy?**
 - Formal request to the Cook County government requesting local property tax dollars for operation of the school district
 - If the district doesn't formally request use of property tax dollars (adopt a levy) it is not entitled to receive any local property tax dollars
 - A school district is allowed by law to receive an increase above the prior year tax extension of Consumer Price Index (CPI) (as of December 31 of the prior year) or 5%, whichever is less.

District 215 Budgeted Revenue by Source FY 2023-2024



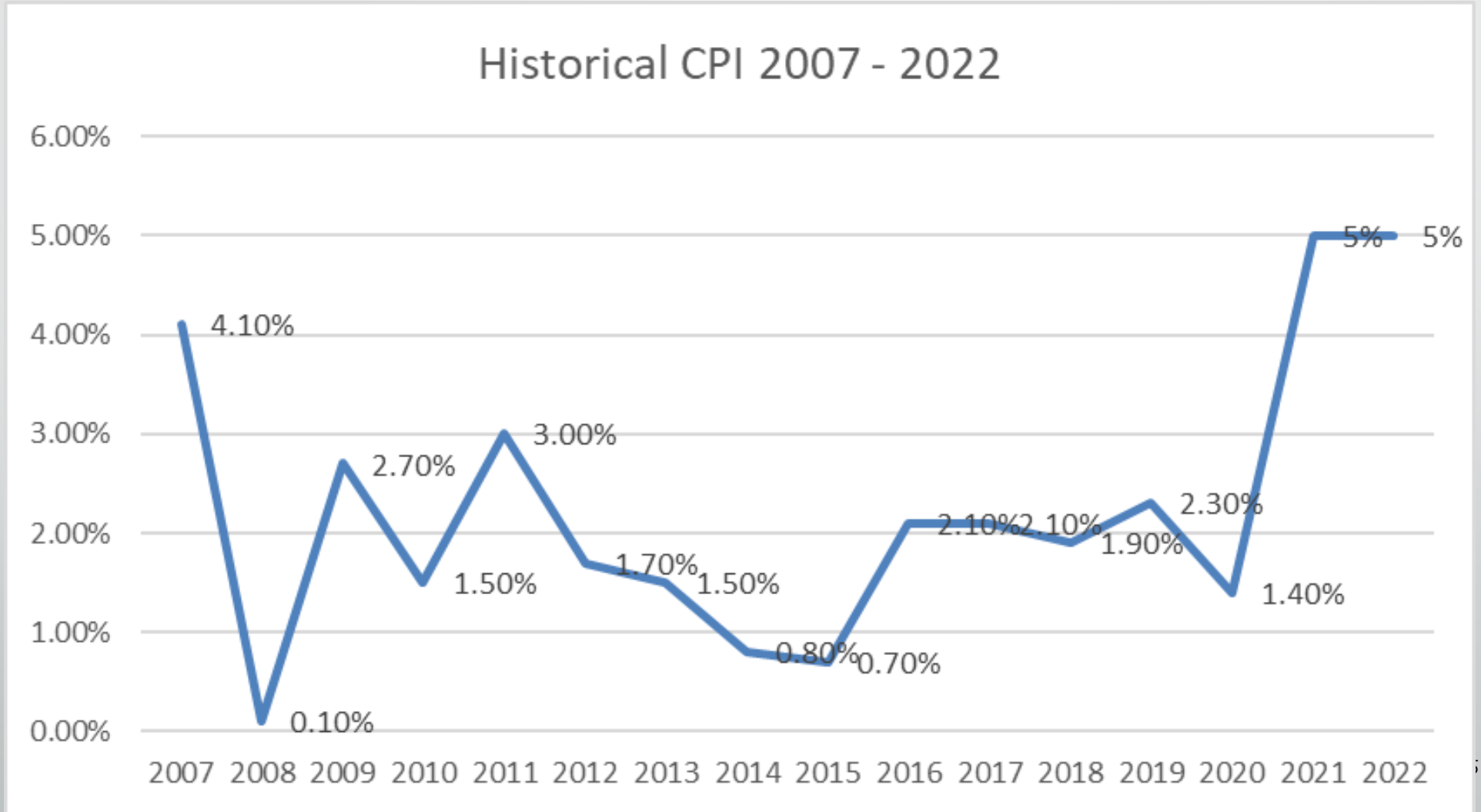
Timeline

- 2023 Levy
 - Wednesday, November 8 – discuss tentative levy
 - **Tuesday, November 28 – adopt resolution - tentative levy (Board action)**
 - Friday, December 8 – Publish Truth-in-Taxation notice in *Daily Southtown* (no more than 14 days before the Hearing, no less than 7)
 - **Tuesday, December 19 – Truth-in-Taxation public hearing (levy hearing); adoption of tax levy (Board action) (no less than 20 days after tentative levy adoption)**
 - Wednesday, December 20 – file levy with County Clerk’s office
 - Tuesday, December 26 – levy filing deadline

2023 Levy Considerations – why is it different from other years?

- CPI is 5% - same as 2022. These 2 years represent the highest CPI has ever been since PTELL legislation implemented in 1993
- Property Tax Relief grant
- Truth in Taxation Hearing – levy request is 5% or more
- Public Act 102-0895
 - Cash reserve disclosure requirement – Budget & Levy adoption meetings

Historical CPI



Property Tax Relief Grant

- Established by Public Act 100-0465 and revised by Public Act 100-0582
- Provides school districts with high tax rates relative to other school districts with an opportunity to lower the property tax burden on local taxpayers with the state replacing a portion of foregone tax revenue with state funds.
- Grant goes **directly** to the taxpayers (tax bills are reduced by the grant)
- District must levy for the grant amount, even though the taxpayer receives the benefit

Historical Tax Extension

THORNTON FRACTIONAL HIGH SCHOOL DISTRICT 215									
8 YEARS HISTORY									
	2015	2016	2017	2018	2019	2020	2021	2022	
Levy w/o debt service	30,958,648	31,191,561	31,878,227	30,635,499	31,436,832	32,363,933	32,872,667	32,746,515	
Add Property Tax Relief Grant (1)	-	-	-	1,939,665	1,779,059	1,749,223	1,752,864	3,760,480	
Adjusted Levy w/o debt service	30,958,648	31,191,561	31,878,227	32,575,164	33,215,891	34,113,156	34,625,531	36,506,995	
Debt Service	3,001,326	3,002,849	2,995,530	3,005,632	3,005,028	3,107,073	3,098,717	1,629,695	
Total levy w/ debt svc	33,959,974	34,194,410	34,873,757	35,580,796	36,220,919	37,220,229	37,724,248	38,136,690	
Prior Year levy w/o debt svc	30,691,239	30,958,648	31,191,561	31,878,227	32,575,164	33,215,891	34,113,156	34,625,531	
Incremental Incr (Decr) w/o debt service	267,409	232,913	686,666	696,937	640,727	897,265	512,375	1,881,464	
Percent Increase (w/o debt service)	0.87%	0.75%	2.20%	2.19%	1.97%	2.70%	1.50%	5.43%	
Note: Amounts in yellow indicate the actual amount the District received from the Property tax levy for each year									

Historical Levy Request vs. Actual Received

Levy year	Levy request	Actual tax extension	Difference
2014	31,489,294	30,687,756	(801,538)
2015	31,939,270	30,958,648	(980,622)
2016	32,234,880	31,191,561	(1,043,319)
2017	32,623,190	31,878,227	(744,963)
2018	33,248,400	30,635,499	(2,612,901)
2019	33,975,065	31,436,832	(2,538,233)
2020	34,884,136	32,363,933	(2,520,203)
2021	35,532,820	32,872,667	(2,660,153)
2022	37,222,433	32,746,515	(4,475,918)
2023	39,060,000		

Proposed 2023 Levy by Fund

FUND	2023	2022 Levy Extension plus Abatement	Difference PY Extension - CY Levy (+/-)
EDUCATION	30,510,000	23,521,647	6,988,353
BUILDING	3,100,000	3,359,576	(259,576)
TRANSPORTATION	2,200,000	2,008,487	191,513
WORKING CASH	180,000	211,343	(31,343)
IMRF	440,000	891,758	(451,758)
SOC SEC	1,040,000	886,487	153,513
TORT/LIABILITY	700,000	822,393	(122,393)
SPECIAL ED	320,000	362,568	(42,568)
CAPITAL IMPROVEMENT	570,000	682,256	(112,256)
TAX RELIEF ABATEMENT	-	3,760,480	(3,760,480)
Total	39,060,000	36,506,995	2,553,005

% Est Increase = (2023 Levy-2022 Extension)/2022 Extension **6.99%**

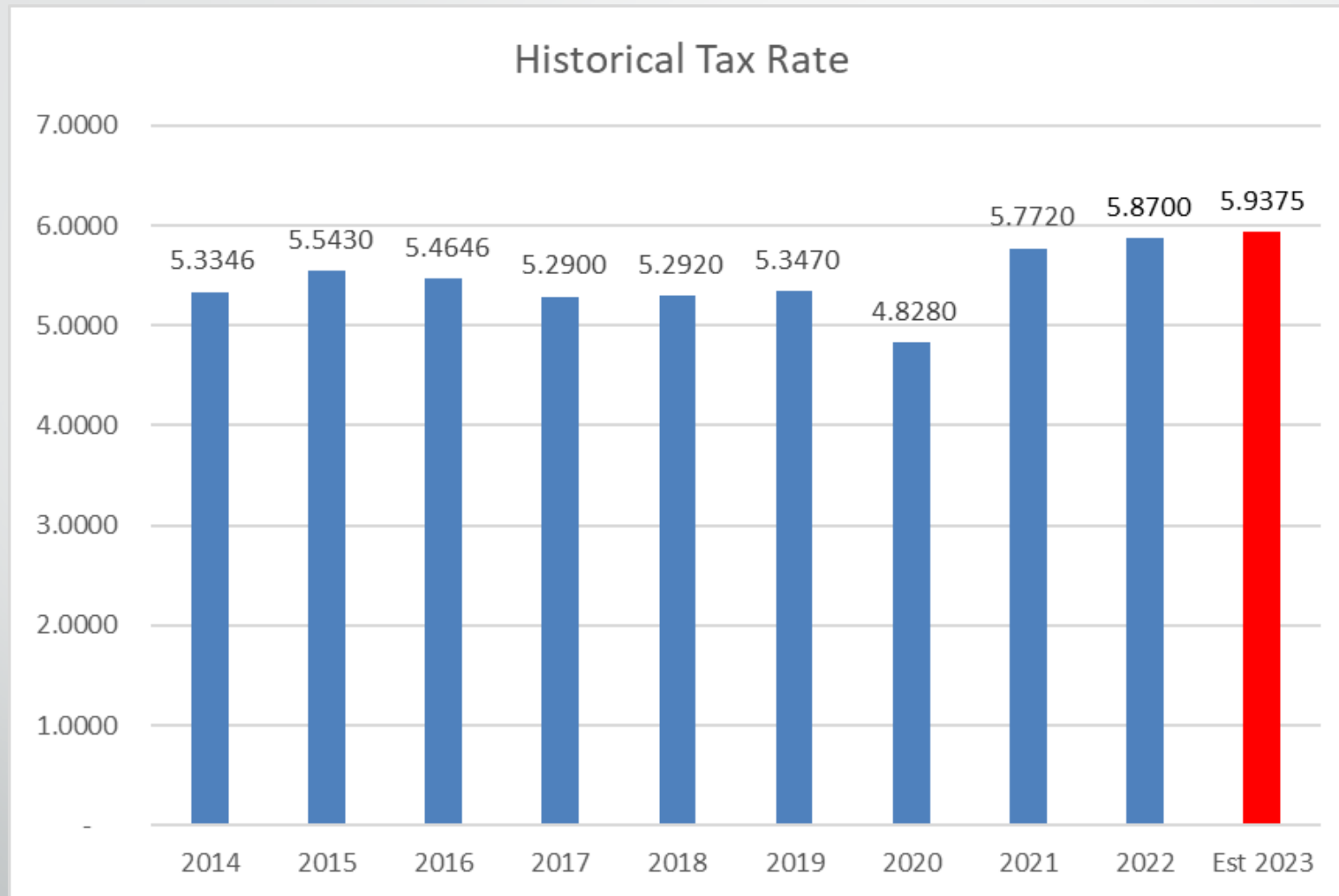
In addition to an extension of taxes authorized by levies made by the Board of Education, an additional extension

Definitions:

Levy - The amount of money a school district certifies to be raised from property tax.

Extension - The actual \$ amount billed to property owners and includes loss factor.

Historical Tax Rate



What does the tax rate increase mean for a homeowner?

	150,000 home		200,000 home		250,000 home	
	2023	2022	2023	2022	2023	2022
Estimated Market Value	150,000	150,000	200,000	200,000	250,000	250,000
Assessment	10%	10%	10%	10%	10%	10%
Assessed Value	15,000	15,000	20,000	20,000	25,000	25,000
Equalization Factor*	2.9237	2.9237	2.9237	2.9237	2.9237	2.9237
	43,856	43,856	58,474	58,474	73,093	73,093
Less Homeowner Exemption	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
Equalized Assessed Value	33,856	33,856	48,474	48,474	63,093	63,093
X Tax Rate	5.9375%	5.870%	5.9375%	5.870%	5.9375%	5.870%
Tax Paid	2,010.17	1,987.32	2,878.14	2,845.42	3,746.12	3,703.53
Incremental difference (annual)	22.85		32.72		42.59	
*Estimate for 2023						



MEMORANDUM

Date: November 8, 2023

To: Mr. John Robinzine, Superintendent/Board of Education

From: Becky Szuba, Assistant Superintendent of Teaching and Learning

Subject: Illinois Report Card Designation

Recommended Action

Information sharing only.

Background

Illinois School Report Card designations were officially released Monday, October 30th. Both North and South campuses have maintained the commendable rating.

Funding source if applicable: N/A

Attachments Accountability indicators, Snapshot summary



2023 ILLINOIS REPORT CARD

MULTIPLE INDICATORS OF STUDENT SUCCESS



Illinois
State Board of
Education

A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

Elementary & Middle Schools



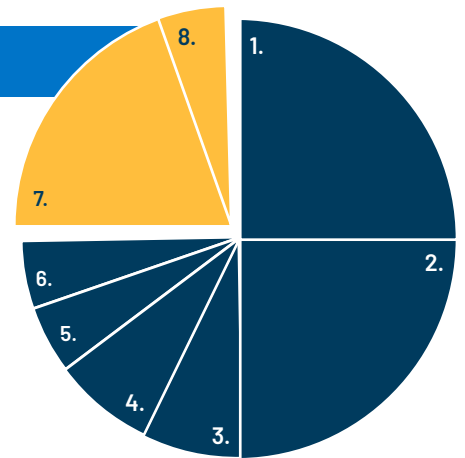
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



High School



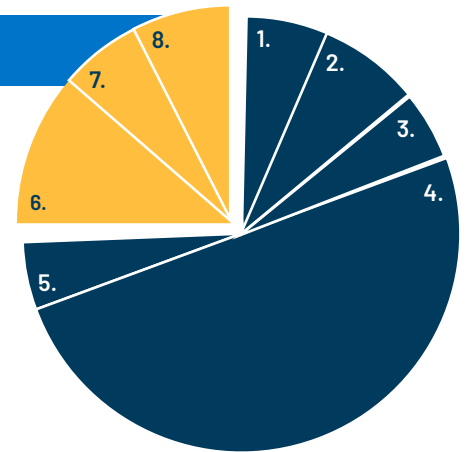
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*



*Not yet ready for implementation

INDICATOR DEFINITIONS AND WEIGHTS

	INDICATOR	DEFINITION	WEIGHT (% OUT OF 100)		
Academic	Visit isbe.net/indicators for a more detailed definition of each indicator			P-8	9-12
	ELA Growth	Average of individual students' growth percentiles in English language arts (ELA)	Measuring growth against current academic peers and against a 2019 baseline to use whichever best reflects progress	25%	–
	Math Growth	Average of individual students' growth percentiles in math		25%	–
	ELA Proficiency	Percentage of students proficient in ELA	New interim proficiency targets for ELA, math, and science based on state average performance in 2021	7.5%	
	Math Proficiency	Percentage of students proficient in math		7.5%	
	Science Proficiency	Percentage of students proficient in science		5%	
	English Learner (EL) Progress to Proficiency	An EL's progress attaining language proficiency within five years of identification	Students who were EL in SY 2020-21 get one extra year to their timeline	5%	
	Graduation	Four-year graduation rate	A single scoring formula for all student groups	–	30%
		Five-year graduation rate		–	15%
		Six-year graduation rate		–	5%
School Quality/Student Success	Chronic Absenteeism	Percentage of students who missed 10% or more of the prior academic year (excused and unexcused absences)	20%	10%	
	Climate Survey	Percentage of students who participated in the climate survey	5%	6.67%	
	9th-Graders on Track	Percentage of ninth-grade students with five full-year course credits (or 10 semester) with no more than one semester F in a core subject	–	8.33%	
	Fine Arts	A combination of measures of student participation and teacher qualifications in the fine arts	–	–	
	P-2	Measures of attendance, literacy, and participation in enrichment and acceleration	–		
	3-8	A combination of measures of mathematic proficiency, middle school success, and participation in enrichment and acceleration	Implementation delayed until 2025		
	College and Career Readiness	Percentage of students meeting academic and career readiness requirements	–		

TF North Report Card Summary

General

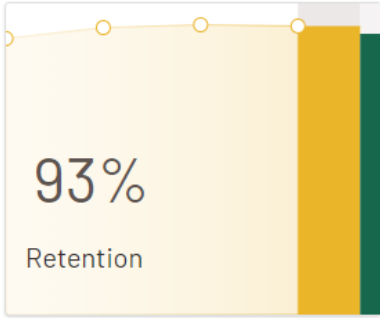
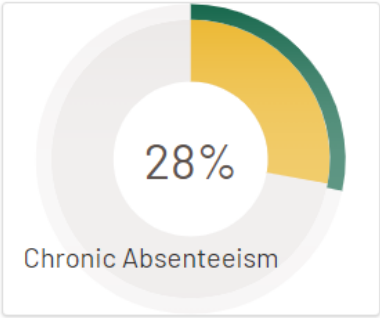
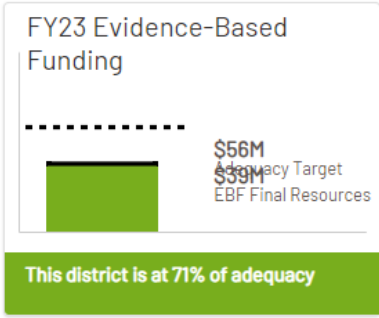
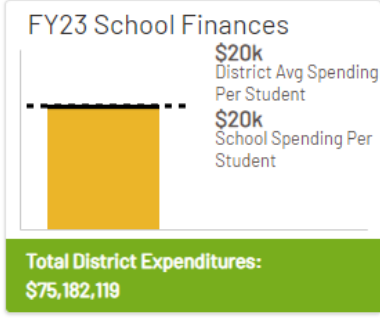
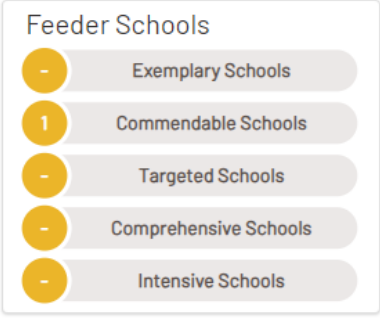
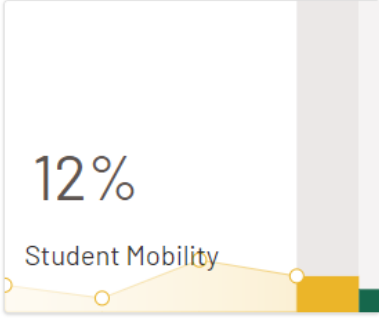
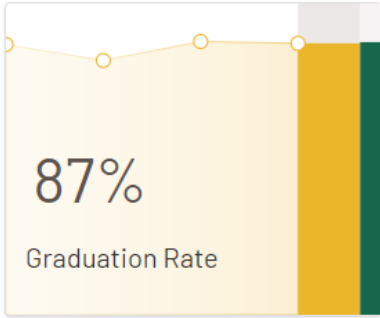
■ School
 ■ District
 ■ State

Summative Designation Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

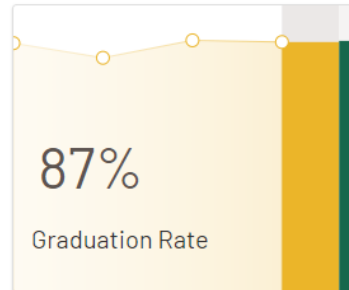
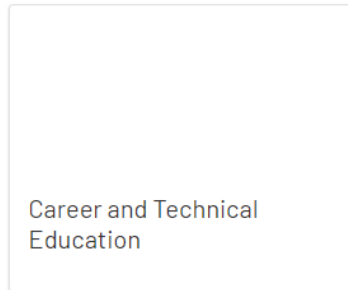
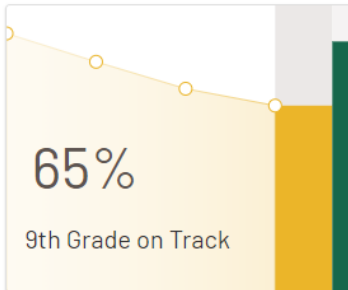
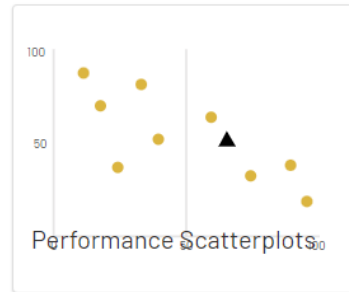
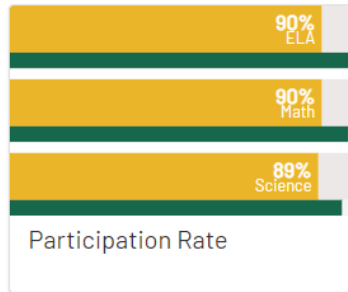
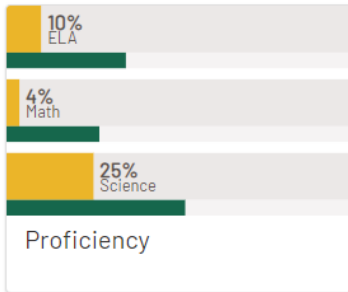
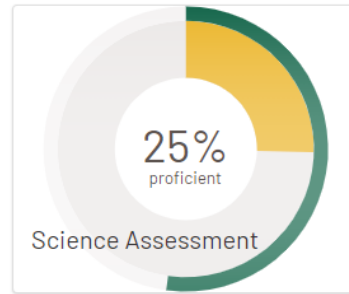
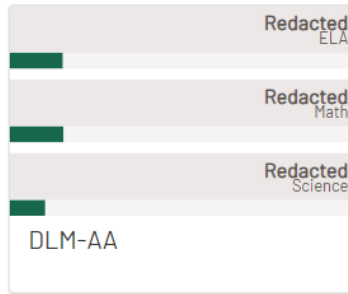
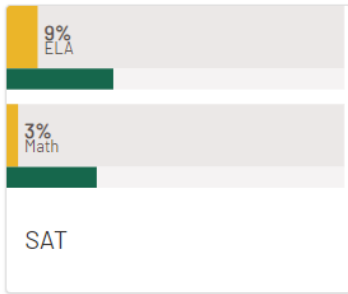
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School Improvement Funds

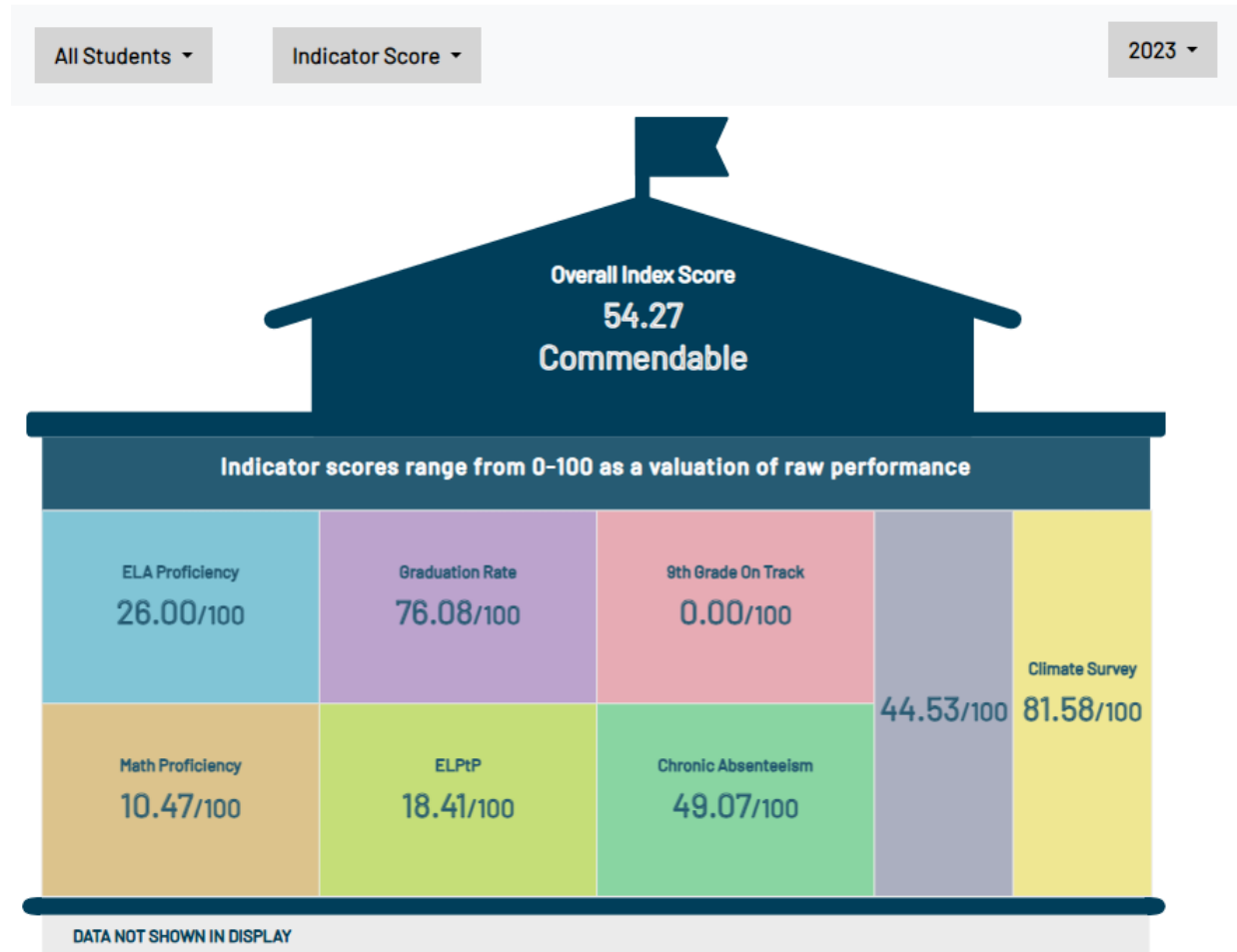


Academic Progress

■ School
 ■ District
 ■ State



Indicator Scores Snapshot to Calculate Overall Rating



TF South Report Card Summary

General

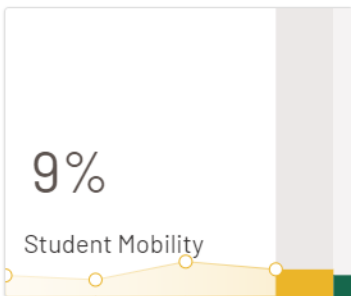
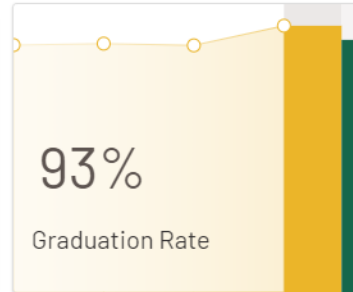
■ School ■ District ■ State

Summative Designation
Commendable School

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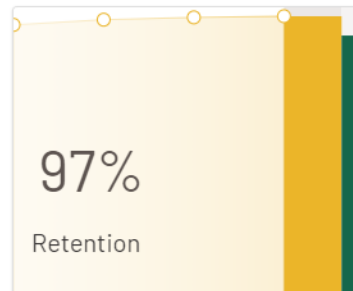
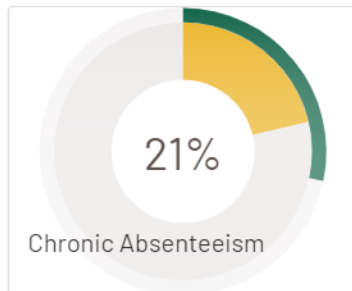
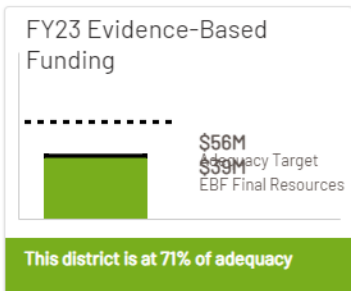
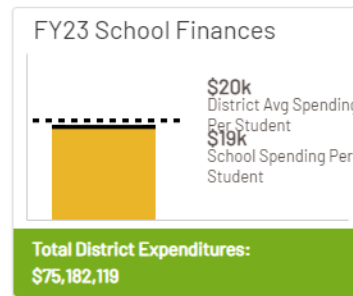
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School Improvement Funds



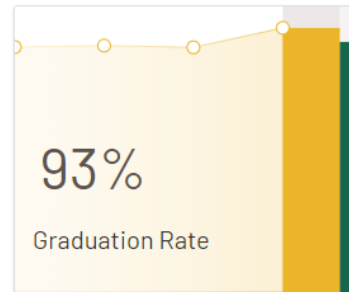
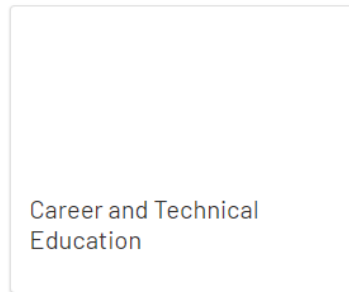
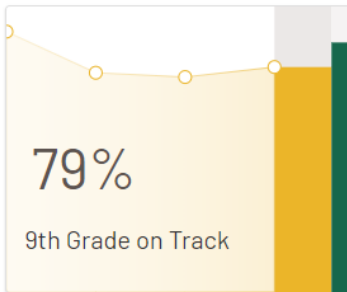
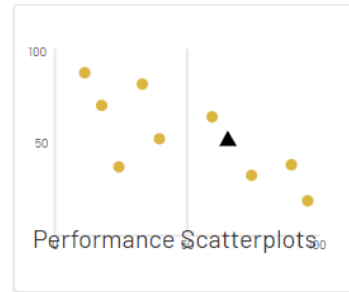
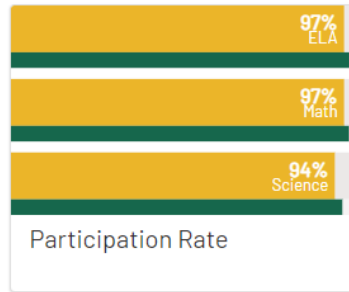
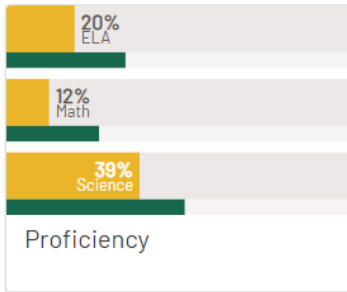
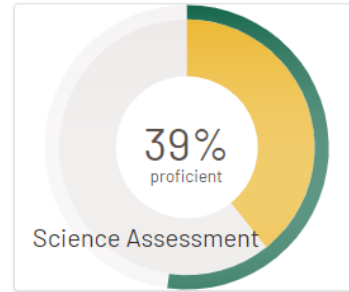
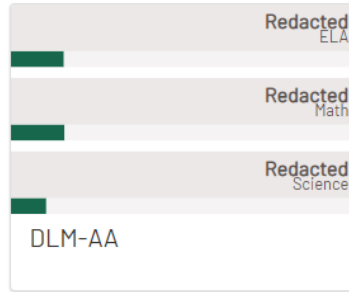
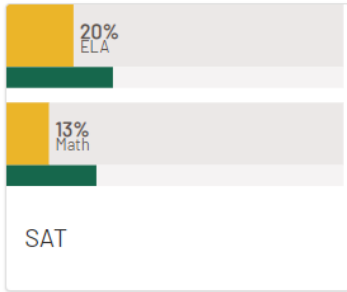
Feeder Schools

- Exemplary Schools
- 1 Commendable Schools
- Targeted Schools
- Comprehensive Schools
- Intensive Schools

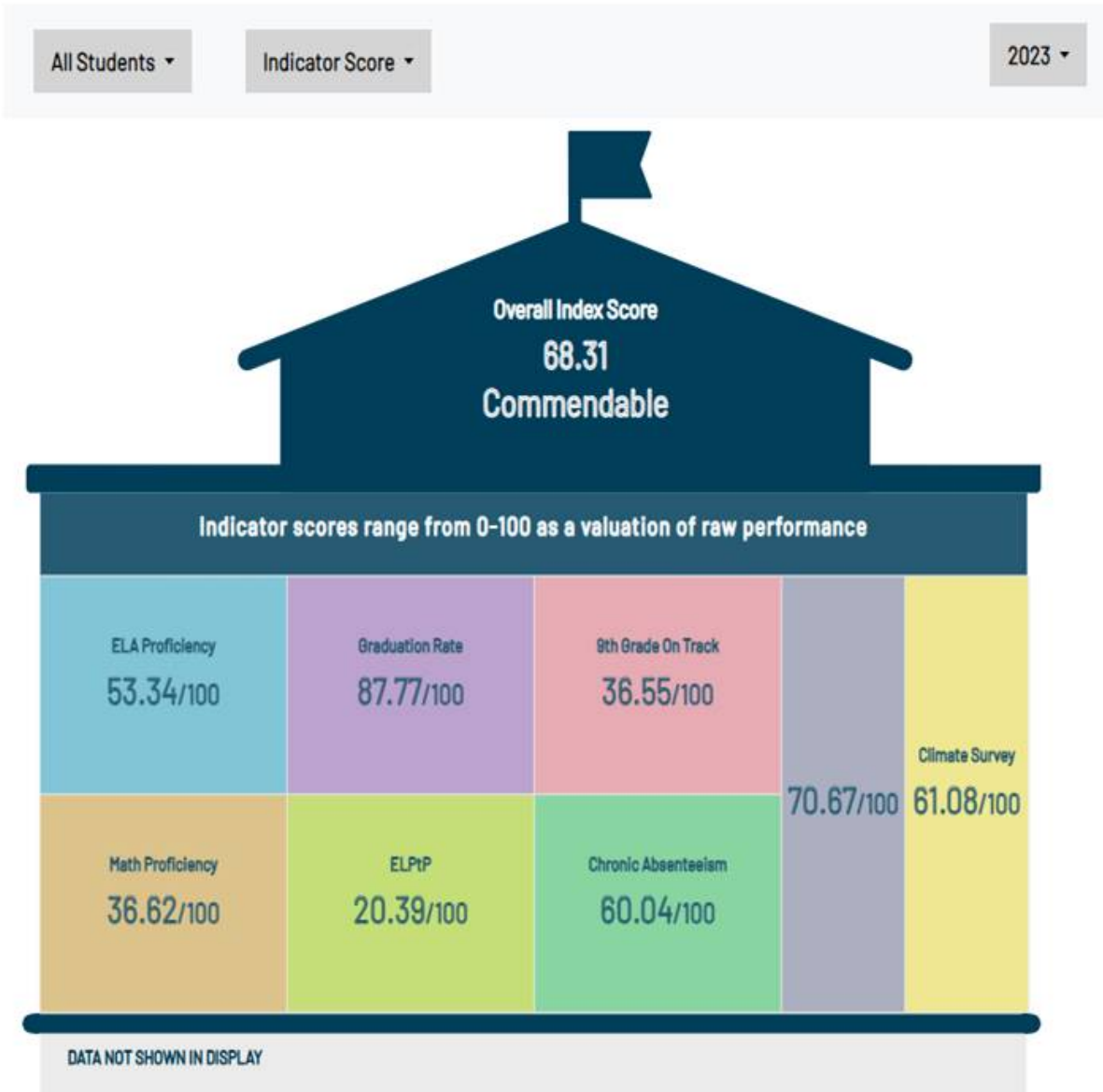


Academic Progress

■ School
 ■ District
 ■ State



Indicator Scores Snapshot to Calculate Overall Rating





MEMORANDUM

Date: November 8, 2023

To: Mr. John Robinzine, Superintendent/Board of Education

From: Becky Szuba, Assistant Superintendent of Teaching and Learning; LaQuesha Martin-Dean, Director of Teaching and Learning

Subject: Curriculum Guide 2024-2025

Recommended Action

The Department of Teaching and Learning will be seeking Board approval for the District 215 2024-2025 Curriculum Guide at the November Board meeting.

Background

Student course selections for the 2024-2025 school year will begin in December and January. Pending approval, the Department of Teaching and Learning will set up course screens for scheduling and publicize the curriculum guide for staff, parents, and students. There have been several revisions and a few changes to courses in the guide. These are reflected in the “redlined” version of the Curriculum Guide and are summarized below:

- Honors English 9, English 9, and Theatre course changes are revisions to reflect newly implemented curriculum. The updated descriptions reflect more accurately the content of the course.
- Music Design and Tech I and II have been added based on approval last year.
- Music Theory is renamed to Piano, and Marching Band is renamed to Colorguard to better reflect the content of the course.
- The following updates are in regards to AP courses:
 - Implementation of the new College Board course, AP African American Studies, as a social studies elective.
 - Revised description for AP Computer Science Principles to reflect the most up to date College Board syllabus.
 - Replacing Honors Physics with AP Physics 1. This will increase the rigor for students.
 - Replacing Honors Pre-Calculus with AP Pre-Calculus. This will increase the rigor for students.
 - Expanding access to AP Geography from grades 9-10 to grades 9-12.
- Increased access to the following courses:
 - Offering Theatre on the North campus
 - Offering Child Care Practicum II on the North campus
 - Offering the next level of TV Production on the South campus
- Chicago State Step Up courses have been added to the “University/College Opportunities” section. These courses were approved last year and are in full implementation this year.
- Algebra I Extended Time and Geometry Extended Time have been restructured. Please see below for additional information and rationale:



Thornton Fractional

HIGH SCHOOL DISTRICT 215

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Over the past few years, introductory courses have been eliminated from the math department including pre-algebra (Fall 2020) and Introduction to Algebra II (North campus 2016, South campus 2023). Additionally, our special education self-contained programs have integrated portions of Algebra and Geometry to reach beyond Consumer Math and Math Fundamentals when possible. In keeping with the mindset of exposing all students to a rigorous, rich math curriculum with supports at all levels, it is time to restructure the extended time courses. The recommendation to restructure has been explored and discussed the past three years among the teachers in the math department, the division leaders, the Assistant Principals of Curriculum and Instruction, the Principals, and the Teaching and Learning Department at District level. A final recommendation from all groups was made to try a different approach for students who continue to struggle with math. Outlined below is the rationale:

- A pilot program followed students that would have been placed in extended time, but instead, were placed in Algebra single hour. The majority of students were successful in this setting.
- Giving students more time in a class they are struggling with is not in line with best practice. High-impact tutoring helps “students gain academic ground quickly.” (*Education Week April 2023*) By eliminating extended time, the district would be able to try specific interventions such as high-dosage tutoring. Additionally, supports for all math students could be integrated within the school day due to the restructuring.
- With the curriculum rewrite, Algebra core and Algebra extended time and Geometry core and Geometry extended time share the same curriculum. A transcript should accurately reflect this change.

Funding source if applicable: Title, ESSER III and local monies for required resources and/or required teacher professional development

Attachment Redline version of Curriculum Guide and clean copy of Curriculum Guide



Thornton Fractional

HIGH SCHOOL DISTRICT 215

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Curriculum Guide

~~2023-2024~~ 2024-2025

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District 215 Mission Statement

To provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community.

District 215 Vision Statement

To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.

District 215 Guiding Principles for Effective Curriculum

- Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.
- Learning experiences provide for...
 - Student voice.
 - Immediate feedback.
 - Students' needs to be met through supports, interventions, and extensions.
 - High expectations.
 - Integration of reading, writing, and vocabulary development across disciplines.
- Learning experiences are conducive to...
 - Cultural responsiveness.
 - High expectations.
 - Strategies to engage and motivate students.
 - The formation of positive relationships with and among students.
- Learning environments are welcoming, positive, and inclusive.

District 215 Equity Statement

District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.

District 215 Statement of Instructional Excellence

District 215 learning environments engage our community of learners in cognitively challenging and culturally responsive learning experiences.

District 215 Commitment to Diverse Learners

District 215 offers programs to support students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds. This includes, but is not limited to:

- A Transitional Bilingual Education program for Spanish-speakers and a Transitional Program of Instruction for students who speak languages other than Spanish
- A transition program with embedded work opportunities for our special education students
- Accelerated learning opportunities through college-credit bearing courses

Graduation Requirements

Graduation from a Thornton Fractional Township High School requires that a student successfully completes 23 credits.

English	4 credits
Social Studies	3 credits
Science	2 credits
Math	3 credits
P.E.	3.5 credits
Health	0.5 credits
Electives	7 credits

Total Required 23 credits

Of the 23 minimum credits required for graduation, 19 credits must be in courses other than Physical Education and Driver Education. Students must enroll in P.E. each semester during the regular school year unless they are enrolled in Driver Education, Health, or received a valid P.E. waiver.

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's

parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements

Board, District, & School Administration

BOARD OF EDUCATION

President
~~Steph~~ Rita Oberman Patricia

Vice-President
~~Wilson~~ Morgan Waller Marcie

Secretary
Andrea Ballard

Member
~~Dodd~~ Diana Jackson

Member
~~Newman~~ Rich Dust Dominique

Member
~~Jackson~~ Jacqueline Terrazas

Member
~~Townsend~~ Marcie Wilson Charles

THORNTON FRACTIONAL NORTH

755 Pulaski Road
Calumet City, IL 60409
(708) 585-1000

Principal
Brian Rucinski

Assistant Principals

DISTRICT ADMINISTRATION

18601 Torrence Ave.
Lansing, IL 60438
(708) 585-2300

Curriculum and Instruction Verneisha Gair
Pupil Personnel Services Christin Passarelli
Building Control Lisa Bouler

Athletics
Athletic Director DeVale Stubbs

Interim Superintendent
~~Redmond~~ John Robinzine

~~Dr. Sophia Jones~~

Assistant Superintendents & Directors

Asst. Supt. of Teaching & Learning Becky Szuba

Asst. Supt. of Student Services Dr. Rena Whitten

Asst. Supt. of Career Development John Robinzine

Exec. Dir. of Finance Teresa Bishop

Exec. Dir. of Human Resources April Jerger

Dir. of Teaching and Learning LaQuesha Martin-Dean

Chief Technology Officer Paul Wakefield

School Counselors

Allison Braasch (A-Da) (708) 585-1018

Juanita Medina (~~De-HeE-K~~) (708) 585-1032

Lauri Like (~~Hi-ML-Ri~~) (708) 585-1019

Susan Olson (~~Si-ZRo-Z~~) (708) 585-1020

Career Coordinator/School Counselor
~~Wendy Bivins~~ (708) 585-1126

Dir. of Career & Tech Education **Ricardo Johnson**
Carol Brooks

Dir. of Facilities Tim Stephan

THORNTON FRACTIONAL CENTER FOR ACADEMICS & TECHNOLOGY

1605 Wentworth Avenue
Calumet City, IL 60409
(708) 585-2378

Principal Raymond Williams

Assistant Principal **Dawn Walker**
Lauren Gladu

Assistant Principal Dawn Walker

School Counselor

Tameka Fowler (A-Z) (708) 585-2346

THORNTON FRACTIONAL CENTER FOR ALTERNATIVE LEARNING

1601 Wentworth Avenue
Calumet City, IL 60409
(708) 585-9040

Principal Raymond Williams

Assistant Principal Lauren Gladu

Assistant Principal Dawn Walker

School Counselor Tameka Fowler

Tameka Fowler (A-Z) (708) 585-2346

THORNTON FRACTIONAL SOUTH

18500 Burnham Avenue
Lansing, IL 60438
(708) 585-2000

Principal Jacob Gourley

Assistant Principals

Curriculum and Instruction —Paula Nardi

Pupil Personnel Services —John O'Rourke

Building Control —Thomas Barlow

Cassandra Brackenridge

Athletics

Athletic Director Marc Brew

School Counselors

Matt Johnson (A-Cof) (708) 585-2021

Nicole Burk (Cog-Gre) (708) 585-2023

Jeff Majewski (Gri-Lee) (708) 585-2014

Angela Shama (Lef-Os) (708) 585-2196

Marcia James (Ot-Sm) (708) 585-2020

Jennifer Anderson-Murray (Sn-Z) (708) 585-2022

Career Coordinator/School Counselor

Wendy Bivins (708) 585-1126

District Career Coordinator/School Counselor

Wendy Bivins (708) 585-1126

District Early College and Career Coordinator

Rosalind Scaife (708) 585-1150

ART

ART FUNDAMENTALS

Course Length Y **Grade Level 9-12**

Art Fundamentals provides a basic background for all future art studies and is a prerequisite for all advanced classes. It incorporates terminology, materials, and visual experiences to expose students to a variety of art forms. Students are introduced to the Elements and Principles of Art, media/methods, and how to arrange the Components of Art. This course helps students to develop observation skills, techniques of application, and to critically think about what they observe. It also assists students in understanding their visual environment and expressing their feelings and ideas.

PAINTING

3D SCULPTURE AND DESIGN

Course Length Y **Grade Level 10-12**

Recommended Prerequisite: Art Fundamentals

This upper level course explores the spatial concepts of sculpture through traditional and contemporary methods, as well as translating ideas into three dimensional forms. In this course, students deal with the four basic approaches of subtraction, manipulation, addition, and substitution with historical aspects (carving, modeling, building, assemblage, and casting). A variety of materials are explored including clay, plaster, stone, found objects and paper mâché.

DRAWING

Course Length Y**Grade Level 10-12**

Recommended Prerequisite: Art Fundamentals

Painting is an upper level course which focuses on various painting styles and techniques. Students are introduced to methods in watercolor, acrylic and oil paints. Color theory and brush work create a foundation for producing dynamic individual expressions. In this course, students analyze and discuss works of art to master the understanding of the style and process involved with creating a successful painting.

Course Length Y**Grade Level 10-12**

Recommended Prerequisite: Art Fundamentals

Drawing is an upper level course that strengthens the basics laid in Art Fundamentals. Students are led through a series of drawing techniques designed to start and improve their ability. Students work with a variety of techniques and drawing mediums. This course allows students to explore and become familiar with the drawing materials and methods used by artists to create drawings. Students develop skills in observing and responding to the visual qualities in various drawings.

Career Tech Education (CTE)

AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

DIGITAL PHOTOGRAPHY

(T.F. South only)

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

Digital photography is an upper level course which introduces students to the fundamentals of technology-based artwork. Students learn the basic operations of a digital still camera and Adobe Photoshop CS5 to create unique computer-based projects. Digital imaging strives to integrate students with the tools and techniques necessary to become a commercial graphic artist.

GRAPHIC DESIGN

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

Graphic Design is an upper level course that places an emphasis on design skills through the arts of Printmaking, Commercial Design and Computer Graphics. Students develop skills in Adobe Creative Cloud Suite, composition, layout, product design, typography, logo creation and other visual processes related to graphic design careers.

INTRODUCTION TO TELEVISION TECH

Course Length Y

Grade Level 9-10

This course exposes students to the fundamentals of Video and Film Production. Students learn and apply proper television and film production techniques for handling and operating television cameras, microphones, and lighting equipment, as well as all of the equipment related to producing television and film in our advanced editing/studio facility. Students use Apple computers and are introduced to iMovie, Aperture, and Photoshop to complete digital projects. Skills learned include: lighting, storyboarding and script writing, digital editing, sound recording, music production, special effects, and video mixing. Movie and television history, equipment mechanics and critical viewing are also explored.

TELEVISION PRODUCTION I

(T.F. North only)

Course Length Y

Grade Level 10-11

Prerequisite: introduction to Television Tech

In Television Production I, students learn the industry standard techniques of camera operation, audio production and lighting for TV and film, as well as computer-based editing on the industry's leading software, Final_Cut_Pro. Students work on short news stories, commercials, and documentaries to be aired on the ~~school~~District's video network. This advanced course challenges students with more detailed and more complex video production projects. In addition to learning advanced, professional software applications, students experiment with cinematic lighting, sound design, competitive production, editing, and animation. Movie and television career opportunities and critical viewing are also explored.

TELEVISION PRODUCTION II

(T.F. North only)(T.F. North only)

Course Length Y

Grade Level 11-12

Prerequisite: Television Production I

Students in this course become the main production team for Meteor News, our full-time internet television channel. Writing, designing, staging, engineering, filming, performing and directing are all skills ~~to develop~~developed in this year-long class. ~~In addition, students learn proper use of audio and video equipment, advanced computer software, media marketing and teamwork skills.~~Students continue to learn more techniques to properly use the audio and video equipment. Students will write, produce, and edit stories that will be used for broadcast purposes as well as a digital portfolio. The course operates like a television newsroom where each member plays a vital role in producing a bi-weekly news and feature story program. Students receive hands-on production experience in the TV studio as well as experience around ~~TFN~~campus and the community. Hard work is expected and creativity is encouraged.

Career Tech Education (CTE)

AUTOMOTIVE TECHNOLOGY

INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

Course Length S Grade Level 11 Double Period

Required: Safety glasses, coveralls

This course teaches students the basics of shop safety and procedures, automotive care and automotive maintenance. The following topics are covered: careers, hand tools, shop safety (floor jacks and jack stands), measuring, fasteners and gaskets, auto- motive math, service manuals, fluid services (fluid checks and changes, belts and hoses), tires and wheels (balancing and changing), brake fundamentals and engine fundamentals.

AUTOMOTIVE TECHNOLOGY I

Course Length S Grade Level 11 Double Period

Prerequisite: Intro to Automotive Technology

Required: Safety glasses, coveralls

This course is available to students who successfully complete Introduction to Auto Tech. During this course, students gain additional knowledge on brake fundamentals and they learn diagnosis and repair of brake systems to include ABS, as well as engine theory, diagnosis, minor repairs and support systems of the automobiles. The following topics are covered: power tools and lifts, testing and repair, battery theory, testing and service, fuel system theory, testing and repair of engines, cooling systems, lubrication systems, starting systems, and charging systems.

AUTOMOTIVE TECHNOLOGY II

Course Length Y Grade Level 12 Double Period

Prerequisite: Automotive Technology I

Required: Safety glasses, coveralls

This course is available to students who successfully complete Auto Tech I. This third level course provides students with a more in-depth study of previous sections including on the job auto mechanic experience. Students

BUILDING & CONSTRUCTION

INTRODUCTION TO BUILDING & CONSTRUCTION

Course Length S Grade Level 11 Double Period

This course introduces the study of materials and processes used in the construction of residential structures. Students learn and follow the proper safety procedures throughout the shop area. A large emphasis is placed on safety. Students use some of the same power and hand tools used in industry. Alongside of that, students will learn excavation, foundation systems and slabs.

BUILDING & CONSTRUCTION I

Course Length S Grade Level 11 Double Period

Prerequisite: Intro to Building & Construction

Building & Construction I places emphasis on learning terminology as well as hands-on applications constructing a 4'x4' freestanding floor and wall section. The process includes the methods involved in designing for construction, floor, wall, and roof systems, plus electrical and plumbing systems. Students experience a wide variety of learning activities including areas such as: reading and interpreting house plans, becoming familiar with the local building codes, foundation work, framing of walls, floors, and roofs, plumbing, electrical, windows and doors, flooring installations, siding installation or repair, and deck/patio construction.

BUILDING & CONSTRUCTION II

Course Length Y Grade Level 12 Double Period

Prerequisite: Building & Construction I

This course covers structural footings, wall systems, physical properties of wood, building materials, and measurement grading. Hands-on projects allow students to thoroughly understand the principles and methods of rough residential carpentry by framing of a mock-up, scaled-down home. Students also learn actual

study engine performance and major repairs as well as clutches, drive trains, and wheel alignments.

house framing including floor, wall, and roof construction with special emphasis placed on the framing square for stair stringers, gable and hip rafter layout.

*College credit is available with South Suburban College.

Career Tech Education (CTE)

BBUSINESS

BUSINESS WRITING & TECHNICAL CONCEPTS I

Course Length S

Grade Level 9-11

During the first semester of this course, students learn the fundamentals of keyboarding skills. Practice drills are enforced and proper keyboarding techniques are introduced. Using the “touch method” of typing while emphasizing speed and accuracy, students practice keyboarding skills to create, format, and edit a variety of documents. Students also learn the basic essentials of word processing, spreadsheets, presentations, and internet research and are introduced to the Microsoft Office Suite, which includes Word, PowerPoint, and Excel. Students continue to Business Writing & Technical Concepts II second semester.

BUSINESS WRITING & TECHNICAL CONCEPTS II

Course Length S

Grade Level 9-11

Prerequisite: Business Writing & Technical Concepts I

This course builds upon the knowledge and skills acquired in Business Writing & Technical Concepts I. Students learn to apply in-depth word processing applications using Microsoft Word, as well as integrated applications from PowerPoint and Excel. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills.

***College credit is available with South Suburban College.**

MICROSOFT OFFICE TECHNOLOGY

Course Length Y

Grade Level 10-12

Prerequisite: Business Writing & Technical Concepts II

Students learn the skills necessary to become a Microsoft Office Specialist. This course prepares students to effectively use information processing as a tool to develop professional type documents and publications. Students learn the components of the Microsoft Office Suite which include Word, Excel, Access, PowerPoint, and Publisher as well as the basics of web page development. The course also features activities in the use of Internet Explorer for research and points of reference. Students develop an understanding of the general operations of a network, and explore network terminology to learn how it is used as a means to interact with the world of business.

***College credit is available with South Suburban College.**

CODING, APP & WEB DEVELOPMENT

Course Length: Y

Grade Level: 11-12

Prerequisite: Computer Applications (Business Writing Technical Concepts or Microsoft Office Technology)

Are you interested in creating websites and apps? Learn the latest industry used programming language such as JavaScript, HTML and CSS. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they're constantly evolving and retaining an understanding of the content. Throughout the year, students will build a personal web page that highlights their programming skills and interests.

ADVANCED CODING, WEB & APP DEVELOPMENT

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Coding, Web and App Development

Build upon your coding skills with engaging and interactive tools. This course challenges students to not only build websites but also create iPhone, Android and web apps using current industry languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, Java and more. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they're constantly evolving and retaining an understanding of the content. The goal of this course is to guide students from having basic technology experience to being fully skilled, confident and job-ready for a career in the tech industry. Students will be able to create a portfolio that highlights their skills.

Career Tech Education (CTE)

BUSINESS cont.

AP COMPUTER SCIENCE PRINCIPLES

(college credit available)

Course Length: Y

Grade Level: 10-12

Prerequisite: Successful completion of Algebra I with a 'C' or higher.

AP Computer Science Principles (CSP) curriculum is a full-year, rigorous course, that is equivalent to a first-semester introductory college computing class and introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems. Students will develop computational thinking skills vital for success across all disciplines, and will write about the impacts these solutions could have on their community, society and the world. This course introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

ACCOUNTING I

Course Length Y

Grade Level 10-12

Prerequisite: Business Writing & Technical Concepts

This course is the language of business and an integral aspect of all business activities. Mastery of fundamental accounting concepts, skills, and competencies is essential to making informed business decisions. Regardless of students' chosen course of study or career path, accounting prepares them to be educated business

WORK PROGRAM INTERRELATED COOPERATIVE EDUCATION (ICE CLASS and ICE JOB)

Course Length Y

Grade Level 12

Interrelated Cooperative Education (ICE) is a two-credit program. One credit is earned through classroom preparation (ICE Class) while the other credit is gained for work or volunteer experience (ICE Job) which is designed to prepare students for the world of work. Many students enter senior year of high school not knowing which career field they would like to pursue after graduation. Experience is gained through employment, job shadows, volunteer service, and meaningful field trips that are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path. Extensive instruction is given to create cover letters, resumes, references, and electronic portfolios. This course allows students to receive the necessary tools to generate and practice successful interviewing strategies during our Mock Interviews. Students use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances. Emphasis is also placed on personal development while each student will be given the opportunity to develop the necessary skills to build important professional qualities such as: image building, team building, interpersonal skills, critical thinking and decision-making skills, and a strong work ethic.

professionals and informed consumers. The prime objective of this course is to introduce students to the double-entry system of accounting for sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Students develop personal and professional skills for school and work as well as an understanding of the relationship between the manual system of accounting and a computerized system.

*College credit is available with South Suburban College.

Career Tech Education (CTE)

BUSINESS cont.

21ST CENTURY BUSINESS COMMUNICATIONS

Course Length S

Grade Level 11-12

This course is a unique program designed to assist students in self-reflection and self-assessment. Students are given an opportunity to make confident decisions about future careers, to strengthen professional skills, and to develop career-building strategies. Extensive instruction is given on employment documents including resumes, cover letters, references, and electronic portfolios. Interviewing skills are taught and practiced through mock interview events. Students use a variety of technology and software to help them find the right career, explore different career options, or plan future education and training. Emphasis is also placed on personally developing the necessary skills to build important professional qualities such as image building, team building, interpersonal skills, critical thinking, and decision-making skills as well as a strong work ethic.

21ST CENTURY ENTREPRENEURSHIP

Course Length Y

Grade Level 10-12

This course provides today's aspiring youth entrepreneurs with the knowledge and skills necessary to own and operate their own businesses. Emphasis is placed on the following entrepreneurial topics: business ownership, structure, and responsibilities; principles of finance and accounting; printed and digital marketing; financial literacy including banking and investments; interpersonal communication and other human relations; the role of an entrepreneur in today's

CHILD CARE

INTRODUCTION TO CHILD CARE

Course Length Y

Grade Level 11

Introduction to Child Care is the foundation for all the childcare courses. Child Development studies ways in which children grow and develop from birth to age 6. Emphasis is placed on the needs of the child as well as appropriate childcare skills needed for each stage of development. This course is designed for students who are interested in a career in the fields of early childhood education, elementary ed., and pediatric care, as well as those interested in the area of child care.

CHILD CARE PRACTICUM

(T.F.-South only)

Course Length Y

Grade Level 12 Double Period

Prerequisite: Introduction to Child Care

Child Care Practicum I is a double-period course which provides students with an in-depth pre-school experience based on the activities and behavior of children enrolled in the program. Students plan, supervise, and implement lessons with children. Students interested in careers such as: child care aide, child care director, child psychologist, pediatrician, social worker, and early childhood education should enroll in this class.

global society; and social responsibility. Based on classroom experiences, students are expected to create and deliver a professional business plan presentation in a real-world competition for a small grant to start a business.

Career Tech Education (CTE)

COLLISION REPAIR

INTRODUCTION TO COLLISION REPAIR

Course Length S **Grade Level 11 Double Period**

Required: Safety glasses, coveralls

Introduction to Collision Repair is designed to introduce students to the basic information needed when beginning a career in the Collision and Repair Industry. Students learn and follow the proper safety procedures throughout the shop area. Emphasis is placed on the safe use of tools and equipment. Students learn about hazardous materials and the foundation skills necessary to repair non-structural damage. Students also learn the foundation techniques required to paint and refinish automobiles.

COLLISION REPAIR I

Course Length S **Grade Level 11 Double Period**

Prerequisite: Introduction to Collision Repair

Required: Safety glasses, coveralls

Collision Repair Technology I is designed for students to learn how to safely replace, adjust, fit and align sheet metal and similar components. Through hands-on projects, students are trained on the proper method of sheet metal replacement, aligning and fitting of these parts according to industry standards. According to industry standards, students are trained in the use of proper structural welding, systematic procedures in MIG welding and plasma cutting as well as refinishing techniques and repair for non-structural and structural damaged vehicles.

COLLISION REPAIR II

Course Length Y **Grade Level 12 Double Period**

Prerequisite: Collision Repair I

Required: Safety glasses, coveralls

Collision Repair II is designed for students to gain practical experience in repairing dents and damage to the body of vehicles using various methods. Students learn how to repair vehicles' exterior panels using aluminum replacement parts. Students also learn about interval safety components including air bags. The application of higher-level critical thinking skills is required to troubleshoot repairs on various types of plastics and composites according to industry standards. Students apply their Collision Repair I training to execute the

CULINARY ARTS

INTRODUCTION TO CULINARY ARTS

Course Length S or Y **Grade Level 10-11**

This course is designed to deliver industry standards-based instruction through the use of Pro Start Curriculum from the Illinois Restaurant Association. Students develop competencies leading to entry-level hospitality and industry employment. Instructional unit topics include food safety, sanitation, professional knife skills, basic nutrition, station set-up, and food service equipment operation. Students begin food preparation including fruits, vegetables, dairy products, egg cookery, potato cookery, and grains and pasta. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events.

CULINARY ARTS I

Course Length S or Y **Grade Level 11 Double Period**

Prerequisite: Introduction to Culinary Arts

This single or double-period course is designed to continue industry standards-based instruction through the use of the Pro Start Curriculum from the Illinois Restaurant Association that leads to the development of intermediate level student competencies and subsequent industry employment. Students review and continue work toward mastery of knife skills, safety and sanitation, nutrition and menu-planning. Food preparation includes soups, stocks, sauces, salads/salad dressings, sandwiches, hors d' oeuvres, canapés, baking and pastries. Use of commercial equipment, terminology, procedures, and training including cooking technique, flavors and seasoning, and plate preparation are emphasized. Students spend significant time in this course, observing and participating in minimal food preparations in the high school cafeteria. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students begin to create professional culinary portfolios in this course.

removal and installation of stationary and moveable glass as well as advanced MIG welding and refinishing.

Career Tech Education (CTE)

CULINARY ARTS cont.

CULINARY ARTS II

Course Length Y **Grade Level 12 Double Period**

Prerequisite: Culinary Arts I

This double-period course is designed to continue industry standards-based instruction through the use of the Pro Start Curriculum from the Illinois Restaurant Association that leads to the development of more advanced-level student competencies and subsequent industry employment. Students continue to develop industry competencies, mastering those from previous courses. Entrée preparation which includes advanced baking and pastry, advanced poultry, meat, and seafood preparation are the instructional emphases of the course. Students also continue to develop previously introduced skills in restaurant dining and table service and purchasing and inventory. Students also participate in basic Culinary Management Skills, Front and Back of the House training, and daily operation of a café/restaurant. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students may also have the opportunity to compete in regional culinary competitions. Students continue to build on their professional portfolios started in Culinary Arts I as well as research culinary careers and scholarship opportunities.

ELECTRONICS

ELECTRICITY I

Course Length Y **Grade Level 11**

This course provides a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. This course typically includes AC and DC circuitry, safety, and the National Electrical Code. Additionally, students might receive experience in the following areas: building circuits, residential wiring, installing lighting, power circuits, and cables.

ELECTRICITY II

Course Length Y **Grade Level 12**

Prerequisite: Electricity I

This course focuses on energy and power in transportation and work. Course content includes various sources of energy and their use in society. Students gain an understanding of the principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, heat transfer, and wind/nuclear/solar energies. Additionally, the transmission and control of power through mechanical or electrical devices such as motors and engines will be covered.

Career Tech Education (CTE)

ENGINEERING

PLTW: INTRODUCTION TO ENGINEERING DESIGN

Course Length Y

Grade Level 9-12

This is the first course in the **Project Lead The Way (PLTW)** program. In this course, students will explore the engineering design process and use a problem-solving model to improve existing products and invent new ones. Students will work both individually and in teams to design solutions to a variety of problems, using three-dimensional modeling software.

PLTW: Principles of Engineering

Course Length Y

Grade Level 10-12

Prerequisite: PLTW: Introduction to Engineering Design

This is the second course in the **Project Lead The Way (PLTW)** program. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

ENGINEERING TECH II

(T.F. South only)

Course Length Y

Grade Level 11-12

Prerequisite: Engineering Tech I

~~In this course, students use SolidWorks and Simulation Xpress software to design and test, with nondestructive methods, advanced machine parts and assemblies. Students will continue to expand their knowledge and skill by using Simulation Xpress to optimize a solution, acquire advanced industry skill sets in 3-D CAD, and develop relevant examples of an advanced engineering exam.~~

~~*College credit is available with South Suburban College.~~

HUMAN & PUBLIC SERVICES

BARBERING I

Course Length Y

Grade Level 11 Four Periods

This is the first year of a two-year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course help prepare students for Barbering II, while earning hours towards licensure.

*College credit is available with South Suburban College.

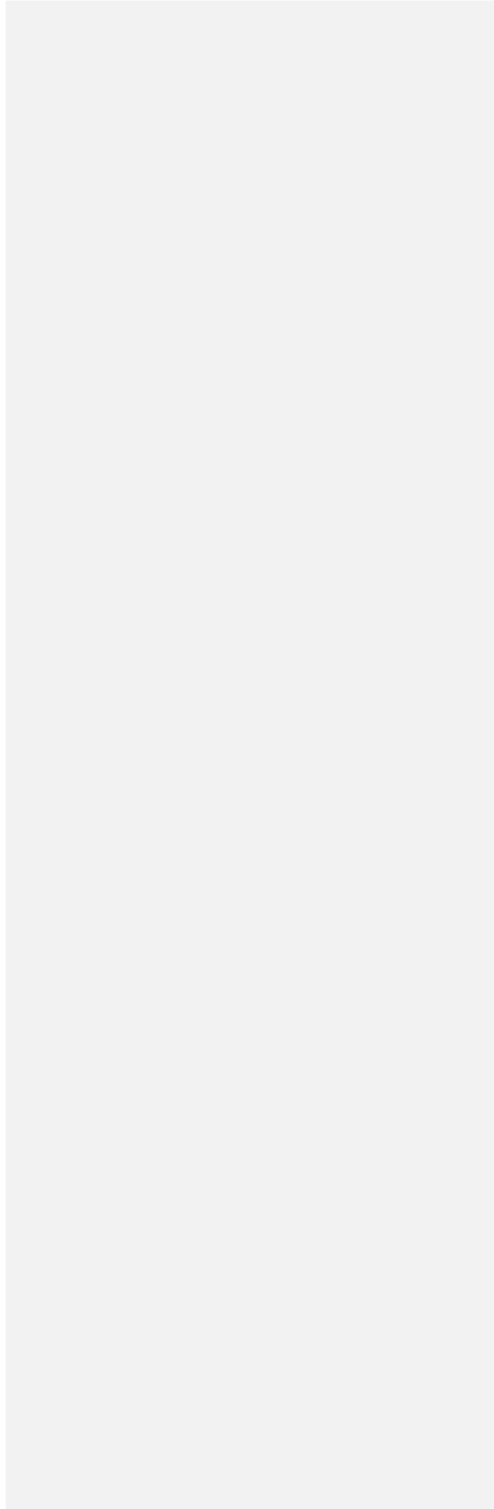
BARBERING II

Course Length Y

Grade Level 12 Four Periods

This is the second year of a two-year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. It offers more advanced theoretical and practical skill development to prepare students for the barbering license exam. Advanced Training covers at a minimum: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; bleaching, tinting, and coloring, shop management, shop operation, and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation. Hands-on Lab training is an integral part of this course in order to help prepare students for the State Barber Board Test.

*College credit is available with South Suburban College.



Career Tech Education (CTE)

HUMAN & PUBLIC SERVICES cont.

COSMETOLOGY I

Course Length Y Grade Level 11 Four Periods

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology I introduce students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course help prepare students for Cosmetology II, while earning hours towards licensure.

COSMETOLOGY II

Course Length Y Grade Level 12 Four Periods

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology II builds upon the knowledge and skills attained in Cosmetology I and provides students with more practical instruction. Cosmetology II is a combination of classroom instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hair dressing, hair coloring and salon management, sanitation, and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Instruction may also include experiences in nail technology, esthetics, individualized skill development, and career planning for the expectation of moving from school to work. This course offers a curriculum of advanced theoretical and practical skill development to prepare students for the Cosmetology Licensure Examination and progression to obtain the 1500 hours of study in cosmetology.

FOUNDATIONS TO TEACHING

Course Length Y Grade Level 11

This course introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements.

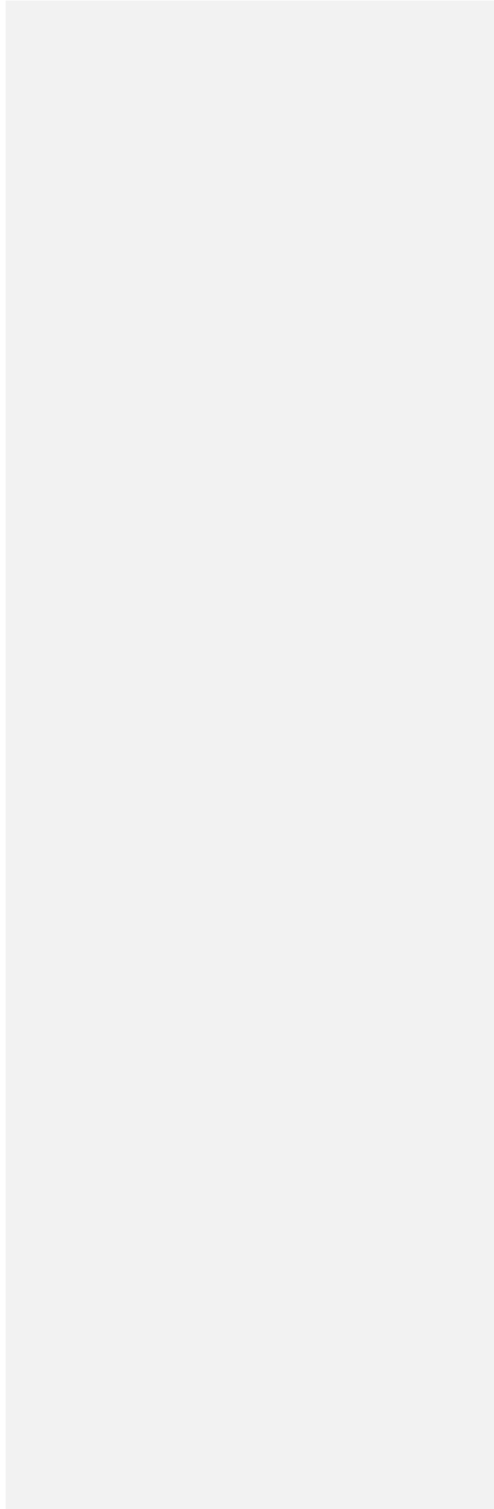
**College credit is available with South Suburban College.*

EDUCATIONAL METHODOLOGY

Course Length Y Grade Level 12

Prerequisite: Foundations To Teaching

This course provides opportunity for students to develop skills to teach and guide others. Coursework includes opportunity for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and develop/expand their career portfolio.



English

ENGLISH 9

Course Length Y

Grade Level 9

~~This course focuses on exploring self-identity as students embark on their high school journey. Various genres of literature and multimedia resources are studied as students expand their learning and make connections between self and the larger world. The course targets ELA skills such as reading a variety of literature for connection and depth, writing for a variety of purposes, vocabulary development, grammar, and public speaking. These skills are reinforced through key units focusing on Relationships, Personal Passions, and The Environment that foster student growth throughout the remainder of high school. This course encompasses the study of grammar, the essay writing process, vocabulary development and critical thinking. The literary genres including poetry, short stories, non-fiction, the novel, persuasive speaking and writing as well as drama are all part of the course of study. Research and public speaking skills are integrated throughout the course. Through literature, writing, and speaking, students will analyze their relationships, their passions, and their environment as a path to articulate who they are within the world they live. This initial understanding provides a foundation for them to expand and grow as they discover their identity during the remaining three years of English.~~

HONORS ENGLISH 9

Course Length Y

Grade Level 9

~~This course is based on discovery of self-identity and is structured to emphasize skills that will help students move seamlessly into an Advanced Placement English course as upperclassmen. The advanced reading, writing, researching and speaking expectations move students into more sophisticated thinking as they realize their personal identity and where they fit into the world around them. Honors English 9 is focused on the analysis of the various genres of literature including the short story, poetry, nonfiction, drama, the novel and persuasive rhetoric. Grammar, vocabulary development, and the writing process are integrated as students are guided to think critically about literature and the connection it has with history. The expectations of this course correlate with that of a future Advanced Placement student as it is designed to move students successfully into this direction. Through literature, writing, and speaking, students will analyze their~~

ENGLISH 10

Course Length Y

Grade Level 10

The thematic focus of English 10 is the study of American citizenship through various social constructs. This builds on the focus freshman year of individual identity; students now examine their identity as an American citizen through the study of American Literature. Drama, the short story, the novel, poetry and non-fiction are taught as an integrated approach to critical thinking, analytical writing, vocabulary development, public speaking, grammar, and research. The natural connection between American Literature and American History are capitalized on throughout the year. Summer reading may be required.

HONORS ENGLISH 10

Course Length Y

Grade Level 10

Recommended Prerequisite: Successful completion of Honors English 9 or grade of a 'B' or higher in English 9.

The thematic focus of Honors English 10 is the study of American citizenship through various social constructs. This builds on the focus freshmen year of individual identity; students now examine their identity as an American citizen through the study of American Literature and its inherent connects to American history. Students study American Literature, develop expository, persuasive, and analytical writing skills, and extend vocabulary development, which parallels with the U.S. History course providing a rich understanding of the social and political situations that emerge through the literature. The emphasis on analytical writing and research provides the foundation for the Advancement Placement expectations. Students also develop public speaking and debate skills with opportunities within several units of study.

ENGLISH 11

Course Length Y

Grade Level 11

The thematic focus of English 11 is the study of one's culture, race, and identity through various nonfiction readings from around the globe. While English 10 focuses on the study of these themes through American Literature, English 11 delves into readings from unfamiliar cultures in order to broaden students' perspectives while developing empathy and awareness of life in other parts of the world. Students will examine these concepts

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~~relationships, their passions, and their environment as a path to articulate who they are within the world they live. This initial understanding provides a foundation for them to expand and grow as they discover their identity during the remaining three years of English.~~

through reading memoirs, poetry, and graphic novels, while also developing and strengthening their skills in speaking, writing, research, and digital media.

SUCCESS SEMINAR

Course Length Y

Grade Level 9

This course meets students' needs for academic success by putting into practice the necessary routines of an independent, resourceful learner. Students will gain an understanding of morphology/ word study, executive function skills, career and academic guidance, targeted literacy skills, basic technological skills and character reflection. This course will be offered to students at two levels: Functional and Emerging. Placement will be based on individual needs of the student in regards to his/her executive function and literacy skill level. Students will be placed in this course based on teacher recommendation, parent request and/or test scores. This course is designed to be yearlong; however, exceptions may be made based on student performance.

English

HONORS ENGLISH 11

Course Length Y

Grade Level 11

Recommended Prerequisite: Successful completion of Honors English 10 or a grade of 'B' or higher in English 10.

Honors English 11 is an opportunity for students to strengthen their reading and academic writing skills in preparation for a senior year Advanced Placement course. Students enrolling in Honors English 11 are expected to have a firm understanding of the basic five paragraph essay and be prepared to move into writing for a post-secondary audience. Fiction and non-fiction works are read and analyzed in an effort to move students' critical thinking to a post-secondary level. Discussion, research, the writing process, and in-depth reading are all focused on throughout the year.

ENGLISH LANGUAGE LEARNER I

Course Length: Y

Grade Level: 9-12

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/or ACCESS. The emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English speaking environment. Credit earned in this course applies to the District 215 English graduation requirement. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

ENGLISH LANGUAGE LEARNER II

Course Length: Y

Grade Level: 9-12

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/ or ACCESS, as well as teacher recommendation. This course will stress the skills of listening, understanding and speaking English taught in ELL I. Greater emphasis will be placed on reading and writing skills to enable students to function in their content areas classes as well as in the English-speaking environment. Credit earned in this course applies to the District 215 English graduation requirement. District 215 English graduation requirement. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

ENGLISH 12

Course Length Y

Grade Level 12

English 12 is a senior level survey of English course that focuses on building students' academic writing skills in addition to higher level critical thinking skills. Students delve into many current issues through the literature read. Genres including drama, the novel, poetry, and non-fiction are used within the course. Vocabulary and grammar are addressed at various points in the curriculum. In this course, students also focus on critical literary theory.

AP LANGUAGE AND COMPOSITION

(college credit available)

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of AP Literature, successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of 'B' or higher.

Advanced Placement Language and Composition focuses on all aspects of Rhetorical Analysis or the Art of Argument. This course primarily focuses on non-fiction, and students learn to apply the concepts associated with Rhetorical Analysis. Discussion, the writing process, research and evaluating resources are emphasized to strengthen critical thinking and the skills involved in constructing an argument as well as a counterargument. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

AP LITERATURE *(college credit available)*

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of AP Language and Composition, successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of 'B' or higher.

Advanced Placement Literature and Composition is an intense study of literature, the history and politics connected to the literature, and the subtle detail that impacts the themes, characters, and tone. Students enrolling in AP Literature and Composition are expected to maintain post-secondary writing expectations and researching skills. The opportunity to analyze and discuss the literature in great depth as it relates to society and the politics of the era is an integral part of the course.. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

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English (Electives)

These elective courses do not meet the English graduation requirement for District 215.

ACADEMIC LEADERSHIP

Course Length Y

Grade Level 12

This course is intended for students who have demonstrated academic excellence and have a desire to become a peer tutor. The hands-on activities of this course are designed for students to develop leadership skills and promote positive interactions with peers. Students will be actively engaged in tutoring students, modeling essential study skills and strategies, and reinforcing skills that lead to academic success. Additionally, academic leaders will assist students with classroom.

MEDIA ANALYSIS

Course Length S

Grade Level 12

This elective course is designed for students interested in analyzing how films and television have challenged cultural and aesthetic values. The primary focus of the course is the study of film and television from an analytical standpoint. Students will be required to evaluate the importance of film/TV on the American cultural psyche through critical thinking responses (essays, critiques, journals).

ADVANCED JOURNALISM – NEWSPAPER

Course Length S or Y

Grade Level 11-12

This is a two-semester newspaper production course for juniors and seniors. Students may take one or two semesters. In this elective course, students research, write, edit, interview, listen, communicate and utilize technology to produce the school newspaper.

ADVANCED JOURNALISM – YEARBOOK

Course Length S or Y

Grade Level 11-12

This is a two-semester elective class that produces the school yearbook. A review of yearbook elements is included as students learn to prepare yearbook pages. Instruction on computers use for page production is an essential element in the class. Students utilize many skills: oral communication, listening, writing, photography research, organization, and collaborative group work.

AFRICAN-AMERICAN LITERATURE

Course Length S

Grade Level 10-12

This elective course is designed to expose students to a broad range of African-American writers and literary works. Students will study the African-American experience through an examination of historical and social contexts, themes and literary characteristics within various groups.

CREATIVE WRITING

Course Length S

Grade Level 11-12

This elective course is designed to teach students skills in writing original short stories, one-act plays, and poetry. Writing skills and techniques of American and European authors, playwrights, and poets are studied. Summer reading may be required.

CONTEMPORARY ISSUES THROUGH LITERATURE

Course Length S

Grade Level 11-12

This elective course examines controversial themes in society through the reading of fiction and non-fiction selections. Students are required to write compositions, conduct research projects and present oral reports based on the readings covered in class.

SPEECH

Course Length S

Grade Level 10-12

This elective course prepares students for the demands of public speaking in a variety of situations. The course guides students through the process of preparing for a formal presentation individually and within a group as well as informal or impromptu public speaking. The Rhetorical Theory or Art of Persuasion is a core concept that students use throughout the course. Research, organizational formats, and public speaking skills are all addressed as the semester progresses.

English (Electives)

THEATRE ARTS I

(T.F. South only)

Course Length 5-yr

Grade Level 9-11

This elective course is designed for students to examine various basic elements of dramatic arts through acting and directing of pantomimes, improvisations, group scenes, and play scripts. Emphasis is given to basic stage techniques and the role of the character in relation to the play as a whole. ~~Student performances are an integral part of this course. The class setting demands a certain degree of independence and maturity on the part of the student. Elements of theatre history are also examined, as well as their influence on modern drama. Student performances and group collaboration are a required part of this course.~~

THEATRE ARTS II

(T.F. South only)

Course Length 5-yr

Grade Level 10-12

Prerequisite: Theatre Arts I

This elective course provides students with an examination of the advanced elements of dramatic arts which include character and play emphasis with vocal and movement training. Students are expected to perform scenes from different types of plays and produce one complete production each semester especially designed for audiences outside of the class. Writing and research components are required elements of this course.

THEATRE PRODUCTION

(T.F. South only)

Course Length 5-yr

Grade Level 10-12

Prerequisite: Theatre Arts I or Instructor's approval

This elective course provides students the opportunity to examine the production elements of the theatre arts through play analysis, design, construction, and dramaturgy. Students are expected to design and create various production elements such as sets, costumes, and props. Actual TF South Drama productions are used, as well as exercises from future productions. Writing and research components are required including daily journaling, play analysis, project evaluations, and research projects.

Mathematics

ALGEBRA I

Course Length Y

Grade Level 9

Algebra I is the foundation upon which future math courses are built. A strong emphasis is placed on expressions, equations, inequalities, graphing, and statistics. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. A graphing calculator is utilized in this course.

ALGEBRA EXTENDED TIME

Course Length Y

Grade Level 9

This extended-time course is the foundation upon which future math courses are built. A strong emphasis is placed on expressions, equations, inequalities, graphing, and statistics. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. This course covers the same standards as Algebra, but includes more supports for individual student needs. Upon successful completion, students will earn 0.75 credit per semester (0.5 math credit; 0.25 elective credit). A graphing calculator is utilized in this course.

HONORS ALGEBRA I

Course Length Y

Grade Level 9

This advanced level course is the foundation for high school mathematics courses, and it is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities and systems, and graphing linear functions and relations. Real-world applications are presented within the course content. In addition, problem solving, data analysis, communication of mathematics, both in written and

GEOMETRY

Course Length Y

Grade Level 10

This course emphasizes logical reasoning and geometric shapes and figures. Real-life applications and previously learned Algebra concepts are infused throughout the course in such topics as distance formula, Pythagorean Theorem, right triangle trigonometry and polygon classification. A graphing calculator and other forms of technology are utilized in this course.

GEOMETRY EXTENDED TIME

Course Length Y

Grade Level 10

This extended-time course emphasizes logical reasoning and geometric shapes and figures. Real-life applications and previously learned Algebra concepts are infused throughout the course in such topics as distance formula, Pythagorean Theorem, right triangle trigonometry and polygon classification. This course covers the same standards as Geometry, but includes more supports for individual student needs. Upon successful completion, students will earn 0.75 credit per semester (0.5 math credit; 0.25 elective credit). A graphing calculator and other forms of technology are utilized in this course.

HONORS GEOMETRY

Course Length Y

Grade Level 9-10

Recommended Prerequisite: Successful completion of Honors Algebra I or Algebra I with teacher recommendation.

This rigorously paced course offers a means of describing, analyzing, and understanding the world and seeing beauty in its structures. Through the use of technology, hands-on activities and other investigations, students learn about geometric shapes and figures and how to analyze their characteristics and relationships. Students develop reasoning skills and mathematical arguments about geometric

oral form, and the appropriate use of technology are themes that will permeate the entire course. A graphing calculator is utilized in this course.

relationships through various forms of proof. A graphing calculator is utilized in this course.

Mathematics

ALGEBRA II

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Successful completion of Geometry

This course emphasizes the application of statistics, algebraic expressions and forms (especially quadratic and exponential), powers and roots, and functions based on these concepts. Students are expected to master logarithmic, rational, radical, polynomial and other special functions both for their abstract properties and as tools for modeling real-world situations. A graphing calculator is utilized in this course.

PRE-CALCULUS

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of Algebra II

In this course, students extend their studies in number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry and analytic geometry. Through the frequent use of technology, students' understanding, problem-solving skills, and appreciation of mathematics are enhanced. The course encourages graphical, numerical, and algebraic modeling of functions as well as problem solving, conceptual understanding and facility with technology. This course provides a solid foundation for students pursuing future education and careers in the fields of mathematics, engineering, medicine, architecture, science, and computers. A graphing calculator is utilized in this course.

HONORS ALGEBRA II

Course Length Y

Grade Level 10-11

Recommended Prerequisite: Successful completion of Honors Geometry

~~This rigorously paced advanced course strives to increase students' abilities in both algebraic skills and problem-solving applications. Through multiple representations, students study quadratic, polynomial, rational, radical, exponential, and logarithmic functions both in the real and complex plane and how these functions solve real-world applications.~~

HONORS PRE-CALCULUS

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of Honors Algebra II

~~Honors Pre-Calculus is a rigorously paced course that explores topics in algebra, trigonometry, and analytic geometry. The following functions: polynomial, power, rational, exponential, logistic, logarithmic and trigonometric are studied in great~~

Technology, including the graphing calculator and computer software, is used in a natural way for both calculations and investigation of many “what-if” situations. Student use both real-life applications and abstract studies to anchor the importance of algebraic functions to their world. A graphing calculator is utilized in this course.

depth. This course is intended to prepare students for calculus, science, and advanced mathematics courses. Through the frequent use of graphing calculators and computers, students’ conceptual understanding and problem-solving skills are enhanced. This course incorporates technology, problem-solving strategies, real-life applications, and concept reinforcement to help students develop skills necessary for calculus.

AP CALCULUS (college credit available)

Course Length Y **Grade Level 12**

Recommended Prerequisite: Successful completion of Honors Pre-Calculus or teacher recommendation.

This rigorously paced course follows the recommended Advanced Placement Calculus AB outline. It covers the study of the rate of change in the differential and integral calculus. Applications are emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

Mathematics

HONORS ALGEBRA II

Course Length Y **Grade Level 10-11**

Recommended Prerequisite: Successful completion of Honors Geometry

This rigorously paced advanced course strives to increase students’ abilities in both algebraic skills and problem-solving applications. Through multiple representations, students study quadratic, polynomial, rational, radical, exponential, and logarithmic functions both in the real and complex plane and how these functions solve real-world applications. Technology, including the graphing calculator and computer software, is used in a natural way for both calculations and investigation of many “what-if” situations. Student use both real-life applications and abstract studies to anchor the importance of algebraic functions to their world. A graphing calculator is utilized in this course.

STATISTICS

AP PRE-CALCULUS (college credit available)

Course Length Y **Grade Level 11-12**

Recommended Prerequisite: Successful completion of Honors Algebra II

Honors Pre-Calculus is a rigorously paced course that explores topics in algebra, trigonometry, and analytic geometry. The following functions: polynomial, power, rational, exponential, logistic, logarithmic and trigonometric are studied in great depth. This course is intended to prepare students for calculus, science, and advanced mathematics courses. Through the frequent use of graphing calculators and computers, students’ conceptual understanding and problem-solving skills are enhanced. This course incorporates technology, problem-solving strategies, real-life applications, and concept reinforcement to help students develop skills necessary for calculus.

AP CALCULUS (college credit available)

Course Length Y **Grade Level 12**

Recommended Prerequisite: Successful completion of Algebra II

Statistics is the scientific discipline that provides methods to make sense out of data. Various methods are used to organize, summarize, and draw conclusions from data. The first part of this course is mathematical modeling, where various functions and graphs are analyzed and used to make predictions based on data. The second part of this course involves more practical data analysis and the study of uncertainty and chance, counting principles, and basic rules of probability theory. This course provides a solid foundation for students pursuing future education and careers in the diverse fields of business, medicine, architecture, agriculture, social science, natural science and applied sciences. A graphing calculator is utilized in this course.

Course Length Y **Grade Level 12**

Recommended Prerequisite: Successful completion of Honors Pre-Calculus or teacher recommendation.

This rigorously paced course follows the recommended Advanced Placement Calculus AB outline. It covers the study of the rate of change in the differential and integral calculus. Applications are emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

Mathematics

AP STATISTICS

(college credit available)

Course Length: Y **Grade Level: 11-12**

Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II or successful completion of Algebra I and Algebra II with teacher recommendation.

AP Statistics is equivalent to a one-semester introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Additionally, students will be exposed to four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

COLLEGE PREPARATORY MATH

Course Length Y **Grade Level 12**

Required prerequisite: Seniors who have met the high school math graduation requirement, but are not projected ready for college-level math.

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Students will build upon the following concepts: numeracy (operation sense, estimation, measurement, quantitative reasoning, statistics and mathematical summaries), application based algebraic topics, functions and modeling. Course content will be delivered to students through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students completing this course with a grade of 'C' or higher (both semesters) will receive guaranteed placement at South Suburban College in a college-

level mathematics course (MATH 115 or MATH 126) within 18 months of graduation, without needing to take a placement exam.

HONORS ALGEBRA II

Course Length Y _____ **Grade Level 10-11**

Recommended Prerequisite: *Successful completion of Honors Geometry*

This rigorously paced advanced course strives to increase students' abilities in both algebraic skills and problem-solving applications. Through multiple representations, students study quadratic, polynomial, rational, radical, exponential, and logarithmic functions both in the real and complex plane and how these functions solve real-world applications. Technology, including the graphing calculator and computer software, is used in a natural way for both calculations and investigation of many "what-if" situations. Student use both real-life applications and abstract studies to anchor the importance of algebraic functions to their world. A graphing calculator is utilized in this course.

STATISTICS

Course Length Y _____ **Grade Level 12**

Recommended Prerequisite: *Successful completion of Algebra II*

Statistics is the scientific discipline that provides methods to make sense out of data. Various methods are used to organize, summarize, and draw conclusions from data. The first part of this course is mathematical modeling, where various functions and graphs are analyzed and used to make predictions based on data. The second part of this course involves

AP PRE-CALCULUS (college credit available)

Course Length Y _____ **Grade Level 11-12**

Recommended Prerequisite: *Successful completion of Honors Algebra II*

Honors Pre-Calculus is a rigorously paced course that explores topics in algebra, trigonometry, and analytic geometry. The following functions: polynomial, power, rational, exponential, logistic, logarithmic and trigonometric are studied in great depth. This course is intended to prepare students for calculus, science, and advanced mathematics courses. Through the frequent use of graphing calculators and computers, students' conceptual understanding and problem-solving skills are enhanced. This course incorporates technology, problem-solving strategies, real-life applications, and concept reinforcement to help students develop skills necessary for calculus.

AP CALCULUS (college credit available)

Course Length Y _____ **Grade Level 12**

Recommended Prerequisite: *Successful completion of Honors Pre-Calculus or teacher recommendation.*

This rigorously paced course follows the recommended Advanced Placement Calculus AB outline. It covers the study of the rate of change in the differential and integral calculus. Applications are emphasized. Students will be highly encouraged to take the AP Exam in the spring which will

more practical data analysis and the study of uncertainty and chance, counting principles, and basic rules of probability theory. This course provides a solid foundation for students pursuing future education and careers in the diverse fields of business, medicine, architecture, agriculture, social science, natural science and applied sciences. A graphing calculator is utilized in this course.

provide them the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

AP STATISTICS

(college credit available)

Course Length: Y ————— Grade Level: 11-

12

Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II or successful completion of Algebra I and Algebra II with teacher recommendation.

AP Statistics is equivalent to a one-semester introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Additionally, students will be exposed to four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

COLLEGE PREPARATORY MATH

Course Length Y ————— Grade Level 12

Required prerequisite: Seniors who have met the high school math graduation requirement, but are not projected ready for college-level math.

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Students will build upon the following concepts: numeracy (operation sense, estimation, measurement, quantitative reasoning, statistics and mathematical summaries), application based algebraic topics, functions and modeling. Course content will be delivered to students through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students completing this course with a grade of 'C' or higher (both semesters) will receive guaranteed placement at South Suburban College in a college-level mathematics course (MATH 115 or MATH 126) within 18 months of graduation, without needing to take a placement exam.

Music

CHORALE

Course Length Y **Grade Level 9-12**

Chorale is open to students of all musical experience and ability. Students learn to read music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are introduced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

ADVANCED CHOIR

Course Length Y **Grade Level 9-12**

Prerequisite: Chorale or Audition

Advanced Choir is designed for the intermediate vocal students. Students continue their study of reading music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are reinforced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

CADET BAND

Course Length Y **Grade Level 9-10**

Cadet Band develops students with little or no experience and prepares them for advancement into a higher instrumental ensemble. Beginning band instrumentalists are accepted into all appropriate ensembles after successful completion of this level. Members are given group instruction in fundamentals of music and the techniques of playing a band instrument. Students also experience a unit in the fundamentals of Marching Band that prepares them for inclusion into the performing Marching Band. After school rehearsals and performances are required

CONCERT CHOIR

Course Length Y **Grade Level 9-12**

Prerequisite: Chorale, Advanced Choir or Audition

Concert Choir is the most advanced vocal group. Students continue their studies of music reading and performance from Advanced Choir; however, further depth of music theory and vocal performance practices are explored. Concert Choir focuses on advanced traditional choral literature as well as contemporary and popular music.

The Concert Choir performs at school concerts, community activities, sporting events, and vocal contests.

PIANO

Course Length Y **Grade Level 9-12**

This course is designed for beginning students wishing to learn the basic fundamentals of piano playing through a hands-on approach. No previous piano experience is required. Basic note reading, fingering, music theory, and piano literature are taught. Students develop proper planning techniques and reading skills for personal enjoyment. This course also assists students in their preparation for college study in music. This is a laboratory course, taught through the use of an electronic keyboard lab.

AP MUSIC THEORY (college credit available)

Course Length: Y **Grade Level: 10-12**

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

AP Music Theory corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as: musicianship, theory, musical materials and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary

components of this course. The following instruments are not taught in the class: piano, organ, and guitar.

objective. Performance is also part to the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

Music

Music

CHORALE

Course Length Y ————— Grade Level 9-12

Chorale is open to students of all musical experience and ability. Students learn to read music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are introduced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

ADVANCED CHOIR

Course Length Y ————— Grade Level 9-12

CONCERT CHOIR

Course Length Y ————— Grade Level 9-12

Prerequisite: Chorale, Advanced Choir or Audition

Concert Choir is the most advanced vocal group. Students continue their studies of music reading and performance from Advanced Choir; however, further depth of music theory and vocal performance practices are explored. Concert Choir focuses on advanced traditional choral literature as well as contemporary and popular music. The Concert Choir performs at school concerts, community activities, sporting events, and vocal contests.

MUSIC THEORY – PIANO

Course Length Y ————— Grade Level 9-12

Prerequisite: Chorale or Audition

Advanced Choir is designed for the intermediate vocal students. Students continue their study of reading music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are reinforced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

CADET BAND

Course Length: Y **Grade Level: 9-10**

Cadet Band develops students with little or no experience and prepares them for advancement into a higher instrumental ensemble. Beginning band instrumentalists are accepted into all appropriate ensembles after successful completion of this level. Members are given group instruction in fundamentals of music and the techniques of playing a band instrument. Students also experience a unit in the fundamentals of Marching Band that prepares them for inclusion into the performing Marching Band. After school rehearsals and performances are required components of this course. The following instruments are not taught in the class: piano, organ, and guitar.

This course is designed for beginning students wishing to learn the basic fundamentals of piano playing through a hands-on approach. No previous piano experience is required. Basic note reading, fingering, music theory, and piano literature are taught. Students develop proper planning techniques and reading skills for personal enjoyment. This course also assists students in their preparation for college study in music. This is a laboratory course, taught through the use of an electronic keyboard lab.

AP-MUSIC THEORY (college credit available)

Course Length: Y **Grade Level: 10-12**

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

AP Music Theory corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as: musicianship, theory, musical materials and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part to the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

Music

CADET PERCUSSION

Course Length Y

Grade Level 9-12

Cadet Percussion is a mix of both beginning and advanced students. Through a team effort, students become literate in music through performance using traditional percussion instruments. Students perform as the “drumline” for the Marching Band for the football season and then as the percussion ensemble as well as percussion sections for the Symphonic Band and Concert Band for the remainder of the school year. Students are required to participate in the Band Camps, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. This band participates at concert festivals, IHSA contests, and various community events. The following instruments are not taught in the class: piano, organ, and guitar.

MARCHING/COLORGUARD

Course Length Y

Grade Level 9-12

Prerequisite: Audition and band director approval

Marching/Colorguard is the visual performing ensemble of the music department. Through a team effort, students create and perform to music through visual movement and equipment. Students study and develop skills while creating visual routines to music with body and auxiliary equipment such as flags, sabers, rifles, and props. Students are required to participate in the Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. Students serve as the auxiliary unit for the Marching Band during the first semester and work as solo performing visual ensemble during the second semester.

GUITAR

Course Length Y

Grade Level 9-12

This is a beginning level or introductory level course for students with little or no experience in music. Students learn and explore the basics of music reading, chord structure, and melodic structure. A 6-string acoustic guitar is required for this course and can be either a classical or folk guitar. Electric guitars are not allowed. Through the study of basic music theory, students become skilled to perform a pop or folk song on their guitar playing either chords or melody.

CONCERT BAND

Course Length Y

Grade Level 9-12

Prerequisite: Audition or band director recommendation

Concert Band is open to students who wish to perform music on woodwind, brass, and percussion instruments. This intermediate level ensemble is geared to developing the fundamentals of instrumental performance. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

SYMPHONIC BAND

Course Length Y

Grade Level 9-12

Prerequisite: Audition or band director recommendation

This class is concerned with the most advanced instrumental ensemble. Ability and especially professionalism are the main requirements for membership. Professionalism by our definition includes dedication and a willingness to work independently as well as with peers. This group performs all styles of music both in the classical and popular idioms. Placement in this organization is based solely on playing ability. Symphonic Band members are strongly encouraged to study privately. This course continues to focus on much of the same materials as Concert Band, but it is more comprehensive and goes into more depth of material. Students are required to participate in the Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

Music

MUSIC DESIGN AND TECH I

Course Length S

Grade Level 9-12

Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will study a wide range of musical genres. Finally, with the use of technology, students will manipulate pre-recorded sounds, and create a variety of projects utilizing looping, sequencing, recording and composing.

MUSIC DESIGN AND TECH II

Course Length S

Grade Level 9-12

Prerequisite: Music Design and Tech I

Students will advance their skills in GarageBand and Audacity. In addition, they will be asked to create a podcast involving a teacher in the building in another discipline. Students will also create a music video using iMovie to a song they create using all of the prior learned knowledge from Music Tech I

Physical Education

FOUNDATIONS OF PHYSICAL EDUCATION

Course Length S

Grade Level 9

During the freshman year, the physical education core program is designed to provide students with knowledge and fundamental skills in a sequence of wellness and physical fitness activities. This is a required course for all grade 9 students. The core program in a physical education may include units in volleyball, softball, track and field, the AAHPERD Physical Best Fitness Program or the President's Challenge, physical fitness tests, introductory weight training, and related fitness activities.

HEALTH

Course Length S

Grade Level 9-10

The intent of this course is to develop critical thinking skills where students use the health information in such a way that it influences their attitude and behavior to promote taking positive actions regarding their own health. This course provides students with the tools to achieve and maintain total well-being. Course content, as recommended by State Goals, include human growth and development through all stages of life; structure and function of the body; principles of personal hygiene, exercise, and nutrition; drug/chemical use and abuse; stress and its relationship to physical and mental illness, including suicide; communicable and non-communicable diseases, including dental and sexually transmitted diseases.

*College credit is available with South Suburban College.

Fitness I

Course Length S

Grade Level 10-12

INDIVIDUAL SPORTS

Course Length S

Grade Level 10-12

The Individual Sports class is designed for students to increase their physical skill and fitness level while participating in leisure sports, fitness, and activities that are geared toward individual and partner participation. Students will sample each activity in three-week units. The course places an emphasis on lifetime individual and partner sports and activities.

RECREATIONAL SPORTS

Course Length S

Grade Level 10-12

This course is designed for students to increase their physical skill and fitness level through participating in leisure and informal sports and activities. Activities are alternated using three-week units, with the sampling of activities and sports that are played well past high school graduation.

TEAM SPORTS

Course Length S

Grade Level 10-12

This course is designed for students to increase their physical skill and fitness level through participating in sports or fitness activities that are geared to cooperative team and group participation. Students will sample each activity in three-week units. This course focuses on fitness and team building concepts and encourages students to make fitness a daily part of their lives.

ACCELERATED FITNESS

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Aerobics

Activities in this course focus on conditioning progressive methods of strength and fitness conditioning. Advanced students must rely on knowledge gained in the Aerobic Fitness course for their program development. This course is

Activities in this course are geared toward cardio-respiratory endurance, flexibility, positive behaviors, balance, rhythm, muscular strength and muscular endurance. Activities may include step aerobics, resistance training, circuit training, Pilates, Yoga, and stability training. Students also use the aerobic conditioning lab/fitness center. Health-related fitness data is collected and interpreted. This course is progressive in nature.

designed to increase students' cardiovascular endurance, strength and flexibility by utilizing a variety of fitness equipment.

Physical Education

LIFEGUARDING

Course Length S

Grade Level 10-12

The purpose of the American Red Cross Lifeguarding course is to teach participants the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and prevent drownings and injuries. Participants who are successful in this course will receive ARC certification in Lifeguarding, First Aid and CPR/AED for the Professional Rescuer.

Prerequisites:

- Participants must be 15 years of age on or before the final day of the course.
- Participants must be able to swim 300 yards continuously using only front crawl and breast stroke.
- Participants must perform a ten-pound brick removal test from a depth of 7-10 feet within 1 minute and 40 seconds.

PHYSICAL EDUCATION LEADER TRAINING

Course Length S

Grade Level 10-11

Recommended Prerequisite: Teacher Recommendation

This class is designed for students to develop leadership skills and promote positive interaction with peers. Students learn how to peer coach, officiate games, and develop team building strategies in various physical activities. Successful completion of the course may allow students the opportunity to become a P.E. leader in subsequent years for the

WEIGHT TRAINING I

Course Length Y

Grade Level 10-12

The activities of this course are designed to provide an opportunity for strength development and conditioning. Emphasis is on how the human body responds to weight training. Students are taught the proper principles of training as well as the proper techniques of training. Students will receive practical experience in measuring, evaluating, and interpreting physical progress. It is strongly recommended that students in conditioning class be involved in extracurricular athletics. **Students who are enrolled in Driver's Education may take this course as a semester course.*

ADVANCED WEIGHT TRAINING AND CONDITIONING

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Weight Training I

The Advanced Weight Training and Conditioning course targets the five main components of fitness:

1. Muscle Strength
2. Muscular Endurance
3. Flexibility
4. Body Composition
5. Cardio-Respiratory Endurance

Strength and endurance training occur in the weight room. The strength training involves core exercise training and a prescribed lifting routine. The conditioning portion of the class involves various exercises in the areas of agility, stretching/flexibility, running, balance, plyometric, reaction time, coordination, and speed development. This is an

Adaptive Physical Education and/or Foundations of P.E. courses.

activity-based class; activity and exercises are required on a daily basis. It is strongly recommended that students enrolled in conditioning class be involved in extra-curricular athletics and have experience with weight training and conditioning.
**Students who are enrolled in Driver's Education may take this course as a semester course.*

Physical Education

SURVEY OF PE WITH DRIVER EDUCATION

Course Length 5

Grade Level 10-12

This semester course is divided into two phases. Students in this course will take the Classroom portion of Drivers Education and the Physical Education portion in the other quarter. Students who successfully complete the classroom portion of Drivers Education and meet the District's prerequisites for Driving may participate in Behind-the-Wheel instruction outside of the regular school day. During the Physical Education portion of the course, students will increase their physical skill and fitness levels through participating in sports or fitness activities that are geared to cooperative team and group participation.

Prerequisites for the regular school year classroom enrollment are:

- Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.
- The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.

SUMMER SCHOOL DRIVER EDUCATION

Students may repeat Driver Education, on a space available basis, according to the following procedures:

- For summer school, the "previous two semesters" is defined as first semester of the current school year and second semester of the previous year. Summer school classes will not be considered.
- A student must be at least 15 years and 3 months old.

The priority order of enrollment is:

- Private school students
- District 215 students

Science

BIOLOGY

Course Length Y

Grade Level 9

This course explores the Next Generation Science Standards using 3-dimensional learning and phenomenon-driven storylines. Emphasis is placed on improving students' thinking and decision-making skills through real world phenomena. Biology integrates the overarching concepts of DNA, Genetics and Evolution and gives students opportunities to transfer conceptual understanding to new situations. Laboratory investigations, field studies, and cooperative learning activities are integrated throughout the year.

HONORS BIOLOGY

Course Length Y

Grade Level 9

This course explores the Next Generation Science Standards using 3-dimensional learning and phenomenon-driven storylines. Emphasis is placed on improving students' thinking, decision-making skills, mathematical computation, and graphical analysis through real world phenomena. Honors Biology integrates the overarching concepts of DNA, Genetics and Evolution and gives students opportunities to transfer conceptual understanding to new

CHEMISTRY

Course Length Y

Grade Level 10-11

Recommended Prerequisite: Successful completion of Algebra I with a 'C' or higher

This course is designed for students interested in scientific inquiry. Chemistry is the study of matter, its properties and composition. Numerous laboratory experiments, real-life based activities, use of technology, and mathematical concepts are emphasized to engage students in problem solving and critical thinking skills.

HONORS CHEMISTRY

Course Length Y

Grade Level 10

Recommended Prerequisite: Successful completion of Honors Level Math course with a 'C' or higher, or math/science teacher recommendation

This course is a more intensive study of matter and the changes in its composition. Experimentation, laboratory write-ups and use of technology are incorporated as preparation for high level science courses. Emphasis is placed on mathematical relationships requiring a strong foundation in Algebra.

AP BIOLOGY (college credit available)

Course Length: Y

Grade Level: 11-12

situations. Laboratory investigations, inquiry-based learning, field studies, cooperative learning activities, and self-directed learning experiences are integrated throughout the year.

CHEMISTRY IN THE COMMUNITY

Course Length Y

Grade Level 10-12

This course aims to develop chemistry-literate and science-literate citizens by focusing on chemistry for life and citizenship. The course focuses on chemistry related societal issues or challenges, which provide the “need-to-know” for learning chemical principles. Laboratory, skill-building, modeling, and decision-making activities and projects are integrated throughout the course. The lab investigations encourage inquiry skills and guide students through experimentation, simulating real-life science investigations.

Recommended Prerequisite: Successful completion of Honors Biology and Honors Chemistry or successful completion of Biology and Chemistry with teacher recommendation.

AP Biology is an introductory college-level course. In this course, students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology and interactions. This course requires that 25 percent of the instructional time is spent in hands-on laboratory work to provide students with opportunities to apply science practices. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

Science

AP CHEMISTRY (college credit available)

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of Honors Chemistry with a ‘C’ or higher or chemistry teacher recommendation

AP Chemistry is a course designed for students that have an interest in pursuing a career in science, engineering, or related fields. This class emphasizes the relationships between elements, compounds, and their reactions. Utilizing technology commonly found in college chemistry, students are expected to develop the ability to analyze and synthesize information through laboratory experiments and independent activities. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

PHYSICS

Course Length Y

Grade Level 11-12

A variety of topics are covered including mechanics, kinematics, wave phenomena, electricity, and nuclear physics. Concepts in physics are presented through extensive opportunities for lab experiments, real-life

EARTH SCIENCE

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Biology

The major topics covered in this lab-based course include: astronomy, general characteristics of the Earth as a planet, Earth’s materials and resources, the Earth’s surface and how it has been sculpted into its many land forms, characteristics of the oceans as one of the most vital of all Earth’s features, history of the Earth, the nature of weather and climate, and the use of topographic maps to aid in studying Earth. Students enrolled in this course continue to develop inquiry skills through laboratory investigations, the use of technology, and research methodologies.

ANATOMY & PHYSIOLOGY

Course Length Y

Grade Level 11-12

This course is designed as an extensive study of the structure and function of the human body from the cellular level through organ systems. Students actively engage in experiments, dissections, and technology-based activities that prepare them for future studies in the health occupation science field.

***College credit is available with South Suburban College.**

based applications, and the use of technology to engage students in problem solving and critical thinking skills.

HONORS PHYSICS/AP PHYSICS 1

(college credit available)

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of an Honors Level Math course with a 'C' or higher and enrollment in an Honors Level Math course

The course is designed to build a good foundation for college-level physics and is more mathematically rigorous than Physics. In-depth laboratory experiments, write-ups, and the use of technology are applied to topics including mechanics, kinematics, light, sound, magnetism, electricity, and nuclear physics. Application of physics is also used in conjunction with biology, chemistry, medicine, engineering, and sports for a thorough study. This course is an algebra-based introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

Social Studies

WORLD HISTORY

Course Length Y

Grade Level 9

The course explores the historical background of those forces that have shaped our world today. It will trace the historical development of the world from pre-Renaissance times up to the modern era including, but not limited to, the fall of communism. It will emphasize

U.S. HISTORY

Course Length Y

Grade Level 10

As a nation we have inherited wisdom from the past, and we have also inherited problems from the past. In order to solve regional or national problems, American citizens need to know something of their origins and circumstances.

geographic, political, economic, and social forces in accordance with Illinois state guidelines.

HONORS WORLD HISTORY

Course Length Y **Grade Level 9**

Honors World History will examine the historical elements and forces that have shaped our world today. It will trace human development from its beginning to contemporary times. This course will stress political, economic, and social forces. The use of primary documents and sources will be emphasized to prepare students for continued education and the global community in the twenty-first century.

AP HUMAN GEOGRAPHY (college credit available)

Course Length: Y **Grade Level: 9-1012**

AP Human Geography is an introductory college-level course. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and land- scape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

Political, economic, and social developments will be traced from Pre-Columbian America to modern times.

HONORS U.S. HISTORY

Course Length Y **Grade Level 10**

Honors U.S. History will examine the same content as the U.S. History course, but with increased emphasis on historical analysis, in-depth projects, college prep writing, and primary sources. Political, social, and economic developments will be traced from Pre-Columbian America to modern times.

CIVICS

Course Length S **Grade Level 11-12**

This course will allow students to investigate and understand our basic governmental institutions, discuss current and societal issues, engage in simulations of democratic processes, and give students opportunities to take informed action upon their leaving. This course meets state and federal Constitution requirements.

HONORS CIVICS

Course Length S **Grade Level 11-12**

This course will allow students to investigate and understand our basic governmental institutions, discuss current and societal issues, engage in simulations of democratic processes, and give students opportunities to take informed action upon their learning. The course includes a focus on civil discourse and argumentative writing. This course is designed to provide an introduction to leadership by focusing on what it means to be a good leader and to enforce the importance of civic engagement. This course meets state and federal Constitution requirements.

Social Studies

ECONOMICS

Course Length S **Grade Level 11-12**

AP U.S. HISTORY (college credit available)

Course Length Y **Grade Level 10-12**

Economics is a course designed to increase the student’s knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics of study will include supply and demand, international trade, the market system, and alternative economic systems. In addition, this phase will cover economic problems such as unemployment, inflation, taxes, and the business cycle. The second phase of the course will deal with consumer issues. It will focus on career choice, investments, savings, insurance, banking, and other areas of personal finance. This course fulfills the Consumer Education requirements as established by the State of Illinois.

HONORS ECONOMICS

Course Length S

Grade Level 11-12

Economics is a course designed to increase the student’s knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics will include supply and demand, international trade, the market system, and alternative economic systems. Honor students will cover the same topics as outlined in Economics except students taking the Economics course for honors credit will face academic challenges related to the level of content, the quantity of outside reading, and the use of extended written assignments. This course fulfills the Consumer Education requirements as established by the State of Illinois. Students enrolled at the Honors level should expect to complete additional readings outside of class relative to the current U.S. economy, research current events, and organize information through various projects and presentations.

This writing and reading intensive course is for those students interested in earning college credit. Topics range from the impact of the Puritans to present day issues. Emphasis is placed on the study of primary documents and other historical writings. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the U.S. History graduation requirement.

AP EUROPEAN HISTORY (college credit available)

Course Length Y

Grade Level 10-12

This elective course deals with the political, diplomatic, economic, social, intellectual, and cultural events in Europe from the high Renaissance to the present. There is also a brief review of the classical and medieval periods for the purpose of analyzing their impact on modern Europe. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

Social Studies (Electives)

These elective courses do not meet the Social Studies graduation requirement for District 215.

PSYCHOLOGY

Course Length S

Grade Level 11-12

This elective course is a general course of study whereby students come to understand their own behavior and the behavior of others. Some topics include: the principles of scientific investigation, the principles of learning, the physiology of the nervous system, personality development, and coping with stress. Topics of current interest in psychology are also presented for discussion. The intent is to give students the practical means with which to understand and utilize the material in their own lives.

AP PSYCHOLOGY *(college credit available)*

Course Length Y

Grade Level 10-12

This elective course is an in-depth study of all human behavior. Using the most recent research available, the course content includes the ways that psychologists attempt to describe, explain, measure, predict, and control behavior. Some topics include: the study of personality, abnormal psychology, child developments, and dealing with stress. While the course offers much personal and practical information, it is also intended to prepare students for college. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

HISTORY OF CHICAGO

Course Length S

Grade Level 11-12

Recommended Prerequisite: U.S. History

This elective course is designed for students to explore the City of Chicago from a historical and literary perspective. Students will learn about the city's founding, the Great Fire of 1871, transportation connections, the World's Columbian Exhibition of 1893, the development of unique architecture and modern-day ethnic and economic diversity exclusive to Chicago. Students will explore Chicago through literature by reading Upton Sinclair's **The Jungle** and Erik Larson's **Devil in the White City**.

SOCIOLOGY

Course Length S

Grade Level 11-12

This elective course takes students on an exploration of the individual – from birth through death. In this semester course, students learn what shapes and forms the individual within a group based on culture, social class, and the development of personality. Students develop a deeper understanding of an individual's role within a group by experiencing their mobility through life and its many outcomes.

AMERICAN DIVERSITY

Course Length S

Grade Level 10-12

This elective course is designed for students who desire to examine and gain an understanding of American minority groups, namely African-Americans, Asians, Latinos/Hispanics (Chicanos, Puerto Ricans, Cubans, and others), Native Americans, Jewish Americans, women in America, Arab-Americans, European Americans, and aging Americans. This course also provides an overview of the social, historical, and cultural experiences of these various groups in American society. Students are required to think critically about such topics as: affirmative action, educational equality, and the multicultural world. The ultimate goal for students is to gain knowledge about people who are different from mainstream society and enhance their ability to bridge the gaps of division and better appreciate our world.

AP African American Studies *(college credit available)*

Course Length Y

Grade Level 11-12

This is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

Special Education

MATH FUNDAMENTALS

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

This course teaches the basic concepts of mathematics and operations. Instruction is carefully sequenced, moving from understanding place value and numeration before moving into more complex skills. Students are also introduced to Algebra and learn basic geometric concepts. Content focuses heavily on the functional application of academic skills-with an emphasis on generalizing skills across real-world settings. A calculator (graphing or scientific) is utilized in this course.

CONSUMER MATH

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

This course focuses on real world math applications to help students develop skills necessary for independent living. Units of study include earning and using money, budgeting, paying bills, buying food, shopping for clothes, and managing a household. Students will utilize calculators when appropriate.

ALGEBRA

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

The course is designed to help students develop a basic understanding of expressions, equations, inequalities, graphing, and exponents. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. Students will utilize calculators when appropriate.

GEOMETRY

Course Length Y

Grade Level 9-12

This course is offered to students in specific Special Education programs.

This course is designed to help students develop a basic understanding of the properties of common geometric figures, the calculation of perimeter, circumference and area of common geometric figures, the identification and application of similar and congruent triangles, coordinate geometry, linear equations, the calculation of slope, the determination of parallel and/or perpendicular lines. Students will utilize calculators when appropriate.

COOPERATIVE WORK TRAINING (CWT)

Course Length Y

Grade Level 12

Cooperative Work Training (CWT) is a senior level course for students with an IEP. Students must interview and be accepted into the program. CWT is a two-part program which includes classroom preparation and work or volunteer experience. Experience gained through employment, job shadows, volunteer service, and meaningful field trips are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path.

STUDY SKILLS

Course Length Y

Grade Level 9-12

Study Skills is an optional course for students with an IEP who enroll in two or more general education core subject matter classes. This elective, credit-bearing class allows students the opportunity to get assistance with their course work and complete assignments from their classes while striving to improve their grades. A focus on career, personal, and professional management is included as part of their transition plan. Students also work on the mastery of their IEP goal(s).

PERSONAL GROWTH & DEVELOPMENT (PG & D)

Course Length Y **Grade Level 9-12**

This course is offered to students in specific special education programs.

Personnel Growth and Development is a course designed to support students with an IEP that have been identified as needing social development support. This course teaches students how to display proper communication skills, appropriate behaviors, and positive work habits in and out of school through skill streaming. Students are allowed to take this course more than once for elective credit.

LIFE SKILLS I

Course Length Y **Grade Level 10-12**

This course is offered to students in specific special education programs.

This elective course is designed to meet the unique educational, vocational, and independent living skills of the exceptional secondary student. Major topics covered in this course include: verbal and non-verbal communication, written expression, real-world math application skills, activities of daily living and health wellness.

CAREER EDUCATION JOB READINESS

Course Length Y **Grade Level 11-12**

This elective course is designed for junior/senior level students with an IEP. It provides vocational training, assessment and ongoing functional, academic and social training to promote a successful transition from high school to the world of work, supported employment, post-secondary education or other adult settings. Instruction focuses on goal setting, relationship building, college and career readiness and self-care. Emphasis is placed on personal development while giving students the opportunity to develop the necessary skills to build professional qualities.

LIFE SKILLS II

Course Length Y **Grade Level 11-12**

This course is offered to students in specific special education programs.

This elective course is designed to meet the unique academic and vocational needs of the exceptional secondary student. It is designed to reinforce current core academic skills, while building essential independent living and vocational strengths. Students in this course build upon the skills covered in the Life Skills I course.

UNIVERSITY/COLLEGE OPPORTUNITIES

COLLEGE STEP-UP PROGRAM

South Suburban College

(start college early)

Course Length S

Grade Level 12

Prerequisite: A Test Placement Score may be required.

Seniors have an opportunity to earn up to 12 college credits tuition free or at a reduced tuition cost. District 215 has partnered with South Suburban College to offer this unique opportunity for our senior students. Students' first course at SSC is tuition free. If students choose to take a second course in the same semester, they will only pay 1/3 of the tuition. SSC discounts the tuition by 1/3 and District 215 pays 1/3 of the tuition. Students earning an A or B in one of the courses can then enroll in the next semester for one course tuition free and a second course at the reduced tuition rate. A senior student at District 215 can graduate with potentially 12 college credits already completed.

* Student must test into a 100-level course to qualify for the tuition waivers. Student fees and books are to be paid for by the student/parent.

NATIONAL EQUITY LAB (NEL) PROGRAM

(start college early)

Course Length S

Grade Level 10-12

Prerequisite: College Readiness based on benchmarks from State test or submission of writing sample.

Seniors have an opportunity to earn up to 8 college credits tuition free or at a reduced tuition cost. District 215 has partnered with National Equity Lab (NEL) to deliver online college credit-bearing courses via a combination of asynchronous and synchronous learning during the regularly scheduled school day. Courses are taught by college professors and facilitated by the high school teacher. Course selections vary each semester and are offered through various prestigious universities such as: Howard, Yale, Arizona State, Cornell, and University of Pennsylvania. College credit for the course taken, as well as high school elective credit, will be issued upon successful completion of the course. *A student that is enrolled in and successfully completes NEL's Essentials of Personal Finance course would fulfill the graduation requirement for D215 and the State of IL for Consumer Education.

COLLEGE STEP-UP PROGRAM

Chicago State University

(start college early)

Course Length S Grade Level 11- 12

Juniors and Seniors have an opportunity to earn 12 or more college credits tuition free with the partnership District 215 has with Chicago State University (CSU). This program offers unique opportunities for our Junior and Senior students. Students with an unweighted grade point average (G.P.A.) of 2.75 or higher can qualify for CSU's **non-degree programs: Student-At-Large program.** Students can take one or two courses a semester.

District 215 students are provided orientation before the start of classes or during the currently enrolled session. Additionally, CSU will provide students with an advisor/monitor who will serve as a liaison to District 215's Early College Coordinator to monitor the student's progress. Student tuition fees for courses taken with CSU are covered at no cost to the student. The cost of textbooks, lab fees, and non-tuition student fees, are to be paid for by the student/parent.

World Language (French)

FRENCH I

Course Length Y

Grade Level 9-11

This is an interactive course that introduces students to the basics of the French language and culture. Students will have the opportunity to learn the French language through a variety of activities and strategies that build listening, speaking, reading, and writing skills. They will also participate in traditions and events indicative of French culture.

FRENCH II

Course Length Y

Grade Level 10-12

Prerequisite: French I

Students continue to develop speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of French speaking countries. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance and assessments.

FRENCH III

Course Length Y

Grade Level 11-12

Prerequisite: French II

Students continue to develop all four basic language skills with an emphasis on conversational and reading skills. They begin to read magazine articles, cartoons, and simplified versions of famous stories. Oral presentations may include skits, guided conversations, and special theme-related activities and events. Students begin to study the French cultural influences of art, history, and literature.

HONORS FRENCH IV

Course Length Y

Grade Level 12

Prerequisite: French III

This is an interactive immersive language course that builds skills in listening, speaking, reading, and writing in the French language. Students will explore French culture, literature, and language while expressing themselves in the target language through project-based learning.

World Language (Spanish)

SPANISH I

Course Length Y

Grade Level 9-11

This beginning course incorporates speaking, listening, reading and writing at an introductory level. Cultural and historical elements are integrated throughout the year-long course. Students engage in projects, events, and other activities that enhance their knowledge of the language and culture in Spanish speaking locations.

SPANISH II

Course Length Y

Grade Level 9-12

Prerequisite: Successful completion of Spanish I

This course builds on the speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of Spanish speaking countries. Students who have had Spanish I in junior high may enroll in Level II after passing our district's proficiency exam. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance, and assessments.

SPANISH III

Course Length Y

Grade Level 10-12

Prerequisite: Successful completion of Spanish II

Spanish III continues to develop the four language skills, using activities such as guided compositions, reading contemporary articles, listening to audio/video tapes, and conversing in the language. Students become familiarized with art, literature, and the history of the Hispanic culture.

HONORS SPANISH IV

Course Length Y

Grade Level 11-12

Prerequisite: Successful completion of Spanish III

Listening and writing skills are polished, along with an emphasis on speaking and reading. Students

AP SPANISH LANGUAGE

(college credit available)

Course Length Y

Grade Level 11-12

Prerequisite: Successful completion of Spanish III with teacher recommendation or successful completion of Honors Spanish IV

This rigorously paced course follows the recommended Advanced Placement Spanish outline. Students continue to expand their knowledge through short stories, advanced grammar practice, intense vocabulary, essay writing, and listening to native speakers. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

AP SPANISH LITERATURE AND CULTURE

(college credit available)

Course Length: Y

Grade Level: 12

Recommended Prerequisite: Successful completion of AP Spanish Language or Honors Spanish IV or successful completion of Heritage Speakers II/Spanish III with teacher recommendation.

AP Spanish Literature and Culture uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin America, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. This course also includes a strong focus on cultural connections and comparisons, including exploration of various media. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

increase their vocabulary and grammatical knowledge by reading, discussing, and writing about contemporary topics and Hispanic literature. This course prepares students for the rigor of AP Spanish.

World Language (Spanish)

SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS I

Course Length Y

Grade Level 9-12

Prerequisite: Placement based on screening process

The purpose of this course is to offer students the opportunity to study formal Spanish and achieve Spanish proficiency free of English interference. Students are provided a review of fundamental grammar and culture for better understanding of their first language. This course grants students the opportunity to explore and understand the culture of various Spanish speaking countries as well as their own. Students placed in this course are required to demonstrate a level of Spanish proficiency.

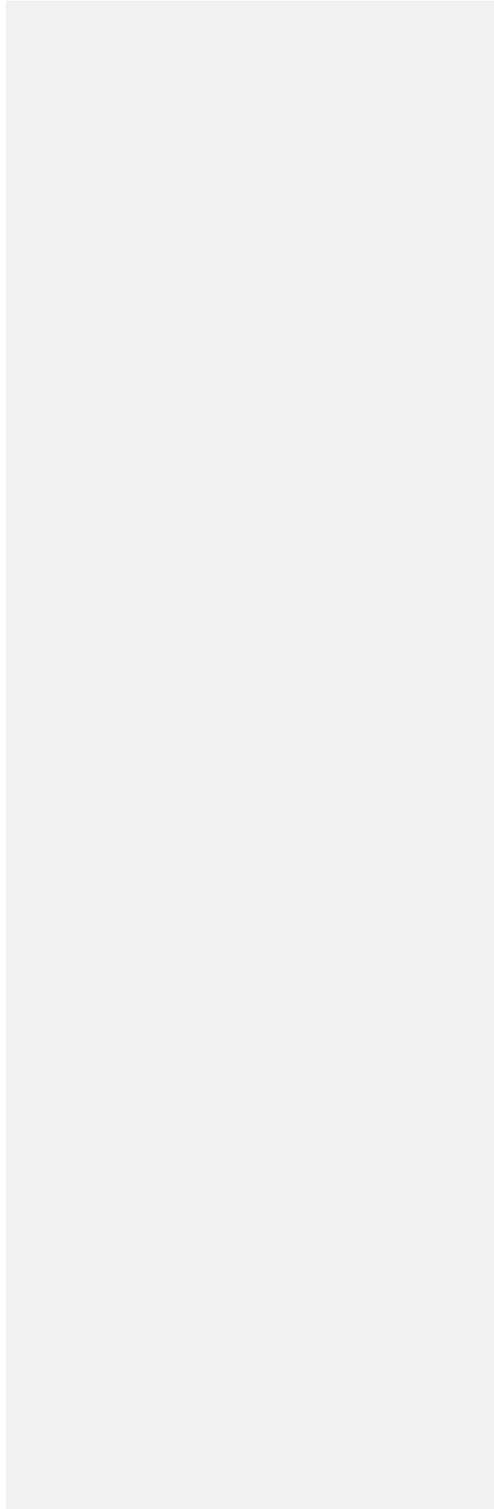
SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS II

Course Length Y

Grade Level 10-12

Prerequisite: Successful completion of Heritage Speakers I course

This course expands students' proficiency and moves learners beyond basic language development to the advanced range across the three modes of communication. The purpose of this course is to continue providing opportunities for students to expand their critical thinking skills and deepen their understanding of the target cultures and use the language in real life settings. This course is offered for students who have completed the Heritage Speakers I course.





Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD



Curriculum Guide

2024-2025

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District 215 Mission Statement

To provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community.

District 215 Vision Statement

To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.

District 215 Guiding Principles for Effective Curriculum

- Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.
- Learning experiences provide for...
 - Student voice.
 - Immediate feedback.
 - Students' needs to be met through supports, interventions, and extensions.
 - High expectations.
 - Integration of reading, writing, and vocabulary development across disciplines.
- Learning experiences are conducive to...
 - Cultural responsiveness.
 - High expectations.
 - Strategies to engage and motivate students.
 - The formation of positive relationships with and among students.
- Learning environments are welcoming, positive, and inclusive.

District 215 Equity Statement

District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.

District 215 Statement of Instructional Excellence

District 215 learning environments engage our community of learners in cognitively challenging and culturally responsive learning experiences.

District 215 Commitment to Diverse Learners

District 215 offers programs to support students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds. This includes, but is not limited to:

- A Transitional Bilingual Education program for Spanish-speakers and a Transitional Program of Instruction for students who speak languages other than Spanish
- A transition program with embedded work opportunities for our special education students
- Accelerated learning opportunities through college-credit bearing courses

Graduation Requirements

Graduation from a Thornton Fractional Township High School requires that a student successfully completes 23 credits.

English	4 credits
Social Studies	3 credits
Science	2 credits
Math	3 credits
P.E.	3.5 credits
Health	0.5 credits
Electives	7 credits

Total Required **23 credits**

Of the 23 minimum credits required for graduation, 19 credits must be in courses other than Physical Education and Driver Education. Students must enroll in P.E. each semester during the regular school year unless they are enrolled in Driver Education, Health, or received a valid P.E. waiver.

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements

Board, District, & School Administration

BOARD OF EDUCATION

President	Patricia Stepp
Vice-President	Marcie Wilson
Secretary	Andrea Ballard
Member	Diana Jackson
Member	Dominique Newman
Member	Jacqueline Terrazas
Member	Charles Townsend

DISTRICT ADMINISTRATION

18601 Torrence Ave.
Lansing, IL 60438
(708) 585-2300

Interim Superintendent John Robinzine

Assistant Superintendents & Directors

Asst. Supt. of Teaching & Learning	Becky Szuba
Asst. Supt. of Student Services	Dr. Rena Whitten
Asst. Supt. of Career Development	John Robinzine
Exec. Dir. of Finance	Teresa Bishop
Exec. Dir. of Human Resources	April Jerger
Dir. of Teaching and Learning	LaQuesha Martin-Dean
Chief Technology Officer	Paul Wakefield
Dir. of Career & Tech Education	Carol Brooks
Dir. of Facilities	Tim Stephan

THORNTON FRACTIONAL CENTER FOR ACADEMICS & TECHNOLOGY

1605 Wentworth Avenue
Calumet City, IL 60409
(708) 585-2378

Principal Raymond Williams

Assistant Principal Lauren Gladu

Assistant Principal Dawn Walker

School Counselor

Tameka Fowler (A-Z) (708) 585-2346

THORNTON FRACTIONAL CENTER FOR ALTERNATIVE LEARNING

1601 Wentworth Avenue
Calumet City, IL 60409
(708) 585-9040

Principal Raymond Williams

Assistant Principal Lauren Gladu

Assistant Principal Dawn Walker

School Counselor

Tameka Fowler (A-Z) (708) 585-2346

THORNTON FRACTIONAL NORTH

755 Pulaski Road
Calumet City, IL 60409
(708) 585-1000

Principal Brian Rucinski

Assistant Principals

Curriculum and Instruction	Verneisha Gair
Pupil Personnel Services	Christin Passarelli
Building Control	Lisa Bouler

Athletics

Athletic Director DeVale Stubbs

School Counselors

Allison Braasch (A-D)	(708) 585-1018
Juanita Medina (E-K)	(708) 585-1032
Lauri Like (L-Ri)	(708) 585-1019
Susan Olson (Ro-Z)	(708) 585-1020

THORNTON FRACTIONAL SOUTH

18500 Burnham Avenue
Lansing, IL 60438
(708) 585-2000

Principal Jacob Gourley

Assistant Principals

Curriculum and Instruction	Paula Nardi
Pupil Personnel Services	John O'Rourke
Building Control	Cassandra Brackenridge

Athletics

Athletic Director Marc Brewé

School Counselors

Matt Johnson (A-Cof)	(708) 585-2021
Nicole Burk (Cog-Gre)	(708) 585-2023
Jeff Majewski (Gri-Lee)	(708) 585-2014
Angela Shama (Lef-Os)	(708) 585-2196
Marcia James (Ot-Sm)	(708) 585-2020
Jennifer Anderson-Murray (Sn-Z)	(708) 585-2022

District Career Coordinator/School Counselor

Wendy Bivins (708)585-1126

District Early College and Career Coordinator

Rosalind Scaife (708)585-1150

ART

ART FUNDAMENTALS

Course Length Y

Grade Level 9-12

Art Fundamentals provides a basic background for all future art studies and is a prerequisite for all advanced classes. It incorporates terminology, materials, and visual experiences to expose students to a variety of art forms. Students are introduced to the Elements and Principles of Art, media/methods, and how to arrange the Components of Art. This course helps students to develop observation skills, techniques of application, and to critically think about what they observe. It also assists students in understanding their visual environment and expressing their feelings and ideas.

PAINTING

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

Painting is an upper level course which focuses on various painting styles and techniques. Students are introduced to methods in watercolor, acrylic and oil paints. Color theory and brush work create a foundation for producing dynamic individual expressions. In this course, students analyze and discuss works of art to master the understanding of the style and process involved with creating a successful painting.

3D SCULPTURE AND DESIGN

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

This upper level course explores the spatial concepts of sculpture through traditional and contemporary methods, as well as translating ideas into three dimensional forms. In this course, students deal with the four basic approaches of subtraction, manipulation, addition, and substitution with historical aspects (carving, modeling, building, assemblage, and casting). A variety of materials are explored including clay, plaster, stone, found objects and paper mâché.

DRAWING

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

Drawing is an upper level course that strengthens the basics laid in Art Fundamentals. Students are led through a series of drawing techniques designed to start and improve their ability. Students work with a variety of techniques and drawing mediums. This course allows students to explore and become familiar with the drawing materials and methods used by artists to create drawings. Students develop skills in observing and responding to the visual qualities in various drawings.

Career Tech Education (CTE)

AUDIO/VIDEO TECHNOLOGY & COMMUNICATIONS

DIGITAL PHOTOGRAPHY

(T.F. South only)

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

Digital photography is an upper level course which introduces students to the fundamentals of technology-based artwork. Students learn the basic operations of a digital still camera and Adobe Photoshop CS5 to create unique computer-based projects. Digital imaging strives to integrate students with the tools and techniques necessary to become a commercial graphic artist.

GRAPHIC DESIGN

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Art Fundamentals

Graphic Design is an upper level course that places an emphasis on design skills through the arts of Printmaking, Commercial Design and Computer Graphics. Students develop skills in Adobe Creative Cloud Suite, composition, layout, product design, typography, logo creation and other visual processes related to graphic design careers.

INTRODUCTION TO TELEVISION TECH

Course Length Y

Grade Level 9-10

This course exposes students to the fundamentals of Video and Film Production. Students learn and apply proper television and film production techniques for handling and operating television cameras, microphones, and lighting equipment, as well as all of the equipment related to producing television and film in our advanced editing/studio facility. Students use Apple computers and are introduced to iMovie, Aperture, and Photoshop to complete digital projects. Skills learned include: lighting, storyboarding and script writing, digital editing, sound recording, music production, special effects, and video mixing. Movie and television history, equipment mechanics and critical viewing are also explored.

TELEVISION PRODUCTION I

Course Length Y

Grade Level 10-11

Prerequisite: introduction to Television Tech

In Television Production I, students learn the industry standard techniques of camera operation, audio production and lighting for TV and film, as well as computer-based editing on the industry's leading software, Final Cut Pro. Students work on short news stories, commercials, and documentaries to be aired on the District's video network. This advanced course challenges students with more detailed and more complex video production projects. In addition to learning advanced, professional software applications, students experiment with cinematic lighting, sound design, competitive production, editing, and animation. Movie and television career opportunities and critical viewing are also explored.

TELEVISION PRODUCTION II

(T.F. North only)

Course Length Y

Grade Level 11-12

Prerequisite: Television Production I

Students in this course become the main production team for Meteor News, our full-time internet television channel. Writing, designing, staging, engineering, filming, performing and directing are all skills developed in this year-long class. Students continue to learn more techniques to properly use the audio and video equipment. Students will write, produce, and edit stories that will be used for broadcast purposes as well as a digital portfolio. The course operates like a television newsroom where each member plays a vital role in producing a bi-weekly news and feature story program. Students receive hands-on production experience in the TV studio as well as experience around campus and the community. Hard work is expected and creativity is encouraged.

AUTOMOTIVE TECHNOLOGY

INTRODUCTION TO AUTOMOTIVE TECHNOLOGY

Course Length S Grade Level 11 Double Period

Required: Safety glasses, coveralls

This course teaches students the basics of shop safety and procedures, automotive care and automotive maintenance. The following topics are covered: careers, hand tools, shop safety (floor jacks and jack stands), measuring, fasteners and gaskets, auto- motive math, service manuals, fluid services (fluid checks and changes, belts and hoses), tires and wheels (balancing and changing), brake fundamentals and engine fundamentals.

AUTOMOTIVE TECHNOLOGY I

Course Length S Grade Level 11 Double Period

Prerequisite: Intro to Automotive Technology

Required: Safety glasses, coveralls

This course is available to students who successfully complete Introduction to Auto Tech. During this course, students gain additional knowledge on brake fundamentals and they learn diagnosis and repair of brake systems to include ABS, as well as engine theory, diagnosis, minor repairs and support systems of the automobiles. The following topics are covered: power tools and lifts, testing and repair, battery theory, testing and service, fuel system theory, testing and repair of engines, cooling systems, lubrication systems, starting systems, and charging systems.

AUTOMOTIVE TECHNOLOGY II

Course Length Y Grade Level 12 Double Period

Prerequisite: Automotive Technology I

Required: Safety glasses, coveralls

This course is available to students who successfully complete Auto Tech I. This third level course provides students with a more in-depth study of previous sections including on the job auto mechanic experience. Students study engine performance and major repairs as well as clutches, drive trains, and wheel alignments.

BUILDING & CONSTRUCTION

INTRODUCTION TO BUILDING & CONSTRUCTION

Course Length S Grade Level 11 Double Period

This course introduces the study of materials and processes used in the construction of residential structures. Students learn and follow the proper safety procedures throughout the shop area. A large emphasis is placed on safety. Students use some of the same power and hand tools used in industry. Alongside of that, students will learn excavation, foundation systems and slabs.

BUILDING & CONSTRUCTION I

Course Length S Grade Level 11 Double Period

Prerequisite: Intro to Building & Construction

Building & Construction I places emphasis on learning terminology as well as hands-on applications constructing a 4'x4' freestanding floor and wall section. The process includes the methods involved in designing for construction, floor, wall, and roof systems, plus electrical and plumbing systems. Students experience a wide variety of learning activities including areas such as: reading and interpreting house plans, becoming familiar with the local building codes, foundation work, framing of walls, floors, and roofs, plumbing, electrical, windows and doors, flooring installations, siding installation or repair, and deck/patio construction.

BUILDING & CONSTRUCTION II

Course Length Y Grade Level 12 Double Period

Prerequisite: Building & Construction I

This course covers structural footings, wall systems, physical properties of wood, building materials, and measurement grading. Hands-on projects allow students to thoroughly understand the principles and methods of rough residential carpentry by framing of a mock-up, scaled-down home. Students also learn actual house framing including floor, wall, and roof construction with special emphasis placed on the framing square for stair stringers, gable and hip rafter layout.

*College credit is available with South Suburban College.

BUSINESS

BUSINESS WRITING & TECHNICAL CONCEPTS I

Course Length S

Grade Level 9-11

During the first semester of this course, students learn the fundamentals of keyboarding skills. Practice drills are enforced and proper keyboarding techniques are introduced. Using the “touch method” of typing while emphasizing speed and accuracy, students practice keyboarding skills to create, format, and edit a variety of documents. Students also learn the basic essentials of word processing, spreadsheets, presentations, and internet research and are introduced to the Microsoft Office Suite, which includes Word, PowerPoint, and Excel. Students continue to Business Writing & Technical Concepts II second semester.

BUSINESS WRITING & TECHNICAL CONCEPTS II

Course Length S

Grade Level 9-11

Prerequisite: Business Writing & Technical Concepts I

This course builds upon the knowledge and skills acquired in Business Writing & Technical Concepts I. Students learn to apply in-depth word processing applications using Microsoft Word, as well as integrated applications from PowerPoint and Excel. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills.

*College credit is available with South Suburban College.

MICROSOFT OFFICE TECHNOLOGY

Course Length Y

Grade Level 10-12

Prerequisite: Business Writing & Technical Concepts II

Students learn the skills necessary to become a Microsoft Office Specialist. This course prepares students to effectively use information processing as a tool to develop professional type documents and publications. Students learn the components of the Microsoft Office Suite which include Word, Excel, Access, PowerPoint, and Publisher as well as the basics of web page development. The course also features activities in the use of Internet research and points of reference. Students develop an understanding of the general operations of a network, and explore network terminology to learn how it is used as a means to interact with the world of business.

*College credit is available with South Suburban College.

CODING, APP & WEB DEVELOPMENT

Course Length: Y

Grade Level: 11-12

Prerequisite: Computer Applications (Business Writing Technical Concepts or Microsoft Office Technology)

Are you interested in creating websites and apps? Learn the latest industry used programming language such as JavaScript, HTML and CSS. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they are constantly evolving and retaining an understanding of the content. Throughout the year, students will build a personal web page that highlights their programming skills and interests.

ADVANCED CODING, WEB & APP DEVELOPMENT

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Coding, Web and App Development

Build upon your coding skills with engaging and interactive tools. This course challenges students to not only build websites but also create iPhone, Android and web apps using current industry languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, Java and more. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they are constantly evolving and retaining an understanding of the content. The goal of this course is to guide students from having basic technology experience to being fully skilled, confident and job-ready for a career in the tech industry. Students will be able to create a portfolio that highlights their skills.

BUSINESS cont.

AP COMPUTER SCIENCE PRINCIPLES

(college credit available)

Course Length: Y

Grade Level: 10-12

Prerequisite: *Successful completion of Algebra I with a 'C' or higher.*

This course introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

ACCOUNTING I

Course Length Y

Grade Level 10-12

Prerequisite: *Business Writing & Technical Concepts*

This course is the language of business and an integral aspect of all business activities. Mastery of fundamental accounting concepts, skills, and competencies is essential to making informed business decisions. Regardless of students' chosen course of study or career path, accounting prepares them to be educated business professionals and informed consumers. The prime objective of this course is to introduce students to the double-entry system of accounting for sole proprietorship, corporate, and partnership forms of business enterprises by using real-world applications and connections. Students develop personal and professional skills for school and work as well as an understanding of the relationship between the manual system of accounting and a computerized system.

*College credit is available with South Suburban College.

WORK PROGRAM INTERRELATED COOPERATIVE EDUCATION (ICE CLASS and ICE JOB)

Course Length Y

Grade Level 12

Interrelated Cooperative Education (ICE) is a two-credit program. One credit is earned through classroom preparation (ICE Class) while the other credit is gained for work or volunteer experience (ICE Job) which is designed to prepare students for the world of work. Many students enter senior year of high school not knowing which career field they would like to pursue after graduation. Experience is gained through employment, job shadows, volunteer service, and meaningful field trips that are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path. Extensive instruction is given to create cover letters, resumes, references, and electronic portfolios. This course allows students to receive the necessary tools to generate and practice successful interviewing strategies during our Mock Interviews. Students use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances. Emphasis is also placed on personal development while each student will be given the opportunity to develop the necessary skills to build important professional qualities such as: image building, team building, interpersonal skills, critical thinking and decision-making skills, and a strong work ethic.

BUSINESS cont.

21ST CENTURY BUSINESS COMMUNICATIONS

Course Length S

Grade Level 11-12

This course is a unique program designed to assist students in self-reflection and self-assessment. Students are given an opportunity to make confident decisions about future careers, to strengthen professional skills, and to develop career-building strategies. Extensive instruction is given on employment documents including resumes, cover letters, references, and electronic portfolios. Interviewing skills are taught and practiced through mock interview events. Students use a variety of technology and software to help them find the right career, explore different career options, or plan future education and training. Emphasis is also placed on personally developing the necessary skills to build important professional qualities such as image building, team building, interpersonal skills, critical thinking, and decision-making skills as well as a strong work ethic.

21ST CENTURY ENTREPRENEURSHIP

Course Length Y

Grade Level 10-12

This course provides today's aspiring youth entrepreneurs with the knowledge and skills necessary to own and operate their own businesses. Emphasis is placed on the following entrepreneurial topics: business ownership, structure, and responsibilities; principles of finance and accounting; printed and digital marketing; financial literacy including banking and investments; interpersonal communication and other human relations; the role of an entrepreneur in today's global society; and social responsibility. Based on classroom experiences, students are expected to create and deliver a professional business plan presentation in a real-world competition for a small grant to start a business.

CHILD CARE

INTRODUCTION TO CHILD CARE

Course Length Y

Grade Level 11

Introduction to Child Care is the foundation for all the childcare courses. Child Development studies ways in which children grow and develop from birth to age 6. Emphasis is placed on the needs of the child as well as appropriate childcare skills needed for each stage of development. This course is designed for students who are interested in a career in the fields of early childhood education, elementary ed., and pediatric care, as well as those interested in the area of child care.

CHILD CARE PRACTICUM

Course Length Y

Grade Level 12 Double Period

Prerequisite: Introduction to Child Care

Child Care Practicum I is a double-period course which provides students with an in-depth pre-school experience based on the activities and behavior of children enrolled in the program. Students plan, supervise, and implement lessons with children. Students interested in careers such as: child care aide, child care director, child psychologist, pediatrician, social worker, and early childhood education should enroll in this class.

COLLISION REPAIR

INTRODUCTION TO COLLISION REPAIR

**Course Length S
Period**

Grade Level 11 Double

Required: Safety glasses, coveralls

Introduction to Collision Repair is designed to introduce students to the basic information needed when beginning a career in the Collision and Repair Industry. Students learn and follow the proper safety procedures throughout the shop area. Emphasis is placed on the safe use of tools and equipment. Students learn about hazardous materials and the foundation skills necessary to repair non-structural damage. Students also learn the foundation techniques required to paint and refinish automobiles.

COLLISION REPAIR I

**Course Length S
Period**

Grade Level 11 Double

Prerequisite: Introduction to Collision Repair

Required: Safety glasses, coveralls

Collision Repair Technology I is designed for students to learn how to safely replace, adjust, fit and align sheet metal and similar components. Through hands-on projects, students are trained on the proper method of sheet metal replacement, aligning and fitting of these parts according to industry standards. According to industry standards, students are trained in the use of proper structural welding, systematic procedures in MIG welding and plasma cutting as well as refinishing techniques and repair for non-structural and structural damaged vehicles.

COLLISION REPAIR II

**Course Length Y
Period**

Grade Level 12 Double

Prerequisite: Collision Repair I

Required: Safety glasses, coveralls

Collision Repair II is designed for students to gain practical experience in repairing dents and damage to the body of vehicles using various methods. Students learn how to repair vehicles' exterior panels using aluminum replacement parts. Students also learn about interval safety components including air bags. The application of higher-level critical thinking skills is required to troubleshoot repairs on various types of plastics and composites according to industry standards. Students apply their Collision Repair I training to execute the removal and installation of stationary and moveable glass as well as advanced MIG welding and refinishing.

CULINARY ARTS

INTRODUCTION TO CULINARY ARTS

Course Length S or Y

Grade Level 10-11

This course is designed to deliver industry standards-based instruction through the use of Pro Start Curriculum from the Illinois Restaurant Association. Students develop competencies leading to entry-level hospitality and industry employment. Instructional unit topics include food safety, sanitation, professional knife skills, basic nutrition, station set-up, and food service equipment operation. Students begin food preparation including fruits, vegetables, dairy products, egg cookery, potato cookery, and grains and pasta. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events.

CULINARY ARTS I

Course Length S or Y

Grade Level 11 Double Period

Prerequisite: Introduction to Culinary Arts

This single or double-period course is designed to continue industry standards-based instruction through the use of the Pro Start Curriculum from the Illinois Restaurant Association that leads to the development of intermediate level student competencies and subsequent industry employment. Students review and continue work toward mastery of knife skills, safety and sanitation, nutrition and menu-planning. Food preparation includes soups, stocks, sauces, salads/salad dressings, sandwiches, hors d'oeuvres, canapés, baking and pastries. Use of commercial equipment, terminology, procedures, and training including cooking technique, flavors and seasoning, and plate preparation are emphasized. Students spend significant time in this course, observing and participating in minimal food preparations in the high school cafeteria. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students begin to create professional culinary portfolios in this course.

CULINARY ARTS cont.

CULINARY ARTS II

Course Length Y

Grade Level 12 Double

Period

Prerequisite: Culinary Arts I

This double-period course is designed to continue industry standards-based instruction through the use of the Pro Start Curriculum from the Illinois Restaurant Association that leads to the development of more advanced-level student competencies and subsequent industry employment. Students continue to develop industry competencies, mastering those from previous courses. Entrée preparation which includes advanced baking and pastry, advanced poultry, meat, and seafood preparation are the instructional emphases of the course. Students also continue to develop previously introduced skills in restaurant dining and table service and purchasing and inventory. Students also participate in basic Culinary Management Skills, Front and Back of the House training, and daily operation of a café/restaurant. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students may also have the opportunity to compete in regional culinary competitions. Students continue to build on their professional portfolios started in Culinary Arts I as well as research culinary careers and scholarship opportunities.

ELECTRONICS

ELECTRICITY I

Course Length Y

Grade Level 11

This course provides a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. This course typically includes AC and DC circuitry, safety, and the National Electrical Code. Additionally, students might receive experience in the following areas: building circuits, residential wiring, installing lighting, power circuits, and cables.

ELECTRICITY II

Course Length Y

Grade Level 12

Prerequisite: Electricity I

This course focuses on energy and power in transportation and work. Course content includes various sources of energy and their use in society. Students gain an understanding of the principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, heat transfer, and wind/nuclear/solar energies. Additionally, the transmission and control of power through mechanical or electrical devices such as motors and engines will be covered.

ENGINEERING

PLTW: INTRODUCTION TO ENGINEERING DESIGN

Course Length Y

Grade Level 9-12

This is the first course in the **Project Lead The Way (PLTW)** program. In this course, students will explore the engineering design process and use a problem-solving model to improve existing products and invent new ones. Students will work both individually and in teams to design solutions to a variety of problems, using three-dimensional modeling software.

PLTW: Principles of Engineering

Course Length Y

Grade Level 10-12

Prerequisite: PLTW: Introduction to Engineering Design

This is the second course in the **Project Lead The Way (PLTW)** program. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

HUMAN & PUBLIC SERVICES

BARBERING I

Course Length Y

Grade Level 11 Four Periods

This is the first year of a two-year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course help prepare students for Barbering II, while earning hours towards licensure.

***College credit is available with South Suburban College.**

BARBERING II

Course Length Y

Grade Level 12 Four Periods

This is the second year of a two-year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. It offers more advanced theoretical and practical skill development to prepare students for the barbering license exam. Advanced Training covers at a minimum: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; bleaching, tinting, and coloring, shop management, shop operation, and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation. Hands-on Lab training is an integral part of this course in order to help prepare students for the State Barber Board Test.

***College credit is available with South Suburban College.**

HUMAN & PUBLIC SERVICES cont.

COSMETOLOGY I

Course Length Y Grade Level 11 Four Periods

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology I introduce students to the requirements to become a licensed cosmetologist. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course help prepare students for Cosmetology II, while earning hours towards licensure.

COSMETOLOGY II

Course Length Y Grade Level 12 Four Periods

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology II builds upon the knowledge and skills attained in Cosmetology I and provides students with more practical instruction. Cosmetology II is a combination of classroom instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hair dressing, hair coloring and salon management, sanitation, and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Instruction may also include experiences in nail technology, esthetics, individualized skill development, and career planning for the expectation of moving from school to work. This course offers a curriculum of advanced theoretical and practical skill development to prepare students for the Cosmetology Licensure Examination and progression to obtain the 1500 hours of study in cosmetology.

FOUNDATIONS TO TEACHING

Course Length Y

Grade Level 11

This course introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements.

***College credit is available with South Suburban College.**

EDUCATIONAL METHODOLOGY

Course Length Y

Grade Level 12

Prerequisite: Foundations To Teaching

This course provides opportunity for students to develop skills to teach and guide others. Coursework includes opportunity for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and develop/expand their career portfolio.

English

ENGLISH 9

Course Length Y

Grade Level 9

This course focuses on exploring self-identity as students embark on their high school journey. Various genres of literature and multimedia resources are studied as students expand their learning and make connections between self and the larger world. The course targets ELA skills such as reading a variety of literature for connection and depth, writing for a variety of purposes, vocabulary development, grammar, and public speaking. These skills are reinforced through key units focusing on Relationships, Personal Passions, and The Environment that foster student growth throughout the remainder of high school.

HONORS ENGLISH 9

Course Length Y

Grade Level 9

This course is based on discovery of self-identity and is structured to emphasize skills that will help students move seamlessly into an Advanced Placement English course as upperclassmen. The advanced reading, writing, researching and speaking expectations move students into more sophisticated thinking as they realize their personal identity and where they fit into the world around them.

SUCCESS SEMINAR

Course Length Y

Grade Level 9

This course meets students' needs for academic success by putting into practice the necessary routines of an independent, resourceful learner. Students will gain an understanding of morphology/ word study, executive function skills, career and academic guidance, targeted literacy skills, basic technological skills and character reflection. This course will be offered to students at two levels: Functional and Emerging. Placement will be based on individual needs of the student in regards to his/her executive function and literacy skill level. Students will be placed in this course based on teacher recommendation, parent request and/or test scores. This course is designed to be yearlong; however, exceptions may be made based on student performance.

ENGLISH 10

Course Length Y

Grade Level 10

The thematic focus of English 10 is the study of American citizenship through various social constructs. This builds on the focus freshman year of individual identity; students now examine their identity as an American citizen through the study of American Literature. Drama, the short story, the novel, poetry and non-fiction are taught as an integrated approach to critical thinking, analytical writing, vocabulary development, public speaking, grammar, and research. The natural connection between American Literature and American History are capitalized on throughout the year.

HONORS ENGLISH 10

Course Length Y

Grade Level 10

Recommended Prerequisite: Successful completion of Honors English 9 or grade of a 'B' or higher in English 9.

The thematic focus of this course is the study of American citizenship through various social constructs. This builds on the focus freshmen year of individual identity; students now examine their identity as an American citizen through the study of American Literature and its inherent connects to American history. Students study American Literature, develop expository, persuasive, and analytical writing skills, and extend vocabulary development, which parallels with the U.S. History course providing a rich understanding of the social and political situations that emerge through the literature. The emphasis on analytical writing and research provides the foundation for the Advancement Placement expectations. Students also develop public speaking and debate skills with opportunities within several units of study.

ENGLISH 11

Course Length Y

Grade Level 11

The thematic focus of English 11 is the study of one's culture, race, and identity through various nonfiction readings from around the globe. While English 10 focuses on the study of these themes through American Literature, English 11 delves into readings from unfamiliar cultures in order to broaden students' perspectives while developing empathy and awareness of life in other parts of the world. Students will examine these concepts through reading memoirs, poetry, and graphic novels, while also developing and strengthening their skills in speaking, writing, research, and digital media.

HONORS ENGLISH 11

Course Length Y

Grade Level 11

Recommended Prerequisite: Successful completion of Honors English 10 or a grade of 'B' or higher in English 10.

Honors English 11 is an opportunity for students to strengthen their reading and academic writing skills in preparation for a senior year Advanced Placement course. Students enrolling in Honors English 11 are expected to have a firm understanding of the basic five paragraph essay and be prepared to move into writing for a post-secondary audience. Fiction and non-fiction works are read and analyzed in an effort to move students' critical thinking to a post-secondary level. Discussion, research, the writing process, and in-depth reading are all focused on throughout the year.

ENGLISH LANGUAGE LEARNER I

Course Length: Y

Grade Level: 9-12

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/or ACCESS. The emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English speaking environment. Credit earned in this course applies to the District 215 English graduation requirement. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

ENGLISH LANGUAGE LEARNER II

Course Length: Y

Grade Level: 9-12

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/ or ACCESS, as well as teacher recommendation. This course will stress the skills of listening, understanding and speaking English taught in ELL I. Greater emphasis will be placed on reading and writing skills to enable students to function in their content areas classes as well as in the English-speaking environment. Credit earned in this course applies to the District 215 English graduation requirement. District 215 English graduation requirement. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

ENGLISH 12

Course Length Y

Grade Level 12

English 12 is a senior level survey of English course that focuses on building students' academic writing skills in addition to higher level critical thinking skills. Students delve into many current issues through the literature read. Genres including drama, the novel, poetry, and non-fiction are used within the course. Vocabulary and grammar are addressed at various points in the curriculum. In this course, students also focus on critical literary theory.

AP LANGUAGE AND COMPOSITION

[\(college credit available\)](#)

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of AP Literature, successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of 'B' or higher.

Advanced Placement Language and Composition focuses on all aspects of Rhetorical Analysis or the Art of Argument. This course primarily focuses on non-fiction, and students learn to apply the concepts associated with Rhetorical Analysis. Discussion, the writing process, research and evaluating resources are emphasized to strengthen critical thinking and the skills involved in constructing an argument as well as a counterargument. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

AP LITERATURE [\(college credit available\)](#)

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of AP Language and Composition, successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of a 'B' or higher.

Advanced Placement Literature and Composition is an intense study of literature, the history and politics connected to the literature, and the subtle detail that impacts the themes, characters, and tone. Students enrolling in AP Literature and Composition are expected to maintain post-secondary writing expectations and researching skills. The opportunity to analyze and discuss the literature in great depth as it relates to society and the politics of the era is an integral part of the course.. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

English (Electives)

These elective courses do not meet the English graduation requirement for District 215.

ACADEMIC LEADERSHIP

Course Length Y

Grade Level 12

This course is intended for students who have demonstrated academic excellence and have a desire to become a peer tutor. The hands-on activities of this course are designed for students to develop leadership skills and promote positive interactions with peers. Students will be actively engaged in tutoring students, modeling essential study skills and strategies, and reinforcing skills that lead to academic success. Additionally, academic leaders will assist students with classroom.

MEDIA ANALYSIS

Course Length S

Grade Level 12

This elective course is designed for students interested in analyzing how films and television have challenged cultural and aesthetic values. The primary focus of the course is the study of film and television from an analytical standpoint. Students will be required to evaluate the importance of film/TV on the American cultural psyche through critical thinking responses (essays, critiques, journals).

ADVANCED JOURNALISM – NEWSPAPER

Course Length S or Y

Grade Level 11-12

This is a two-semester newspaper production course for juniors and seniors. Students may take one or two semesters. In this elective course, students research, write, edit, interview, listen, communicate and utilize technology to produce the school newspaper.

ADVANCED JOURNALISM – YEARBOOK

Course Length S or Y

Grade Level 11-12

This is a two-semester elective class that produces the school yearbook. A review of yearbook elements is included as students learn to prepare yearbook pages. Instruction on computers use for page production is an essential element in the class. Students utilize many skills: oral communication, listening, writing, photography research, organization, and collaborative group work.

AFRICAN-AMERICAN LITERATURE

Course Length S

Grade Level 10-12

This elective course is designed to expose students to a broad range of African-American writers and literary works. Students will study the African-American experience through an examination of historical and social contexts, themes and literary characteristics within various groups.

CREATIVE WRITING

Course Length S

Grade Level 11-12

This elective course is designed to teach students skills in writing original short stories, one-act plays, and poetry. Writing skills and techniques of American and European authors, playwrights, and poets are studied. Summer reading may be required.

CONTEMPORARY ISSUES THROUGH LITERATURE

Course Length S

Grade Level 11-12

This elective course examines controversial themes in society through the reading of fiction and non-fiction selections. Students are required to write compositions, conduct research projects and present oral reports based on the readings covered in class.

SPEECH

Course Length S

Grade Level 10-12

This elective course prepares students for the demands of public speaking in a variety of situations. The course guides students through the process of preparing for a formal presentation individually and within a group as well as informal or impromptu public speaking. The Rhetorical Theory or Art of Persuasion is a core concept that students use throughout the course. Research, organizational formats, and public speaking skills are all addressed as the semester progresses.

THEATRE ARTS I

Course Length Y

Grade Level 9-11

This elective course is designed for students to examine various basic elements of dramatic arts through acting and directing of pantomimes, improvisations, group scenes, and play scripts. Emphasis is given to basic stage techniques and the role of the character in relation to the play as a whole. Elements of theatre history are also examined, as well as their influence on modern drama. Student performances and group collaboration are a required part of this course.

THEATRE ARTS II

(T.F. South only)

Course Length Y

Grade Level 10-12

Prerequisite: Theatre Arts I

This elective course provides students with an examination of the advanced elements of dramatic arts which include character and play emphasis with vocal and movement training. Students are expected to perform scenes from different types of plays and produce one complete production each semester especially designed for audiences outside of the class. Writing and research components are required elements of this course.

THEATRE PRODUCTION

(T.F. South only)

Course Length Y

Grade Level 10-12

Prerequisite: Theatre Arts I or Instructor's approval

This elective course provides students the opportunity to examine the production elements of the theatre arts through play analysis, design, construction, and dramaturgy. Students are expected to design and create various production elements such as sets, costumes, and props. Actual TF South Drama productions are used, as well as exercises from future productions. Writing and research components are required including daily journaling, play analysis, project evaluations, and research projects.

Mathematics

ALGEBRA I

Course Length Y

Grade Level 9

Algebra I is the foundation upon which future math courses are built. A strong emphasis is placed on expressions, equations, inequalities, graphing, and statistics. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. A graphing calculator is utilized in this course.

HONORS ALGEBRA I

Course Length Y

Grade Level 9

This advanced level course is the foundation for high school mathematics courses, and it is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities and systems, and graphing linear functions and relations. Real-world applications are presented within the course content. In addition, problem solving, data analysis, communication of mathematics, both in written and oral form, and the appropriate use of technology are themes that will permeate the entire course. A graphing calculator is utilized in this course.

ALGEBRA II

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Successful completion of Geometry

This course emphasizes the application of statistics, algebraic expressions and forms (especially quadratic and exponential), powers and roots, and functions based on these concepts. Students are expected to master logarithmic, rational, radical, polynomial and other special functions both for their abstract properties and as tools for modeling real-world situations. A graphing calculator is utilized in this course.

GEOMETRY

Course Length Y

Grade Level 10

This course emphasizes logical reasoning and geometric shapes and figures. Real-life applications and previously learned Algebra concepts are infused throughout the course in such topics as distance formula, Pythagorean Theorem, right triangle trigonometry and polygon classification. A graphing calculator and other forms of technology are utilized in this course.

HONORS GEOMETRY

Course Length Y

Grade Level 9-10

Recommended Prerequisite: Successful completion of Honors Algebra I or Algebra I with teacher recommendation.

This rigorously paced course offers a means of describing, analyzing, and understanding the world and seeing beauty in its structures. Through the use of technology, hands-on activities and other investigations, students learn about geometric shapes and figures and how to analyze their characteristics and relationships. Students develop reasoning skills and mathematical arguments about geometric relationships through various forms of proof. A graphing calculator is utilized in this course.

PRE-CALCULUS

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of Algebra II

In this course, students extend their studies in number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry and analytic geometry. Through the frequent use of technology, students' understanding, problem-solving skills, and appreciation of mathematics are enhanced. The course encourages graphical, numerical, and algebraic modeling of functions as well as problem solving, conceptual understanding and facility with technology. This course provides a solid foundation for students pursuing future education and careers in the fields of mathematics, engineering, medicine, architecture, science, and computers. A graphing calculator is utilized in this course.

HONORS ALGEBRA II

Course Length Y

Grade Level 10-11

Recommended Prerequisite: Successful completion of Honors Geometry

This rigorously paced advanced course strives to increase students' abilities in both algebraic skills and problem-solving applications. Through multiple representations, students study quadratic, polynomial, rational, radical, exponential, and logarithmic functions both in the real and complex plane and how these functions solve real-world applications. Technology, including the graphing calculator and computer software, is used in a natural way for both calculations and investigation of many "what-if" situations. Student use both real-life applications and abstract studies to anchor the importance of algebraic functions to their world. A graphing calculator is utilized in this course.

STATISTICS

Course Length Y

Grade Level 12

Recommended Prerequisite: Successful completion of Algebra II

Statistics is the scientific discipline that provides methods to make sense out of data. Various methods are used to organize, summarize, and draw conclusions from data. The first part of this course is mathematical modeling, where various functions and graphs are analyzed and used to make predictions based on data. The second part of this course involves more practical data analysis and the study of uncertainty and chance, counting principles, and basic rules of probability theory. This course provides a solid foundation for students pursuing future education and careers in the diverse fields of business, medicine, architecture, agriculture, social science, natural science and applied sciences. A graphing calculator is utilized in this course.

AP PRE-CALCULUS (college credit available)

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Successful completion of Honors Algebra II

Honors Pre-Calculus is a rigorously paced course that explores topics in algebra, trigonometry, and analytic geometry. The following functions: polynomial, power, rational, exponential, logistic, logarithmic and trigonometric are studied in great depth. This course is intended to prepare students for calculus, science, and advanced mathematics courses. Through the frequent use of graphing calculators and computers, students' conceptual understanding and problem-solving skills are enhanced. This course incorporates technology, problem-solving strategies, real-life applications, and concept reinforcement to help students develop skills necessary for calculus.

AP CALCULUS (college credit available)

Course Length Y

Grade Level 12

Recommended Prerequisite: Successful completion of Honors Pre-Calculus or teacher recommendation.

This rigorously paced course follows the recommended Advanced Placement Calculus AB outline. It covers the study of the rate of change in the differential and integral calculus. Applications are emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

AP STATISTICS

(college credit available)

Course Length: Y

Grade Level: 11-12

Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II or successful completion of Algebra I and Algebra II with teacher recommendation.

AP Statistics is equivalent to a one-semester introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Additionally, students will be exposed to four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

COLLEGE PREPARATORY MATH

Course Length Y

Grade Level 12

Required prerequisite: Seniors who have met the high school math graduation requirement, but are not projected ready for college-level math.

This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Students will build upon the following concepts: numeracy (operation sense, estimation, measurement, quantitative reasoning, statistics and mathematical summaries), application based algebraic topics, functions and modeling. Course content will be delivered to students through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students completing this course with a grade of 'C' or higher (both semesters) will receive guaranteed placement at South Suburban College in a college-level mathematics course (MATH 115 or MATH 126) within 18 months of graduation, without needing to take a placement exam.

Music

CHORALE

Course Length Y

Grade Level 9-12

Chorale is open to students of all musical experience and ability. Students learn to read music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are introduced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

ADVANCED CHOIR

Course Length Y

Grade Level 9-12

Prerequisite: Chorale or Audition

Advanced Choir is designed for the intermediate vocal students. Students continue their study of reading music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are reinforced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

CADET BAND

Course Length Y

Grade Level 9-10

Cadet Band develops students with little or no experience and prepares them for advancement into a higher instrumental ensemble. Beginning band instrumentalists are accepted into all appropriate ensembles after successful completion of this level. Members are given group instruction in fundamentals of music and the techniques of playing a band instrument. Students also experience a unit in the fundamentals of Marching Band that prepares them for inclusion into the performing Marching Band. After school rehearsals and performances are required components of this course. The following instruments are not taught in the class: piano, organ, and guitar.

CONCERT CHOIR

Course Length Y

Grade Level 9-12

Prerequisite: Chorale, Advanced Choir or Audition

Concert Choir is the most advanced vocal group. Students continue their studies of music reading and performance from Advanced Choir; however, further depth of music theory and vocal performance practices are explored. Concert Choir focuses on advanced traditional choral literature as well as contemporary and popular music.

The Concert Choir performs at school concerts, community activities, sporting events, and vocal contests.

PIANO

Course Length Y

Grade Level 9-12

This course is designed for beginning students wishing to learn the basic fundamentals of piano playing through a hands-on approach. No previous piano experience is required. Basic note reading, fingering, music theory, and piano literature are taught. Students develop proper planning techniques and reading skills for personal enjoyment. This course also assists students in their preparation for college study in music. This is a laboratory course, taught through the use of an electronic keyboard lab.

AP MUSIC THEORY (college credit available)

Course Length: Y

Grade Level: 10-12

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

AP Music Theory corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as: musicianship, theory, musical materials and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part to the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

CADET PERCUSSION

Course Length Y

Grade Level 9-12

Cadet Percussion is a mix of both beginning and advanced students. Through a team effort, students become literate in music through performance using traditional percussion instruments. Students perform as the “drumline” for the Marching Band for the football season and then as the percussion ensemble as well as percussion sections for the Symphonic Band and Concert Band for the remainder of the school year. Students are required to participate in the Band Camps, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. This band participates at concert festivals, IHSA contests, and various community events. The following instruments are not taught in the class: piano, organ, and guitar.

COLORGUARD

Course Length Y

Grade Level 9-12

Prerequisite: Audition and band director approval

Colorguard is the visual performing ensemble of the music department. Through a team effort, students create and perform to music through visual movement and equipment. Students study and develop skills while creating visual routines to music with body and auxiliary equipment such as flags, sabers, rifles, and props. Students are required to participate in the Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. Students serve as the auxiliary unit for the Marching Band during the first semester and work as solo performing visual ensemble during the second semester.

GUITAR

Course Length Y

Grade Level 9-12

This is a beginning level or introductory level course for students with little or no experience in music. Students learn and explore the basics of music reading, chord structure, and melodic structure. A 6-string acoustic guitar is required for this course and can be either a classical or folk guitar. Electric guitars are not allowed. Through the study of basic music theory, students become skilled to perform a pop or folk song on their guitar playing either chords or melody.

CONCERT BAND

Course Length Y

Grade Level 9-12

Prerequisite: Audition or band director recommendation

Concert Band is open to students who wish to perform music on woodwind, brass, and percussion instruments. This intermediate level ensemble is geared to developing the fundamentals of instrumental performance. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

SYMPHONIC BAND

Course Length Y

Grade Level 9-12

Prerequisite: Audition or band director recommendation

This class is concerned with the most advanced instrumental ensemble. Ability and especially professionalism are the main requirements for membership. Professionalism by our definition includes dedication and a willingness to work independently as well as with peers. This group performs all styles of music both in the classical and popular idioms. Placement in this organization is based solely on playing ability. Symphonic Band members are strongly encouraged to study privately. This course continues to focus on much of the same materials as Concert Band, but it is more comprehensive and goes into more depth of material. Students are required to participate in the Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

MUSIC DESIGN AND TECH I

Course Length S

Grade Level 9-12

Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will study a wide range of musical genres. Finally, with the use of technology, students will manipulate pre-recorded sounds, and create a variety of projects utilizing looping, sequencing, recording and composing.

MUSIC DESIGN AND TECH II

Course Length S

Grade Level 9-12

Prerequisite: Music Design and Tech I

Students will advance their skills in GarageBand and Audacity. In addition, they will be asked to create a podcast involving a teacher in the building in another discipline. Students will also create a music video using iMovie to a song they create using all of the prior learned knowledge from Music Tech I

Physical Education

FOUNDATIONS OF PHYSICAL EDUCATION

Course Length S

Grade Level 9

During the freshman year, the physical education core program is designed to provide students with knowledge and fundamental skills in a sequence of wellness and physical fitness activities. This is a required course for all grade 9 students. The core program in a physical education may include units in volleyball, softball, track and field, the AAHPERD Physical Best Fitness Program or the President's Challenge, physical fitness tests, introductory weight training, and related fitness activities.

HEALTH

Course Length S

Grade Level 9-10

The intent of this course is to develop critical thinking skills where students use the health information in such a way that it influences their attitude and behavior to promote taking positive actions regarding their own health. This course provides students with the tools to achieve and maintain total well-being. Course content, as recommended by State Goals, include human growth and development through all stages of life; structure and function of the body; principles of personal hygiene, exercise, and nutrition; drug/chemical use and abuse; stress and its relationship to physical and mental illness, including suicide; communicable and non-communicable diseases, including dental and sexually transmitted diseases.

*College credit is available with South Suburban College.

Fitness I

Course Length S

Grade Level 10-12

Activities in this course are geared toward cardio-respiratory endurance, flexibility, positive behaviors, balance, rhythm, muscular strength and muscular endurance. Activities may include step aerobics, resistance training, circuit training, Pilates, Yoga, and stability training. Students also use the aerobic conditioning lab/fitness center. Health-related fitness data is collected and interpreted. This course is progressive in nature.

INDIVIDUAL SPORTS

Course Length S

Grade Level 10-12

The Individual Sports class is designed for students to increase their physical skill and fitness level while participating in leisure sports, fitness, and activities that are geared toward individual and partner participation. Students will sample each activity in three-week units. The course places an emphasis on lifetime individual and partner sports and activities.

RECREATIONAL SPORTS

Course Length S

Grade Level 10-12

This course is designed for students to increase their physical skill and fitness level through participating in leisure and informal sports and activities. Activities are alternated using three-week units, with the sampling of activities and sports that are played well past high school graduation.

TEAM SPORTS

Course Length S

Grade Level 10-12

This course is designed for students to increase their physical skill and fitness level through participating in sports or fitness activities that are geared to cooperative team and group participation. Students will sample each activity in three-week units. This course focuses on fitness and team building concepts and encourages students to make fitness a daily part of their lives.

ACCELERATED FITNESS

Course Length Y

Grade Level 11-12

Recommended Prerequisite: Aerobics

Activities in this course focus on conditioning progressive methods of strength and fitness conditioning. Advanced students must rely on knowledge gained in the Aerobic Fitness course for their program development. This course is designed to increase students' cardiovascular endurance, strength and flexibility by utilizing a variety of fitness equipment.

LIFEGUARDING

Course Length S

Grade Level 10-12

The purpose of the American Red Cross Lifeguarding course is to teach participants the knowledge and skills needed to prevent and respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and prevent drownings and injuries. Participants who are successful in this course will receive ARC certification in Lifeguarding, First Aid and CPR/AED for the Professional Rescuer.

Prerequisites:

- Participants must be 15 years of age on or before the final day of the course.
- Participants must be able to swim 300 yards continuously using only front crawl and breast stroke.
- Participants must perform a ten-pound brick removal test from a depth of 7-10 feet within 1 minute and 40 seconds.

PHYSICAL EDUCATION LEADER TRAINING

Course Length S

Grade Level 10-11

Recommended Prerequisite: Teacher Recommendation

This class is designed for students to develop leadership skills and promote positive interaction with peers. Students learn how to peer coach, officiate games, and develop team building strategies in various physical activities. Successful completion of the course may allow students the opportunity to become a P.E. leader in subsequent years for the Adaptive Physical Education and/or Foundations of P.E. courses.

WEIGHT TRAINING I

Course Length Y

Grade Level 10-12

The activities of this course are designed to provide an opportunity for strength development and conditioning. Emphasis is on how the human body responds to weight training. Students are taught the proper principles of training as well as the proper techniques of training. Students will receive practical experience in measuring, evaluating, and interpreting physical progress. It is strongly recommended that students in conditioning class be involved in extracurricular athletics. **Students who are enrolled in Driver's Education may take this course as a semester course.*

ADVANCED WEIGHT TRAINING AND CONDITIONING

Course Length Y

Grade Level 10-12

Recommended Prerequisite: Weight Training I

The Advanced Weight Training and Conditioning course targets the five main components of fitness:

1. Muscle Strength
2. Muscular Endurance
3. Flexibility
4. Body Composition
5. Cardio-Respiratory Endurance

Strength and endurance training occur in the weight room. The strength training involves core exercise training and a prescribed lifting routine. The conditioning portion of the class involves various exercises in the areas of agility, stretching/flexibility, running, balance, plyometric, reaction time, coordination, and speed development. This is an activity-based class; activity and exercises are required on a daily basis. It is strongly recommended that students enrolled in conditioning class be involved in extra-curricular athletics and have experience with weight training and conditioning. **Students who are enrolled in Driver's Education may take this course as a semester course.*

SURVEY OF PE WITH DRIVER EDUCATION

Course Length 5

Grade Level 10-12

This semester course is divided into two phases. Students in this course will take the Classroom portion of Drivers Education and the Physical Education portion in the other quarter. Students who successfully complete the classroom portion of Drivers Education and meet the District's prerequisites for Driving may participate in Behind-the-Wheel instruction outside of the regular school day. During the Physical Education portion of the course, students will increase their physical skill and fitness levels through participating in sports or fitness activities that are geared to cooperative team and group participation.

Prerequisites for the regular school year classroom enrollment are:

- Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.
- The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.

SUMMER SCHOOL DRIVER EDUCATION

Students may repeat Driver Education, on a space available basis, according to the following procedures:

- For summer school, the "previous two semesters" is defined as first semester of the current school year and second semester of the previous year. Summer school classes will not be considered.
- A student must be at least 15 years and 3 months old.

The priority order of enrollment is:

- Private school students
- District 215 students

Science

BIOLOGY

Course Length Y

Grade Level 9

This course explores the Next Generation Science Standards using 3-dimensional learning and phenomenon-driven storylines. Emphasis is placed on improving students' thinking and decision-making skills through real world phenomena. Biology integrates the overarching concepts of DNA, Genetics and Evolution and gives students opportunities to transfer conceptual understanding to new situations. Laboratory investigations, field studies, and cooperative learning activities are integrated throughout the year.

HONORS BIOLOGY

Course Length Y

Grade Level 9

This course explores the Next Generation Science Standards using 3-dimensional learning and phenomenon-driven storylines. Emphasis is placed on improving students' thinking, decision-making skills, mathematical computation, and graphical analysis through real world phenomena. Honors Biology integrates the overarching concepts of DNA, Genetics and Evolution and gives students opportunities to transfer conceptual understanding to new situations. Laboratory investigations, inquiry-based learning, field studies, cooperative learning activities, and self-directed learning experiences are integrated throughout the year.

CHEMISTRY IN THE COMMUNITY

Course Length Y

Grade Level 10-12

This course aims to develop chemistry-literate and science-literate citizens by focusing on chemistry for life and citizenship. The course focuses on chemistry related societal issues or challenges, which provide the "need-to-know" for learning chemical principles. Laboratory, skill-building, modeling, and decision-making activities and projects are integrated throughout the course. The lab investigations encourage inquiry skills and guide students through experimentation, simulating real-life science investigations.

CHEMISTRY

Course Length Y

Grade Level 10-11

Recommended Prerequisite: Successful completion of Algebra I with a 'C' or higher

This course is designed for students interested in scientific inquiry. Chemistry is the study of matter, its properties and composition. Numerous laboratory experiments, real-life based activities, use of technology, and mathematical concepts are emphasized to engage students in problem solving and critical thinking skills.

HONORS CHEMISTRY

Course Length Y

Grade Level 10

Recommended Prerequisite: Successful completion of Honors Level Math course with a 'C' or higher, or math/science teacher recommendation

This course is a more intensive study of matter and the changes in its composition. Experimentation, laboratory write-ups and use of technology are incorporated as preparation for high level science courses. Emphasis is placed on mathematical relationships requiring a strong foundation in Algebra.

AP BIOLOGY (college credit available)

Course Length: Y

Grade Level: 11-12

Recommended Prerequisite: Successful completion of Honors Biology and Honors Chemistry or successful completion of Biology and Chemistry with teacher recommendation.

AP Biology is an introductory college-level course. In this course, students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology and interactions. This course requires that 25 percent of the instructional time is spent in hands-on laboratory work to provide students with opportunities to apply science practices. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

AP CHEMISTRY (college credit available)

Course Length Y **Grade Level 11-12**

Recommended Prerequisite: Successful completion of Honors Chemistry with a 'C' or higher or chemistry teacher recommendation

AP Chemistry is a course designed for students that have an interest in pursuing a career in science, engineering, or related fields. This class emphasizes the relationships between elements, compounds, and their reactions. Utilizing technology commonly found in college chemistry, students are expected to develop the ability to analyze and synthesize information through laboratory experiments and independent activities. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

PHYSICS

Course Length Y **Grade Level 11-12**

A variety of topics are covered including mechanics, kinematics, wave phenomena, electricity, and nuclear physics. Concepts in physics are presented through extensive opportunities for lab experiments, real-life based applications, and the use of technology to engage students in problem solving and critical thinking skills.

AP PHYSICS 1 (college credit available)

Course Length Y **Grade Level 11-12**

This course is an algebra-based introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

EARTH SCIENCE

Course Length Y **Grade Level 11-12**

Recommended Prerequisite: Biology

The major topics covered in this lab-based course include: astronomy, general characteristics of the Earth as a planet, Earth's materials and resources, the Earth's surface and how it has been sculpted into its many land forms, characteristics of the oceans as one of the most vital of all Earth's features, history of the Earth, the nature of weather and climate, and the use of topographic maps to aid in studying Earth. Students enrolled in this course continue to develop inquiry skills through laboratory investigations, the use of technology, and research methodologies.

ANATOMY & PHYSIOLOGY

Course Length Y **Grade Level 11-12**

This course is designed as an extensive study of the structure and function of the human body from the cellular level through organ systems. Students actively engage in experiments, dissections, and technology-based activities that prepare them for future studies in the health occupation science field.

*College credit is available with South Suburban College.

Social Studies

WORLD HISTORY

Course Length Y

Grade Level 9

The course explores the historical background of those forces that have shaped our world today. It will trace the historical development of the world from pre-Renaissance times up to the modern era including, but not limited to, the fall of communism. It will emphasize geographic, political, economic, and social forces in accordance with Illinois state guidelines.

HONORS WORLD HISTORY

Course Length Y

Grade Level 9

Honors World History will examine the historical elements and forces that have shaped our world today. It will trace human development from its beginning to contemporary times. This course will stress political, economic, and social forces. The use of primary documents and sources will be emphasized to prepare students for continued education and the global community in the twenty-first century.

AP HUMAN GEOGRAPHY (college credit available)

Course Length: Y

Grade Level: 9-12

AP Human Geography is an introductory college-level course. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and land- scape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

U.S. HISTORY

Course Length Y

Grade Level 10

As a nation we have inherited wisdom from the past, and we have also inherited problems from the past. In order to solve regional or national problems, American citizens need to know something of their origins and circumstances. Political, economic, and social developments will be traced from Pre-Columbian America to modern times.

HONORS U.S. HISTORY

Course Length Y

Grade Level 10

Honors U.S. History will examine the same content as the U.S. History course, but with increased emphasis on historical analysis, in-depth projects, college prep writing, and primary sources. Political, social, and economic developments will be traced from Pre-Columbian America to modern times.

CIVICS

Course Length S

Grade Level 11-12

This course will allow students to investigate and understand our basic governmental institutions, discuss current and societal issues, engage in simulations of democratic processes, and give students opportunities to take informed action upon their leaving. This course meets state and federal Constitution requirements.

HONORS CIVICS

Course Length S

Grade Level 11-12

This course will allow students to investigate and understand our basic governmental institutions, discuss current and societal issues, engage in simulations of democratic processes, and give students opportunities to take informed action upon their learning. The course includes a focus on civil discourse and argumentative writing. This course is designed to provide an introduction to leadership by focusing on what it means to be a good leader and to enforce the importance of civic engagement. This course meets state and federal Constitution requirements.

ECONOMICS

Course Length S

Grade Level 11-12

Economics is a course designed to increase the student's knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics of study will include supply and demand, international trade, the market system, and alternative economic systems. In addition, this phase will cover economic problems such as unemployment, inflation, taxes, and the business cycle. The second phase of the course will deal with consumer issues. It will focus on career choice, investments, savings, insurance, banking, and other areas of personal finance. This course fulfills the Consumer Education requirements as established by the State of Illinois.

HONORS ECONOMICS

Course Length S

Grade Level 11-12

Economics is a course designed to increase the student's knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics will include supply and demand, international trade, the market system, and alternative economic systems. Honor students will cover the same topics as outlined in Economics except students taking the Economics course for honors credit will face academic challenges related to the level of content, the quantity of outside reading, and the use of extended written assignments. This course fulfills the Consumer Education requirements as established by the State of Illinois. Students enrolled at the Honors level should expect to complete additional readings outside of class relative to the current U.S. economy, research current events, and organize information through various projects and presentations.

AP U.S. HISTORY (college credit available)

Course Length Y

Grade Level 10-12

This writing and reading intensive course is for those students interested in earning college credit. Topics range from the impact of the Puritans to present day issues. Emphasis is placed on the study of primary documents and other historical writings. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the U.S. History graduation requirement.

AP EUROPEAN HISTORY (college credit available)

Course Length Y

Grade Level 10-12

This elective course deals with the political, diplomatic, economic, social, intellectual, and cultural events in Europe from the high Renaissance to the present. There is also a brief review of the classical and medieval periods for the purpose of analyzing their impact on modern Europe. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

Social Studies (Electives)

These elective courses do not meet the Social Studies graduation requirement for District 215.

PSYCHOLOGY

Course Length S

Grade Level 11-12

This elective course is a general course of study whereby students come to understand their own behavior and the behavior of others. Some topics include: the principles of scientific investigation, the principles of learning, the physiology of the nervous system, personality development, and coping with stress. Topics of current interest in psychology are also presented for discussion. The intent is to give students the practical means with which to understand and utilize the material in their own lives.

AP PSYCHOLOGY (college credit available)

Course Length Y

Grade Level 10-12

This elective course is an in-depth study of all human behavior. Using the most recent research available, the course content includes the ways that psychologists attempt to describe, explain, measure, predict, and control behavior. Some topics include: the study of personality, abnormal psychology, child developments, and dealing with stress. While the course offers much personal and practical information, it is also intended to prepare students for college. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

HISTORY OF CHICAGO

Course Length S

Grade Level 11-12

Recommended Prerequisite: U.S. History

This elective course is designed for students to explore the City of Chicago from a historical and literary perspective. Students will learn about the city's founding, the Great Fire of 1871, transportation connections, the World's Columbian Exhibition of 1893, the development of unique architecture and modern-day ethnic and economic diversity exclusive to Chicago. Students will explore Chicago through literature by reading Upton Sinclair's **The Jungle** and Erik Larson's **Devil in the White City**.

SOCIOLOGY

Course Length S

Grade Level 11-12

This elective course takes students on an exploration of the individual – from birth through death. In this semester course, students learn what shapes and forms the individual within a group based on culture, social class, and the development of personality. Students develop a deeper understanding of an individual's role within a group by experiencing their mobility through life and its many outcomes.

AMERICAN DIVERSITY

Course Length S

Grade Level 10-12

This elective course is designed for students who desire to examine and gain an understanding of American minority groups, namely African-Americans, Asians, Latinos/Hispanics (Chicanos, Puerto Ricans, Cubans, and others), Native Americans, Jewish Americans, women in America, Arab-Americans, European Americans, and aging Americans. This course also provides an overview of the social, historical, and cultural experiences of these various groups in American society. Students are required to think critically about such topics as: affirmative action, educational equality, and the multicultural world. The ultimate goal for students is to gain knowledge about people who are different from mainstream society and enhance their ability to bridge the gaps of division and better appreciate our world.

AP African American Studies (college credit available)

Course Length Y

Grade Level 11-12

This is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

Special Education

MATH FUNDAMENTALS

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

This course teaches the basic concepts of mathematics and operations. Instruction is carefully sequenced, moving from understanding place value and numeration before moving into more complex skills. Students are also introduced to Algebra and learn basic geometric concepts. Content focuses heavily on the functional application of academic skills-with an emphasis on generalizing skills across real-world settings. A calculator (graphing or scientific) is utilized in this course.

CONSUMER MATH

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

This course focuses on real world math applications to help students develop skills necessary for independent living. Units of study include earning and using money, budgeting, paying bills, buying food, shopping for clothes, and managing a household. Students will utilize calculators when appropriate.

ALGEBRA

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

The course is designed to help students develop a basic understanding of expressions, equations, inequalities, graphing, and exponents. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. Students will utilize calculators when appropriate.

GEOMETRY

Course Length Y

Grade Level 9-12

This course is offered to students in specific Special Education programs.

This course is designed to help students develop a basic understanding of the properties of common geometric figures, the calculation of perimeter, circumference and area of common geometric figures, the identification and application of similar and congruent triangles, coordinate geometry, linear equations, the calculation of slope, the determination of parallel and/or perpendicular lines. Students will utilize calculators when appropriate.

COOPERATIVE WORK TRAINING (CWT)

Course Length Y

Grade Level 12

Cooperative Work Training (CWT) is a senior level course for students with an IEP. Students must interview and be accepted into the program. CWT is a two-part program which includes classroom preparation and work or volunteer experience. Experience gained through employment, job shadows, volunteer service, and meaningful field trips are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path.

STUDY SKILLS

Course Length Y

Grade Level 9-12

Study Skills is an optional course for students with an IEP who enroll in two or more general education core subject matter classes. This elective, credit-bearing class allows students the opportunity to get assistance with their course work and complete assignments from their classes while striving to improve their grades. A focus on career, personal, and professional management is included as part of their transition plan. Students also work on the mastery of their IEP goal(s).

PERSONAL GROWTH & DEVELOPMENT (PG & D)

Course Length Y

Grade Level 9-12

This course is offered to students in specific special education programs.

Personnel Growth and Development is a course designed to support students with an IEP that have been identified as needing social development support. This course teaches students how to display proper communication skills, appropriate behaviors, and positive work habits in and out of school through skill streaming. Students are allowed to take this course more than once for elective credit.

CAREER EDUCATION JOB READINESS

Course Length Y

Grade Level 11-12

This elective course is designed for junior/senior level students with an IEP. It provides vocational training, assessment and ongoing functional, academic and social training to promote a successful transition from high school to the world of work, supported employment, post-secondary education or other adult settings. Instruction focuses on goal setting, relationship building, college and career readiness and self-care. Emphasis is placed on personal development while giving students the opportunity to develop the necessary skills to build professional qualities.

LIFE SKILLS I

Course Length Y

Grade Level 10-12

This course is offered to students in specific special education programs.

This elective course is designed to meet the unique educational, vocational, and independent living skills of the exceptional secondary student. Major topics covered in this course include: verbal and non-verbal communication, written expression, real-world math application skills, activities of daily living and health wellness.

LIFE SKILLS II

Course Length Y

Grade Level 11-12

This course is offered to students in specific special education programs.

This elective course is designed to meet the unique academic and vocational needs of the exceptional secondary student. It is designed to reinforce current core academic skills, while building essential independent living and vocational strengths. Students in this course build upon the skills covered in the Life Skills I course.

UNIVERSITY/COLLEGE OPPORTUNITIES

COLLEGE STEP-UP PROGRAM

South Suburban College

(start college early)

Course Length S

Grade Level 12

Prerequisite: A Test Placement Score may be required.

Seniors have an opportunity to earn up to 12 college credits tuition free or at a reduced tuition cost. District 215 has partnered with South Suburban College to offer this unique opportunity for our senior students. Students' first course at SSC is tuition free. If students choose to take a second course in the same semester, they will only pay 1/3 of the tuition. SSC discounts the tuition by 1/3 and District 215 pays 1/3 of the tuition. Students earning an A or B in one of the courses can then enroll in the next semester for one course tuition free and a second course at the reduced tuition rate. A senior student at District 215 can graduate with potentially 12 college credits already completed.

* Student must test into a 100-level course to qualify for the tuition waivers. Student fees and books are to be paid for by the student/parent.

COLLEGE STEP-UP PROGRAM

Chicago State University

(start college early)

Course Length S

Grade Level 11- 12

Juniors and Seniors have an opportunity to earn 12 or more college credits tuition free with the partnership District 215 has with Chicago State University (CSU). This program offers unique opportunities for our Junior and Senior students. Students with an unweighted grade point average (G.P.A.) of 2.75 or higher can qualify for CSU's **non-degree programs**: Student-At-Large program. Students can take one or two courses a semester.

District 215 students are provided orientation before the start of classes or during the currently enrolled session. Additionally, CSU will provide students with an advisor/monitor who will serve as a liaison to District 215's Early College Coordinator to monitor the student's progress. Student tuition fees for courses taken with CSU are covered at no cost to the student. The cost of textbooks, lab fees, and non-tuition student fees, are to be paid for by the student/parent.

NATIONAL EQUITY LAB (NEL) PROGRAM

(start college early)

Course Length S

Grade Level 10-12

Prerequisite: College Readiness based on benchmarks from State test or submission of writing sample.

Seniors have an opportunity to earn up to 8 college credits tuition free or at a reduced tuition cost. District 215 has partnered with National Equity Lab (NEL) to deliver online college credit-bearing courses via a combination of asynchronous and synchronous learning during the regularly scheduled school day. Courses are taught by college professors and facilitated by the high school teacher. Course selections vary each semester and are offered through various prestigious universities such as: Howard, Yale, Arizona State, Cornell, and University of Pennsylvania. College credit for the course taken, as well as high school elective credit, will be issued upon successful completion of the course. *A student that is enrolled in and successfully completes NEL's Essentials of Personal Finance course would fulfill the graduation requirement for D215 and the State of IL for Consumer Education.

World Language (French)

FRENCH I

Course Length Y

Grade Level 9-11

This is an interactive course that introduces students to the basics of the French language and culture. Students will have the opportunity to learn the French language through a variety of activities and strategies that build listening, speaking, reading, and writing skills. They will also participate in traditions and events indicative of French culture.

FRENCH II

Course Length Y

Grade Level 10-12

Prerequisite: French I

Students continue to develop speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of French speaking countries. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance and assessments.

FRENCH III

Course Length Y

Grade Level 11-12

Prerequisite: French II

Students continue to develop all four basic language skills with an emphasis on conversational and reading skills. They begin to read magazine articles, cartoons, and simplified versions of famous stories. Oral presentations may include skits, guided conversations, and special theme-related activities and events. Students begin to study the French cultural influences of art, history, and literature.

HONORS FRENCH IV

Course Length Y

Grade Level 12

Prerequisite: French III

This is an interactive immersive language course that builds skills in listening, speaking, reading, and writing in the French language. Students will explore French culture, literature, and language while expressing themselves in the target language through project-based learning.

World Language (Spanish)

SPANISH I

Course Length Y **Grade Level 9-11**

This beginning course incorporates speaking, listening, reading and writing at an introductory level. Cultural and historical elements are integrated throughout the year-long course. Students engage in projects, events, and other activities that enhance their knowledge of the language and culture in Spanish speaking locations.

SPANISH II

Course Length Y **Grade Level 9-12**

Prerequisite: Successful completion of Spanish I

This course builds on the speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of Spanish speaking countries. Students who have had Spanish I in junior high may enroll in Level II after passing our district's proficiency exam. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance, and assessments.

SPANISH III

Course Length Y **Grade Level 10-12**

Prerequisite: Successful completion of Spanish II

Spanish III continues to develop the four language skills, using activities such as guided compositions, reading contemporary articles, listening to audio/video tapes, and conversing in the language. Students become familiarized with art, literature, and the history of the Hispanic culture.

HONORS SPANISH IV

Course Length Y **Grade Level 11-12**

Prerequisite: Successful completion of Spanish III

Listening and writing skills are polished, along with an emphasis on speaking and reading. Students increase their vocabulary and grammatical knowledge by reading, discussing, and writing about contemporary topics and Hispanic literature. This course prepares students for the rigor of AP Spanish.

AP SPANISH LANGUAGE

(college credit available)

Course Length Y **Grade Level 11-12**

Prerequisite: Successful completion of Spanish III with teacher recommendation or successful completion of Honors Spanish IV

This rigorously paced course follows the recommended Advanced Placement Spanish outline. Students continue to expand their knowledge through short stories, advanced grammar practice, intense vocabulary, essay writing, and listening to native speakers. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

AP SPANISH LITERATURE AND CULTURE

(college credit available)

Course Length: Y **Grade Level: 12**

Recommended Prerequisite: Successful completion of AP Spanish Language or Honors Spanish IV or successful completion of Heritage Speakers II/Spanish III with teacher recommendation.

AP Spanish Literature and Culture uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin America, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. This course also includes a strong focus on cultural connections and comparisons, including exploration of various media. Students will be highly encouraged to take the AP Exam in the spring which will provide them the opportunity to earn college credit prior to leaving high school.

SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS I

Course Length Y

Grade Level 9-12

Prerequisite: Placement based on screening process

The purpose of this course is to offer students the opportunity to study formal Spanish and achieve Spanish proficiency free of English interference. Students are provided a review of fundamental grammar and culture for better understanding of their first language. This course grants students the opportunity to explore and understand the culture of various Spanish speaking countries as well as their own. Students placed in this course are required to demonstrate a level of Spanish proficiency.

SPANISH LANGUAGE AND CULTURE FOR HERITAGE SPEAKERS II

Course Length Y

Grade Level 10-12

Prerequisite: Successful completion of Heritage Speakers I course

This course expands students' proficiency and moves learners beyond basic language development to the advanced range across the three modes of communication. The purpose of this course is to continue providing opportunities for students to expand their critical thinking skills and deepen their understanding of the target cultures and use the language in real life settings. This course is offered for students who have completed the Heritage Speakers I course.

Q1 Academic Data
TF North
FY 2023-24

TF North Q1

A per Grade Level			D per Grade Level					
	Individual	Total			Individual	Total		
9	216	566		9	144	221		
10	218	588		10	152	241		
11	232	619		11	124	189		
12	206	590		12	100	141		
Total	872	2363		Total	520	792		
B per Grade Level			F per by Grade Level					
	Individual	Total			Individual	Total		
9	229	432		9	107	245		
10	229	451		10	148	350		
11	255	551		11	106	252		
12	193	367		12	69	135		
Total	906	1801		TOTAL	430	982		
C per Grade Level								
	Individual	Total						
9	192	348						
10	215	387						
11	182	325						
12	161	281						
Total	750	1341						
Grade	Total Failures	English	Math	Science	Soc. Studies	PE	Health	Electives
9	245	36	76	48	33	7	22	23
10	350	79	50	80	49	41	2	49
11	252	53	60	35	27	40	0	37
12	135	39	10	11	9	21	0	44
Total	982	207	196	174	118	109	24	153
Grade	1	2	3	4	5	6	Individual	Total Classes
9	52	18	10	14	7	6	107	245
10	60	38	18	10	12	10	148	350
11	42	21	21	11	5	6	106	252
12	39	12	8	4	4	2	69	135
Total	193	89	57	39	28	24	430	982
Grade	Individual	Grad_Cohort	Pass	Fail				
9	107	307	65%	35%				
10	148	338	56%	44%				
11	106	334	68%	32%				
12	69	270	74%	26%				
Total	430	1249	66%	34%				

Q1 Academic Data
 TF South
 FY 2023-24

TF South Q1									
A per Grade Level			D per Grade Level						
Grade	Individual	Total	Grade	Individual	Total				
9	312	903	9	159	260				
10	309	762	10	223	344				
11	314	881	11	177	283				
12	365	1140	12	153	211				
TFS	1300	3686	TFS	712	1098				
B per by Grade Level			F per Grade Level						
Grade	Individual	Total	Grade	Individual	Total				
9	346	715	9	113	221				
10	361	757	10	145	311				
11	332	644	11	121	239				
12	326	591	12	83	148				
TFS	1365	2707	TFS	462	919				
C per by Grade Level									
Grade	Individual	Total							
9	264	465							
10	308	583							
11	275	471							
12	228	354							
TFS	1075	1873							
Grade	Individual Failures	Total Failures	English	Math	Science	Social Studies	PE	Health	Electives
9	113	221	63	43	25	38	18	5	29
10	145	311	92	49	34	49	39	7	41
11	121	239	54	67	27	29	26	4	32
12	83	148	49	24	12	20	14	2	27
Total	462	919	258	183	98	136	97	18	129
Grade	1	2	3	4	5	6	Total		
9	59	22	17	9	5	1	113		
10	68	33	15	14	12	3	145		
11	58	31	14	10	6	2	121		
12	48	13	15	5	1	1	83		
Total	233	99	61	38	24	7	462		
Grade	Individual Failures	Total Subject Failures	Grad_Cohort	Pass	Fail				
9	113	221	433	73.9	26.1				
10	145	311	463	68.7	31.3				
11	121	239	432	71.99	28.01				
12	83	148	426	80.5	19.5				
TFS	462	919	1754	73.66	26.34				

Q1 Academic Data
TF Center
FY 2023-24

TF CENTER Q1

Summary by Grade Level	
Grade Level	Failures
10	2
11	27
12	5
Total	34

Summary By Course	
Course	Failures
21st Century	3
Algebra II	10
Art Fund	1
Cul Arts I	1
Economics	7
English 10 and 11	0
Exploring Auto Tech	3
Intro Coll Repair	1
Intro Cul Arts	1
Survey of PE	7
Total	34

Summary by Student	
1 Failure	22
2 Failures	3
3 Failures	2
4 Failures	0
5 Failures	0
6 Failures	0
Total	27



MEMORANDUM

Date: November 8, 2023
To: Board of Education
From: Mr. John Robinzine, Superintendent
Subject: Chicago State University MOU

Recommended Action

To discuss the proposed Memorandum of Understanding with Chicago State University for Dual Credit Agreement. The board will be asked to take action on the request at the November 28, 2023, Board of Education meeting.

Background

As I shared with you last month when I provided an overview of the Career Development Program, this Memorandum of Understanding will allow Chicago State University to offer classes with a CSU instructor on a district campus. No tuition fee would be charged, however the district would “incur a cost of \$3,000 per course, per semester, to cover the on-campus instructional Services provided by Chicago State University. This fee will be incurred by the district and not the students.”

The parent and/or student will be responsible for the purchase of required textbooks.

Funding source if applicable: ESSER III

MEMORANDUM OF UNDERSTANDING

between

Chicago State University

and

Thornton Fractional HS District #215

This Dual Enrollment Agreement (" Agreement") is entered by and between Chicago State University (the "University" or "CSU"), a body politic and corporate, and ThorntonFractional HS School District #215 (the "High School" or "District"), a secondary-educational unit. The University and the High School also may be collectively referred to herein as "the Parties" and individually as "a Party."

Whereas the University and the High School desire to establish a cooperative relationship utilizing the University's dual enrollment program to benefit committed High School students who seek to earn University and High School credit through the completion of a university course.

Now therefore, in consideration of the mutual promises of the Parties contained herein, the Parties agree to the following:

Statement of Intent

The purpose of this Agreement is to establish a partnership between the University and the High School to provide post-secondary opportunities for eligible High School students in the form of dual enrollment courses. This Agreement also serves to establish the procedures for enrollment of the High School students in the University's dual enrollment program, which shall be made in compliance with the administrative rules established by the Illinois Board of Higher Education and the standards established by the Dual Credit Quality Act.

The University represents that its dual enrollment program has been or will be approved by the Board of Higher Education and that it will continue to meet all application and reporting requirements to maintain that approval while this agreement is in effect.

Dual Enrollment

Dual Enrollment credit is given to qualified High School students who complete the University's college-level courses and which the High School agrees to allow high school graduation credit.

Student Eligibility

The High School agrees to recommend students for participation in the dual enrollment program who have a high level of motivation and are academically prepared for college-level coursework

University **representatives** will **consult with a representative** from High School to review potential applicants prior to submission of the dual enrollment program application.

In order to participate in the University's dual enrollment program, High School students must:

1. Be a current High school junior or senior in good academic and conduct standing.
2. Possess a minimum cumulative unweighted grade point average of 2.75/4.0.
3. Qualify for the University's **non-degree programs**: Student-At-Large program (High School juniors or seniors) or the University's Pre-College program (High School Sophomores);
4. Meet course entrance requirements and/or prior coursework required before enrolling in a particular course.
5. Participate in a mandatory orientation during the current enrolled session.

Course Offerings

High School students may enroll in two (2) University courses or up to six-semester hours per term. All dual enrollment courses will be agreed upon by both the University and the High School and shall be taught by University faculty on the University's campus **or on Thornton Fractional District 215 campuses** in accordance with the University's academic calendar and schedule. All aspects of dual enrollment courses, including course prerequisites, course content and grading, will be in accordance with the University's standards, policies, and expectations. Non-program, University students will be enrolled in the dual enrollment courses.

High School students may only register for classes that have been approved for the dual enrollment program.

1. Students interested in enrolling in Biology courses should have successfully completed one year of high school biology with a grade of C or better.
2. Students interested in enrolling in English or Spanish should have successfully completed at least two-years of English and/or Spanish with a grade of C or better.

University Enrollment

During the semester in which a high school student is enrolled at CSU, they will be held to the same rules as all other CSU students including, but not limited to, academic standards and progress and academic Integrity. Please see the [Student Handbook](#) and [Undergraduate Catalog](#) for details.

High School students are required to comply with the University's Code of Conduct. Additionally, all University standards and policies that are applicable to university students in non-degree programs are applicable to High School students. Any Title IX (TIX) matters, in which the University maintains jurisdiction, will be resolved using the University [TIX and Sexual Misconduct Policy](#).

University Resources

All High School Dual Enrollment students will have access to the standard support services that are available to non-dual enrollment students, including advising, tutoring, disability services, library services, mental health services, etc. The University reserves the right to limit High School students' access to certain University activities and facilities.

Additional Services:

1. The University will provide an orientation for students before the start of classes or during the currently enrolled session.
2. The University will provide the students with an advisor/monitor who will serve as a liaison to an assigned High School staff member to monitor the student's progress. Students must sign a FERPA waiver giving the University permission to share information with the High School.
3. The University may offer college preparedness workshops and enrichment activities for both students participating in the dual enrollment program and other students interested in Chicago State University. These activities will occur as available.
4. The District will provide the CSU instructor a classroom with smart technology and access to use those resources for courses on the District's campus.

Application Process

High School students seeking to enroll in the University's dual enrollment program must:

1. Complete a Chicago State University Student-at-Large Dual Enrollment application.
2. Submit official transcript*;
3. Only students who have been recommended by the High School will be considered for the program.
4. Signed Parental Consent Form
5. Signed Recommendation Form completed by a high school guidance counselor or other school official.
6. Course Registration Form

*CSU will accept official transcripts and ACT/5AT scores directly from the High School.

Tuition and Fees

Course tuition and fees are provided on the University's website's [Dual Enrollment Page](#). Tuition fees for courses taken on CSU's campus are covered by CSU at no cost to the student or H.S. District. Courses students take on the District's campus with a CSU instructor will incur a fee paid by the district. The cost of textbooks, lab fees, and non-tuition student fees associated with High School students' participation in the dual enrollment program, must be paid in full by the Parent/Legal Guardian in accordance with the posted payment schedule.

Payments and Services:

1. Chicago State University courses provided to students on District 215 campus will incur a cost of \$3000 per course, per semester, to cover the on-campus instructional services provided by Chicago State University. This fee will be incurred by the district and not the students.
2. Chicago State University will provide the High School with an unofficial copy of each participating student’s transcript at no cost. Transcripts requested by High School students directly from the University will be charged the University’s established transcript rate
3. Scholarship funds provided by the University can be applied to one course per term.
4. The parent/guardian will be responsible for providing the students with the required books.
5. The University will waive the University application fee.

Textbooks and Materials

The Parent and/or Student will be responsible for the purchase of textbooks required for dual enrollment courses. Parents and/or Students will contact the University Bookstore directly. The textbooks will be the sole property and responsibility of the student.

Term and Renewal of Agreement

This Agreement shall become effective upon signature of both parties and will terminate on July 23, 2024. This Agreement may be renewed if agreed upon by both Parties in writing.

Termination

Either party can terminate this Agreement without cause, upon thirty (30) days written notice, provided that High School students enrolled in university dual enrollment program courses are given the opportunity to complete their classes in accordance with this Agreement.

Chicago State University

Provost

Date

Thornton Fractional HS School District #215

Principal or Superintendent

Date



MEMORANDUM

Date: November 8, 2023
To: Board of Education
From: Mr. John Robinzine, Superintendent
Subject: TFS Assistant Wrestling Coach

Recommended Action

To discuss the addition of an assistant wrestling coach at TF South. The board will be asked to take action on the request at the November 28, 2023, Board of Education meeting.

Background

As requested in the attached letter, adding an assistant coach will allow more time to be provided to the girls' program which has grown from two athletes in 2021-22 to 12 during the 2022-23 season. It is anticipated there will be more this year. Some conference schools have added girls' specific coaches or are in discussion. The pay range would be \$4,540-\$8,533 depending on the experience level of the coach.

Funding source if applicable: local

Attached documents: Letter of request



Thornton Fractional South High School

18500 Burnham Avenue Lansing, Illinois 60438 708-585-2000 www.tfd215.org

Mr. John Robinzine
Interim Superintendent
708-585-2309

Principal
708-585-2067

Activities
708-585-2061

Athletics
708-585-2061

Attendance
708-585-2040

Bookstore
708-585-2085

Deans
708-585-2038

Guidance
708-585-2015

Mr. Robinzine-

I am writing you to request the addition of an assistant wrestling coach. This addition will allow us to be able to devote appropriate time to the girls of our program. All assistant coaches will serve the program as a whole, but the new position would serve as the coach for the girls' program. The number of girls in our program has grown from 2 during the 2021-2022 school year to 12 during the 2022-2023 school year. I anticipate those numbers going up this season. Girls' wrestling was recognized as an IHSA sport in the 2021-2022 school year and the number of girls participating continues to grow across the state. Many of our conference schools have added girls' specific wrestling coaches. Schools/Districts in our conference that have added girls' wrestling coaches are listed below.

- District 228 (Bremen, Hillcrest, Oak Forest, Tinley Park) – 1 head coach and 1 assistant coach
- Argo – per their CBA will add a coach if they have enough participants
- Evergreen Park – negotiating with union for a coach
- Reavis – in discussions to add a coach
- Shepard – 1 assistant coach (district is looking for sustained numbers over a period of time before adding coaches at other district schools, Eisenhower and Richards)

Please let me know if you have any questions or would like to discuss further.

Sincerely-

Marc Brewe
Athletic Director
T. F. South High School

Jake Gourley
Principal
T. F. South High School



Thornton Fractional
SCHOOL DISTRICT 215



MEMORANDUM

Date: November 8, 2023

To: Mr. John Robinzine, Interim Superintendent/Board of Education

From: Paul Wakefield, Chief Technology Officer

Subject: Managed Security Service Provider Agreement

Recommended Action

It is recommended that the board of education authorize the agreement Sentinel Technologies at the November 28, 2023 meeting of the Board of Education.

Background

District 215 Technology is focused on maintaining the security and integrity of district data as well as electronic networks and systems. Security is a component of every decision regarding district systems. Despite being focused on security, the limited resources of the Technology Department leave opportunities for additional enhancements.

It has been shared previously that District 215 applies the industry standard NIST Framework regarding cybersecurity practices. The NIST Framework defines five key areas to be addressed. Each of these areas are critical in ensuring the optimal outcome of any cybersecurity incident. Any security plan must consider this framework.



Managed Security Service Provider

To build upon the existing security resources in District 215, the district has reviewed Managed Security Service Providers (MSSPs). MSSPs provide service offerings that organizations cannot provide internally. These service offerings complement the existing resources of the district to create a more comprehensive security solution. District 215 is seeking three specific services in an MSSP offering:

Preparation for a security incident: The better the planning for an incident, the better the outcome will be. District 215 is looking to prepare, test and regularly update a cross functional incident response plan. This plan should be available 24x7 regardless of location.

Monitoring for a security incident: A quick incident response results in the best outcome. District Technology staff work daily from 7 AM to 5 PM. Staff members are on call 24x7x365 to respond to incidents, but there is no dedicated monitoring for security incidents outside of business hours.

Response to a security incident: In the event of an incident, District 215 will rely on a trusted partner that specializes in incident response to assist district staff. To expedite incident resolution this provider should have pre-existing knowledge of district networks and protocols and be named with the district's insurance provider to ensure timeliness and value.

Based upon criteria and extensive interviews, Sentinel Technologies provided District 215 with a scope of work that meets or exceeds the district's needs. The attached agreement will establish a partnership that complements existing district skills and resources and ensures the highest level of security for district technology resources.



Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Funding source if applicable:

Funding for this service has been planned and budgeted annually in the amounts below through the use of local funds. The charts below are excerpts from the proposed Scope of Work and detail the Annual Recurring Costs (ARC), Monthly Recurring Costs (MRC) and Non-Recurring Costs (NRC) that would be committed to over the three year term of the agreement.

Software and Professional Services to Prepare for Cybersecurity Incidents

Fortis™ - Advisory Services			
36 Month Discount Commitment			
Business Continuity Suite	MRC	ARC	NRC
Fortis CyberAdvisory Business Continuity Suite (Year 1 - Year 2)			\$ 52,490.00
Fortis CyberAdvisory Managed Business Continuity (Year 3)			\$ 17,565.00
Infinite Blue BCIC Platform (3 Year)		\$ 19,999.00	
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ -	\$ 19,999.00	\$ 70,055.00

Software and Professional Services to Monitor for, and Respond to, Cybersecurity Incidents

Fortis™ - ActiveRecovery™ IR Retainer			
36 Month Discount Commitment			
Fortis™ ActiveRecovery™ Incident Response Retainer	MRC	ARC	NRC
ActiveRecovery™ Expert Enhanced Incident Response Retainer • Included - 40 Hours W/2 Hours Response SLA • Planned Use: Annual Tabletop Exercise		\$ 17,000.00	\$ 2,400.00
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ -	\$ 17,000.00	\$ 2,400.00
			ONE TIME DISCOUNT
DISCOUNTED MINIMUM COMMITMENT PRICE	\$ -	\$ 17,000.00	\$ 300.00

Fortis™ ActiveDefense™ & ActiveRecovery™ Services			
36 Month Discount Commitment			
Fortis™ ActiveDefense™ XDR Platform W/SOC Services	MRC	ARC	NRC
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ 6,438.97	\$ -	\$ 8,690.00
36 MONTH COMMITMENT & NEW CUSTOMER DISCOUNT	\$ (965.85)		\$ (1,303.50)
DISCOUNTED MINIMUM COMMITMENT PRICE	\$ 5,473.12	\$ -	\$ 7,386.50

Professional Services to Identify and Detect Potential Security Vulnerabilities

Fortis™ - Advisory Services Penetration Testing			
36 Month Discount Commitment			
Fortis™ Advisory Services	MRC	ARC	NRC
External Penetration Test • External penetration tests include reconnaissance, discovery, and exploitation ◦ 7 Public IP Addresses ◦ Full reporting with remediation guidelines and recommendations included			\$ 6,800.00
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ -	\$ -	\$ 6,800.00



Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Total Proposed Cost of Three Year Agreement

Fortis™ - Combined Services Annual Summary			
36 Month Discount Commitment			
	ARC	NRC	TOTAL
MINIMUM COMMITMENT TOTAL PER YEAR 1	\$ 102,676.44	\$ 84,541.50	\$ 187,217.94
MINIMUM COMMITMENT TOTAL PER YEAR 2	\$ 102,676.44		\$ 102,676.44
MINIMUM COMMITMENT TOTAL PER YEAR 3	\$ 102,676.44	\$ -	\$ 102,676.44

Attachment:

App A CS001r4 SOC XDR Advisory Services 102723.pdf



APPENDIX A

Customer Name: Thornton Fractional School District 215

Street Address: 18601 Torrence Avenue

City, State, Zip: Lansing, IL 60438

The Agreement referenced below by and between Sentinel Technologies, Inc., (Contractor) with principal offices at 2550 Warrenville Road, Downers Grove, Illinois 60515, and Thornton Fractional School District 215 (Customer) with principal offices at 18601 Torrence Avenue, Lansing, IL 60438 is hereby appended to include the following:

Commencement Date	Agreement No.	Addendum No. CS001r3-MM
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Provision of Services

The Parties acknowledge that this cloud agreement outlines several service options available to the Customer. Not every option will be included as part of the final solution agreed upon by the Parties. Instead, the Solution Summary and Pricing Summary shall delineate all included service options.

Advisory Services Penetration Testing Scope of Work

Scope of Work

Thornton Fractional CUSD has engaged Sentinel to provide an internal & external penetration test of the current security infrastructure and provide recommendations that are based on a tactical approach.

Sentinel has developed a robust penetration testing methodology and framework that combines the best parts of several industry standard penetration testing frameworks, including frameworks from PTES, FedRAMP, NIST and CREST. Sentinel's methodology and framework is designed to be repeatable, scalable, powerful, and is designed to evolve quickly with the growing threat landscape. The Sentinel approach is designed to simulate the methods an attacker would leverage to circumvent security controls and gain access to organizational systems and data.

As part of the project Sentinel will perform information gathering through device and user enumeration with a mix of automated and manual tools, simulating the methods of an attacker. Sentinel will review the items within scope with the customer to ensure agreement and any additional information, comments, or concerns about the environment. The results of the testing will be shared in a documented deliverable and executive summary. The deliverable will include recommendations on remediating identified findings and creating a holistic security approach.

In-Scope Assets

- The following assets were provided by the Customer as being "in scope" for this penetration test.
 - External Penetration Test:
 - Customer is to specify IP addresses/ranges to test during project kickoff
 - Limited to a maximum 7 external public IPs

Penetration Testing Methodology and Framework

Pre-Engagement Interactions

During this phase, Sentinel Technologies meets with the customer to formulate the parameters of the engagement, to define the goals of the engagement, and establish rules for the engagement. Parameters define what systems or objects are desired potential targets of the engagement and how Sentinel is allowed to engage with those targets.



The goals of the engagement can be defined as one or more objectives for the engagement, including but not limited to gaining administrative access to systems, exfiltrating sensitive data, or simply creating a list of possible vulnerabilities or attack vectors.

Rules of the engagement define what methods are explicitly allowed or disallowed during the engagement. Allowed or disallowed tools may include but are not limited to vulnerability scanning tools, exploitation tools, social engineering tools, and more.

Intelligence Gathering and Reconnaissance

After parameters, goals, and rules of engagement are defined, the Intelligence Gathering and Reconnaissance phase begins. During this phase, penetration testers will gather all relevant information about the target organization required to facilitate an attack.

This information includes but is not limited to data such as domain registrar data, Domain Name System (DNS) information, public-facing IP addressing information, information about ports are open and listening on each of those addresses, service and application versions that are available on each address, a list of potential employees' usernames or email addresses and any information about them which could be used to facilitate an attack, and more.

Once reconnaissance data is collected and organized, the penetration tester will enumerate the gathered information and will research possible vectors for exploitation given the list of known vulnerabilities. Potential avenues for exploitation will be ranked from the most stealthy and "quietest" vectors, which the penetration tester will attempt to exploit first, to the loudest and most hard-hitting attacks, which will only be attempted if more discreet options don't yield desired results.

Exploitation

After compiling a list of all potential exploitation options, the penetration tester will attempt to exploit various entities that are within the scope of the engagement. Exploitation will continue until the goal of the project is reached. If time permits, additional potential exploits will be explored, performed, and documented in order to maximize the time allotted to the customer project.

Post Exploitation

After the initial exploitation step is complete, the penetration tester will take an inventory of any new information gained as a result of the initial attempt at exploitation. If all attempts at exploitation were exhausted with no success, the penetration tester will add information about attempted exploits to the list of potential vulnerabilities and begin the Reporting phase.

For each successful exploit, the penetration tester will document the method and result of exploitation and take inventory of newly accessible entities. New items exposed in Post Exploitation can return all or portions of the workflow to the Intelligence Gathering and Reconnaissance phase. This process will continue until the goal is reached or no further access can be obtained.

Reporting

Once all other phases are complete, meaning that all or some exploits were successful and there is nothing further to exploit (the goal has been reached), or the penetration tester has gone as far as possible and exhausted all vectors of exploitation given time constraints typical of a penetration test, the test will conclude. All information with regard to vulnerabilities, exploit vectors, attempted exploits, and total results will be compiled within a Penetration Test Report and presented to the customer.

Project Milestones

- At the beginning of the project, a Sentinel Project Manager will be assigned to the project and will coordinate a project kickoff meeting with Sentinel's internal penetration testing team as well as the Customer. During this project kickoff meeting, this document will be reviewed in its entirety and any questions from either Sentinel or the Customer about the project will be answered.
- Rules of engagement sign-off.



- During this project, an assigned Sentinel Project Manager will schedule all meetings, which typically include a project kick-off meeting, a final presentation of the penetration test report document, and after the penetration test report document is presented, an optional meeting that can be used for follow-up if the customer has any further questions about technical aspects of the contents of the penetration test report document. Deliverables for this project are outlined below.

Sentinel Deliverables

At the conclusion of the project, Sentinel will deliver a final report which contains engagement findings and remediation steps, including an executive summary. The following items will be included in that report:

- A written Executive Summary
- Reconnaissance information gathered – this can include information gathered about public IP and DNS information, information gathered about users and user accounts, and all other publicly available information gathered regarding in-scope assets to this engagement as they relate to possible attack vectors
- Identification of attack vectors
- Explanation of exploits used, including screenshots or other evidence gathered
- A list of remediation recommendations that are formulated as a result of vulnerabilities discovered during this engagement

As-Quoted Penetration Testing Assumptions

External Penetration Tests

- Sentinel requires that the customer provide a list of IP addresses that are to be included in-scope during the external penetration test. This list of IP addresses can consist of individual IPs or CIDR notation if ranges are present. This is required in the event that incorrect information is provided by the customer, so if a legal challenge occurs Sentinel can prove that it was acting in good faith given information provided. Sentinel only requires that the addresses themselves be provided, and does not require information about what each IP is being used for, what services are running on each IP, etc.
- Sentinel requires that the customer provide a list of all top-level domain names that they would like included in-scope for the external penetration test. This list should include any domain where active hosts that should be considered in scope reside, as well as any domains where email addresses are used. This list should not include forwarding-only domains, parked domains, or domains registered only for the purpose of ownership and non-active use. Only the top-level domains themselves have to be provided (for example, company.com), not any subdomains or hostnames.

Internal Penetration Test

- To facilitate internal pen testing, Sentinel will ship a small PC to the Customer. This PC contains an installation of VMware ESXi that's used to host two VMs that will be used to conduct testing. The Customer will work with Sentinel on or shortly after the project kickoff meeting to determine how this machine will obtain an IP address and will work with Sentinel to facilitate that objective (static, DHCP reservation, or dynamic DHCP).
- It is highly recommended that this machine be placed in the access layer of the customer's network within a VLAN where there is active user traffic, as this is the most likely ingress point for a real-world attacker that is able to achieve remote command execution on a user's workstation or other compromised host. The customer will be responsible for properly connecting and powering up this machine.
- The quoted penetration test against all assets is assumed to be conducted from a single machine at a single location. For this reason, it is assumed that this machine can "see" all networks to be tested without having to unplug and move the machine. If it is required that the box be moved to a different physical location to conduct tests against additional subnets, a Project Change Request (PCR) may be required, resulting in additional cost. If this is a question before acceptance of this contract, the Customer is encouraged to discuss this with their Sentinel Account Manager and Solutions Architect.



- Because every customer's network is different, it's not possible for Sentinel to know what is being blocked inbound and outbound for any given subnet in which the penetration testing machine will be placed. Sentinel's penetration testing box, when connected to the network and powered on, will make an attempt to establish a VPN connection back to the penetration testing team over the Wireguard protocol. This happens automatically and should allow for remote access from Sentinel to the machine. This connection should be successful as long as a.) the machine has Internet connectivity, b.) the customer is not blocking port 443 (HTTPS/SSL) outbound, and c.) the customer is not blocking the Wireguard protocol at an application firewall level. If for whatever reason the VPN connection cannot be established, the customer would be responsible for providing VPN connectivity to Sentinel inbound to the organization so that the penetration testing box can be accessed. In this rare scenario where manual VPN configuration is required, aside from client-to-server VPN, other remote access methods like Citrix or Microsoft RDS would also be acceptable.
- The selected remote access technology must allow penetration testers to disconnect and reconnect as often as they like without manual intervention from another person. It is for this reason that solutions like Microsoft Teams, Cisco WebEx, and Zoom screen sharing are not an acceptable means of remote connection for conducting the test. Sentinel's penetration testers are typically conducting several tests at once, and given the fact that during most tests some processes (like password cracking) can take hours or days to complete, an effective use of time is important.

Customer Responsibilities & Assumptions

Project Specific

- It is the Customer's responsibility to ensure there are current and complete backups of all systems being tested BEFORE testing is to take place. Processes performed during a penetration test are manual processes that are very pointed in nature, and Sentinel takes great care in performing exploits that are fully tested and known to be safe; however, Sentinel cannot be held responsible for downtime or data loss to result from a penetration test.
- The Customer must provide information about known maintenance windows or any specific or special times when penetration testing is not allowed so that Sentinel can coordinate efforts accordingly.
- This quote assumes that all penetration testing activities will occur during business hours from 8AM to 5PM Eastern Standard Time. If the Customer requires penetration testing to occur outside of these hours and special accommodations were not made for after-hours work when this project was quoted, a Project Change Request will be required, which will result in additional cost.
- It is generally assumed that for a penetration testing project, as quoted, that work can be performed at least 3 days per work week unless special accommodations are to be made to avoid other projects or specific maintenance windows. Sentinel will work hard to accommodate these situations. Limiting penetration testing hours work to a small amount of time, for example only one day per week would cause a project to run extremely long and is not acceptable.

General

Initial

Customer warrants that it owns the systems to be tested or otherwise has the proper authority to allow Sentinel to perform penetration testing activities. It is the Customer's responsibility to ensure accuracy for all IP addresses and URLs (if applicable) that are to be tested, and to ensure all entities that own those URLs and IP addresses are aware that tests will be taking place. Sentinel will not be held responsible if testing occurs on an entity that Sentinel was instructed to test, but testing was not authorized due to inaccurate information provided from the Customer.

It is the Customer's responsibility to ensure that the appropriate permission has been obtained (ideally in writing) if any IP addresses or URLs that are owned by any third party are to be tested during this engagement. If required, Sentinel can provide source IP addresses from which testing will occur to the Customer or to third parties. A similar requirement exists for external IP addresses that are in the Customer's owned IP block but that are routed to equipment not owned by the Customer.



_____ It is the Customer's responsibility to ensure there are current and complete backups of all systems being tested BEFORE testing is to take place and to verify that the backup procedures will enable Customer to restore systems to their pre-test state. Sentinel will not be held responsible for downtime or data loss that is the result of running tools as described above in this document.

_____ Customer acknowledges that as a part of the services, Sentinel may gain access and incidental exposure to sensitive/confidential Customer, or Customer's client, data. Sentinel shall take reasonable precautions to limit its access/exposure to such data. Customer warrants that such access/exposure shall not result in the reporting of Sentinel to any state, federal, or foreign agency as an entity that maliciously acquired and/or breached Personally Identifiable Information (PII), Protected Health Information (PHI), or any other type of sensitive information.

_____ This service necessarily involves the use of network tools and techniques designed to detect and exploit security vulnerabilities. It is impossible to identify and eliminate all risks involved with the use of these tools and techniques. While all due care will be given by the tester to not crash, damage, or otherwise incapacitate a system or process, Sentinel shall not be liable for and Customer shall indemnify and hold Sentinel, its affiliates, and employees harmless from any damages to arise out of any performance issues, instability, crashes, service degradation, or data exploitation. Such indemnification shall extend to any and all third party claims to arise out of the foregoing events.

_____ Customer has read to and accepts all terms in the "As-Quoted Penetration Testing Assumptions" section above.

_____ Customer agrees to participate in a meeting to review test result documents at the conclusion of the project. This meeting is typically 2 hours in duration and includes an interactive presentation that explains how the test was conducted, what was found, and recommendation remediation steps..

Legal Disclaimer

This service necessarily involves the use of network tools and techniques designed to detect and exploit security vulnerabilities, and it is impossible to identify and eliminate all the risks involved with the use of these tools and techniques. While all due care will be given by the tester to not crash, damage, or otherwise incapacitate a system or process, Sentinel shall not be liable for and Customer shall indemnify and hold Sentinel, its affiliates, and employees harmless from any damages to arise out of any performance issues, instability, crashes, service degradation, or data exploitation. Such indemnification shall extend to any and all third-party claims to arise out of the foregoing events.

Remediation Services

As a follow-up to the engagement, Sentinel can provide remediation services for those objectives the Customer wishes to pursue and remediate further. This remediation services will be quoted and scoped outside of this project, as penetration testing does not include remediation of vulnerabilities, misconfigurations, or other findings in the cost of the initial test. Providing a quote for the amount of time required for all discovered vulnerabilities before a test is complete is not possible, since the amount of work required to mitigate an unknown variable is not possible. Sentinel appreciates the opportunity to provide these services and looks forward to reviewing the results with the team.

Fortis™ ActiveRecovery Retainer

When customers partner with Sentinel for an Incident Response Retainer (IRR) with Fortis™, they have the advantage of using our full spectrum of proactive services, including tabletop exercises and readiness assessments. As with our Reactive Incident Response, Sentinel takes a holistic approach that goes beyond simple threat identification, eradication, and consultative guidance. Fortis by Sentinel's Incident Response consultants are always standing by and ready to engage when you need them most.



Typical consultants treat Incident Response, Post Incident Recovery, and Forensics as independent engagements, creating confusion and delays during an incident. Fortis™ by Sentinel brings them all together under one retainer package to ensure that your organization's response to an incident is all-inclusive. We partner with Cisco, the industry leader in threat intelligence, to deliver a full suite of cybersecurity tools that include Cisco Secure Endpoint, Umbrella, Stealthwatch, and Duo Multi-Factor Authentication. Fortis™ by Sentinel's robust team of 250+ analysts and engineers have decades of experience that is unmatched in the industry to strengthen your response, knowledge, and overall resiliency when you need it the most.

Our flexible, all-inclusive Incident Response Retainer can not only reduce damage and exposure, but our proactive service inclusion can help enhance the protection of your organization so you're not caught off guard by an attack.

Incident Response

- Threat identification.
- Endpoint detection & response.
- Actionable remediation guidance.
- Decryption assistance.

Post Incident Recovery

- Stop the spread of ransomware.
- Critical business systems recovery.
- Recover systems from backup.
- Harden perimeter defenses.
- Harden critical systems defenses.
- Vulnerability remediation & patching.

Forensics

- Collect & preserve forensics data.
- Real-time threat detection & eradication.
- Identify the initial infiltration, lateral movement, privilege escalation, and any potential data exfiltration.

Service Components

The following services are included in the contract delivered under Fortis™ by Sentinel's Cybersecurity Incident Response Retainer between the Parties.

Reactive Incident Response Service

The Reactive Incident Response Service is engaged once the Customer declares an Incident and Fortis™ will provide Digital Forensics, Incident Response & Recovery resources to perform services related to the incident remotely or begin deploying on-site within 24 hours upon receipt of written request, barring travel restrictions. The Incident Response resources will work with the customer to perform the following services subject to applicable technology fees, as needed:

- Crisis management services including task ownership assignment and tracking across internal and third-party resources.
- Deployment of and support for Fortis™ by Sentinel's triage tools, if necessary.
- Deployment of next generation defense tools including Endpoint Detection & Response (EDR), Multi-Factor Authentication (MFA), DNS & Network Security and others as necessary using authorized licensing available to Customer.
- Sweeping and forensics analysis to plan an appropriate remediation strategy.
- Provide actionable guidance to quarantine or isolate active threats and/or threat actors.
- Perform the short-term and long-term containment and post-incident activities as necessary to contain and remediate the incident.



- Tenant provisioning and execution of external vulnerability scans to aid triage and remediation through critical vulnerability identification.
- Investigate and analyze telemetry from the remediation tools, data from sweeping, and available firewall, flow, proxy, and email logs, as relevant, to understand the root cause, scope, and impact.
- Forensically sound disk level or artifact level forensics on endpoint systems, as necessary.
- Forensically copy mailbox level artifacts on accounts, as necessary.
- Sandbox analysis of malware, scripts, and files as deemed necessary by Fortis™ by Sentinel.
- Evaluate mail systems to identify potential backdoor access, applications, and connectors affiliated with Threat Actor (TA) activity.
- Perform a physical firewall port configuration review and cleanup to ensure appropriate configurations are in place and secure. Validate and confirm firewall rules which expose internal servers to the internet. Reduce exposed ports to the essential minimum.
- Review global configurations associated with any of the following services or methodologies in use, and commonly targeted by Threat Actors (TA) to ensure their integrity:
 - Active Directory, DNS, DHCP & Certificate Services
 - Group Policy Objects
 - Microsoft System Center Configuration Manager (SCCM), Windows Server Update Services (WSUS) and/or Deployment & Patch Management Tools
 - EDR/Antivirus Tools
 - Data Loss Prevention Systems
 - Remote Management & Monitoring (RMM) & Remote Access (RA) Tools
 - Login, Deployment, Logoff, or Automation Scripts
 - VPN Services
 - End User Remote Access Systems (e.g., Citrix, VMware Horizon, Microsoft RDP)
- Monitor the environment throughout the engagement to ensure the overall health of the environment and provide endpoint isolation services where supported.
- Perform decryption tasks should a decryption tool be made available including backup and testing of data prior to production decryption.
- Recovery from backup, rebuilding, or restoration of critical business systems, as necessary.
- Imaging or re-installation of desktops and laptops; to include provisioning an imaging server, as necessary.
- Perform additional immediate containment, remediation, or recovery actions as advised and requested by Customer.
- Status reporting including, upon request, an incident investigation report.

Fortis by™ Sentinel's Incident Response Team will use best efforts, pursuant to the Incident Response Services Rate stated herein, in addressing the Incident. The Incident Response Team will remain engaged until Customer expressly declares and acknowledges in writing that its normal state of operation has been restored.



The initial retainer balance provides for a set number of Reactive Incident Response Services as defined in the pricing detail section. The available hours will decrease as services are provided.

Reactive Incident Response Deliverables

The following Deliverables may be produced during this engagement, as requested:

- Status Reporting. Regular status reporting that summarizes the activities completed, critical issues, remediation guidance, and findings. Status reporting will be provided via virtual meetings (e.g., WebEx or Microsoft Teams) and will be limited, where required, to parties under privilege.
- Engagement Report. Upon request, Fortis™ by Sentinel will provide a report at the completion of the engagement summarizing the forensic activities taken, analysis details, and go forward recommendations.
- Vulnerability Scan Results. Fortis™ by Sentinel will provide a report summarizing the findings of the external vulnerability scanning and remediation recommendations.
- Intelligence reports, presentations, forms, questionnaires, threat specific remediation materials, or any other written information are considered Fortis™ by Sentinel's Intellectual Property and are not Deliverables under this engagement.

On-Boarding Services

The following are provided as a one-time service and do not deduct from the retainer balance.

- The Fortis™ by Sentinel team will work with the Customer to have Sentinel identified as the responder on Customer's cybersecurity insurance policy.
- At the Customer's request, Sentinel will deploy Microsoft LAPS in the Customer's domain(s) where technically feasible.
- At the Customer's request, Sentinel will create a honey account and provide details on what logs to alert on for threat actor activity.
- At the Customer's request, Sentinel will change the KRBTGT account password (twice within a 72 hour period).

Flexible Use Services

The retainer balance can be utilized for the following services at any time during the term of the agreement unless currently in an active Incident Response. The actual time used will be deducted from the retainer balance at the Incident Response Rates for services outside of a declared incident.

- Small ticket engagements for up to two hours per incident, limited to two tickets per twenty-four-hour period for cybersecurity related issues.
- Password Policy Reviews.
- Disk Image Forensics Labor.
- Penetration Testing Labor Only.

Optional Expert Enhanced Proactive Services

Available under the "Expert Enhanced Pre-Paid Retainer" type as defined in the pricing detail section, the retainer balance can be utilized for the following optional services at any time during the term of the agreement unless in an active Incident Response. The actual time used will be deducted from the retainer balance at the incident response rates for services outside a declared incident.

Enterprise Cybersecurity Tabletop Exercise

A tabletop exercise with the Customer and Fortis™ by Sentinel incident response teams will be conducted. This will be based on the NIST SP 800-61r2, SANS PICERL & Center for Internet Security Standards to cover one scenario evaluation. The scenario will be triggered via a planned event following established detection and monitoring functions to truly evaluate the investigation, communication, and escalation processes. Fortis™ by Sentinel will evaluate the exercise as it evolves and inject deviations into the event to simulate a real incident and evaluate organizational adaptation. Upon completion of the event, a final report with a lessons learned meeting covering recommendations for improvement will be supplied.



Recommended Participants:

- IT security team.
- Business group owners.
- Corporate legal counsel for legal insight and objectives.
- Incident response team representative.

Incident Response Readiness Assessment(s)

Fortis™ by Sentinel will leverage best practices and industry experience to perform a one-time review of the Customer's technical readiness to triage and/or respond to a cybersecurity incident. This is not a security assessment, and is intended to only provide insight into the organizational capability to respond to an active incident from a technical perspective focusing on the following areas as they relate to Incident Response:

- Organizational Backup Systems.
- Endpoint Detection & Response Systems.
- Perimeter Security Systems.
- Account/Password Management.
- Monitoring/Logging.
- Systems Capacity Management.
- Systems Access.
- Cloud Services.

The initial assessment will be broad level, and any additional assessments desired can be focused on a single targeted area for a deeper level review. The final deliverable will be a customized Incident Response Readiness Report identifying areas of high competence and areas for improvement along with a proposed remediation plan.

ActiveRecovery Enterprise End-Point Compromise Assessment

Fortis™ by Sentinel will perform the Enterprise Endpoint Compromise Assessment service to determine if the organization is currently, or has been, compromised in the past. The analysis is performed by enriching, correlating, and analyzing all available data sources in the server and desktop endpoint environment and correlating them to indicators of compromise or risk.

- Utilizes lightweight, quiet scripts designed to be non-intrusive.
 - Gathers only file metadata across the endpoints.
 - Gathers configuration data from Active Directory.
- Analyze the data against known IOCs via automation and human review.
- If no compromise is detected, focus shifts to risks detected.
- Includes in-depth technical analysis.
 - Data Exfiltration & Sabotage.
 - Command & Control Detections.
 - User Account Activities.
 - Malware & Persistence Tools.
 - Network, Host, & Application Configurations.

The final deliverable will be a customized report detailing identified indicators, if any, and areas of concern along with proposed follow-up actions.

ActiveRecovery M365 Compromise Assessment

Fortis™ by Sentinel will perform the M365 Compromise Assessment service to determine if the organization's M365 tenant space shows common signs of business email compromise (BEC) and unauthorized access. The analysis is performed by enriching, correlating, and analyzing all available data source(s) from the M365 tenant and correlating them to indicators of compromise or risk.

- Uses lightweight, quiet scripts designed to be non-intrusive to the tenant.
- Gather data; specifically logs from the M365 tenant and end user mailboxes.
- Analyze the data using known IOCs via AI/ML augmented with human evaluation.



- Includes in-depth technical analysis.
 - Mail rule analysis.
 - Geolocation Access analysis.
 - Multi-factor Authentication (MFA) bypass analysis.
 - Message trace log analysis.
 - Account activity analysis.

The final deliverable will be a customized report detailing identified indicators, if any, and areas of concern along with a proposed follow-up action.

Advisory Impact Methodology (AIM) – Incident Response Plan Development

The Fortis™ by Sentinel Advisory Team will leverage best practices to review and/or create an Incident Response Plan for the customer to include the following, as necessary:

- Incident Response program objectives.
- Characterizations of Incidents, including types of confidential or sensitive information.
- Planning scenarios.
- Communication plans.
- Roles and responsibilities.
- Determination of physical assembly procedures.
- Authorization protocol.
- Declaration procedures.
- Personnel impact.
- Employee protocol by role.
- Known exposure points or risks.
- Cyber security insurance information.
- Law enforcement interactions.
- Reporting requirements.
- Revision history.

The final deliverable will be a customized Incident Response Plan tailored to the business needs and risks.

Incident Response Rates & Terms

Declared Incident Rate

The rate is per hour blended (includes off-hours) per individual, per hour for all Incident Response Services performed during a declared incident as defined in the pricing detail. The hours incurred during the incident will be deducted from the available hours remaining on the retainer. Any additional time incurred will be invoiced and sent to Customer on a weekly basis, which shall include all labor, materials, and expenses from the prior week's services.

Non-Declared Incident Rate

The rate is per hour (does not include off-hours) per individual, per hour for all Incident Response Services performed outside a of declared incident as defined in the pricing detail.

Incident Response Tools & Systems

Fortis™ by Sentinel may utilize an assortment of technologies and tools during the handling of the incident. Fortis™ by Sentinel will determine the technology that is required to support the services provided. Customer agrees to pay the technology fees from the date of installation. All fees associated with the use of the tools are invoiced monthly or annually as defined and charged to the nearest whole month. All fees are watermark calculated at the highest unit count during the billing period. It is the Customer's responsibility to ensure that units are removed from the services when no longer needed or online. The fees will be billed monthly or annually as noted below until notified by the customer, via a case submission, of their desire to terminate or transition one or more of the tool services at the end of the current term. The technology fees are subject to change.



Customer acknowledges that Fortis™ by Sentinel can leverage existing technologies and tools installed in the Customer environment if it is determined by Fortis™ by Sentinel that the technology can support the requirements necessary to perform the services.

Cisco Secure Endpoint (AMP)

Unit Description	Price Per Unit
Up to 100 Endpoints	\$700 Per Month
Up to 500 Endpoints	\$2,100 Per Month
Up to 1,000 Endpoints	\$4,100 Per Month
Up to 2,500 Endpoints	\$10,200 Per Month
Up to 5,000 Endpoints	\$20,300 Per Month
Up to 10,000 Endpoints	\$40,750 Per Month
Additional Endpoints Beyond 10,000	\$4.10 Per Additional Endpoint

Cisco Umbrella Security Advantage

Unit Description	Price Per Unit
Up to 100 Seats	\$550 Per Month
Up to 500 Seats	\$2,000 Per Month
Up to 1,000 Seats	\$2,900 Per Month
Up to 2,500 Seats	\$7,100 Per Month
Up to 5,000 Seats	\$13,800 Per Month
Up to 10,000 Seats	\$27,000 Per Month
Additional Seats Beyond 10,000	\$2.70 Per Additional Seat

DUO Access Multi-Factor Authentication

Unit Description	Price Per Unit
Up to 100 Accounts	\$950 Per Month
Up to 500 Accounts	\$3,825 Per Month
Up to 1,000 Accounts	\$7,700 Per Month
Up to 2,500 Accounts	\$19,100 Per Month
Up to 5,000 Accounts	\$38,100 Per Month
Up to 10,000 Accounts	\$75,800 Per Month
Additional Accounts Beyond 10,000	\$7.57 Per Additional Account

ILLUMIO Zero Trust Segmentation

Unit Description	Price Per Unit
Up to 100 Servers	\$950 Per Month
Up to 500 Servers	\$3,400 Per Month
Up to 1,000 Servers	\$6,450 Per Month
Up to 100 Endpoints (Requires Servers)	\$550 Per Month
Up to 500 Endpoints (Requires Servers)	\$2,250 Per Month
Up to 1,000 Endpoints (Requires Servers)	\$4,500 Per Month
Up to 5,000 Endpoints (Requires Servers)	\$21,250 Per Month
Up to 10,000 Endpoints (Requires Servers)	\$41,500 Per Month
Additional Servers Beyond 1,000	\$6.05 Per Additional Server
Additional Endpoints Beyond 10,000	\$4.05 Per Additional Endpoint



Tenable Cloud Vulnerability Scanner

Unit Description	Price Per Unit
Up to 10 Assets	\$3,750 Per Year
Up to 25 Assets	\$4,225 Per Year
Up to 100 Assets	\$6,500 Per Year
Up to 500 Assets	\$10,500 Per Year
Up to 1,000 Assets	\$17,525 Per Year
Up to 2,500 Assets	\$37,225 Per Year
Up to 5,000+ Assets	\$69,600 Per Year
Up to 10,000+ Assets	\$137,200 Per Year
Additional Assets Beyond 10,000	\$13.71 Per Additional Asset

ActiveDefense Security Operations Center EDR Monitoring, Alerting, & Isolation

Unit Description	Price Per Unit
Up to 100 Endpoints	\$2100 Per Month
Up to 500 Endpoints	\$2,750 Per Month
Up to 1,000 Endpoints	\$3,200 Per Month
Up to 2,500 Endpoints	\$4,750 Per Month
Up to 5,000 Endpoints	\$6,225 Per Month
Up to 10,000 Endpoints	\$9,225 Per Month
Additional Endpoints Beyond 10,000	\$0.93 Per Additional Endpoint

Evidence Storage

Unit Description	Price Per Unit
100TB Secure Cloud Storage	\$250 Per Month
10TB Portable USB 3.0 Evidence Drive	\$300 Per Each
Domestic USB Drive Shipping & Handling	\$125 Per Each
International USB Drive Shipping & Handling	\$250 Per Each

On-Site Temporary Storage Server Appliance

Unit Description	Price Per Unit
Per Appliance	\$500 Per Month
Domestic Appliance Shipping & Handling	\$500 Per Appliance
International Appliance Shipping & Handling	\$1000 Per Appliance

Incident Response Services Rate Terms

- Customer acknowledges that, failure to follow recommendations from the Fortis™ by Sentinel Incident Response team including, but not limited to password reset protocols, isolation protocols, perimeter hardening, systems imaging, or vulnerability remediation that leads to a secondary attack or infection will incur additional charges.
- Travel time will be charged in accordance with the applicable Incident Response Rate.
- Customer shall be charged for all out-of-pocket expenses related to the provision of Incident Response Services.
- Customer shall be charged mileage at the applicable IRS Standard Mileage Rate.
- The provision of Incident Response Services not requiring travel will carry a one (1) hour minimum charge.
- The provision of Incident Response Services requiring travel will carry a four (4) hour minimum charge.
- Unless otherwise agreed upon by the Parties, the Incident Response Rate(s) shall be fixed for the terms of the agreement from the date of document execution, after which point the rates will be subject to change via a new agreement executed between the Parties.



- A balance of \$2,500 must be held in the retainer until 90 days prior to end of the contract term in order to maintain the discounted rate(s) for Incident Response Services. If the balance drops below the minimum, a true up invoice will be issued.
- Any unused balance at the end of the term will be lost.

Service Level Agreement (SLA)

Customer acknowledges that, due to the often complex and unpredictable nature of such Incidents, there is no guarantee that Fortis™ by Sentinel will be able to provide root cause, scope, and/or impact, that all systems/services can be recovered and agrees to hold Sentinel Technologies, Inc. harmless from any damages that result from its handling of any such Incident, besides damages arising from any willful misconduct.

The restoration SLA is contracted as defined in the pricing detail.

Exclusions

Reverse engineering of malware/ransomware is not in scope.

Terms & Assumptions

Solution Specific Terms & Assumptions

- Customer acknowledges that the Services do not provide a guarantee or warranty of complete protection against security breaches or attacks now or in the future.
- Access to the Customer environment and devices necessary to perform Incident Response Services documented in this statement of work will be required. Access shall include, but is not limited to, device network reach ability into and through Customer's network and device credentials with sufficient rights to allow analysts to properly diagnose, troubleshoot and resolve issues. Sentinel shall not be responsible for any delays in responding to, or resolving any issues on Customer devices due to Customer's failure to provide sufficient access to Customer devices.
- Services provided under this retainer, beyond threat triage and eradication, are not guaranteed to be 24x7x365 services.
- The Customer is responsible for all licensing of third-party products used by Customer. In the event that data need to be restored, Sentinel will only be responsible for restoring to the last validated restore point available, and there is no guarantee that Sentinel will be able to restore all or any Customer data.
- Customer acknowledges that restoration of systems from backup, snapshots, or other point in time media presents a risk of restoring compromised systems.
- The provisions of this Appendix A shall commence on the date of signature below and shall continue for the Term of months as defined in the pricing detail. Upon the expiration of the Term, the parties may re-negotiate a new retainer contract.
- Any additions or deletions to the covered inventory during the term of this Agreement will be adjusted monthly, as required, and reflected in the monthly billing provided to the Customer.
- Reports and deliverables will be provided to the Customer or Customer's legal counsel only for distribution.
- If a tri-party agreement is needed to ensure privilege in relation to an event, Sentinel will permit the unused balance on the retainer to be applied to a new tri-party agreement at the rates and terms established herein.

Advisory Services Business Continuity Suite Scope of Work

Executive Summary

Thornton Fractional CUSD has engaged Fortis CyberAdvisory to provide Business Continuity Plans based on the current environment. This engagement will add value to Thornton Fractional CUSD with the unique ambience that Business Continuity can deliver to any organization focused on a strategy-driven approach. The strategic methodology will align with the overall organizational goals and objectives with technology recommendations. It is essential to consider the needs of the business while designing solutions when providing continuity.

Sentinel's program focuses on technology, business, and environmental drivers. Sentinel's administrative services engagements combine our best practices leveraging our AIM™ approach (Advisory Impact Methodology) and industry-leading best practices primarily in partnership with Gartner, specific vendors, and third parties engaged with the Thornton Fractional CUSD.

Sentinel will meet with key organization stakeholders to gain insight into current challenges and future initiatives. This process will pave the way for the Business Continuity Plan foundation and guide the analysis phase of the engagement. Sentinel will gather information about the current business, including reviewing policies for technical and procedural best practice adherence and alignment, considering organizational goals from the perspective of Business Continuity.

The goal is to ensure continued performance by actively anticipating a crisis or disaster's impact on an entity, employees, or customers, complementing a comprehensive and detailed Business Continuity Plan.

Business Continuity Engagement

Starting with information gathering, which includes stakeholder interviews for organizational goals and objectives, baseline understanding of business units, and review of documentation of the technology and business environment.

Phase 1 – Analysis & Capture

- Business Impact Analysis – 1 per business unit
- Risk Management – Gaps determined by Business Impact Analysis
- Creation of Cyber-Incident Plan

Phase 2 – Develop

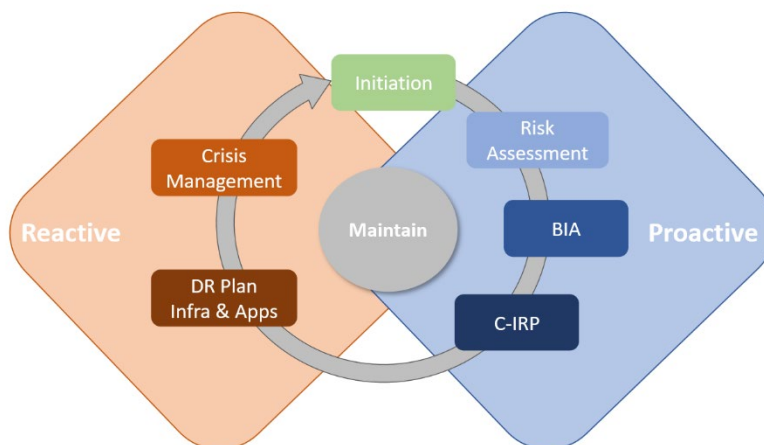
- Incident Response Plan
- Infrastructure Plan
- Disaster Recovery Plan
- Application Plan
- Departmental Plans
- Full Scale Disaster Recovery Exercise

Phase 3 –Deliver

- Backup & Recovery Plan
- Communication Plan
- Crisis Management Plan
- Sentinel and Industry Best Practices
- Prepare Organization for Managed Business Continuity

A business continuity program is impact-driven and requires the executive management team's sponsorship—support, involvement, and funding. Business Continuity – an organization's readiness via procedures and policies to maintain critical functions during an incident. Operational Resilience – allows an organization to deliver operations, including critical operations and core business lines, through incidents.

Stakeholder interviews will be performed during the information discovery phase to identify the goals and objectives of the customer.



Phase One – Analysis & Capture

When talking about developing a business continuity plan, there are critical steps. Once the understanding of processes is documented, including Requested Time Objective (RTO), Recovery Point Objective (RPO), and required hardware and software, the Business Impact Analysis can provide gaps in Risk Management followed by a Cyber-Incident Response Plan is developed from the information provided by stakeholders, business units, and information technology.

- Conduct a business impact analysis to identify time-sensitive or essential functions of the business and processes and the resources that support them;
- Identify, document, and implement to recover critical business functions and processes;
- Evaluate the roles and responsibilities of a business continuity team;
- Evaluate recovery strategies and ensure data is presented for appropriate plans;
- Document process risk management gaps discovered during the business impact analysis process;
- Evaluate business units Requested Time Objective (RTO), Recovery Point Objective (RPO);
- Complete a Cyber-Incident Response Plan;
- At the completion of phase one, complete Cyber Incident-Response exercise and prepare the organization for phase two.

The Business Continuity program based on customer organizational goals and objectives is ready for Operational Resilience.

Phase Two – Develop

The develop phase of the business continuity engagement analyzes the collected information from analysis & capture phase to develop action plans to be used during incidents. Best practices are based on ITIL, and CoBIT, referencing the National Institute for Standards and Technology (NIST) and Disaster Recovery Institute International (DRII).

- Create a Disaster Recovery plan designed to industry best practices to eradicate any potential exposure for the organization.

- Create an Infrastructure Recovery plan that provides documented analysis to the stakeholders, business units, and information technology teams. This includes groups, roles, responsibilities, and requirements to recover or replace hardware in the face of a disaster.
- Create an Application Recovery plan gathered from the Business Impact Analysis processes, allowing information technology to understand how applications are needed for each business unit. This plan provides a restore or fail-back procedure for the application to return to operational status.
- Create an Incident Response plan, based on guidelines to help IT staff identify, respond to, and recoup from network security breaches. Such plans address data loss, service outages, and cybercrime jeopardizing daily work.
- Create Departmental Business plans based on business unit-specific processes, applications, and requested hardware.

Fortis CyberAdvisory uses a Strategic Approach to identifying actionable items that factor into the customer's organizational requirements, objectives, and goals. This approach allows the Business Continuity Plan to be tailored for the customer, providing influence and perspective in other areas such as growth, performance, and resiliency, using a holistic approach to ensure the most reliable and functional environment possible.

Phase Three – Delivery

In the delivery phase of the business continuity engagement, Sentinel works with stakeholders to provide:

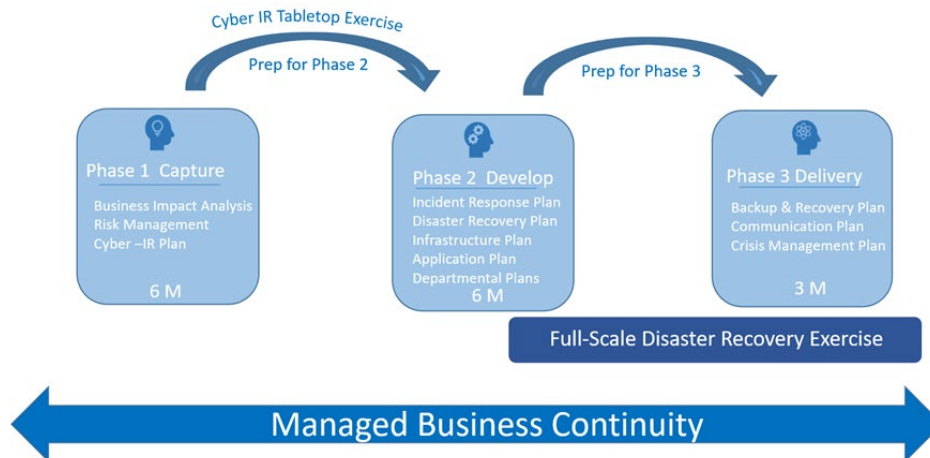
- Create a Communication plan;
- Create a Crisis Management plan, including documenting Emergency Operation Center tasks;
- Create a Backup and Recovery plan as determined by the business unit gathered during the analysis & capture phase of Business Impact Analysis processes with applications, hardware, Requested Time Objective (RTO), and Recovery Point Objective (RPO) as determined by the business unit gathered during the analysis & capture phase of Business Impact Analysis processes;
- The final step in phase three is an entire full-scale disaster recovery exercise.

The Business Continuity program based on customer organizational goals and objectives is ready for Operational Resilience.

Managed Business Continuity

As an organization matures with business continuity, Fortis Cyber Advisory can provide managed and continued services that require regular review, planning, and updating commensurate with the degree of change within a facility, business unit, or system. Annual review of business processes via the business impact analysis, updating plans, and conducting a Tabletop and Full Disaster Recovery Exercise.

Business Continuity positions your organization to weather and respond to incidents.



Scope of Work

Phase One – Analysis & Capture

Process

- Work with the customer to determine the appropriate stakeholders that will be interviewed.
- Provide the stakeholders with a pre-interview overview of the question topic.
- Perform an on-site or remote interview session with key customer stakeholders to gather information regarding organizational goals and objectives.
- Evaluate the roles and responsibilities of the business continuity team.
- Identify, document, and implement to recover critical business functions and processes.
- Determine gaps from the Business Impact Analysis creating Risk Management.
- Create a Cyber Incident Response Plan.
- Prepare for Cyber-IR Exercise and phase two.

Sentinel Deliverables

- Gather stakeholder goals and objectives during interview sessions.
- Create business impact analysis per business unit.
- Document business impact analysis within risk management if gaps are found.
- Create a Cyber Incident Response Plan.
- Provide a real-world cyber-incident tabletop exercise.

Customer Responsibilities

- Determine appropriate organization stakeholders that should participate in the stakeholder interview sessions. This will include both technical and non-technical participants.
- Provide employee list and contact information.
- Participate in stakeholder meetings to gather appropriate organizational information.
- Provide a list of hardware that the organization uses.
- Provide a list of applications that the organization uses.
- Provide a list of vendors that the organization uses.

Phase Two – Develop

Process

- Sentinel will utilize the findings from phase one – analysis and capture- to create a Business Continuity Plans.
- Business Continuity plans that reference industry and manufacturer best practices.
- Prepare for phase three.

Sentinel Deliverables

- Create an Incident Response plan will include background information on business unit processes and technology.
- Create a Disaster Recovery plan will be aligned with organizational goals and objectives as part of a strategic discussion.
- Create an Infrastructure Recovery plan will provide a complete list of all used hardware along with the Recovery Time and Point Objectives. This includes a conversation about the infrastructure as a whole and a deeper analysis of the customer requirements based on organizational goals.
- Create an Application Recovery plan will provide a complete list of all applications in use along with the Recovery Time and Point Objectives.
- Create an Departmental Business plans include call trees, processes, specific business recovery procedures, a list of business units, hardware, and applications.
- Prepare the stakeholders for phase three plans.

Customer Responsibilities

- Participate in meetings to review plans.
- Verify and approve plans.



Phase Three – Delivery

Process

- Develop a Backup and Recovery Plan.
- Develop a Communication Plan.
- Develop a Crisis Management Plan.
- Provide stakeholders with an understanding of emergency procedures.
- Supplemental documentation may be provided for customer reference and additional supporting documentation for topic areas.
- Complete a Full-Scale Disaster Recovery Exercise.

Sentinel Deliverables

- Provide Backup and Recovery documents, including solutions.
- Provide a Communication plan that includes appropriate stakeholders and provides communication to employees and the public when necessary.
- Provide a Crisis Management plan which includes team members, roles, responsibilities, and the ability to deal with Emergency Responders.
- Supplemental documentation may be provided for customer reference and additional supporting documentation for topic areas.
- Prepare the organization for Managed Business Continue.

Customer Responsibilities

- Participate in meetings to review plans.
- Verify and approve plans.
- Participate in Full-Scale Disaster Recovery Exercise.
- Review roles and responsibilities of the business continuity team.

Managed Business Continuity

As an organization matures with business continuity, Fortis Cyber Advisory can provide managed and continued services that require regular review, planning, and updating commensurate with the degree of change within a facility, business unit, or system. Annual review of business processes via the business impact analysis, updating plans, and conducting a Tabletop and Full Disaster Recovery Exercise.

Business Continuity positions your organization to weather and respond to incidents with the following:

- Annual review and update of business processes for each department.
- Annual review and update of department specific plans.
- Annual review and update of business continuity plans.
- Annual Cyber-Incident Tabletop Exercise.
- Annual Full Scale Disaster Recovery Exercise.

Project Management

Sentinel will provide a project manager committed to the success of the project. The project manager will be responsible for:

- Complete success of the project.
- Optimal coordination of all resources.
- Guiding the customer on aspects of the project they are required to perform.
- Tracking and reporting of progress.
- Management of expected timelines for the assessment.
- Changes to the project and communications of changes in writing using a Project Change Request (PCR) form.
- Post-assessment project completion agreement and signature.



Project management will ensure complete project success. Communication is the cornerstone of project management and the project manager will be the central communication mechanism for all parties. This will assure all relevant parties are informed about decisions that may affect the success of their component of the solution.

General Assumptions

The following is a list of general project assumptions which Fortis CyberAdvisory assumes have been completed or reviewed by the customer prior to the start of the project.

- Fortis CyberAdvisory guarantees that it will perform any interviews in a responsible and professional manner in accordance with best practices.
- The Customer has access to all business units under departmental plan review.
- The Customer will guarantee that appropriate staff are available for interviews and can provide the proper information.
- Fortis CyberAdvisory services are performed by a certified business continuity professional.
- Interviews and document reviews occur onsite or remotely, determined by the Customer. If on-site, applicable travel costs, will be added to the quote.
- Any information discussed and/or provided by the Customer to Fortis CyberAdvisory is considered confidential.
- Any information discussed and/or provided by Fortis CyberAdvisory is considered confidential and should not be distributed outside the customer's organization without Fortis CyberAdvisory written approval.

ActiveDefense™ Contracted Elements

Please refer to the Pricing Summary of this contract for all quantities of included items and services. Any discrepancies between Appendix A and the Pricing Summary will yield to the Pricing Summary as the prevailing contractual commitment.

IaaS Inclusion

Shared Internet Services

Sentinel has provided shared Internet media with VPN capabilities per the Pricing Summary of this document. Included are Internet VPN connections per the design and quantified in the Pricing Summary. All internet services included are dual provider redundant with BGP peering for non-stop internet service guaranteed within the CloudSelect® SLA agreement. Shared internet services include secure virtual routing and setup for same under full Sentinel monitoring and managed services. Customers do not have direct access to the shared routing services and are to open a service ticket for any changes required within the managed services commitment. VPN services are provided to a customer compatible IPSEC VPN device and will be planned within the initial deployment effort. If indicated within the Pricing Summary, a Sentinel-managed router will be provided with the capacity indicated in the dedicated or metered Internet service. In the absence of this inclusion, the customer will be required to provide appropriate IPSEC termination device(s).

Note that Sentinel will meter and invoice actual Internet usage with this model at the documented rate. Internet traffic can burst, and the inclusion in the Pricing Summary is considered the minimum monthly commitment for this metered element. Usage above this will be billed monthly as indicated in the metered services section of this contract. Sentinel does not limit the amount of data transferred with this service, and instead will meter on the bandwidth consumption over the monthly period for usage-based billing.

Dedicated Internet Services

If indicated in the Pricing Summary of this document, dedicated Internet will be provided with unlimited transfer of data included. Internet services will be configured to the size indicated of the Private Virtual Data Center (PVDC) and/or dedicated Internet allocation within the Pricing Summary. Please note that the PVDC allocation is aggregate ingress and egress, and the PVDC licensed router will stop transferring data at the specified bandwidth noted.



If this is an additional allocation to an existing PVDC, please note that Sentinel will work with the cloud services team to allocate the new PVDC bandwidth and cloud services router.

VPN Services

Although in some designs this may not be required, if indicated with Internet VPN, the number of tunnels included will be planned and designed. This will be managed and monitored on all included items noted. Monitoring and management of customer premise security devices is not included unless otherwise specified. VPN services are highly recommended for communication of sensitive data to and from any cloud services provider, including CloudSelect®.

Sentinel onboarding engineers will work with the customer for the optimal VPN design for their deployment as well as placement of log aggregation services. This will be documented and deployed as a part of this managed services onboarding agreement.

Internet Connections Protected

CloudSelect® INTERNETaaS

Designs in which some or all customer internet traffic will traverse the CloudSelect® Internet connections are considered to be INTERNETaaS. Unless otherwise indicated, this service is delivered either metered or as a dedicated service and is NOT subject to inspection or treatment unless noted elsewhere. Any notifications from legal officials or otherwise will be directed to the end user of such services for remediation. Please refer to the Internet use policy for a full understanding of CloudSelect® INTERNETaaS.

Please refer to the overall design diagram and any other scope of work sections for the use of INTERNETaaS and any traffic monitoring, management, and/or treatment of same for more information.

Customer Premise Internet Connections

Within the Pricing Summary the “Number of customer internet connections” item indicates the number of connections from the customer’s network that are being inspected or treated with Sentinel SECaaS offering. If this indication is inaccurate or changes, it is the customer’s responsibility to alert Sentinel and determine the risk and impact of same without SECaaS treatment of the traffic going in and out of the customer network. While the number of connections may not be required to match the exact number of IDS/IPS (intrusion detection/prevention sensors), it is often the same or similar in quantity. Sentinel will review any connections being inspected, including customer premise and CloudSelect® connections with the customer to assure a complete understanding of the design and points of inspection and prevention for network-based security solutions.

Security as a Service - Requirements Overview

The following requirements are included within this contract for each area of the overview. During the deployment, services as indicated within the scope of work will be considered and included in the service offering. Sentinel will demonstrate the system readiness at any time for the customer as part of the deployment and also on demand with an open ticket throughout the term of the agreement.

Security as a Service (SECaaS) and Security Operations (SOC) Services Chart

The following chart has been included for convenience and is subject to change throughout the term of the contract. Sentinel’s SECaaS can be delivered with and without the SOC services or additional high touch services such as recurring intelligence meetings. Sentinel’s SECaaS refers to the technology delivered from CloudSelect® unless otherwise customized, and delivers a managed SIEM and sensor(s) where the customer is responsible for the management and interpretation of the security information in the SIEM. Sentinel is responsible for customer-placed tickets related to optimization, tuning of the environment, answering technical questions, and overall delivery of the service within the contracted SLAs. Once contracted for recurring meetings, full SOC services or other, the Sentinel security operations team provides detailed security involvement per the contracted terms and conditions.



ActiveDefense Platform with SOC	
PLATFORM	
Sentinel ActiveDefense App	Included
ActiveDefense ThreatXchange	Included
Foundational OTX Threat Feed	Included
Alarming on Managed Integrations	Sentinel SOC
REPORTING DASHBOARDS	
Standard Included Reporting	Included
LOG RETENTION	
Hot Retention 3 Mos Default	Included
INTELLIGENCE REVIEWS	
IT Executive Report and Present	Monthly
Quarterly Write/Up/Deep Dive	Quarterly
SOC SERVICES	
24*7*365 "eyes on glass"	Included
Auto-Alerting to Sentinel ServiceNow	Included
P1 & P2 Email & Phone Alerting	Included
Daily Threat Hunting	Included
Threat Monitoring	Included
Threat Investigating	Included
Threat Assessments	Included
Malware Analysis	Included
Remediation Guidance	Included
Threat Containment	Included

ActiveDefense™ Platform Services

The Pricing Summary notes the included Splunk daily ingest and matching Sentinel ActiveDefense™ XDR platform application inclusion as applicable to this contract. This is an estimate for the expected daily ingestion rate for the platform and the upper limit as quoted. Sentinel will make a best effort to design the system within this ingestion rate without compromising security and advise the Customer during onboarding and throughout the contract.

Other Existing SIEM Services

If indicated, the CloudSelect® SIEM will be either added to an existing SIEM environment or replacing an existing SIEM environment. Sentinel cannot guarantee compatibility with any existing SIEM offerings, and unless otherwise indicated, has not included any managed services nor direct migration for existing SIEM solutions. If indicated within the scope of work, any conversion or evaluation of the existing system will be performed for project onboarding services only. It is also viable to forward alerts to and from existing SIEM technologies. This is not included unless otherwise noted in the scope of work. Sentinel will require the customer's active support agreement and other SIEM vendor involvement and support. Unless otherwise noted, Sentinel has only included integration services for the SECaaS solution and ingesting or forwarding logs from alternate sources. In addition, any technology limitations within the environment are outside of the control of Sentinel and will not forfeit the contract terms and agreements as such but may cause a change in the log sources able to be integrated effectively.

Security Exchange Subscriptions

Fortis® Threat Exchange

During the term of this agreement while the customer account is in good standing, Sentinel will provide a subscription to the Fortis® Threat Exchange. This service requires an ActiveDefense™ platform subscription and is critical to the functionality of the XDR, sensors, and (where applicable) SOC services.

During the course of this agreement, elements identified in the Pricing Summary section "*Fortis® Threat Exchange (FTX)*" are included within this contract. Customer environments are under constant change. Additional integration of log sources is common and expected. Sentinel will add/change/remove integrated elements via a customer-opened ticket and a Fortis® change agreement. This may include additional costs depending on what is being added or changed. Any termination of this contract or account out of good standing is subject to have this service ceased or temporarily disabled depending on the condition. Any contract termination will require Sentinel's removal of this



service and all pertinent code. FTX is the sole property of Sentinel Technologies, Inc. and all code and intelligence included within FTX is proprietary information of Sentinel Technologies, Inc. With this service disabled, the XDR platform will not perform as expected.

Open Threat Exchange & Threat Feeds

Along with the ActiveDefense™ platform subscription is the inclusion of Open Threat Exchange (OTX). OTX provides open access to a global community of threat researchers and security professionals. In addition, Sentinel includes other open source threat exchanges, adding context and enrichment to logs in order to identify high risk events and categorize them appropriately based on comparison to known threats from some of the most reliable sources in the industry.

Regulatory Compliance

Regulatory compliance requirements and audit support are outside of the scope of this contract and Sentinel recommends an advisory service engagement for the interpretation and readiness services. However, the system has compliance-specific reporting and services to assist with readiness and audit services. These must be noted to assure reporting and services are completely deployed and ready. Compliance needs after the initial deployment, if not included up front, will require a CloudSelect® Change Agreement and will be subject to T&M charges for the setup and validation.

HIPAA

ActiveDefense™ offers HIPAA compliance reporting and services. Sentinel makes no guarantee to compliance by contracting for the ActiveDefense™ offering. If specified, the service will be deployed and managed to provide any included HIPAA services and reporting. This will be verified at the time of deployment and will be in place throughout the term of the contract. The customer will have access to Sentinel's 24x7x365 ticketing service for any required assistance with HIPAA reporting or other services provided by the ActiveDefense™ platform.

PCI (payment card industry)

ActiveDefense™ offers PCI compliance reporting and services. Sentinel makes no guarantee to compliance by contracting for the ActiveDefense™ offering. If specified, the service will be deployed and managed to provide any included PCI services and reporting. This will be verified at the time of deployment and will be in place throughout the term of the contract. The customer will have access to Sentinel's 24x7x365 ticketing service for any required assistance with HIPAA reporting or other services provided by the ActiveDefense™ platform.

Other Compliance Services

Other compliance services such as SOX, SSAE/SOC I or II, ISO, GPG 13, and more are supported within the offering. Unless otherwise noted in the Pricing Summary, Sentinel will not setup and assure reporting for these services. Please refer to the Pricing Summary and any compliance requirements that are specified and covered within the scope of work and ongoing support services. Should additional compliance requirements arise, reach out to your Sentinel account team to determine the requirements to add/change the service in order to meet these new regulatory requirements.

Customer Incident & Response Policy Status

As part of the Sentinel ActiveDefense™ service, Sentinel will review the customer's incident and response policy during the project deployment and onboarding service. Unless indicated in the Pricing Summary, Sentinel has not included any direct involvement in the customer's incident and response policy and procedures and assumes the customer will assure the policy is adhered to. Any requirement for the SECaaS system to integrate to any procedure or policy is excluded unless otherwise indicated in the Pricing Summary.

Sentinel highly recommends the customer maintain a well-documented incident and event response policy. This is important for all customers and a requirement for those under specific regulatory compliance. Sentinel offers Advisory and Consulting services around incident and event policy development and ongoing maintenance for same. If indicated in the Pricing Summary, this service may be included but as part of the ongoing SECaaS agreement. Maintenance, management, and auditing of the policy is the responsibility of the customer. Any changes to the policy or reporting needs that impact the service may require additional changes to the system, development, and/or scripting at time & materials rates.



Security Incident & Event Ticketing and Reporting

The Pricing Summary states the planned ticketing for the system and ongoing contract. By default, Sentinel assumes the integrated ActiveDefense™ ticketing will be utilized for the term of this contract. Unless otherwise stated, the ActiveDefense™ ticketing integral to the system will be maintained, updated, and supported by the Sentinel managed services team. Use of the ticketing system will be the responsibility of the customer unless Sentinel is otherwise contracted for additional services that specify and/or imply otherwise.

Sentinel has the ability to provide integration to customer ticketing systems. Sentinel can also offer federation of ServiceNOW systems with Sentinel's own ServiceNOW ITSM/ITOM services. Email out is included standard if requested during onboarding services. Bi-directional integration is possible with nearly any system, but is not included unless otherwise noted within the custom scope of work and/or Pricing Summary of this contract.

ActiveDefense™ Security Management consoles

ActiveDefense™ XDR (extended detection & response)

If contracted in the Pricing Summary, Sentinel's ActiveDefense™ includes either a shared or dedicated indexer for the deployment. This includes ActiveDefense™ platform services, intrusion detection capabilities with integrated and/or remote sensors as quoted, and integration with third party security solutions. ActiveDefense™ also includes specific dashboards for the technologies identified and integrated within the Pricing Summary.

Sentinel ActiveDefense™ Intrusion Detection Sensors

Within the Pricing Summary, ActiveDefense™ IDS sensors may be deployed within CloudSelect® and/or on customer premise. These may also be deployed within the customer's virtual environment or on dedicated appliance hardware provided as part of the solution. If included within the Pricing Summary, these sensor(s) will be provided under contract to monitor security elements as well as deliver services within the deployment. Sensors throughout the term include ongoing support, updates, and configuration under managed services. Premise-based deployments that require on-site services are subject to additional travel time and expense charges, however most upgrades are performed without on-site service needs. Sentinel IDS sensors include Cisco Talos threat intelligence feeds. These are industry-leading indicators of compromise and are recommended in parallel to other edge detection including Cisco's own Firepower, also powered by Talos threat intelligence.

Sensor(s) listed in the Pricing Summary are included within the contract and managed services within the ActiveDefense™ platform. Devices being monitored, collected, and scanned require specific security monitoring identified within the contract, and if desired, additional managed services for device-specific management and support. Devices, servers, hosts, and more can be added to the contract on an ongoing basis via an ActiveDefense™ change request and initiated via opening a ticket or through the Sentinel account team.

Fortis® Application Node - Security Appliances

Customer Premise Virtual Appliances

Customer premise virtual security appliances are covered by Sentinel NOC monitoring and assist with recovery. Appliances on premise are not backed up, nor customer-delivered infrastructure provided with any available, replacement, or recovery SLA. Sentinel will provide ongoing support for the appliance and updates as needed in support of the SECaaS offering. In addition, customer premise appliances may be impacted with customer upgrades to infrastructure such as virtual environment version upgrades, changes, etc. Sentinel recommends any changes impacting the underlying hypervisor or operating system supporting customer premise virtual appliances be reported to Sentinel via a ticket, and compatibility confirmed as well as change notification for any outages or other planned service disruptions. Upgrades to sensors or other elements provided under the SECaaS contract due to customer premise changes will be invoiced on a time & materials basis. Sentinel will monitor sensors for activity and assume that a lack of activity or no activity indicates a potential disruption of service and will work with the customer to restore service as quickly as possible. Services running on customer infrastructure are not included within any Sentinel stated service level agreements (SLAs).

Customer premise appliances will be designed into the solution as best possible with automated recovery and routing around any appliance unavailability. Sentinel further recommends the customer backup services for recovery or will re-build as necessary.



Fortis® Application Node(s)

Sentinel provides monitored and managed security appliances to support on premise sensors and security elements. Within the architecture, these may be included and are provided on a rental basis. Devices have both a monthly and one-time fee. These include ongoing monitoring, hardware maintenance, and support. Other services can be added to the existing appliance, appliances can be upgraded to accommodate additional services, or Sentinel may replace appliances to meet additional ActiveDefense™ contracted requirements.

ActiveDefense™ Monitoring and Management

Please refer to the Pricing Summary of this contract for all quantities of included items and services. Any discrepancies between Appendix A and the Pricing Summary will yield to the Pricing Summary as the prevailing contractual commitment.

Advisory Services Inclusions

Sentinel provides advisory and technical services pertaining to the best use of technology to match business requirements. If included, these are available as a one-time or recurring service within the SECaaS offering. Advisory services noted within the Pricing Summary are to be performed by a Sentinel Strategic Solutions Advisor and meant to offer optimization of existing process with the SECaaS solution set. These are available within the solution as indicated in the Pricing Summary, with additional services delivered on a time & material basis or as a defined engagement at any time during the course of the contract.

Incident & Event Included Services

The services within this section are specific to Sentinel's included support in addition to the ActiveDefense™ products and tools, and pertain to the delivery of the service and customer-detected alarms, incidents, and events.

Proactive Monthly Support

Sentinel will open a monthly, automated ticket in order to coordinate a web collaborative conference call with the customer to review incidents, events, as well as ActiveDefense™ platform and integration status (such as any functionality, new versions and added functionality, health of the system, etc.). The conference call will include an open dialogue with the customer on incidents and events as well as consultation on how to best leverage services and associated remediation recommendations. The results of each conference call shall be summarized in a follow-up email.

Contract Continuation

Sentinel and the customer expect this to be a high value service and to extend for the full term set forth herein. In that regard, Sentinel pricing defaults to a 36 month discounted rate based on this good faith expectation. Alternate terms are available and will follow the term and pricing included in the Price Summary.

Security Monitored Elements

Please refer to the Pricing Summary for the list of included security devices for ActiveDefense™ monitoring. Devices under monitoring include security-related incidents and events. Security monitoring of devices for incidents & events within this section assume customer response unless otherwise noted elsewhere. Sentinel will work with the Customer during the pre-sales and onboarding process to identify the highest value security elements to integrate to the system within the estimated daily ingestion included.

Sentinel will setup the monitoring of these devices and assume compatibility with standard output and plug-in availability for same. Sentinel has noted these devices by type within this section of the contract for review. Devices in this section do not include managed services on the device and assume customer management and only include security event monitoring specific to the device output capabilities.

Device Managed Services Inclusions

Devices with managed services noted in the Pricing Summary, in addition to security monitoring, have been included with full Sentinel managed services. These devices specifically will be noted when onboarded and tracked by serial number and will include full Sentinel managed services. Please see the managed services inclusions and SLAs within the contract for additional details.



Servers and Hosts

Servers and hosts include a lightweight agent for Windows, Linux, and virtual servers. These are a low cost element to monitor on a month-to-month basis. The Pricing Summary lists the number of devices included in the minimum contract commitment, which are often different once actually onboarded. The final count will be metered and invoiced monthly in addition to the discount level set by the contracted minimum commitment within the Pricing Summary. Sentinel highly recommends these on domain controllers, IP services (DNS, DHCP, etc.), as well as public IP exposed servers. Servers can add to the daily ingest cost of the ActiveDefense™ Splunk licensing and therefore should be used on high value assets. It may have a negative cost-to-value benefit when placed on all servers or a high volume of servers where indications of compromise within Windows logs are minimal.

Ongoing Security Scanning

Sentinel offers ongoing vulnerability scanning in multiple options. These include but may not be limited to:

- ActiveDefense™ integrated – in these scenarios, the scanning is integrated to the ActiveDefense™ platform and includes applicable dashboards.
- Stand-Alone – Sentinel offers scanning products under managed services without integration to the ActiveDefense™ platform.

Sentinel offers multiple supported platforms including:

- Tenable.IO under a Sentinel-managed contract.
- Customer bring-your-own self-managed, including Rapid7 and other leading platforms compatible with Splunk.
- Microsoft Defender for Endpoint with vulnerability services, OS hardening, and other advanced protection technologies – this can be offered Sentinel or customer managed.

Additional “as a Service” offerings include options for:

- Sentinel Advisory services to provide expert insights into the overall vulnerability of the customer environment, prioritization of activities, and overall program definition and management.
- Sentinel managed services to perform remediation of most vulnerabilities either via a contracted managed services contract or on a time & materials basis leveraging subject matter experts applicable to the vulnerable devices or services needing remediation.

Please refer to the Pricing Summary for the applicable inclusions. Sentinel pre-sales and onboarding resources will work with the customer to assure the onboarding of services applicable to the specific vulnerability technology and services including within this Fortis® contract.

Additional Included Customization

The following additional services have been included as identified in the Pricing Summary. Ongoing support for same are included in the managed services assuming the vendors continue to maintain compatibility of APIs, integration points, syslog output, and more. Any modifications to integrate same are included during the managed services engagement. Any efforts to maintain custom integrations beyond 4 hours of total effort past the initial development identified within the Pricing Summary are subject to additional charges to be identified and negotiated on a case by case basis with the customer.

Custom Plug-In Development

Custom plug-in development is available for integrating customer-specific products and services to the ActiveDefense™ platform. These services are included based on the product’s documented APIs and/or output capabilities, and ongoing support for same are included with the solution. Ongoing use of the plug-ins is included within this contract as well as re-use by Sentinel in other Fortis® services and offerings as applicable. Sentinel maintains a library of openly available, Sentinel proprietary and customized plug-ins available to all ActiveDefense™ customers under a current ActiveDefense™ contract and with accounts in good standing. Source code is the property of Sentinel Technologies, Inc.

Please refer to the Pricing Summary for any custom development and integration included within this contract. All custom plug-in development assumes compatibility of applications and open APIs/output services with open standards and Sentinel ActiveDefense™ XDR services. Every effort in the pre-sales engagement has been made to explore any custom development compatibility, and probability of success is expected to be very high. Sentinel makes no commitment on the quality of the target applications output/API capabilities and will integrate same with



the best possible common capabilities. In the event that a plug-in does not work as expected or is incapable of being created, the one-time integration for and any ongoing monthly commitment for the integration and application will be removed from the contract via a contract change form, which will waive all liability for same from the customer and Sentinel. The remaining contracted commitment and items will remain intact and unchanged. Sentinel also includes creation of alerts and alarming within each plug-in but cannot guarantee the quality of each vendor's log categorization, alarming, and alerting. Sentinel can recommend vendors that are strong in various security areas at alerting, alarming, threat intelligence, and overall protection as desired via the pre-sales team or ongoing strategic monthly security meetings.

File Integrity Monitoring and OSSEC Customization

File integrity monitoring (FIM) monitors changes to the system for intrusion detection and is especially critical for certain regulatory compliance requirements such as PCI. If included, the number of devices will be identified within the Pricing Summary and any custom OSSEC integration will also be noted. FIM requires that all devices of interest be included and specified, and any Windows or Linux hosts included must have the host-based IDS services also identified in the Pricing Summary. By default Sentinel will enable syscheck to the system default frequency of inspection but will work with the customer as needed to increase or decrease this frequency based on any internal policy or regulatory compliance requirements provided by the customer. This will include the frequency in time, days of the week to execute, as well as definition of alerting and what parties are alerted as a result of discovering a file change. In addition, a scan time will be identified and while this is not expected to be a disruptive service, Sentinel recommends the scan be done at a time where any disruption of service would have minimal impact to the overall system.

Scanning also will check Windows registry entries and files/directories of interest. The customer must provide all hosts and any entries of interest for the service to be enabled specific to their requirements and systems.

Unless otherwise noted, the areas scanned and frequency will be the ongoing responsibility of the customer. Sentinel can co-manage this process and ongoing scanning with additional managed services and/or scheduled pre-determined points of review.

Any custom OSSEC integration must be identified within the Pricing Summary. This assumes compatibility of the device(s) for OSSEC services. A list of supported devices is available upon request for review by the customer to identify any systems/devices outside of the supported devices that might require custom OSSEC integration. It will be the customer's responsibility to deploy the agent unless the server is under a Sentinel managed service. If customer requires Sentinel to deploy the agent this can be done on a time and materials basis.

Sentinel will require a customer premises or cloud-hosted VM for OSSEC services. This is included in the onboarding, but any IaaS or other charges are not included and assumed to be customer-provided for the setup of the OSSEC system for the ActiveDefense™ service.

Security Operations Center – Enterprise SOC Services

Contract Inclusions, Licensing and Subscriptions

The following services are included in the monthly recurring services specific to the Sentinel managed Security as a Service (SECaaS) contract. All inclusions apply for the term of the contract while the customer account is in good standing.

Security as a Service Responsibilities and Inclusions

Sentinel SOC Services are dependent on an active and current SECaaS contract for XDR and sensors. This can be an existing contract or may be combined with this SOC contract. For SOC services, the SECaaS contract must be in place with an account in good standing and a Fortis® Threat Exchange (FTX) subscription in place.

ActiveDefense™ SOC Licensing

SOC services require at least one or more log sources to be in place to the Fortis® ActiveDefense™ platform. Sentinel SOC services do not limit the number of log sources and is designed to be licensed by user, server, and IoT device types.



- Server Subscriptions – Server licensing requires an active SECaaS plug-in per server in support of the HIDS agent deployment. In addition, customer agents and log sources can be integrated with the proper FTX subscription in place under a SECaaS contract or within the Pricing Summary. Sentinel has non-compliance level server integration for logging from the HIDS agent and log sources. Sentinel also offers a PCI level server log integration, which adds file integrity monitoring for servers with this additional regulatory compliance requirement. Please refer to the Pricing Summary for the number of servers included for SOC services.
- End User Subscriptions – User licensing is required for SOC services and must cover all users within the environment being monitored. If partial users are included, such as in education environments where admin staff may be included but students are excluded, it is required that the system be deployed in the environment to filter out these specific users (usually via network segmentation). User licensing assumes one active device per user and up to 4 devices per user. This coverage assures any device with traffic being inspected is supported, including but not limited to PCs, phones, tablets, and multiple same device types.
- IoT Device Subscriptions – Sentinel continually adds device-specific profiles such as industrial devices, medical devices, and others. This is to identify normal traffic and abnormal traffic patterns. In addition, specific products such as Medical NAC from Cisco offer profiles by medical device, which can be integrated to the Fortis® Threat Exchange. Devices will be placed in a specific asset group within the XDR and alerting on devices will be setup within the SOC as long as these devices are identified and licensed within the SOC inclusion. Most assets will have a visual dashboard within the ActiveDefense™ platform and categorize risks applicable to the platforms integrated approach (kill chain, MITRE, etc.).

SOC Services Inclusions

Security Operations Center (SOC) inclusions are specific to the security incidents & events in the ActiveDefense™ platform. These alarms are integrated through the Fortis® Threat Exchange (FTX), and require an active and current SECaaS contract in place along with SOC licensing/subscription for all items noted in the previous section.

SOC Analyst Services

With current licensing/subscriptions in place, the following services are delivered by the SOC in addition to all contracted inclusions for the SECaaS technology platform and FTX system. These events can be triggered by automatic ticketing (see later section) or via a Sentinel or customer initiated SOC ticket being opened for the identified SIEM event:

- Notification – Phone and email notification by the SOC engineer to the customer contact(s) identified during onboarding.
- Investigation – SOC analysts will investigate the alert within the SIEM and the customer environment within reason, with access to pertinent customer assets. This is done in conjunction with the customer's IT team. The ticket will remain open during the investigation period.
- Remediation Guidance – SOC analysts will provide documented and undocumented advice on the remediation of triggered alerts. Guidance needed for specific systems by Sentinel experts beyond the SOC Analyst assistance is available at an additional charge.
- Host Isolation Services – SOC analysts will perform host isolation, assuming the proper licensing and features of host isolation is configured in the customer's endpoint detection technology.

Actual remediation is the responsibility of the customer unless an appropriate managed services contract is in place on the specific device. Under the managed services contract, those SLAs will dictate within contract what is included for remediation services. Devices or security risks not covered under either contract can have remediation provided either via discounted retainer rates or via standard time & materials rates through Sentinel's managed services or field services on-site team as needed.

On-site remediation is available with a Sentinel triage service ticket open. Sentinel will work remotely or on site with a remediation kit and will work in conjunction with the customer to help stop and recover from an attack.

SOC Alerting and Hunting

Sentinel will provide 24x7x365 SOC services, which includes but may not be limited to the following:

- All ActiveDefense™ and Fortis® Threat Exchange (FTX) inclusions within those contract terms.
- Sentinel analysts will threat hunt within the customer environment as well as the ActiveDefense™ platform, and will add correlations specific to the customer to constantly improve detection.

- Monthly and Quarterly Reviews.
 - All events in the ActiveDefense™ platform will be reviewed and categorized within monthly or quarterly meetings as included in the contract. Sentinel recommends all SOC services include the full quarterly and monthly reporting services to cover all SIEM events on a regularly scheduled basis.
 - Environmental Awareness – within the SIEM this is a level of information not specific to an attack but focused on the Customer environment. This is included in the security intelligence reviews delivered by the SECaaS/SOC team.
- Automated Ticketing
 - Automated ticket alerting on events within the cyber kill chain occurs at the following levels of elevation:
 - Actions on Objectives (ActiveDefense™ Platform system compromise) – Attack is inside working – encryption, exfiltration, destruction, or intrusion of another target.
 - Command & Control (ActiveDefense™ Platform compromise) – Outsider communicates with the weapons, providing access inside the target's network.
 - Installation (ActiveDefense™ Platform exploit & installation) – Once delivered, the weapon's code is triggered, exploiting vulnerable applications or systems.
 - Exploitation (ActiveDefense™ Platform exploit & installation) – Once delivered, the weapon's code is triggered, exploiting vulnerable applications or systems.
 - Discretionary auto-ticketing alerts are included on events within the cyber kill chain at the following levels of elevation:
 - Delivery (ActiveDefense™ Platform Delivery & Attack) – Transmission of weapon to target (e.g. via email, attachments, websites, USB, or other physical media).
 - Weaponization (ActiveDefense™ Platform Delivery & Attack) – Pairing access to malware with deliverable payload (e.g. Adobe, Java, Microsoft Office Files).
 - Reconnaissance (ActiveDefense™ Platform Reconnaissance & Probing) – Research, identify, and select targets (web sites, social media, event listings, port scans).
- Global Threat Hunting.
 - During normal working hours security analysts perform a minimum of a global daily review of security logs, hunting for threats that may be specific to any customer tenant or all customer tenant spaces.
 - Identified risks to a specific customer or all customers will have a ticket opened for notification and investigation by the security analyst.
 - Constant feedback to the FTX development team will include creation of the appropriate directive to either shunt or elevate the alert level of identified risks.

BitSight Report Inclusion

Sentinel will leverage our BitSight vendor risk management platform to (at least quarterly) pull reports for the managed security customer for inclusion within the monthly reporting. This will include a rating level similar to a FICO credit score on security along with a grading system from the dashboard on various components. Elements of the BitSight reporting are beneficial for board level reporting and security monitoring. Sentinel recommends the Customer obtain their own BitSight subscription through Sentinel sales, which will provide additional Customer insights, reporting, compromised email addresses from published breaches, and more intelligence not included in the base level reporting.

Containment Services

ActiveDefense™ contracts with containment services, which includes onboarding, planning, and policy definition for the ActiveDefense™ SOC to perform containment of the threats. This is normally provided via a compatible endpoint technology that allows for containment of threats using the centralized control. Any customer environment with containment but lacking this within the endpoint technology will require either a replacement of or an upgrade to a compatible version of the offering to gain these high value, low cost containment services. During onboarding, Sentinel will plan for:

- Containment Policy.
 - Contain user endpoints without or with approval.
 - Contain servers without or with approval.
 - Approval process.
 - Note any delays the approval may involve allowing threats to spread.

- Document and sign off on containment agreement.

Sentinel will work with the Customer on the default containment agreement and put this in place to contain any threats confirmed as true positive or appearing to be a true positive with the customer. Please note that containing servers and other critical infrastructure **WILL CREATE AN IMPACT TO USERS**. This should be planned carefully, but is highly recommended to avoid widespread damage from a cyber threat. Sentinel can also not 100% guarantee all true positive findings. Sentinel will take the risk approach of the customer on containment and does not guarantee that an indicator appearing to be a true positive is in fact a true positive. Sentinel can adjust the system for normal customer behavior and avoid false positives as best possible, but can't guarantee an analyst investigation appearing to be a true positive without complete investigation. Therefore, something initially flagged and contained as a threat may later end up classified as normal behavior. Sentinel will work with the Customer to avoid this as best possible.

SECaaS Custom Scope of Work – Standard System Deployment

Sentinel will do a standard deployment of the ActiveDefense™ solution, which includes the complete setup, tuning, and optimization of the following:

- ActiveDefense™ Indexer and Search Head within CloudSelect™ Chicago unless otherwise architected within the customer scope of work.
- Establish security VPN communications to customer location(s) included within the scope of work – multiple connections recommended.
- Fortis® premise appliance and sensor if included in the Pricing Summary.
- IDS sensor with all features identified within the previous portion of this contract.
- All features advertised within the solution are included with the deployment.
- All plug-ins identified in the Pricing Summary.
- Reporting will be reviewed and setup to assure complete reporting per the contracted items within the Pricing Summary.
- Hot logging as indicated within the scope of work, metered beyond included period as needed. Sentinel can design long-term warm and cold storage options to customer premises or public cloud targets within a custom scope of work.
- Snapshot protection of the customer instance within CloudSelect®.
- SafeMode snapshots for cyber protection within the CloudSelect® hosting standards – these are air gapped snaps that not even Sentinel can delete without engagement of the array vendor support.
- OSSEC services using customer VM as included within the scope of work and Pricing Summary.
- Splunk forwarder on identified and included Pricing Summary servers noted within the contract.
- ActiveDefense™ Adaptive Threat Response (ATR) on edge platforms identified in the Pricing Summary – this is an ML-based platform that will look for abnormal risk activities and can inject automated blocking to thwart adversaries before penetrating your defenses. Various customer platforms work differently with ATR and must be identified in the pre-sales or onboarding process as compatible.
- Cloud Services (if included within the Price Summary):
 - Microsoft Azure IaaS.
 - AWS IaaS.
 - Others as noted within the Price Summary.
- SaaS Platforms (if included within the Price Summary):
 - Microsoft M/O365.
 - SalesForce.
 - Others as noted within the Price Summary.
- Enterprise applications (as noted within the Price Summary):
 - Epic for healthcare services – this is normally monitored by the customer risk team and is NOT an application run by or alerted to the Sentinel SOC.
 - Others as indicated within the Price Summary.
- Containment services – confirmed compatible endpoint technology as well as setup of policy to auto-block pre-approved, approval required, and other policies.
- Setup for the recurring meetings, BitSight initial baseline reporting, and creation of content to be covered in monthly and documented quarterly updates.
- Project management, tracking, and full system onboarding.
 - Project plan tracking.
 - Recurring meetings through onboarding.



- Confirmation of all deliverables.
- Tracking to completion.
- Graceful hand off to the operations Q&A team with any outstanding items noted and tracked.

Optional items included within the standard packaged services:

Most standard scopes of work are estimated at 4-6 weeks to realize full or near full value of the system within standard pre-build ActiveDefense services. Sentinel will work with the customer on the timeline and create a work breakdown structure within Sentinel ServiceNow WBS for the actual deployment and dependencies. Sentinel is dependent on the customer for some onboarding needs, access to all systems, as well as API access to cloud and other advanced systems. Delays in access or customer activities may impact the onboarding of the services, but should not impact the invoicing events as identified in the Pricing Summary.

Service Offering

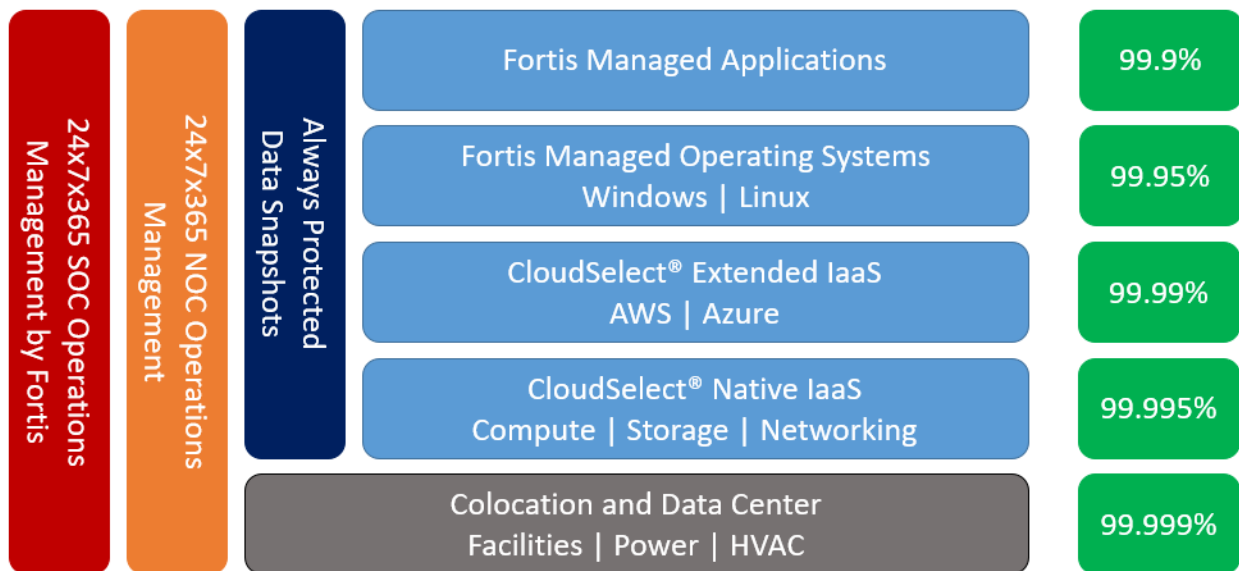
The Initial Contract term shall commence on the date the Cloud Service is fully functional for the Customer’s use. For the purposes of this Agreement, the respective Cloud offering(s) selected by Customer herein will be considered fully functional when the following occur(s):

- SECaaS ActiveDefense™ Managed Extended Detection & Response (XDR) – Full contract MRC, ARC and NRC begins when the Splunk license is purchased and the Managed XDR service is available to the customer.

Fortis Service Level Agreements (SLAs)

Fortis hosted by CloudSelect® Availability SLA

The following identifies the various levels of SLAs to apply for the Fortis hosted by CloudSelect® offering.



Fortis Managed Applications refers to all systems and services responsible for the overall ActiveDefense™ platform and service.

Fortis Managed Operating Systems refers to all Operating Systems responsible for delivering Fortis services that are hosted in CloudSelect®.

CloudSelect® Native IaaS refers to all services originating from a CloudSelect® data center.



CloudSelect® Extended IaaS refers to any services originating from a third-party service or data center, including those owned by the Customer, for direct use or for use as a component in the overall solution.

CloudSelect® Extended IaaS Pass Through uses the specific vendor product and/or service SLAs utilized in the overall solution, if applicable. Contractor is not financially liable for these third-party SLA breaches but can assist Customer by providing relevant event and monitoring data.

Fortis SOC SLAs

Fortis SOC SLAs are referred and applied to automated ServiceNOW cases that are generated by the Fortis ActiveDefense™ platform with an active Fortis Threat Exchange (FTX) subscription and a SOC service inclusion.

Fortis Time to Respond (TTR) is the time from the case creation after correlation in Sentinel’s ServiceNOW platform (www.my.sentinel.com) until the Fortis Analyst takes ownership. The priority of the specific automated security case is defined in the ticketing platform and assigned by the Fortis Threat Exchange (FTX). Time to Respond (TTR) is measured as an average over the course of the month (Mean Time to Respond or MTTR).







Time To Respond (TTR) Priority	Service Level Agreement Metric
Critical (P1)	1 Hour
High (P2)	2 Hours
Medium (P3)	4 Hours
Low (P4)	8 Hours
Very Low (P5)	12 Hours

Fortis Time to Investigate (TTI) is the time from when a Fortis Analyst begins their investigation to the time they perform the Customer escalation with remediation guidance, isolation, or case resolution. The priority of the automated security case is defined in the ticketing platform and assigned by the Fortis Threat Exchange. The Customer can request more information or decline the case resolution on the Service Portal. Requesting more information within the referenced ServiceNOW case escalation email or declining the resolution through the Service Portal will place the case back to the “In Progress” state where SLA timers continue to be tracked. Time to Investigate (TTI) is measured as an average over the course of the month (Mean Time to Investigate or MTTI).

Time To Investigate (TTI) Priority	Service Level Agreement Metric
Critical (P1)	2 Hours
High (P2)	4 Hours
Medium (P3)	8 Hours
Low (P4)	16 Hours
Very Low (P5)	24 Hours

Managed Security Services/Customer Placed Incidents and Requests SLAs

Managed Security Services/Customer placed Incidents and Requests SLAs are referred and applied to automated cases generated for a Managed Security Service Offering or manually placed ServiceNOW cases that are opened by the Customer through the Sentinel Service Portal, cases placed via phone call to Sentinel’s Customer Service Toll Free Number, or cases that are opened on behalf of the Customer from a Fortis Customer Experience Manager (CXM). The Customer can assign the priority based on the table below. Incident and Request definition examples provided below are not inclusive of all possible variables and/or scenarios that determine a priority level classification. Fortis by Sentinel reserves the right to validate and modify the priority level where applicable, with communication to Customer end user that placed the Incident or Request.

			Response	Restore/Implement Mean Time to Restore
P1	Incident Example: Suspected suspicious activity on a business-critical asset. Not taking action can potentially lead to a full compromise. Request Example: Information request needed to aid an active investigation.	 Incident	→ 1 hour	→ 8 hours
			 Request	→ 2 hours
P2	Incident Example: Suspected suspicious activity on a user/workstation. Not taking action can potentially lead to an isolated compromise. Request Example: Information request needed to aid a root cause analysis as it relates to a security concern.	 Incident	→ 2 hours	→ 24 hours
			 Request	→ 8 hours
P3 – P5	Incident Example: Retrospective investigations on emerging Indicator of Compromises (IoCs). Request Example: Request to create custom reports, dashboard modifications, or create/modify alarming thresholds.	 Incident	→ 8 hours	→ 48 hours
			 Request	→ 48 hours

Managed Security Services/Customer placed cases for Incidents Response Time SLA metric is defined as the time from the creation of the Incident in Sentinel’s ServiceNOW until a Fortis Analyst/Engineer takes ownership of the Incident.

Managed Security Services/Customer placed cases for Incidents or Requests Restore Time SLA metric is defined as the time spent by the Fortis Analyst gathering the requested information or implementing necessary changes, where applicable. Restore Time SLA exclusions for Requests may apply to the following:

- Tasks requiring Fortis development efforts.
 - Custom alerting.
 - Dashboard additions/changes.
 - Log source integration.
- Requests of information or reports from a large time frame or data set.

SLA Financial Commitment

Fortis services not meeting the applicable SLAs require a written request from the Customer for financial remediation, which will include an incident report and review by the Sentinel executive board. Once agreed upon mutually by the parties, the following credits will be applied on account for additional Sentinel services (excluding equipment, licensing, or other purchase). This written request must come within 30 days of the reported SLA miss:

Any event, confirmed via the Fortis SOC which is the system of record, will be compensated as follows:

Below Agreed SLA	Credit Allowance
0%-2.5%	1% of monthly fee of specific service up to a maximum value of \$200
<2.5%-5%	2% of monthly fee of specific service up to a maximum value of \$400
<5% to 10%	3% of monthly fee of specific service up to a maximum value of \$600
>10%	10% of monthly fee of specific service up to a maximum value of \$2,000

General SLA Exclusions

SLA Exclusions include, but are not limited to the following:

- Planned service outages.
- Any availability or outage impact related to Customer-owned facilities, public cloud services, hardware, software, or other third-party dependencies.



- Any Fortis-provided system outage related to Customer security breaches, including compromised service credentials, will be serviced by Fortis as best effort assistance and will not be subject to the SLAs stated herein.
- Errors associated with improper use of the Fortis systems (credentials, call sequence, method formats, etc.).
- Any external factor affecting Customer from making use of Fortis systems or services.
- Any physical or logical disruption occurring in the Customer environment.
- All SLA exclusions identified in connection with individual service offerings noted elsewhere within this Agreement.
- ServiceNOW case floods of similar detection triggers (ex: penetration testing activity, Incident Response engagements, and false positive vendor signature updates) that cause SLA misses may be excluded from SLA penalties or calculation.

General Provisions, Limitations and Exclusions

- Fortis SOC service provides detection, expert analysis, and response to the customer. The service for a Customer environment does not claim or achieve the ability of complete risk elimination, and therefore Fortis by Sentinel does not guarantee that unauthorized activity and compromises will not occur in the Customer environment.
- Fortis by Sentinel will replace provided Fortis Application Nodes that are not functioning properly due to malfunctions, inadequate system resources, or obsolescence. Fortis Application Nodes replacement in the Customer environment may be new or refurbished.
- Fortis by Sentinel configures event types, alarming, and thresholds in accordance with best practices, which are available on request. Any custom event types or thresholds may be included at an additional charge.
- Unless otherwise included in this or a separate contract, Fortis by Sentinel will provide all services remotely only.
- Unless otherwise stated within this contract, no on-site support is included in the base fees.
- The recording and/or monitoring of incoming and outgoing telephone calls between Contractor and Customer will be undertaken by Contractor, subject to the consent of all parties to such calls, for the purpose of providing constructive performance feedback, pursuing complaints, taking corrective action, measuring satisfaction or for any other purpose Contractor deems relevant to improving customer service.
- Sentinel is not responsible for third-party telecommunications carrier outages that cause the system to become offline or outages of third-party utilities providers.
- The Customer is responsible for all licensing of third-party products used by Customer.
- Fortis by Sentinel's participation in any Customer-scheduled (i.e. outside of any Fortis by Sentinel regularly scheduled meetings with Customer) reoccurring meetings is not in scope.

Solution-Specific Terms & Assumptions

Terms & Assumptions

- Please review and refer to the Termination, Limitation of Liabilities, Indemnifications, Warranties, Confidentiality, Export Control, Force Majeure, Governing Law & Jurisdiction, Termination Fees, and Internet Acceptable Use Policy Provisions located at <http://www.sentinel.com/Products/CloudStandardTerms>, which are incorporated by reference herein as fully set forth.
- **Usage Charges** – All non-recurring charges set forth in the Pricing Summary, if any, shall be payable on or before the date of the initial Customer kick-off meeting between the Parties. All recurring charges for each CloudSelect® product shall be billed on a monthly basis, based on average daily usage and shall be due and payable net thirty from receipt of invoice. A minimum monthly recurring charge for each CloudSelect® product will be based on the amount listed in the Contract.



Pricing Summary

Customer agrees to pay Contractor for services in accordance with the following schedule and the Initial Contract Term of 36 months:

Fortis™ ActiveDefense™ & ActiveRecovery™ Services			
36 Month Discount Commitment			
Fortis™ ActiveDefense™ XDR Platform W/SOC Services	MRC	ARC	NRC
ActiveDefense™ XDR Platform <ul style="list-style-type: none"> • Powered by Splunk - Enhanced & Managed by Fortis™ • Includes Managed VMware CloudSelect® Virtual Machine, with 3-day snapshot protection • Includes Fortis™ Threat eXchange (FTX) Subscription • Includes Splunk Enterprise licensing • Log Data Retention - As Defined In Detailed Summary ActiveDefense™ Log Source Integration - As Defined in Detailed Summary <ul style="list-style-type: none"> • Includes overview & analytic dashboards • Log source specific dashboards • Dashboard output to PDF and other formats included • Compliance Dashboard (if applicable) • Custom integration development - As Defined In Detailed Summary ActiveDefense License Inclusions <ul style="list-style-type: none"> • SOC coverage licensing for Users, Servers, and Firewalls - As Defined In Detailed Summary • ATR - Adaptive Threat Response™ - As Defined In Detailed Summary • SOC Endpoint Device & User Isolation Services - As Defined In Detailed Summary Fortis™ SOC Services <ul style="list-style-type: none"> • Daily threat hunting through ingested log sources • 24x7x365 Fortis SOC investigation, notification, isolation/containment (if included), and remediation guidance • Beyond remediation guidance available via Sentinel Managed Services, Incident Response Retainer, or T&M • Monthly & quarterly reporting with on-going documentation & recommendations 	\$ 6,438.97		\$ 8,690.00
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ 6,438.97	\$ -	\$ 8,690.00
36 MONTH COMMITMENT & NEW CUSTOMER DISCOUNT	\$ (965.85)		\$ (1,303.50)
DISCOUNTED MINIMUM COMMITMENT PRICE	\$ 5,473.12	\$ -	\$ 7,386.50

Fortis™ - Advisory Services Penetration Testing			
36 Month Discount Commitment			
Fortis™ Advisory Services	MRC	ARC	NRC
External Penetration Test <ul style="list-style-type: none"> • External penetration tests include reconnaissance, discovery, and exploitation <ul style="list-style-type: none"> ◦ 7 Public IP Addresses ◦ Full reporting with remediation guidelines and recommendations included 			\$ 6,800.00
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ -	\$ -	\$ 6,800.00



Fortis™ - ActiveRecovery™ IR Retainer			
36 Month Discount Commitment			
Fortis™ ActiveRecovery™ Incident Response Retainer	MRC	ARC	NRC
ActiveRecovery™ Expert Enhanced Incident Response Retainer • Included - 40 Hours W/2 Hours Response SLA • Planned Use: Annual Tabletop Exercise		\$ 17,000.00	\$ 2,400.00
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ -	\$ 17,000.00	\$ 2,400.00
ONE TIME DISCOUNT			\$ (2,100.00)
DISCOUNTED MINIMUM COMMITMENT PRICE	\$ -	\$ 17,000.00	\$ 300.00

Fortis™ - Advisory Services			
36 Month Discount Commitment			
Business Continuity Suite	MRC	ARC	NRC
Fortis CyberAdvisory Business Continuity Suite (Year 1 - Year 2)			\$ 52,490.00
Fortis CyberAdvisory Managed Business Continuity (Year 3)			\$ 17,565.00
Infinite Blue BCIC Platform (3 Year)		\$ 19,999.00	
	MRC	ARC	NRC
MINIMUM COMMITMENT PRICE BASED ON DESIGN	\$ -	\$ 19,999.00	\$ 70,055.00

Fortis™ - Combined Services Annual Summary			
36 Month Discount Commitment			
	ARC	NRC	TOTAL
MINIMUM COMMITMENT TOTAL PER YEAR 1	\$ 102,676.44	\$ 84,541.50	\$ 187,217.94
MINIMUM COMMITMENT TOTAL PER YEAR 2	\$ 102,676.44		\$ 102,676.44
MINIMUM COMMITMENT TOTAL PER YEAR 3	\$ 102,676.44	\$ -	\$ 102,676.44

**Quote is valid for 30 days from date of submittal*

**Regarding the resale of any products, pricing may be subject to a manufacturer price increase before the expiration date of the quote.*

**Certain geographies have imposed taxes on cloud services consumption. Tax requirements will be determined at the time of sale and applicable taxes will be added to the actual cloud invoices.*

Definitions & Assumptions:

MRC - monthly recurring minimum commitment charge - metered use at contracted rates beyond minimum use commitment

ARC - annual recurring minimum commitment charge - subject to change based on any vendor license adjustments annually

NRC - non-recurring one time charge

All contracts assume 36 month commitment unless otherwise noted

All pricing valid for 30 days



Fortis™ - SOC XDR

Fortis™ ActiveDefense™ SOC XDR		
Monthly Recurring Provisioned Minimum Commit (MRC)	\$	6,438.97
Provisioning Non Recurring (NRC)	\$	8,690.00
Powered by splunk >	*MRC Per Device Summary	\$ 1.37
	*MRC Per User & Student Summary	\$ 1.81
<i>*Excludes ARC, NRC, & Metered Excess Data Lake if included as proposed</i>		

NIST IDENTIFY - ActiveDefense™ Compliance Interview		Notes
Does HIPAA compliance & reporting apply?	Not Required	
Does PCI compliance & reporting apply?	Not Required	
Does any other regulatory compliance and reporting apply?	FERPA/COPPA	
How will the customer ticket on incidents and events?	Ticketing via Sentinel	& Sentinel SOC ticketing
Is extended retention of logs required?	No	

ActiveDefense™ User Input		
Total Number of End Users	# Users	350
Security Operations Center (SOC) Total Protected Device Inclusion		
<ul style="list-style-type: none"> The following devices are included for data ingestion and analysis by the SOC. Servers <ul style="list-style-type: none"> Includes all servers with endpoint protection, log service, or visible via the Host IDS Does not require Host IDS unless desired to receive logs from the servers Users Devices <ul style="list-style-type: none"> Includes allocation for 4 IPs per user for allocated and non-user allocated devices Firewalls <ul style="list-style-type: none"> Supported firewalls get ATR™ at no monthly charge Student Devices <ul style="list-style-type: none"> Includes student only BYOD devices or Chromebooks 	#Server	90
	#User	350
	#Firewall	2
	#Student	3200

Fortis™ ActiveDefense™ Edge Security Data Ingestion			
Next Gen Firewalls, IPS and Security Devices		Log Rate	
Fortinet	Medium	#Devices	2

Fortis™ ActiveDefense™ Endpoint Protection Data Ingestion		
Endpoint Security		
Crowdstrike	#Instances	1
Fortis™ ActiveDefense™ EDR Based SOC Isolation Containment Service		
<ul style="list-style-type: none"> Supported endpoint technology with remote isolation capabilities required Threat Containment for individual impacted devices via endpoint technology During onboarding, rules of isolation will be defined via a Fortis™ Project Change Request (PCR) Includes Server device and User device isolation services as supported the the endpoint protection tool 	Servers	Included
	Endpoints	Included



Fortis™ ActiveDefense™ Identity Data Ingestion			
Identity / Multi-Factor Authentication			
Microsoft Defender for Identity (MFA & Authentication Logs) • Requires Azure AD Premium licensing		#Instances	1
Fortis™ ActiveDefense™ Email Security Data Ingestion			
Email Security			
Microsoft Defender for O365		#Instances	1

Fortis™ ActiveDefense™ Server Intrusion Detection (IDS) & Forwarders Data Ingestion				
Hypervisor				
Vmware vCenter	Medium	#vCenters	2	
ActiveDefense™ Splunk Server & Host Log Forwarder				
Domain Controllers (<i>includes DNS & DHCP logs</i>)	Medium	#Servers	6	ActiveDefense™ server log forwarder can be loaded on any compatible server or endpoint and is highly recommended minimally on domain controllers.
On-Premises Email Servers		#Servers	1	
Public Facing Servers		#Servers	2	

Fortis™ ActiveDefense™ Cloud Infrastructure Data Ingestion			
Microsoft Azure IaaS & Microsoft 365			
Azure • Azure General Events • Azure Active Directory Microsoft 365 • General events • M365 Exchange • M365 SharePoint Online • M365 Data Loss Prevention <i>*Log ingestion capabilities varies by enabled Microsoft licensing</i>		#Instances	1
Fortis™ ActiveDefense™ Backup & Replication Data Ingestion			
Backup & Replication			
VEEAM		#Mgmt Servers	1



Fortis™ ActiveDefense™ XDR Platform Experience			
Fortis™ SOC Services - Detection, Notification, Investigation & Remediation Guidance			
Fortis™ ActiveDefense™ XDR Platform			
<ul style="list-style-type: none"> • Powered by Splunk - Enhanced by Fortis™ • Includes Managed VMware CloudSelect® Virtual Machine • Includes 3-day snapshot based indexer backup Threat Intelligence Feeds <ul style="list-style-type: none"> • Includes Fortis™ CloudSelect® Threat Exchange Subscription • Open Threat Exchange (OTX) - AT&T bad reputation database • Cisco Talos - Talos known bad IP database Dashboards <ul style="list-style-type: none"> • Includes overview dashboards • Log source specific dashboards • Fortis™ threat feed dashboard Standard Reporting <ul style="list-style-type: none"> • Dashboard output to PDF and other formats included • Edge firewall report Compliance Dashboards <ul style="list-style-type: none"> • PCI dashboard • HIPAA dashboard • FFIEC dashboard 	Estimated GB/Day - Monthly (MRC)	30	
ActiveDefense™ CloudSelect® Infrastructure Inclusions and Retention			
Shared PVDC Internet VPN bandwidth allocation		Auto Calculated	6.8
NVME Hot Log Retention (Months)	3	GB Retention Included • Additional retention \$0.09/gb/mo • Actual metered use will be billed	1,350
*Events per Second (EPS) and GB/Day of ingest are estimated only based on a cross section of customer actual results, this is not guaranteed and only an estimate. Any adjustments to the sizing are subject to additional charges depending on the variance from estimates with the actual deployment.			

AIM - Security

Advisory - Security Assessments	
Monthly Recurring Provisioned Minimum Commit (MRC)	\$ -
Annual Recurring (ARC - 12 Months)	\$ -
Non-Recurring (NRC)	\$ 6,800.00
Provisioning Non Recurring (NRC)	\$ -
Hardware and/or Appliances (NRC)	\$ -

Security Assessment Offerings		
External Penetration Testing External and internal penetration testing	Included	7



Fortis™ - IR Retainer

Fortis™ ActiveRecovery™ Incident Response Retainer	
Monthly Recurring Provisioned Minimum Commit (MRC)	\$ -
Annual Recurring (ARC - 12 Months)	\$ 17,000.00
Non-Recurring (NRC)	\$ -
Provisioning Non Recurring (NRC)	\$ 2,400.00
Hardware and/or Appliances (NRC)	\$ -

Fortis™ ActiveRecovery™ Incident Response Retainer	
ActiveRecovery™ Expert Enhanced Incident Response Retainer <ul style="list-style-type: none"> • Discounted rate per hour/per resource versus reactive incident response rates • No per-incident minimums during the contract term • Cyber insurance review and named responder process assistance • Leverages dedicated national incident response & forensics team • Full access to Fortis MSSP products for incident response • Contracted SLA Terms • Adds flexible consumption to engage expert analysts on an as needed basis • Proactive deployment of Microsoft LAPS • Proactive Golden Ticket mitigation • Utilize unused hours towards discounted proactive services 	Included
ActiveRecovery™ Incident Response Retainer Hours	40
ActiveRecovery™ Incident Response Retainer Response SLA	2 Hours
ActiveRecovery™ Incident Response Retainer Term	12 Months
Declared Incident Rate	\$425.00
Non-Declared Incident Rate	\$300.00

General Terms and Assumptions

By issuing a purchase order in response to this quote or contract, Customer hereby agrees to be bound by the below terms and conditions, which shall prevail in the event of a conflict with any terms and conditions included within Customer's purchase order.

- The manufacturer/support provider has the right to inspect any products that have either never had support coverage or have not had support coverage for an extended period to determine their eligibility for maintenance/support. Devices subject to inspection will be flagged as such and are subject to a non-refundable inspection fee, which shall be the responsibility of Customer. Sentinel will work with the manufacturer/support provider on Customer's behalf until device eligibility is determined. Devices that do not pass the inspection will be ineligible for support.
- For products purchased pursuant to this agreement, Contractor agrees to provide storage at no additional charge for up to 90 days. If the storage period exceeds 90 days, Customer agrees to the following: a.) Customer will be responsible to pay a fee of 2% per month for storage of purchased products from that point forward, b.) Customer will be invoiced and will be responsible to pay the unpaid balance for any products purchased from Contractor that have not been paid in full and, c.) Ownership will transfer from Contractor to Customer.
- For all products purchased, it is assumed that prior to order execution with Contractor, Customer has reviewed, understood, and agreed to each manufacturer's respective terms and conditions governing the purchase of products, including, but not limited to, applicable warranties, order cancellation, and return policies. In the event of a return request, Sentinel may assist Customer by facilitating the request between Customer and the manufacturer. In addition, product return requests will be subject to Sentinel's own return policies, which may include restocking fees and/or shipping and handling costs.
- Under no circumstances will Customer have the right to withhold payment to Sentinel due to an alleged breach of any express or implied warranties with regard to the products purchased herein. Any such claim shall be handled directly between the manufacturer and Customer. If Contractor receives any financial relief or incentives intended for Customer as a result of a settlement between Customer and the manufacturer, Contractor agrees to pass through the incentives or financial relief to Customer.



- Fixed Fee Services will be progress billed monthly based on percentage of completion. Generally, services for all non-business impacting tasks are quoted at a standard rate for labor from 9:00 a.m. – 5:00 p.m. If Customer requires, Contractor can perform some of these services outside of normal business hours at an overtime labor rate. Notwithstanding the above, services related to migrations, cutovers, or changes to critical core infrastructure are assumed to be performed outside of business hours and are included in the services pricing provided in this contract. For the fixed charges listed, the Contractor shall furnish all of the materials and perform all of the work shown on the drawings and/or described in the specifications entitled Appendix A, as annexed hereto as it pertains to work to be performed at designated customer locations. Any alteration or deviation from the above specifications, including but not limited to any such alteration or deviation involving additional material and/or labor costs, will be executed only upon a written order for same, signed by Customer and Contractor, and if there is any charge for such alteration or deviation, the additional charge will be added to the contract price detailed above.

Payment Terms

Hardware/Software: For orders over \$100K, 50% at contract execution, balance upon shipment from manufacturer

All Invoices: Net 30

***This quote is valid until 11 / 26 / 2023.**

*Regarding the resale of any products, pricing may be subject to a manufacturer price increase before the expiration date of the quote.

CUSTOMER:
Thornton Fractional School District 215

CONTRACTOR:
Sentinel Technologies, Inc.

Signature: _____

Signature: _____

Printed Name: _____

Printed Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

P.O. #: _____



MEMORANDUM

Date: November 8, 2023

To: Mr. John Robinzine, Interim Superintendent/Board of Education

From: Paul Wakefield, Chief Technology Officer

Subject: Board Cell Phones for District Business

Recommended Action

It is recommended that the Board of Education consider modification to Board of Education Internet Expense Policy 2:126 to remove the monthly stipend for broadband internet and instead provide district paid cell phones for board of education members to conduct board business.

Background

It is best practice for board of education members to keep personal and board business related communications separate. To aid with this, district paid cell phones can be provided to members of the District 215 Board of Education to defray the costs of separating personal and board communications. District provided cell phones would include local and long-distance calling, mobile cellular data, and mobile hotspot data that can provide internet access for computers.

As good fiscal stewards of district monies, members of the Board of Education should consider the costs associated with any service. In accordance with Board Policy 2:126, members of the Board of Education can receive a monthly reimbursement for internet service to defray the costs of the expense. As cell phone services can also provide internet service, including mobile hotspot service to be used to provide computers with internet access, district administration recommends that Policy 2:126 be modified to remove the reimbursement of internet services to board members while adding language for district paid cell phones.

Funding source if applicable:

Internet expenditure reimbursement for Board Members is currently funded from local funds; funding for district paid cell phones would replace internet expenditure reimbursements and be funded from the same budget line item.

Current costs associated with policy 2:126 and estimated costs of providing district paid cell phones are:

Estimated Cell Phone Cost (Proposed)		Actual Past 12 Month Broadband Cost (per Policy 2:126)	
Monthly Service	\$ 34.63		
Estimated Monthly Fees	\$ 5.65	Past 12 Months	\$ 3,954.00
Estimated Amortized Equipment Cost	\$ 6.95	Actual Cost	
Monthly Cost per Device	\$ 47.23		
Annual Cost for 7 Device	\$ 3,967.32		

Attachment:

Policy-2126.pdf

BOARD OF EDUCATION

2:126 Board Member Internet Reimbursement

Board Member Compensation Prohibited

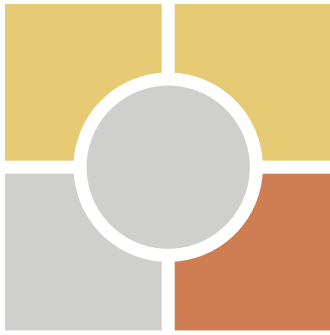
Board of Education Internet Expense:

While the internet is an ordinary and necessary expense to perform many functions of a Board Member, including compliance with mandatory training readily delivered online, and while a Board member may personally contract for such service, a stipend, not to exceed the average cost of internet service, shall be made available to all Board members in order to defray the cost of this expense. This stipend shall be structured as a reimbursement for the actual cost of internet service not to exceed \$60 per month.

Payments will be processed twice annually, once in December and once in June. Affidavits submitted by November 30 will receive a payment in December and a payment in June. Affidavits submitted after December 1 will receive a payment in June for the final six months of the fiscal year. Only one affidavit, along with one copy of a bill, is required each fiscal year. No claims may be submitted for prior years. The copy of the month's bill presented must be for service in the fiscal year for which the stipend is requested.

Adopted: August 24, 2021

Thornton Fractional THSD 215



Center for Academics and Technology

2023 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These “5Essentials” detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)
 (Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

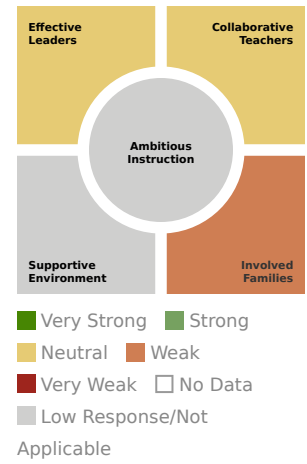
Table of Contents: Full Report

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Ambitious Instruction	7
Supportive Environment	8
5Essentials Measures Table	9
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Supplemental Measures Table
Supplemental Measure Pages

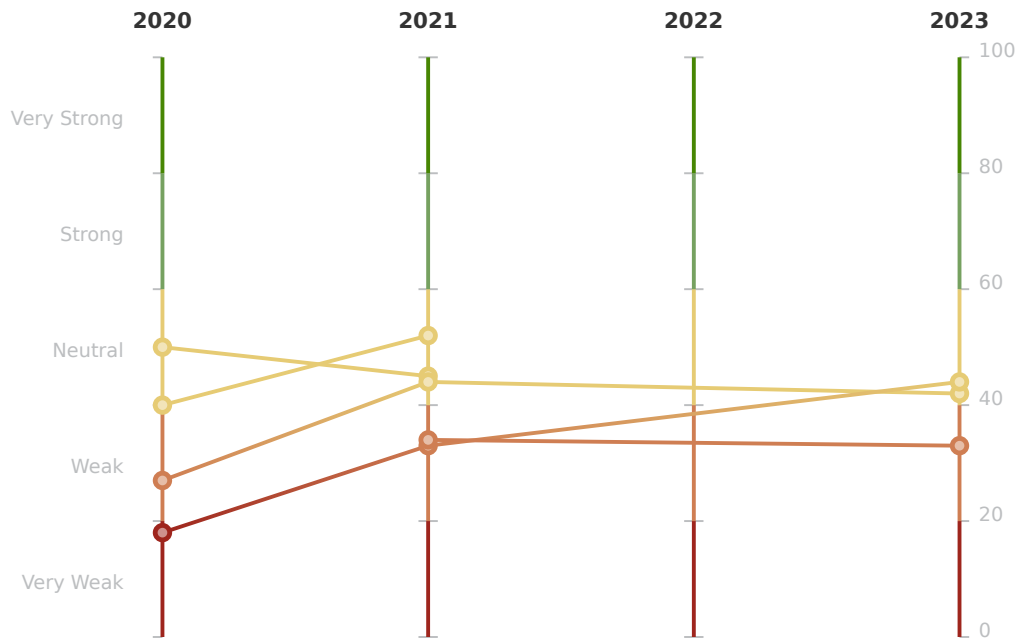
32
33-49

Overall, Center for Academics and Technology is **partially organized** for improvement.



The 5Essentials

How is Center for Academics and Technology performing on each of the 5Essentials in 2023?



Essentials	Performance Across Years				
	2020	2021	2022	2023	
Collaborative Teachers	18	33	N/A	44	Neutral
Effective Leaders	27	44	N/A	42	Neutral
Involved Families	N/A	34	N/A	33	Weak
Ambitious Instruction	50	45	N/A	N/A	Low Resp Or N/A
Supportive Environment	40	52	N/A	N/A	Low Resp Or N/A

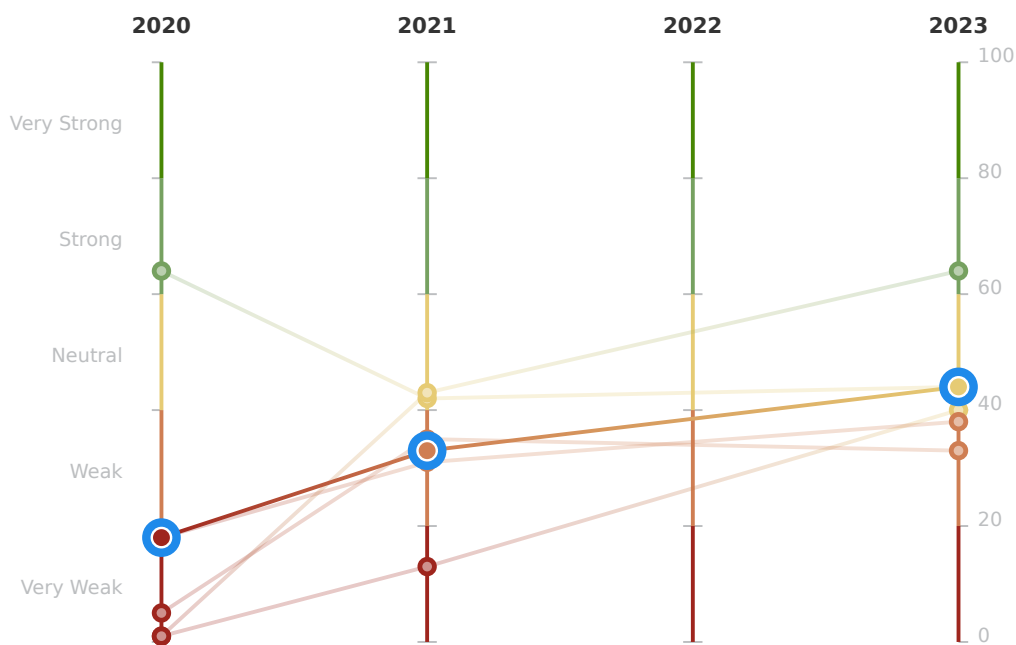
Collaborative Teachers

How is Center for Academics and Technology performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Teacher-Teacher Trust	1	43	N/A	64	Teacher
Quality Professional Development	64	42	N/A	44	Teacher
Collaborative Practices	1	13	N/A	40	Teacher
School Commitment	18	31	N/A	38	Teacher
Collective Responsibility	5	35	N/A	33	Teacher

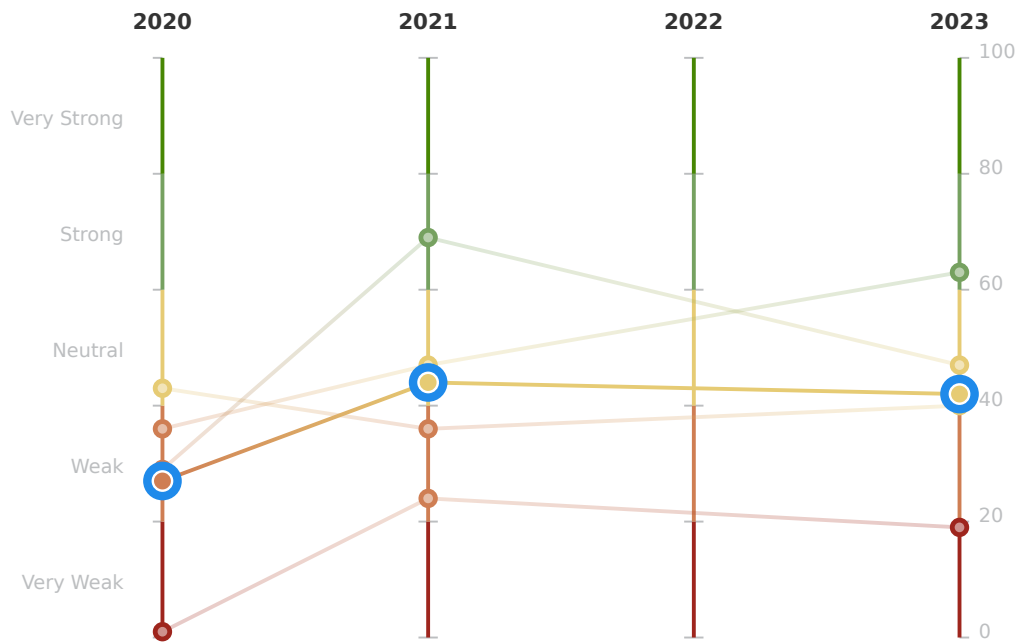
Effective Leaders

How is Center for Academics and Technology performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Teacher-Principal Trust	36	47	N/A	63	Teacher
Program Coherence	29	69	N/A	47	Teacher
Instructional Leadership	43	36	N/A	40	Teacher
Teacher Influence	1	24	N/A	19	Teacher

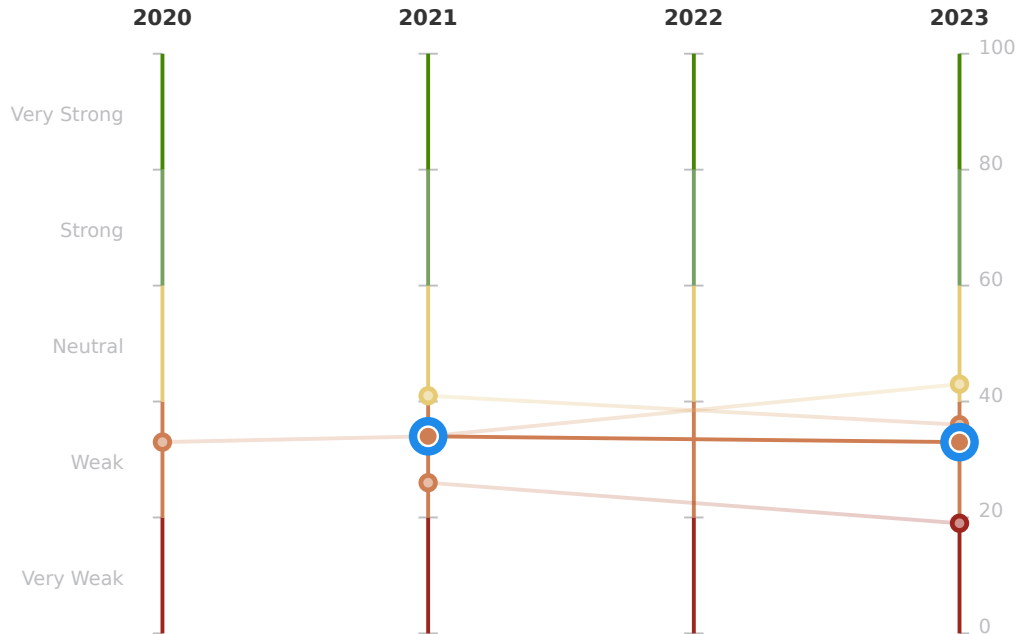
Involved Families

How is Center for Academics and Technology performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Parent Influence on Decision Making in Schools	33	34	N/A	43	Teacher
Teacher-Parent Trust	N/A	41	N/A	36	Teacher
Parent Involvement in School	N/A	26	N/A	19	Teacher

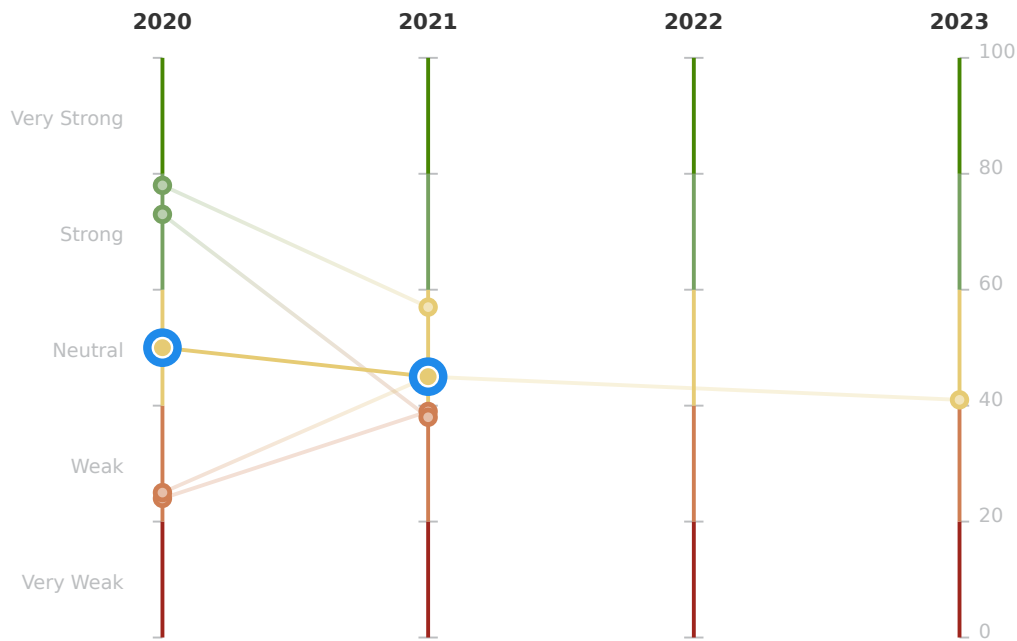
Ambitious Instruction

How is Center for Academics and Technology performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Quality of Student Discussion	25	45	N/A	41	Teacher
Academic Press	24	39	N/A	N/A	Student
English Instruction	73	38	N/A	N/A	Student
Math Instruction	78	57	N/A	N/A	Student

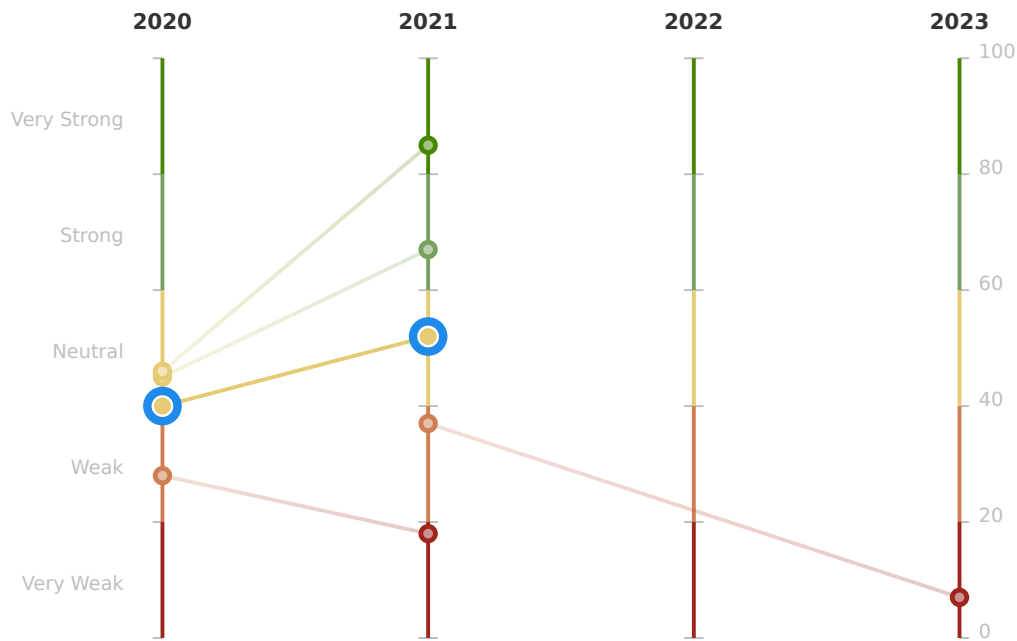
Supportive Environment

How is Center for Academics and Technology performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- and they are well-supported in planning for college and other post-high school experiences.





















Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Expectations for Postsecondary Education	N/A	37	N/A	7	Teacher
Safety	28	18	N/A	N/A	Student
School-Wide Future Orientation	45	67	N/A	N/A	Student
Student-Teacher Trust	46	85	N/A	N/A	Student

All 5Essentials Measures

How is Center for Academics and Technology performing on all 5Essentials measures in 2023?


Page	Measure	Change	Performance	Essential	Respondent
10	Teacher-Teacher Trust	N/A	64 Strong	 Collaborative Teachers	Teacher
11	Teacher-Principal Trust	N/A	63 Strong	 Effective Leaders	Teacher
13	Program Coherence	N/A	47 Neutral	 Effective Leaders	Teacher
14	Quality Professional Development	N/A	44 Neutral	 Collaborative Teachers	Teacher
15	Parent Influence on Decision Making in Schools	N/A	43 Neutral	 Involved Families	Teacher
16	Quality of Student Discussion	N/A	41 Neutral	 Ambitious Instruction	Teacher
17	Collaborative Practices	N/A	40 Neutral	 Collaborative Teachers	Teacher
18	Instructional Leadership	N/A	40 Neutral	 Effective Leaders	Teacher
19	School Commitment	N/A	38 Weak	 Collaborative Teachers	Teacher
20	Teacher-Parent Trust	N/A	36 Weak	 Involved Families	Teacher
21	Collective Responsibility	N/A	33 Weak	 Collaborative Teachers	Teacher
22	Parent Involvement in School	N/A	19 Very Weak	 Involved Families	Teacher
23	Teacher Influence	N/A	19 Very Weak	 Effective Leaders	Teacher
24	Expectations for Postsecondary Education	N/A	7 Very Weak	 Supportive Environment	Teacher
25	Academic Press	N/A	Low Resp Or N/A	 Ambitious Instruction	Student
27	English Instruction	N/A	Low Resp Or N/A	 Ambitious Instruction	Student
28	Math Instruction	N/A	Low Resp Or N/A	 Ambitious Instruction	Student
29	Safety	N/A	Low Resp Or N/A	 Supportive Environment	Student
30	School-Wide Future Orientation	N/A	Low Resp Or N/A	 Supportive Environment	Student
31	Student-Teacher Trust	N/A	Low Resp Or N/A	 Supportive Environment	Student

Teacher-Teacher Trust

Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

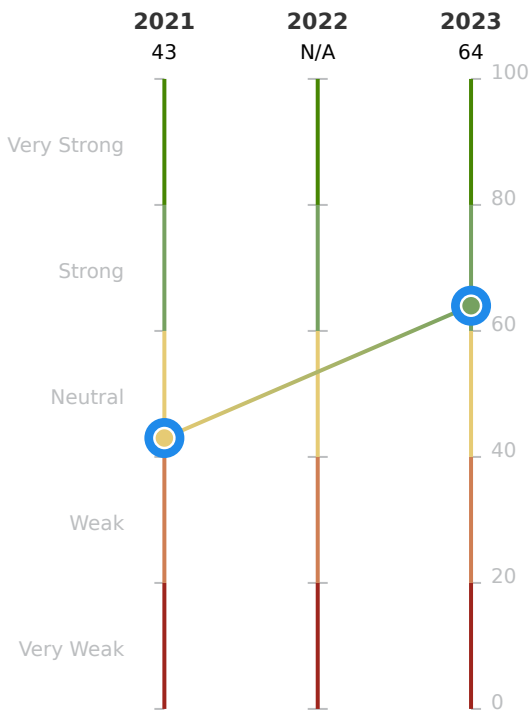
Essential

 Collaborative Teachers

Respondent

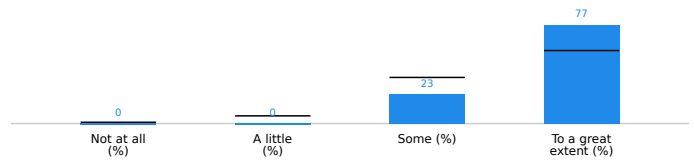
Teacher

Performance

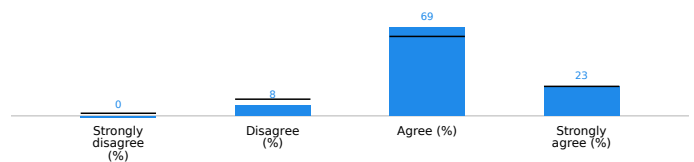


Teachers report the following:

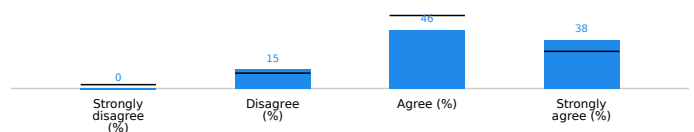
Teachers feel respected by other teachers



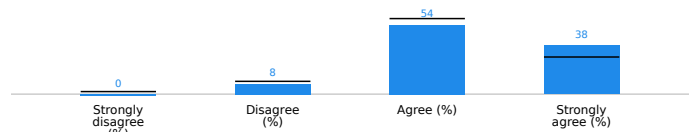
Teachers in this school trust each other.



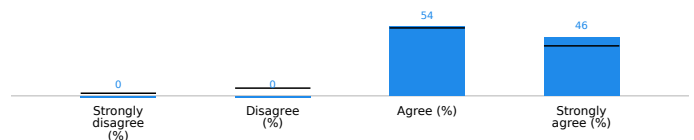
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



Teacher-Principal Trust

Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Essential

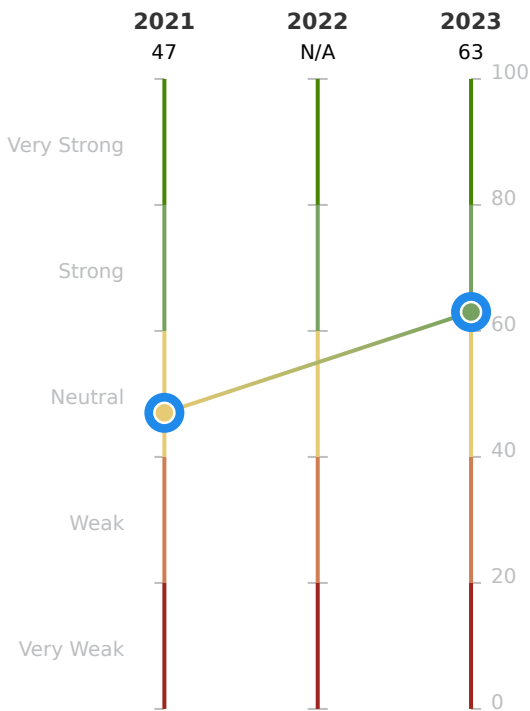


Effective Leaders

Respondent

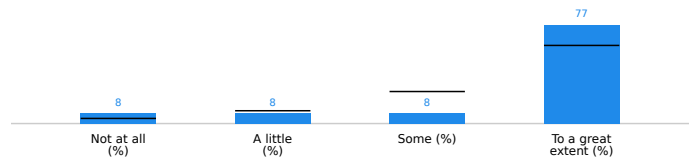
Teacher

Performance

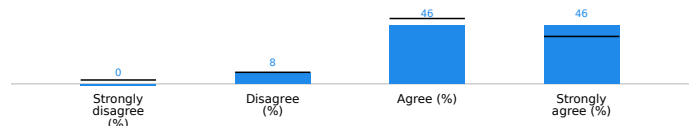


Teachers report the following:

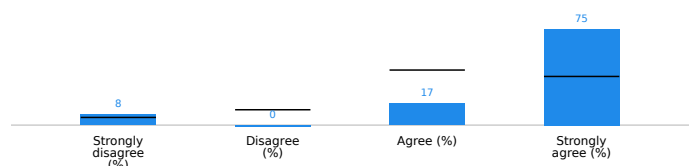
Teachers feel respected by the principal



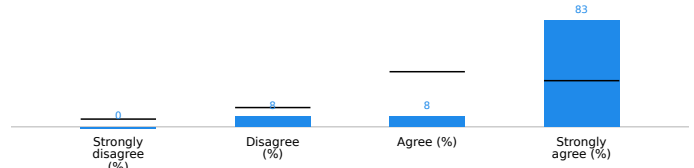
The principal has confidence in the expertise of the teachers.



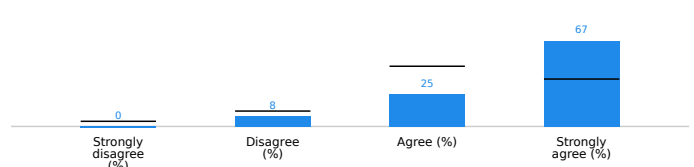
I trust the principal at his or her word.



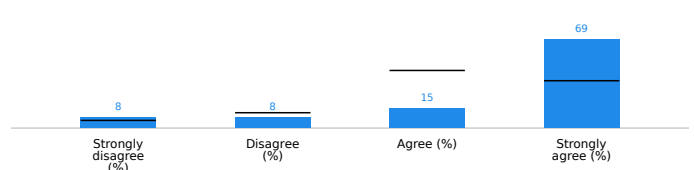
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



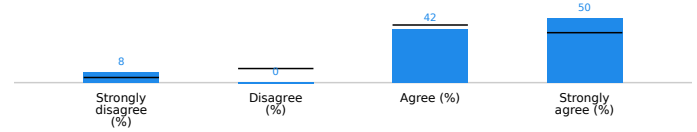
The principal takes a personal interest in the professional development of teachers.



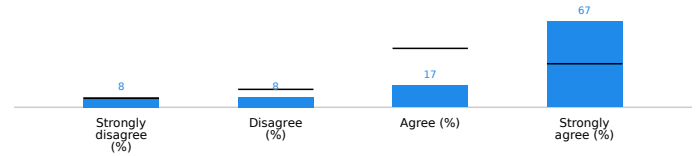
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.



Program Coherence

Program Coherence

School programs are coordinated and consistent with its goals for student learning.

Essential

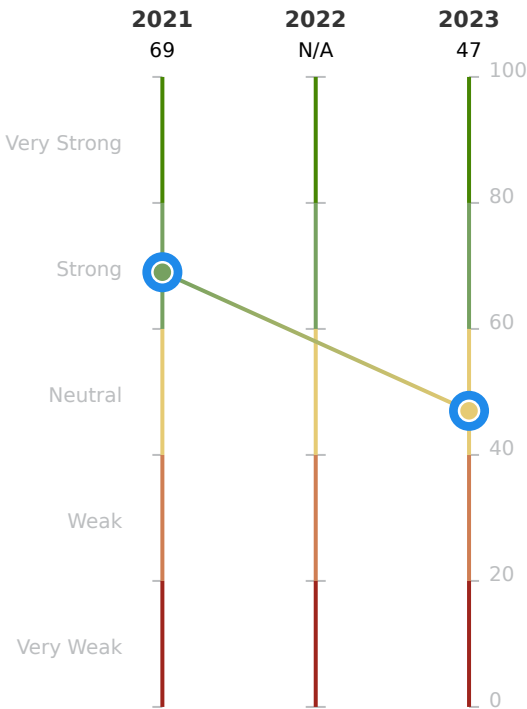


Effective Leaders

Respondent

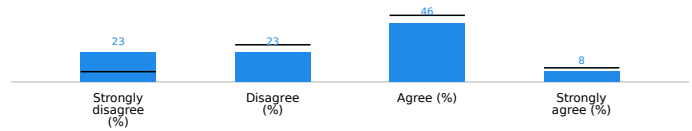
Teacher

Performance

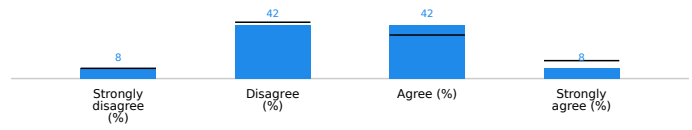


Teachers report the following:

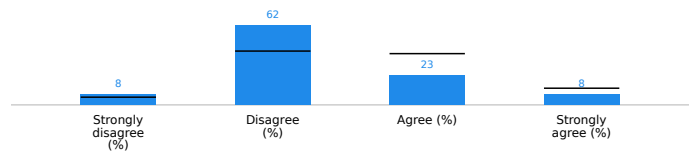
Once we start a new program in this school, we follow up to make sure that it's working.



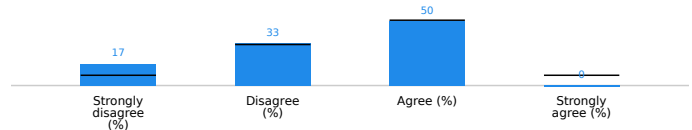
We have so many different programs in this school that I can't keep track of them all.



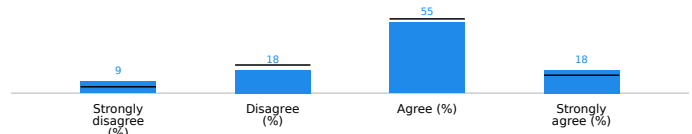
Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.




Quality Professional Development

Quality Professional Development

Professional development is rigorous and focused on student learning.

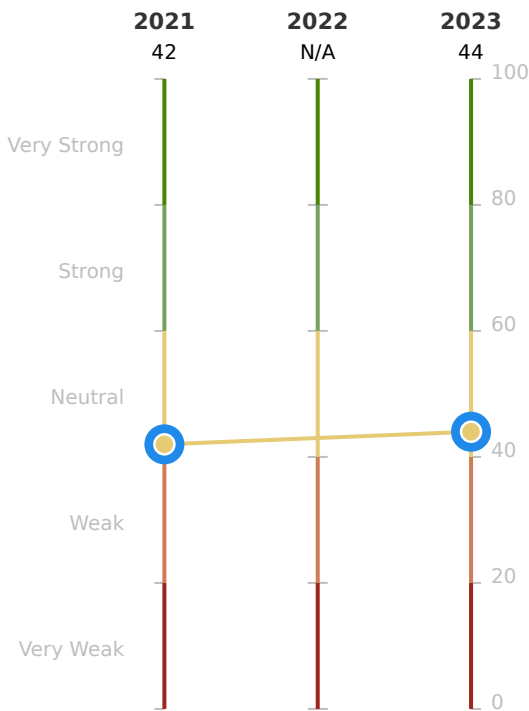
Essential

 Collaborative Teachers

Respondent

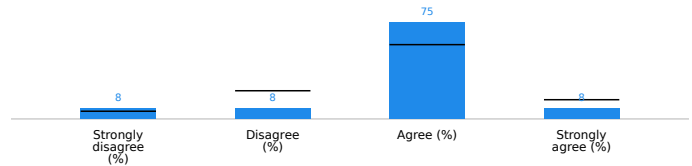
Teacher

Performance

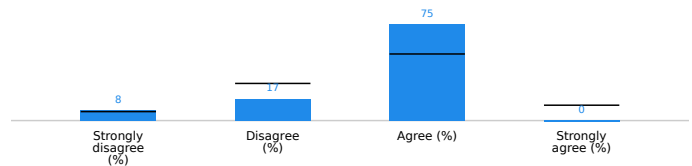


Teachers report that professional development this year has:

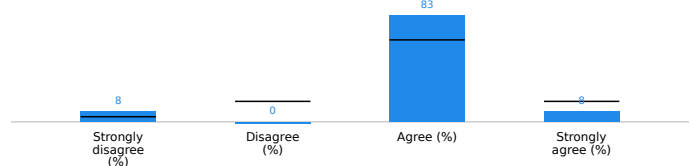
Been sustained and coherently focused, rather than short-term and unrelated.



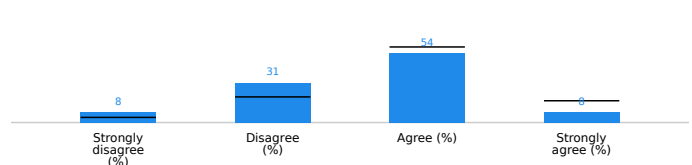
Included enough time to think carefully about, try, and evaluate new ideas.



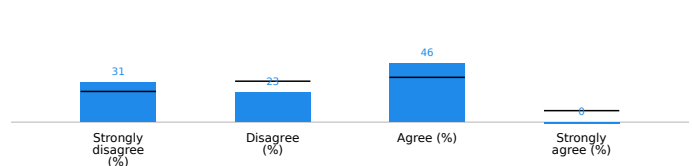
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.




Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

Essential

 Involved Families

Respondent

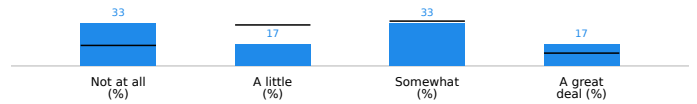
Teacher

Performance

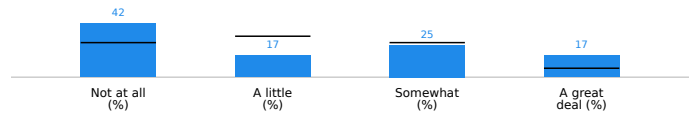


Teachers report that the school:

Involves parents in the development of programs aimed at improving students' academic outcomes.



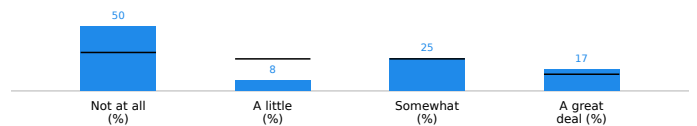
Involves parents in commenting on school curricula.



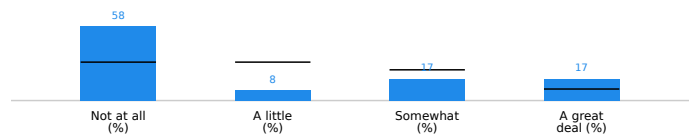
Includes parent leaders from all backgrounds in school improvement efforts.



Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?




Quality of Student Discussion

Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

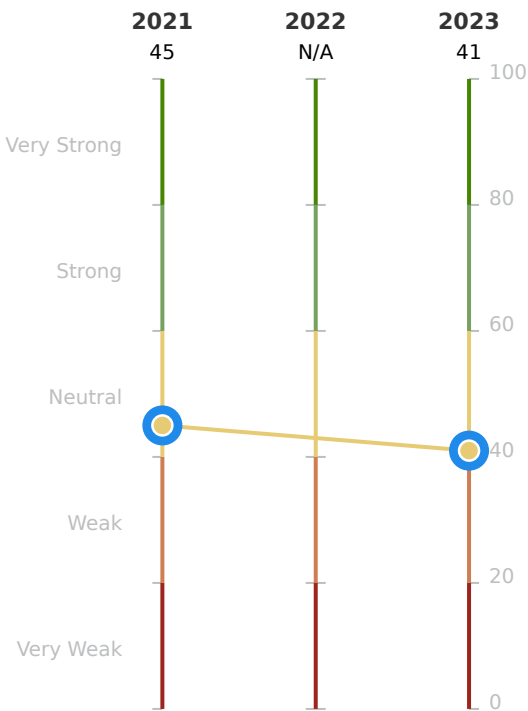
Essential

 Ambitious Instruction

Respondent

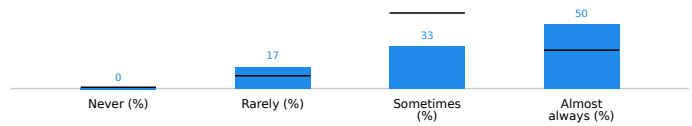
Teacher

Performance

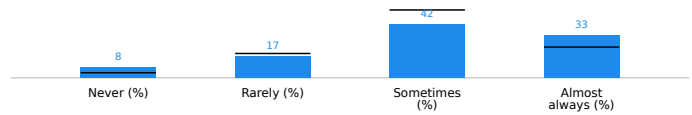


Teachers report the following about classroom discussions:

Students build on each other's ideas during discussion.



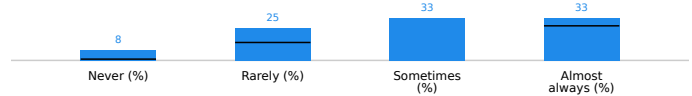
Students use data and text references to support their ideas.



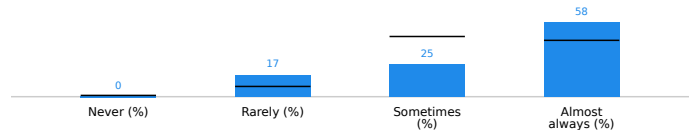
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.




Collaborative Practices

Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

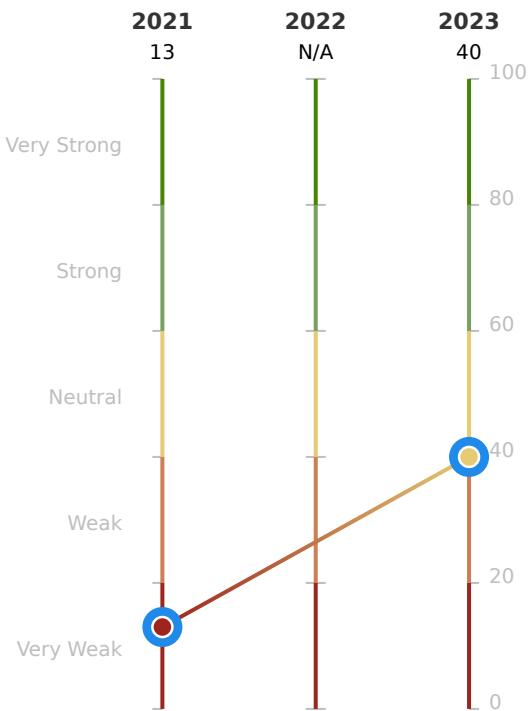
Essential

 Collaborative Teachers

Respondent

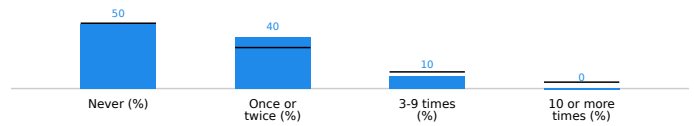
Teacher

Performance

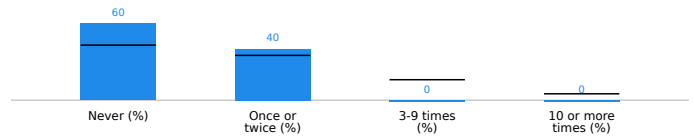


Teachers report how often they have done the following:

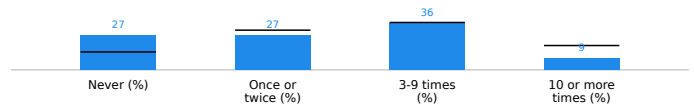
Observed another teacher's classroom to offer feedback.



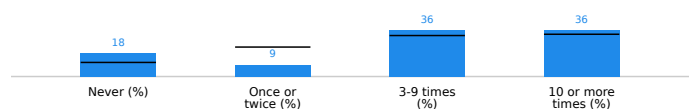
Observed another teacher's classroom to get ideas for your own instruction.



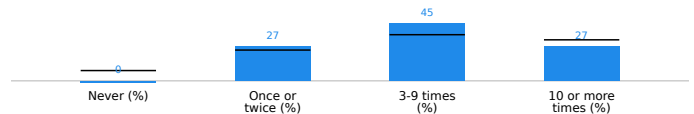
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.



Instructional Leadership

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

Essential

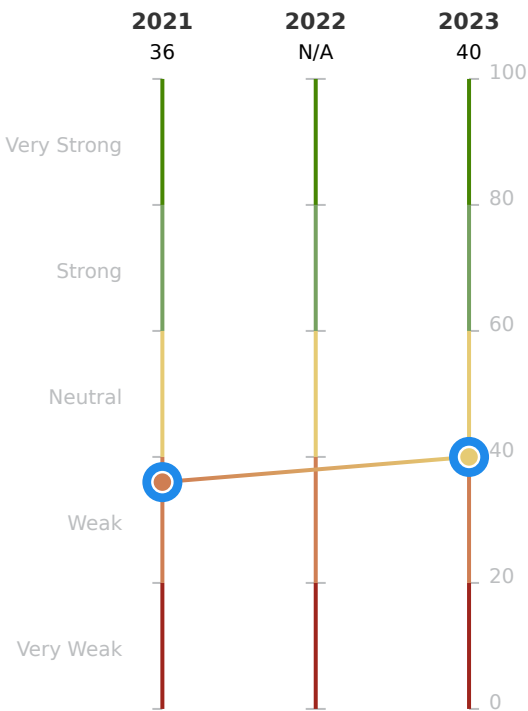


Effective Leaders

Respondent

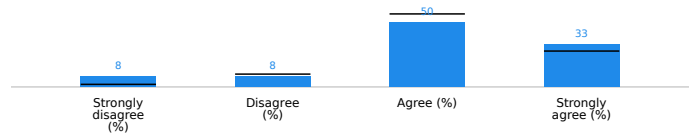
Teacher

Performance

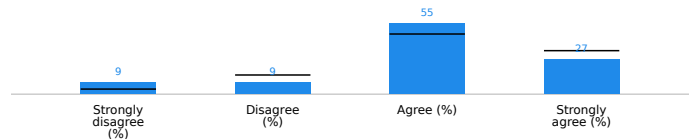


Teachers report that a member of the school leadership team:

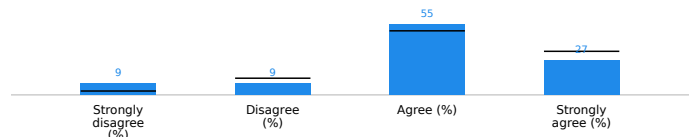
Makes clear to the staff the leadership's expectations for meeting instructional goals.



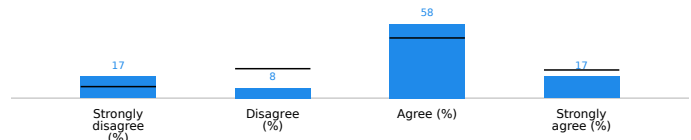
Communicates a clear vision for our school.



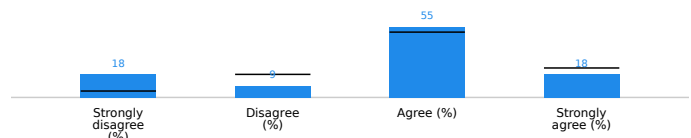
Presses teachers to implement what they have learned in professional development.



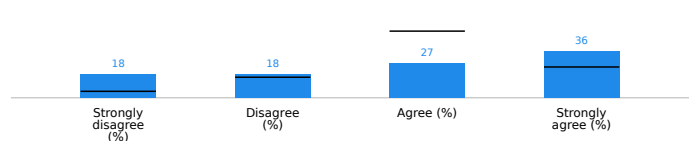
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



Has provided me with the support I need to improve my teaching.



School Commitment

School Commitment

Teachers are deeply committed to the school.

Essential

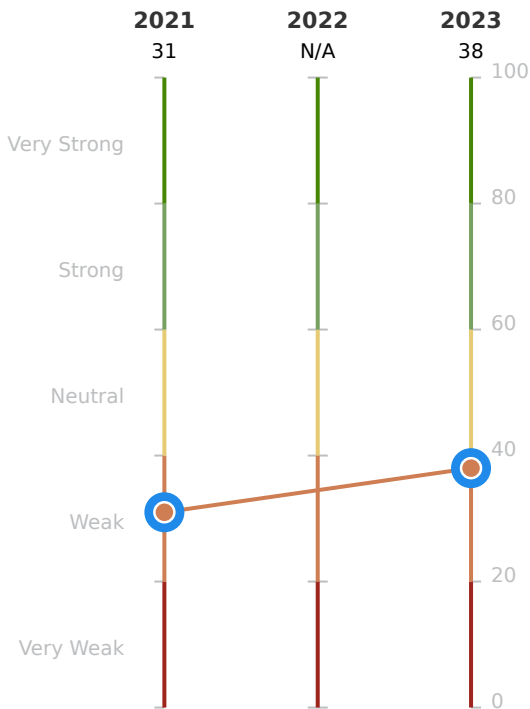


Collaborative Teachers

Respondent

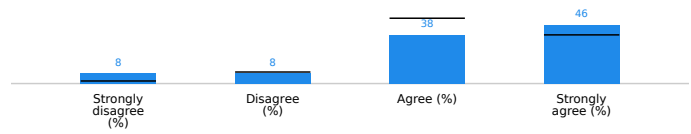
Teacher

Performance

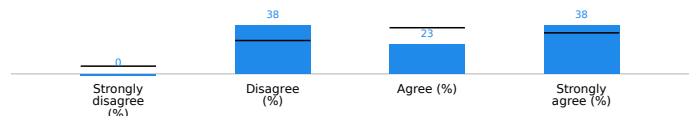


Teachers report the following:

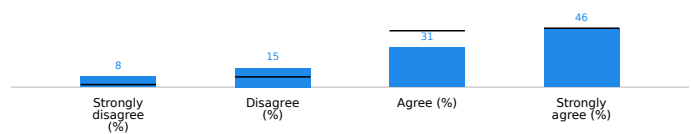
I usually look forward to each working day at this school.



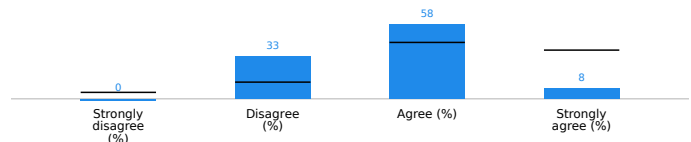
I wouldn't want to work in any other school.



I feel loyal to this school.



I would recommend this school to parents seeking a place for their child.

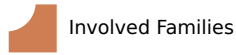


Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

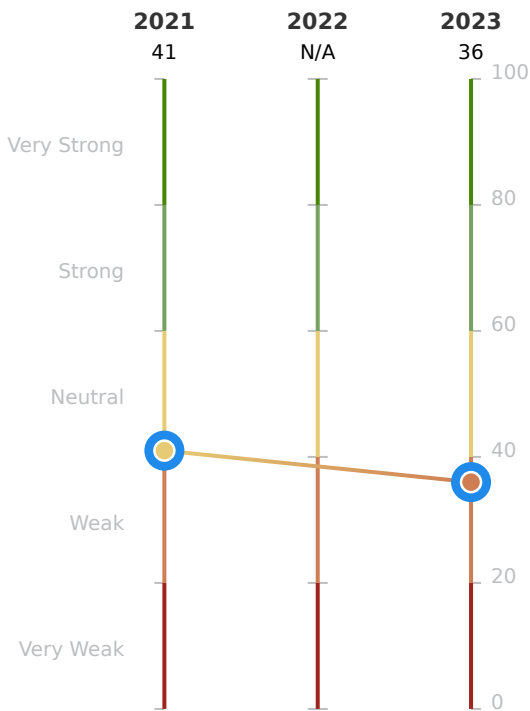
Essential



Respondent

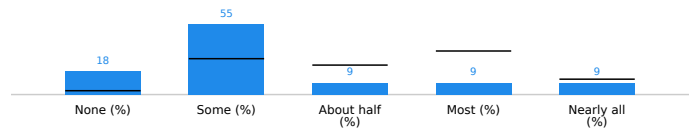
Teacher

Performance

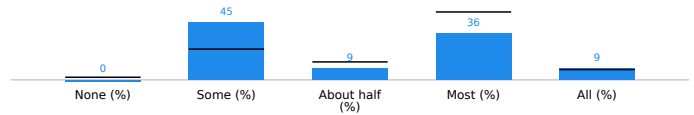


Teachers report the following:

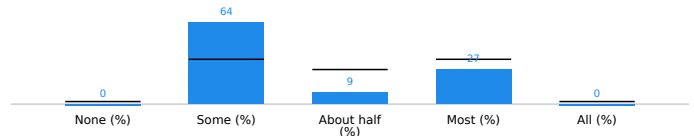
Teachers feel good about parents' support for their work.



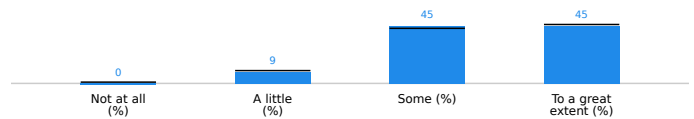
Parents support teachers' teaching efforts.



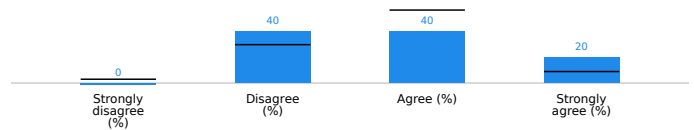
Parents do their best to help their children learn.



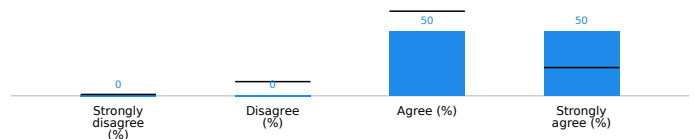
Teachers feel respected by the parents of the students



Teachers and parents at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents.




Collective Responsibility

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

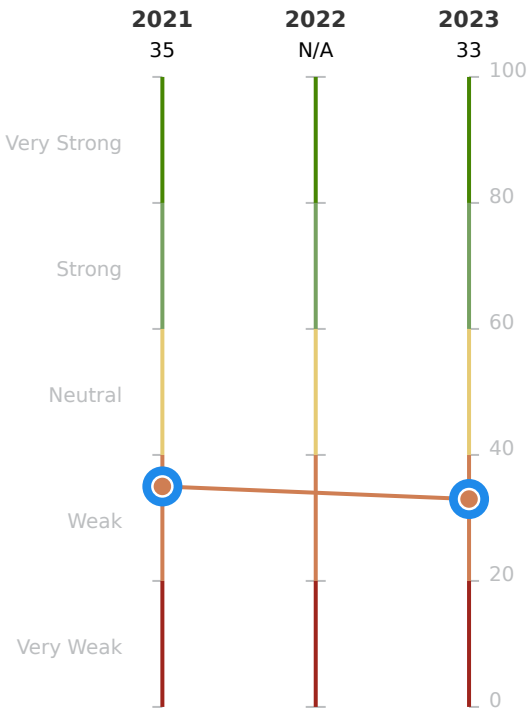
Essential

 Collaborative Teachers

Respondent

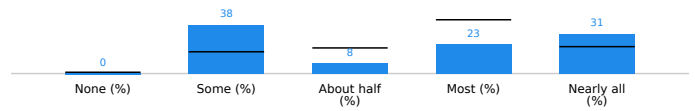
Teacher

Performance

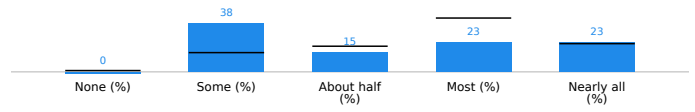


Teachers report that other teachers in the school:

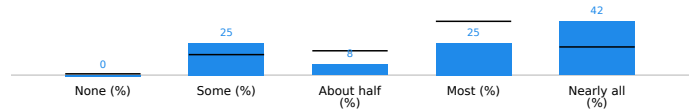
Help maintain discipline in the entire school, not just their classroom?



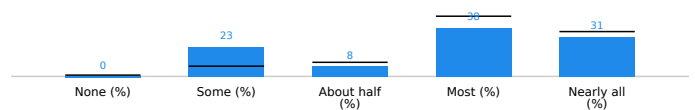
Take responsibility for improving the school.



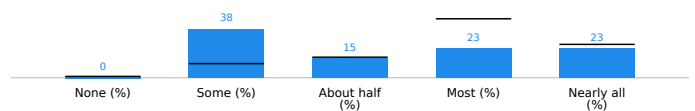
Feel responsible to help each other do their best.



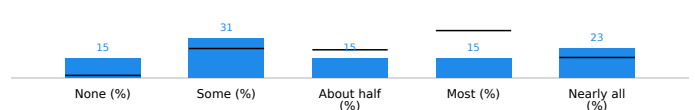
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.

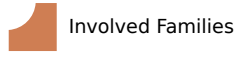


Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

Essential

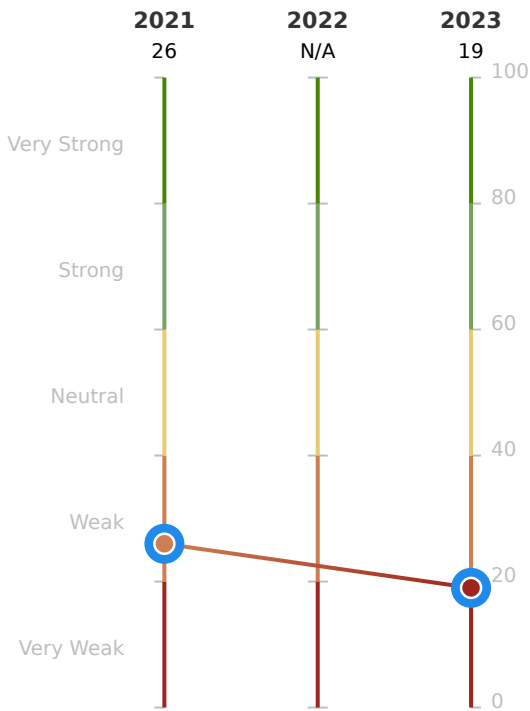


Involved Families

Respondent

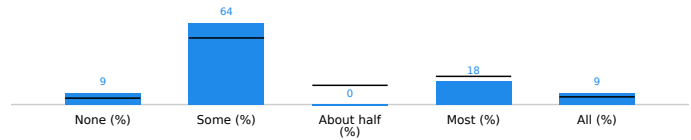
Teacher

Performance

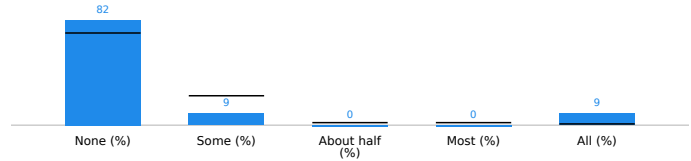


Teachers report that students' parents:

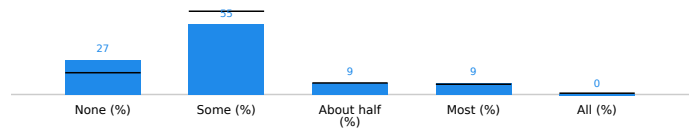
Attended parent-teacher conferences when you requested them.



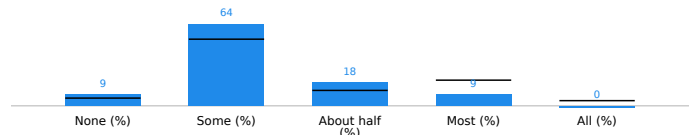
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.



Teacher Influence

Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

Essential

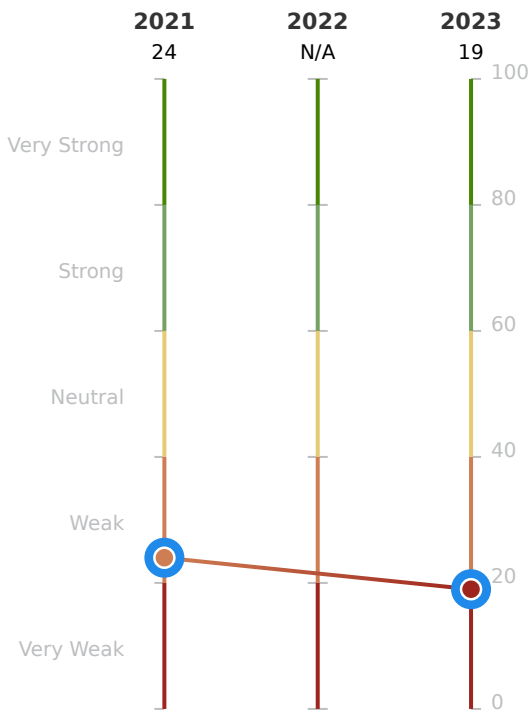


Effective Leaders

Respondent

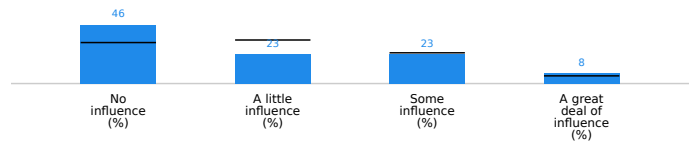
Teacher

Performance

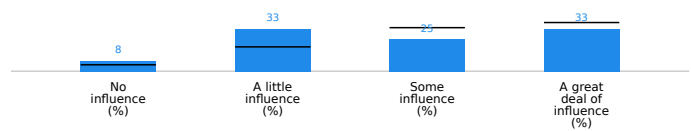


Teachers report having influence on:

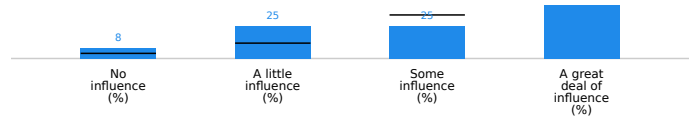
Planning how discretionary school funds should be used.



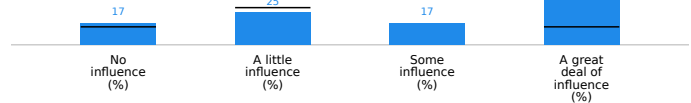
Determining which books and other instructional materials are used in classrooms.



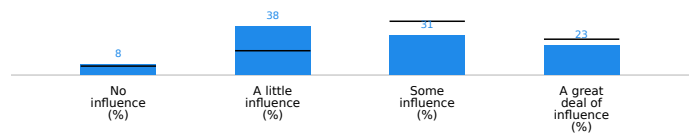
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



Expectations for Postsecondary Education

Expectations for Postsecondary Education

The school expects all students to attend college and promotes college-readiness.

Essential

Supportive Environment

Respondent

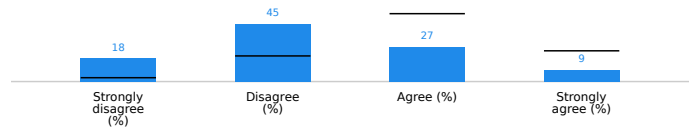
Teacher

Performance

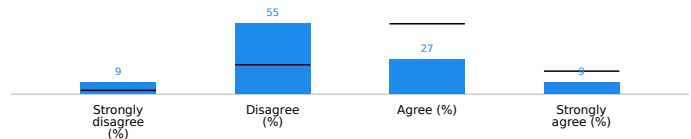


Teachers report that:

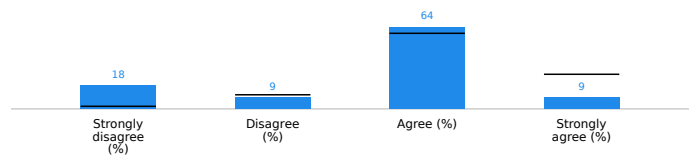
Teachers expect most students in this school to go to college.



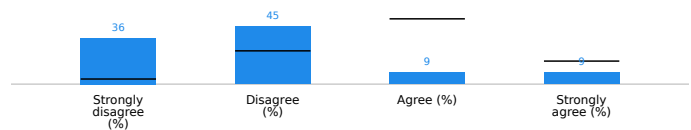
Teachers at this school help students plan for college outside of class time.



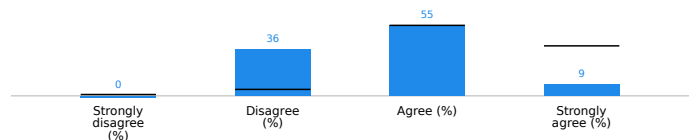
The curriculum at this school is focused on helping students get ready for college.



Most of the students in this school are planning to go to college.



Teachers in this school feel that it is a part of their job to prepare students to succeed in college.




Academic Press

Academic Press

Teachers expect students to do their best and to meet academic demands.

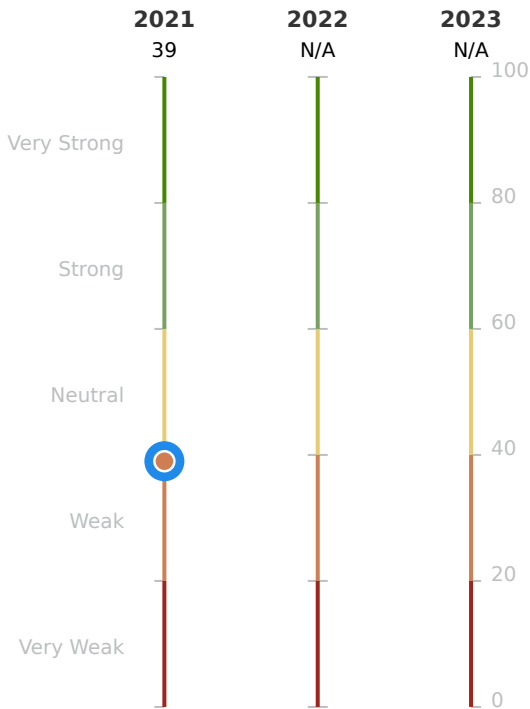
Essential

 Ambitious Instruction

Respondent

Student

Performance



Students report the following about one specific class:

This class really makes me think.



I really learn a lot in this class



The teacher expects everyone to work hard



The teacher expects me to do my best all the time



The teacher wants us to become better thinkers, not just memorize things



This class challenges me



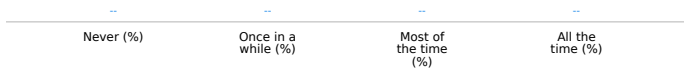
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class




English Instruction

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

Essential

 Ambitious Instruction

Respondent

Student

Performance



Students report doing the following in English class:

Debate the meaning of a reading.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
--	--	--	--	--

Discuss connections between a reading and real life people or situations.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
--	--	--	--	--

Discuss how culture, time, or place affects an author's writing.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
--	--	--	--	--

Improve a piece of writing as a class or with partners.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
--	--	--	--	--

Rewrite a paper or essay in response to comments.

Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
--	--	--	--	--

Explain how writers use tools like symbolism and metaphor to communicate meaning.


Never (%)	Once or twice a semester (%)	Once or twice a month (%)	Once or twice a week (%)	Almost every day (%)
--	--	--	--	--

Math Instruction

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

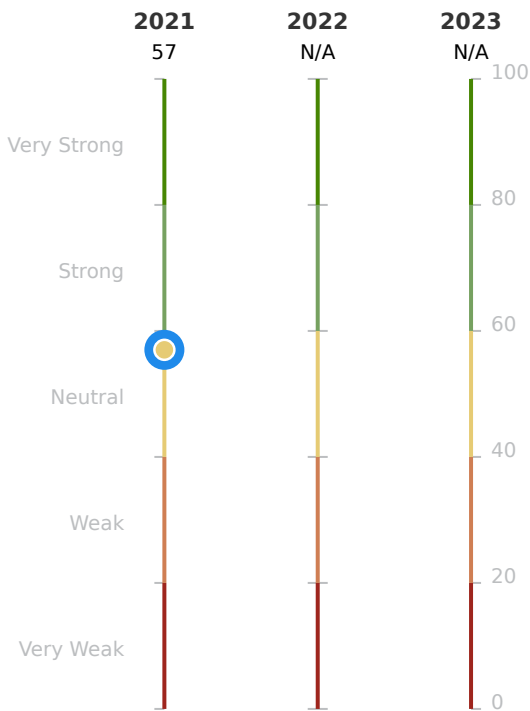
Essential

 Ambitious Instruction

Respondent

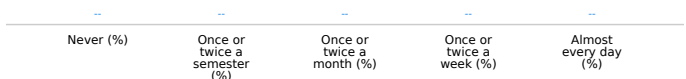
Student

Performance

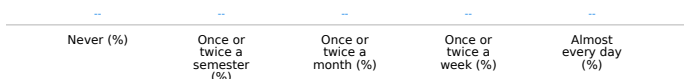


Students report that they do the following in math class:

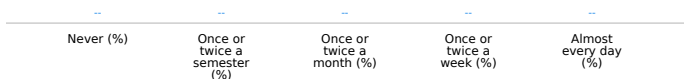
Apply math to situations in life outside of school.



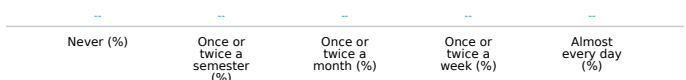
Discuss possible solutions to problems with other students.



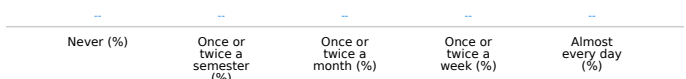
Explain how you solved a problem to the class.



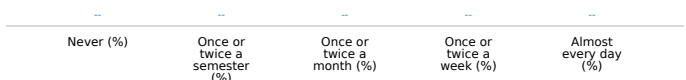
Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Solve a problem with multiple steps that takes more than 20 minutes.



Safety

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

Essential

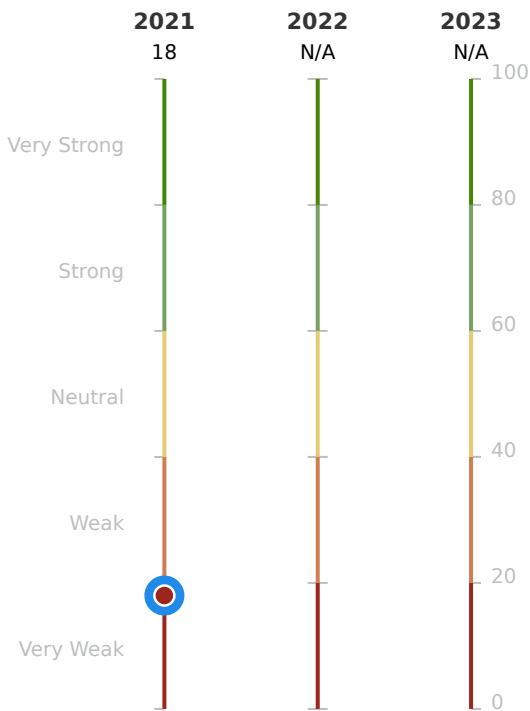


Supportive Environment

Respondent

Student

Performance



Students report how safe they feel:

In the hallways of the school?



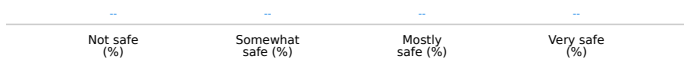
In the bathrooms of the school?



Outside around the school?



Traveling between home and school?



In your classes?




School-Wide Future Orientation

School-Wide Future Orientation

The school engages all students in planning for life after graduation.

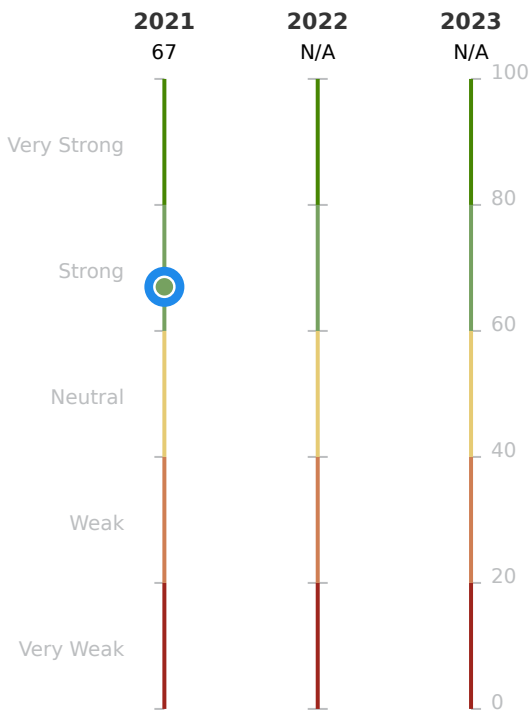
Essential

 Supportive Environment

Respondent

Student

Performance



Students report that:

Teachers make sure that all students are planning for life after graduation.



Teachers work hard to make sure that all students are learning.



High school is seen as preparation for the future.



All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.



Student-Teacher Trust

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

Essential

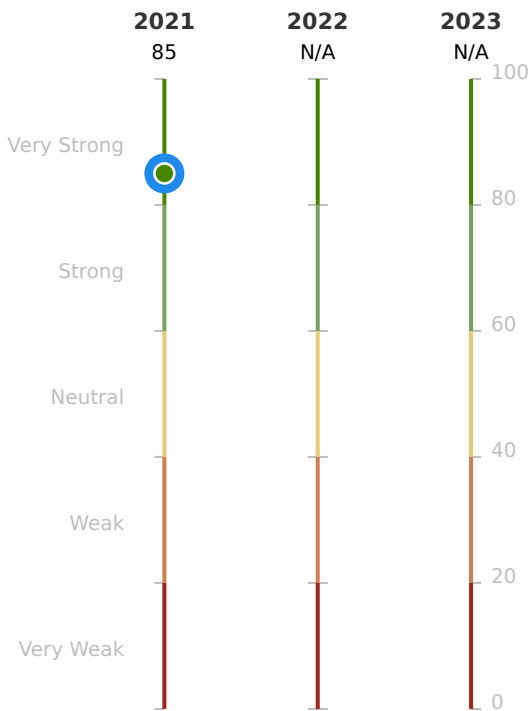


Supportive Environment

Respondent

Student

Performance



Students report:

I feel safe with my teachers at this school.



I feel comfortable with my teachers at this school.



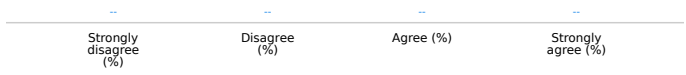
My teachers always keep their promises.



My teachers always listen to students' ideas.



















My teachers treat me with respect.



All Supplemental Measures

How is Center for Academics and Technology performing on all supplemental measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
33	Socialization of New Teachers	N/A	92 Very Strong	 Supplemental Measures	Teacher
34	Reflective Dialogue	N/A	38 Weak	 Supplemental Measures	Teacher
35	Innovation	N/A	34 Weak	 Supplemental Measures	Teacher
36	Student Responsibility	N/A	33 Weak	 Supplemental Measures	Teacher
37	Teacher Safety	N/A	22 Weak	 Supplemental Measures	Teacher
39	Classroom Disruptions	N/A	14 Very Weak	 Supplemental Measures	Teacher
40	Academic Engagement	N/A	Low Resp Or N/A	 Supplemental Measures	Student
41	Academic Personalism	N/A	Low Resp Or N/A	 Supplemental Measures	Student
42	Classroom Rigor	N/A	Low Resp Or N/A	 Supplemental Measures	Student
43	Course Clarity	N/A	Low Resp Or N/A	 Supplemental Measures	Student
44	Human & Social Resources in the Community	N/A	Low Resp Or N/A	 Supplemental Measures	Student
45	Importance of High School for the Future	N/A	Low Resp Or N/A	 Supplemental Measures	Student
46	Inquiry-Based Science Instruction	N/A	Low Resp Or N/A	 Supplemental Measures	Student
47	Parent Supportiveness	N/A	Low Resp Or N/A	 Supplemental Measures	Student
48	Rigorous Study Habits	N/A	Low Resp Or N/A	 Supplemental Measures	Student
49	Student Peer Relationships	N/A	Low Resp Or N/A	 Supplemental Measures	Student

Socialization of New Teachers

Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

Essential

Supplemental Measures

Respondent

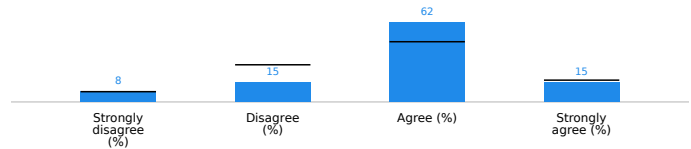
Teacher

Performance

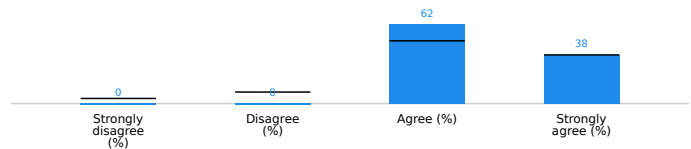


Teachers report the following:

Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Reflective Dialogue

Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

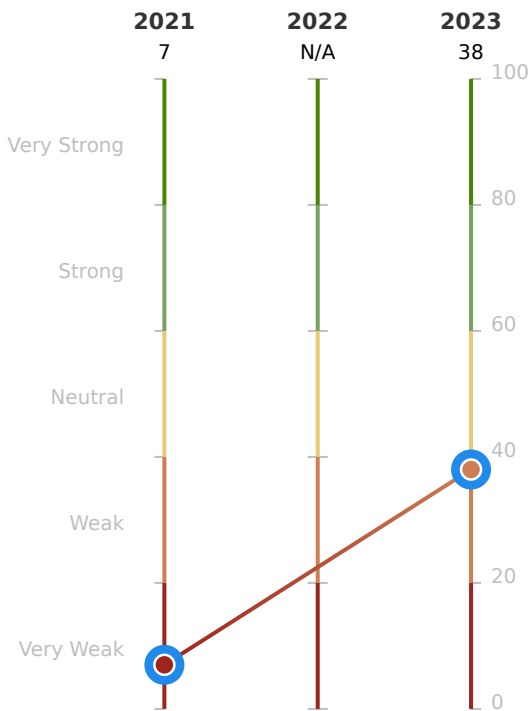
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report having conversations with colleagues about:

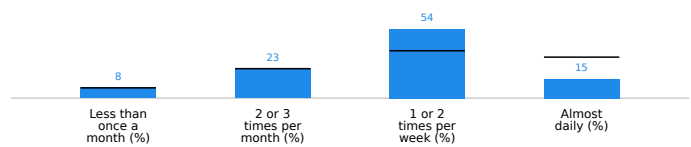
Instruction in the teachers' lounge, faculty meetings, etc.



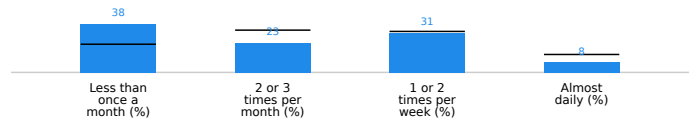
Student work



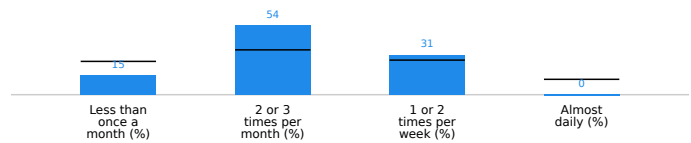
What helps students learn the best



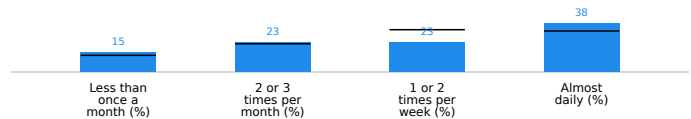
The development of new curriculum



The goals of this school.



Managing classroom behavior



Innovation

Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

Essential

Supplemental Measures

Respondent

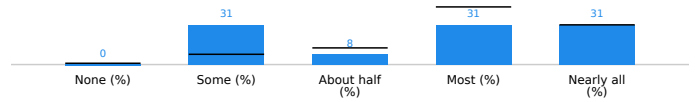
Teacher

Performance

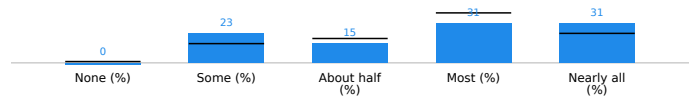


Teachers report that:

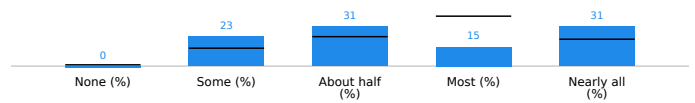
Teachers are really trying to improve their teaching.



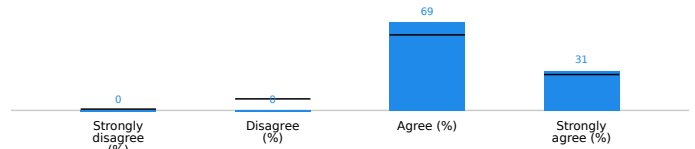
Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Student Responsibility

Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

Essential

Supplemental Measures

Respondent

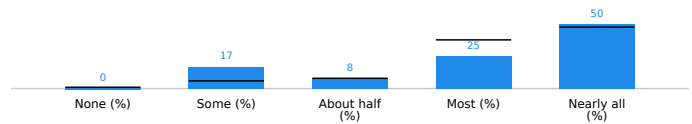
Teacher

Performance

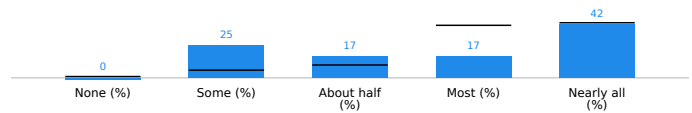


Teachers report that their students:

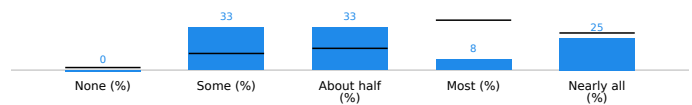
Come to class on time?



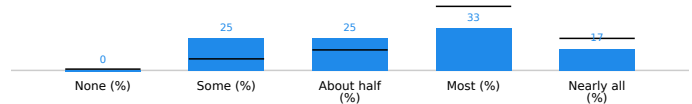
Attend class regularly?



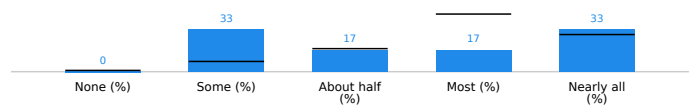
Come to class prepared with the appropriate supplies and books?



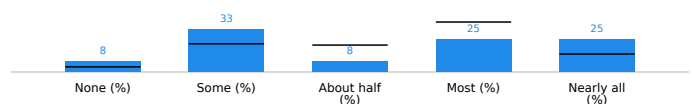
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Teacher Safety

Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

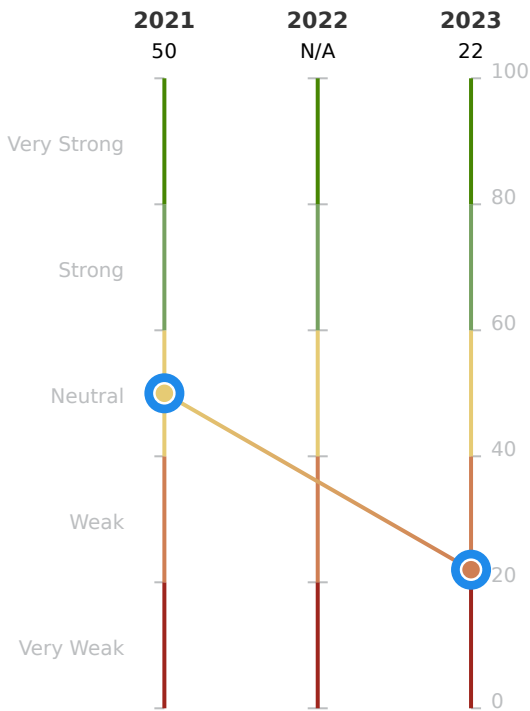
Essential

Supplemental Measures

Respondent

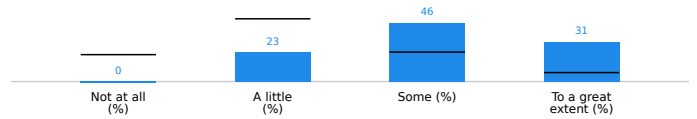
Teacher

Performance

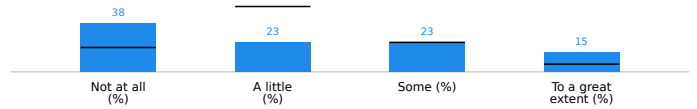


Teachers report how much each of the following is a problem:

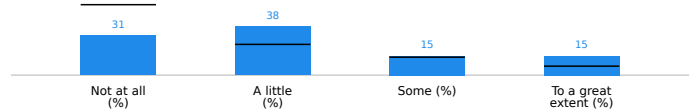
Physical conflicts among students



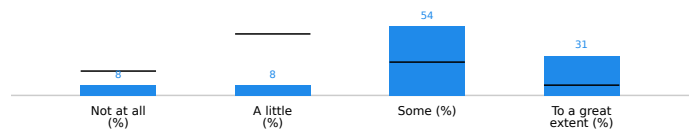
Robbery or theft



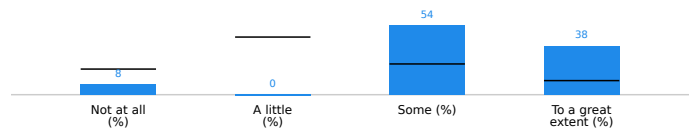
Gang activity



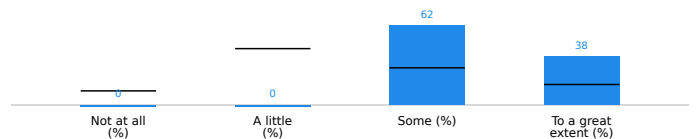
Disorder in classrooms



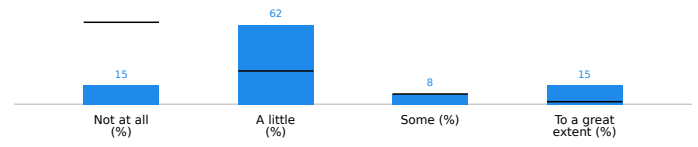
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Classroom Disruptions

Classroom Disruptions

Teachers report on the degree to which other students disrupt their learning.

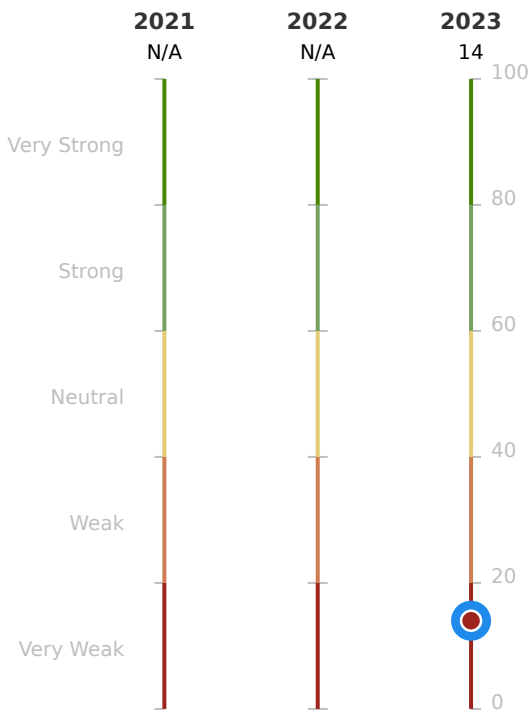
Essential

Supplemental Measures

Respondent

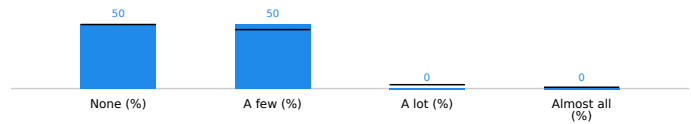
Teacher

Performance

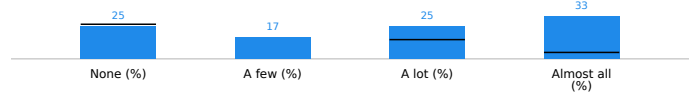


Teachers report that students in their classrooms:

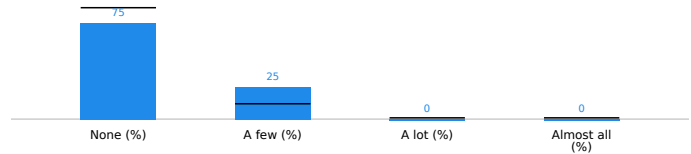
Refuse to respond when addressed?



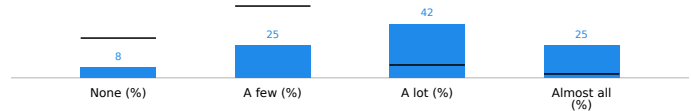
Use inappropriate language during class?



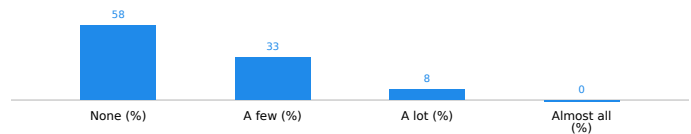
Threaten you verbally?



Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



Create serious behavior problems in your class?



Academic Engagement

Academic Engagement

Students are interested and engaged in learning.

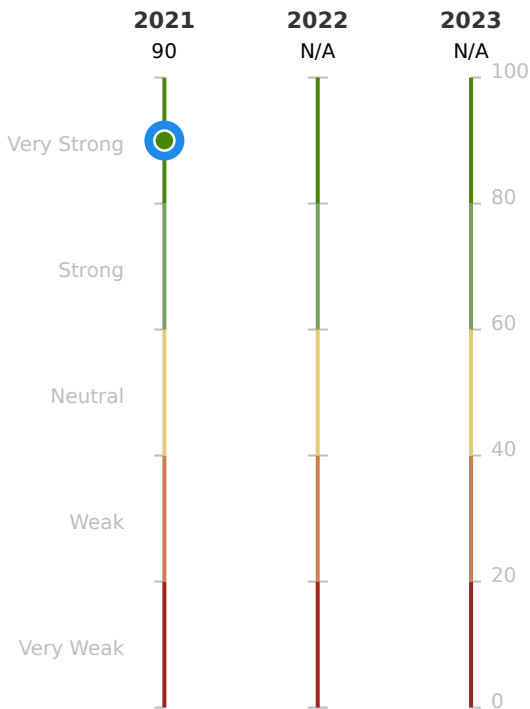
Essential

Supplemental Measures

Respondent

Student

Performance



Students report:

I usually look forward to this class.



I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



The topics we are studying are interesting and challenging.



Academic Personalism

Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

Essential

Supplemental Measures

Respondent

Student

Performance



Students report that their teacher:

Helps me catch up if I am behind.



Is willing to give extra help on schoolwork if I need it.



Notifies if I have trouble learning something.



Gives me specific suggestions about how I can improve my work in this class.



Explains things in a different way if I don't understand something in class.



Classroom Rigor

Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

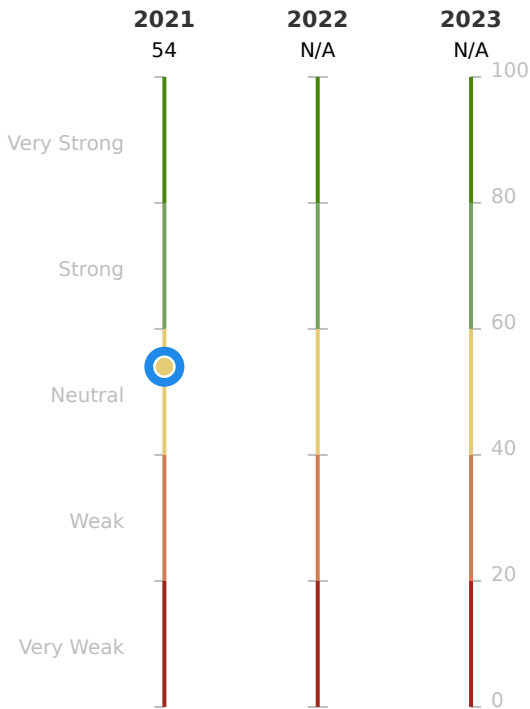
Essential

Supplemental Measures

Respondent

Student

Performance



Students report that the teacher in their target class:

Often connects what I am learning to life outside of the classroom.



Encourages students to share their ideas about things we are studying in class.



Often requires me to explain my answers.



Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Course Clarity

Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

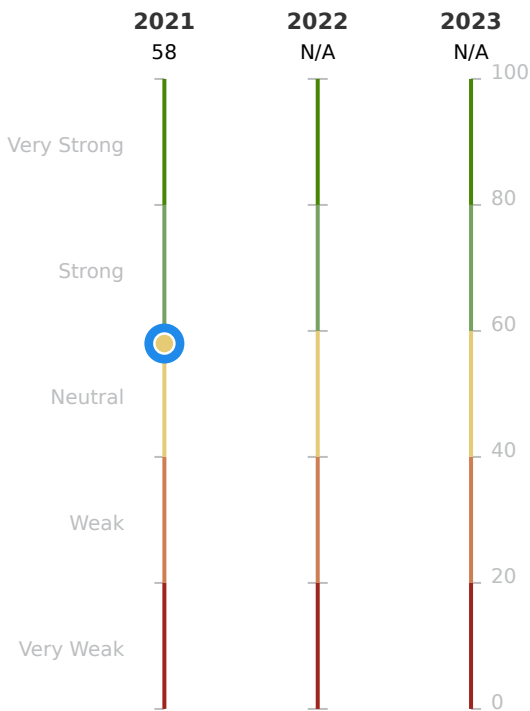
Essential

Supplemental Measures

Respondent

Student

Performance

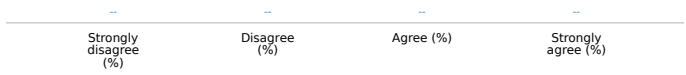


Students report the following about one specific class:

I learn a lot from feedback on my work.



It's clear to me what I need to do to get a good grade.



The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.



Human & Social Resources in the Community

Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

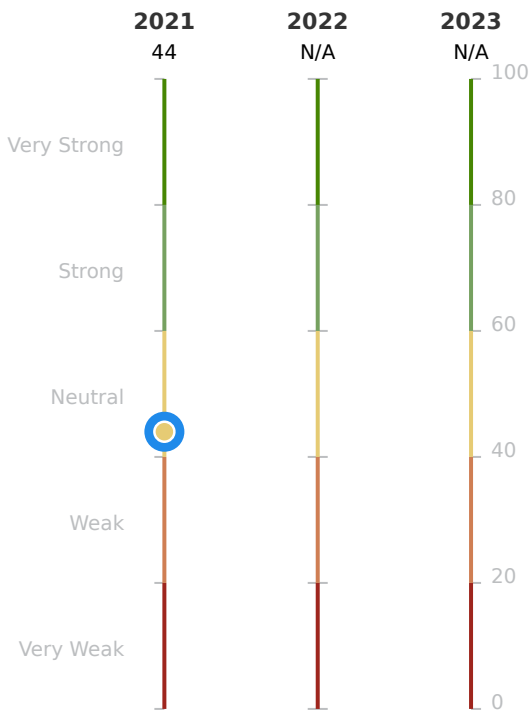
Essential

Supplemental Measures

Respondent

Student

Performance



Students report the following about their community:

Adults in this neighborhood know who the local children are.



During the day, it is safe for children to play in the local park or playground.



People in this neighborhood can be trusted.



There are adults in this neighborhood that children can look up to.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Importance of High School for the Future

Importance of High School for the Future

Students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

Essential

Supplemental Measures

Respondent

Student

Performance



Students report:

My classes give me useful preparation for what I plan to do in life.



High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.



What we learn in class is necessary for success in the future.



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

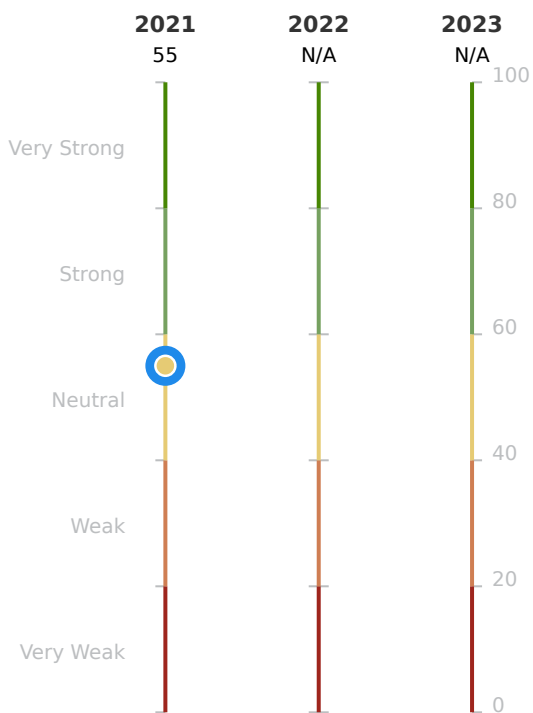
Essential

Supplemental Measures

Respondent

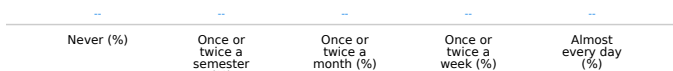
Student

Performance

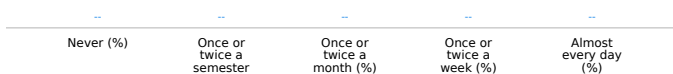


Students report doing the following in science class:

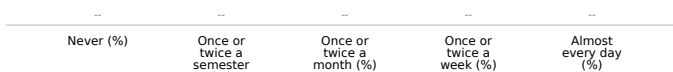
Use laboratory equipment or specimens.



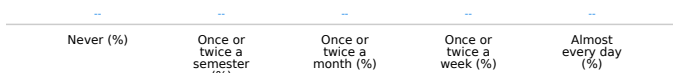
Write lab reports.



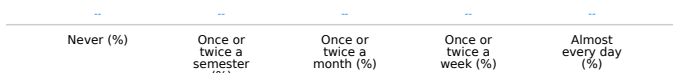
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Parent Supportiveness

Parent Supportiveness

Parents support their children emotionally and developmentally.

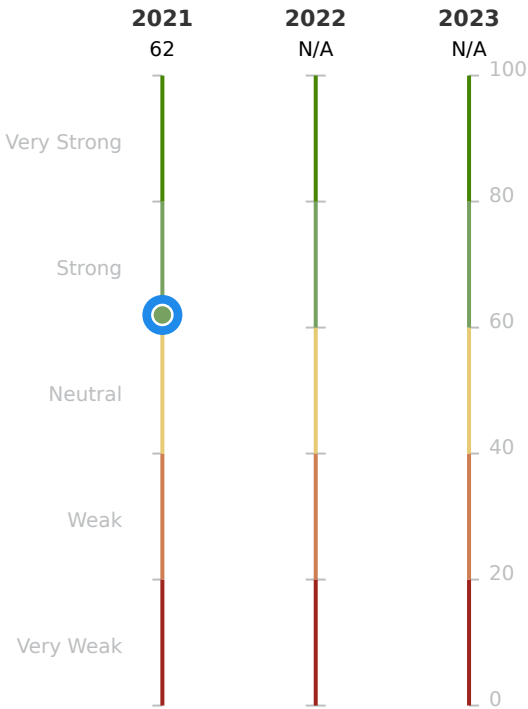
Essential

Supplemental Measures

Respondent

Student

Performance



Students report the following about their parents. My parents:

Encourage you to work hard at school.



Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Rigorous Study Habits

Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

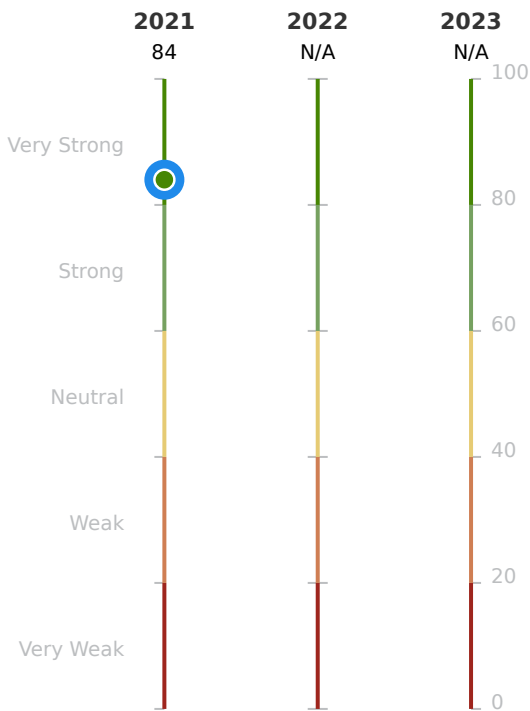
Essential

Supplemental Measures

Respondent

Student

Performance



Students report that:

I always study for tests.



I set aside time to do my homework and study.



I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



Student Peer Relationships

Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

Essential

Supplemental Measures

Respondent

Student

Performance

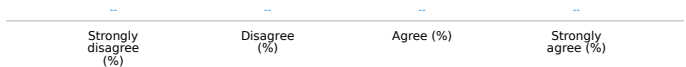


Students report that their school peers:

Like to put others down.



Help each other learn.

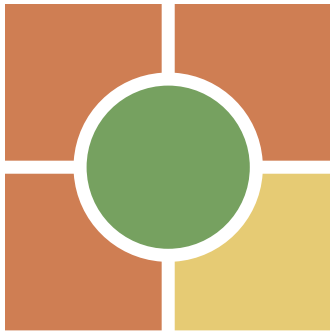


Don't get along together very well.



Treat each other with respect.





Thornton Fractnl No High School 2023 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These “5Essentials” detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

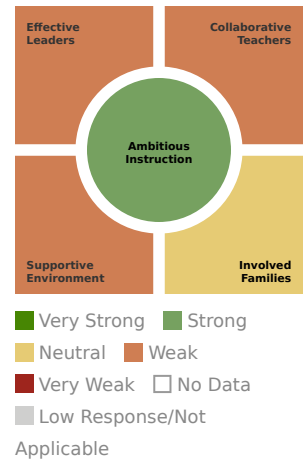
References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)
(Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

Table of Contents: Full Report

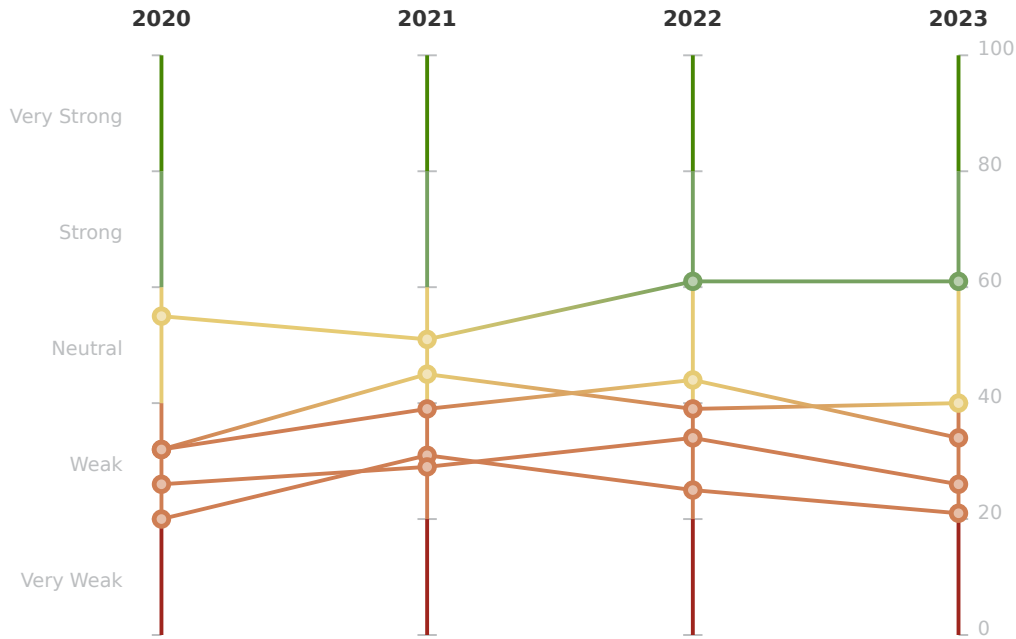
Overall	2
Ambitious Instruction	3
Involved Families	4
Supportive Environment	5
Collaborative Teachers	6
Effective Leaders	7
5Essentials Measures Table	8
5Essentials Measure Pages	9–30
Supplemental Measures Table	31
Supplemental Measure Pages	32–48

Overall, Thornton Fractnl No High School is **partially organized** for improvement.



The 5Essentials

How is Thornton Fractnl No High School performing on each of the 5Essentials in 2023?



Essentials	Performance Across Years				
	2020	2021	2022	2023	
Ambitious Instruction	55	51	61	61	Strong
Involved Families	32	45	39	40	Neutral
Supportive Environment	32	39	44	34	Weak
Collaborative Teachers	26	29	34	26	Weak
Effective Leaders	20	31	25	21	Weak

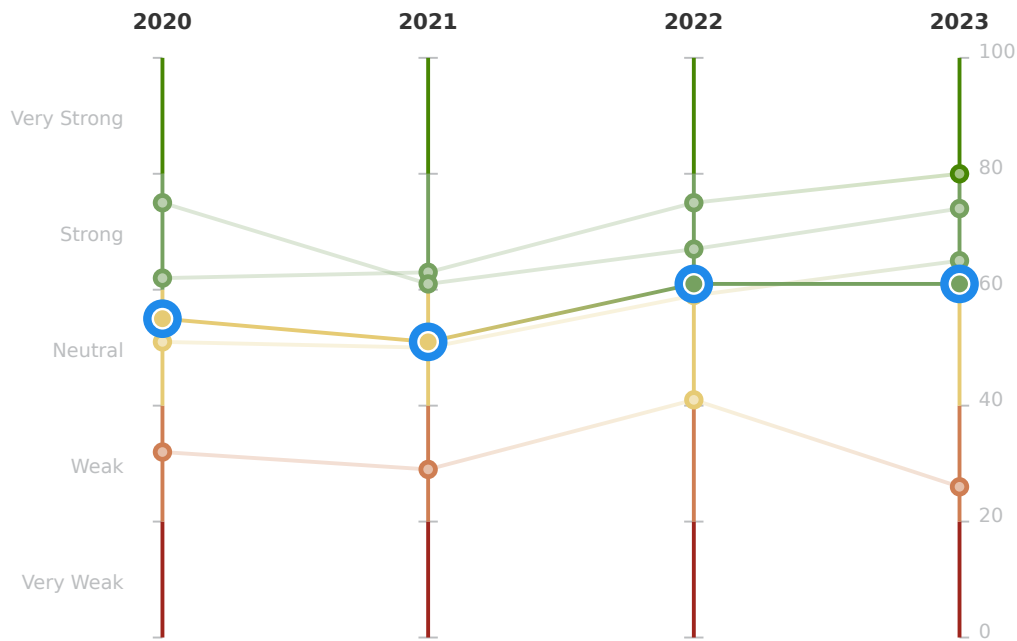
Ambitious Instruction

How is Thornton Fractnl No High School performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
English Instruction	62	63	75	80	Student
Math Instruction	75	61	67	74	Student
Academic Press	51	50	59	65	Student
Quality of Student Discussion	32	29	41	26	Teacher

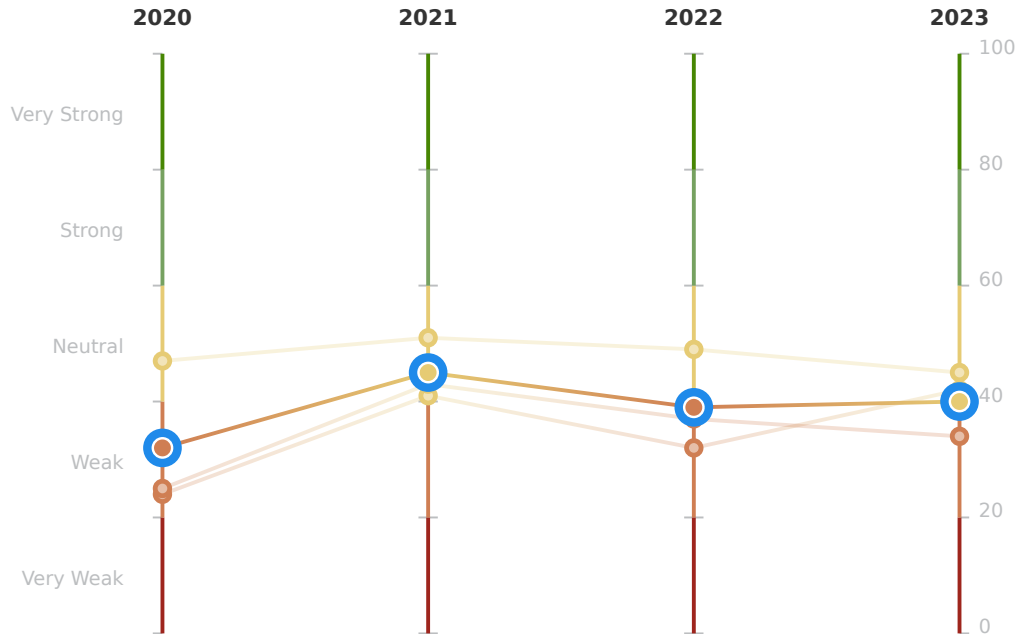
Involved Families

How is Thornton Fractnl No High School performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Parent Influence on Decision Making in Schools	47	51	49	45	Teacher
Parent Involvement in School	24	41	32	42	Teacher
Teacher-Parent Trust	25	43	37	34	Teacher

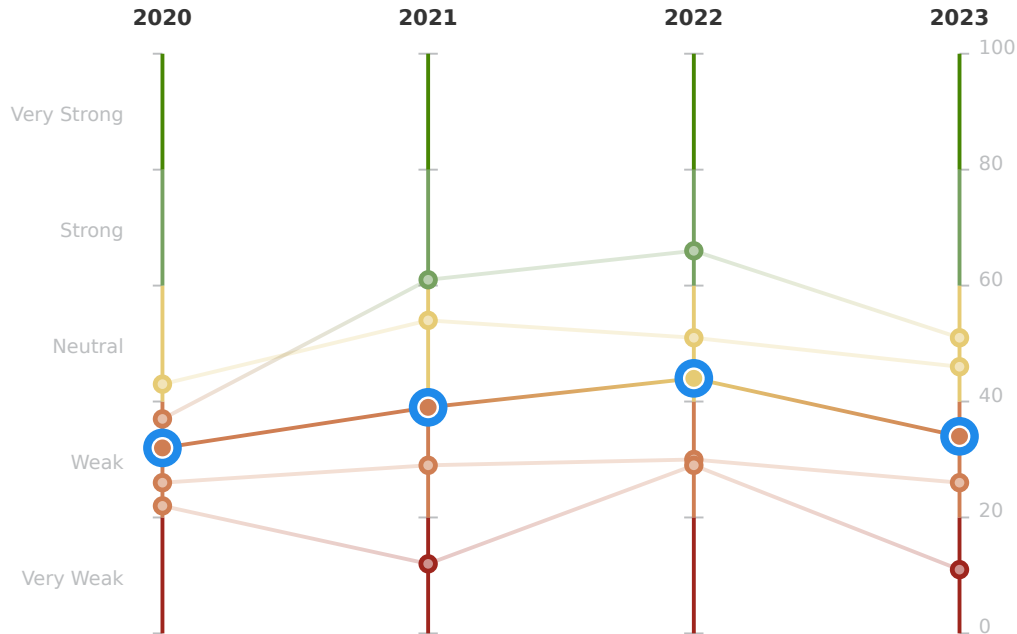
Supportive Environment

How is Thornton Fractnl No High School performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- and they are well-supported in planning for college and other post-high school experiences.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Student-Teacher Trust	37	61	66	51	Student
School-Wide Future Orientation	43	54	51	46	Student
Expectations for Postsecondary Education	26	29	30	26	Teacher
Safety	22	12	29	11	Student

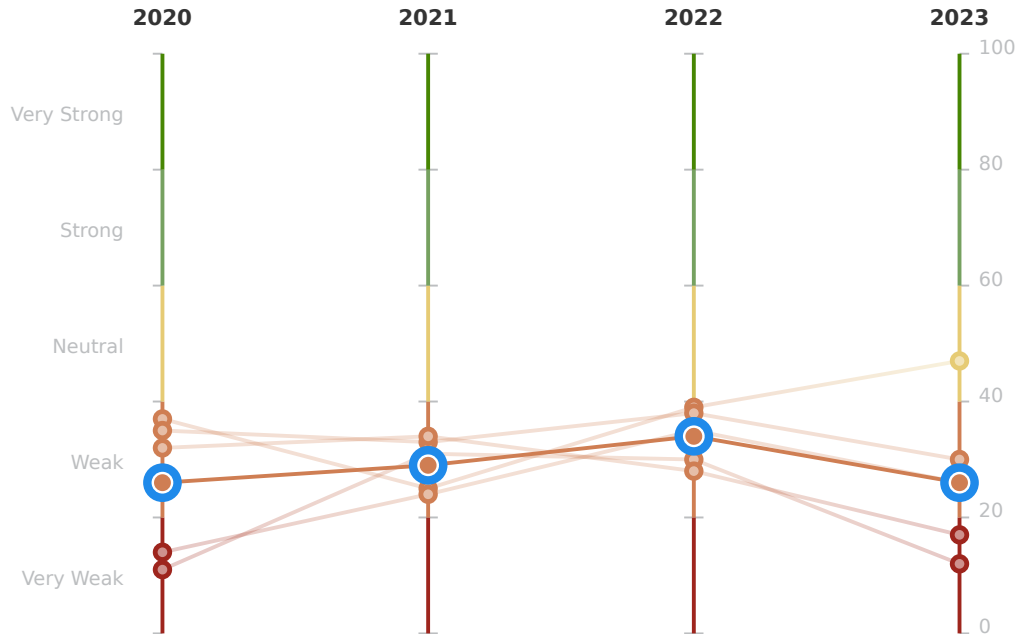
Collaborative Teachers

How is Thornton Fractnl No High School performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Collaborative Practices	37	25	39	47	Teacher
Quality Professional Development	35	33	38	30	Teacher
Teacher-Teacher Trust	14	24	35	26	Teacher
School Commitment	32	34	28	17	Teacher
Collective Responsibility	11	31	30	12	Teacher

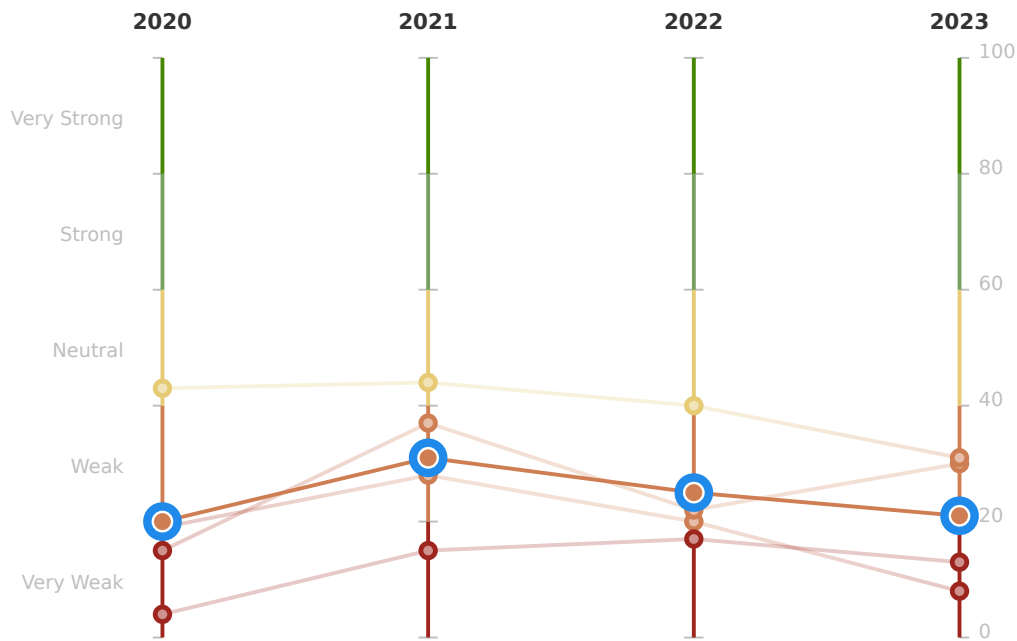
Effective Leaders

How is Thornton Fractnl No High School performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).





















Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Teacher-Principal Trust	43	44	40	31	Teacher
Program Coherence	15	37	22	30	Teacher
Teacher Influence	4	15	17	13	Teacher
Instructional Leadership	19	28	20	8	Teacher

All 5Essentials Measures

How is Thornton Fractnl No High School performing on all 5Essentials measures in 2023?


Page	Measure	Change	Performance	Essential	Respondent
9	English Instruction	+ 5	80 Very Strong	 Ambitious Instruction	Student
10	Math Instruction	+ 7	74 Strong	 Ambitious Instruction	Student
11	Academic Press	+ 6	65 Strong	 Ambitious Instruction	Student
13	Student-Teacher Trust	- 15	51 Neutral	 Supportive Environment	Student
14	Collaborative Practices	+ 8	47 Neutral	 Collaborative Teachers	Teacher
15	School-Wide Future Orientation	- 5	46 Neutral	 Supportive Environment	Student
16	Parent Influence on Decision Making in Schools	- 4	45 Neutral	 Involved Families	Teacher
17	Parent Involvement in School	+ 10	42 Neutral	 Involved Families	Teacher
18	Teacher-Parent Trust	- 3	34 Weak	 Involved Families	Teacher
19	Teacher-Principal Trust	- 9	31 Weak	 Effective Leaders	Teacher
21	Program Coherence	+ 8	30 Weak	 Effective Leaders	Teacher
22	Quality Professional Development	- 8	30 Weak	 Collaborative Teachers	Teacher
23	Expectations for Postsecondary Education	- 4	26 Weak	 Supportive Environment	Teacher
24	Quality of Student Discussion	- 15	26 Weak	 Ambitious Instruction	Teacher
25	Teacher-Teacher Trust	- 9	26 Weak	 Collaborative Teachers	Teacher
26	School Commitment	- 11	17 Very Weak	 Collaborative Teachers	Teacher
27	Teacher Influence	- 4	13 Very Weak	 Effective Leaders	Teacher
28	Collective Responsibility	- 18	12 Very Weak	 Collaborative Teachers	Teacher
29	Safety	- 18	11 Very Weak	 Supportive Environment	Student
30	Instructional Leadership	- 12	8 Very Weak	 Effective Leaders	Teacher

English Instruction

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

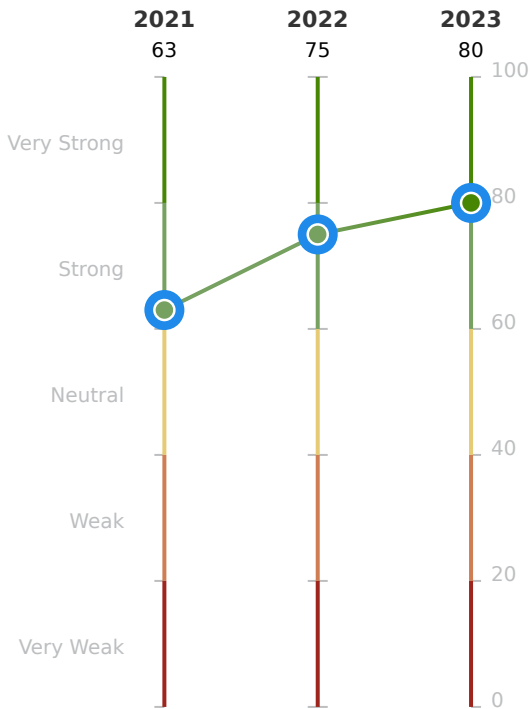
Essential

 Ambitious Instruction

Respondent

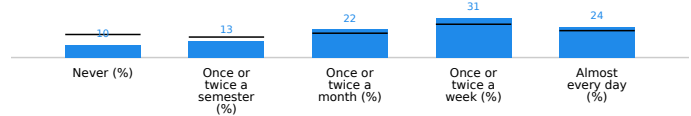
Student

Performance

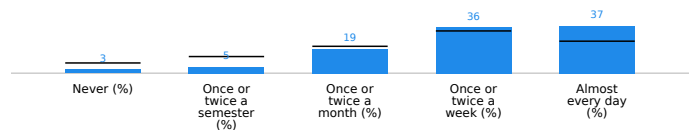


Students report doing the following in English class:

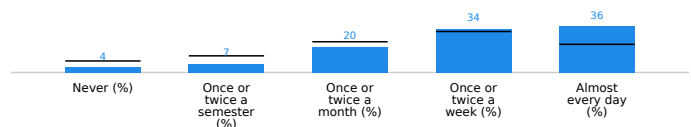
Debate the meaning of a reading.



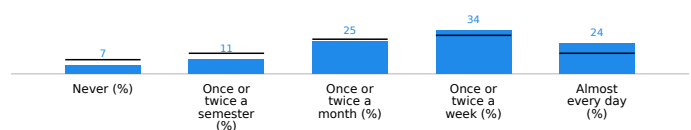
Discuss connections between a reading and real life people or situations.



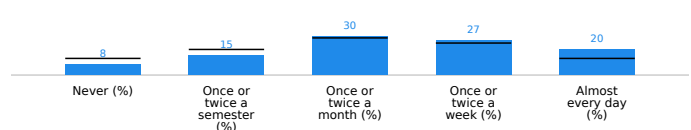
Discuss how culture, time, or place affects an author's writing.



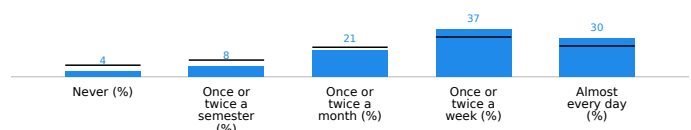
Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



Explain how writers use tools like symbolism and metaphor to communicate meaning.




Math Instruction

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

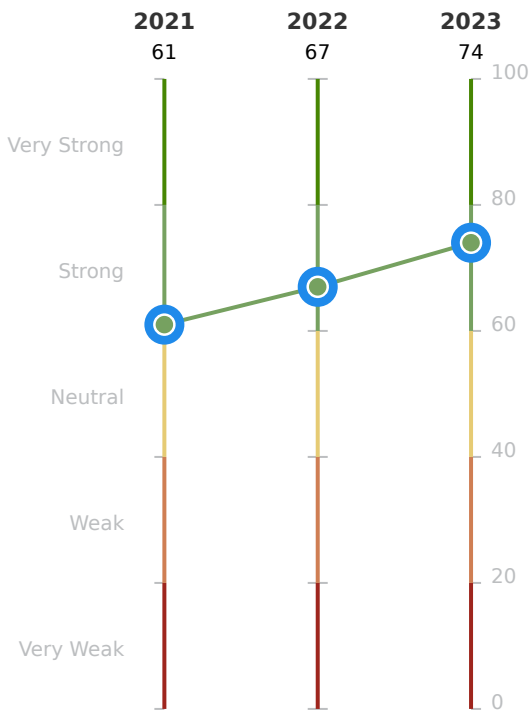
Essential

 Ambitious Instruction

Respondent

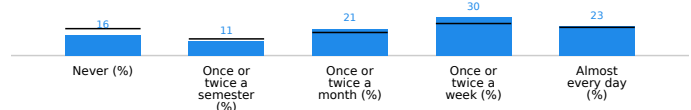
Student

Performance

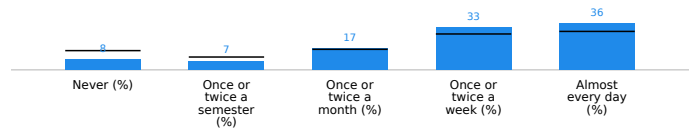


Students report that they do the following in math class:

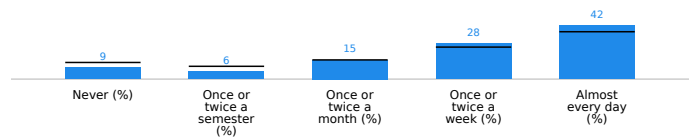
Apply math to situations in life outside of school.



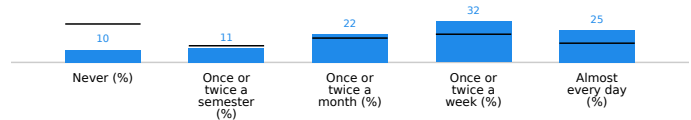
Discuss possible solutions to problems with other students.



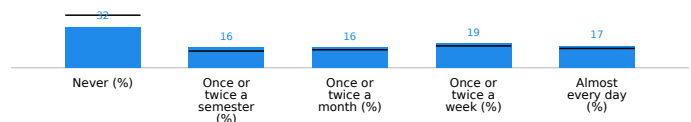
Explain how you solved a problem to the class.



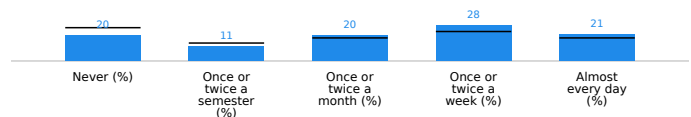
Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.




Solve a problem with multiple steps that takes more than 20 minutes.



Academic Press

Academic Press
Teachers expect students to do their best and to meet academic demands.

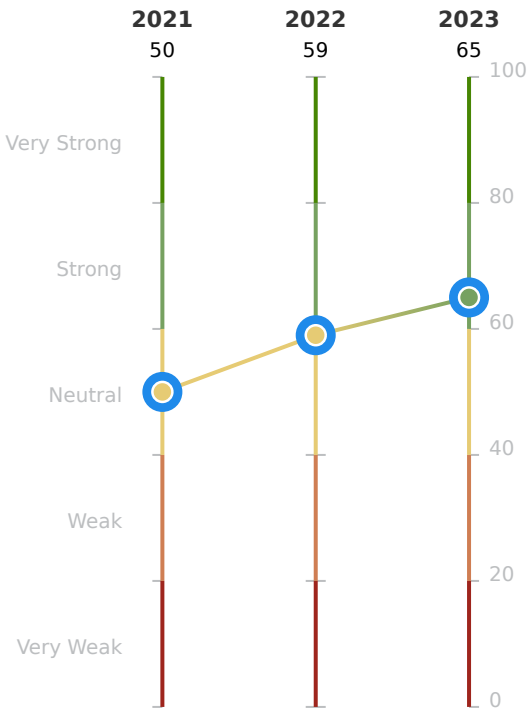
Essential

 Ambitious Instruction

Respondent

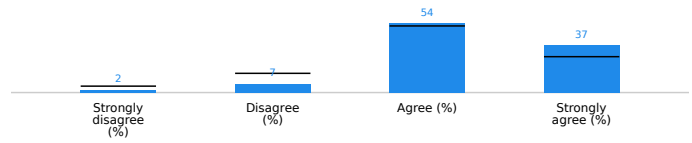
Student

Performance

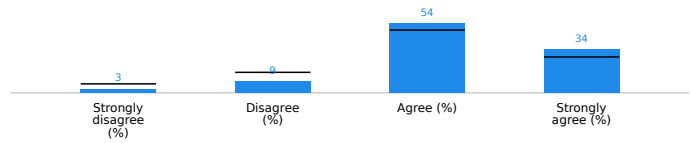


Students report the following about one specific class:

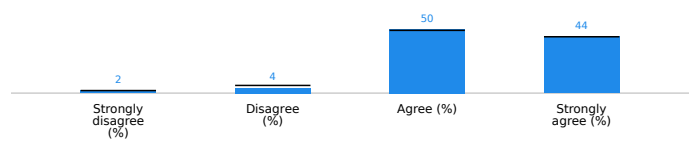
This class really makes me think.



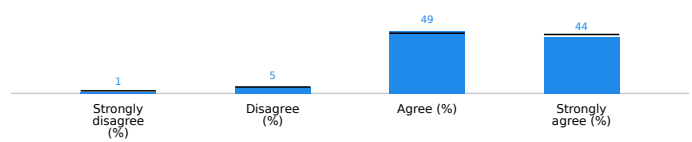
I really learn a lot in this class



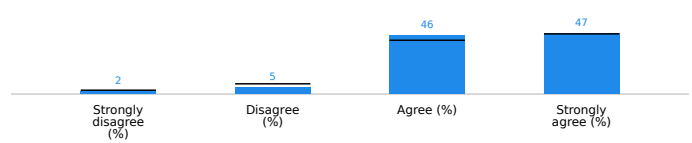
The teacher expects everyone to work hard



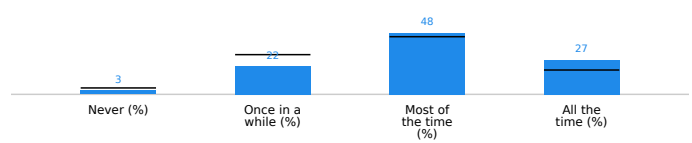
The teacher expects me to do my best all the time



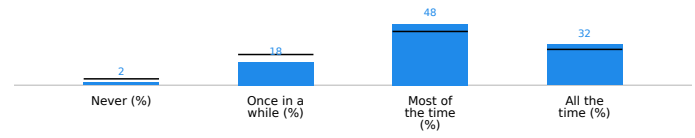
The teacher wants us to become better thinkers, not just memorize things



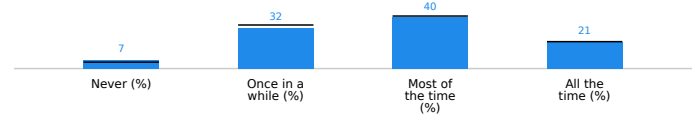
This class challenges me



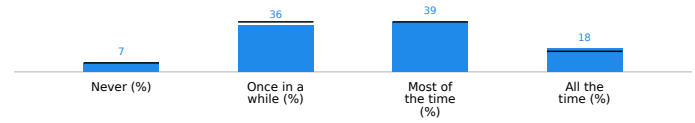
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



Student-Teacher Trust

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

Essential

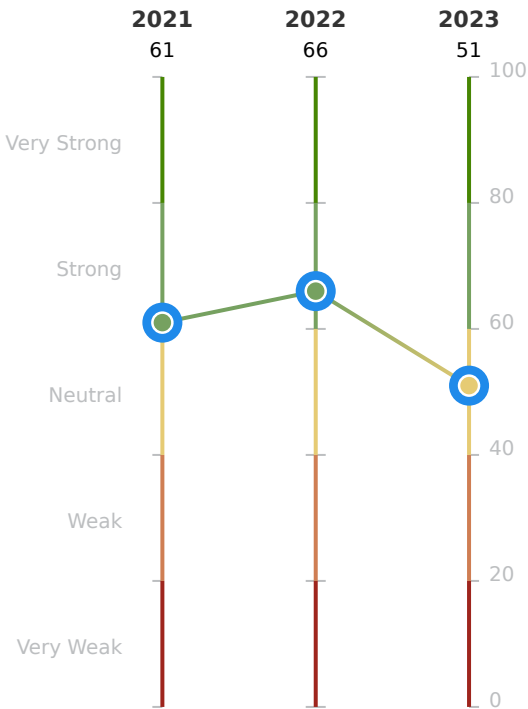


Supportive Environment

Respondent

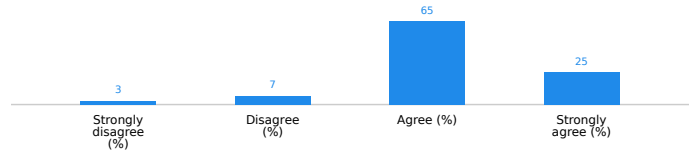
Student

Performance

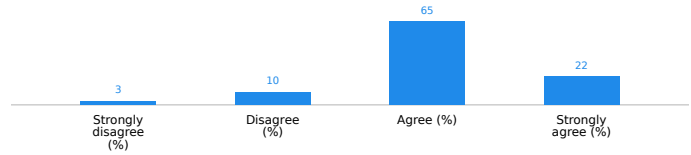


Students report:

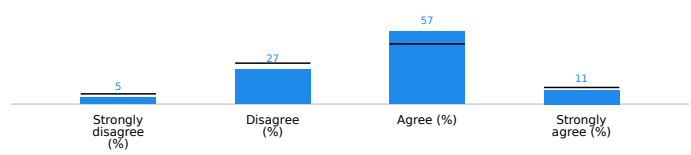
I feel safe with my teachers at this school.



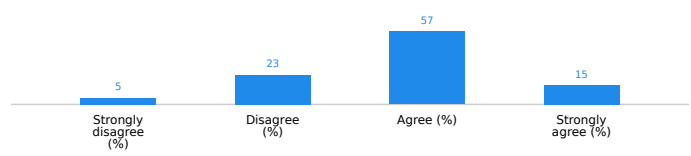
I feel comfortable with my teachers at this school.



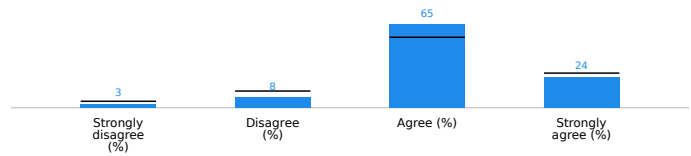
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.

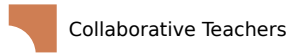


Collaborative Practices

Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

Essential



Collaborative Teachers

Respondent

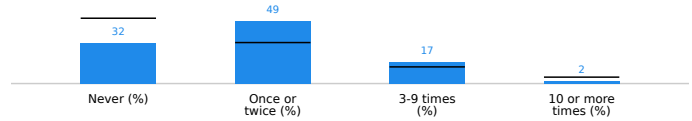
Teacher

Performance

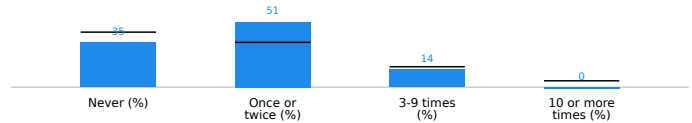


Teachers report how often they have done the following:

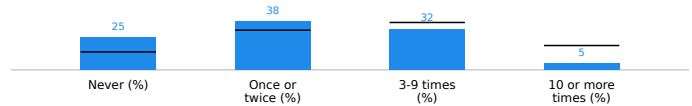
Observed another teacher's classroom to offer feedback.



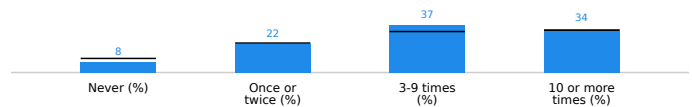
Observed another teacher's classroom to get ideas for your own instruction.



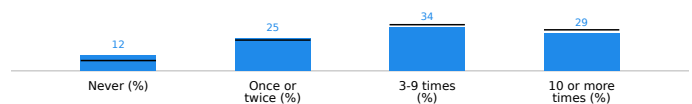
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.




School-Wide Future Orientation

School-Wide Future Orientation

The school engages all students in planning for life after graduation.

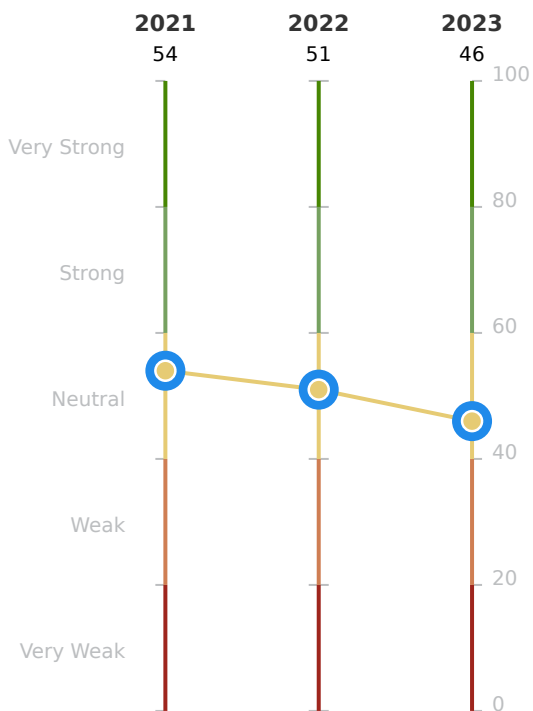
Essential

 Supportive Environment

Respondent

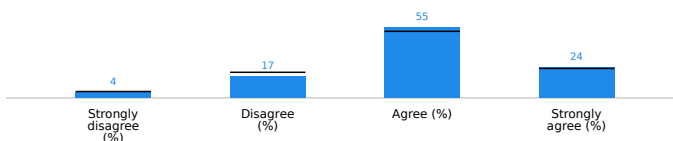
Student

Performance

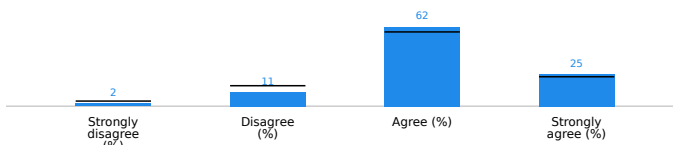


Students report that:

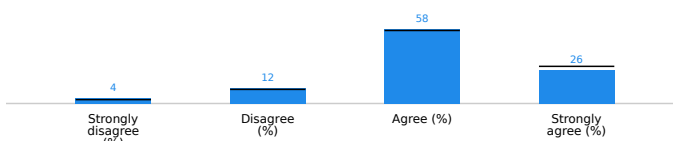
Teachers make sure that all students are planning for life after graduation.



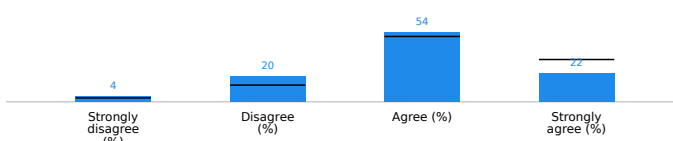
Teachers work hard to make sure that all students are learning.



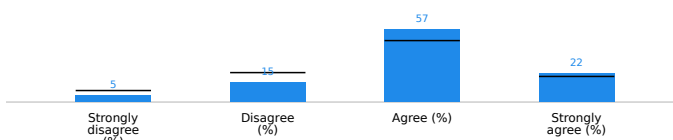
High school is seen as preparation for the future.



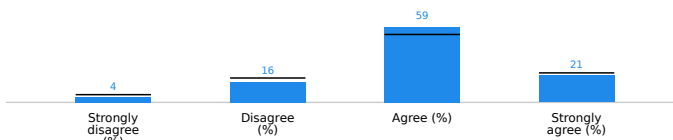
All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.




Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

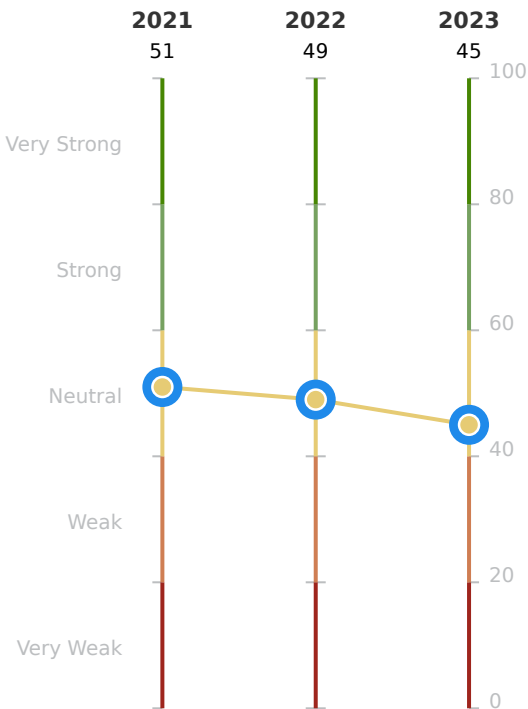
Essential

 Involved Families

Respondent

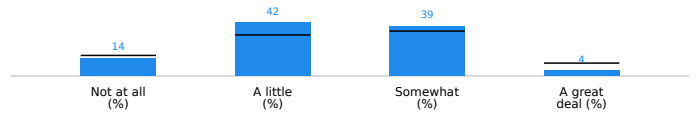
Teacher

Performance

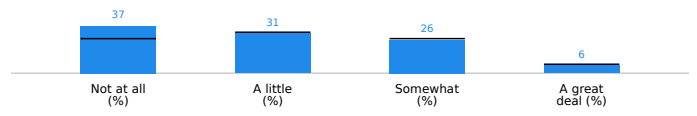


Teachers report that the school:

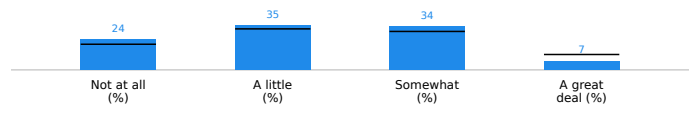
Involves parents in the development of programs aimed at improving students' academic outcomes.



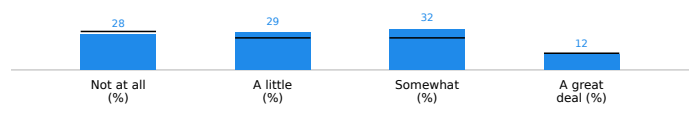
Involves parents in commenting on school curricula.



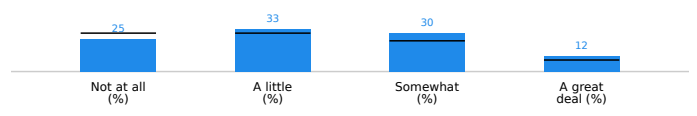
Includes parent leaders from all backgrounds in school improvement efforts.



Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?

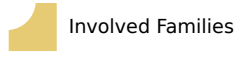


Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

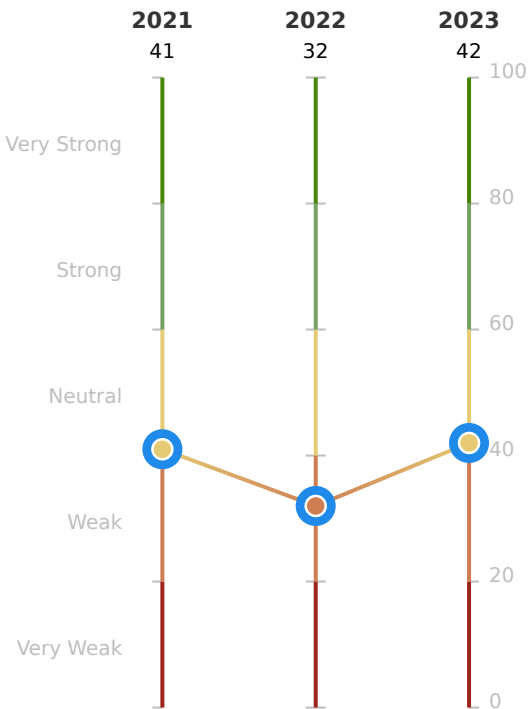
Essential



Respondent

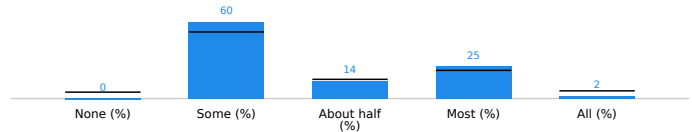
Teacher

Performance



Teachers report that students' parents:

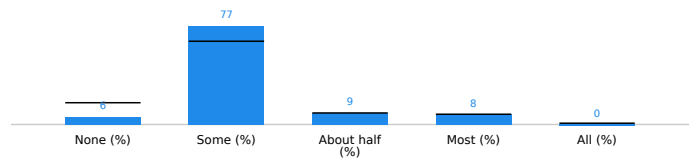
Attended parent-teacher conferences when you requested them.



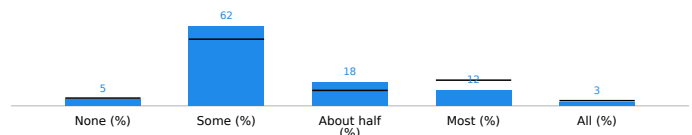
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.

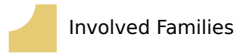


Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

Essential



Respondent

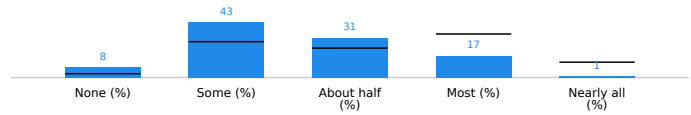
Teacher

Performance

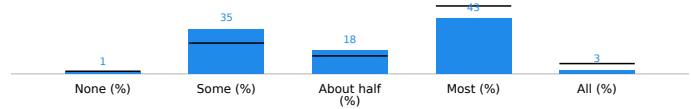


Teachers report the following:

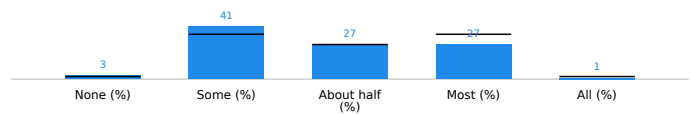
Teachers feel good about parents' support for their work.



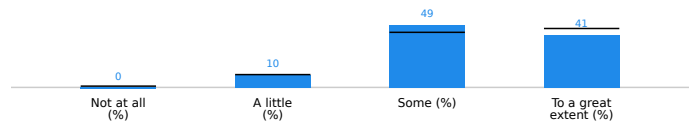
Parents support teachers' teaching efforts.



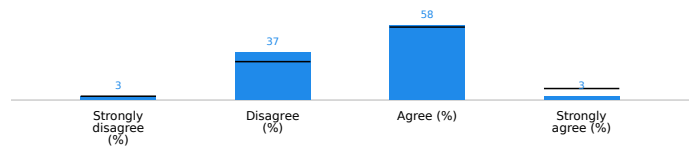
Parents do their best to help their children learn.



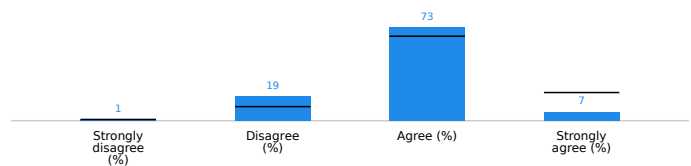
Teachers feel respected by the parents of the students



Teachers and parents at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents.



Teacher-Principal Trust

Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Essential

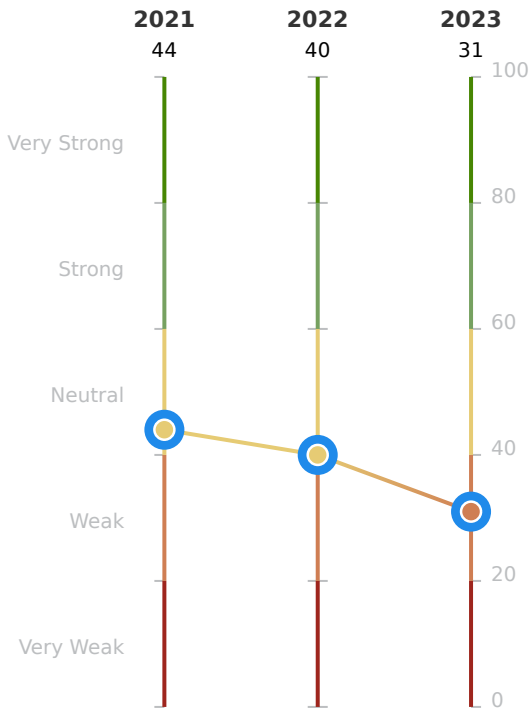


Effective Leaders

Respondent

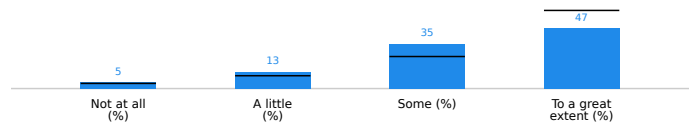
Teacher

Performance

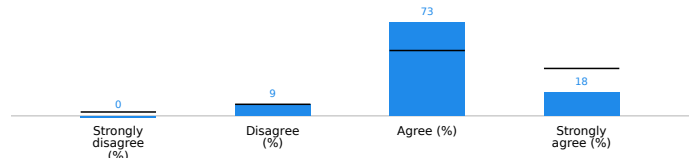


Teachers report the following:

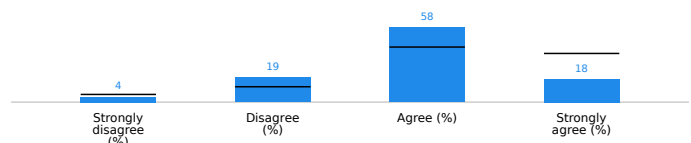
Teachers feel respected by the principal



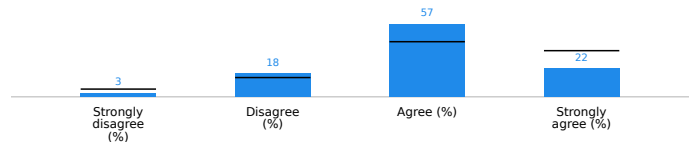
The principal has confidence in the expertise of the teachers.



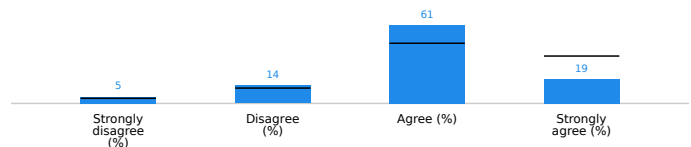
I trust the principal at his or her word.



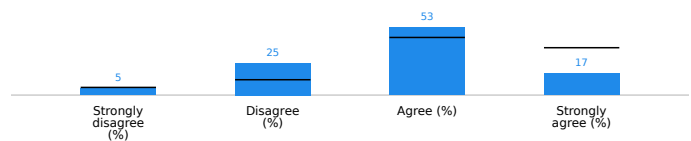
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



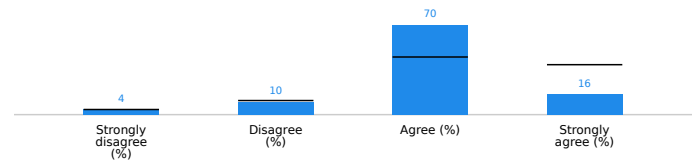
The principal takes a personal interest in the professional development of teachers.



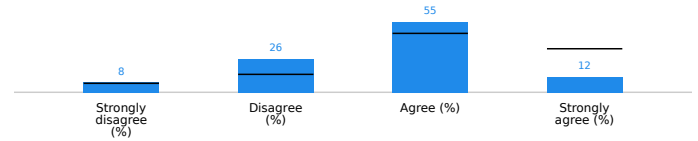
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.



Program Coherence

Program Coherence

School programs are coordinated and consistent with its goals for student learning.

Essential

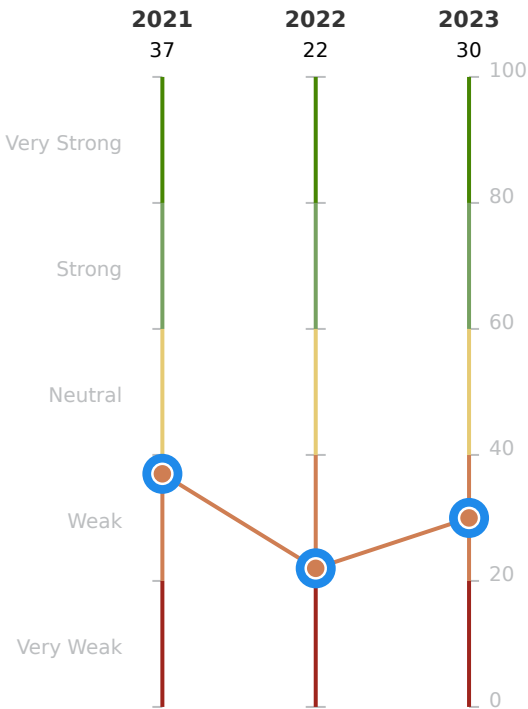


Effective Leaders

Respondent

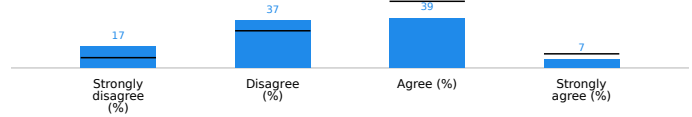
Teacher

Performance

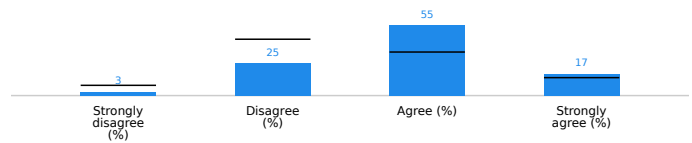


Teachers report the following:

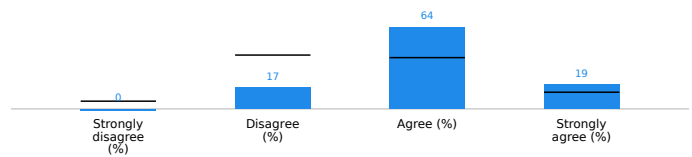
Once we start a new program in this school, we follow up to make sure that it's working.



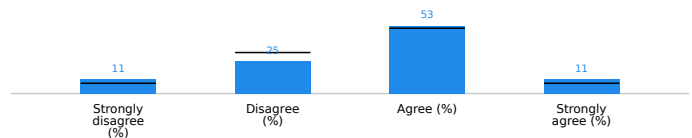
We have so many different programs in this school that I can't keep track of them all.



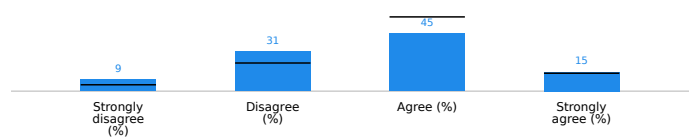
Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.




Quality Professional Development

Quality Professional Development

Professional development is rigorous and focused on student learning.

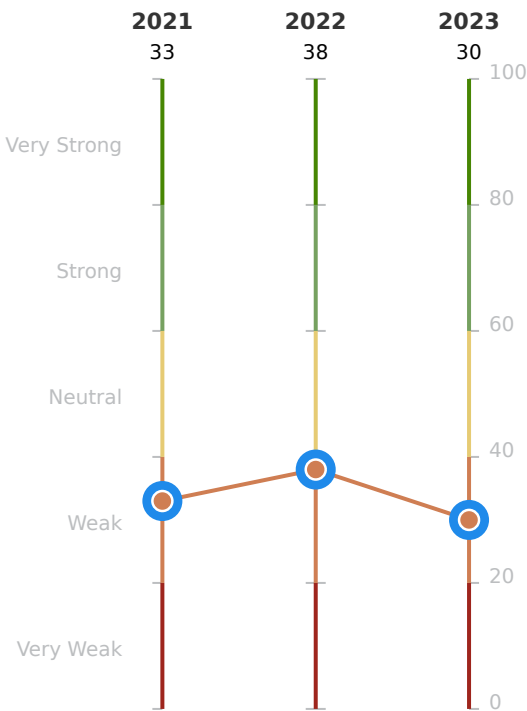
Essential

 Collaborative Teachers

Respondent

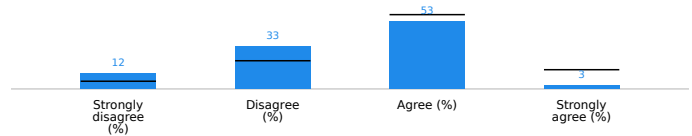
Teacher

Performance

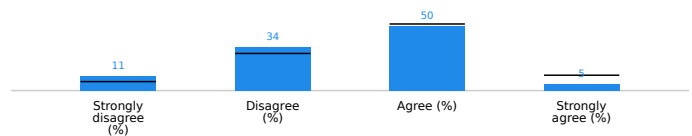


Teachers report that professional development this year has:

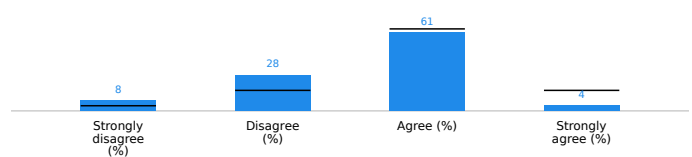
Been sustained and coherently focused, rather than short-term and unrelated.



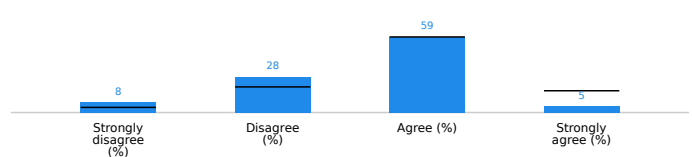
Included enough time to think carefully about, try, and evaluate new ideas.



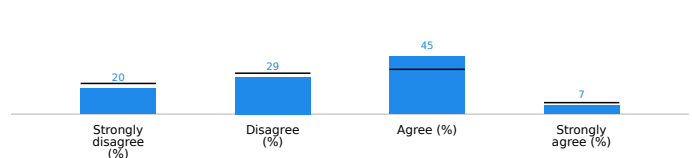
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.



Expectations for Postsecondary Education

Expectations for Postsecondary Education

The school expects all students to attend college and promotes college-readiness.

Essential



Supportive Environment

Respondent

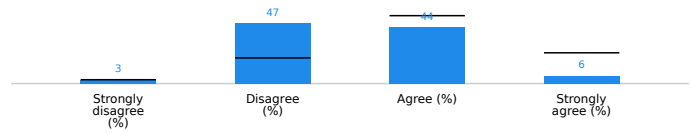
Teacher

Performance

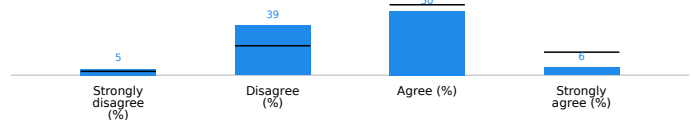


Teachers report that:

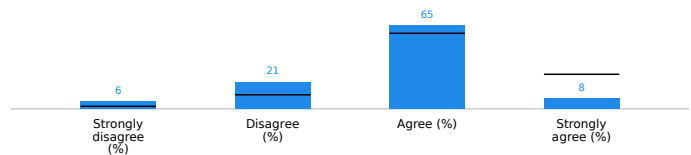
Teachers expect most students in this school to go to college.



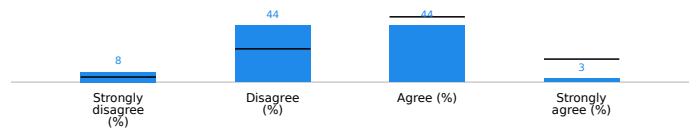
Teachers at this school help students plan for college outside of class time.



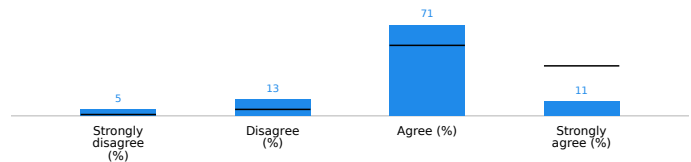
The curriculum at this school is focused on helping students get ready for college.



Most of the students in this school are planning to go to college.



Teachers in this school feel that it is a part of their job to prepare students to succeed in college.




Quality of Student Discussion

Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

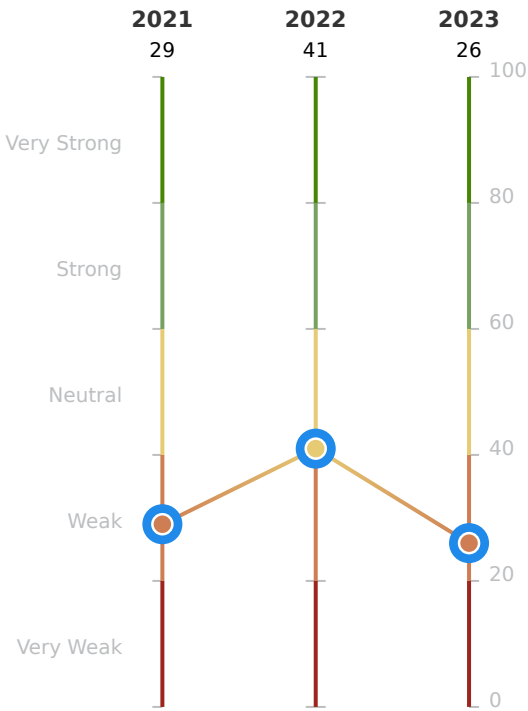
Essential

 Ambitious Instruction

Respondent

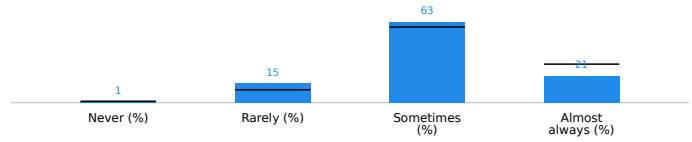
Teacher

Performance

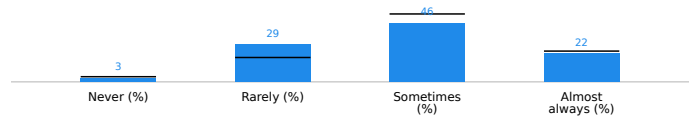


Teachers report the following about classroom discussions:

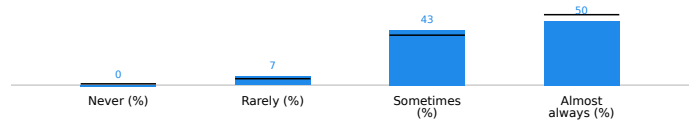
Students build on each other's ideas during discussion.



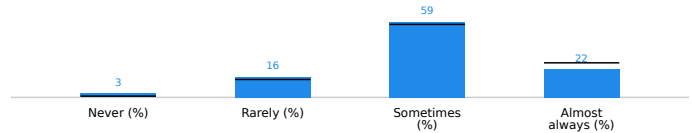
Students use data and text references to support their ideas.



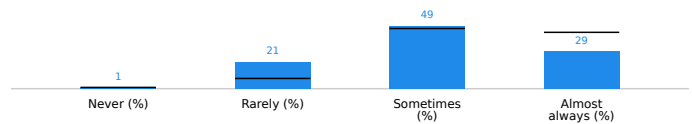
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.




Teacher-Teacher Trust

Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

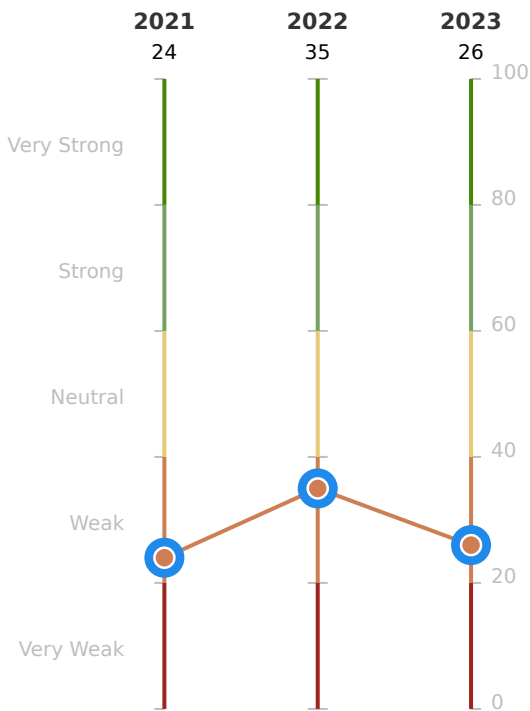
Essential

 Collaborative Teachers

Respondent

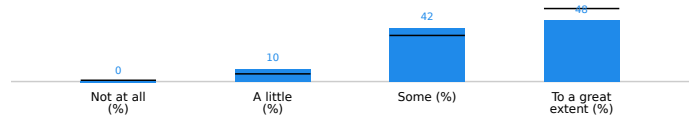
Teacher

Performance

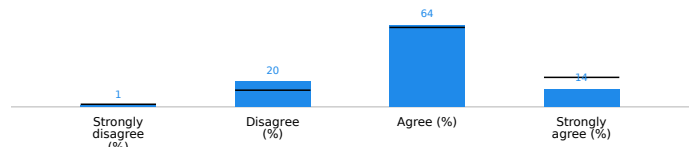


Teachers report the following:

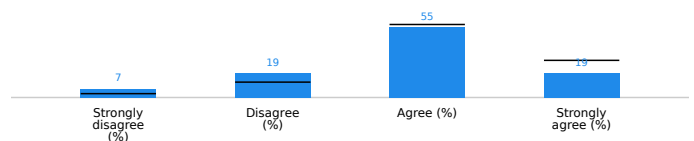
Teachers feel respected by other teachers



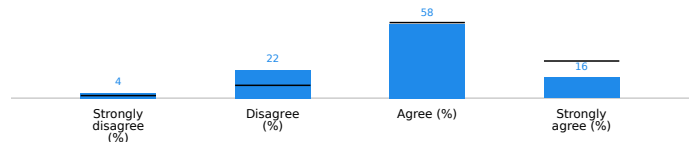
Teachers in this school trust each other.



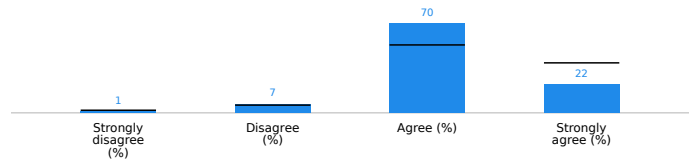
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.

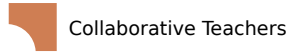


School Commitment

School Commitment

Teachers are deeply committed to the school.

Essential



Respondent

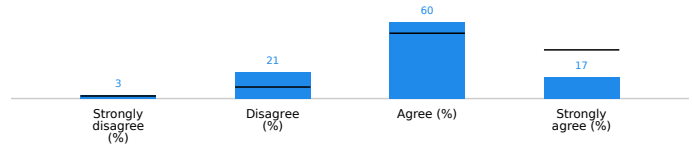
Teacher

Performance

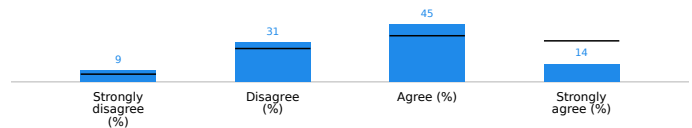


Teachers report the following:

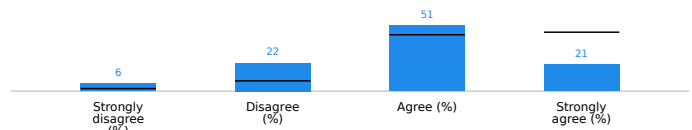
I usually look forward to each working day at this school.



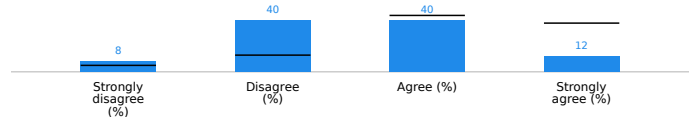
I wouldn't want to work in any other school.



I feel loyal to this school.



I would recommend this school to parents seeking a place for their child.



Teacher Influence

Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

Essential

Effective Leaders

Respondent

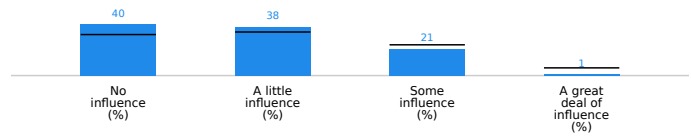
Teacher

Performance

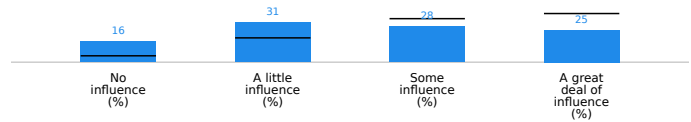


Teachers report having influence on:

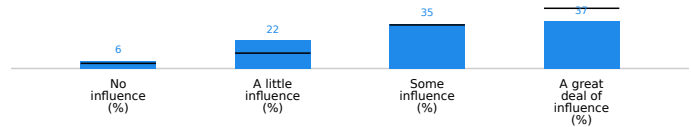
Planning how discretionary school funds should be used.



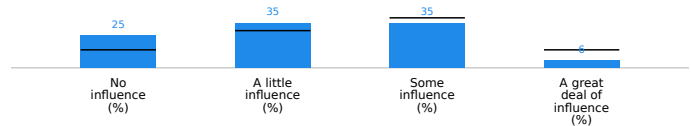
Determining which books and other instructional materials are used in classrooms.



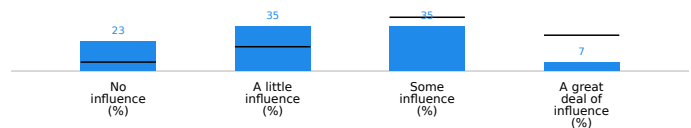
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.




Collective Responsibility

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

Essential

 Collaborative Teachers

Respondent

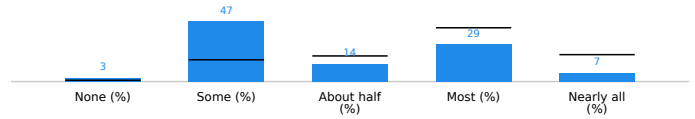
Teacher

Performance

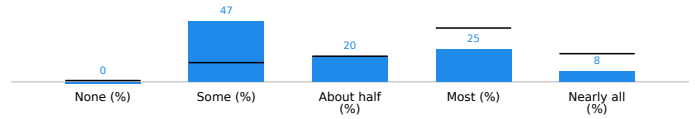


Teachers report that other teachers in the school:

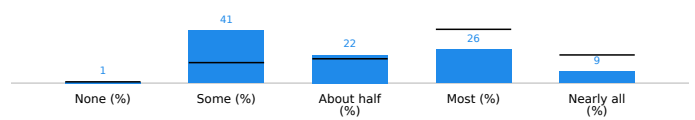
Help maintain discipline in the entire school, not just their classroom?



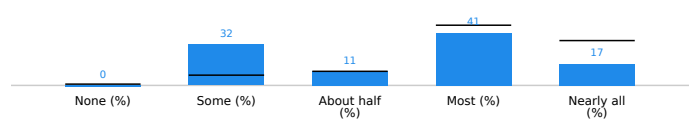
Take responsibility for improving the school.



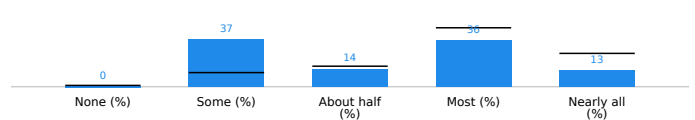
Feel responsible to help each other do their best.



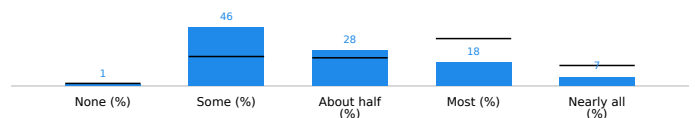
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.




Safety

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

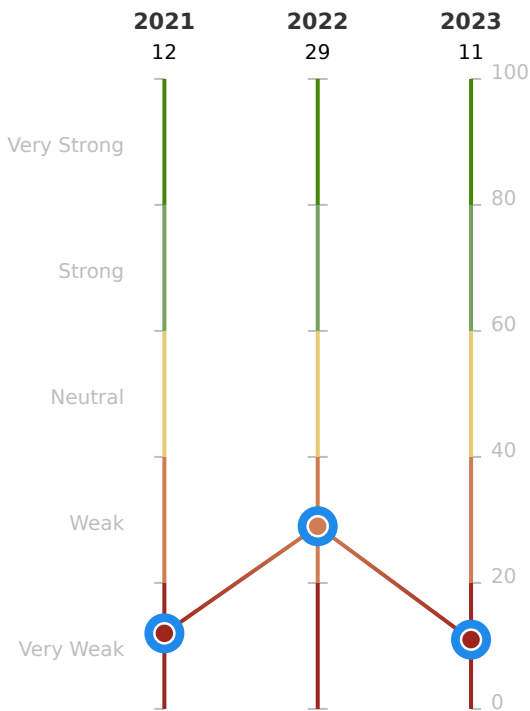
Essential

 Supportive Environment

Respondent

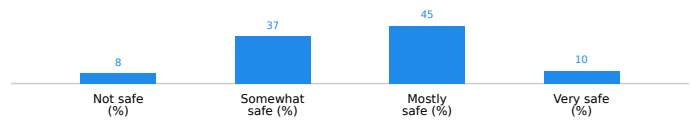
Student

Performance

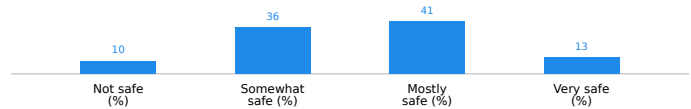


Students report how safe they feel:

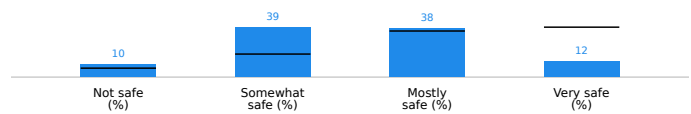
In the hallways of the school?



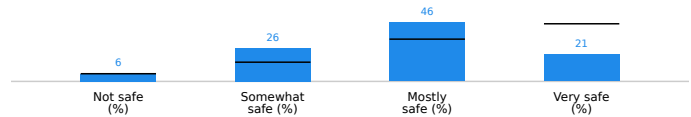
In the bathrooms of the school?



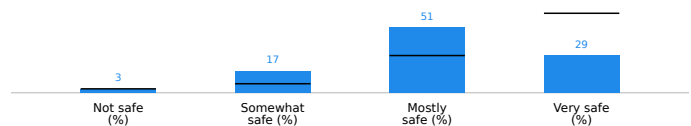
Outside around the school?



Traveling between home and school?



In your classes?



Instructional Leadership

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

Essential



Effective Leaders

Respondent

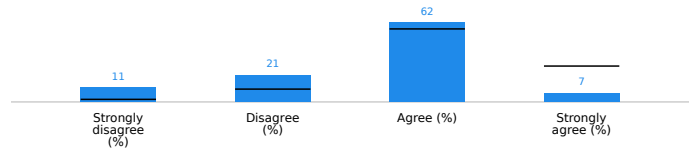
Teacher

Performance

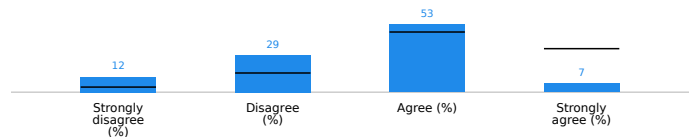


Teachers report that a member of the school leadership team:

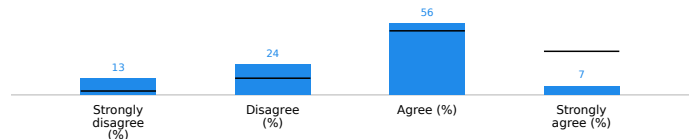
Makes clear to the staff the leadership's expectations for meeting instructional goals.



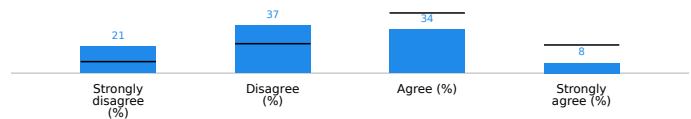
Communicates a clear vision for our school.



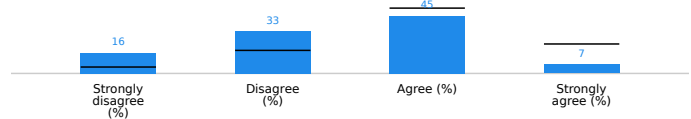
Presses teachers to implement what they have learned in professional development.



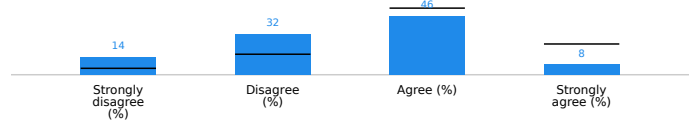
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



Has provided me with the support I need to improve my teaching.



All Supplemental Measures

How is Thornton Fractnl No High School performing on all supplemental measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
32	Socialization of New Teachers	+ 28	84 Very Strong	Supplemental Measures	Teacher
33	Academic Engagement	- 2	80 Very Strong	Supplemental Measures	Student
34	Inquiry-Based Science Instruction	+ 4	80 Very Strong	Supplemental Measures	Student
35	Rigorous Study Habits	- 4	68 Strong	Supplemental Measures	Student
36	Course Clarity	- 9	65 Strong	Supplemental Measures	Student
37	Academic Personalism	- 5	56 Neutral	Supplemental Measures	Student
38	Classroom Rigor	- 3	49 Neutral	Supplemental Measures	Student
39	Classroom Disruptions	N/A	46 Neutral	Supplemental Measures	Teacher
40	Student Responsibility	- 7	45 Neutral	Supplemental Measures	Teacher
41	Reflective Dialogue	+ 7	39 Weak	Supplemental Measures	Teacher
42	Student Peer Relationships	- 24	35 Weak	Supplemental Measures	Student
43	Human & Social Resources in the Community	+ 1	32 Weak	Supplemental Measures	Student
44	Teacher Safety	- 8	21 Weak	Supplemental Measures	Teacher
46	Importance of High School for the Future	+ 1	12 Very Weak	Supplemental Measures	Student
47	Parent Supportiveness	- 3	7 Very Weak	Supplemental Measures	Student
48	Innovation	- 22	2 Very Weak	Supplemental Measures	Teacher

Socialization of New Teachers

Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

Essential

Supplemental Measures

Respondent

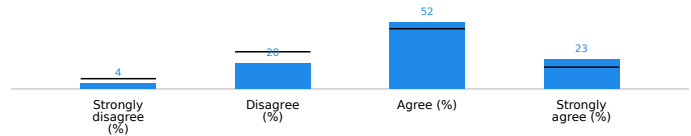
Teacher

Performance

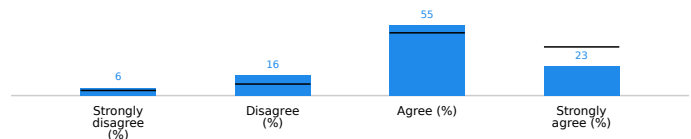


Teachers report the following:

Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Academic Engagement

Academic Engagement

Students are interested and engaged in learning.

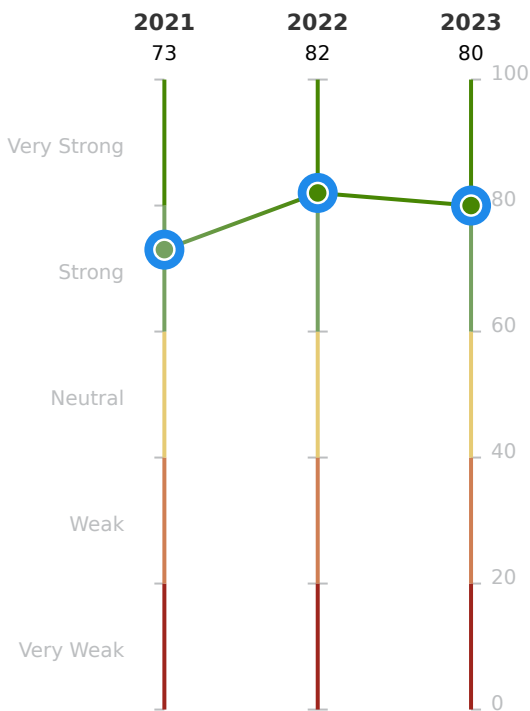
Essential

Supplemental Measures

Respondent

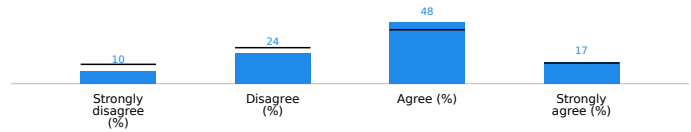
Student

Performance

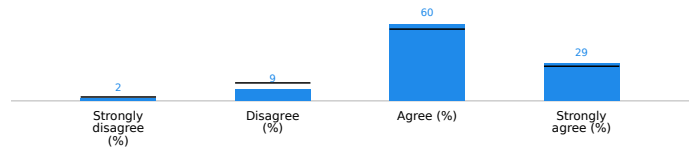


Students report:

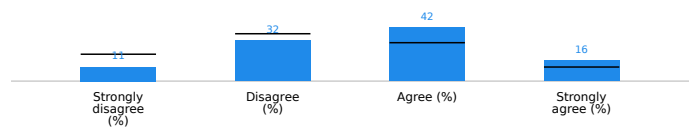
I usually look forward to this class.



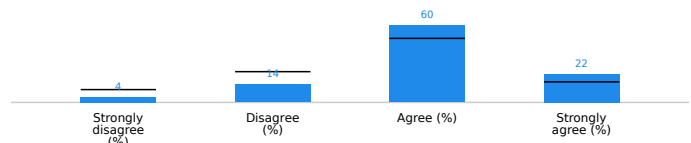
I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



The topics we are studying are interesting and challenging.



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

Essential

Supplemental Measures

Respondent

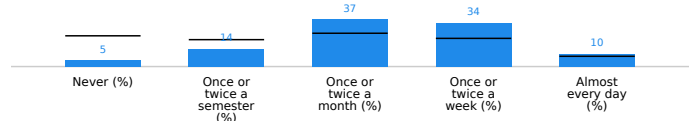
Student

Performance

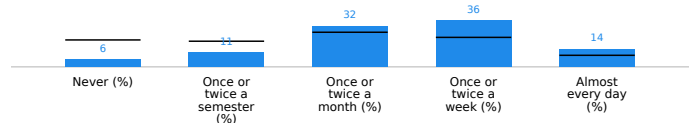


Students report doing the following in science class:

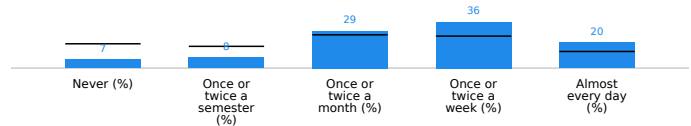
Use laboratory equipment or specimens.



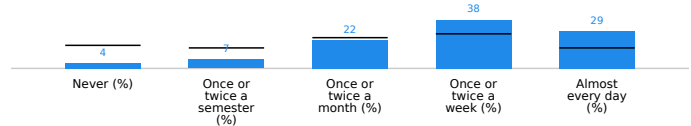
Write lab reports.



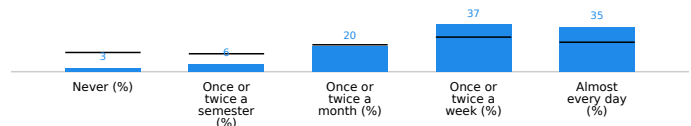
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Rigorous Study Habits

Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

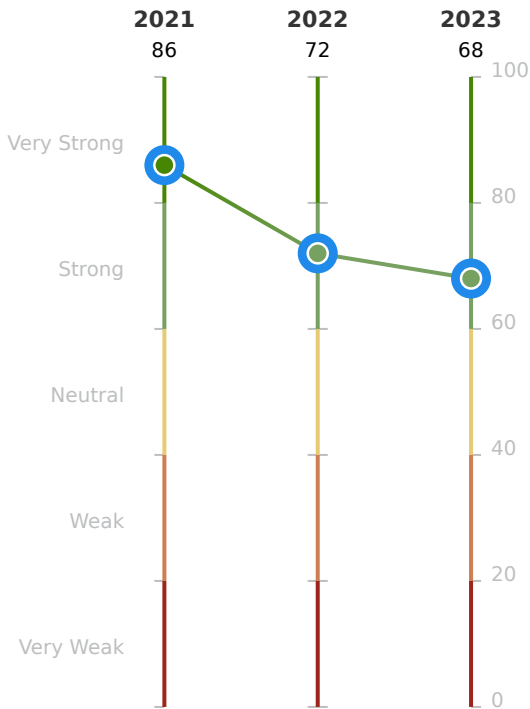
Essential

Supplemental Measures

Respondent

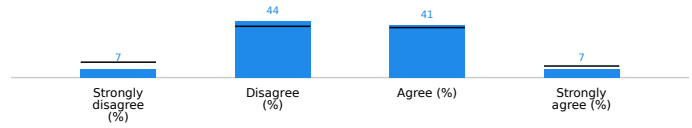
Student

Performance

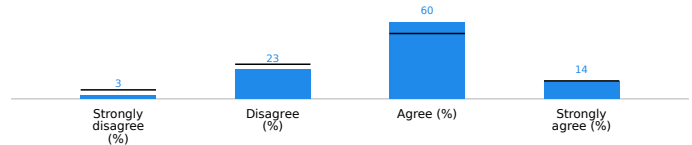


Students report that:

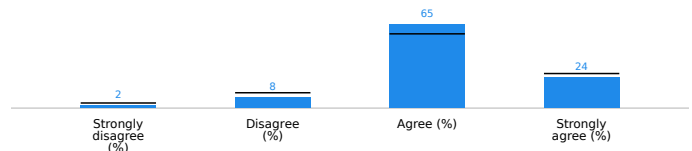
I always study for tests.



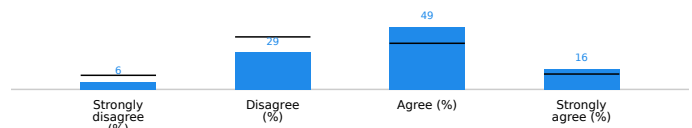
I set aside time to do my homework and study.



I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



Course Clarity

Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

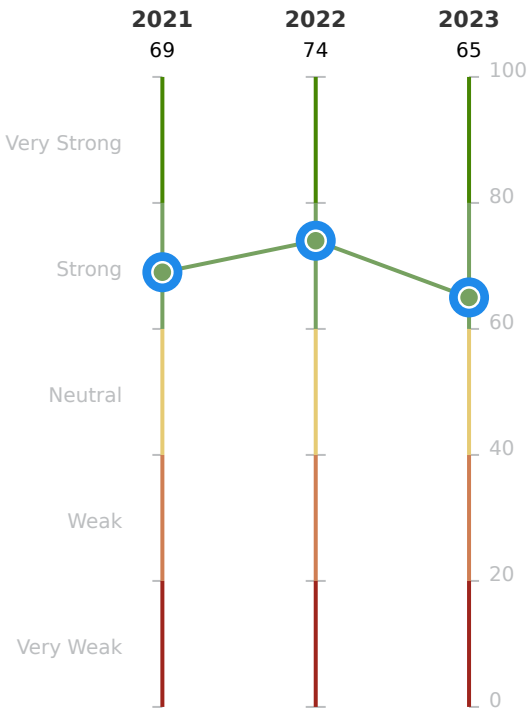
Essential

Supplemental Measures

Respondent

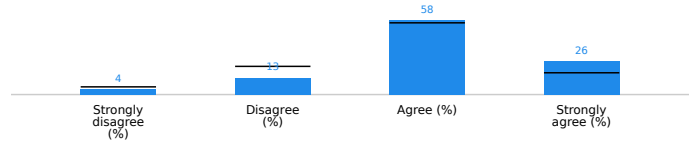
Student

Performance

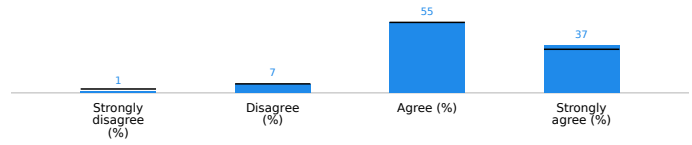


Students report the following about one specific class:

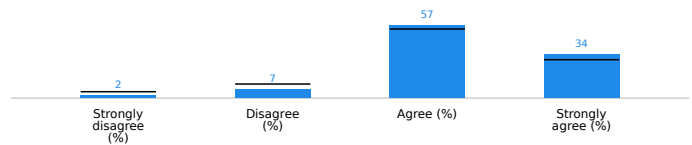
I learn a lot from feedback on my work.



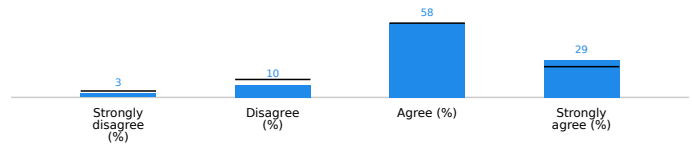
It's clear to me what I need to do to get a good grade.



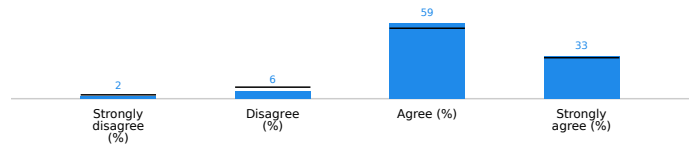
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.



Academic Personalism

Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

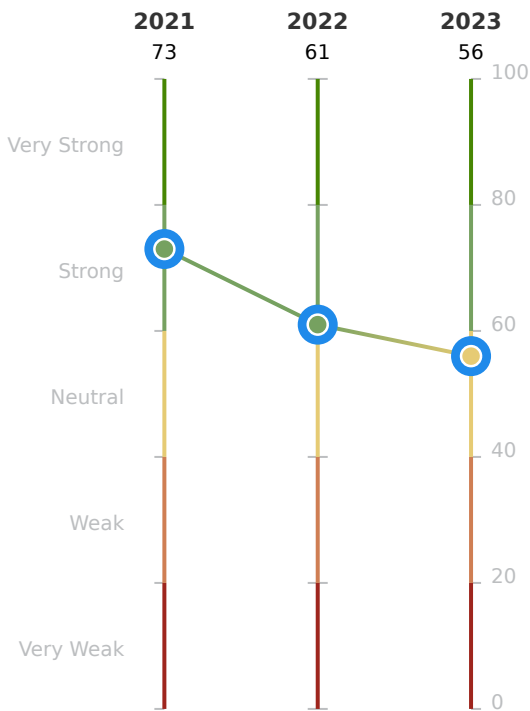
Essential

Supplemental Measures

Respondent

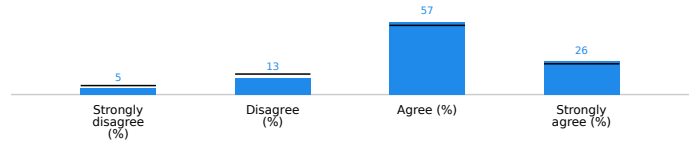
Student

Performance

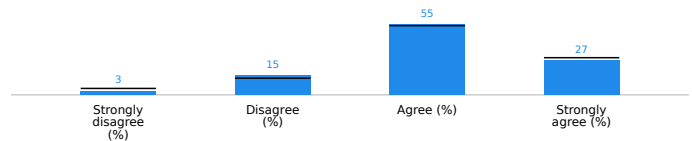


Students report that their teacher:

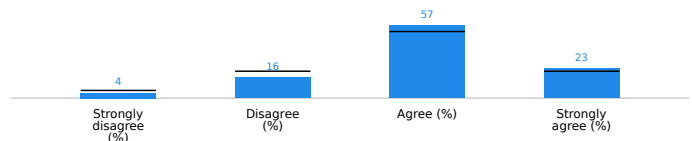
Helps me catch up if I am behind.



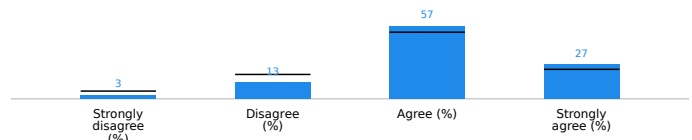
Is willing to give extra help on schoolwork if I need it.



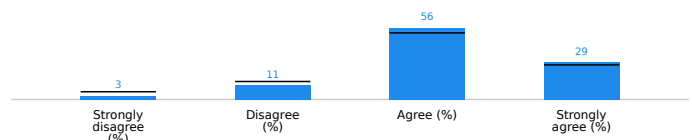
Notices if I have trouble learning something.



Gives me specific suggestions about how I can improve my work in this class.



Explains things in a different way if I don't understand something in class.



Classroom Rigor

Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

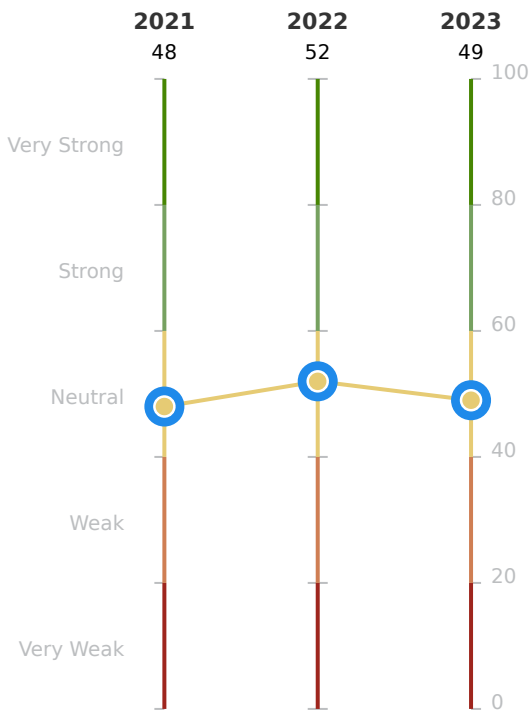
Essential

Supplemental Measures

Respondent

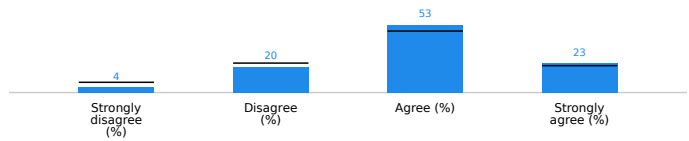
Student

Performance

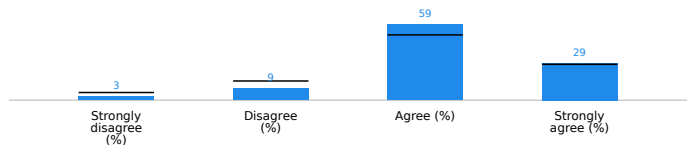


Students report that the teacher in their target class:

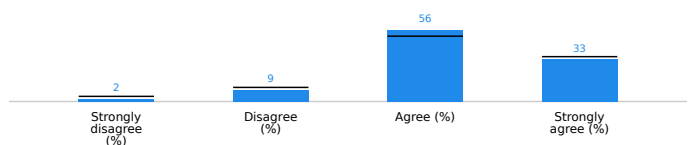
Often connects what I am learning to life outside of the classroom.



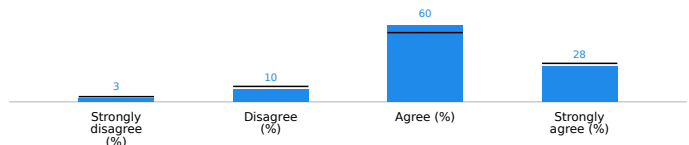
Encourages students to share their ideas about things we are studying in class.



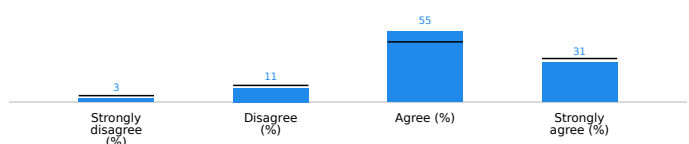
Often requires me to explain my answers.



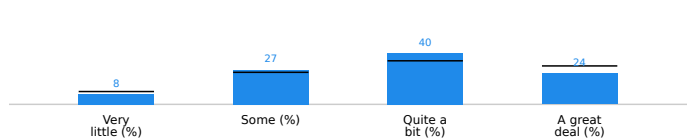
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Classroom Disruptions

Classroom Disruptions

Teachers report on the degree to which other students disrupt their learning.

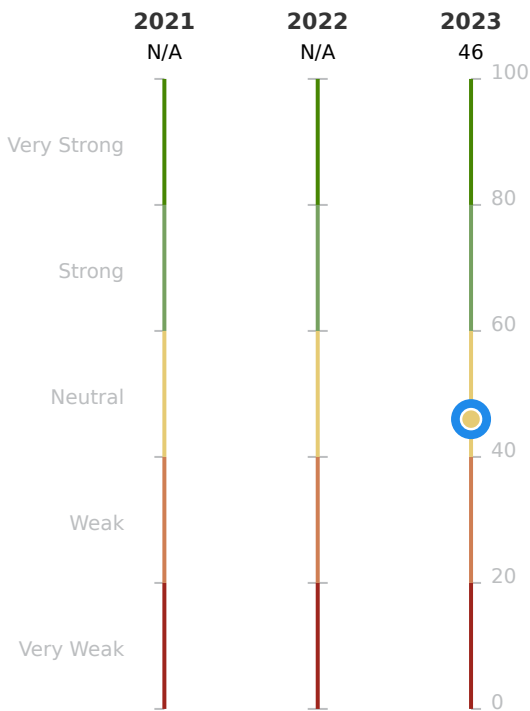
Essential

Supplemental Measures

Respondent

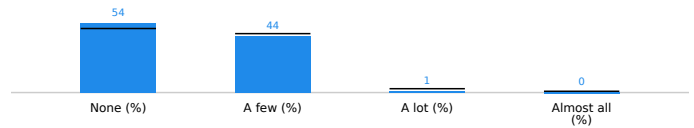
Teacher

Performance

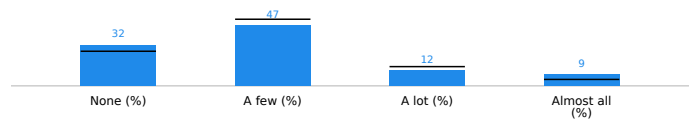


Teachers report that students in their classrooms:

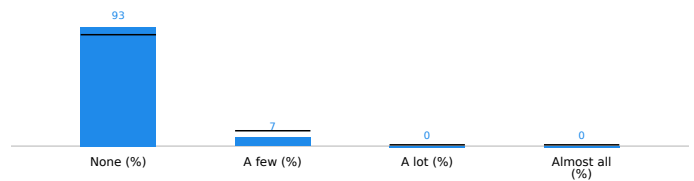
Refuse to respond when addressed?



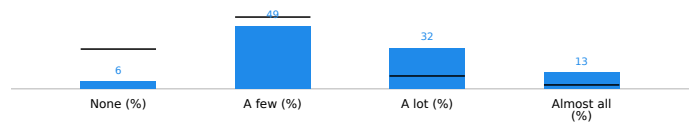
Use inappropriate language during class?



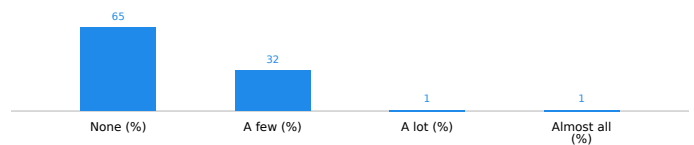
Threaten you verbally?



Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



Create serious behavior problems in your class?



Student Responsibility

Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

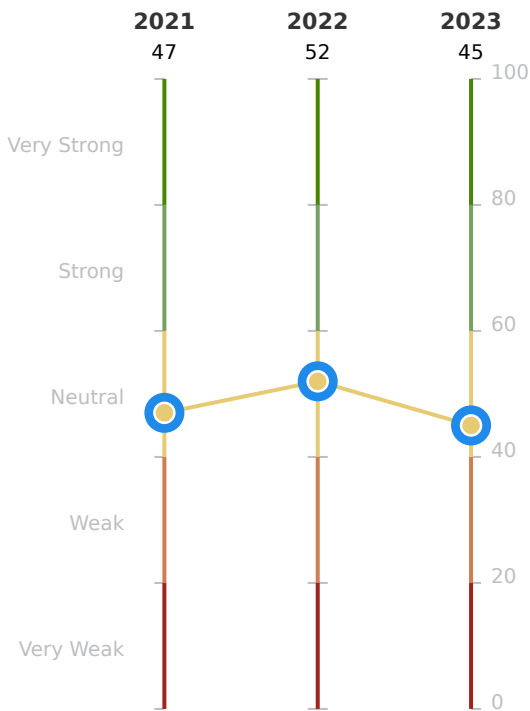
Essential

Supplemental Measures

Respondent

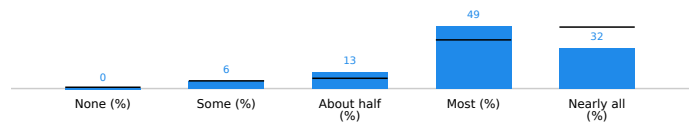
Teacher

Performance

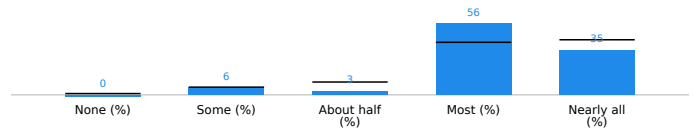


Teachers report that their students:

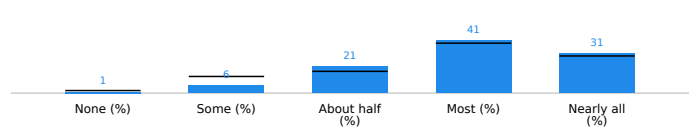
Come to class on time?



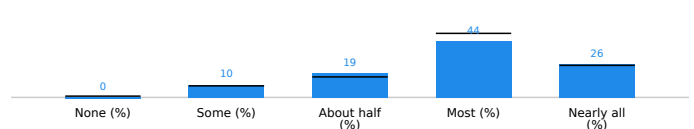
Attend class regularly?



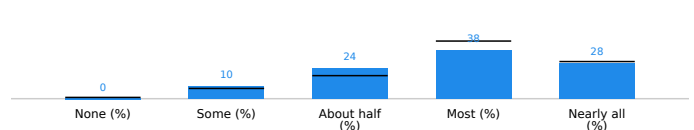
Come to class prepared with the appropriate supplies and books?



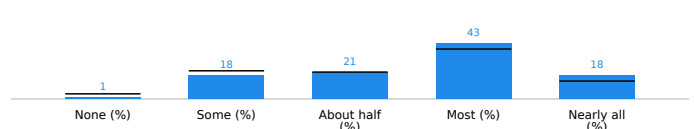
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Reflective Dialogue

Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

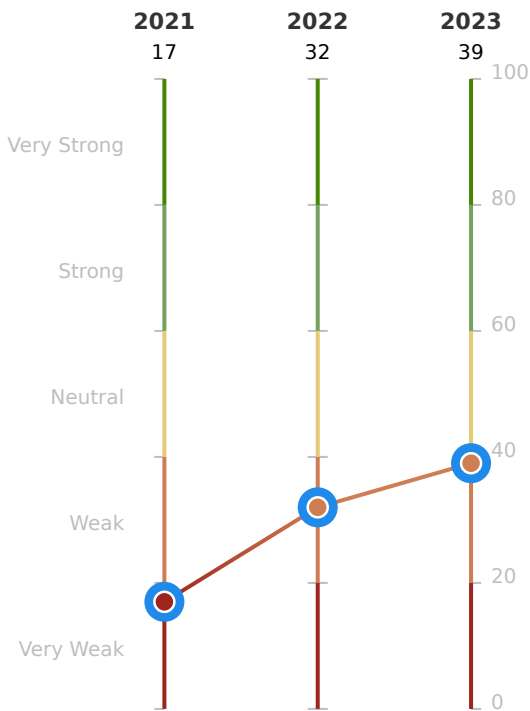
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report having conversations with colleagues about:

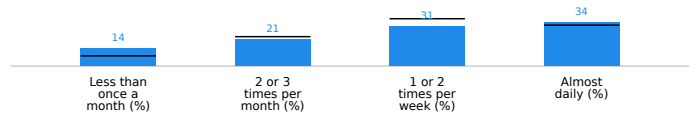
Instruction in the teachers' lounge, faculty meetings, etc.



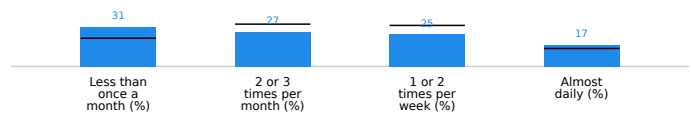
Student work



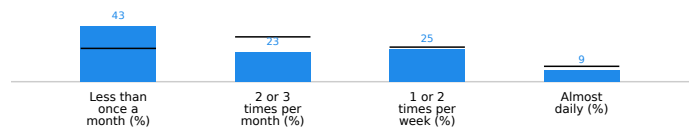
What helps students learn the best



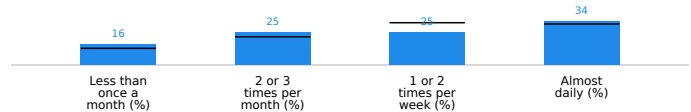
The development of new curriculum



The goals of this school.



Managing classroom behavior



Student Peer Relationships

Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

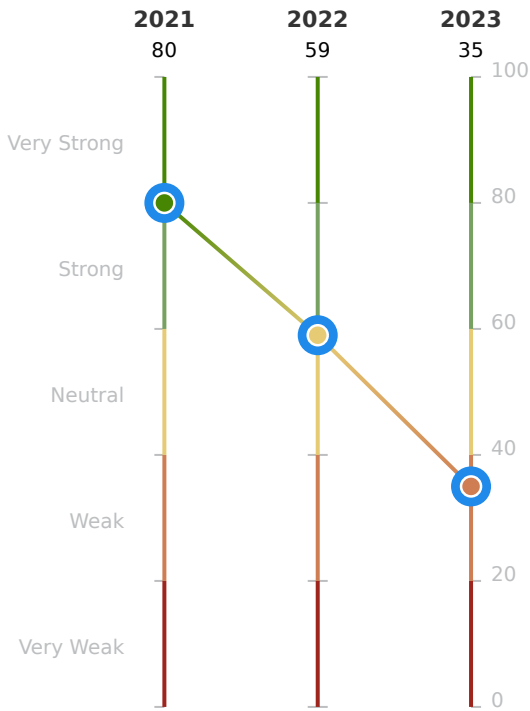
Essential

Supplemental Measures

Respondent

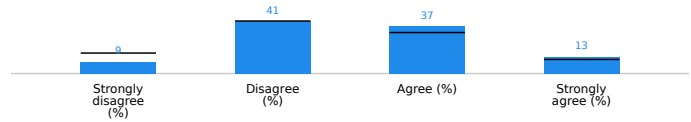
Student

Performance

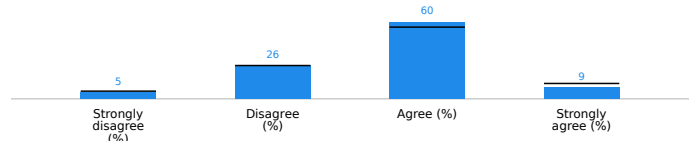


Students report that their school peers:

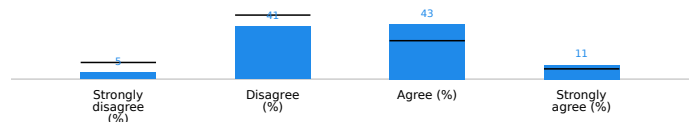
Like to put others down.



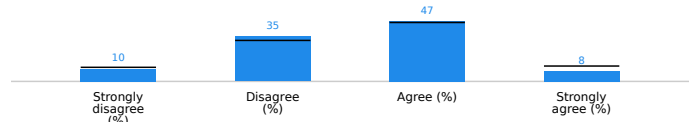
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Human & Social Resources in the Community

Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

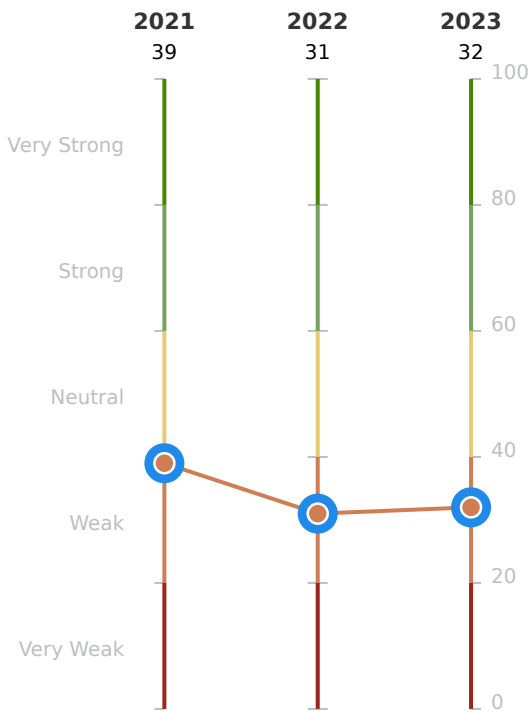
Essential

Supplemental Measures

Respondent

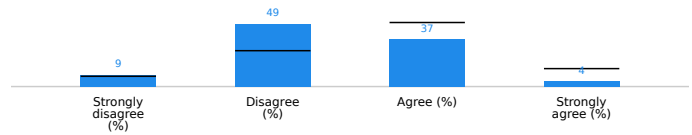
Student

Performance

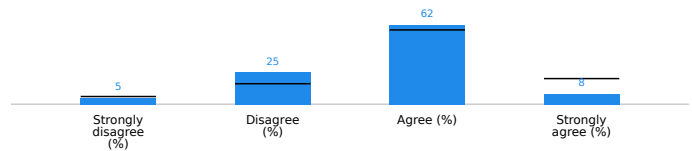


Students report the following about their community:

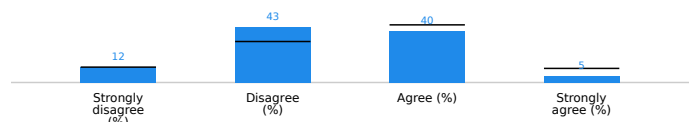
Adults in this neighborhood know who the local children are.



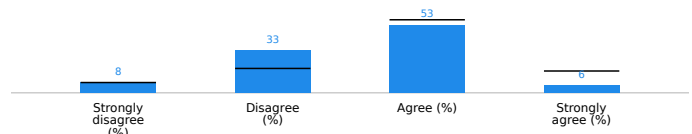
During the day, it is safe for children to play in the local park or playground.



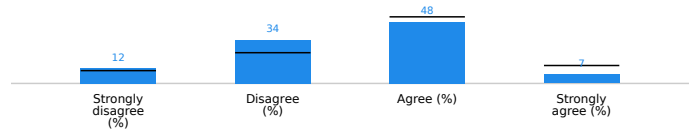
People in this neighborhood can be trusted.



There are adults in this neighborhood that children can look up to.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Teacher Safety

Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

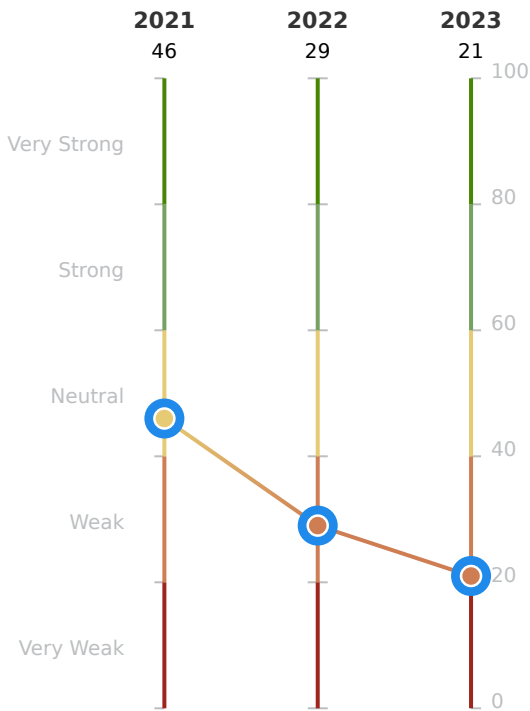
Essential

Supplemental Measures

Respondent

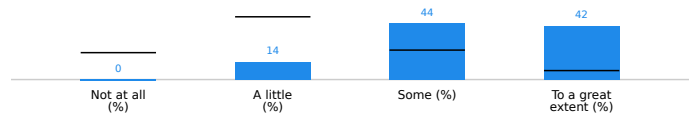
Teacher

Performance

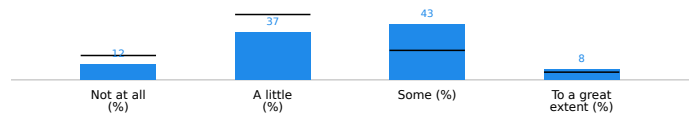


Teachers report how much each of the following is a problem:

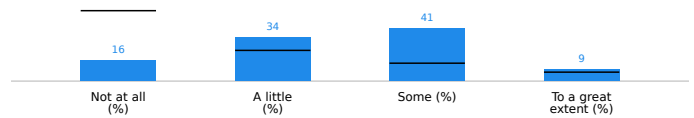
Physical conflicts among students



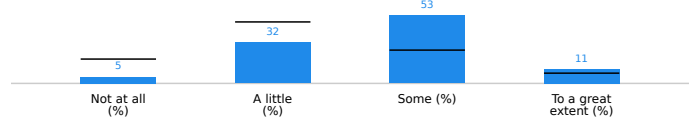
Robbery or theft



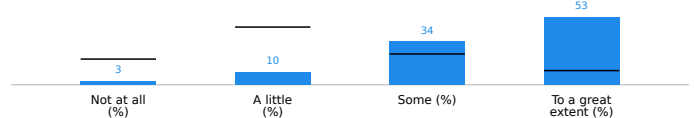
Gang activity



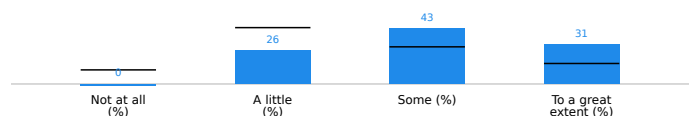
Disorder in classrooms



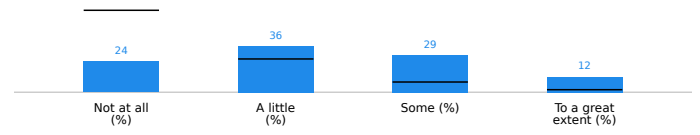
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Importance of High School for the Future

Importance of High School for the Future

Students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

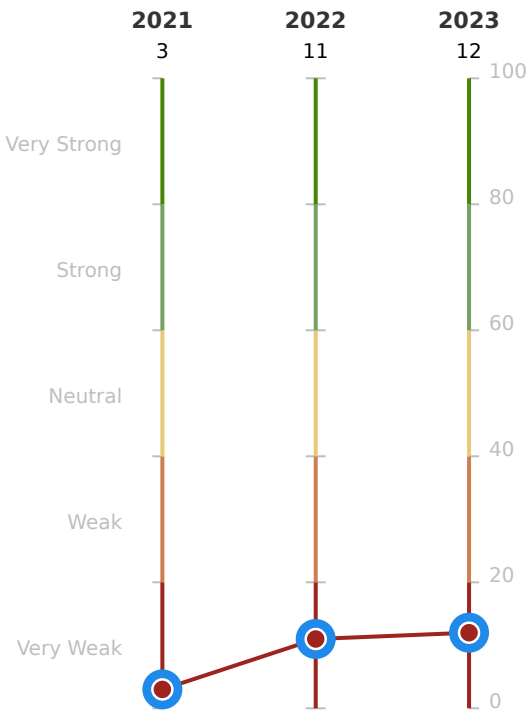
Essential

Supplemental Measures

Respondent

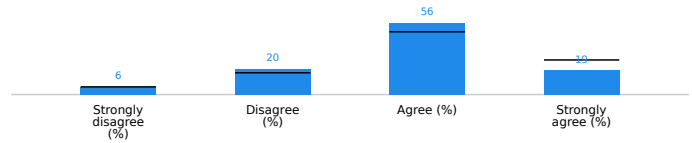
Student

Performance

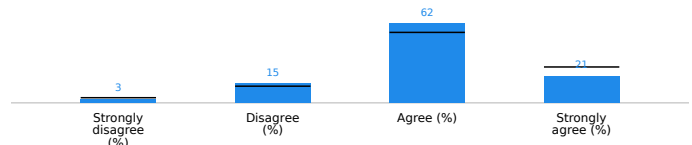


Students report:

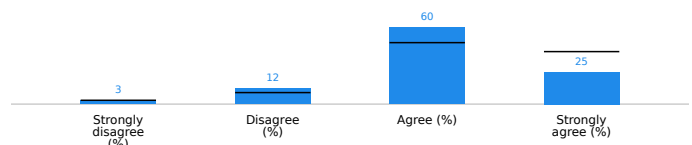
My classes give me useful preparation for what I plan to do in life.



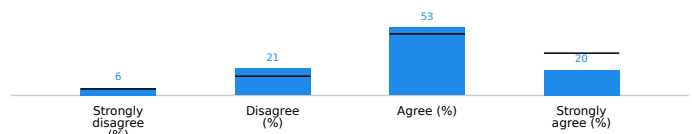
High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.



What we learn in class is necessary for success in the future.



Parent Supportiveness

Parent Supportiveness

Parents support their children emotionally and developmentally.

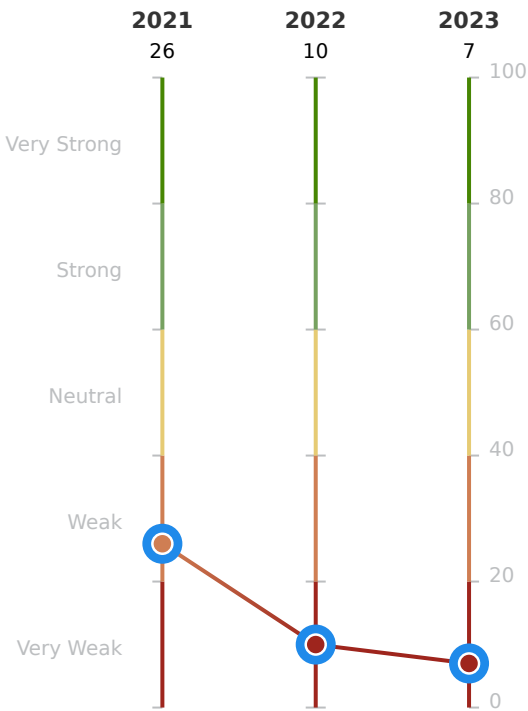
Essential

Supplemental Measures

Respondent

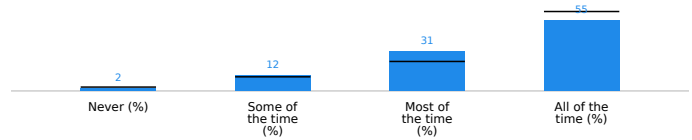
Student

Performance

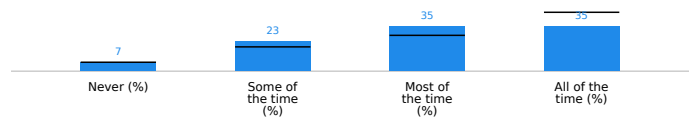


Students report the following about their parents. My parents:

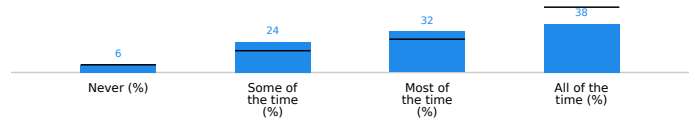
Encourage you to work hard at school.



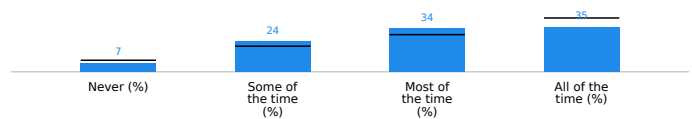
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Innovation

Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

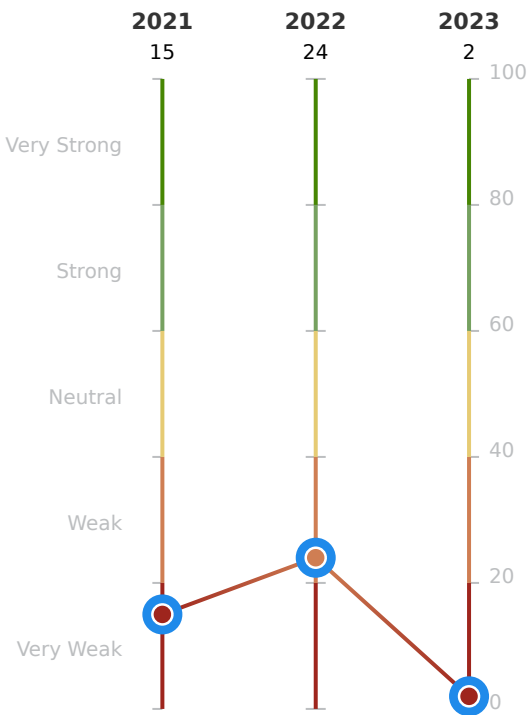
Essential

Supplemental Measures

Respondent

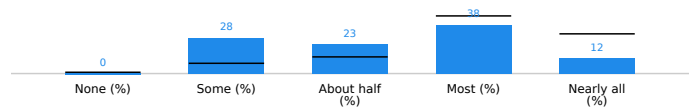
Teacher

Performance

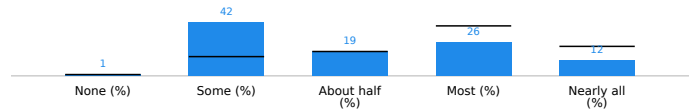


Teachers report that:

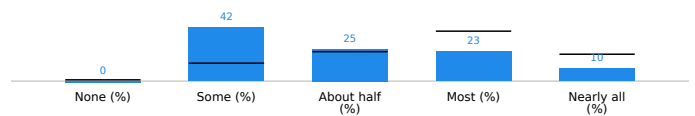
Teachers are really trying to improve their teaching.



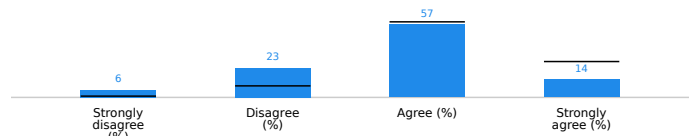
Teachers are willing to take risks to make the school better.

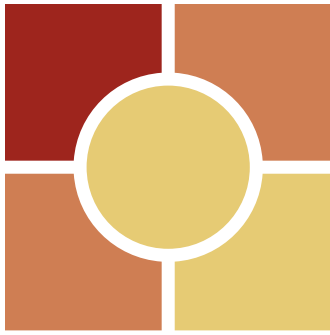


Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.





Thornton Fractnl So High School 2023 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These “5Essentials” detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

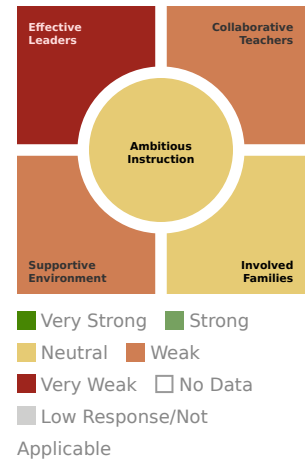
References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)
 (Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

Table of Contents: Full Report

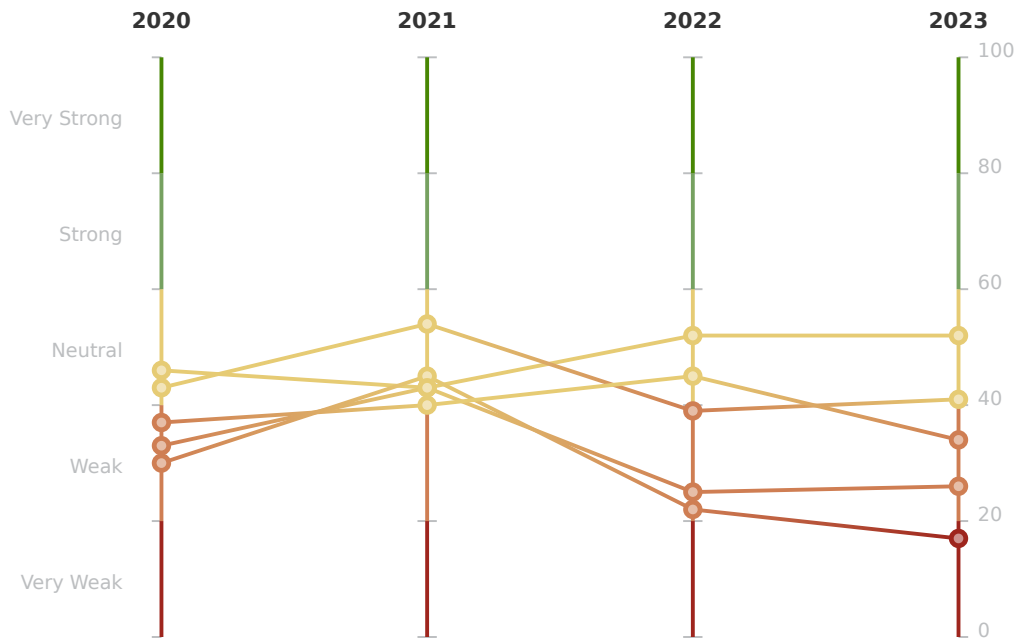
Overall	2
Ambitious Instruction	3
Involved Families	4
Supportive Environment	5
Collaborative Teachers	6
Effective Leaders	7
5Essentials Measures Table	8
5Essentials Measure Pages	9–30
Supplemental Measures Table	31
Supplemental Measure Pages	32–48

Overall, Thornton Fractnl So High School is **not yet organized** for improvement.



The 5Essentials

How is Thornton Fractnl So High School performing on each of the 5Essentials in 2023?



Essentials	Performance Across Years				
	2020	2021	2022	2023	
Ambitious Instruction	46	43	52	52	Neutral
Involved Families	43	54	39	41	Neutral
Supportive Environment	37	40	45	34	Weak
Collaborative Teachers	33	43	25	26	Weak
Effective Leaders	30	45	22	17	Very Weak

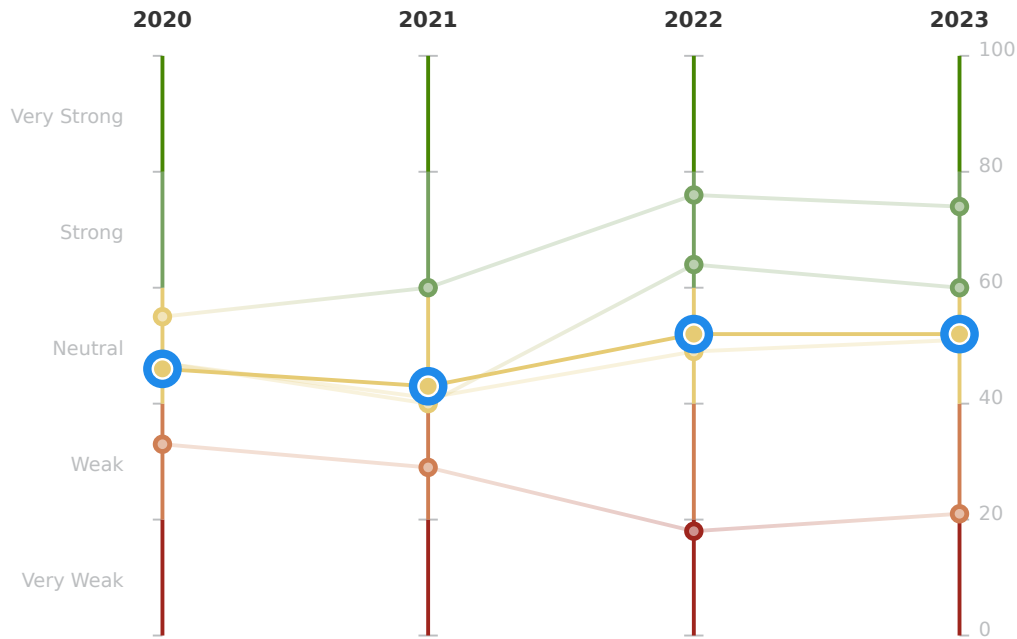
Ambitious Instruction

How is Thornton Fractnl So High School performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
English Instruction	55	60	76	74	Student
Math Instruction	47	40	64	60	Student
Academic Press	47	41	49	51	Student
Quality of Student Discussion	33	29	18	21	Teacher

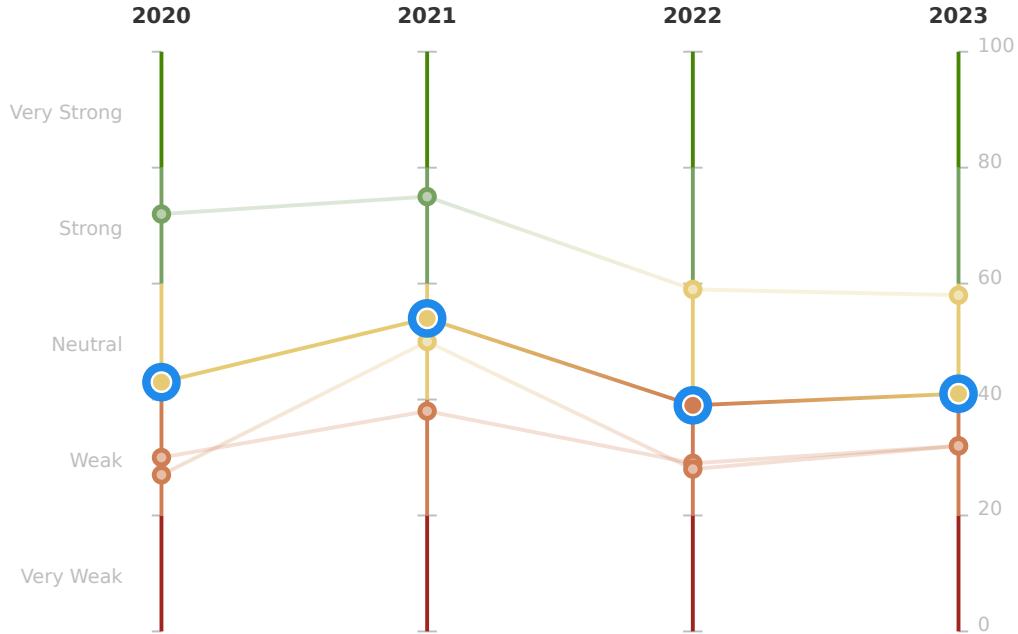
Involved Families

How is Thornton Fractnl So High School performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Parent Influence on Decision Making in Schools	72	75	59	58	Teacher
Parent Involvement in School	30	38	29	32	Teacher
Teacher-Parent Trust	27	50	28	32	Teacher

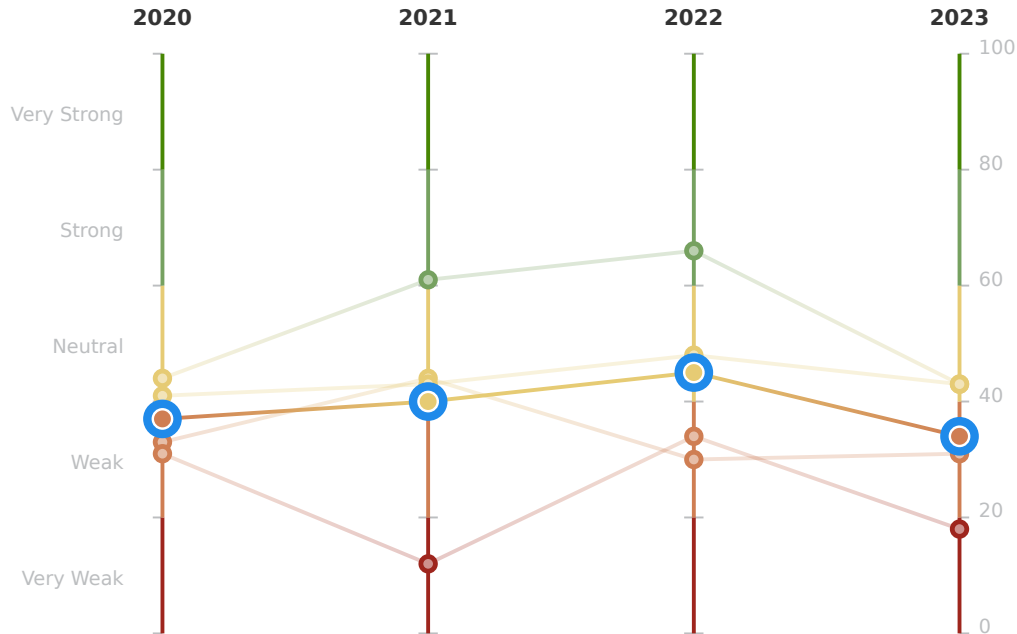
Supportive Environment

How is Thornton Fractnl So High School performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- and they are well-supported in planning for college and other post-high school experiences.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
School-Wide Future Orientation	41	43	48	43	Student
Student-Teacher Trust	44	61	66	43	Student
Expectations for Postsecondary Education	33	44	30	31	Teacher
Safety	31	12	34	18	Student

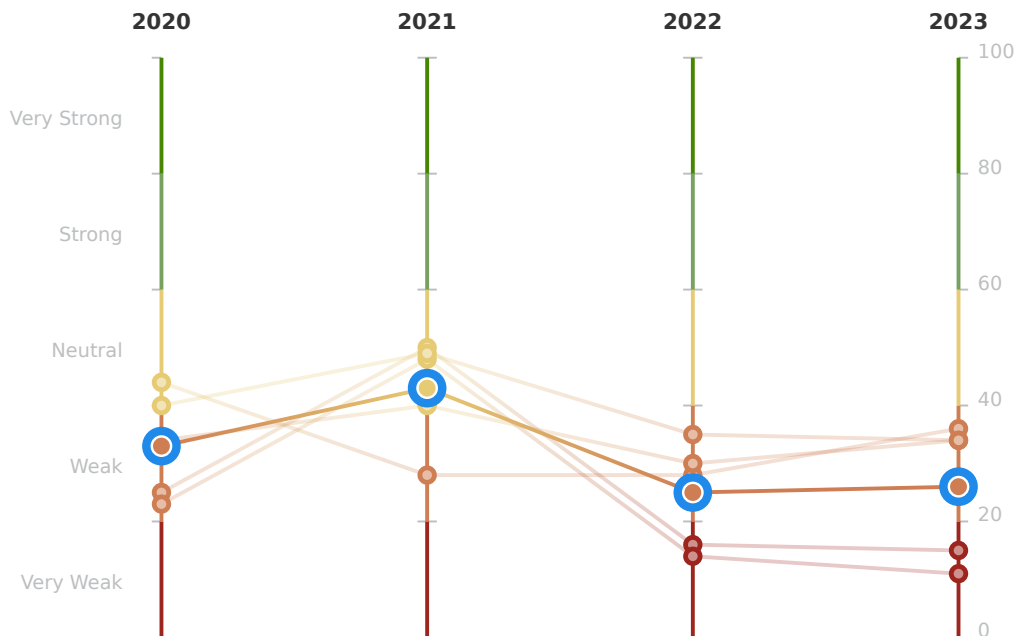
Collaborative Teachers

How is Thornton Fractnl So High School performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Collaborative Practices	44	28	28	36	Teacher
Quality Professional Development	34	40	30	34	Teacher
Teacher-Teacher Trust	40	49	35	34	Teacher
Collective Responsibility	25	50	16	15	Teacher
School Commitment	23	48	14	11	Teacher

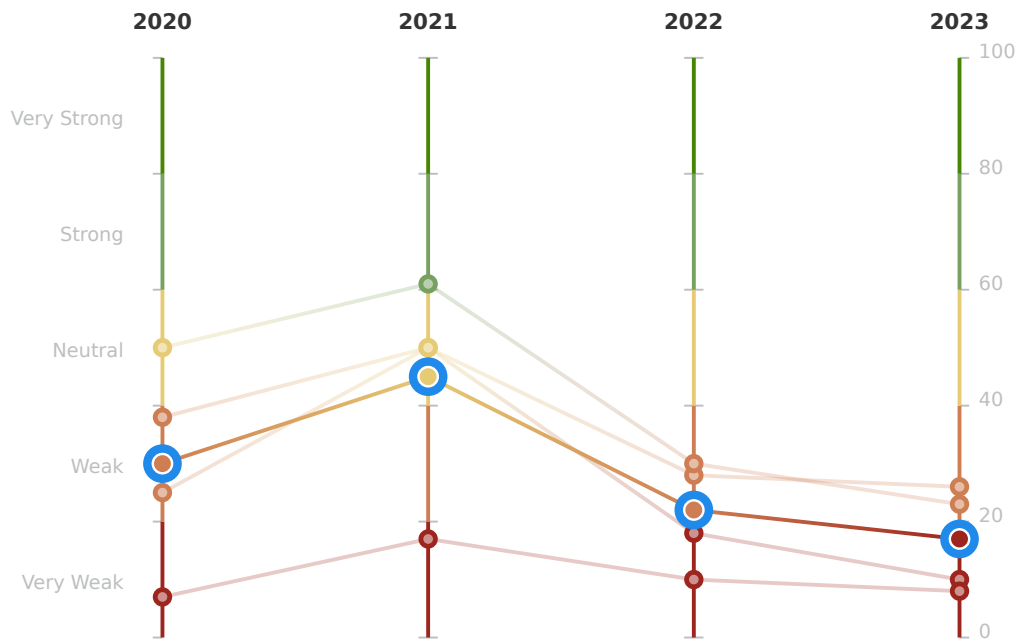
Effective Leaders

How is Thornton Fractnl So High School performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).





















Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2020	2021	2022	2023	
Program Coherence	25	50	28	26	Teacher
Teacher-Principal Trust	50	61	30	23	Teacher
Instructional Leadership	38	50	18	10	Teacher
Teacher Influence	7	17	10	8	Teacher

All 5Essentials Measures

How is Thornton Fractnl So High School performing on all 5Essentials measures in 2023?


Page	Measure	Change	Performance	Essential	Respondent
9	English Instruction	- 2	74 Strong	 Ambitious Instruction	Student
10	Math Instruction	- 4	60 Strong	 Ambitious Instruction	Student
11	Parent Influence on Decision Making in Schools	- 1	58 Neutral	 Involved Families	Teacher
12	Academic Press	+ 2	51 Neutral	 Ambitious Instruction	Student
14	School-Wide Future Orientation	- 5	43 Neutral	 Supportive Environment	Student
15	Student-Teacher Trust	- 23	43 Neutral	 Supportive Environment	Student
16	Collaborative Practices	+ 8	36 Weak	 Collaborative Teachers	Teacher
17	Quality Professional Development	+ 4	34 Weak	 Collaborative Teachers	Teacher
18	Teacher-Teacher Trust	- 1	34 Weak	 Collaborative Teachers	Teacher
19	Parent Involvement in School	+ 3	32 Weak	 Involved Families	Teacher
20	Teacher-Parent Trust	+ 4	32 Weak	 Involved Families	Teacher
21	Expectations for Postsecondary Education	+ 1	31 Weak	 Supportive Environment	Teacher
22	Program Coherence	- 2	26 Weak	 Effective Leaders	Teacher
23	Teacher-Principal Trust	- 7	23 Weak	 Effective Leaders	Teacher
25	Quality of Student Discussion	+ 3	21 Weak	 Ambitious Instruction	Teacher
26	Safety	- 16	18 Very Weak	 Supportive Environment	Student
27	Collective Responsibility	- 1	15 Very Weak	 Collaborative Teachers	Teacher
28	School Commitment	- 3	11 Very Weak	 Collaborative Teachers	Teacher
29	Instructional Leadership	- 8	10 Very Weak	 Effective Leaders	Teacher
30	Teacher Influence	- 2	8 Very Weak	 Effective Leaders	Teacher

English Instruction

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

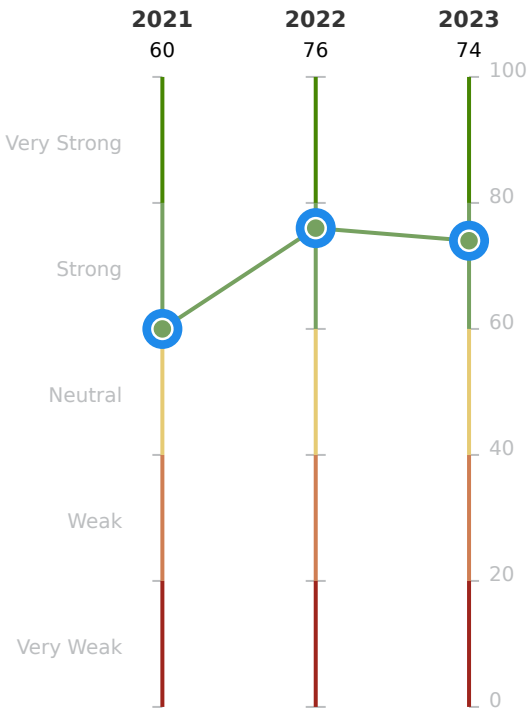
Essential

 Ambitious Instruction

Respondent

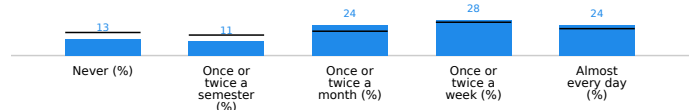
Student

Performance

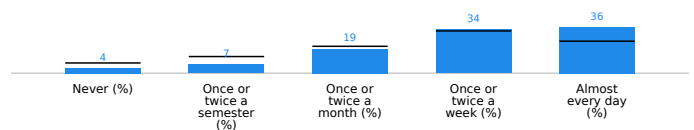


Students report doing the following in English class:

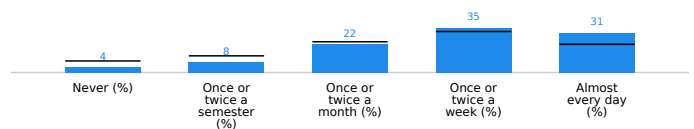
Debate the meaning of a reading.



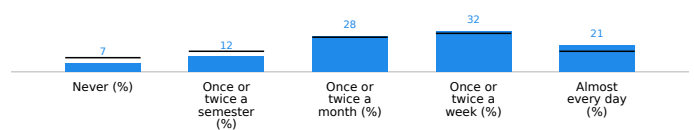
Discuss connections between a reading and real life people or situations.



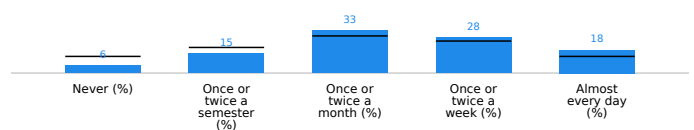
Discuss how culture, time, or place affects an author's writing.



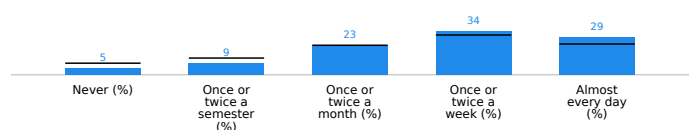
Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



Explain how writers use tools like symbolism and metaphor to communicate meaning.




Math Instruction

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

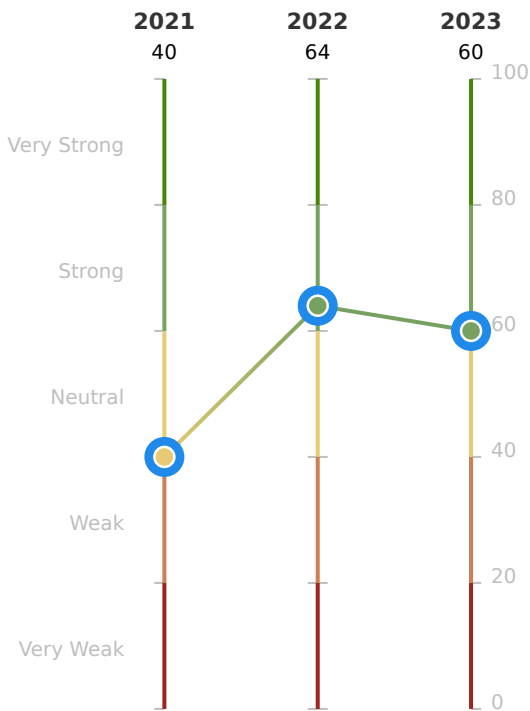
Essential

 Ambitious Instruction

Respondent

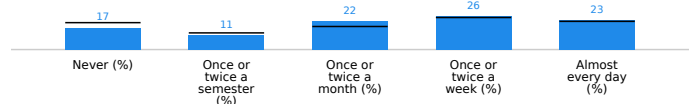
Student

Performance

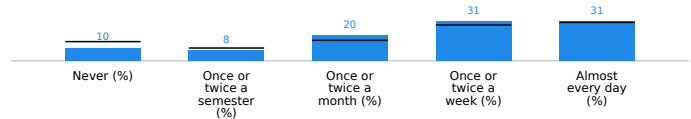


Students report that they do the following in math class:

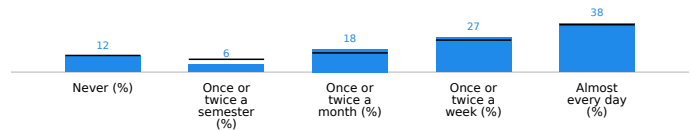
Apply math to situations in life outside of school.



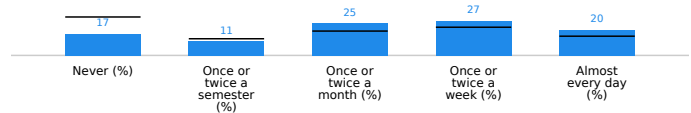
Discuss possible solutions to problems with other students.



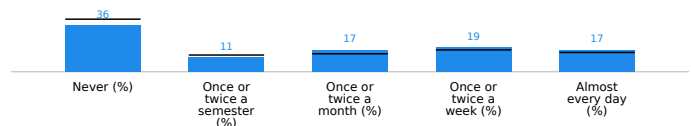
Explain how you solved a problem to the class.



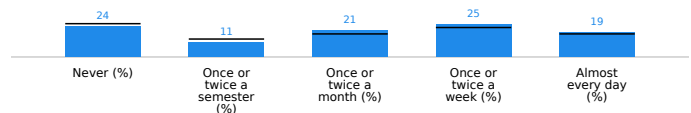
Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Solve a problem with multiple steps that takes more than 20 minutes.

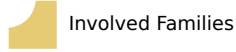


Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

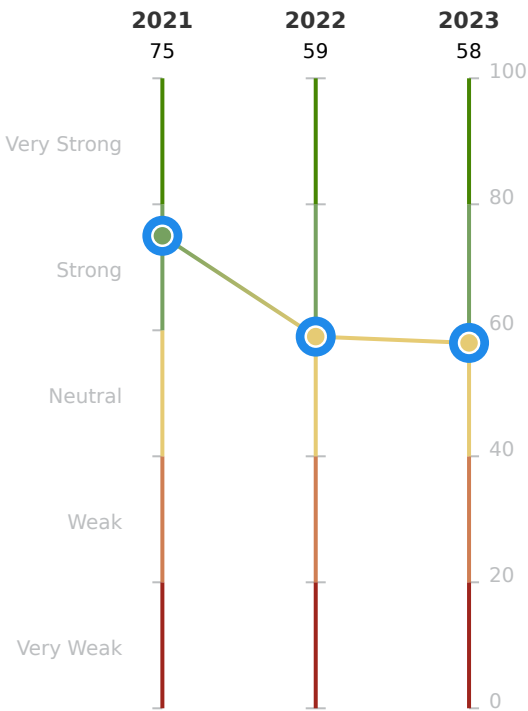
Essential



Respondent

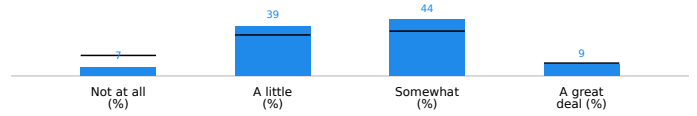
Teacher

Performance

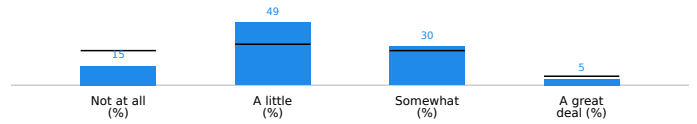


Teachers report that the school:

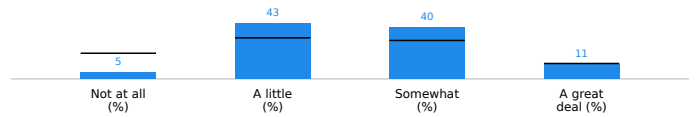
Involves parents in the development of programs aimed at improving students' academic outcomes.



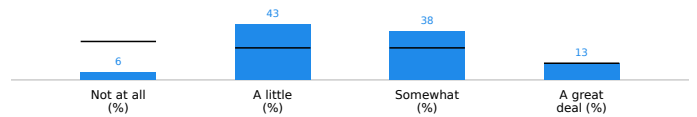
Involves parents in commenting on school curricula.



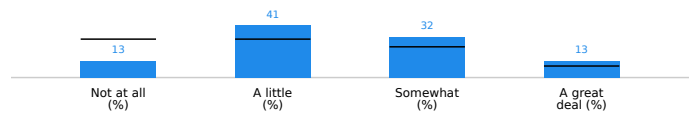
Includes parent leaders from all backgrounds in school improvement efforts.



Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?




Academic Press

Academic Press

Teachers expect students to do their best and to meet academic demands.

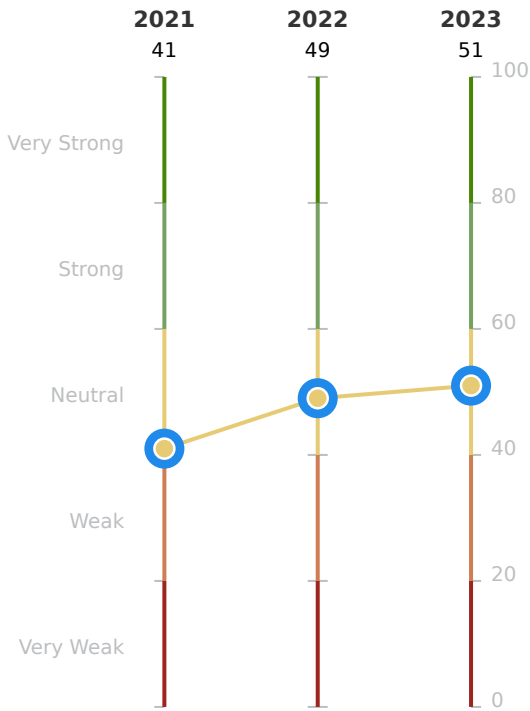
Essential

 Ambitious Instruction

Respondent

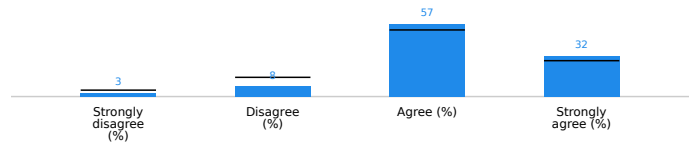
Student

Performance

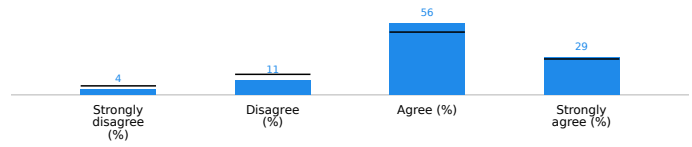


Students report the following about one specific class:

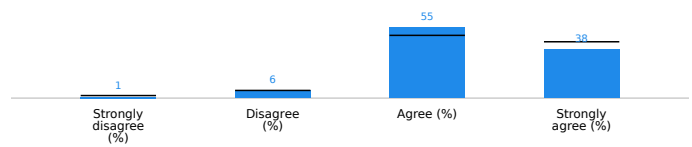
This class really makes me think.



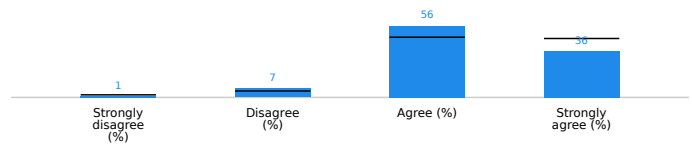
I really learn a lot in this class



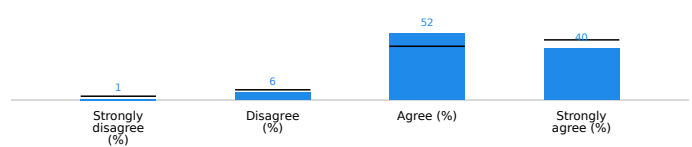
The teacher expects everyone to work hard



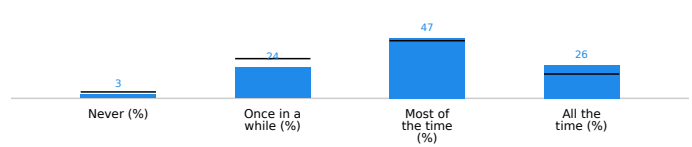
The teacher expects me to do my best all the time



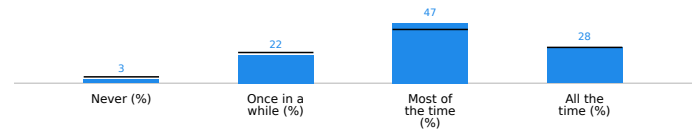
The teacher wants us to become better thinkers, not just memorize things



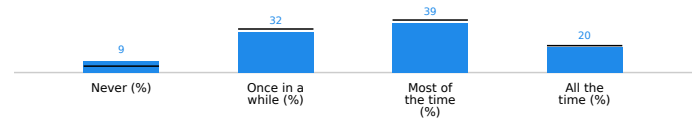
This class challenges me



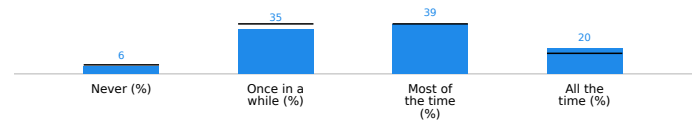
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class




School-Wide Future Orientation

School-Wide Future Orientation

The school engages all students in planning for life after graduation.

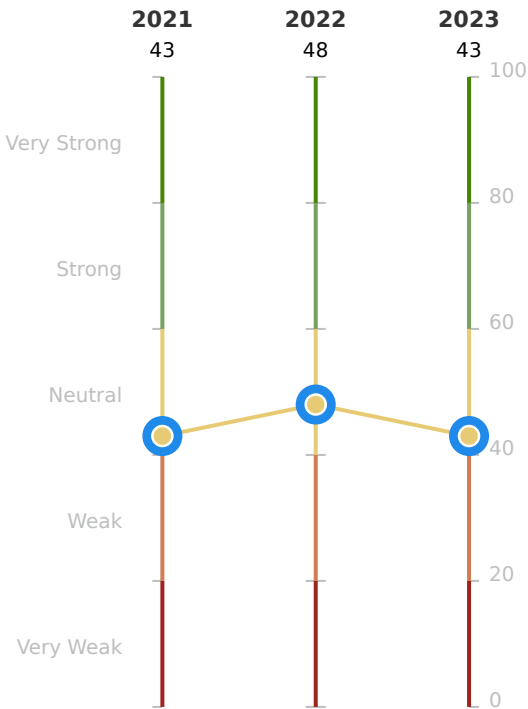
Essential

 Supportive Environment

Respondent

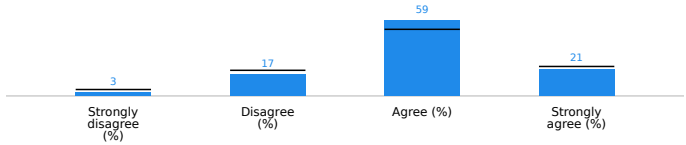
Student

Performance

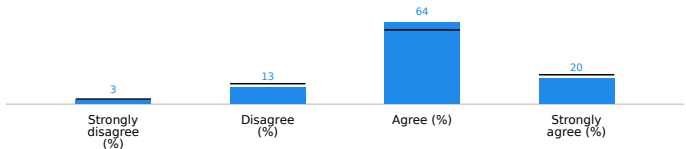


Students report that:

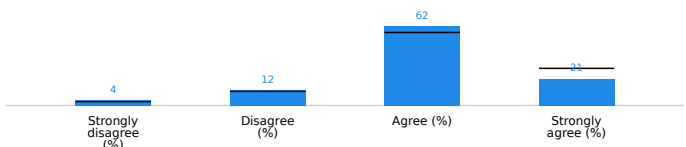
Teachers make sure that all students are planning for life after graduation.



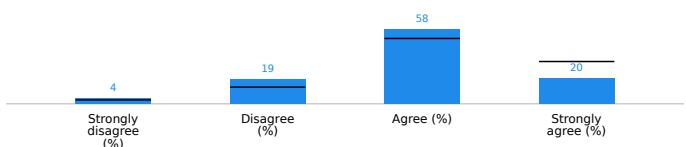
Teachers work hard to make sure that all students are learning.



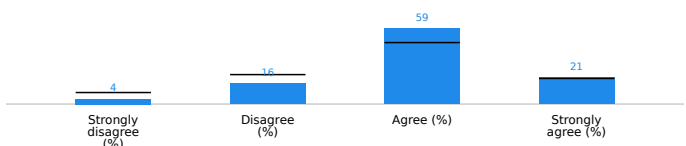
High school is seen as preparation for the future.



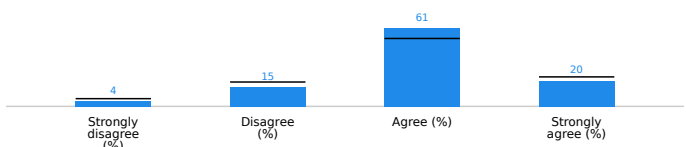
All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.

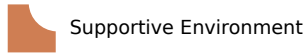


Student-Teacher Trust

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

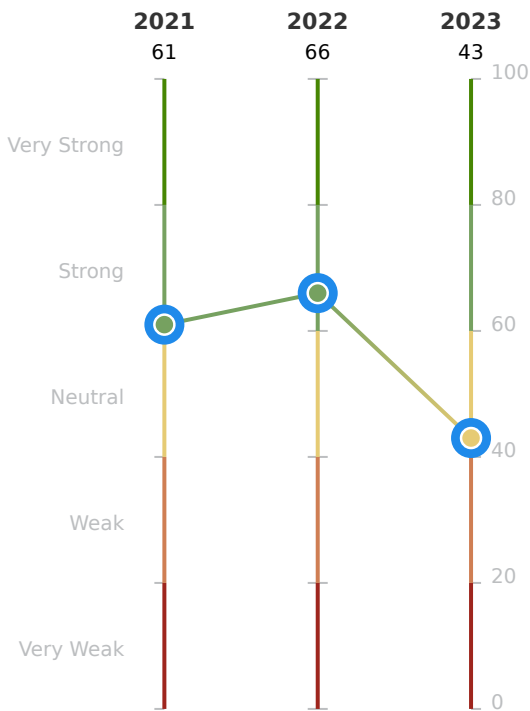
Essential



Respondent

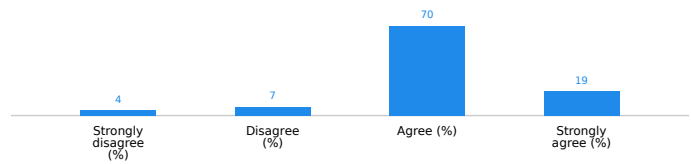
Student

Performance

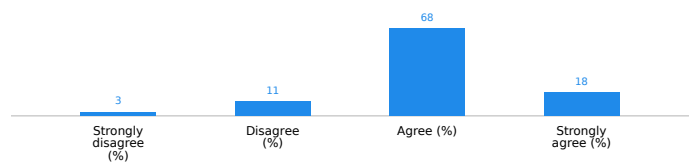


Students report:

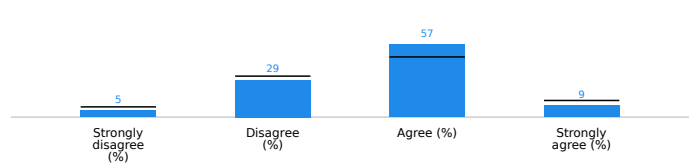
I feel safe with my teachers at this school.



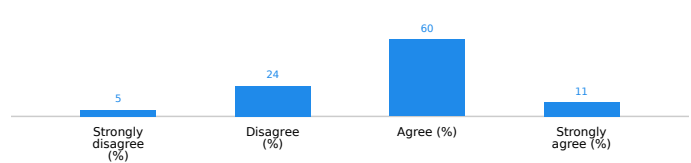
I feel comfortable with my teachers at this school.



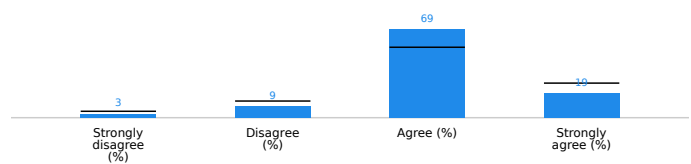
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.




Collaborative Practices

Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

Essential

 Collaborative Teachers

Respondent

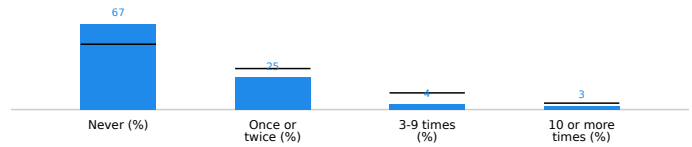
Teacher

Performance

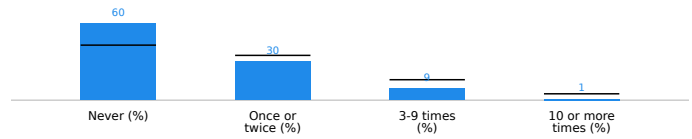


Teachers report how often they have done the following:

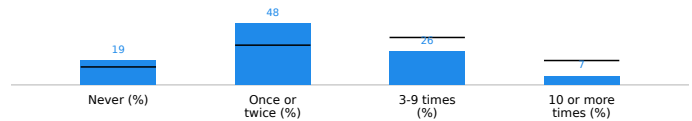
Observed another teacher's classroom to offer feedback.



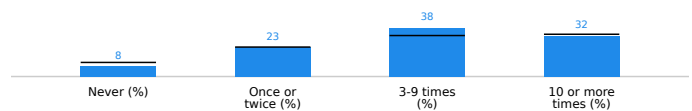
Observed another teacher's classroom to get ideas for your own instruction.



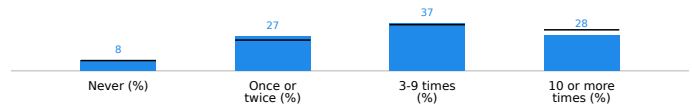
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.




Quality Professional Development

Quality Professional Development

Professional development is rigorous and focused on student learning.

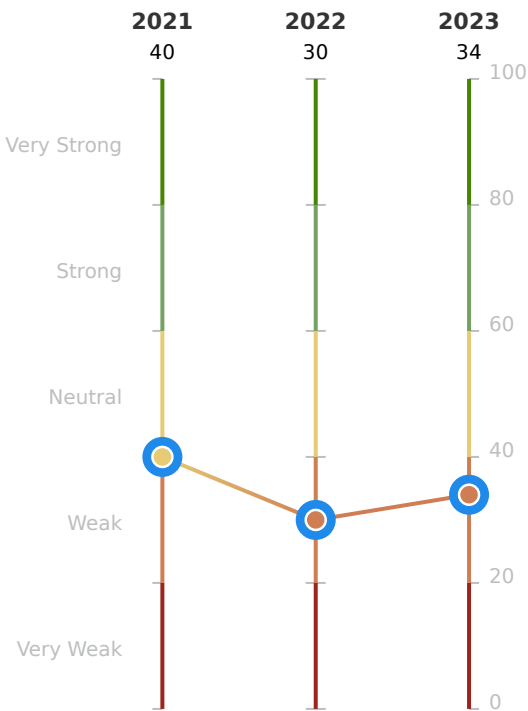
Essential

 Collaborative Teachers

Respondent

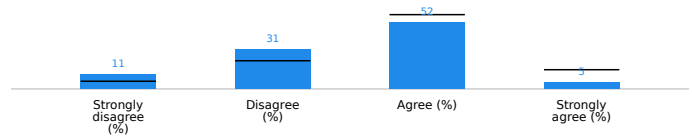
Teacher

Performance

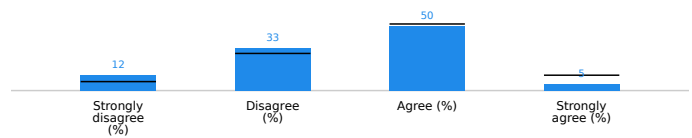


Teachers report that professional development this year has:

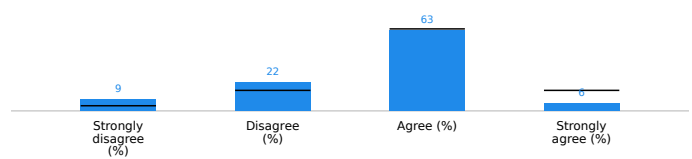
Been sustained and coherently focused, rather than short-term and unrelated.



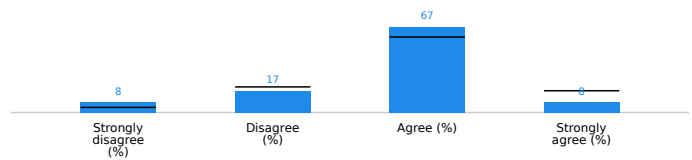
Included enough time to think carefully about, try, and evaluate new ideas.



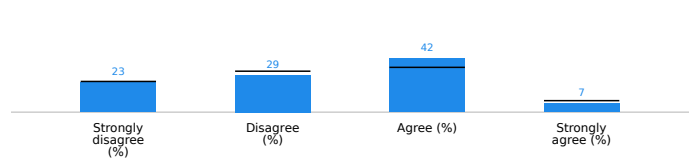
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.




Teacher-Teacher Trust

Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

Essential

 Collaborative Teachers

Respondent

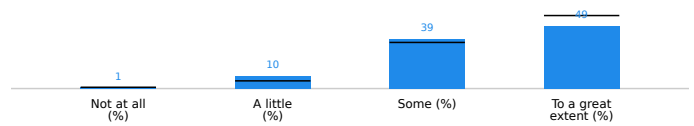
Teacher

Performance

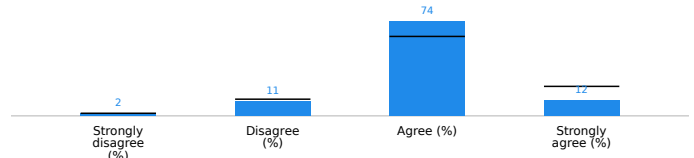


Teachers report the following:

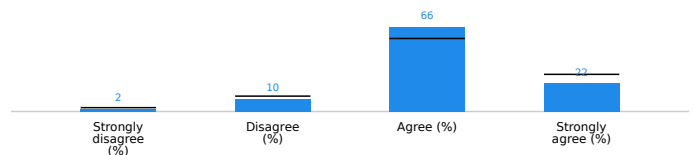
Teachers feel respected by other teachers



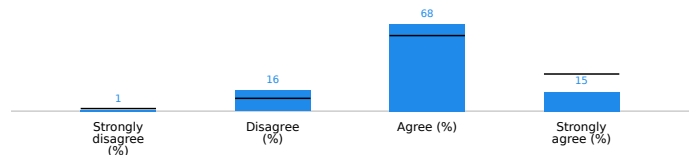
Teachers in this school trust each other.



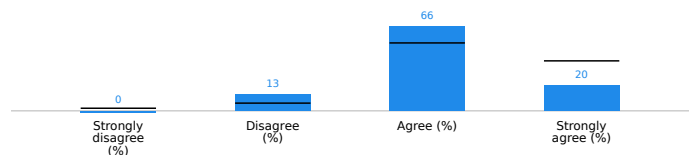
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.




Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

Essential

 Involved Families

Respondent

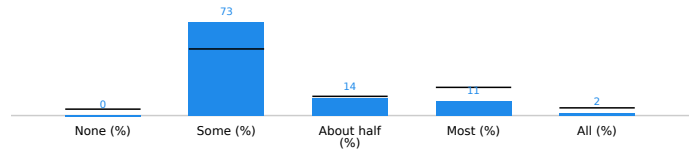
Teacher

Performance



Teachers report that students' parents:

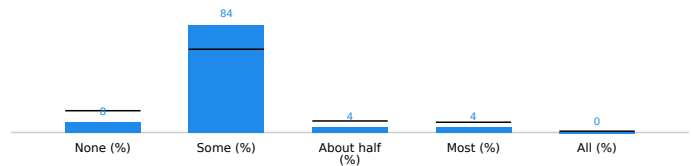
Attended parent-teacher conferences when you requested them.



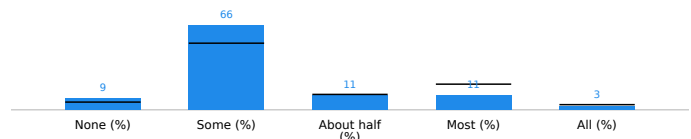
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.

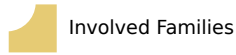


Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

Essential



Involved Families

Respondent

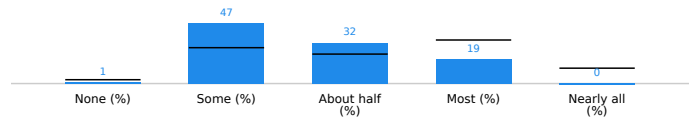
Teacher

Performance

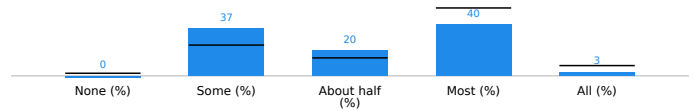


Teachers report the following:

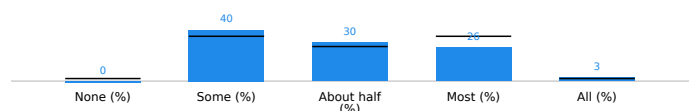
Teachers feel good about parents' support for their work.



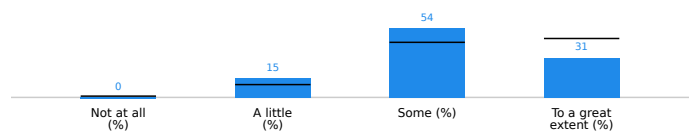
Parents support teachers' teaching efforts.



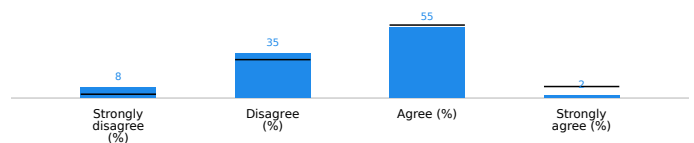
Parents do their best to help their children learn.



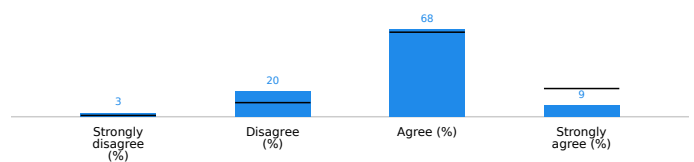
Teachers feel respected by the parents of the students



Teachers and parents at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents.



Expectations for Postsecondary Education

Expectations for Postsecondary Education

The school expects all students to attend college and promotes college-readiness.

Essential

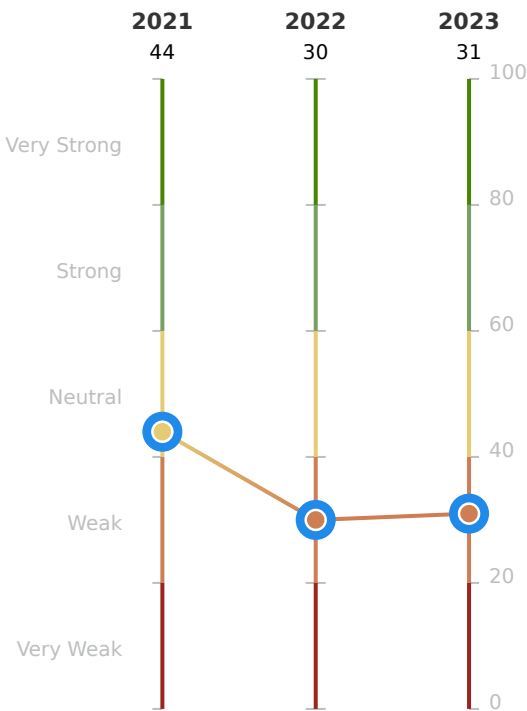


Supportive Environment

Respondent

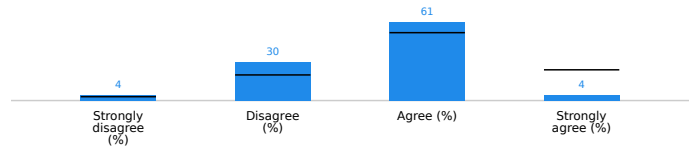
Teacher

Performance

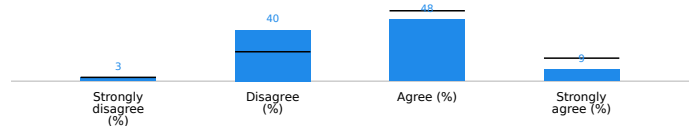


Teachers report that:

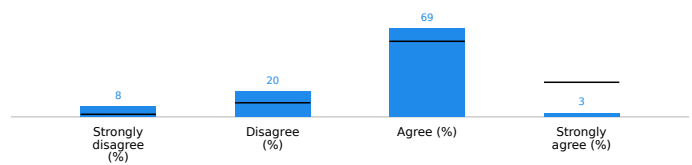
Teachers expect most students in this school to go to college.



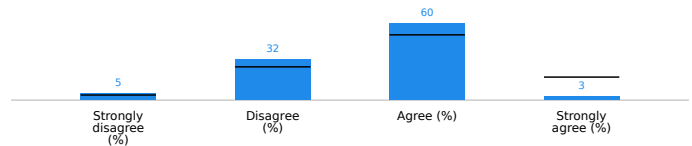
Teachers at this school help students plan for college outside of class time.



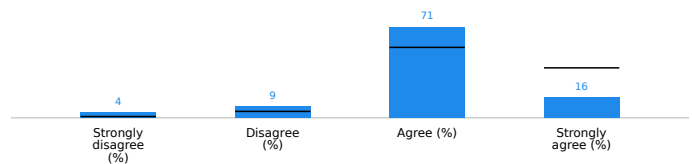
The curriculum at this school is focused on helping students get ready for college.



Most of the students in this school are planning to go to college.



Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



Program Coherence

Program Coherence

School programs are coordinated and consistent with its goals for student learning.

Essential

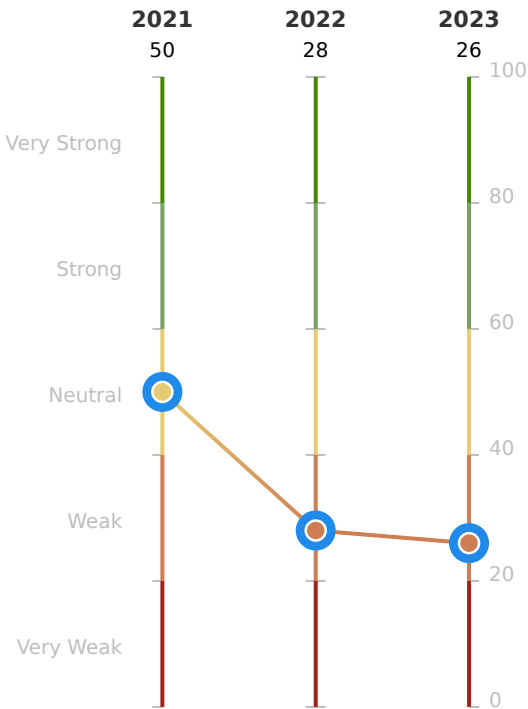


Effective Leaders

Respondent

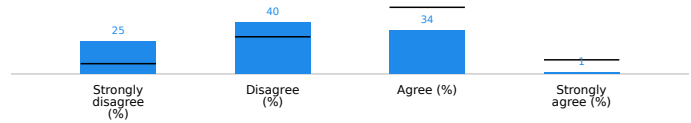
Teacher

Performance

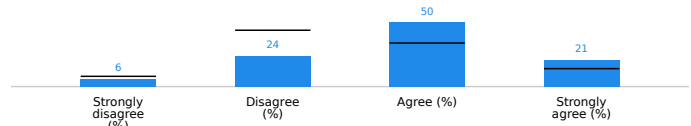


Teachers report the following:

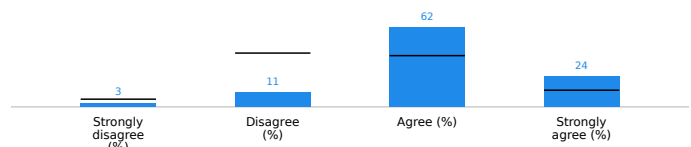
Once we start a new program in this school, we follow up to make sure that it's working.



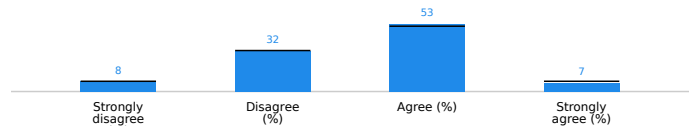
We have so many different programs in this school that I can't keep track of them all.



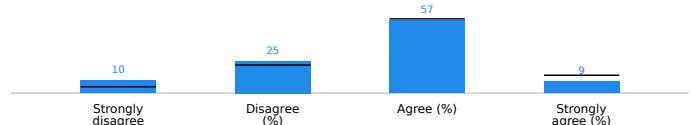
Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



Teacher-Principal Trust

Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Essential



Effective Leaders

Respondent

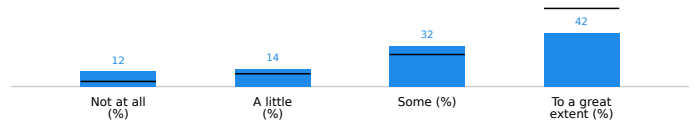
Teacher

Performance

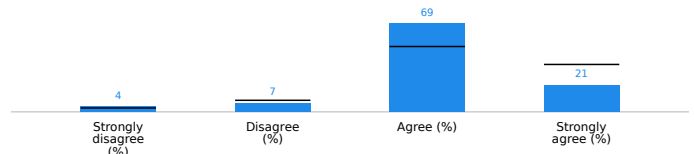


Teachers report the following:

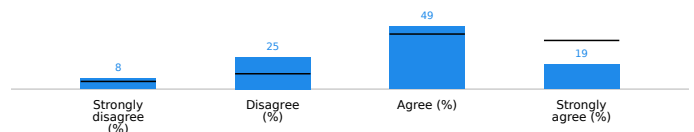
Teachers feel respected by the principal



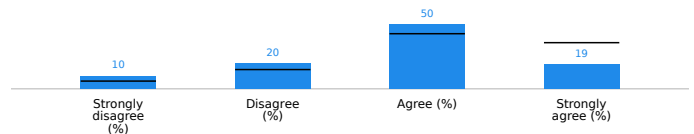
The principal has confidence in the expertise of the teachers.



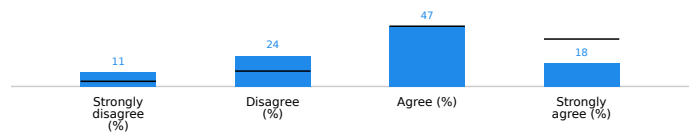
I trust the principal at his or her word.



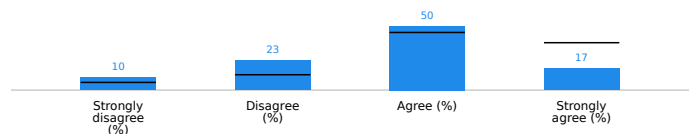
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



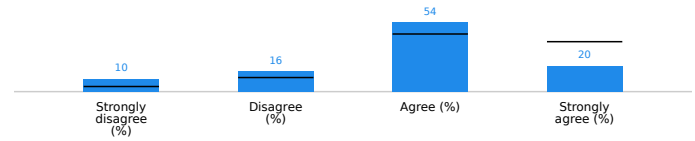
The principal takes a personal interest in the professional development of teachers.



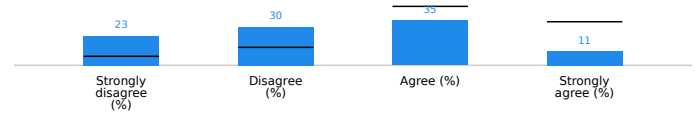
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.




Quality of Student Discussion

Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

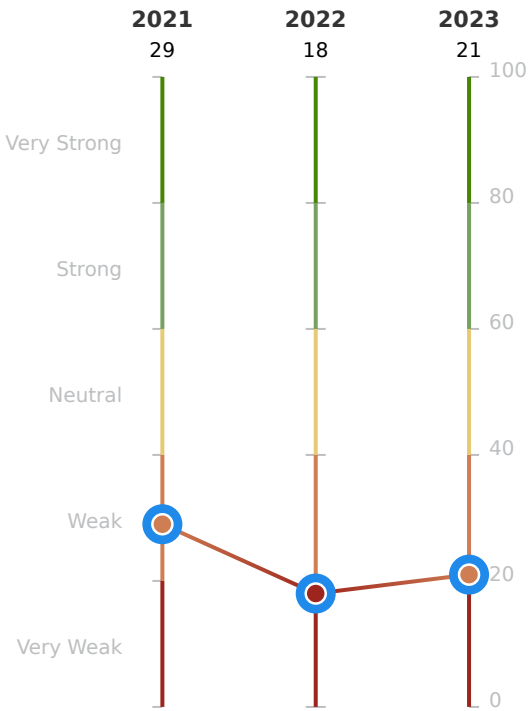
Essential

 Ambitious Instruction

Respondent

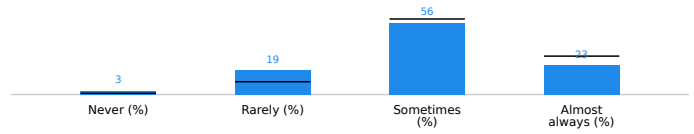
Teacher

Performance

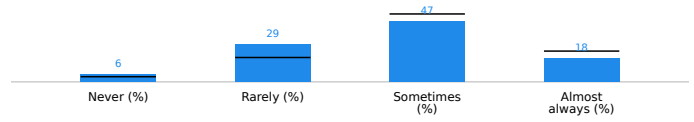


Teachers report the following about classroom discussions:

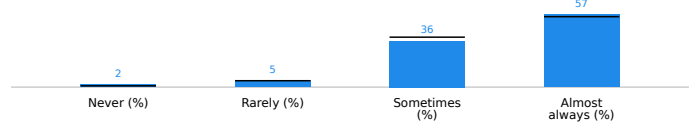
Students build on each other's ideas during discussion.



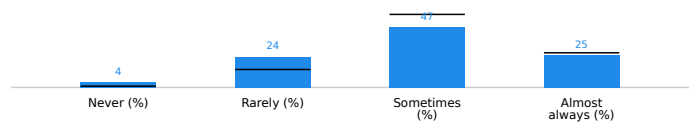
Students use data and text references to support their ideas.



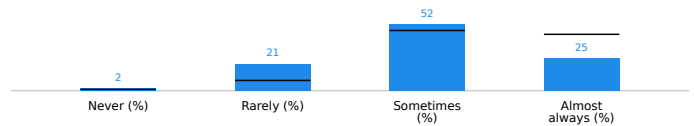
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.




Safety

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

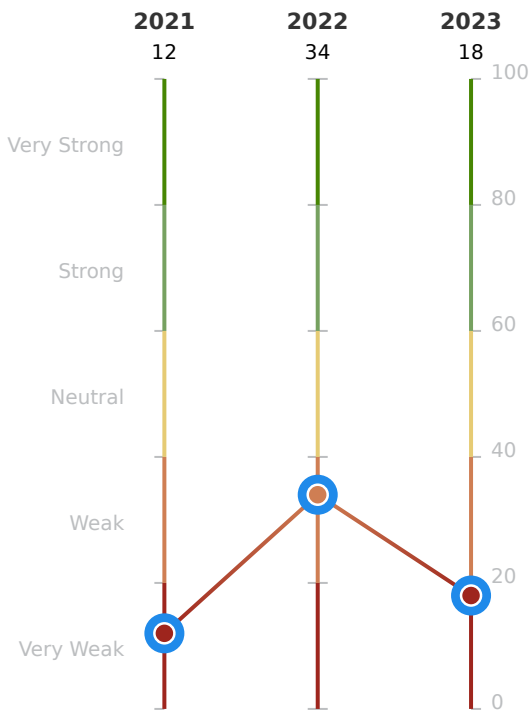
Essential

 Supportive Environment

Respondent

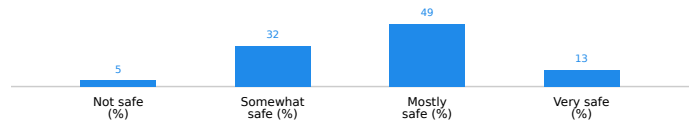
Student

Performance

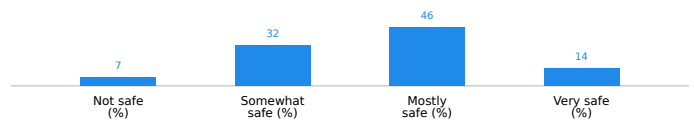


Students report how safe they feel:

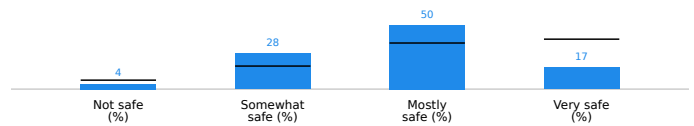
In the hallways of the school?



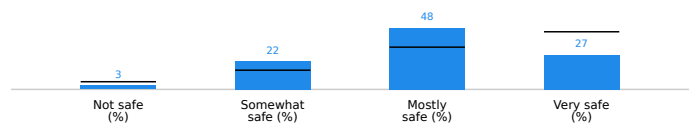
In the bathrooms of the school?



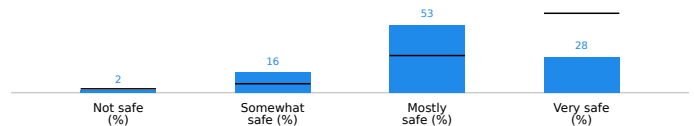
Outside around the school?



Traveling between home and school?



In your classes?




Collective Responsibility

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

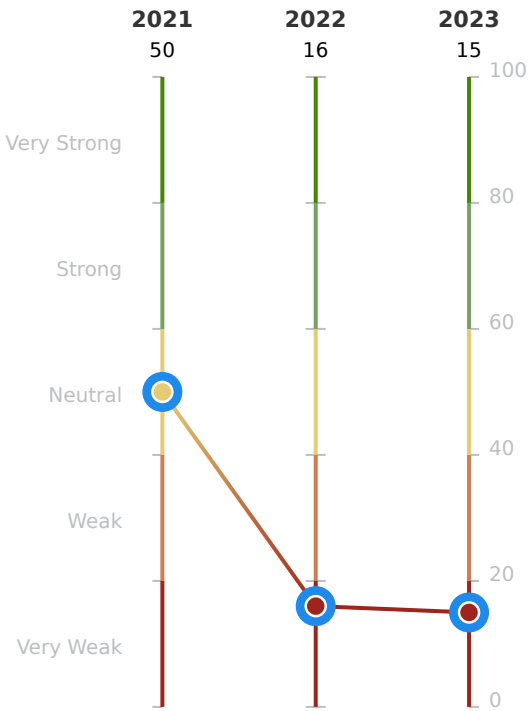
Essential

 Collaborative Teachers

Respondent

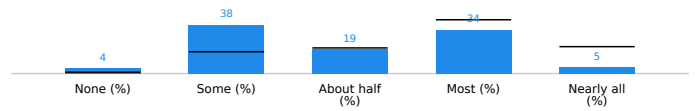
Teacher

Performance

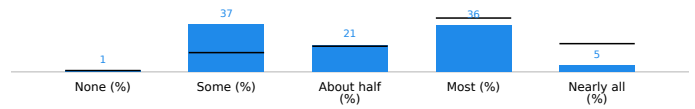


Teachers report that other teachers in the school:

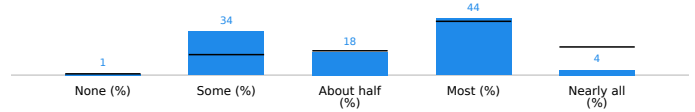
Help maintain discipline in the entire school, not just their classroom?



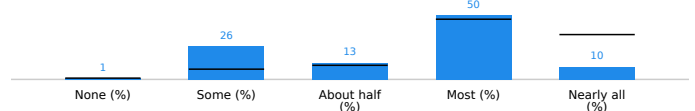
Take responsibility for improving the school.



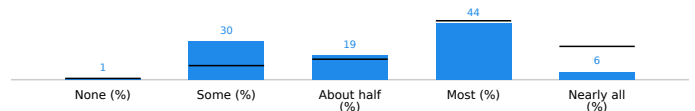
Feel responsible to help each other do their best.



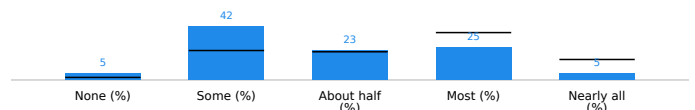
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.

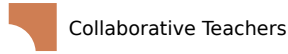


School Commitment

School Commitment

Teachers are deeply committed to the school.

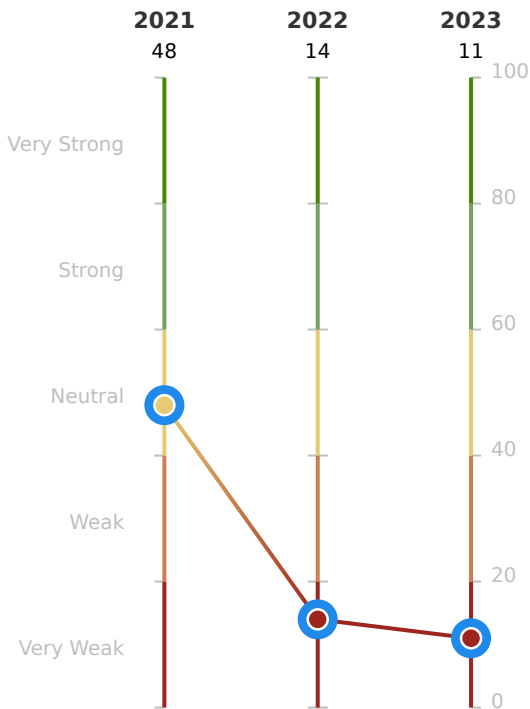
Essential



Respondent

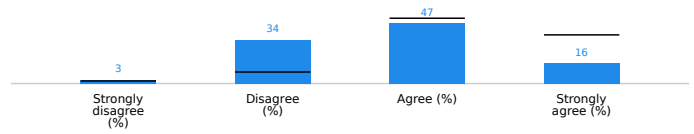
Teacher

Performance

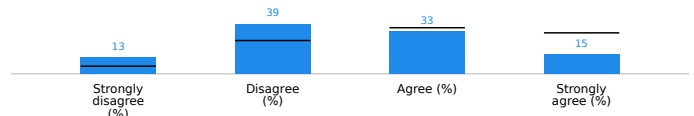


Teachers report the following:

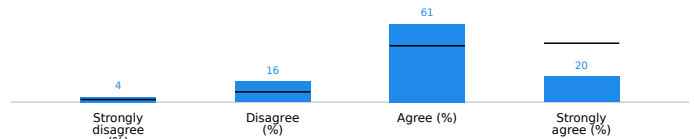
I usually look forward to each working day at this school.



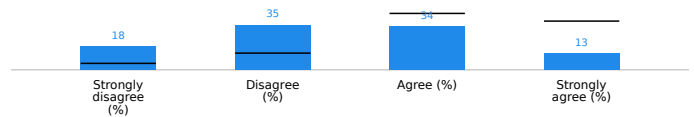
I wouldn't want to work in any other school.



I feel loyal to this school.



I would recommend this school to parents seeking a place for their child.



Instructional Leadership

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

Essential

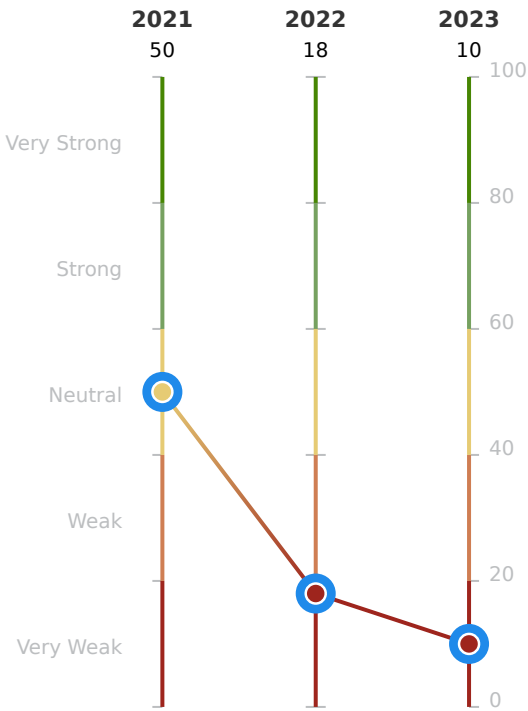


Effective Leaders

Respondent

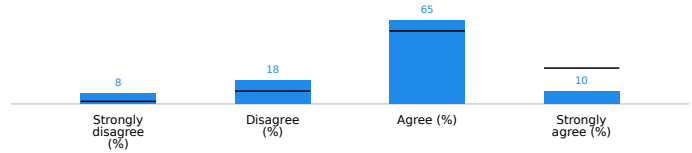
Teacher

Performance

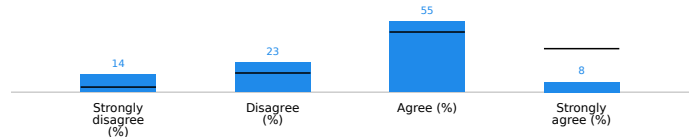


Teachers report that a member of the school leadership team:

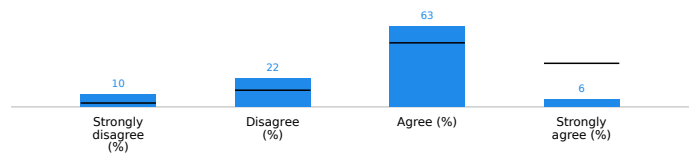
Makes clear to the staff the leadership's expectations for meeting instructional goals.



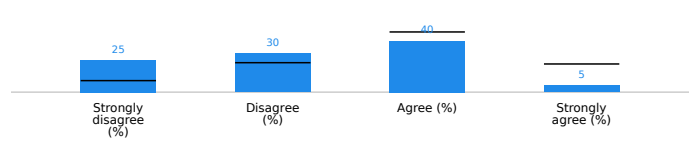
Communicates a clear vision for our school.



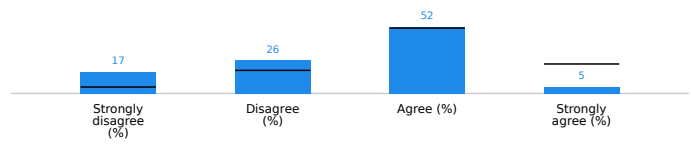
Presses teachers to implement what they have learned in professional development.



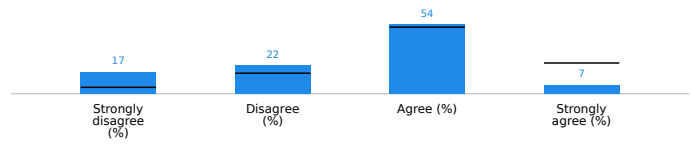
Knows what's going on in my classroom.



Provides me with useful feedback to improve my teaching.



Has provided me with the support I need to improve my teaching.



Teacher Influence

Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

Essential



Effective Leaders

Respondent

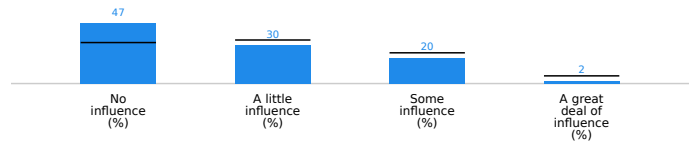
Teacher

Performance

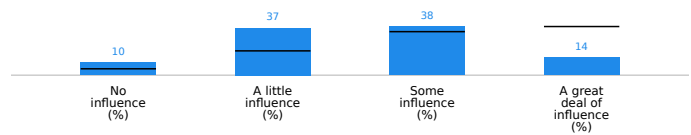


Teachers report having influence on:

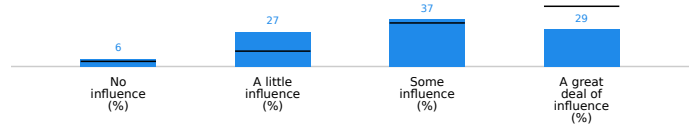
Planning how discretionary school funds should be used.



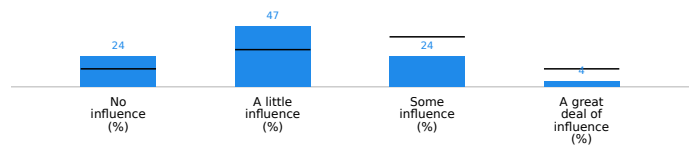
Determining which books and other instructional materials are used in classrooms.



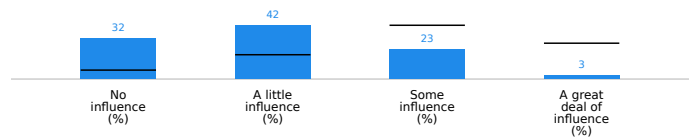
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



















Setting standards for student behavior.



All Supplemental Measures

How is Thornton Fractnl So High School performing on all supplemental measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
32	Academic Engagement	+ 4	74 Strong	 Supplemental Measures	Student
33	Socialization of New Teachers	+ 31	72 Strong	 Supplemental Measures	Teacher
34	Rigorous Study Habits	- 10	66 Strong	 Supplemental Measures	Student
35	Inquiry-Based Science Instruction	+ 11	64 Strong	 Supplemental Measures	Student
36	Academic Personalism	- 14	59 Neutral	 Supplemental Measures	Student
37	Course Clarity	- 8	59 Neutral	 Supplemental Measures	Student
38	Student Responsibility	+ 2	51 Neutral	 Supplemental Measures	Teacher
39	Human & Social Resources in the Community	+ 1	49 Neutral	 Supplemental Measures	Student
40	Classroom Disruptions	N/A	44 Neutral	 Supplemental Measures	Teacher
41	Classroom Rigor	- 5	43 Neutral	 Supplemental Measures	Student
42	Student Peer Relationships	- 24	38 Weak	 Supplemental Measures	Student
43	Reflective Dialogue	- 1	27 Weak	 Supplemental Measures	Teacher
44	Teacher Safety	+ 3	23 Weak	 Supplemental Measures	Teacher
46	Innovation	+ 0	17 Very Weak	 Supplemental Measures	Teacher
47	Parent Supportiveness	- 4	14 Very Weak	 Supplemental Measures	Student
48	Importance of High School for the Future	+ 3	4 Very Weak	 Supplemental Measures	Student

Academic Engagement

Academic Engagement

Students are interested and engaged in learning.

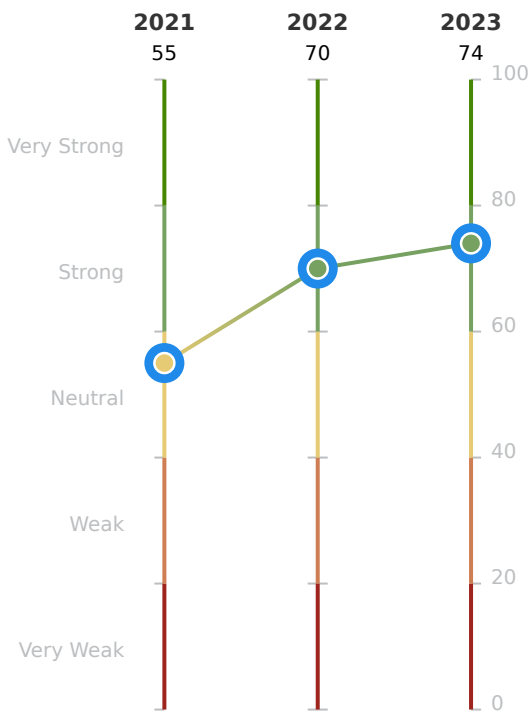
Essential

Supplemental Measures

Respondent

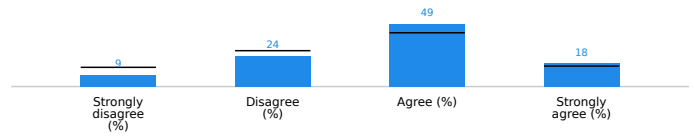
Student

Performance

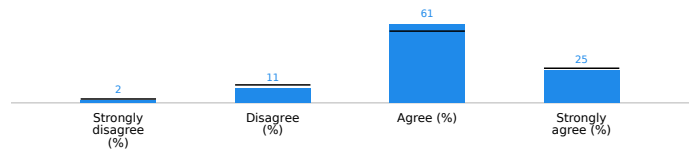


Students report:

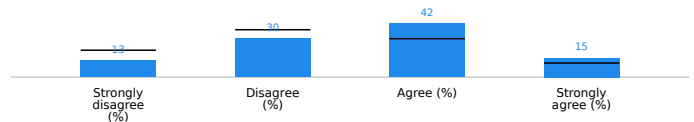
I usually look forward to this class.



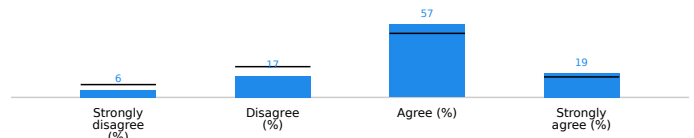
I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



The topics we are studying are interesting and challenging.



Socialization of New Teachers

Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

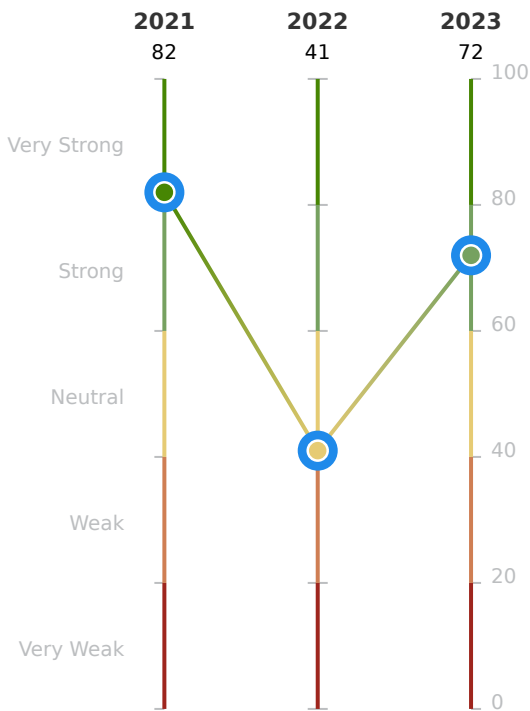
Essential

Supplemental Measures

Respondent

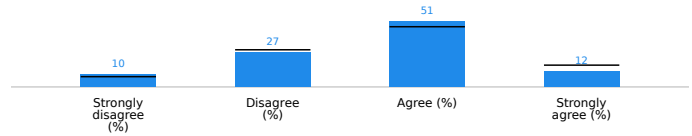
Teacher

Performance

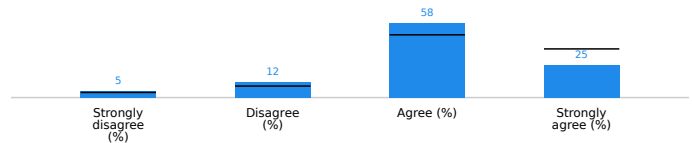


Teachers report the following:

Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Rigorous Study Habits

Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

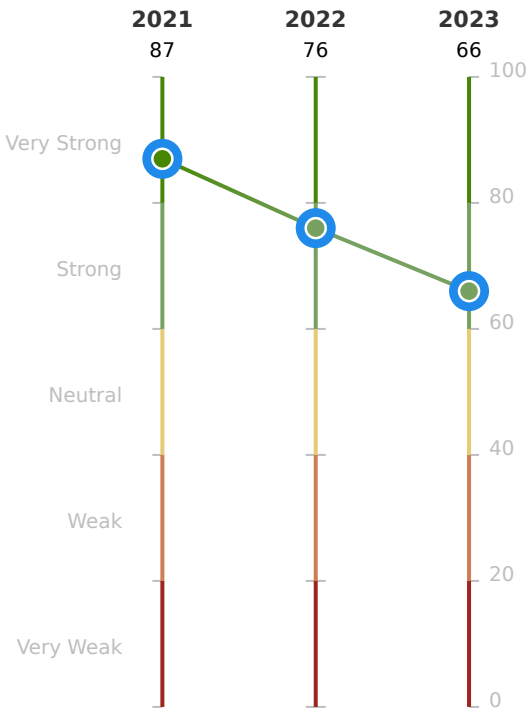
Essential

Supplemental Measures

Respondent

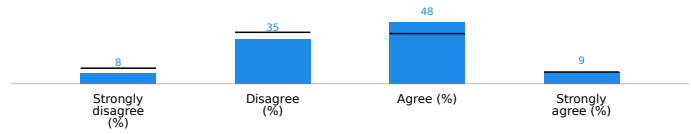
Student

Performance

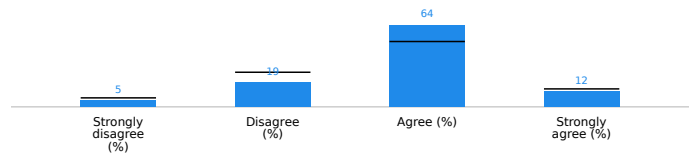


Students report that:

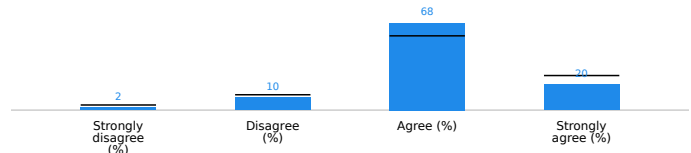
I always study for tests.



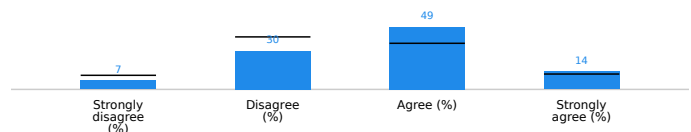
I set aside time to do my homework and study.



I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

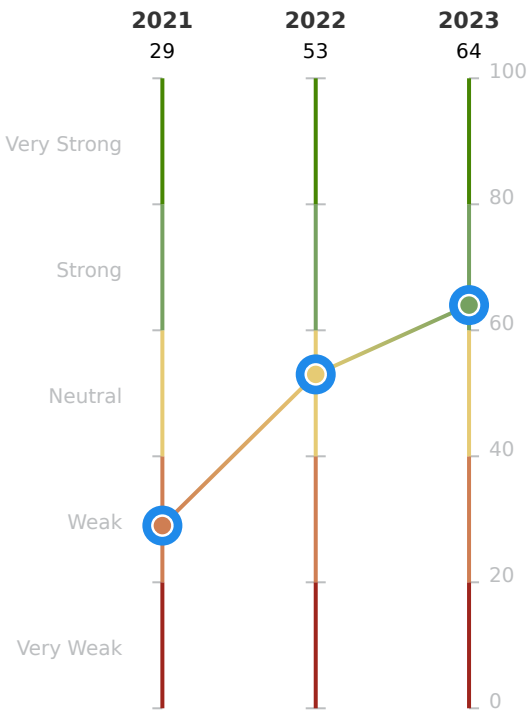
Essential

Supplemental Measures

Respondent

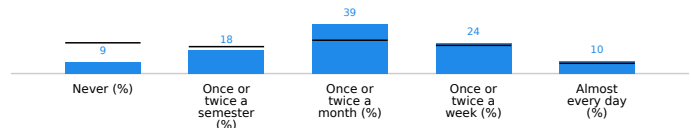
Student

Performance

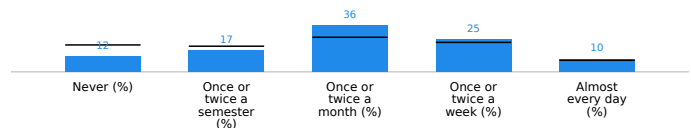


Students report doing the following in science class:

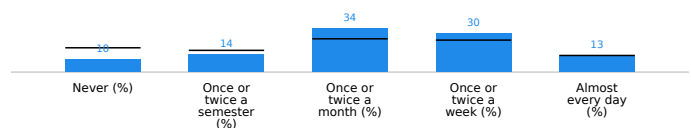
Use laboratory equipment or specimens.



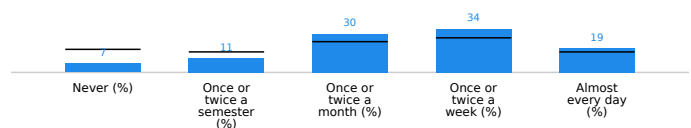
Write lab reports.



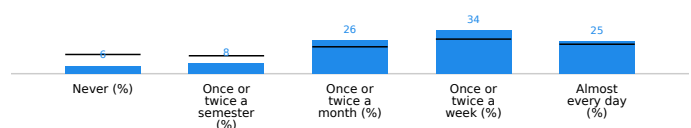
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Academic Personalism

Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

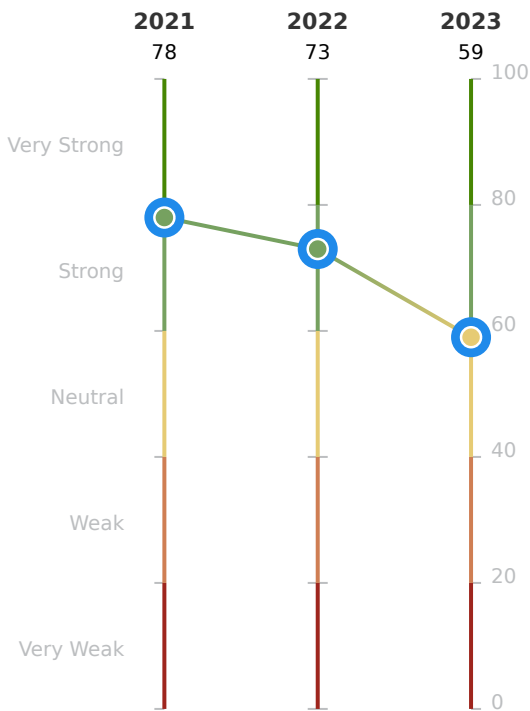
Essential

Supplemental Measures

Respondent

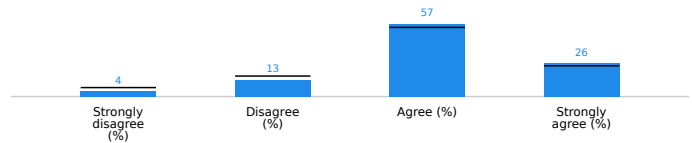
Student

Performance

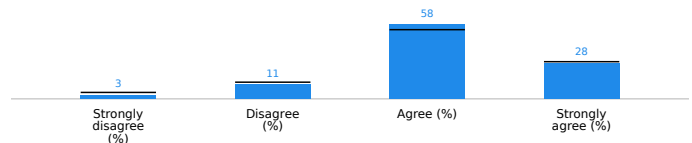


Students report that their teacher:

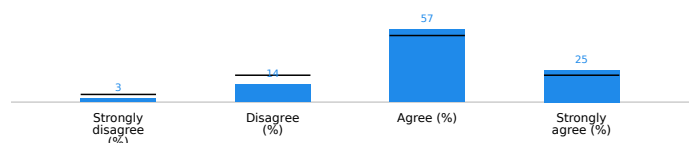
Helps me catch up if I am behind.



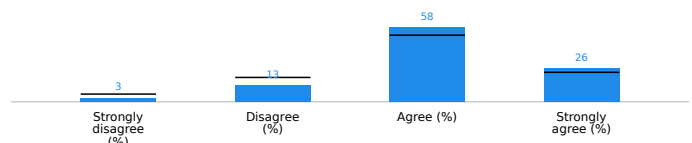
Is willing to give extra help on schoolwork if I need it.



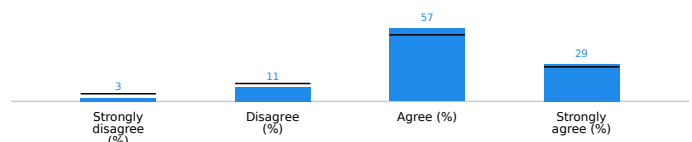
Notifies if I have trouble learning something.



Gives me specific suggestions about how I can improve my work in this class.



Explains things in a different way if I don't understand something in class.



Course Clarity

Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

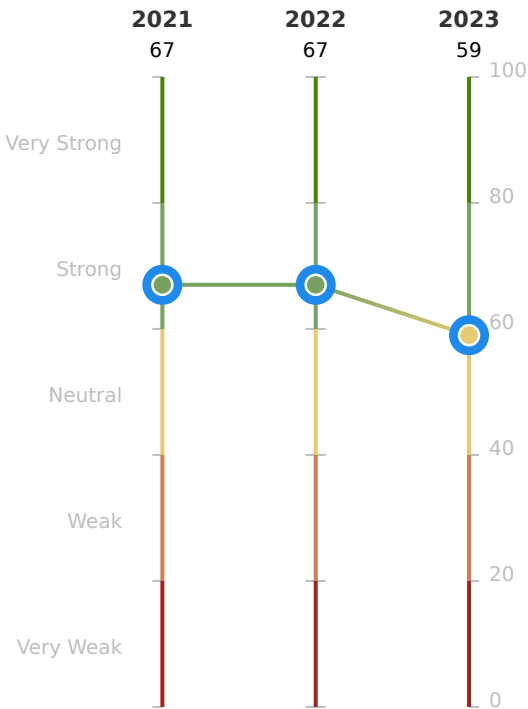
Essential

Supplemental Measures

Respondent

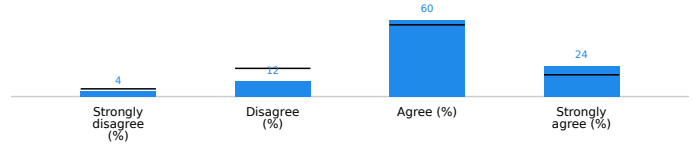
Student

Performance

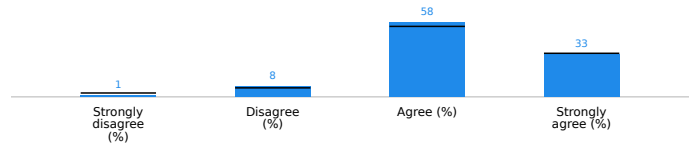


Students report the following about one specific class:

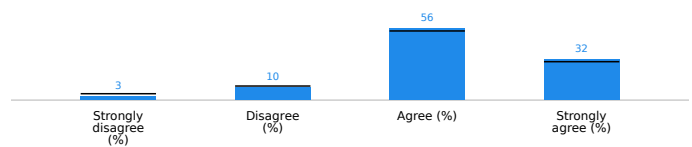
I learn a lot from feedback on my work.



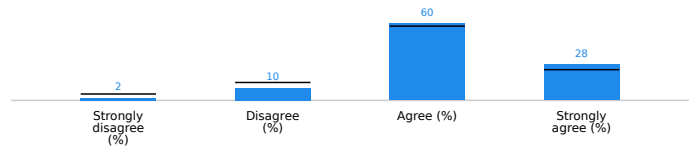
It's clear to me what I need to do to get a good grade.



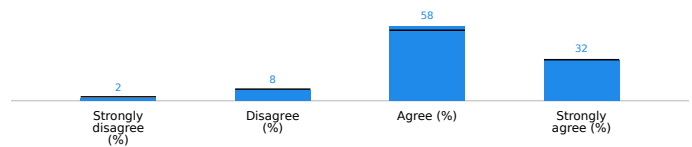
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.



Student Responsibility

Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

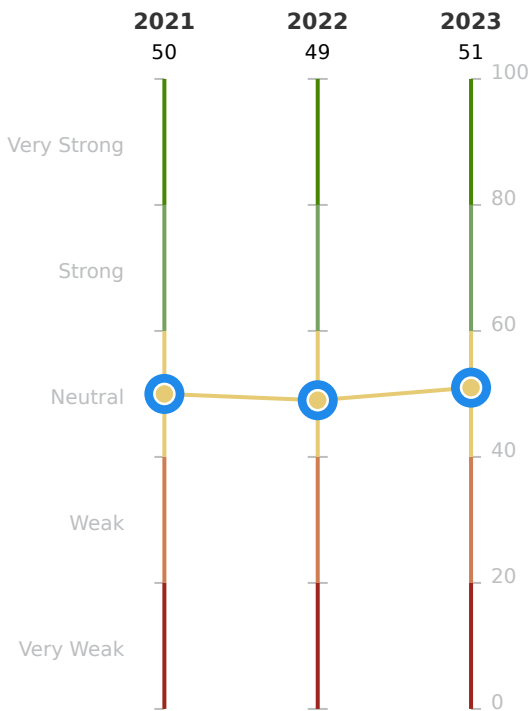
Essential

Supplemental Measures

Respondent

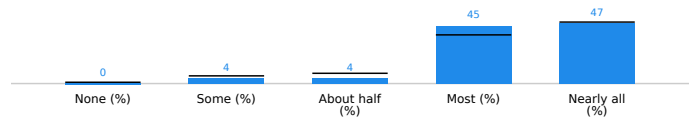
Teacher

Performance

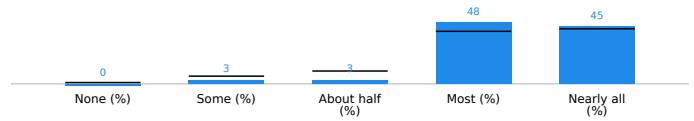


Teachers report that their students:

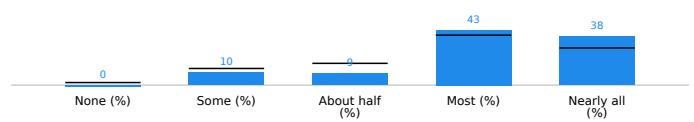
Come to class on time?



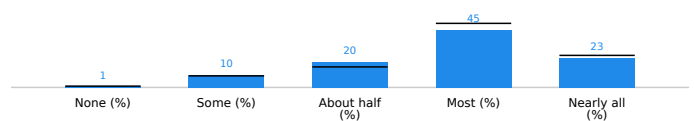
Attend class regularly?



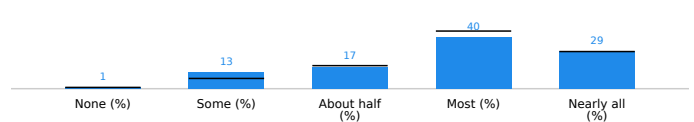
Come to class prepared with the appropriate supplies and books?



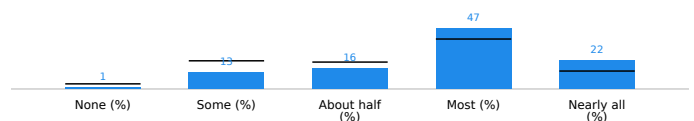
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Human & Social Resources in the Community

Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

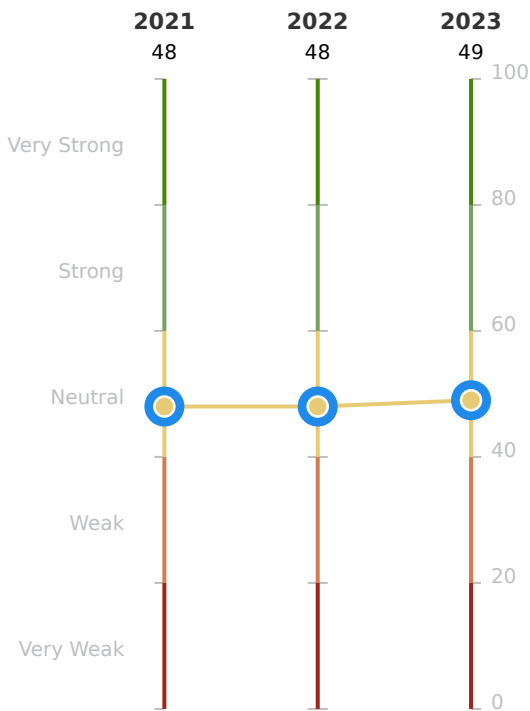
Essential

Supplemental Measures

Respondent

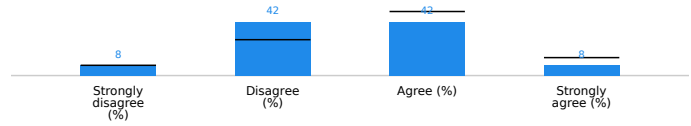
Student

Performance

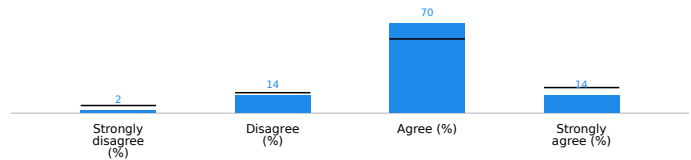


Students report the following about their community:

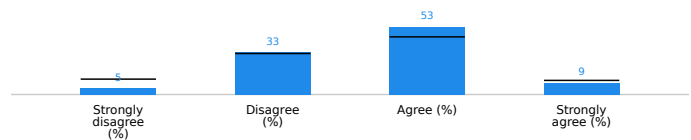
Adults in this neighborhood know who the local children are.



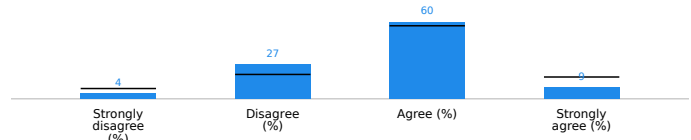
During the day, it is safe for children to play in the local park or playground.



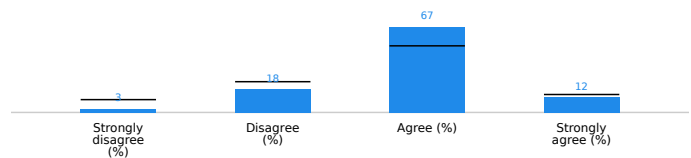
People in this neighborhood can be trusted.



There are adults in this neighborhood that children can look up to.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Classroom Disruptions

Classroom Disruptions

Teachers report on the degree to which other students disrupt their learning.

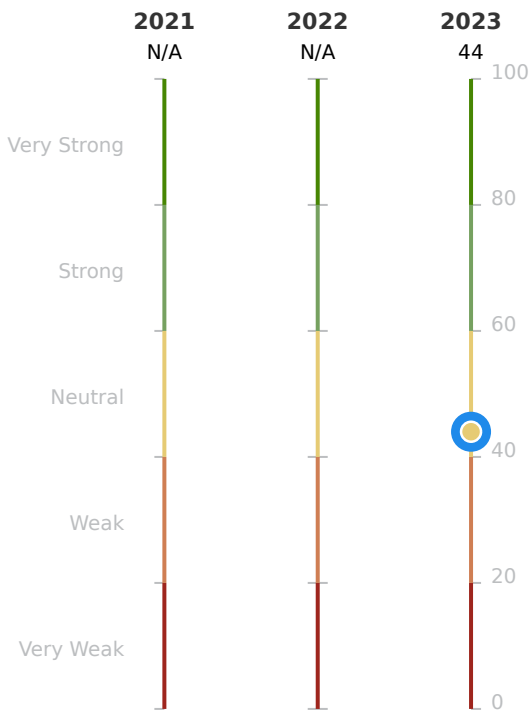
Essential

Supplemental Measures

Respondent

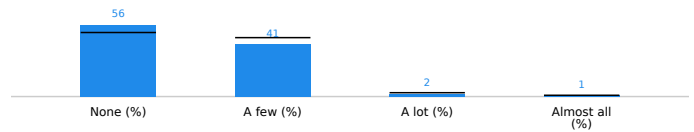
Teacher

Performance

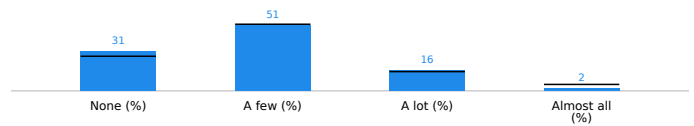


Teachers report that students in their classrooms:

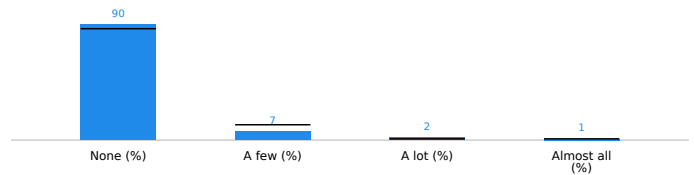
Refuse to respond when addressed?



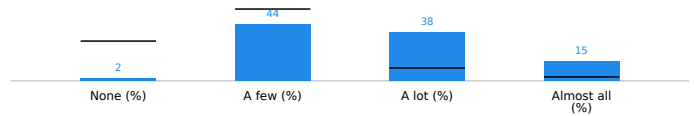
Use inappropriate language during class?



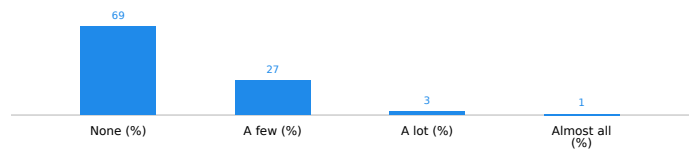
Threaten you verbally?



Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



Create serious behavior problems in your class?



Classroom Rigor

Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

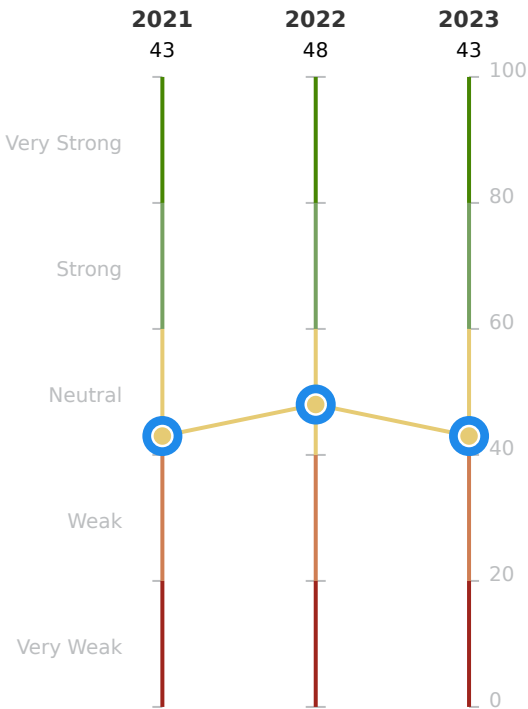
Essential

Supplemental Measures

Respondent

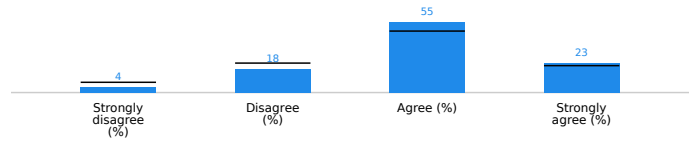
Student

Performance

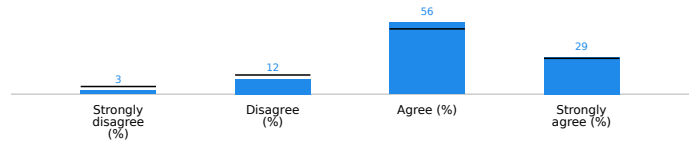


Students report that the teacher in their target class:

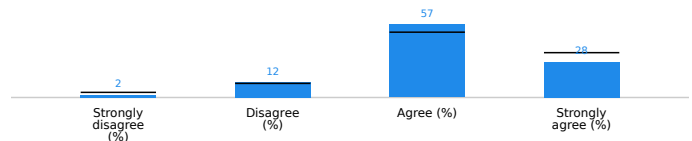
Often connects what I am learning to life outside of the classroom.



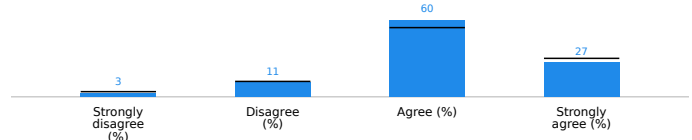
Encourages students to share their ideas about things we are studying in class.



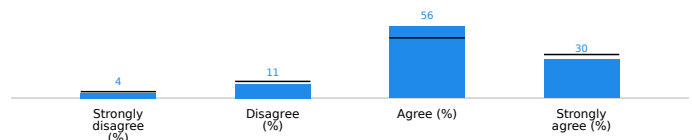
Often requires me to explain my answers.



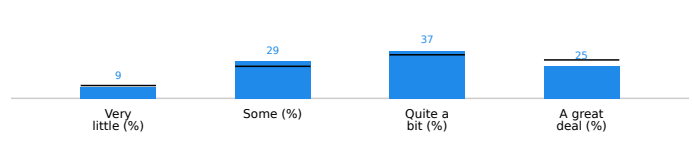
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Student Peer Relationships

Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

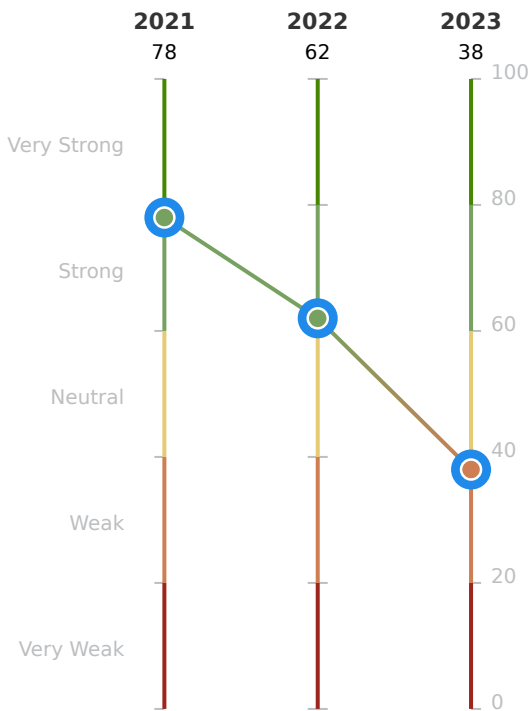
Essential

Supplemental Measures

Respondent

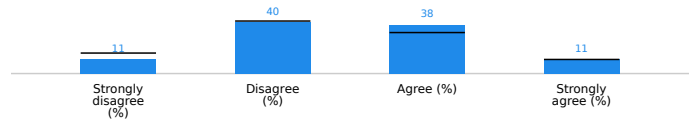
Student

Performance

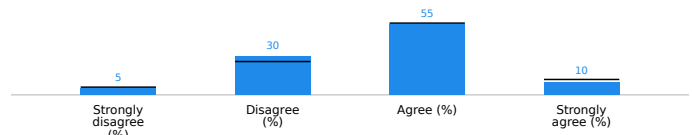


Students report that their school peers:

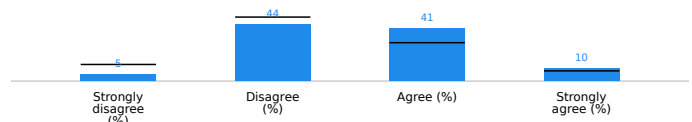
Like to put others down.



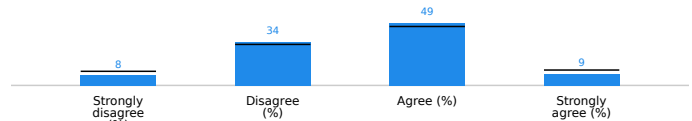
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Reflective Dialogue

Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

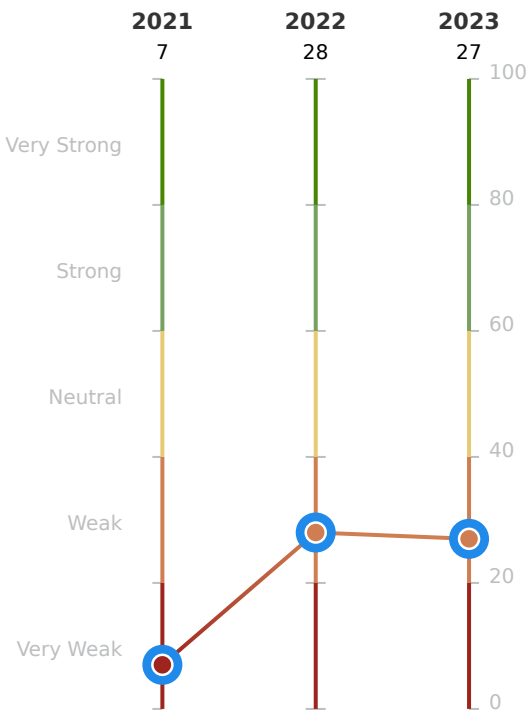
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report having conversations with colleagues about:

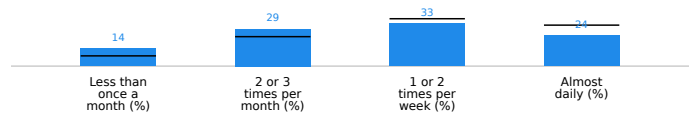
Instruction in the teachers' lounge, faculty meetings, etc.



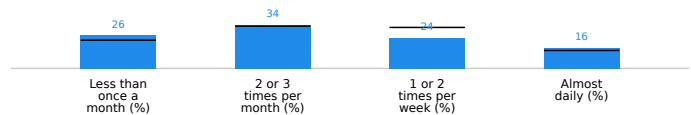
Student work



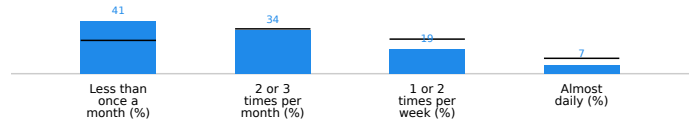
What helps students learn the best



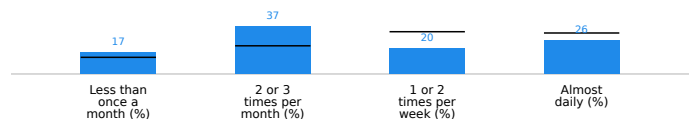
The development of new curriculum



The goals of this school.



Managing classroom behavior



Teacher Safety

Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

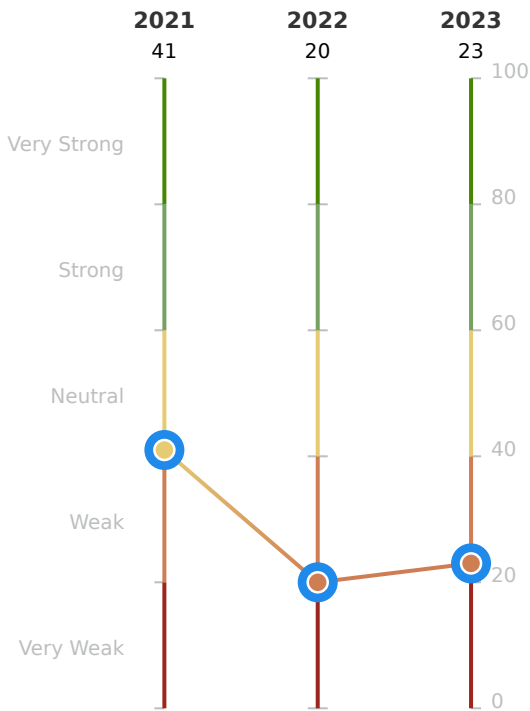
Essential

Supplemental Measures

Respondent

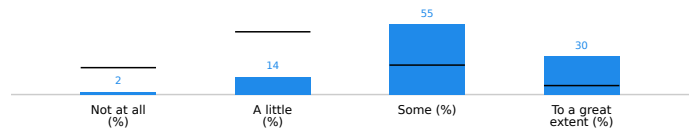
Teacher

Performance

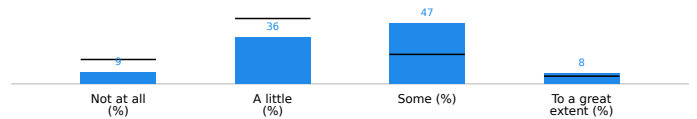


Teachers report how much each of the following is a problem:

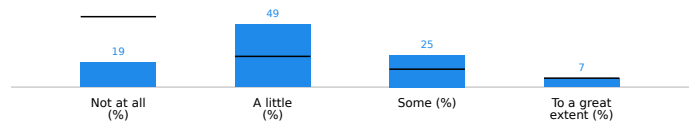
Physical conflicts among students



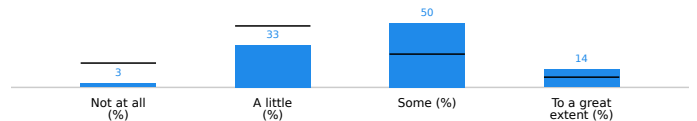
Robbery or theft



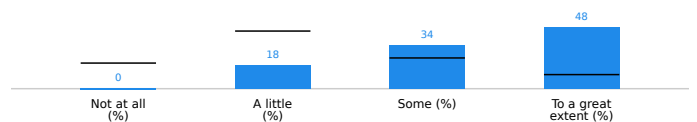
Gang activity



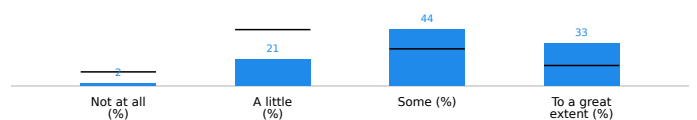
Disorder in classrooms



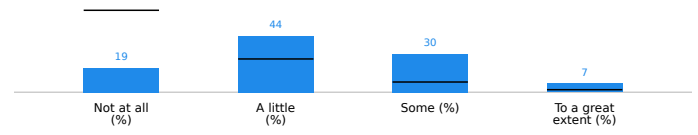
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Innovation

Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

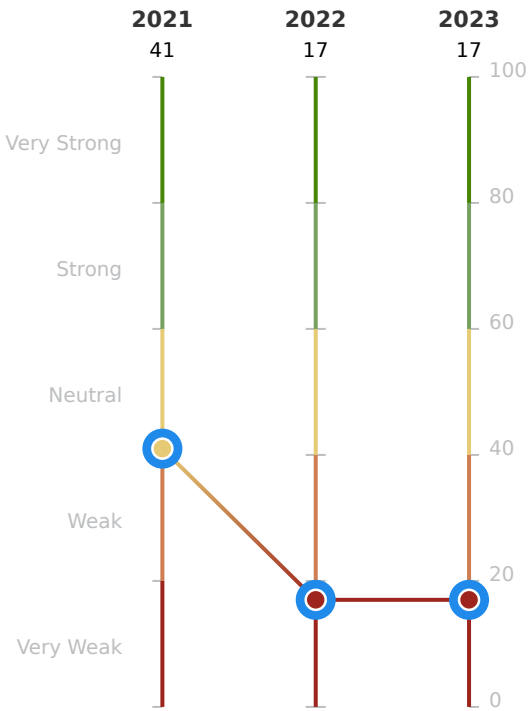
Essential

Supplemental Measures

Respondent

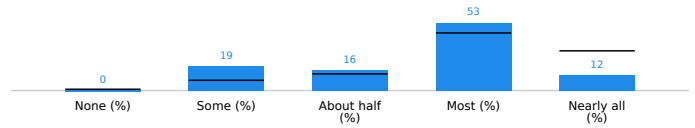
Teacher

Performance

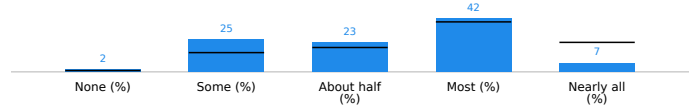


Teachers report that:

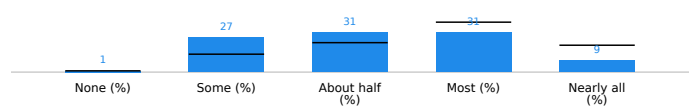
Teachers are really trying to improve their teaching.



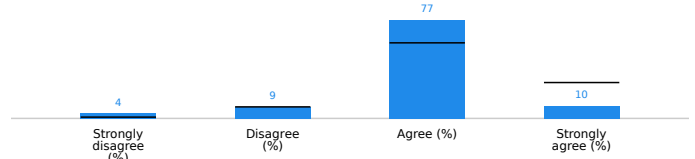
Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Parent Supportiveness

Parent Supportiveness

Parents support their children emotionally and developmentally.

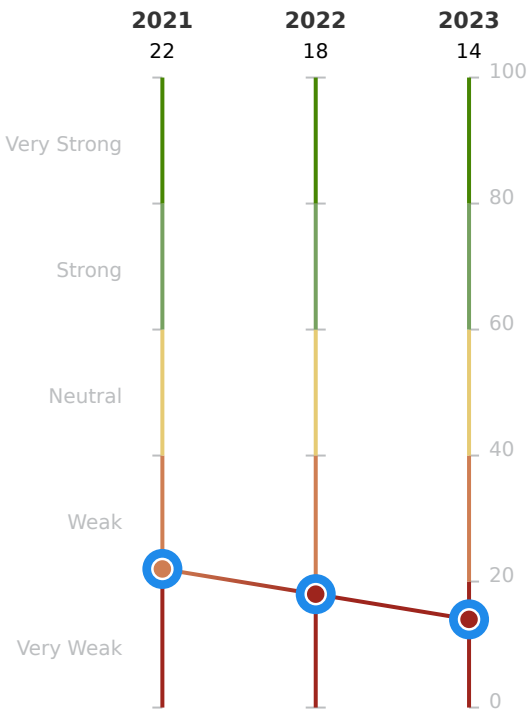
Essential

Supplemental Measures

Respondent

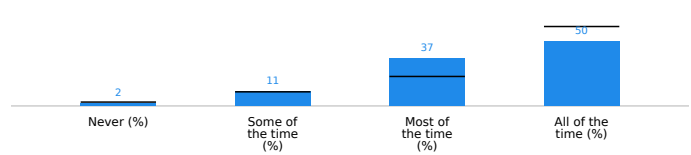
Student

Performance

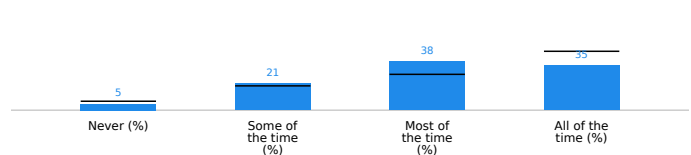


Students report the following about their parents. My parents:

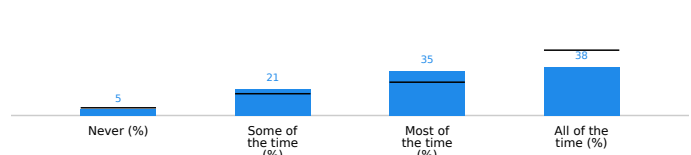
Encourage you to work hard at school.



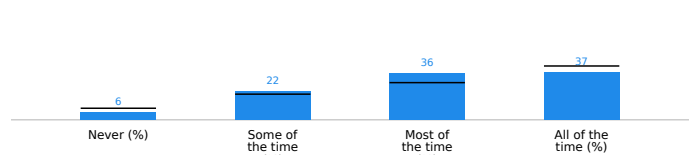
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Importance of High School for the Future

Importance of High School for the Future

Students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

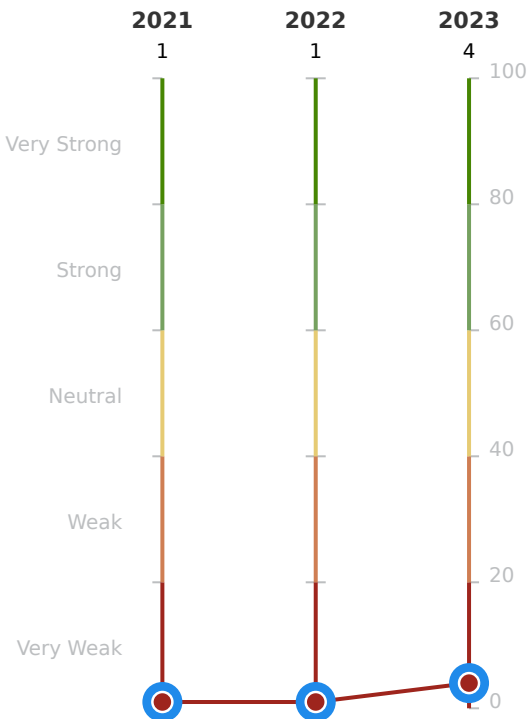
Essential

Supplemental Measures

Respondent

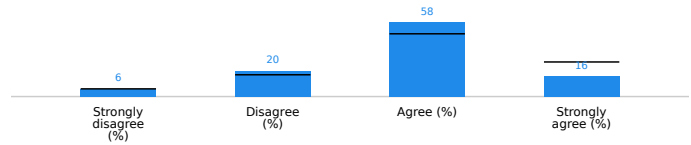
Student

Performance

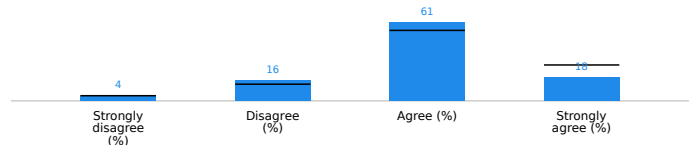


Students report:

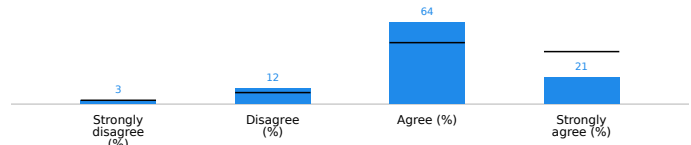
My classes give me useful preparation for what I plan to do in life.



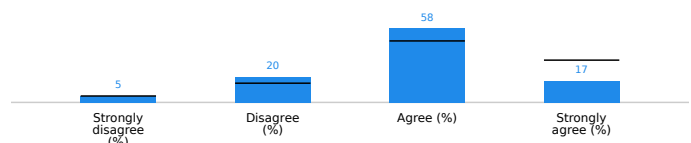
High school teaches me valuable skills.



Working hard in high school matters for success in the workforce.



What we learn in class is necessary for success in the future.





MEMORANDUM

Date: November 8, 2023
To: Mr. John Robinzine Interim Superintendent/Board of Education
From: Dr. Rena Whitten, Assistant Superintendent of Student Services & Equity
Subject: **WiseWorks**

Recommended Action

For discussion and approval at November 28, 2023 board meeting.

Background

The District Discipline Improvement Plan lists Peer Advisory Council as an action item for implementation. The purpose of this document is to review the proposed services for approval at the November board meeting.

Funding source if applicable: ESSER-3

Attachment: TFD215 *Discipline Improvement Plan* and WiseWorks Invoice

**Thornton Fractional High School District 215
Discipline Improvement Plan**

Action Steps	Actions	Timeline(s)	Person(s) Responsible
<p>Focus Area 1: Reduce the total number of out-of-school suspensions</p> <p>District leadership, Campus leadership, and identified staff will participate in professional learning opportunities with the South Cook Intermediate Center to develop district-wide capacity to reduce suspensions.</p> <p>District 215 will utilize a tiered intervention model to increase the social-emotional capacities of students.</p> <p>District 215 will increase student and parent awareness of school expectations, school services, and support.</p>	<ul style="list-style-type: none"> • Meeting attendance • Targeted modules (ex. Character development education, SEL lessons, etc.) • Develop a Peer Advisory Council • Behavior modification plans • Outside agency groups • Parent informational sessions • Targeted student presentations (i.e. grade-level gender identity, etc.) 	<p>March 2023-ongoing</p> <p>ongoing</p> <p>ongoing</p>	<ul style="list-style-type: none"> • Building Control Teams • District Leadership Team • School Counselors • Social Workers • Psychologists • Dean's • Dean's Assistants • In-School Coordinators • Building Control Team • PPS Team

<p>Focus Area 2: Reduce the racial disproportionality of out-of-school suspensions</p> <p>Building Control and PPS school teams will meet monthly to review infractions and interventions assigned to determine patterns and adjust the allocation of resources, services, and/or identify gaps in service provision.</p> <p>District administration will review discipline data with campus leaders monthly to ensure equity of interventions.</p> <p>District 215 will engage staff in professional learning opportunities in the areas of cultural competency, equitable outcomes, and culturally relevant practices.</p>	<ul style="list-style-type: none"> • Monthly infraction report • Meeting agenda • Discipline report • School SWOT analysis • Professional development strands • Learning partnerships to support targeted areas 	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<ul style="list-style-type: none"> • School PPS and Building Control Teams • District Administrator • District 215 School Community
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INVOICE #11/15/2023

Issued: 11/01/2023

Due: On Receipt

BILL TO:

Thornton Fractional High School
District #215

PAYABLE TO:

WiseWorks
3915 S. King Drive
Chicago Il 60653

Purchase Order

DESCRIPTION

PRICE

TOTAL

Date: 11/15/2023

**Peer Mediation: Building a Culture of Empathy and Advocacy
through Restorative Conversations**

\$4,999*

\$4,999*

Peer mediation is a pivotal tier 2 intervention within the comprehensive Restorative Practices framework, promoting conflict resolution and healing relationships in educational settings. In this training, both advisors and mediators will grasp their roles in facilitating Restorative Conversations. These tools, conducted when emotions are calm, offer a profound understanding of unmet needs fueling conflicts. By addressing these needs, we pave the way for harmonious resolutions and strengthened relationships. Participants will gain insight into the process of how to create and maintain a safe and inclusive space for dialogue, comprehend the intricacies of facilitating Peer Mediation sessions in order to guide disputing parties towards productive resolutions.

AMOUNT DUE: \$4,999

*Discounted Rate

WiseWorks LLC
3915 S. King Drive
Chicago, Il 60653

773-742-3674
algenoy@gmail.com
www.algenoyalexander.com



MEMORANDUM

Date: November 8, 2023

To: Mr. John Robinzine, Interim Superintendent/Board of Education

From: Anita Howard, Exec. Asst. to Superintendent/Board of Education

Subject: IASB Updated PRESS 113 Policies

Recommended Action

It is recommended the Board of Education review PRESS 113 updated policies. These are for your reference and have been provided to the cabinet members by department for review/recommendations which will be presented for first read at the November 28th meeting.

Background

IASB has issued PRESS 113 updated policies. Many policies simply have footnote changes and do not require board action. To make the review process more efficient, the remaining policies are grouped into two different categories for review:

- **Non-Substantive changes**
 - 2:20 Powers and Duties of the School Board; Indemnification
 - 2:120 Board Member Development
 - 4:130 Free and Reduced-Price Food Services
 - 5:30 Hiring Process and Criteria
 - 5:190 Teacher Qualifications
 - 5:200 Terms and Conditions of Employment and Dismissal
 - 5:330 Sick Days, Vacation, Holidays, and Leaves
 - 6:15 School Accountability
 - 6:30 Organization of Instruction
 - 7:60 Residence
 - 7:70 Attendance and Truancy
 - 7:285 Anaphylaxis Prevention, Response, and Management Program

- **Substantive changes**
 - 2:200 Types of School Board Meetings
 - 2:220 School Board Meeting Procedure
 - 4:10 Fiscal and Business Management
 - 4:30 Revenue and Investments
 - 4:60 Purchases and Contracts
 - 4:160 Environmental Quality of Buildings and Grounds
 - 5:210 Resignations
 - 5:220 Substitute Teachers
 - 5:250 Leaves of Absence
 - 6:50 School Wellness
 - 6:60 Curriculum Content
 - 6:230 Library Media Program
 - 7:160 Student Appearance
 - 7:190 Student Behavior
 - 7:270 Administering Medicines to Students
 - 7:290 Suicide and Depression Awareness and Prevention
 - 8:30 Visitors to and Conduct on School Property



Thornton Fractional

HIGH SCHOOL DISTRICT 215
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

The marked-up District 215 policies are attached for your review. The plan is to put them on the agenda for a first reading on the November 28, 2023 agenda and adoption in December. Please let us know if there are any questions.

Funding source if applicable: N/A

Attachment: policies

Document Status: Draft Update

2:20 Powers and Duties of the Board of Education; Indemnification

The major powers and duties of the Board of Education include, but are not limited to:

1. Annually organizing the Board by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with Board policy and State and federal law.
2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, including determining whether an employee has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by [325 ILCS 5/](#), and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
6. Entering contracts in accordance with applicable federal and State law, including using the public bidding procedure when required. [PRESSPlus1](#)
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement ~~and District~~ Improvement Plans. [PRESSPlus2](#)
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School and student performance.
12. Establishing and supporting student behavior policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
13. Establishing attendance units within the District and assigning students to the schools.
14. Establishing the school year.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Providing student transportation services pursuant to State law.
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.
18. Complying with requirements in the Abused and Neglected Child Reporting Act (ANCRA). Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct

or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

19. Notifying the State Superintendent of Education promptly and in writing of the name of a licensed teacher who was convicted of a felony, along with the conviction and the name and location of the court where the conviction occurred.
20. Notifying the Teachers' Retirement System (TRS) of the State of Ill. Board of Trustees promptly and in writing when it learns that a teacher as defined in the Ill. Pension Code was convicted of a felony, along with the name and location of the court where the conviction occurred, and the case number assigned by that court to the conviction.
21. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless Board of Education members, employees, volunteer personnel (pursuant to [105 ILCS 5/10-22.34](#), [10-22.34a](#) and [10-22.34b](#)), mentors of certified staff (pursuant to [105 ILCS 5/2-3.53a](#), [2-3.53b](#), and [105 ILCS 5/21A-5 et seq.](#)), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

LEGAL REF.:

[105 ILCS 5/10](#), [5/17-1](#), [5/21B-85](#), and [5/27-1](#).

[115 ILCS 5/](#), Ill. Educational Labor Relations Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

CROSS REF.: 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:210 (Organizational Board of Education Meeting), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 4:165 (Awareness and Prevention of Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:290 (Employment Termination and Suspensions), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.21, amended by P.A. 103-8, eff. 1-1-24, raising the bidding threshold to \$25,000.00-35,000.00. See policy 4:60, *Purchases and*

Contracts. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/2-3.25f, amended by P.A. 103-175, changing state interventions available for School Improvement and District Improvement Plans. For more specific information about school improvement plans, see PRESS sample policy 6:10, *Educational Philosophy and Objectives*, and f/n 6 in PRESS sample policy 6:15, *School Accountability*, available at PRESS Online by logging in at www.iasb.com. **Issue 113, October 2023**

Document Status: Draft Update

2:120 Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development leadership training in education and labor law, financial oversight and accountability, fiduciary responsibilities, and ~~(beginning in the fall of 2023)~~ [PRESSPlus1](#) trauma-informed practices for students and staff within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on the Open Meetings Act is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including mandatory training.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, will make reasonable efforts to provide ongoing professional development to Board members about the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.:

5 ILCS 120/1.05 and 120/2, Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 113, October 2023**

Document Status: Draft Update

4:130 Free and Reduced-Price Food Services

Notice

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs.

If State funding is available for the Healthy School Meals for All Program, the Board will annually determine if it will participate in the program. [PRESSPlus1](#)

Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture and distributed by the Ill. State Board of Education. From time to time, the income eligibility guidelines and standards may not be necessary when reimbursements for students' free breakfasts and lunches are claimed through the U.S. Depts. of Agriculture and Education's Community Eligibility Provision (CEP). When claiming the CEP, the District will follow its requirements.

Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service; (2) the application process; (3) the name and telephone number of a contact person for the program; and (4) other information required by federal law. The Superintendent shall provide the same information to: (1) informational media, the local unemployment office, and any major area employers contemplating layoffs; and (2) the District's website (if applicable), all school newsletters, or students' registration materials. Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Dept. of Agriculture in [7 C.F.R. §245.7](#), Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

The Superintendent shall keep on file for a period of three years a record of any appeals made and

the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for three years.

LEGAL REF.:

U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, [7 C.F.R. Part 210](#).

U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools, [7 C.F.R. Part 245](#).

105 ILCS 125/, [School Breakfast](#) and [Lunch Program Act](#).

[105 ILCS 126/](#), [Childhood Hunger Relief Act](#).

[23 Ill.Admin.Code §305.10](#) et seq.

ADOPTED: February 23, 2021

PRESSPlus Comments

PRESSPlus 1. Optional. Updated in response to 105 ILCS 125/2.3, added by P.A. 103-532. Subject to appropriation, the Ill. State Board of Education (ISBE) is required to establish the Healthy School Meals for All Program. Participating boards must offer eligible meals, without charge, to all students enrolled in schools that participate in the National School Breakfast Program (NSBP) and National School Lunch Program (NSLP). To receive State reimbursement under the Healthy School Meals for All Program, a board must: (1) annually notify ISBE of its intent to participate in the program; (2) maximize its access to federal funds for NSBP and NSLP by participating in the CEP or another special assistance alternative, if eligible, and (3) operate the NSBP and NSLP in a manner that in the opinion of ISBE, draws down the most possible federal funding for meals served in the NSBP and NSLP. If State funding is insufficient to cover reimbursement of all interested boards, ISBE is required to inform eligible schools of the impact of the inadequate funding so that boards can make an informed decision about food service administration in their districts. **Issue 113, October 2023**

Document Status: Draft Update

4:130-E Exhibit - Free and Reduced-Price Food Services; Meal Charge Notifications

On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars

Date:

To: Parents/Guardians, Students, and Staff

Re: Eligibility and Meal Charge Notifications

The following notification is provided to all households of students [PRESSPlus1](#) at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services*, and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act ([105 ILCS 123](#), added by P.A. 100-1092). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low or and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money

when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

LEGAL REF.:

Healthy Hunger-Free Kids Act of 2010 ([P.L. 111-296](#)).

[7 C.F.R. §245.5](#).

[105 ILCS 123/](#), Hunger-Free Students' Bill of Rights Act.

[23 Ill.Admin.Code Part 305](#), School Food Service.

~~DATED: February 23, 2024~~

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRM five-year review. Revisions are consistent with federal guidance; see U.S. Dept. of Agriculture memo, *Unpaid Meal Charges: Local Meal Charge Policies* (7-8-2016), available at: www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies. **Issue 113, October 2023**

Document Status: Draft Update

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. All personnel decisions are made by the Board, but only on the recommendation of the Superintendent. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, appropriate Intermediate Service Center Executive Director, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant

for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation unless the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her

supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[15 U.S.C. §1681](#) et seq., Fair Credit Reporting Act.

[8 U.S.C. §1324a](#) et seq., Immigration Reform and Control Act.

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003, [PRESSPlus1](#)

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

PRESSPlus Comments

PRESSPlus 1. The Equal Pay Act of 2003, 820 ILCS 112/10(b-25), added by P.A. 103-539, eff. 1-1-25, makes it unlawful for employers with 15 or more employees to fail to include the "pay scale and benefits" for a position in any specific job posting. "Pay scale and benefits" means the wage or salary, or the wage or salary range, and a general description of benefits and other compensation. To satisfy the posting requirement, an employer can include a hyperlink to a public webpage that includes the pay scale and benefit information. If an employer uses a third party to post its job postings, then the employer must provide the pay scale and benefits or a hyperlink containing the information to the third party. The Act also requires employers to inform current employees of promotion opportunities within

14 calendar days after the employer posts externally for the position. Employers are not prohibited from asking applicants about their wage or salary expectations for a position. **Issue 113, October 2023**

Document Status: Draft Update

5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
 - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
 - b. Provide the District Office with a complete official transcript of credits earned in institutions of higher education.
 - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with an official transcript of any credits earned since the date the last transcript was filed.
 - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#).

[105 ILCS 5/10-20.15](#), [5/21-11.4](#), [PRESSPlus1 5/21B-15](#), [5/21B-20](#), [5/21B-25](#), and [5/24-23](#).

[23 Ill.Admin.Code §1.610 et seq.](#), [§1.705 et seq.](#), and [Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: February 23, 2024

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to the repeal of 105 ILCS 5/21-

11.4. Issue 113, October 2023

Document Status: Draft Update

5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

School Year and Day, Duty-Free Lunch, Salary, Assignments and Transfers

Please refer to the applicable collective bargaining agreement(s).

The District accommodates employees who are nursing mothers according to provisions in State and federal law.

School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in [105 ILCS 5/14-1.09a](#).

Dismissal

The District will follow State law when dismissing a teacher.

Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law.

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

LEGAL REF.:

29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act, [PRESSPlus1](#)

42 U.S.C. §2000gg et seq., Pub. L. 117-328, Pregnant Workers Fairness Act.

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, [5/22-95](#), [5/22.4](#), [5/24-16.5](#), [5/24-2](#), [5/24-8](#), [5/24-9](#), [5/24-11](#), [5/24-12](#), [5/24-21](#), [5/24A-1 through 24A-20](#).

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

[23 Ill.Admin.Code Parts 50](#) (Evaluation of Educator Licensed Employees) and [51](#) (Dismissal of Tenured Teachers).

[Cleveland Bd. of Educ. v. Loudemill](#), 470 U.S. 532(1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest),
5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 113, October 2023**

Document Status: Draft Update

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Full or part-time educational support personnel who work at least 30 hours per week receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement,

and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Vacation

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

<u>Length of Employment</u>		<u>Monthly Accumulation</u>	<u>Maximum Vacation Leave Earned Per Year</u>
<u>From:</u>	<u>To:</u>		
Beginning of year 2	End of year 5	0.83 Days	10 Days per year
Beginning of year 6	End of year 15	1.25 Days	15 Days per year
Beginning of year 16	End of year	1.67 Days	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

Holidays

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Unless the District has a waiver or modification of the School Code pursuant to [Section 2-3.25g](#) or [24-2\(b\)](#) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day

President's Day	Veterans Day
Casimir Pulaski's Birthday	2024 2 Election Day PRESSPlus1
Memorial Day	Thanksgiving Day
Juneteenth National Freedom Day	Christmas Day
Independence Day	

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Personal Leave

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Full-time educational support personnel have three paid personal leave days per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day and/or institute training days.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

Leave to Serve as a Trustee of the III. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the III. Municipal Retirement Fund in accordance with State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave. [PRESSPlus2](#)
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83 (~~final citation pending~~), 5/24-2, 5/24-6, and 5/24-6.3.

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitation Rights Act.

820 ILCS 154/, ~~Child~~ Family Bereavement Leave Act.

[820 ILCS 156/](#), Child Extended Bereavement Leave Act.

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/24-2(a), amended by P.A.s 103-395, eff. 1-1-24, and 103-467, and 10 ILCS 5/1-24, added by P.A. 103-467 and scheduled to be repealed on 1-1-25, adding 2024 Election Day as a school holiday. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to the Child Extended Bereavement Leave Act, 820 ILCS 156/, added by P.A. 103-466. See the **Question** attached to the PRESS Plus Draft Update for policy 5:250, *Leaves of Absence*. If the district enters a response that fewer than 50 full-time employees are employed by the district, this item and the Legal Reference to 820 ILCS 156/ will be deleted by IASB. **Issue 113, October 2023**

Document Status: Draft Update

6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared *State Goals for Learning and Learning Standards*.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.
3. If applicable, develop ~~District and~~ [PRESSPlus1](#) School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [105 ILCS 5/2-3.153](#), annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 9 through 12 and teachers.

LEGAL REF.:

[105 ILCS 5/2-3.25](#), [5/2-3.25a](#), [5/2-3.25b](#), [5/2-3.25c](#), [5/2-3.25d-5](#), [5/2-3.25e-5](#), [5/2-3.25f](#), [5/2-3.25f-5](#), [5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.153](#), [5/10-17a](#), [5/10-21.3a](#), and [5/27-1](#).

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/2-3.25f(a), amended by P.A. 103-175, providing that the Ill. State Board of Education (ISBE) "shall provide technical assistance to schools in school improvement status to assist with the development and implementation of ~~School and District~~ Improvement Plans." ISBE is required to provide districts with technical assistance and support by the

Document Status: Draft Update

6:30 Organization of Instruction

The School District has instructional levels for grades 9 through 12. The Superintendent shall annually present to the Board of Education a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

LEGAL REF.:

105 ILCS ~~5/10-20.19a, 5/10-20.37~~; and 5/10-22.18. [PRESSPlus1](#)

[23 Ill.Admin.Code §1.420](#).

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment and Intra-District Transfer), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

~~ADOPTED: February 23, 2021~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/10-20.19a, repealed by P.A. 103-410. **Issue 113, October 2023**

Document Status: Draft Update

7:60 Residence

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Residence of Students with Disabilities [PRESSPlus1](#)

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5.14-1.11a, and 5/14-1.11b.

Requests for Nonresident Student Admission [Q1](#)

Nonresident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for nonresident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.

4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools ~~tuition-free~~ pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board of Education policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the Board of Education shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, ~~and 5/10-22.5a~~, [5/14-1.11](#), [5/14-1.11a](#), and [5/14-1.11b](#).

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.240](#).

Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200, 235 Ill.App.3d 652 (5th Dist. 1992).

Joel R. v. Board of Education of Manheim School District 83, 292 Ill.App.3d 607 (1st Dist. 1997).

Kraut v. Rachford, 51 Ill.App.3d 206 (1st Dist. 1977).

Questions and Answers:

***Required Question 1. 105 ILCS 5/10-20.12a(a), amended by P.A. 103-111, allows boards to adopt a policy to waive nonresident tuition if the student is the child of a district employee. A *child* means a district employee's child who is a biological child, adopted child, foster child, stepchild, or a child for which the employee serves as legal guardian.

Does the board wish to accept requests from district employees for their nonresident children to attend school in the district on a tuition-free basis?

No. (Default)

Yes. (IASB will add the following paragraph after the numbered list: "For a nonresident student who is the child of a District employee, if the Superintendent approves the request for nonresident admission for the student, the tuition cost is waived pursuant to 105 ILCS 5/10-20.12a(a).")

PRESSPlus Comments

PRESSPlus 1. When special education services are provided, a student's resident district is determined by 105 ILCS 5/14-1.11 (when the resident district is the district in which the parent/guardian resides), 14-1.11a, amended by P.A. 102-514 (when the resident district is the district in which the student resides), and 14-1.11b (applying the provisions of 105 ILCS 5/14-1.11 and 14-1.11a to determine the resident district in all cases in which special education services and facilities are provided). **Issue 113, October 2023**

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, 9 through 12, in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, Release During School Hours ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff

members or other people who may have information about the reasons for the student's attendance problem.

6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through [5/26-3](#), [5/26-5](#) through [5/26-16](#), and [5/26-18](#). [PRESSPlus1](#)

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 113, October 2023**

Document Status: Draft Update

STUDENTS

7:285 Anaphylaxis Prevention, Response, and Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy at least once every three years. The Superintendent or designee

shall assist the Board with its review and any necessary updates.

LEGAL REF.:

105 ILCS 5/2-3.190, 5/10-22.39(e), and 5/22-30. [PRESSPlus1](#)

[23 Ill.Admin.Code §1.540.](#)

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, streamlining training requirements for staff members who work with students. **Issue 113, October 2023**

Document Status: Draft Update

2:200 Types of Board of Education Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the Thomton Fractional Center for Academics and Technology. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Executive Assistant to the Superintendent and Board of Education is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. 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 Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. [5 ILCS 120/2\(c\)\(1\)](#); amended by P.A. 101-459.
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5). [PRESSPlus1](#)
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
7. The setting of a price for sale or lease of property owned by the public body. [5 ILCS 120/2\(c\)\(6\)](#).
8. The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
10. Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
11. The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. [5 ILCS 120/2\(c\)\(11\)](#).
13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. [5 ILCS 120/2\(c\)\(12\)](#).
14. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. [5 ILCS 120/2\(c\)\(16\)](#).
15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[5 ILCS 140/](#), Freedom of Information Act.

[105 ILCS 5/10-6](#) and [5/10-16](#).

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), [8:30 \(Visitors to and Conduct on School Property\)](#)

ADOPTED: February 23, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added

Document Status: Draft Update

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration for an upcoming meeting. District residents may suggest inclusions for the agenda. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

The Board President may terminate any discussion which does not apply to the motion last made. He/she may also terminate the discussion of a matter if the Board has previously agreed to confine discussion to a definite period of time and that time has been used. Aside from such limitations, the President shall not interfere with debate so long as a member wishes to speak

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this

responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, ~~or~~ (3) a family or other emergency, ~~or~~ (4) unexpected childcare obligations. [PRESSPlus1](#) If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the Quorum and Participation by Audio or Video Means subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination. The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of *Robert's Rules of Order Newly Revised*, as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

[5 ILCS 120/2a](#), [120/2.02](#), [120/2.05](#), [120/2.06](#), and 120/7, Open Meetings Act.

[105 ILCS 5/10-6](#), [5/10-7](#), [5/10-12](#), and [5/10-16](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 5 ILCS 120/7(a), amended by P.A. 103-311. **Issue 113, October 2023**

Document Status: Draft Update

2:220-E2 Exhibit - Motion to Adjourn to Closed Meeting

Motion to Adjourn to Closed Meeting

Date: _____ Time: _____

Location: _____

A motion was made by _____, and seconded by _____, to adjourn to closed meeting to discuss:

The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District 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 Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. [5 ILCS 120/2\(c\)\(1\)](#), amended by P.A. 101-459.

Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).

The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).

Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).

Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. [PRESSPlus1](#)

The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).

The setting of a price for sale or lease of property owned by the District. [5 ILCS 120/2\(c\)\(6\)](#).

- The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
- Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
- Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
- The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
- Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. [5 ILCS 120/2\(c\)\(11\)](#).
- The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool of which the District is a member. [5 ILCS 120/2\(c\)\(12\)](#).
- Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. [5 ILCS 120/2\(c\)\(16\)](#).
- Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
- Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

Closed Meeting Roll Call:

"Yeas"	"Nays"

Motion: Carried Failed

DATED: February 23, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added

by P.A. 103-311. Issue 113, October 2023

Document Status: Draft Update

2:220-E6 Exhibit - Log of Closed Meeting Minutes

The purpose of this log is to facilitate the Board's semi-annual review of closed meeting minutes. Semi-annual means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. 5 ILCS 120/2.06(d), amended by P.A. 102-653, PRESSPlus1
See 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*.

The Board Secretary or Recording Secretary shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

Closed Session Held to Discuss:	Dates of Closed Sessions		
Specific employee(s), specific independent contractors, specific volunteers, or District legal counsel; however, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1) amended by P.A. 101-459.			
Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2) .			
Selection of a person to fill a vacancy on the Board. 5 ILCS 120/2(c)(3) .			
Evidence or testimony presented in a hearing where authorized by law. 5 ILCS 120/2(c)(4) .			
<u>Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, PRESSPlus2</u>			
Purchase or lease of real property. 5 ILCS 120/2(c)(5) .			

Setting of a price for sale or lease of District property. 5 ILCS 120/2(c)(6) .			
Sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7) .			
Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. 5 ILCS 120/2(c)(8) .			
Student disciplinary cases. 5 ILCS 120/2(c)(9) . <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Any matter involving an individual student. 5 ILCS 120/2(c)(10) . <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. 5 ILCS 120/2(c)(11) .			
Establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. 5 ILCS 120/2(c)(12) .			
Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. 5 ILCS 120/2(c)(16) .			
Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. 5 ILCS 120/2(c)(21) .			
Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews			

conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)](#) (29).

~~DATED: February 23, 2021~~

PRESSPlus Comments

PRESSPlus 1. For the sake of brevity and to align with the closed meeting exception in 5 ILCS 120/2(c)(21) that continues to refer to a public body's *semi-annual* review of its closed session minutes, this exhibit use the term *semi-annual*, even though that term was removed from 5 ILCS 120/2.06(d). **Issue 108, November 2021**

PRESSPlus 2. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**

Document Status: Draft Update

4:10 Fiscal and Business Management

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the Board of Education and publishing it before December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the III. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

Preliminary Adoption Procedures

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds, and the public shall be invited to comment, question, or advise the Board.

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the

minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy.
4. Present a written report that includes the annual average expenditures of the District's operational funds for the previous three fiscal years at or before the board meeting at which the Board adopts its levy. In the event the District's combined cash reserve balance of its operational funds is more than 2.5 times the annual average expenditures of those funds for the previous three fiscal years, the Board will adopt and file with ISBE a reserve reduction plan by December 31. [PRESSPlus1](#)
5. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
6. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.:

[105 ILCS 5/10-17](#), [5/10-22.33](#), [5/17-1](#), [5/17-1.2](#), [5/17-1.3](#), [5/17-1.10](#), [5/17-2A](#), [5/17-3.2](#), [5/17-11](#), [5/20-5](#), [5/20-8](#), and [5/20-10](#).

[35 ILCS 200/18-55](#) *et seq.*, Truth in Taxation Law.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/17-1.10(a), added by P.A. 103-394, requiring a board to present "at a board meeting" a written report that includes the annual average expenditures of its operational funds, which include the educational, transportation, and operation and maintenance funds. The average expenditures are calculated based on the district's most recently audited annual financial report (AFR). For ease of administration, this sample policy language manages presentation of the report in conjunction with the meeting at which a board adopts its levy, or earlier, if a district's AFR is available. Consult the board attorney if a district's AFR is not available before December 31 (the date by which a reserve reduction plan must be filed, if applicable); the board may need to rely upon estimated numbers in that scenario. If a district's ratio of its combined cash reserves of its operational funds to its average annual expenditures of those funds over the past three fiscal years exceeds 2.5, then the board must adopt and file a plan with the Ill. State Board of Education to reduce its cash reserves to expenditures ratio to at or below 2.5 within three years.

Delete this paragraph if the district receives federal impact funding. Federal impact aid is designed to assist local school districts that have lost a portion of their local tax base because of federal ownership of property (e.g., military bases, low-rent housing properties, or concentrations of students that have parents/guardians in the uniformed services). For more information about federal impact aid, see www.oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/ and www.nafisdc.org/impact-aid-resources/impact-aid-payments/. If the district receives federal impact funding, strike this list item in Edit Mode, and select "Adopted with Additional District Edits" as the Save Status.

Issue 113, October 2023

Document Status: Draft Update

OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Township Treasurer shall serve as the Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Investment Objectives

The objectives for the School District's investment activities are:

1. **Safety of Principal** - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. **Liquidity** - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. **Rate of Return** - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. **Diversification** - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

The term "agencies of the United States of America" includes: (a) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and Acts amendatory

thereto, (b) the federal home loan banks and the federal home loan mortgage corporation, and (c) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short-term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than ~~three years~~ 270 days from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in short-term obligations of corporations under this paragraph. [PRESSPlus1](#)
5. Obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and which mature more than 270 days but less than three years from the date of purchase. (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in obligations of corporations under this paragraph.
6. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
7. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or tax-exempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the four highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
8. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
9. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principle office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.
10. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.
11. The Illinois School District Liquid Asset Fund Plus.
12. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of

said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
- b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
- c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
- d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
- e. The security interest must be perfected.
- f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
- g. Agreements shall be for periods of 330 days or less.
- h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
- i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.
- j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
- k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

12. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph ~~131~~ supersedes paragraphs 1-120 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#).

Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the Chief Investment Officer initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The Chief Investment Officer may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The Chief Investment Officer may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3, Deposits with Financial Institutions, Investments (including

Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Chief Business Official's recommendation, which fund is in most need of interest income and the Chief Business Official shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), Ill. Sustainable Investing Act.

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

ADOPTED: February 23, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 30 ILCS 235/2, amended by P.A. 102-285. **Issue 113, October 2023**

Document Status: Draft Update

4:60 Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable Board of Education policies.

Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with applicable federal and State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of ~~\$35,000~~ ~~25,000~~ [PRESSPlus1](#) must comply with the State law bidding procedure, [105 ILCS 5/10-20.21](#), unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with [105 ILCS 5/19b-1](#) et seq.
4. Third party non-instructional services must comply with [105 ILCS 5/10-22.34c](#).
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with [105 ILCS 5/10-20.21\(b-5\)](#). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with [105 ILCS 5/10-20.21\(b-10\)](#).
7. The purchase of paper and paper products must comply with [105 ILCS 5/10-20.19c](#) and Board policy 4:70, *Resource Conservation*.
8. Each contractor with the District is bound by each of the following:

- a. In accordance with [105 ILCS 5/10-21.9](#)(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in [105 ILCS 5/10-21.9](#)(c) and [5/21B-80](#)(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibit any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in [5/21B-80](#)(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.
 - b. In accordance with [105 ILCS 5/22-94](#): (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in [105 ILCS 5/22-94](#)(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by [105 ILCS 5/22-94](#)(g).
 - c. In accordance with [105 ILCS 5/24-5](#): (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official.
9. Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act.
 10. Design-build contracts must comply with 105 ILCS 5/15A-1 et seq. [PRESSPlus2](#)
 11. Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.85. [PRESSPlus3](#)
 12. Purchases made with federal or State awards must comply with [2 C.F.R. Part 200](#) and [30 ILCS 708/](#), as applicable, and any terms of the award.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.:

[2 C.F.R. Part 200.](#)

105 ILCS 5/10-20.19c, 5/10-20.21, [5/10-20.85](#), 5/10-21.9, 5/10-22.34c, [5/15A-1 et seq.](#), 5/19b-1 et seq., 5/22-94, and 5/24-5.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 130/](#), Prevailing Wage Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.21, amended by P.A. 103-8, eff. 1-1-24. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/15A-1 et seq., added by P.A. 103-491, eff. 1-1-24. Under a *design-build* delivery system for a construction project, a board contracts with a *design-build entity* that furnishes architecture, engineering, land surveying, public art or interpretive exhibits, and other construction services, as required for the project. It allows a single contractor to manage both the design and construction of a project, creating the potential for greater efficiency. Contrast this method with the traditional *design-bid-build* delivery method, in which a board contracts with multiple entities and utilizes a competitive bidding process for certain contractors, such as a general contractor. 105 ILCS 5/15A-1 et seq., added by P.A. 103-491, eff. 1-1-24, does not impact a district's ability to use a qualification-based selection process under 50 ILCS 510/, Local Government Professional Services Act (LGPSA), to select design professionals or construction managers for design-build projects. 105 ILCS 5/15A-50. See sample policy 2:170, *Procurement of Architectural, Engineering, and Land Surveying Services*, available at PRESS Online by logging in at www.iasb.com. For design-build projects, consult with the board attorney as needed to ensure the district: (1) complies with the specific procedural requirements related to requests for proposals (RFPs) and evaluation of RFP submissions for these contracts, and (2) incorporates additional criteria for requests for proposals and evaluation of proposals based on local conditions and the specific project, as permitted by the statute. Note that under 105 ILCS 5/15A-20, added by P.A. 103-491, eff. 1-1-24, a board must employ or contract with an independent design professional or public art designer (as applicable) selected under the LGPSA to assist with developing the scope and criteria for performance for a request for proposal under a design-build delivery system. **Issue 113, October 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-20.85, added by P.A. 103-393. See sample administrative procedure 4:60-AP1, *Purchases*, available at PRESS Online by logging in at www.iasb.com, for specific requirements. A *district-administered assessment* is one that requires all student test takers at any grade level to answer the same questions, or a selection of questions from a common bank of questions. It does *not* include the observational assessment tool used to satisfy the annual kindergarten assessment required by 105 ILCS 5/2-3.64a-10 or an assessment developed by district teachers or administrators that is used to measure student progress at an attendance center. **Issue 113, October 2023**

Document Status: Draft Update

4:160 Environmental Quality of Buildings and Grounds

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials, and (2) the environmental quality of the District's buildings and grounds.

The Superintendent shall notify all employees who must be offered, according to State or federal law, District-paid hepatitis B vaccine and vaccination.

Pesticides

~~The application of any r~~ Restricted use pesticides ~~will not be is prohibited~~ applied ~~applied~~ [PRESSPlus1](#) on or within 500 feet of school property during normal school hours. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, [225 ILCS 235/](#), and the Lawn Care Products Application and Notice Act, [415 ILCS 65/](#).

Coal Tar Sealant

~~Beginning on 1-1-23, b~~ Before coal tar-based sealant products or high polycyclic aromatic hydrocarbon sealant products are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students in writing or by telephone as required by the Coal Tar Sealant Disclosure Act.

LEGAL REF.:

[105 ILCS 5/10-20.17a](#); [5/10-20.48](#).

[29 C.F.R. §1910.1030](#), Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, [56 Ill.Admin.Code §350.700\(b\)](#).

[29 C.F.R. §1910.1200](#), Occupational Safety and Health Administration Hazard Communication Standards, as adopted by [820 ILCS 255/1.5](#), Toxic Substances Disclosure to Employees Act.

[20 ILCS 3130/](#), Green Buildings Act.

[105 ILCS 135/](#), Toxic Art Supplies in Schools Act.

[105 ILCS 140/](#), Green Cleaning School Act.

[225 ILCS 235/](#), Structural Pest Control Act.

[415 ILCS 60/14](#), Illinois Pesticide Act.

[415 ILCS 65/](#), Lawn Care Products Application and Notice Act.

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 255/](#), Toxic Substances Disclosure to Employees Act. (*inoperative*)

[23 Ill.Admin.Code §1.330.](#)

CROSS REF.: 4:150 (Facility Management and Building Programs), 4:170 (Safety)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 113, October 2023**

Document Status: Draft Update

5:210 Resignations

~~Tenured:~~ Teachers may resign at any time with consent of the Board of Education ~~or by written notice sent to the Board Secretary at least 30 days before the intended date of resignation. However, n~~ **No** teacher may resign during the school term in order to accept another teaching position without the consent of the Board. **A teacher may resign outside of a school term if the teacher provides written notice to the secretary of the Board, at least 30 calendar days prior to the first student attendance day of the following school year. Teachers who resign with less than 30 days' notice prior to the first student attendance day of the following school term will be deemed to have resigned during the school term.** [PRESSPlus1](#)

LEGAL REF.:

[105 ILCS 5/24-14.](#)

Park Forest Heights School Dist. v. State Teacher Certification Bd., 363 Ill.App.3d 433 (1st Dist. 2006).

~~ADOPTED: February 23, 2021~~

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-14, amended by P.A.s 102-552 and 103-549, refers to a school term as commencing on the first day of student attendance. A teacher who resigns during the school term, without the board's permission, or who resigns in order to accept another teaching assignment may be referred by the board to the State Superintendent of Education, who shall convene an informal evidentiary hearing within 90 days after receipt of a district's referral. The referral to the State Superintendent must be submitted within 10 business days after the board denies acceptance of the resignation and contain: (1) a dated copy of the teacher's resignation letter; (2) a copy of the reporting district's current school year calendar; (3) proof of employment for the school year at issue; (4) documentation showing that the board did not accept the teacher's resignation; and (5) evidence that the teacher left the district in order to accept another teaching assignment. The district must also notify the teacher of the referral within five business days after submitting it to the State Superintendent.

Issue 113, October 2023

Document Status: Draft Update

5:220 Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed ~~120 days beginning with the 2021-2022 through the 2022-2023 school year, otherwise~~ 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The III. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, [PRESSPlus1](#) but not more than 100 paid days in the same classroom. Beginning July 1, 2026³, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the appropriate Intermediate Service Center Executive Director has certified that a personnel shortage exists.

The Board of Education establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Intermediate Service Center (ISC) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30-calendar-day period, the District makes a written request to the ISC for a 30-calendar-day extension and the extension is granted by the ISC. [PRESSPlus2](#)

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[40 ILCS 5/16-118](#), III. Pension Code.

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

PRESSPlus Comments

PRESSPlus 1. Updated in response to III. Pension Code, 40 ILCS 5/16-118, amended by P.A.s 103-88 and 103-525, permitting TRS annuitants to substitute teach for 120 paid days or 600 paid hours in each school year through 6-30-26. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/21B-20(3), amended by P.A. 103-193, eff. 1-1-24. In order for a substitute teacher to remain in a vacant position for up to 90 days, or until the end of the semester, whichever is greater, the position must remain vacant and the district must continue to actively seek qualified candidates and provide documentation to the appropriate Intermediate Service Center that it has provided training specific to the position, including training on meeting the needs of students with disabilities and English learners if applicable. **Issue 113, October 2023**

Document Status: Draft Update

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Sabbatical Leave, Parent/Child-Rearing Leave, Leaves for Service in the Military, Emergency Leave, Extended Illness, Other, Union Leave

Please refer to the applicable collective bargaining agreement(s).

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, [20 U.S.C. §2601](#) *et seq.*) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs.

However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave [PRESSPlus1](#)

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis,^{Q1} an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Personal Leave

Professional staff members are granted three personal leave days per year. A personal leave day is defined as a day to allow professional personnel time to conduct personal business (but not vacation, travel, or work stoppage), which is impossible to schedule at a time other than during a school day. Any unused personal leave day in a school year will be credited to the cumulative sick leave.

The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, personal leave requests should be submitted to the Building Principal three days in advance of the requested date,
2. No personal leave days may be used immediately before or immediately after a holiday unless the Superintendent grants prior approval,
3. Personal leave may not be used in increments of less than one-half day,
4. Personal leave days are subject to a substitute's availability,
5. Personal leave days may not be used during the first and/or last five days of the school year,
6. Personal leave days may not be used on in-service and/or institute training days, and
7. Personal leave may not be used by more than 10% of the teaching staff in each building at the same time.

Leave of Absence Without Pay

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the

same Election Day.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence. [PRESSPlus2](#) without suffering adverse employment action.

The Victims' Economic Security and Safety Act ([VESSA](#)) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601 et seq.](#)).

Leaves to Serve as an Officer, ~~or~~ Trustee, or Representative of a Specific Organization [PRESSPlus3](#)

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, ~~and~~ (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, ~~and~~ (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher

association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

COVID-19 Paid Administrative Leave

During any time when the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7, When applicable, PRESSPlus4 paid administrative leave related to COVID-19 will be granted is available to eligible employees in accordance with State law, if the District, State or any of its agencies, or the local health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee from being on District property for a reason outlined in State law.

For an employee to be eligible for COVID-19 paid administrative leave, the employee must be fully vaccinated against COVID-19 as defined in 105 ILCS 5/10-20.83 (final citation pending).

The employee will receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Ill. Dept. of Public Health, unless a longer period has been negotiated with the exclusive bargaining representative.

As a condition of being granted COVID-19 paid administrative leave, an employee shall provide all documentation necessary to substantiate the employee's eligibility for the leave, as requested by the Superintendent or designee. An employee who is on COVID-19 paid administrative leave will receive the employee's regular rate of pay; the leave will not diminish any other leave or benefits of the employee. Employees may not accrue COVID-19 paid administrative leave.

LEGAL REF.:

105 ILCS 5/10-20.83 (final citation pending), 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Child Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Questions and Answers:

***Required Question 1. How many full-time employees does the district employ?

The district employs more than 250 employees. (Default)

The district employs between 50-249 employees. (IASB will substitute the following sentence: "Accordingly, if the District employs at least 50 but not more than 249 employees on a full-time basis, an employee is entitled to a total of six weeks of unpaid leave within one year after the employee

notifies the District of the loss.")

☞ The district employs fewer than 50 employees. (IASB will delete the subhead regarding Child Extended Bereavement Leave and the Legal Reference to 820 ILCS 156/.)

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Child Extended Bereavement Leave Act, 820 ILCS 156/, added by P.A. 103-466. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to the Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180/, amended by P.A. 103-314, eff. 1-1-24. Under 820 ILCS 180/20(a)(4), added by P.A. 103-314, eff. 1-1-24, an employee is not entitled to more than two work weeks (10 work days) if the leave is to attend a wake or funeral (or an alternative event), make end-of-life arrangements, or grieve due to the death of a family or household member killed in a crime of violence. In these circumstances, the leave must be completed within 60 days after the date on which the employee receives notice of the death. Employees may qualify for unpaid leave under both VESSA and the Family Bereavement Leave Act; leave taken under one act does not diminish the availability of leave under the other. **Issue 113, October 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/24-3.5, added by P.A. 103-308, eff. 1-1-24. The statewide teacher association is required to reimburse a district for substitute teaching costs incurred due to the teacher's absence. **Issue 113, October 2023**

PRESSPlus 4. Updated for continuous improvement. **Issue 113, October 2023**

Document Status: Draft Update

6:50 School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

The Superintendent will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and
3. The community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a physical education course, unless otherwise exempted. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education (ISBE).

Goals for Other School-Based Activities [PRESSPlus1](#)

The goals for school-based activities include the following:

- Schools will support and promote a healthy eating environment for students.
- Schools will promote and participate in wellness activities.
- Schools will offer other school-based activities to support student health and wellness, including coordinated events and clubs.

Nutrition Guidelines for Foods Available During the School Day: Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law.

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Unused Food Sharing Plan

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on needy students.
2. Implement the Plan throughout the District.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program.
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in

the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

Monitoring

At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment

The Board will monitor and adjust the policy pursuant to policy 2:240, *Board Policy Development*.

Community Involvement

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board of Education, school administrators, and the community. Community involvement methods shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* and/or the **Community Engagement** subhead in policy 8:10, *Connection with the Community*.

Recordkeeping

The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

LEGAL REF.:

[Pub. L. 108-265](#), Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.

[42 U.S.C. §1771 et seq.](#), Child Nutrition Act of 1966;

42 U.S.C. §1751 [et seq.](#), [Richard B. Russell](#) National School Lunch Act.

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010.

[42 U.S.C. §1771 et seq.](#), Child Nutrition Act of 1966.

[42 U.S.C. §1779](#), as implemented by [7 C.F.R. §§210.11](#) and [210.31](#).

[50 ILCS 205/](#), Local Records Act.

[105 ILCS 5/2-3.139](#) and [5/2-3.189](#).

[23 Ill.Admin.Code Part 305](#), Food Program.

ISBE's *School Wellness Policy Goal*, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

PRESSPlus Comments

PRESSPlus 1. Updated in response to a request from the Ill. State Board of Education (ISBE) Nutrition Dept. and to federal requirements in 7 C.F.R. §210.31 for local school wellness policies. This is a required topic, but the local board may determine what goals are appropriate. 42 USC §1758b(b) (1); 7 C.F.R. §210.31(c)(1). The third sample goal comes from ISBE's Local Wellness Policy Template for Schools, available at: www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx. **Issue 113, October 2023**

Document Status: Draft Update

6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

2. In each grade, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In each grade, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the [First Amendment to the Constitution of the United States](#).
4. In each grade, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation,*

and Harassment.

7. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) beginning in the fall of 2024, in grades 9-12, the dangers of fentanyl. [PRESSPlus1](#) The Superintendent shall implement a comprehensive health education program in accordance with State law.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
12. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.
13. ~~Beginning in the fall of 2022,~~ In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
14. ~~Beginning in the fall of 2022,~~ In grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software

application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.

15. Beginning in the fall of 2023, In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. *Computer science* means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet. [PRESSPlus2](#)
16. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
17. In all schools, instruction as determined by the Superintendent or designee [PRESSPlus3](#) on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05. [PRESSPlus4](#)

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

18. In all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, [PRESSPlus5](#) Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-

Americans.

22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by [105 ILCS 5/2-3.80](#).
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. ~~Beginning in the fall of 2022,~~ In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.

LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

[105 ILCS 5/2-3.80](#)(e) and (f), [5/10-20.79](#), [5/10-23.13](#), [5/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.05](#), [5/27-20.08](#), [5/27-20.3](#), [5/27-20.4](#), [5/27-20.5](#), [5/27-20.7](#), [5/27-20.8](#), [5/27-21](#), [5/27-22](#), [5/27-23.3](#), [5/27-23.4](#), [5/27-23.7](#), [5/27-23.8](#), [5/27-23.10](#), [5/27-23.11](#), [5/27-23.15](#), [5/27-23.16](#), [5/27-24.1](#), and [5/27-24.2](#).

[105 ILCS 110/3](#), Comprehensive Health Education Program.

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), III. Vehicle Code.

[23 Ill.Admin.Code §§1.420](#), [1.425](#), [1.430](#), and [1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-13.2(c), added by P.A. 103-365, eff. 1-1-24. See sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com, for more information. **Issue 113, October 2023**

PRESSPlus 2. Subject to appropriation, school districts can apply for a competitive grant to support computer science programs. 105 ILCS 5/2-3.196, added by P.A. 103-264, eff. 1-1-24. **Issue 113, October 2023**

PRESSPlus 3. 105 ILCS 5/27-21, amended by P.A. 103-422, requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. **Issue 113, October 2023**

PRESSPlus 4. Updated in response to 105 ILCS 5/27-21, amended by P.A. 103-422 (adding teaching about Native American nations' sovereignty and self-determination), and 105 ILCS 5/27-20.05, added by P.A. 103-422 (adding instruction on Native American experience and history).

Note that instruction on Native American nations' sovereignty and self-determination under 105 ILCS 5/27-21, amended by P.A. 103-422, does not specify a delayed implementation date. Consult the board attorney regarding whether a district may delay implementation of such instruction given that the implementation of Native American experience and Native American history in 2024-2025 must include instruction on tribal sovereignty.

Instruction in events of the Native American experience and Native American history must include "the contributions of Native Americans in government and the arts, humanities, and sciences, as well as the contributions of Native Americans to the economic, cultural, social, and political development of their own nations and of the United States." Additionally, in grades 6 through 12, the instruction must include "the study of the genocide of and discrimination against Native Americans, as well as tribal sovereignty, treaties made between tribal nations and the United States, and the circumstances around forced Native American relocation." The Ill. State Board of Education (ISBE) is required to make instructional materials related to Native Americans available on its website, but not until 1-1-25. For additional resources, see <https://americanindian.si.edu/nk360> and <https://iste.org/blog/15-resources-for-teaching-native-american-history-and-culture>. **Issue 113, October 2023**

PRESSPlus 5. 105 ILCS 5/27-20.3, amended by P.A. 103-422. Beginning with the 2024-2025 school year, instruction on Native American genocide is also required by 105 ILCS 5/27-20.05, added by P.A. 103-422 in grades 6-12. Note that instruction on Native American genocide under 105 ILCS 5/27-20.3, amended by P.A. 103-422 does not specify a delayed implementation date. Consult the board attorney regarding whether a district may delay implementation of such instruction given that the implementation of Native American experience and Native American history in 2024-2025 must include instruction on Native American genocide. ISBE is not required to make instructional materials on the Native American genocide in North America available on its website until 1-1-25. **Issue 113, October 2023**

Document Status: Draft Update

6:230 Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Ill. State Board of Education (ISBE) rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. The program adheres to the principles of the American Library Association's *Library Bill of Rights*, which indicate that materials should not be proscribed or removed because of partisan or doctrinal disapproval. [Q1 PRESSPlus1](#)
6. Staff members are invited to recommend additions to the collection.
7. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.
8. The program is guided by the principles of the American Library Association's *Library Bill of Rights* and its interpretation for school libraries.

Parents/guardians, employees, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

The Superintendent or designee shall establish criteria consistent with this policy for the review of objections. Parents/guardians, employees, and community members with suggestions or complaints about library media program resources may complete a *Library Media Resource Objection Form*. The Superintendent or designee shall inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

LEGAL REF.:

75 ILCS 10/8.7.

23 Ill.Admin.Code §1.420(o).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs)

Questions and Answers:

***Required Question 1. Updated in response to 75 ILCS 10/8.7, added by P.A. 103-100, eff. 1-1-24, requiring districts that wish to be eligible for State library grants (e.g., school library grants under 75 ILCS 10/8.4) to adopt the American Library Association's Library Bill of Rights (available at <https://www.ala.org/advocacy/intfreedom/librarybill>) or a written statement prohibiting the practice of banning books. In order to be eligible for a School Library Grant, a district must also be a member in good standing of a regional multitype library system (e.g., Illinois Heartland Library System or Reaching Across Illinois Library System) or have applied for membership and been approved for membership in such a system within specific timeframes. 23 Ill.Admin.Code §3035.120.

If the board prefers the alternative language permitted by 75 ILCS 10/8.7, added by P.A. 103-100, eff. 1-1-24, for Standard #5, it may substitute with the following: "The practice of banning books or other materials within the District's library media program is prohibited."

Which policy language has the board adopted?

The program adheres to the principles of the American Library Association's Library Bill of Rights, which indicate that materials should not be proscribed or removed because of partisan or doctrinal disapproval. (Default)

The practice of banning books or other materials within the District's library media program is prohibited. (IASB will make this substitution.)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 75 ILCS 10/8.7, added by P.A. 103-100, eff. 1-1-24. **Issue 113, October 2023**

Document Status: Draft Update

STUDENTS

7:160 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, hair texture, or any other protected classes under Board policy 7:10, *Equal Educational Opportunities*, including, but not limited to, protective hairstyles such as braids, locks, and twists. The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q). PRESSPlus1 Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the *Student Handbook(s)*.

LEGAL REF.:

[105 ILCS 5/2-3.25](#) and [5/10-22.25b](#).

[Tinker v. Des Moines Indep. Sch. Dist.](#), 393 U.S. 503 (1969).

CROSS REF.: 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.25b, amended by P.A. 103-463. 775 ILCS 5/1-103(Q), which is referenced in 105 ILCS 5/10-22.25b, prohibits unlawful discrimination based on a person's actual or perceived race, color, religion, national origin, ancestry, age, sex, marital status, order of protection status, disability, military status, sexual orientation, pregnancy, or unfavorable discharge from military service. **Issue 113, October 2023**

Document Status: Draft Update

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, [PRESSPlus1](#) wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school

property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of ~~1961~~2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been

suspended to complete or make up work for equivalent academic credit.

Required Notices [PRESSPlus2](#)

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, Ill. State Police (ISP), and any involved student's parent/guardian. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving such a report of (1), above, the Building Principal or designee shall immediately notify the local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee agency, Ill. State Police (ISP), and any involved student's parent/guardian. [Q1](#)

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year. [PRESSPlus3](#)

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. § ~~6087971~~, Pro-Children Act of ~~2004~~1994.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§1.280, 1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: March 22, 2022

Questions and Answers:

***Required Question 1. The building principal must notify the student's parent/guardian only when the alleged offense is firearm possession. 105 ILCS 5/27.1A(b). The policy expands this notification duty to include drug-related incidents and battery of a staff member.

Would the board like to expand the notification duty, or align it with 105 ILCS 5/27.1A(b)?

Expand the notification duty to include drug-related incidents and battery of a staff member.
(Default)

Align notification duty to 105 ILCS 5/27.1A(b). (IASB will amend the second sentence as follows: "In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.")

PRESSPlus Comments

PRESSPlus 1. Optional. Generative artificial intelligence (AI) is a broad label used to describe any AI system that generates, with varying levels of autonomy, content such as complex text, images, audio, or video. When not used for academic dishonesty purposes, generative AI tools may present innovative learning opportunities for students and teaching opportunities for educators. For further information, see the International Society for Technology in Education webpage on AI exploration for educators at: www.iste.org/areas-of-focus/AI-in-education. **Issue 113, October 2023**

PRESSPlus 2. This subhead is updated to align with subsection **J. Required Notices** in sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*. **Issue 113, October 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-27.1A(c), amended by P.A. 103-34, 5/10-27.1B(b), and 5/10-21.7, amended by P.A. 102-894. To satisfy the reporting requirement, ISBE created the School Incident Reporting System (SIRS), a web-based application on IWAS for schools to report incidents electronically. See subhead **J. Required Notices** of sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*, available at PRESS Online by logging in at www.iasb.com. Reporting on SIRS does not satisfy the requirement to report incidents to local law enforcement authorities. **Issue 113, October 2023**

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A *qualifying plan* means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan ~~III. Food Allergy Emergency Action Plan and Treatment Authorization Form~~, PRESSPlus1 (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a *qualifying plan*. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a *qualifying plan*.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of

undesigned epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesigned epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesigned epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesigned Opioid Antagonists [PRESSPlus2](#)

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesigned opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesigned opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesigned opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesigned Oxygen Tanks [Q1](#)

In schools where the District maintains special educational facilities, the Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesigned oxygen tanks in the name of the District and provide or administer them as necessary. The supply shall be maintained in accordance with manufacturer instructions and local fire department rules.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.

2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **School District Supply of Undesignated Oxygen Tanks** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for oxygen tanks from a qualifying prescriber, [PRESSPlus3](#) or (2) fill the District's prescription for undesignated oxygen tanks.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the

availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

Adopted: June 28, 2022

Questions and Answers:

****Required Question 1.** 105 ILCS 5/22-30(f), amended by P.A. 103-196, eff. 1-1-24, permits a district maintaining special educational facilities to maintain a supply of undesignated oxygen tanks in a secure location that is accessible before, during, and after school where a person with developmental disabilities is most at risk, including, but not limited to classrooms and lunchrooms. *Special educational facility* is not specifically defined in 105 ILCS 5/14-4.01; consult the board attorney for advice regarding this term and if it is limited to separate buildings, self-contained classrooms, and/or programs attended solely by students with disabilities. For example, this option may not be available if a district utilizes a special education cooperative for all of its special education programming. There is a reference to *special education facilities* in 105 ILCS 5/14-12.01, which may provide some guidance; it addresses reimbursement for the construction and maintenance of "special education facilities designed and utilized to house instructional program, diagnostic services" and "other special education services for children with disabilities." 105 ILCS 22-30(f), amended by P.A. 103-196, eff. 1-1-24, does not specify who can administer undesignated oxygen, nor does it specify any training requirements for its use in schools. To minimize potential liability and ensure proper administration, a best practice is to restrict who can administer undesignated oxygen to school nurses and other school personnel who have received appropriate training on the emergency use and storage of oxygen. See sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*, available at PRESS Online by logging in at www.iasb.com.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated oxygen tanks and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is if the district provides them, but does not have them accessible before, during, and after school where a person with development disabilities is most at risk as required by 105 ILCS 5/22-30(f), amended by P.A. 103-196, eff. 1-1-24. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016) (denying tort immunity to district, finding its response to a student's asthma attack was *willful* and *wanton* (which district disputed as a possible heart attack)); *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017)(school district's appeal denied).

Does the district maintain special educational facilities for children with disabilities under 105 ILCS 5/14-4.01?

☐ No. (IASB will delete the subhead regarding School District Supply of Undesignated Oxygen Tanks.)

☐ Yes. If yes, does the board want the district to maintain a supply of undesignated oxygen tanks in the name of the District and provide or administer them as necessary? Type "yes" or "no." If no, IASB will delete the subhead regarding School District Supply of Undesignated Oxygen Tanks.):

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.21b and 105 ILCS 5/22-30, amended by P.A. 103-175, replacing the retired *Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form* with allergy emergency action plan in the School Code provisions regarding administration of medication to students. **Issue 113, October 2023**

PRESSPlus 2. Required by 105 ILCS 5/22-30(f), amended by P.A. 103-348, eff. 1-1-24. In the case of a shortage of opioid antagonists, a district must make reasonable efforts to maintain a supply. At least one opioid antagonist, a naloxone nasal spray, has been approved by the U.S. Federal Food and Drug Administration for over-the-counter, nonprescription use. A district must obtain a prescription for a supply of opioid antagonists from a *health care professional* with prescriptive authority under the Substance Use Disorder Act, 20 ILCS 301/5-23, unless it is able to secure a supply without a prescription. *Health care professional* means a physician licensed to practice medicine in all its branches, a licensed physician assistant with prescriptive authority, a licensed advanced practice registered nurse with prescriptive authority, or an advanced practice registered nurse who practices in a hospital or ambulatory surgical treatment center and possesses appropriate clinical privileges in accordance with the Nurse Practice Act, 20 ILCS 301/5-23(d)(4). **Issue 113, October 2023**

PRESSPlus 3. 105 ILCS 22-30(f), amended by P.A. 103-196, eff. 1-1-24, provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated oxygen tanks in the name of the district to be maintained for use when necessary. **Issue 113, October 2023**

Document Status: Draft Update

STUDENTS

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 LCS 5/2-3.139](#) and [105 LCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 LCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 LCS 5/10-22.39](#) for licensed school personnel and administrators all District staff [PRESSPlus1](#) who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by

suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:

- a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the

parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

[42 U.S.C. § 1201](#) *et seq.*, Individuals with Disabilities Education Act.

[105 ILCS 5/2-3.166](#), [105 ILCS 5/2-3.139](#), [5/3-14.8](#), [5/10-20.76](#), [5/10-20.81](#), [5/10-22.24a](#), [5/10-22.24b](#), [5/10-22.39](#), [5/14-1.01](#) *et seq.*, [5/14-7.02](#), and [5/14-7.02b](#), [5/27-7](#).

[5 ILCS 860/](#), Student Confidential Reporting Act.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, requiring teachers, administrators, and school support personnel who work with students to be trained on identifying warning signs of mental illness, trauma, and suicidal behavior in youth. Such training must include, but is not limited to, appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/3.166. 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, uses the phrase *teachers, administrators, and school support personnel*, but for brevity this material uses the phrase *all District staff*. Issue 113, October 2023

Document Status: Draft Update

COMMUNITY RELATIONS

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug

consumption is detectable, regardless of when and/or where the use occurred.

10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied

admission to school property in accordance with State law. [PRESSPlus1](#) The person ~~is~~ also may be subject to being denied admission to school athletic or extracurricular events ~~or meetings~~ for up to one calendar year in accordance with the procedures below.

Procedures to Deny Future Admission to Athletic or Extracurricular School Events or
Meetings [PRESSPlus2](#)

Before any person may be denied admission to athletic or extracurricular school events ~~or meetings~~ as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.:

Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).

20 U.S.C. §~~797184~~ et seq., Pro-Children Act of ~~2001~~ 1994.

105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/24-25, and 5/27-23.7(a).

[115 ILCS 5/3](#)(c), Ill. Educational Labor Relations Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

~~430 ILCS 66/~~, ~~Firearm Concealed Carry Act.~~

410 ILCS 705/, Cannabis Tax and Regulation Act.

430 ILCS 66/, Firearm Concealed Carry Act.

720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

~~ADOPTED: February 23, 2021~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to PRESS Advisory Board member feedback requesting clarification on the authority of boards to enforce conduct rules under 105 ILCS 5/10-20.5 and under various criminal trespass statutes. Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real

property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). **Issue 113, October 2023**

PRESSPlus 2. Updated in response to PRESS Advisory Board member feedback requesting clarification that the scope of subhead **Procedures to Deny Future Admission to Athletic or Extracurricular School Events or Meetings** is limited, as specified in the new subhead title, to topics set forth in 105 ILCS 5/24-24.

If a violator is a student, the hearing should be held in a closed meeting. 5 ILCS 120/2(c)(9). Otherwise, a hearing regarding denial of admission to *school events or property* pursuant to 105 ILCS 5/24-24 may take place in an open meeting or in a closed meeting so long as the board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. Note: while 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, refers to *school events or property*, 105 ILCS 5/24-24 only authorizes boards to deny admission to athletic and extracurricular *events*. The term *events* is arguably broader than *property* as school events may take place offsite; consult the board attorney for guidance.

Some boards prefer an open meeting hearing to make it publicly known what alleged conduct could result in someone being denied admission to athletic or extracurricular events, while others prefer a closed meeting hearing so as not to provide a public platform to someone alleged to have engaged in prohibited conduct. Consult the board attorney to determine the best approach for the district and to ensure alignment with local practices and conditions.

Consult the board attorney if the district would like to deny an individual admission to board _____ meetings. **Issue 113, October 2023**