



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

November 13, 2024
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/Safety Committee--Member Townsend

- A. Construction Project Update
- B. Summer 2025 Projects
- C. Building Usage Report

4. Finance Committee--Member Jackson

- A. 2024 Levy Year

5. Curriculum Committee--Member Ballard

- A. School Report Card
- B. Curriculum Guide Handbook

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

- A. Update on TFS 10/28/24 Student Incident
- B. In School/Out of School Suspension Data

7. Policy Committee--Member Newman

- A. Policy 5:60
- B. PRESS 116 Update
- C. PRESS 117 Update

8. Adjourn



MEMORANDUM

Date: November 13, 2024
To: Mr. John Robinzine, Superintendent/Board of Education
From: Tim Stephan- Director of Facilities
Subject: Summer 2025 Projects

Recommended Action

To discuss putting the 2025 Summer projects out for bid. The board will be asked to take action on these requests at the November 26, 2024, Board of Education meeting.

Background

Based on our recent conversation, these are the projects that we would like to work on starting the Summer of 2025.

- South - 4 new tennis courts to replace the existing courts, this work will include new fencing and team benches.
- CAL- New roof, current roof will be 27 years old.
- North – Modifications to the existing barbering classroom space, this work includes additional storage space and cabinetry, new flooring and countertops in lieu of student desks.
- North - Roofing for more than 50% of the 1935 addition, which will include the roof over the Auditorium. This area of roofing is nearly 30 years old.
- North phase 1 - Repurposing of the Natatorium, to include filling in the pool, leveling off the floor and replacing all doors.
- North/South- Replacement of outdated HVAC equipment. Work to be spread over several years, starting with the Summer of 2026.

Funding source if applicable:

Capital Project fund.

Thornton Fractional High School Distict 215
 Building Reports
 2024-2025
 November 2024

Event Date:	School	MO	YR	Organization	Cat	Facilities	Usage	Facility	Interest	Maintenance/O ther	Total	Paid to date	Balance due
3/26-27/2022	TFN	3	2022	MORE Youth Foundation	Commercial	Purple Gym	Basketball Showcase	\$ 800.00	\$ 100.80	\$ 680.00	\$ 1,580.80	\$ 640.00	\$ 940.80
8/27, 9/3, 9/17, & 9/24/2022	TFN	8	2022	Calumet City Thunderbolts	Community	Football Field	Football and Cheerleading	\$ -	\$ 305.90	\$ 2,130.00	\$ 2,435.90	\$ 800.00	\$ 1,635.90
12/16/2023	TFS	11	2023	Ultimate Threat Dance	Commercial	Red Gym	Dance Competition and Showcase	\$ 650.00	\$ 35.36	\$ 360.00	\$ 1,045.36	\$ 505.00	\$ 540.36
5/28/24 Rehersal - 5/29/24 Ceremony	TFN	1	2024	District 155	Community	Auditorium/ Gym	2024 Graduation Ceremony	\$ -	\$ -	\$ 400.00	\$ 400.00	\$ 400.00	\$ -
4/27/2024	TFN	4	2024	TFN Boosters	Community	Auditorium	Fashion Show	\$ -	\$ -	\$ 770.00	\$ 770.00	\$ 770.00	\$ -
10/12/2024	TFN	4	2024	City of Calumet City, IL	Community	Track & Field	Breast Cancer Walk	\$ -	\$ -	\$ 280.00	\$ 280.00	\$ -	\$ 280.00
4/30/2024	TFS	4	2024	Cal-Ridge conference track meet (D171 sponsor)	Community	Track & Field	Track meet	\$ -	\$ -	\$ 480.00	\$ 480.00	\$ 480.00	\$ -
5/3/2024	TFS	4	2024	Cal-Ridge conference track meet practice (D171 sponsor)	Community	Track & Field	Practice	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5/30/2024	TFN	5	2024	District 157 Schrum	Community	Auditorium	Graduation	\$ -	\$ -	\$ 200.00	\$ 775.00	\$ 775.00	\$ -
7/22/2024	TFN	6	2024	City of Calumet City, IL	Community	Auditorium	Tax Forum	\$ -	\$ -	\$ 320.00	\$ 320.00	\$ 320.00	\$ -
9/28/2024	TFN	9	2024	City of Calumet City, IL	Community	Auditorium	State of City Address 2024(cancelled)	\$ 425.00					\$ 425.00
9/24/24-6/10/25	TFS			Lansing Knights of columbus	Community	Pool/Lock Rooms	Special Olympics-Swim program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12/7/2024	TFN	9	2024	City of Calumet City, IL	Community	Auditorium	State of City Address 2024	\$ -	\$ -	\$ 655.00	\$ 655.00	\$ -	\$ 655.00
1/11/24 & 1/12/24	TFN	10	2024	TFN Booster Club	Community	Gym	Bob Hambric Shootout	\$ -	\$ -	\$ 1,040.00	\$ 1,040.00	\$ -	\$ 1,040.00
12/14/2024	TFS	10	2024	Dancin' Around Dance Studio	Community	Auditorium	Dance Recital	\$ 1,800.00	\$ -	\$ 320.00	\$ 2,120.00	\$ 1,060.00	\$ 1,060.00

Thornton Fractional High School Distict 215
Building Reports
2024-2025
November 2024

Final bill sent
To be billed
Outstanding with interest
Do not rent
Cancelled



MEMORANDUM

Date: November 13, 2024

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

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

Subject: 2024 Tentative Tax Levy

Recommended Action

To discuss the 2024 Tentative Tax Levy. The Board will be asked to approve the 2024 Tentative Tax Levy on November 26, 2024. The Board will be asked to approve the 2024 Final Tax Levy on December 17, 2024.

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: 2024 Tentative Tax Levy PowerPoint presentation



THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL DISTRICT 215

2024

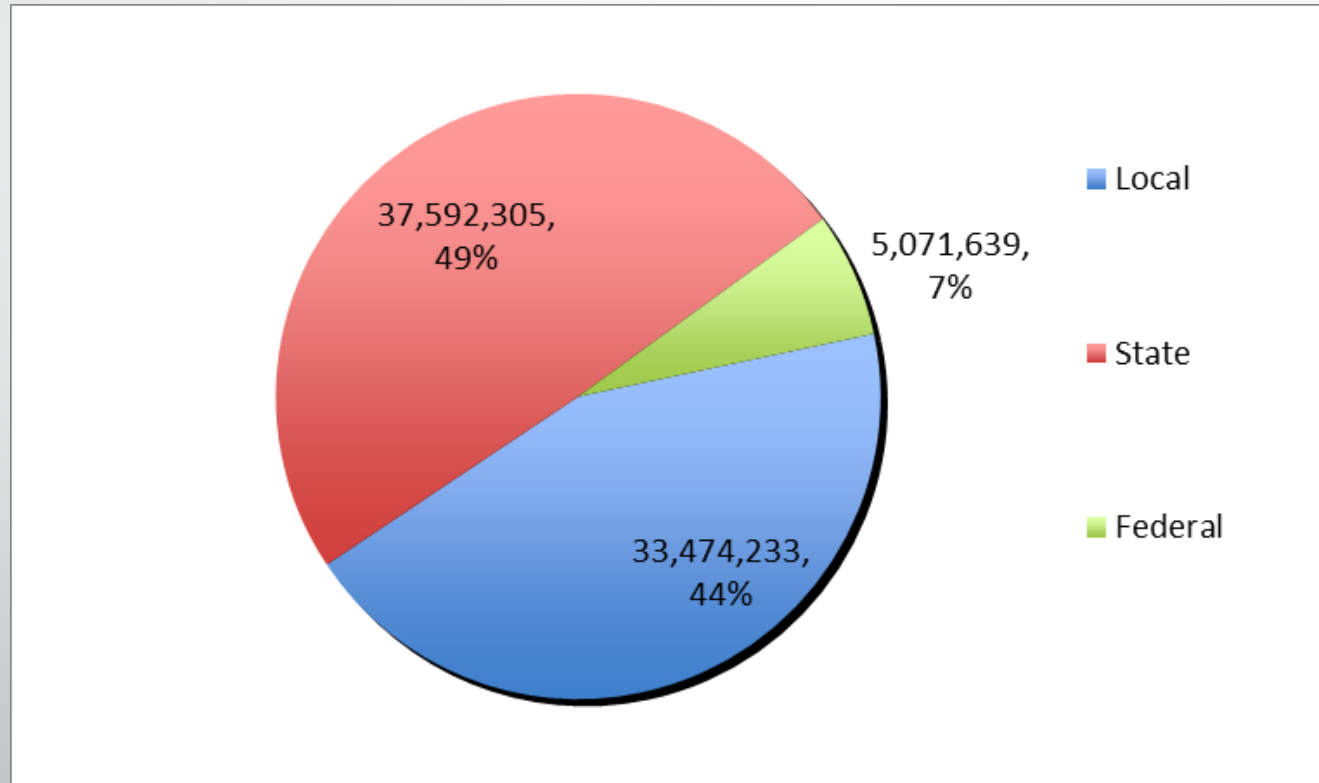
Tentative Tax Levy

November 13, 2024

2024 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.

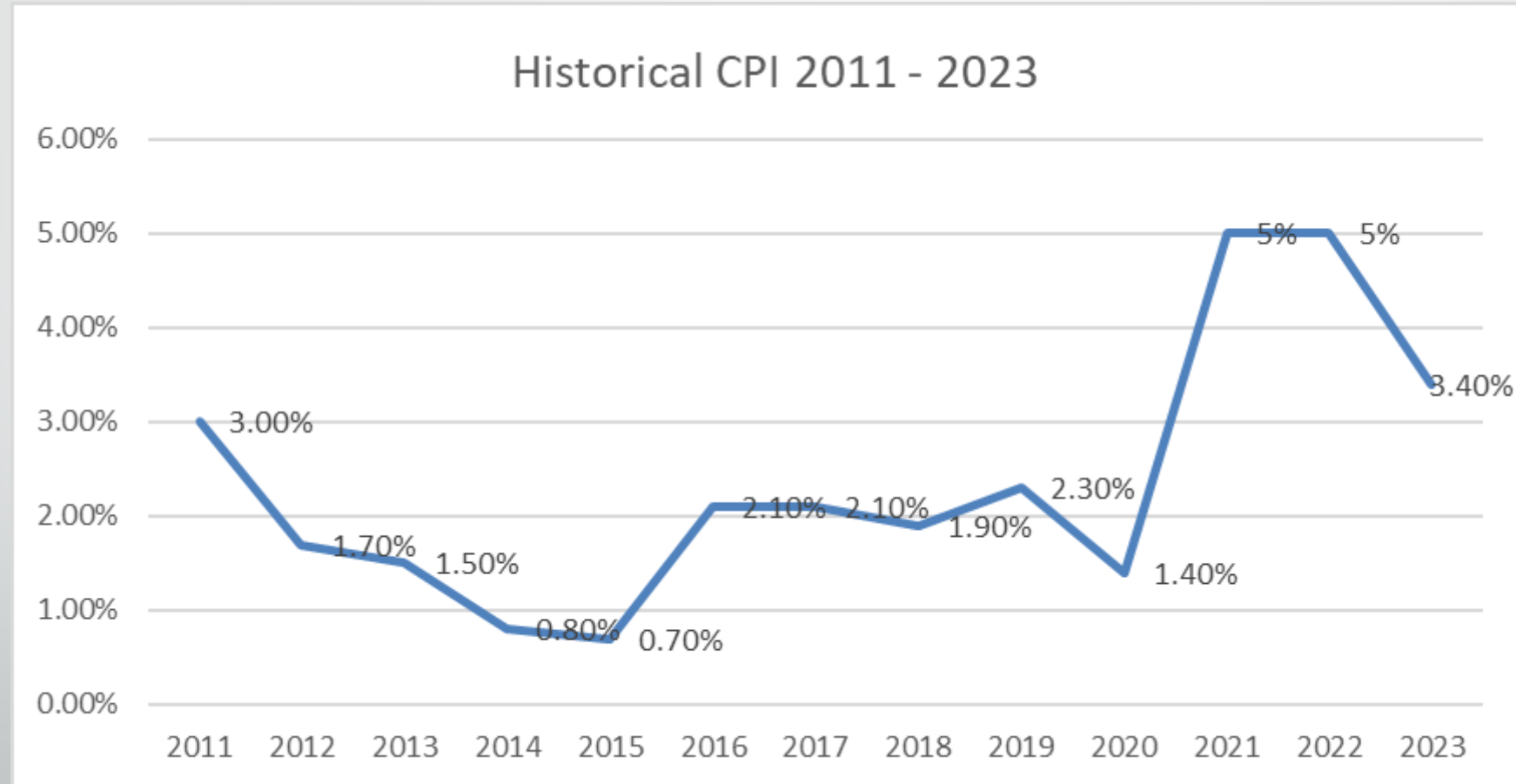
District 215 Budgeted Revenue by Source FY2024-2025



Timeline

- **2024 Levy**
 - Wednesday, November 13 – discuss tentative levy
 - **Tuesday, November 26 – adopt resolution - tentative levy (Board action)**
 - Friday, December 6 – Publish Truth-in-Taxation notice in *Daily Southtown* (no more than 14 days before the Hearing, no less than 7)
 - **Tuesday, December 17 – Truth-in-Taxation public hearing (levy hearing); adoption of tax levy (Board action) (no less than 20 days after tentative levy adoption)**
 - Wednesday, December 18 – file levy with County Clerk’s office
 - Tuesday, December 31 – levy filing deadline

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

	2016	2017	2018	2019	2020	2021	2022	2023
Levy w/o debt service	31,191,561	31,878,227	30,635,499	31,436,832	32,363,933	32,872,667	32,746,515	34,699,926
Add Property Tax Relief Grant (1)	-	-	1,939,665	1,779,059	1,749,223	1,752,864	3,760,480	3,758,683
Adjusted Levy w/o debt service	31,191,561	31,878,227	32,575,164	33,215,891	34,113,156	34,625,531	36,506,995	38,458,609
Debt Service	3,002,849	2,995,530	3,005,632	3,005,028	3,107,073	3,098,717	1,629,695	1,629,603
Total levy w/ debt svc	34,194,410	34,873,757	35,580,796	36,220,919	37,220,229	37,724,248	38,136,690	40,088,212
Prior Year levy w/o debt svc	30,958,648	31,191,561	31,878,227	32,575,164	33,215,891	34,113,156	34,625,531	36,506,995
Incremental Incr (Decr) w/o debt service	232,913	686,666	696,937	640,727	897,265	512,375	1,881,464	1,951,614
Percent Increase (w/o debt service)	0.75%	2.20%	2.19%	1.97%	2.70%	1.50%	5.43%	5.35%

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	34,699,926	(4,360,074)
2024	41,030,000		

Proposed 2024 Levy by Fund

FUND	2024	2023 Levy Extension plus Abatement	Difference PY Extension - CY Levy (+/-)
EDUCATION	31,000,000	25,893,426	5,106,574
BUILDING	3,000,000	3,193,000	(193,000)
TRANSPORTATION	2,150,000	2,266,000	(116,000)
WORKING CASH	180,000	185,400	(5,400)
IMRF	800,000	453,200	346,800
SOC SEC	850,000	1,071,200	(221,200)
TORT/LIABILITY	950,000	721,000	229,000
SPECIAL ED	400,000	329,600	70,400
CAPITAL IMPROVEMENT	1,700,000	587,100	1,112,900
TAX RELIEF ABATEMENT	-	3,758,683	(3,758,683)
Total	41,030,000	38,458,609	2,571,391

% Est Increase = (2024 Levy-2023 Extension)/2023 Extension **6.69%**

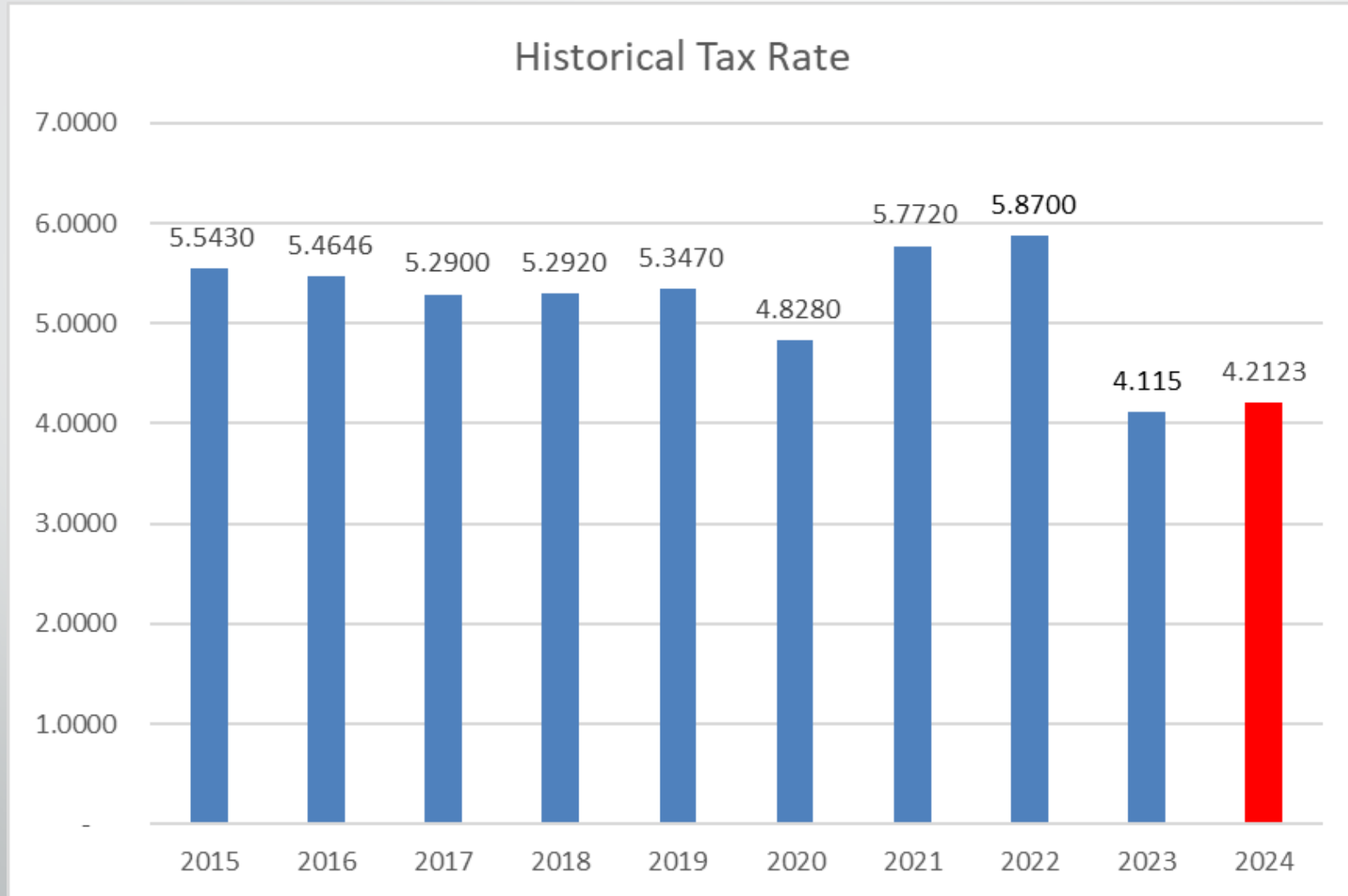
In addition to an extension of taxes authorized by levies made by the Board of Education, an additional extension will be made, as authorized by resolutions on file with the County Clerk, to provide funds to retire bonds and pay interest thereon.

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	
	2024	2023	2024	2023	2024	2023
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*	3.0163	3.0163	3.0163	3.0163	3.0163	3.0163
	45,245	45,245	60,326	60,326	75,408	75,408
Less Homeowner Exemption	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)
Equalized Assessed Value	35,245	35,245	50,326	50,326	65,408	65,408
X Tax Rate	4.2123%	4.115%	4.2123%	4.115%	4.2123%	4.115%
Tax Paid	1,484.60	1,450.31	2,119.88	2,070.91	2,755.16	2,691.52
Incremental difference (annual	34.29		48.97		63.64	
*Estimate for 2024						



MEMORANDUM

Date: November 13, 2024

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 Wednesday, October 30th. Both North and South campuses have maintained the commendable rating.

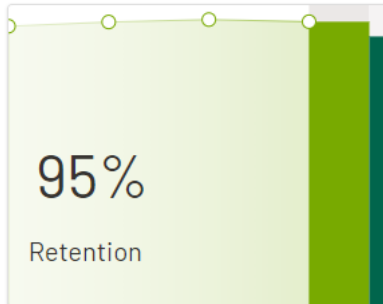
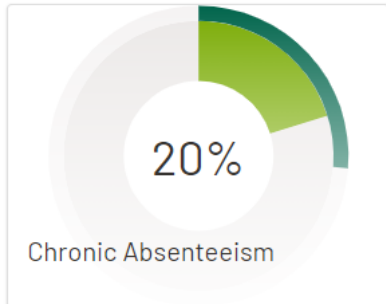
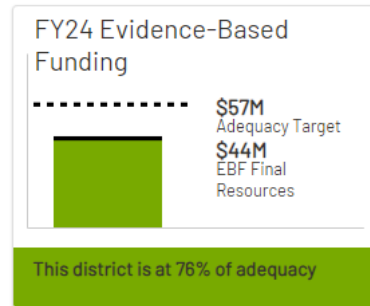
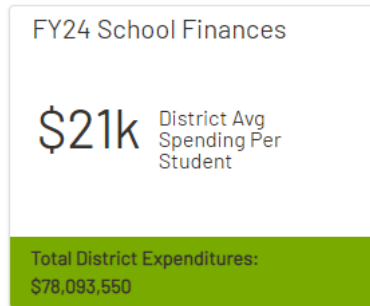
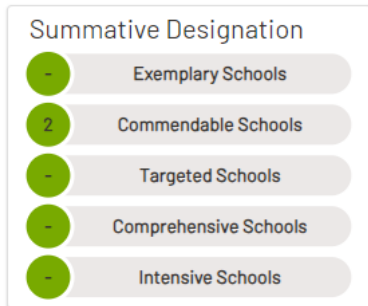
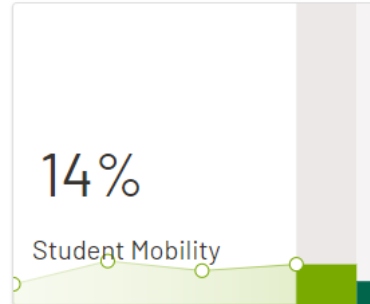
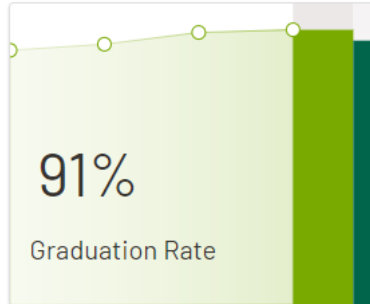
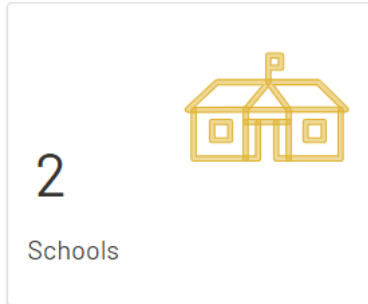
Funding source if applicable: N/A

Attachments Accountability indicators, Snapshot summary

District Report Card Summary

District Snapshot

■ District ■ State



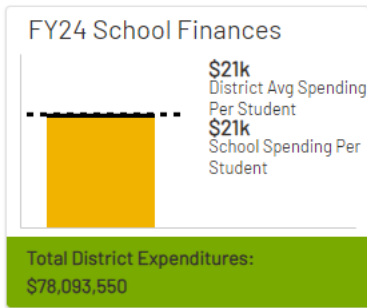
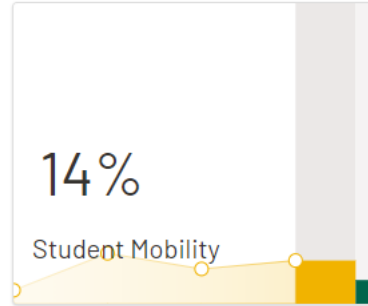
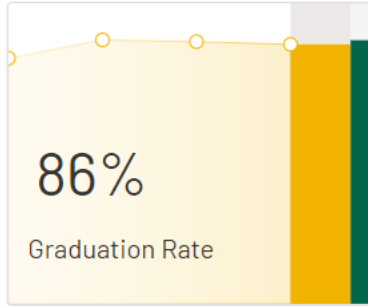
TF North Report Card Summary

School Snapshot

■ School ■ District ■ State

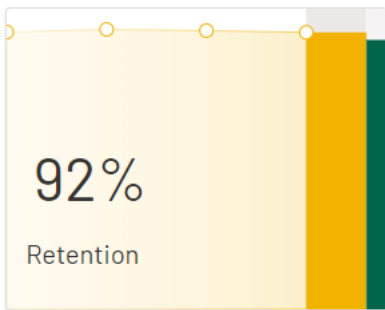
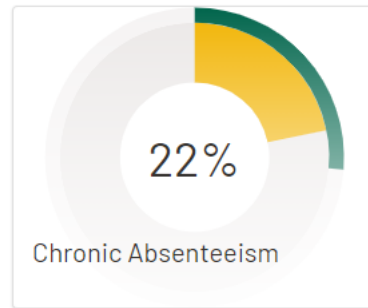
Summative Designation
Commendable School

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.



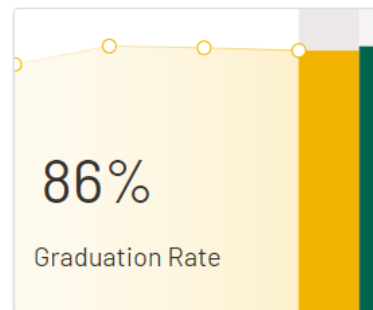
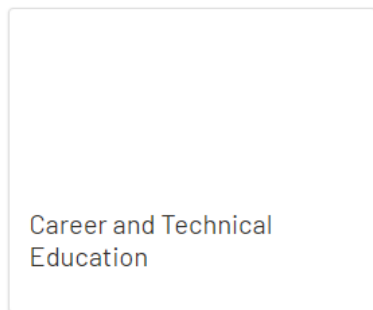
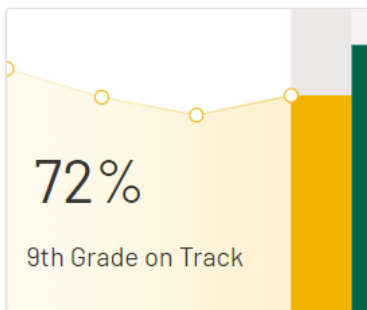
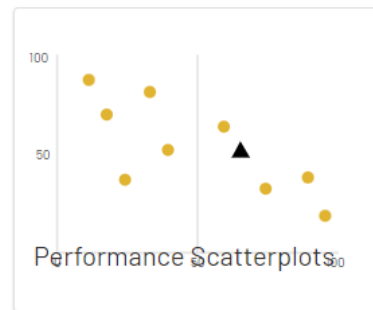
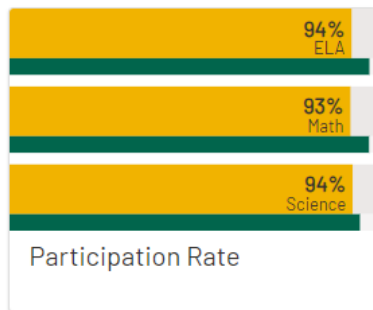
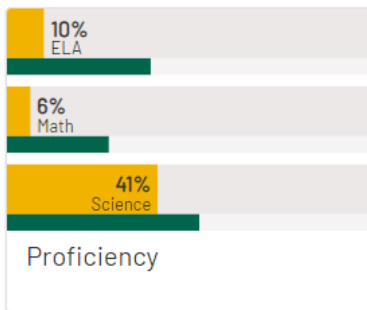
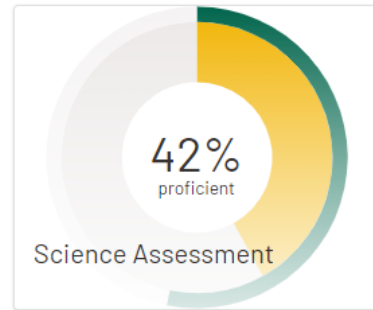
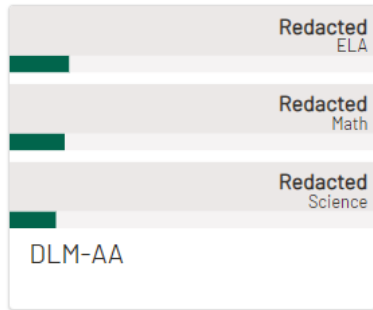
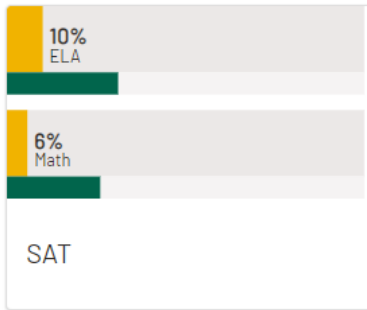
No Data

School Improvement Funds



Academic Progress

■ School
 ■ District
 ■ State



All Students ▾

Indicator Score ▾

2024 ▾

Overall Index Score
58.60
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency 23.63/100	Graduation Rate 75.85/100	9th Grade On Track 14.45/100	Science Proficiency 70.75/100
Math Proficiency 16.05/100	ELPcP 17.48/100	Chronic Absenteeism 59.71/100	Climate Survey 91.67/100

Indicator Weight Distribution



TF South Report Card Summary

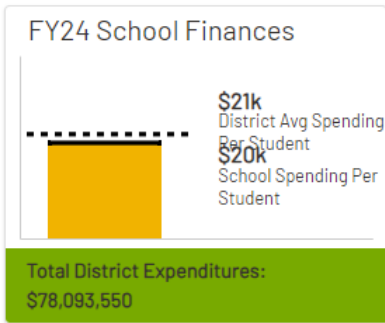
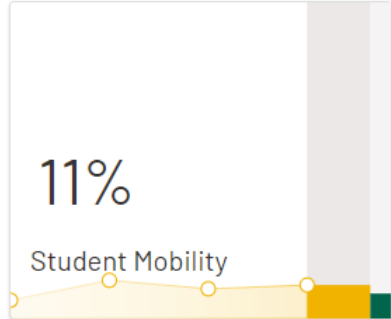
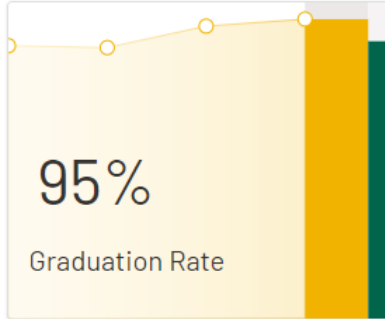
School Snapshot

■ School ■ District ■ State

Summative Designation

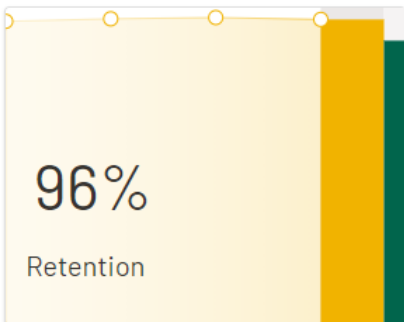
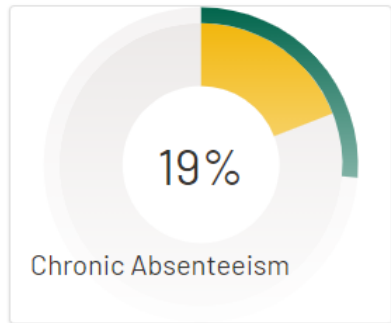
Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 87%, and whose performance is **not in the top 10%** of schools statewide.



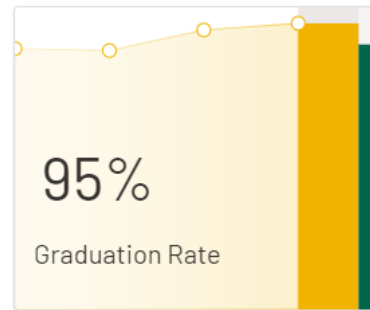
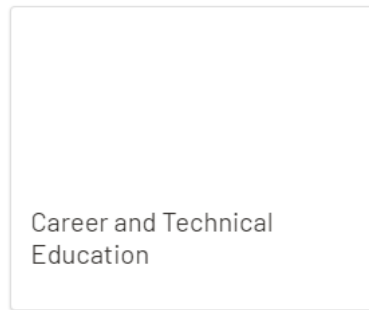
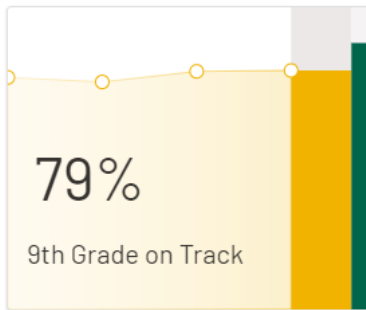
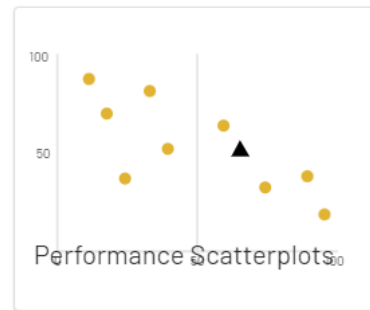
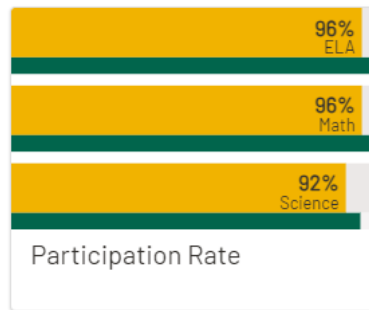
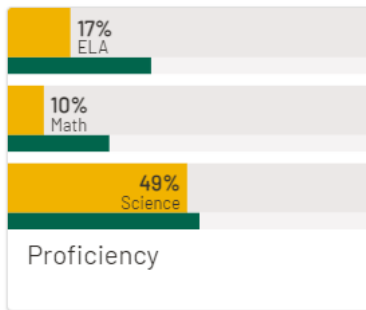
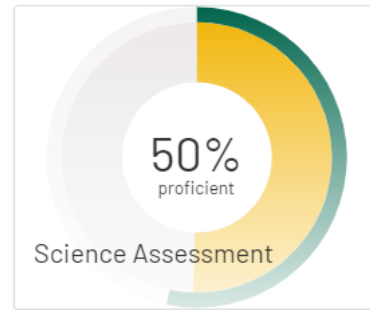
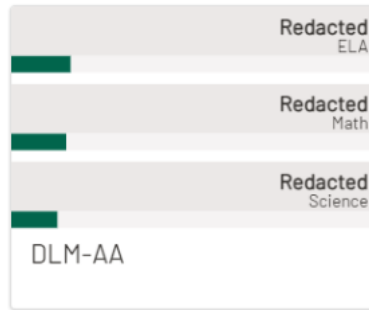
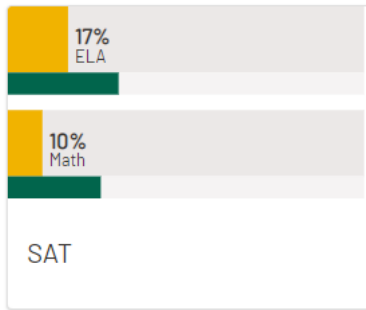
No Data

School Improvement Funds



Academic Progress

■ School
 ■ District
 ■ State



All Students ▾

Indicator Score ▾

2024 ▾

Overall Index Score
74.93
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency 41.04/100	Graduation Rate 100.00/100	9th Grade On Track 37.40/100	Science Proficiency 82.97/100
Math Proficiency 25.47/100	ELPvP 23.69/100	Chronic Absenteeism 64.12/100	Climate Survey 76.13/100

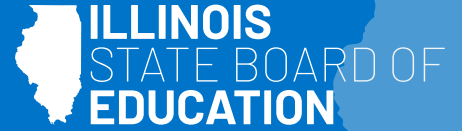
Indicator Weight Distribution





2024 ILLINOIS REPORT CARD

MULTIPLE INDICATORS OF STUDENT SUCCESS



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



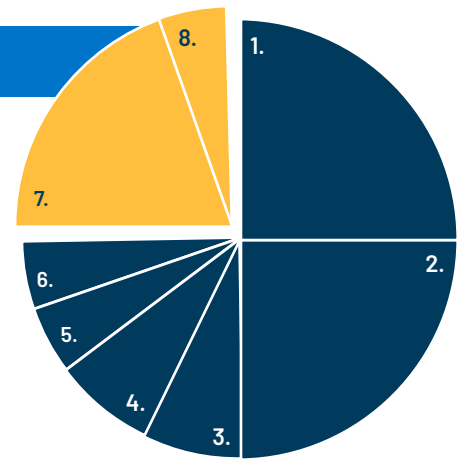
Academic Indicators

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



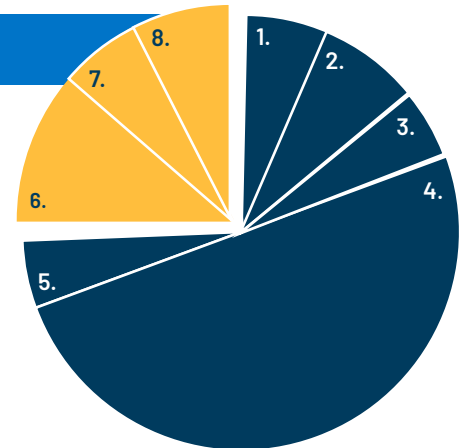
Academic Indicators

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	–	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	Available on the Report Card		
	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	–		



MEMORANDUM

Date: November 13, 2024

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 2025-2026

Recommended Action

The Department of Teaching and Learning will be seeking Board approval for the District 215 2025-2026 Curriculum Guide at the November Board meeting.

Background

Student course selections for the 2025-2026 school year will begin in 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. This year, the District 215 Curriculum Guide has been completely revamped to provide additional information that will benefit our students, families, and staff members. These changes include:

- Course sequence charts which provide a visual representation of which courses are available and in which order a student would take them.
- Career pathway charts which provide a visual representation of the Career and Technical Education courses within a pathway and the order in which a student would take them.
- Information about grading and reporting, AP vs. dual credit courses, and academic policies and definitions.
- A dual credit reference sheet which highlights District 215 courses and the college equivalent course for which dual credit will be offered as well as through which college.
- Dual credit offerings are labeled throughout the curriculum guide with this symbol .
- Course numbers have been added to course titles to assist counselors and administrators who create the master schedule with course selections for scheduling.

Additionally, the following course descriptions had revisions to reflect newly implemented curriculum and/or to more accurately reflect the content of the course:

- 21st Century Entrepreneurship
- Accounting I
- AP Language and Composition
- AP Literature
- AP Physics
- Business and Writing Concepts I and II
- Coding and App Development
- College Step Up South Suburban College and Chicago State University
- Culinary Arts I
- English 9
- Graphic Design



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- Honors Economics
- Honors Geometry
- Honors World History
- ICE Class/Job
- Introduction to Child Care
- Introduction to Culinary Arts

Finally, the following Career and Technical Education courses that are two periods in duration have been set-up differently in our Student Information System, Power School:

- Auto Tech II
- Barbering II
- Building and Construction II
- Child Care Practicum
- Collision Repair II
- Cosmetology II
- Culinary Arts II

These changes will ensure that these double-period courses will align with two different courses in the Illinois State course catalog vs. aligning only with one. The course descriptions have also been revised to highlight what is covered in the Fall vs. Spring semester.

Funding source if applicable: N/A

Attachment 2025-2026 Curriculum Guide

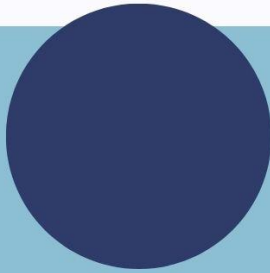


TFD 215

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HIGH SCHOOL DISTRICT 215

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THORNTON FRACTIONAL
DISTRICT 215



2025-26 CURRICULUM GUIDE HANDBOOK

Board, District, School Administration District 215 Significant Statements

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Thornton Fractional 215 Board of Education

Board Administration

Marcie Wilson	President
Diana Jackson	Vice-President
Andrea Ballard	Secretary
Charlotte Guyton	Board Member
Dominique Newman	Board Member
Jacqueline Terrazas	Board Member
Charles Townsend	Board Member

District Administration

John M. Robinzine	Superintendent	708-585-2309
Becky Szuba	Asst. Superintendent of Teaching & Learning	708-585-2388
Dr. Rena Whitten	Asst. Superintendent of Student Services and Equity	708-585-2315
Eric Mastey	Asst. Superintendent of Career Development	708-585-1116
Teresa Bishop	Executive Director of Finance	708-585-2303
April Jerger	Executive Director of Human Resources	708-585-2310
LaQuesha Martin-Dean	Director of Teaching & Learning	708-585-2394
Paul Wakefield	Chief Technology Officer	708-585-2377
Carol Brooks	Director of Career and Technical Education	708-585-1110
Tim Stephan	Director of Facilities	708-585-2316
Miguel Gutierrez	Director of Technology Operations	708-585-2390

Thornton Fractional Center for Academics & Technology / Alternative Learning

Raymond Williams	Principal	708-585-2380
Jacob Gourley	Assistant Principal	708-585-9409
Lauren Gladu	Assistant Principal of Building Control	708-585-2393
Dawn Walker	Assistant Principal of Pupil Personnel Services	708-585-9402
Tameka Fowler	Counselor (A-Z)	708-585-2346
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Career Coordinator	708-585-1150

Thornton Fractional North

Brian Rucinski	Principal	708-585-1001
Mychael Webb	Asst. Principal of Curriculum and Instruction	708-585-1002
Christin Passarelli	Asst. Principal of Pupil Personnel Services	708-585-1003
Joshua Humphrey	Asst. Principal of Building Control	708-585-1004
Tashara Tate	Student Services Coordinator	708-585-1025
DeVale Stubbs	Athletic Director	708-585-1027
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Career Coordinator	708-585-1150
Allison Braasch	Counselor(A-D)	708-585-1018
Juanita Medina	Counselor (E-K)	708-585-1032
Lauri Like	Counselor (L-Ri)	708-585-1019
Susan Olson	Counselor (RO-Z)	708-585-1020

Thornton Fractional South

Lisa Boucher- Daniels	Principal	708-585-2006
Paula Nardi	Asst. Principal of Curriculum and Instruction	708-585-2008
John O'Rourke	Asst. Principal of Pupil Personnel Services	708-585-2015
Cassandra Brackenridge	Asst. Principal of Building Control	708-585-1098
Brian Berghold	Student Services Coordinator	708-585-2124
Marc Brewe	Athletic Director	708-585-2063
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Career Coordinator	708-585-1150
Matt Johnson	Counselor (A-COF)	708-585-2021
Nicole Burk	Counselor(COG-GRE)	708-585-2023
Jeff Majewski	Counselor (GRI-LEE)	708-585-2014
Angela Shama	Counselor (LEF-OS)	708-585-2196
Marcia James	Counselor (OT-SM)	708-585-2020
Lillana Riordan	Counselor (SN-Z)	708-585-2022

District 215 Statements

Mission Statement

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

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.

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.

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.

Statement of Instructional Excellence

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

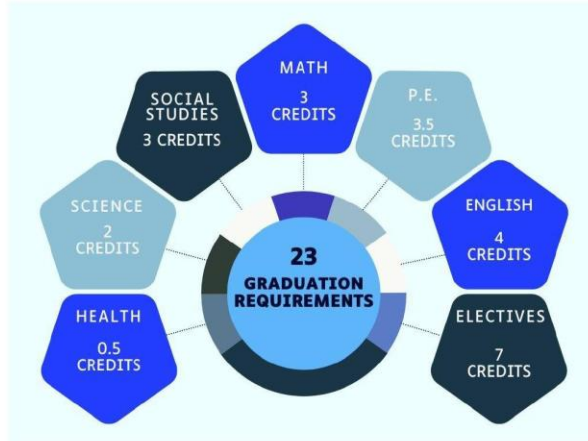
District 215 Commitment to Diverse Learners

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

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. PE waivers are awarded for specific courses in accordance with District 215 Board Policy # 6:310.



QUALIFYING FOR A THORNTON FRACTIONAL DIPLOMA

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

CURRICULUM & INSTRUCTION

Thornton Fractional Township High School requires students to successfully complete 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



ACADEMIC POLICIES AND DEFINITIONS

The District 215 mission is to provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community. With this in mind, all students should select the most challenging program for their ability. Students will develop a Four-Year Academic Plan. The Four-Year Academic Plan should be developed through discussions among the student, parent/guardian, faculty and counselor. The student's Four-Year Academic Plan will serve several goals:

1. *Students and their parent/guardians will engage in a process designed to identify and clarify post-high school aspirations.*
2. *Post-high school aspirations will be matched with a recommended Four-Year Academic Plan.*
3. *Ongoing exploration of post-high school interests and goals will occur throughout the student's high school career and, if needed, the Four-Year Academic Plan will be modified accordingly.*

TITLE I PROGRAMS

District 215 pursues funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain:

1. *A process for continually involving parents/guardians in its development and implementation*
2. *How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement*
3. *The means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and*
4. *Other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.*

ASSIGNMENT OF CREDIT

1. Frame of Reference:

- A) *All grading and credit shall be based upon a semester organization.*
- B) *Students normally shall be enrolled in a year course for the entire year. To fulfill a graduation requirement, students must receive credit for each semester required.*

2. Procedure for Regular Enrollment:

- A) *Students who successfully complete a semester course shall be awarded one half (.50) credit.*
- B) *Students who must drop a year course at the end of the first semester, due to unforeseen circumstances, will be awarded one half (.50) credit if they have satisfactorily completed the semester's work.*
- C) *Students who successfully complete both semesters of a full year course will be awarded one half (.50) credit at the end of each semester.*
- D) *Students who pass the first semester, but fail the second semester of a year course will be awarded one half (.50) credit at the end of the first semester and no credit for the second semester, unless the student enrolls in and successfully completes a credit recovery option.*
- E) *As a general rule if students fail the first semester of a year-long course, they will continue in the course second semester and have the opportunity to earn one half (.50) credit upon successful completion of coursework second semester.*

3. Other Means to Earn Credit:

- A) *Credit Recovery*
- B) *Summer School*
- C) *Virtual Success Academy*
- D) *Virtual Academic Recovery*
- E) *Student who demonstrates proficiency according to District 215's academic criteria: High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as pass with no letter grade.*
- F) *High School Credit for Non-District Experiences* *The student seeding credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which if any non-district courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.*



ACADEMIC POLICIES AND DEFINITIONS

ACCELERATED PLACEMENT PROGRAM

The Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student. Parents/Guardians and students who are interested in this program should contact the students' Guidance Counselor. Beginning with the 2024-2025 school year and beyond, any student who meets or exceeds state standards in ELA, Math, or Science will be automatically enrolled in the next most rigorous level of coursework or will be given the option to enroll in coursework that better aligns with the students' post-secondary goals.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program provides students with the opportunity to pursue college-level studies while still in high school and to receive advanced placement and/or credit when entering college. These courses provide students with an opportunity to take an AP exam. Exam fees are assessed per year. Advanced Placement (AP) Courses are offered by the Business, English Mathematics, Music, Science, Social Studies, and World Language Departments.

CHANGES IN COURSE SELECTION

Because of the complexities of balancing class sizes, staffing, room allocations, etc., the school reserves the right to adjust any student schedule to better meet overall needs. The master schedule of classes is determined by completed registration requests from students and is considered by the administration to be final. Communication about student course selections are sent out via the Pupil Personnel Services department. All programs and course selections should be discussed by the student, parent/guardians and home school counselors. Therefore, changes in course requests after the student selection window has closed will not be permitted unless it is for one of the following reasons:

- (a) rescheduling due to failures*
- (b) rescheduling to accommodate courses completed in summer school*
- (c) rescheduling due to selection for a specialized program*
- (d) rescheduling due to a course that will not be offered or*
- (e) administrator approval.*

Once the new school year begins, a student may drop a course and transfer to another course up to the 1st ten school days of the semester with parent/guardian permission, teacher consultation and approval by the Principal or designee pending availability in other courses. Administration may transfer a student after 10 days in extenuating circumstances. Level changes are typically done at semester, but can be made prior to the conclusion of the 1st quarter of the semester. All level changes are reviewed and require parent/guardian, teacher, and counselor input. In addition, seating capacity for level changes need to be considered. Building administrators must approve all level changes.



AP VS DUAL CREDIT

AP (Advanced Placement) courses offer college-level curriculum and exams, allowing high school students to potentially earn college credit based on their AP exam scores. Dual Credit courses, on the other hand, are college-level classes taken at the high school that provide students with both high school and college credits simultaneously. While AP credits are awarded based on exam performance, Dual Credit courses offer immediate college credits upon successful completion of the class.

AP

The Advanced Placement (AP) Program provides students with the opportunity to pursue college level studies while still in high school and to receive advanced placement and/or credit when entering college. Qualified, academically oriented students in ninth through twelfth grades are eligible to participate in Advanced Placement Courses.

DUAL CREDIT

Dual Credit courses offer you the opportunity to earn college credit for successfully completing a course at the high school level. In addition to earning college credit, dual credit courses offers you several benefits:

- You will have first-hand exposure to college-level work while still in high school.
- You can begin college with credits earned while you were in high school.
- You will have a smoother transition to college after the completion of high school due to the preparation a dual credit course will provide you.

AP COURSES

- AP Chemistry
- AP Calculus
- AP European History
- AP English Language & Composition
- AP English Literature & Composition
- AP Psychology
- AP United States History
- AP Music Theory
- AP Computer Science Principles
- AP Biology
- AP Physics 1
- AP Pre-Calculus
- AP Statistics
- AP Human Geography
- AP African-American Studies



WHAT IS THE
DUAL CREDIT
PROGRAM?

Students enrolled in any of the courses below are eligible to earn college credit.

Checklist for earning college credit for FREE:

1. Complete the Dual Credit Registration form in class.
2. Provide accurate information, such as mailing address, email & phone number.
3. Finish your high school course with a grade of a "C" or higher.

Earning free college credit is as easy as 1, 2, 3!

See your counselor to sign up for a dual credit course at the high school.

Any questions regarding the Dual Credit Program please contact:

Mrs. Rosalind Scaife
Early College & Career
Coordinator

RScaife@tfd215.org or 708.585.1150

Campus Codes

TFN - TF North HS.

TFS - TF South H.S.

TFC - TF Center for Academic & Technology

DUAL CREDIT OFFERINGS

Thornton Fractional District 215 Dual Credit Offerings



21st Century Entrepreneurship	(TFN, TFS, TFC)
✓ SSC Course: BUS 130 – <i>Starting Your Own Small Business</i> - 4 College Credits	
Building Construction II	(TFC)
✓ SSC Course: BLD 101 – <i>Construction Materials & Methods I Wood</i> - 4 College Credits	
Electricity II	(TFC)
✓ SSC Course: BLD 206 – <i>Construction Material & Methods for Electrical</i> - 4 College Credits	
Foundations to Teaching	(TFN, TFS)
✓ SSC Course: Edu 110 – <i>Foundation of American Education</i> - 3 College Credits	
Health	(TFN, TFS)
✓ SSC Course: HLT 101 – <i>Health & Wellness</i> - 2 College Credits	
Microsoft Office Technology	(TFN, TFS)
✓ SSC Course: MIS 101 – <i>Computer Literacy and Applications</i> - 3 College Credits	
Project Lead the Way Introduction to Engineering	(TFC)
✓ SSC Course: CAD 100 – <i>Introduction to CADD</i> - 1.5 College Credits	
✓ SSC Course: CAD 101 – <i>Basic Drawing & Design</i> - 3 College Credits	
PLTW Principles of Engineering	(TFC)
✓ SSC Course: CAD 299 - <i>Topics in Computer-Aided Design</i> – 5 College Credits	
Barbering I	(TFN)
✓ SSC Course: BAR 101 - <i>Introduction to Barbering</i> - 2 College Credits	
✓ SSC Course: BAR 102 - <i>Art of Barbering I</i> – 2 College Credits	
✓ SSC Course: BAR 103 - <i>Salon Operations I</i> – 4 College Credits	
✓ SSC Course: BAR 113 - <i>Salon Operations II</i> – 4 College Credits	
✓ SSC Course: BAR 202 - <i>Art of Barbering III</i> – 2 College Credits	
✓ SSC Course: BAR 212 - <i>Advanced Barbering I</i> – 2 College Credits	
Barbering II	(TFN)
✓ SSC Course: BAR 112 - <i>Art of Barbering II</i> – 2 College Credits	
✓ SSC Course: BAR 114 - <i>Barber Styling</i> – 2 College Credits	
✓ SSC Course: BAR 203 - <i>Art of Barbering III</i> – 4 College Credits	
✓ SSC Course: BAR 210 - <i>Chemical Services I</i> – 2 College Credits	
✓ SSC Course: BAR 213 - <i>Advanced Salon Operations I</i> – 4 College Credits	
✓ SSC Course: BAR 220 - <i>Chemical Services II</i> – 2 College Credits	
✓ SSC Course: BAR 223 - <i>Advanced Salon Operations II</i> – 4 College Credits	
✓ SSC Course: BAR 225 - <i>Barber Management</i> – 2 College Credits	
Cosmetology I	(TFN)
✓ SSC Course: COS 110- <i>Introduction to Cosmetology</i> – 2 College Credits	
✓ SSC Course: COS 111 - <i>Health and Safety</i> – 2 College Credits	
✓ SSC Course: COS 112 - <i>Intro to Health Science in Cosmetology</i> – 3 College Credits	
✓ SSC Course: COS 113 - <i>Nail Tech I</i> – 2 College Credits	
✓ SSC Course: COS 114 - <i>Hair Styling I</i> – 2 College Credits	
✓ SSC Course: COS 115 - <i>Hair Styling II</i> – 2 College Credits	
✓ SSC Course: COS 121 - <i>Salon Operations I</i> – 4 College Credits	
✓ SSC Course: COS 122 - <i>Salon Operations II</i> – 4 College Credits	
✓ SSC Course: COS 205 - <i>Hair Styling III</i> – 2 College Credits	
Cosmetology II	(TFN)
✓ SSC Course: COS 116 – <i>Esthetics</i> – 2 College Credits	
✓ SSC Course: COS 117 - <i>Nail Tech II</i> – 2 College Credits	
✓ SSC Course: COS 206 - <i>Chemical Services I</i> – 2 College Credits	
✓ SSC Course: COS 221 - <i>Salon Operations III</i> – 4 College Credits	
✓ SSC Course: COS 222 - <i>Salon Operations IV</i> – 4 College Credits	
✓ SSC Course: COS 225 - <i>Salon Management for Cosmetology</i> – 2 College Credits	
Culinary Arts II	(TFN,TFC)
✓ JJC Course: CA 105 – <i>Introduction to Culinary Arts Princ/Apps</i> - 3 College Credits	
✓ JJC Course: CA 106 – <i>Applied Food Service Sanitation</i> - 2 College Credits	

Rev. 9/2024

*JJC = Joliet Junior College *SSC= South Suburban College



GRADING & REPORTING

Student grade reports are issued at the end of each 9-week period. The semester grade is the only grade recorded on student's permanent record. Semester grades are to be based on averaging 40% for each grading period and 20% for the final examination.

GENERAL GRADING & METRICS

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59-0%

	REGULAR	HONORS	AP
A	4.0	4.4	4.8
B	3.0	3.3	3.6
C	2.0	2.2	2.4
D	1.0	1.1	1.2
F	0.0	0.0	0.0

Honor Roll with High Distinction

- A 4.00 grade point average or higher
 - No failing course grades
- Enrolled in five or more academic credit courses

Honor Roll with Distinction

- A 3.50 - 3.99 grade point average
 - No failing course grades
- Enrolled in five or more academic credit courses

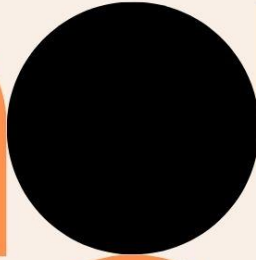
Honor Roll

- 3.00 - 3.49 grade point average
 - No failing course grades
- Enrolled in five or more academic credit courses.

Grade Point Average (GPA)

All courses will be counted toward a student's grade point average, except "Pass/Fail."

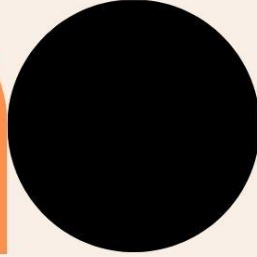
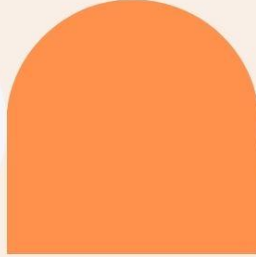
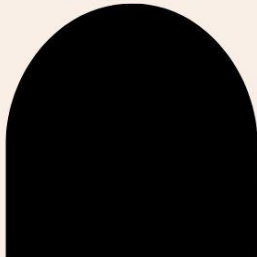




ART



DEPARTMENT



ARTS

Freshman	Sophomore	Junior	Senior
Art Fundamentals	Art Fundamentals	Art Fundamentals	Art Fundamentals
	3D Sculpting and Design	3D Sculpting and Design	3D Sculpting and Design
	Painting	Painting	Painting
	Drawing	Drawing	Drawing

ART FUNDAMENTALS 711000

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 713000

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 717000

Course Length Y *Grade Level 10-12*

Recommended Prerequisite: Art Fundamentals

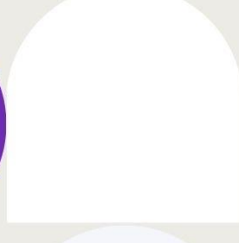
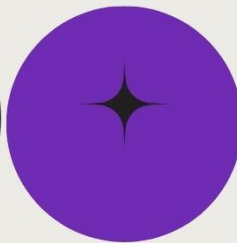
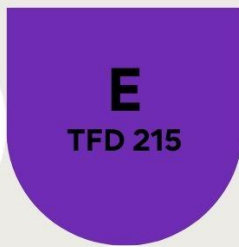
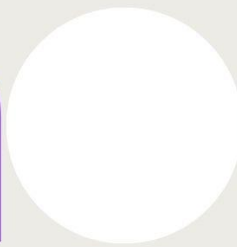
This upper-level course explores the spatial concepts of sculpture through traditional and contemporary methods, as well as translating ideas into three dimensional forms. In this course, students deal with the four basic approaches of subtraction, manipulation, addition, and substitution with historical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

DRAWING 712000

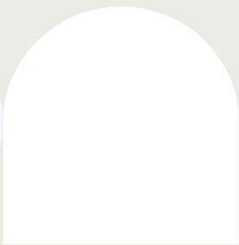
Course Length Y *Grade Level 10-12*

Recommended Prerequisite: Art Fundamentals

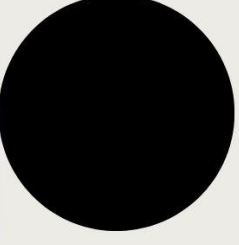
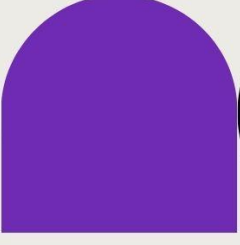
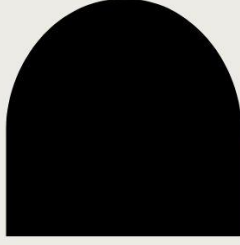
Drawing is an upper-level course that strengthens the basics laid in Art Fundamentals. Students are led through a series of drawing techniques designed to start and improve their ability. Students work with a variety of techniques and drawing mediums. This course allows students to explore and become 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.



ENGLISH



DEPARTMENT



ENGLISH

4 CREDITS

FRESHMAN

(9)

- ENGLISH 9
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II
- HONORS ENGLISH 9

SOPHOMORE

(10)

- ENGLISH 10
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II
- HONORS ENGLISH 10

JUNIOR

(11)

- AP LANGUAGE AND COMPOSITION
- AP LITERATURE
- ENGLISH 11
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II
- HONORS ENGLISH 11

SENIOR

(12)

- AP LANGUAGE AND COMPOSITION
- AP LITERATURE
- ENGLISH 12
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II

ELECTIVES

- SUCCESS SEMINAR-
placement only
- THEATRE ARTS I

ELECTIVES

- AFRICAN AMERICAN LITERATURE
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

ELECTIVES

- ADVANCED JOURNALISM NEWSPAPER
- ADVANCED JOURNALISM YEARBOOK
- AFRICAN AMERICAN LITERATURE
- CREATIVE WRITING
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

ELECTIVES

- ADVANCED JOURNALISM NEWSPAPER
- ADVANCED JOURNALISM YEARBOOK
- AFRICAN AMERICAN LITERATURE
- CREATIVE WRITING
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

ENGLISH 9 113000

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 114023

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. 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 12000E

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 the individual needs of the student in regard 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 123500

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 124023

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 structures, which builds on students' exploration of individual identity in English 9/Honors English 9. In Honors English 10, students transition to examining their identity as an American citizen through the study of American Literature and its inherent connections to American history. Students study American Literature, develop expository, persuasive, and analytical writing skills, and extend vocabulary development, which parallels 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 133500

Course Length Y *Grade Level 11*

The thematic focus of English 11 is the study of one's culture, race, and identity through various fiction and 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 134023

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 skill is preparation for a senior year Advanced Placement course. The thematic focus of Honors English 11 is the study of one's culture, race, and identity through various nonfiction readings from around the globe. While Honors English 10 focuses on the study of these themes through American Literature, Honors 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.

ENGLISH LANGUAGE LEARNER I 111201

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 requirements. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

ENGLISH LANGUAGE LEARNER II 111202

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 requirements. 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 144500

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 134400

(college credit available)

Course Length Y *Grade Level 11-12*

Recommended Prerequisite: 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 nonfiction, and students learn to apply the concepts associated with Rhetorical Analysis. There is an emphasis on discussion, the writing process, research, and evaluating sources in order to strengthen critical thinking and the skills involved in constructing arguments. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

AP LITERATURE 144400 (college credit available)

Course Length Y *Grade Level 11-12*

Recommended Prerequisite: 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 research skills. The opportunity to analyze and discuss 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 with the opportunity to earn college credit prior to leaving high school.

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 the classroom content.

ADVANCED JOURNALISM – NEWSPAPER 154100

Course Length 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 154200

Course Length 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 used 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 181600

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 157000

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.

MEDIA ANALYSIS 181700

Course Length S *Grade Level 10-12*

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).

SPEECH 183500

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 181100

(T.F. South only)

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 181200

(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.

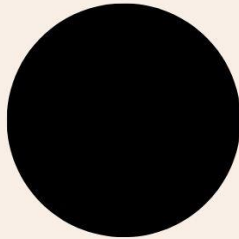
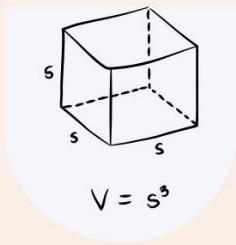
THEATRE PRODUCTION 181300

(T.F. South only)

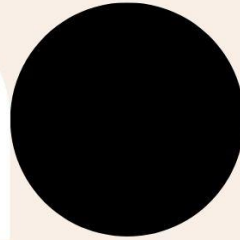
Course Length Y *Grade Level 10-12*

Prerequisite: Theatre Arts I or Instructor's approval

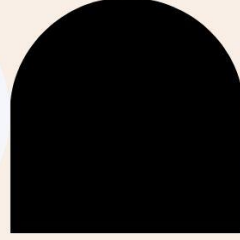
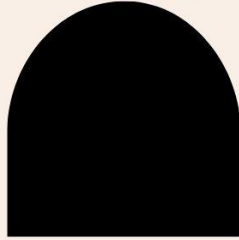
This elective course provides students with the opportunity to examine the production elements of theatre arts through play analysis, design, construction, and dramaturgy. Students are expected to design and create various production elements such as sets, costumes, and props. Actual TF South Drama productions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



MATHEMATICS



DEPARTMENT



MATHEMATICS

3 CREDITS

FRESHMAN

(9)

- ALGEBRA I
- HONORS ALGEBRA I
- HONORS GEOMETRY

SOPHOMORE

(10)

- GEOMETRY
- HONORS ALGEBRA II
- HONORS GEOMETRY

JUNIOR

(11)

- ALGEBRA II
- AP PRE-CALCULUS
- AP STATISTICS
- HONORS ALGEBRA II
- PRE-CALCULUS

SENIOR

(12)

- AP CALCULUS
- AP PRE-CALCULUS
- AP STATISTICS
- *COLLEGE PREPATORY MATH
- PRE-CALCULUS
- STATISTICS

** Placement based on specific criteria*

ALGEBRA I 513000

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 516023

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 533000

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 523000

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 524023

Course Length Y *Grade Level 9-10*

Recommended Prerequisite: Passed 8th Grade Algebra 1 Proficiency Exam, Successful Completion of Honors Algebra 1, or Successful Completion of Algebra 1 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 544100

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 534023

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. Students 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 543100

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 544200

(college credit available)

Course Length Y *Grade Level 11-12*

Recommended Prerequisite: Successful completion of Honors Algebra II

AP Precalculus is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. The course follows the recommended Advanced Placement Precalculus outline. Students will study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

AP CALCULUS 545000

(college credit available)

Course Length Y *Grade Level 12*

Recommended Prerequisite: Successful completion of AP 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 with the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

AP STATISTICS 543400

(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.*

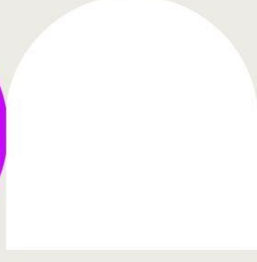
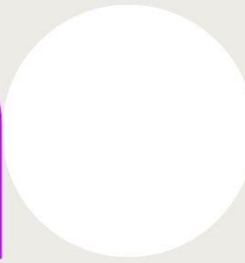
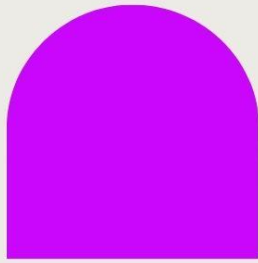
AP Statistics is equivalent to a one-semester introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Additionally, students will be exposed to four major themes: exploring 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 with the opportunity to earn college credit prior to leaving high school.

COLLEGE PREPARATORY MATH 555000

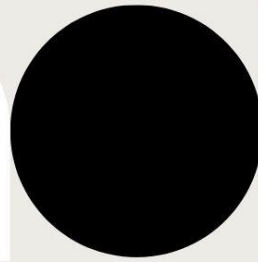
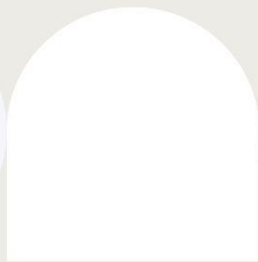
Course Length Y *Grade Level 12*

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

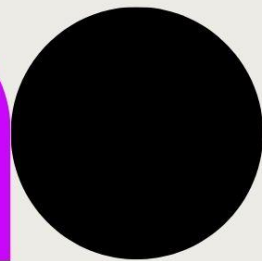
This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Students will build upon the following concepts: numeracy (operation sense, estimation, measurement, 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. ***Placement based on specific criteria**



MUSIC



DEPARTMENT



MUSIC

Performance Ensembles	Exploratory Courses (No Experience Required)	Theory & Advanced Courses
Cadet Band	Chorale	Advanced Choir
Cadet Percussion	Piano	Concert Choir
Concert Band	Guitar	AP Music Theory
Symphonic Band	Colorguard (audition required)	
	Music Design and Tech I & II	

CHORALE 721900

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 724900

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 728800

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 725900

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 791000

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 799900

(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 of 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 with the opportunity to earn college credit prior to leaving high school.

CADET PERCUSSION 728801

Course Length Y *Grade Level 9-12*

Cadet Percussion is a mix of both beginning and advanced students. Through 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 728000

Course Length Y *Grade Level 9-12*

Prerequisite: Audition and band director approval

Colorguard is the visual performing ensemble of the music department. Through 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 a solo performing visual ensemble during the second semester.

GUITAR 728700

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 will be utilized 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 728900

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 729900

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 793100

Course Length S *Grade Level 9-12*

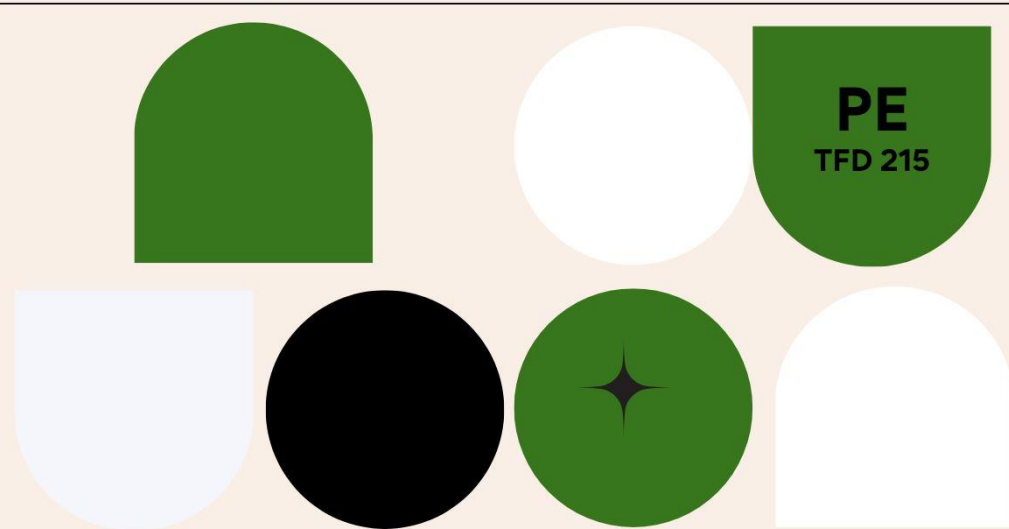
Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will study 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 793200

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/HEALTH/
DRIVER'S
EDUCATION**



DEPARTMENT



PHYSICAL EDUCATION

3.5 CREDITS

FRESHMAN

(9)

- FOUNDATIONS OF PHYSICAL EDUCATION
- HEALTH

SOPHOMORE

(10)

- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

JUNIOR

(11)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

SENIOR

(12)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

DRIVER EDUCATION

SURVEY OF PE WITH DRIVER EDUCATION (Grade Level 10-12)

- 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.

FOUNDATIONS OF PHYSICAL EDUCATION 811200

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 821000

Course Length S *Grade Level 9-10*

The intent of this course is to develop critical thinking skills where students use 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. [DC](#)

Fitness I 815410

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 817100

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 817300

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 817200

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 817500

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.

PHYSICAL EDUCATION LEADER TRAINING 814200

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 815710

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 815810

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 extracurricular 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.*

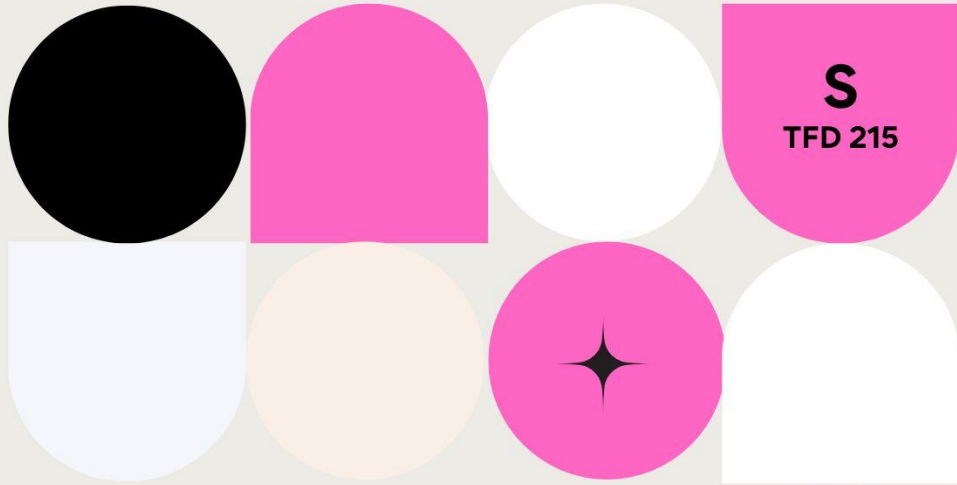
SURVEY OF PE WITH DRIVER EDUCATION 815500

Course Length S *Grade Level 10-12*

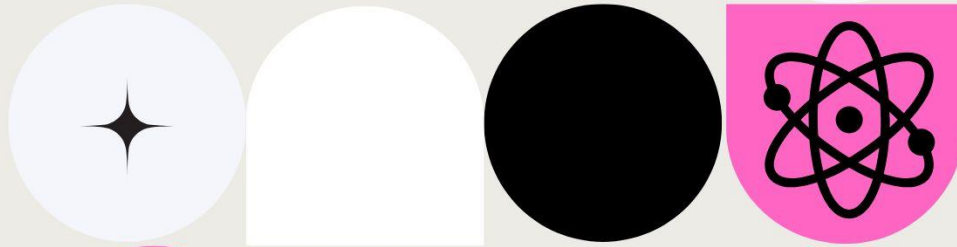
This semester course is divided into two phases. Students in this course will take the Classroom portion of Drivers Education and the Physical Education portion in the other quarter. Students who successfully complete the classroom portion of Drivers Education and meet the District's prerequisites for 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:

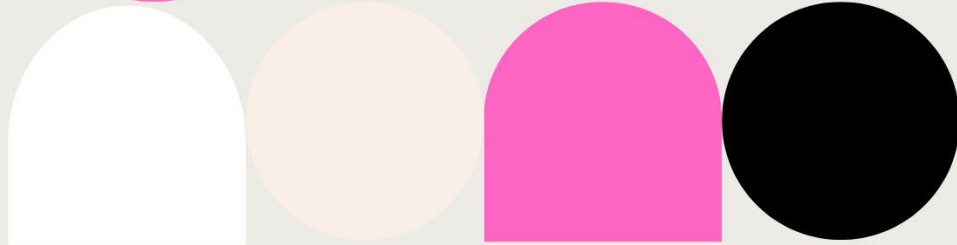
- *Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.*
- *The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling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



SCIENCE



DEPARTMENT



SCIENCE

2 CREDITS

FRESHMAN

(9)

- **BIOLOGY**
- **HONORS BIOLOGY**

SOPHOMORE

(10)

- **CHEMISTRY**
- **CHEMISTRY IN THE COMMUNITY**
- **HONORS CHEMISTRY**

JUNIOR

(11)

- **AP BIOLOGY**
- **AP CHEMISTRY**
- **PHYSICS**
- **AP PHYSICS I**
- **ANATOMY & PHYSIOLOGY**
- **CHEMISTRY**
- **CHEMISTRY IN THE COMMUNITY**
- **EARTH SCIENCE**

SENIOR

(12)

- **AP BIOLOGY**
- **AP CHEMISTRY**
- **PHYSICS**
- **AP PHYSICS I**
- **ANATOMY & PHYSIOLOGY**
- **CHEMISTRY IN THE COMMUNITY**
- **EARTH SCIENCE**

BIOLOGY 323000

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 314023

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 324100

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 353000

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 324023

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 314400

(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 with the opportunity to earn college credit prior to leaving high school.

AP CHEMISTRY 324600 (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 with the opportunity to earn college credit prior to leaving high school.

PHYSICS 355100

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 356000 (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, and mechanical waves. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

EARTH SCIENCE 351088

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 352000

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.



**SOCIAL
STUDIES**

DEPARTMENT

S
TFD 215

SOCIAL STUDIES

3 CREDITS

FRESHMAN

(9)

- AP HUMAN GEOGRAPHY
- HONORS WORLD HISTORY
- WORLD HISTORY

SOPHOMORE

(10)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- HONORS U.S. HISTORY
- U.S. HISTORY

JUNIOR

(11)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

SENIOR

(12)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

ELECTIVES

- AMERICAN DIVERSITY
- AP PSYCHOLOGY

ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- PSYCHOLOGY
- SOCIOLOGY

ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- PSYCHOLOGY
- SOCIOLOGY

WORLD HISTORY 213000

Course Length Y *Grade Level 9*

World History explores the historical background of those forces that have shaped the world. It will trace the historical development of the world from the time of the first transoceanic encounters through the modern era including, but not limited to, the fall of communism. This course emphasizes geographic, political, economic, and social forces in accordance with Illinois state guidelines.

HONORS WORLD HISTORY 214023

Course Length Y *Grade Level 9*

Honors World History examines the same content as World History with increased emphasis on primary documents and sources in preparation for continued education and the global community in the twenty-first century.

AP HUMAN GEOGRAPHY 255600

(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 landscape 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 with 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 223000

Course Length Y *Grade Level 10*

U.S. History is a mandatory course for graduation in the state of Illinois. This course introduces students to the history of the nation from the pre-Columbian times to the modern day. Students will: identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice; analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups; and analyze multiple and complex causes of events in the past.

HONORS U.S. HISTORY 224023

Course Length Y *Grade Level 10*

Honors U.S. History examines 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. This course traces political, social, and economic developments from Pre-Columbian America to modern times.

CIVICS 232100

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 235123

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 231500

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 234023

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 the 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 weighted credit will face academic challenges related to the level of assessments, content, 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 245100

(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 with 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 245000

(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 with 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.

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

PSYCHOLOGY 255000

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 255500

(college credit available)

Course Length Y *Grade Level 10-12*

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. 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 with the opportunity to earn college credit prior to leaving high school.

HISTORY OF CHICAGO 261000

Course Length S *Grade Level 11-12*

Recommended Prerequisite: U.S. History

Did you ever wonder how the “Windy City” became the dominant metropolis of the Midwest? This elective course is designed for students to explore Chicago from an economic, political, and cultural perspective. Beginning with the city’s founding, students will learn about such topics as: Fort Dearborn, the Great Fire of 1871, the World’s Columbian Exhibition of 1893, the development of unique architecture and modern-day ethnic and economic diversity exclusive to Chicago. Students will additionally explore Chicago through literature by reading excerpts Upton Sinclair’s **The Jungle** and Erik Larson’s **The Devil in the White City**.

SOCIOLOGY 251200

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 231600

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 231800

(college credit available)

Course Length Y *Grade Level 11-12*

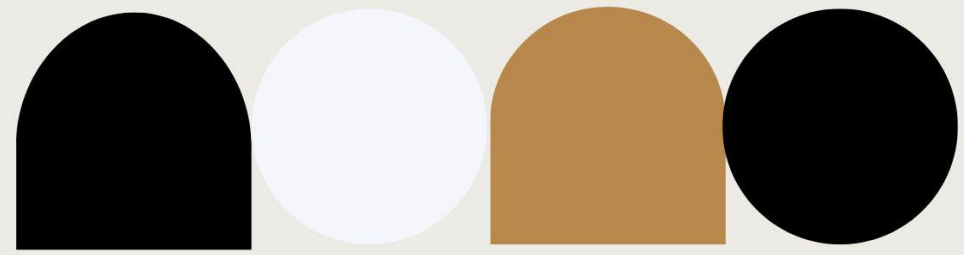
This is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given 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**



DEPARTMENT



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 523000

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.

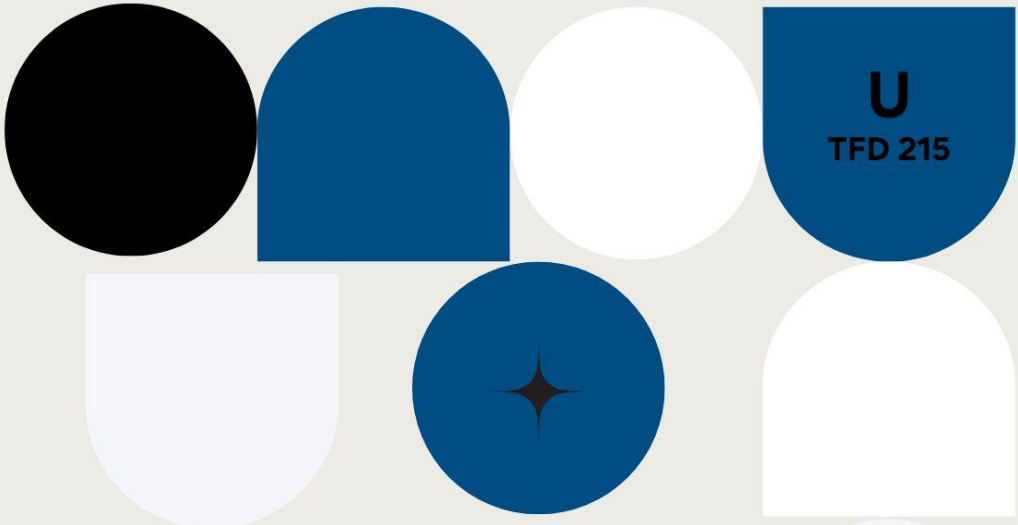
This elective course is designed to meet the unique educational, vocational, and independent living skills of the exceptional secondary student. Major topics covered in this course include: verbal and non-verbal communication, written expression, real-world math application skills, activities of daily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

LIFE SKILLS II

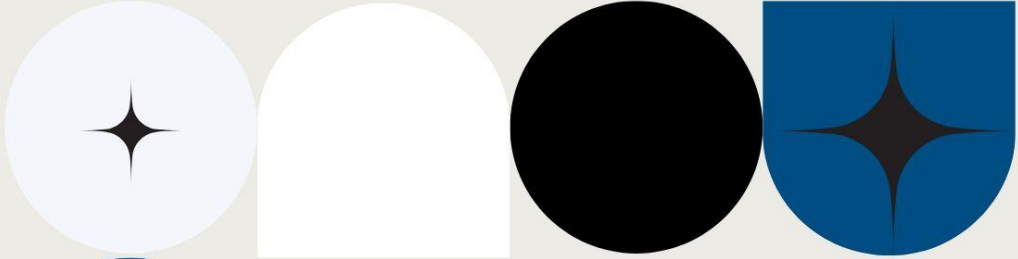
Course Length Y *Grade Level 11-12*

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 college credits at a free or reduced cost. District 215 has partnered with South Suburban College (SSC) to offer this unique opportunity for our senior students. Students must test into a 100-level course to qualify for the tuition waivers using their ACT score or SSC Placement test. 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 college credits tuition free with the partnership District 215 has with Chicago State University (CSU). Students with an unweighted grade point average (G.P.A.) of 2.75 or higher qualify for CSU's non-degree Student-At-Large program. Students can take one or two courses each 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 and 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. 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.

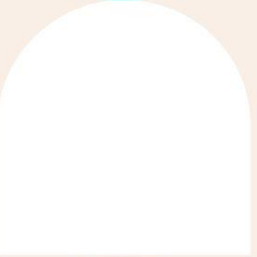
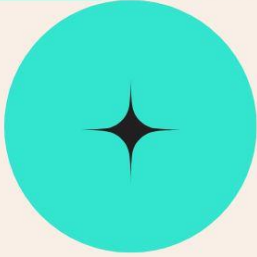
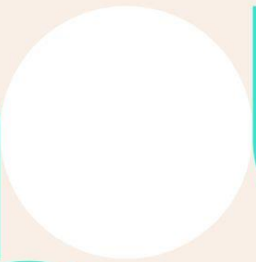
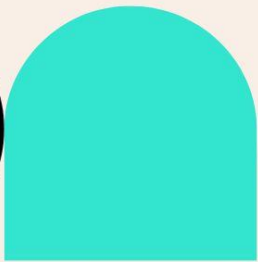
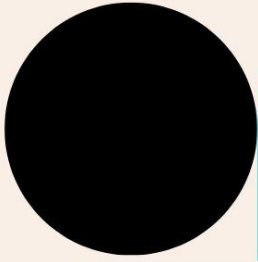
NATIONAL EQUITY LAB (NEL) PROGRAM

(start college early)

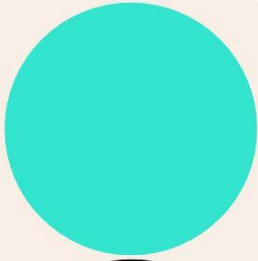
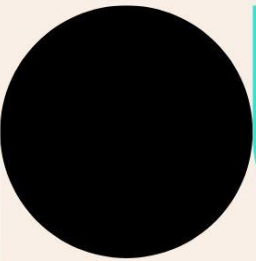
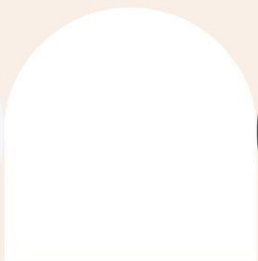
Course Length S *Grade Level 10-12*

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

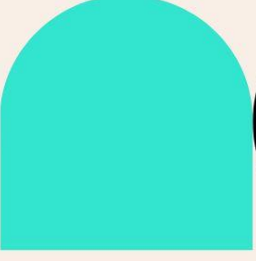
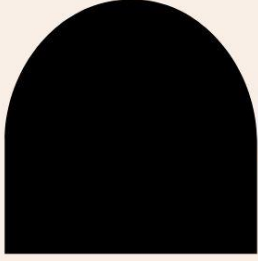
Seniors have an opportunity to earn up to 8 college credits tuition free or at a reduced tuition cost. District 215 has partnered with National Equity Lab (NEL) to deliver online college credit-bearing courses via a combination of asynchronous and synchronous learning during the regularly scheduled school 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



DEPARTMENT



WORLD LANGUAGE

French Language Program	Spanish Language Program	Spanish Heritage Learners
French I	Spanish I	Spanish Language and Culture for Heritage Learners I
French II	Spanish II	Spanish Language and Culture for Heritage Learners II
French III	Spanish III	Spanish III or AP Spanish Language
Honors French IV	Honors Spanish IV or AP Spanish Language	
	AP Spanish Literature and Culture	

FRENCH I 011000

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. French I is taught using a mixture of English and French. They will also participate in traditions and events indicative of the French-Speaking world.

FRENCH II 021000

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 II is taught with a mixture of English and French.

FRENCH III 031000

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 more complex texts with vocabulary, grammar, and visual support to develop inferencing skills. 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. French III is taught in immersive French with some English support.

HONORS FRENCH IV 042023

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. French IV is taught entirely in French with some support.

SPANISH I 013000

Course Length Y *Grade Level 9-11*

This beginning course incorporates the American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational) 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 023000

Course Length Y *Grade Level 9-12*

Prerequisite: *Successful completion of Spanish I or passing score on 8th grade Spanish proficiency exam*

This course builds on the American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational) 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 033000

Course Length Y *Grade Level 10-12*

Prerequisite: *Successful completion of Spanish II*

Spanish III continues to develop American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational), 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 054000

(college credit available)

Course Length Y *Grade Level 11-12*

Prerequisite: *Successful completion of Spanish III only with teacher recommendation or successful completion of Honors Spanish IV or Spanish Language and Culture for Heritage Learners II*

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 with the opportunity to earn college credit prior to leaving high school.

AP SPANISH LITERATURE AND CULTURE 055000

(college credit available)

Course Length Y *Grade Level 12*

Recommended Prerequisite: *Successful completion of AP Spanish Language. 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 (inter- personal, 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 with the opportunity to earn college credit prior to leaving high school.

SPANISH LANGUAGE AND CULTURE FOR HERITAGE LEARNERS I 0103100

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. Best described as a Spanish Language Arts course, Spanish Language and Culture for Heritage Learners I uses historical context to develop the American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational). Students placed in this course are required to demonstrate a level of Spanish proficiency.

SPANISH LANGUAGE AND CULTURE FOR HERITAGE LEARNERS II

0103200

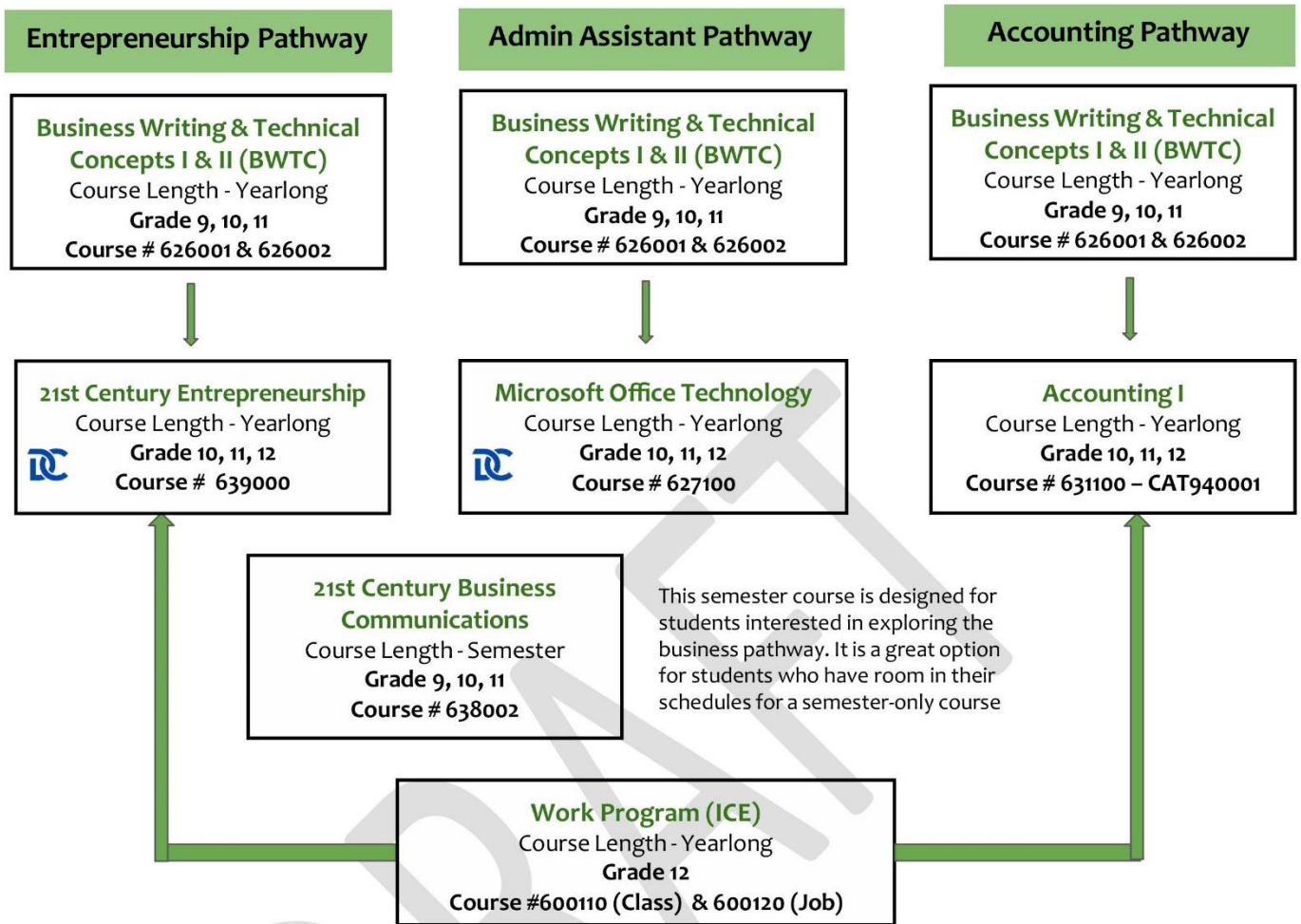
Course Length Y *Grade Level 10-12*

Prerequisite: *Successful completion of Heritage Learners 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. With an emphasis on writing and speaking this course uses historical context to teach literature and vocabulary. Best described as a Spanish Language Arts course, Spanish Language and Culture This course is offered for students who have for Heritage Learners provides students with a deeper understanding of grammar and syntax. This course is offered for students who have completed the Heritage Learners I course.



Business Management & Administration / Business Finance



Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Business Writing & Tech Concepts I	.5	.5	None	9-11
626002	Business Writing & Tech Concepts II	.5	.5	BWTC I	9-11
639000	21st Century Entrepreneurship	1	1	BWTC II	10-12
638002	21st Century Bus Communications	.5	.5	BWTC II	9-11
627100	Microsoft Office Technology	1	1	BWTC II	10-12
631100 CAT940001	Accounting I	1	1	BWTC II	10-12
600110 600120	Work Program (ICE) - Class & Job	1	2	Employed by 10 th day of school	12

- Dual Credit available

BUSINESS WRITING & TECHNICAL CONCEPTS I 626001

Course Length S *Grade Level 9-11*

Students 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. In addition, 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.


BUSINESS WRITING & TECHNICAL CONCEPTS II 626002

Course Length S *Grade Level 9-11*
Prerequisite: Business Writing & Technical Concepts I

This course provides a comprehensive overview of fundamental business concepts and the essential software tools used in the modern business environment. Students will explore key topics such as marketing, finance, management, and entrepreneurship, gaining a solid foundation in how businesses operate. In addition to theoretical knowledge, students will develop practical skills by working with popular business software applications, including spreadsheets, presentation tools, and project management software. Through hands-on projects and real-world case studies, learners will apply their understanding of business principles while enhancing their technical proficiency. By the end of the course, students will be equipped with the knowledge and skills necessary to navigate the business landscape and utilize software tools effectively, preparing them for further studies in business or entry-level roles in the workforce. Ideal for those interested in pursuing a career in business or simply wanting to understand how businesses thrive in today's economy.

MICROSOFT OFFICE TECHNOLOGY 627100

Course Length Y *Grade Level 10-12*

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. 

ACCOUNTING I 631100

Course Length Y *Grade Level 10-12*
Prerequisite: Business and Tech Concepts II or 21st Century Business Communications

Accounting is known as the “language of business” and is an integral aspect of all business activities. The prime objective of this course is to introduce students to the double-entry accounting system for sole proprietorship by using real-world applications and connections. The entire accounting cycle from transaction analysis to financial statements will be covered as well as processing payroll and personal taxes. Students will complete work through online papers, spreadsheets, assessments, and simulations. Computerized accounting software will also be used throughout the course.

WORK PROGRAM INTERRELATED COOPERATIVE EDUCATION 600110 (ICE Class) 600120 (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 instructions are 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.

21ST CENTURY BUSINESS COMMUNICATIONS 638002

Course Length S *Grade Level 9-11*


Prerequisite: Prerequisite: Business and Tech Concepts II

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.

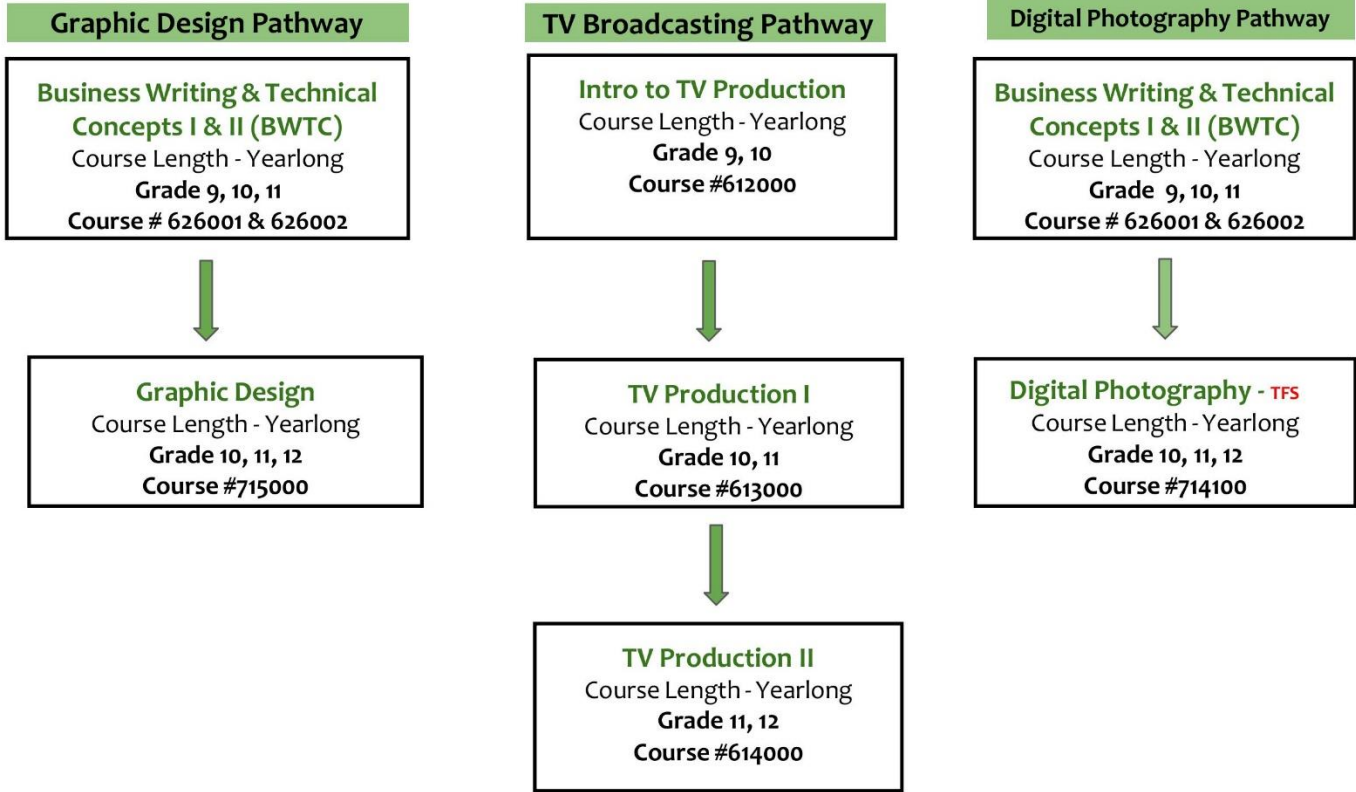
21ST CENTURY ENTREPRENEURSHIP 639000

Course Length Y *Grade Level 10-12*

Prerequisite: Business and Tech Concepts II or 21st Century Business Communications

This course equips aspiring entrepreneurs with the knowledge and skills to own and operate their businesses. Emphasis is placed on ownership, structure, goal setting, market identification, and financial planning. Students will be introduced to managerial and marketing concepts, organizational planning, basic accounting principles, and business plan development. Students will create and deliver a professional business plan presentation in a real-world 'Shark Tank' style competition. 

Arts & Communication



Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Business Writing & Tech Concepts I	.5	.5	None	9-11
626002	Business Writing & Tech Concepts II	.5	.5	Bus & Tech I	9-11
715000	Graphic Design	1	1	Bus & Tech II	10-12
714100	Digital Photography – TFS Only	1	1	Bus & Tech II	10-12
612000	Intro to TV Production	1	1	None	9-10
613000	TV Production I	1	1	Intro to TV Prod	10-11
614000	TV Production II	1	1	TV Prod I	11-12

DIGITAL PHOTOGRAPHY 714100

(T.F. South only)

Course Length Y *Grade Level 10-12*

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 715000

Course Length Y *Grade Level 10-12*

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 612000

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 613000

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 614000

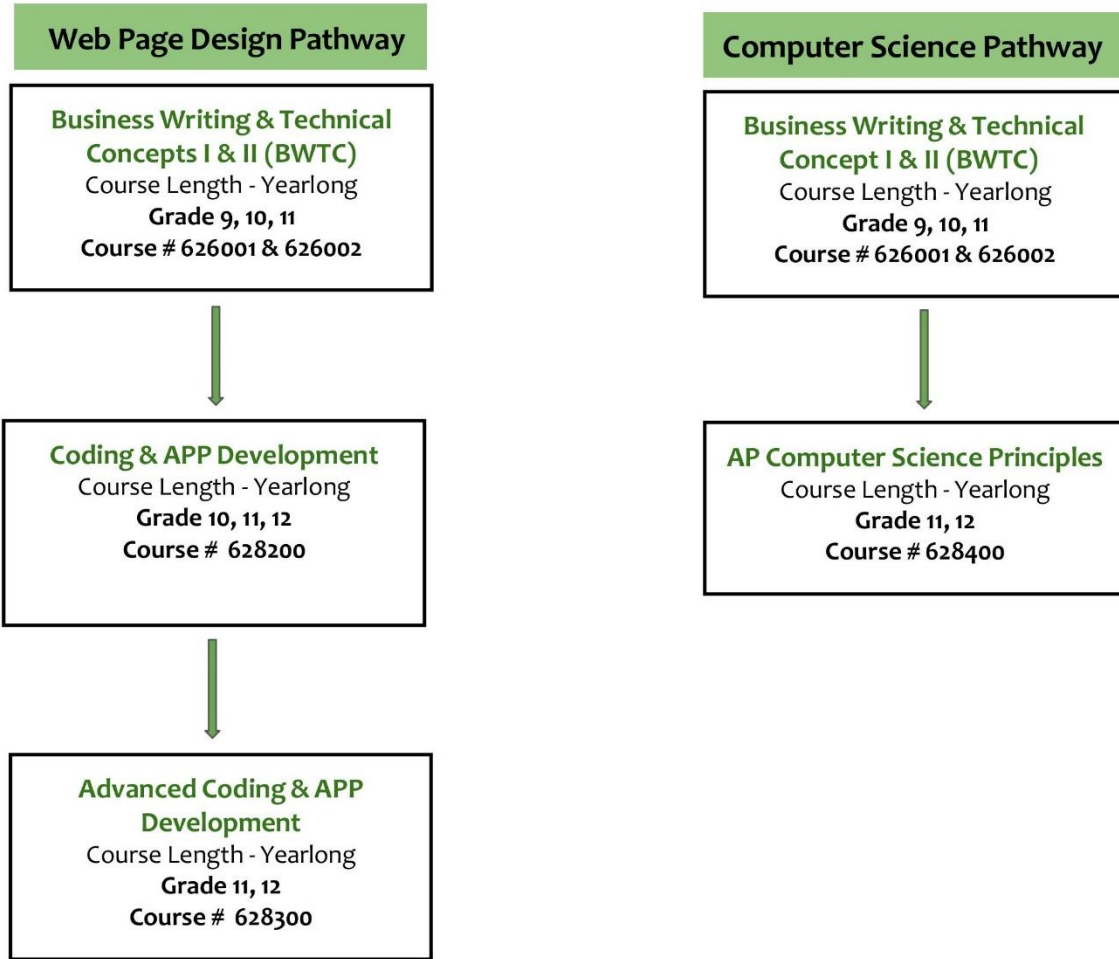
(T.F. North only)

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.

Information Technology



Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Business Writing & Tech Concepts I	.5	.5	None	9-11
626002	Business Writing & Tech Concepts II	.5	.5	BWTC I	9-11
628200	Coding & APP Development	1	1	BWTC II	10-12
628300	Advanced Coding & APP Development	1	1	Coding & App Development	11-12
628400	AP Computer Science Principles	1	1	BWTC II Successful completion of Algebra I with a 'C' or higher.	11-12

CODING, APP & WEB DEVELOPMENT 628200

Course Length Y *Grade Level 10-12*

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 628300

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.

AP COMPUTER SCIENCE PRINCIPLES 628400

(college credit available)

Course Length Y *Grade Level 11-12*

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 with the opportunity to earn college credit prior to leaving high school.

Hospitality & Tourism

Cooking & Culinary Arts Pathway



Introduction to Culinary Arts
 Course Length - Yearlong
 Grade 9, 10
 Course # 685100 – CAT940015



Culinary Arts I
 Course Length - Yearlong
 Grade 10, 11
 Course # 685300 – CAT940015



Culinary Arts II - Fall & Spring
 Course Length - Double Period - Yearlong
 Grade 11, 12
 Course # 685501 & 685502
 CAT941017 & CAT-942017

Course #	Course Title	Year	Credit	Prerequisite	Grade
685100 CAT940015	Introduction to Culinary Arts	1	1	None	9-10
685300 CAT940015	Culinary Arts I	1	1	Intro to Culinary Arts	10-11
685501 CAT941017	 Culinary Arts II - Fall	.5	1	Culinary Arts I	11-12
685502 CAT-942017	 Culinary Arts II - Spring	.5	1	Culinary Arts II - Fall	11-12

 -Dual Credit available

INTRODUCTION TO CULINARY ARTS 685100

CAT940015

Course Length Y *Grade Level 9-10*

Students will be taught basic kitchen safety skills, equipment operation, knife skills, methods of cooking, principles of safe food handling and earn their Safe Food Handler Certification.

CULINARY ARTS I 685300

CAT940016

Course Length Y *Grade Level 10-11*

Prerequisite: Introduction to Culinary Arts

Students will explore cookery with fruits and vegetables, practice enhanced knife skills, focus on soups, stocks and sauces, pastas and rice cookery, yeast bread cookery.

CULINARY ARTS II 685501 - FALL CAT941017

Course Length S *Grade Level 11-12*

Double Period

Prerequisite: Culinary Arts I

This double-period course is designed to continue industry standards-based instruction 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 which started in Culinary Arts I as well as research culinary careers and scholarship opportunities. [DC](#)

CULINARY ARTS II 685502 - SPRING CAT942017

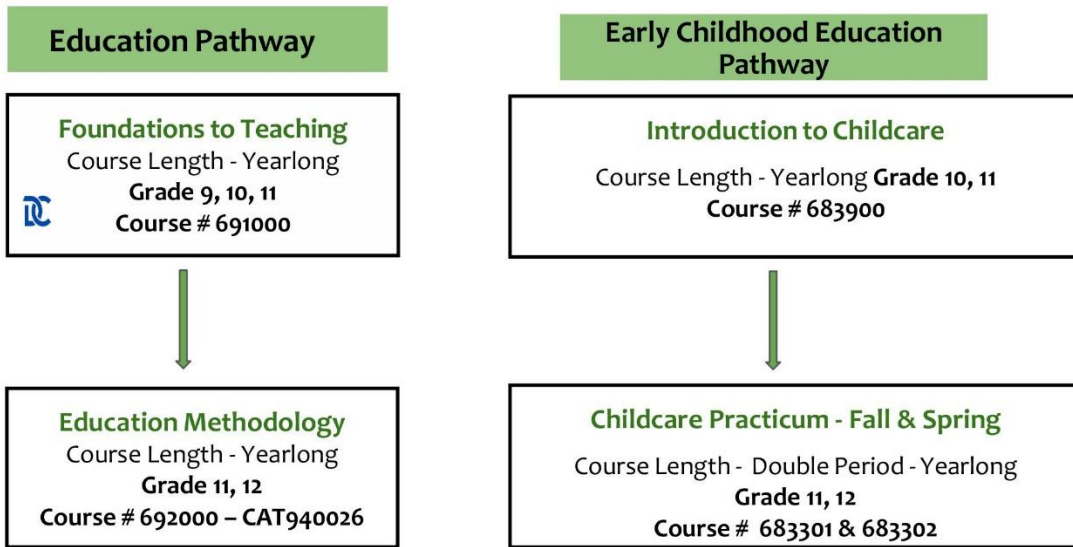
Course Length S *Grade Level 11-12*


Double Period

Prerequisite: Culinary Arts II -Fall

This double-period course is designed to provide students with workplace experience in the field related to restaurant, food, and beverage services. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise and student-led enterprise. Each skill and outcome is built upon the content and experiences covered within the Fall course. [DC](#)

Education & Training



Course #	Course Title	Year	Credits	Prerequisite	Grade
683900	Introduction to Childcare	1	1	None	10-11
683301	Childcare Practicum - Fall	.5	1	Intro to Childcare	11-12
683302	Childcare Practicum - Spring	.5	1	Childcare Practicum - Fall	11-12
691000	 Foundations to Teaching	1	1	None	9-11
692000 CAT940026	Education Methodology	1	1	Foundations to Teaching	11-12

 -Dual Credit available

FOUNDATIONS TO TEACHING 691000

Course Length Y *Grade Level 9-11*

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 to 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. [DC](#)

EDUCATIONAL METHODOLOGY 692000

CAT940026

Course Length Y *Grade Level 11-12*

Prerequisite: Foundations To Teaching

This course provides opportunities 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.

INTRODUCTION TO CHILD CARE 683900

Course Length Y *Grade Level 10-11*

Introduction to Child Care is the foundation for the childcare courses. Knowledge regarding the physical, social, emotional, and intellectual development of children from birth through preschool age. In addition, Introduction to Child Care provides students with hands-on experience through completing the Baby Think It Over simulation and practical experience through running a preschool program. The preschool program will include observational experiences and guides to further enhance students' knowledge about children's needs and behaviors. This course is designed for students who are interested in learning more about children and career fields related to human development.

CHILD CARE PRACTICUM - SPRING 683302

Course Length S *Grade Level 11-12*

Double Period

Prerequisite: Child Care Practicum Fall

This double-period course is designed to provide students with workplace experience in fields related to Early Childhood Education. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise preschool and student-led enterprise and/or apprenticeships. Each skill and outcome is built upon the content and experiences covered within the Fall course.

CHILD CARE PRACTICUM - FALL 683301

Course Length S *Grade Level 11-12*

Double Period

Prerequisite: Introduction to Child Care

Child Care Practicum provides students with an in-depth pre-school experience through running our preschool program. Students will plan lessons and implement their lessons with the preschoolers enrolled. Students will base lessons and activities on the needs and behaviors of the children enrolled. Learning how to enhance and support all different types of learners and needs of children. Students interested in careers related to the childcare field will benefit from this hands-on learning opportunity.

Transportation/Distribution/Logistics

Auto-body Collision/Repair Pathway

Introduction to Collision Repair
 Course Length - Semester - Double Period
Grade 10, 11
 Course # 671600 - CAT940005



Collision Repair I
 Course Length - Semester - Double Period
Grade 10, 11
 Course # 671700 - CAT940006



Collision Repair II - Fall & Spring
 Course Length - Double Period - Yearlong
Grade 11, 12
 Course # 671801 & 671802
 CAT941007 - CAT-942007

Automobile Mechanics

Introduction to Automotive Tech
 Course Length - Double Period - Semester
Grade 10, 11
 Course # 671300 - CAT940000



Automotive Technology I
 Course Length - Double Period - Semester
Grade 10, 11
 Course # 671400 - CAT 940001



Automotive Technology II - Fall & Spring
 Course Length - Double Period - Yearlong
Grade 11, 12
 Course # 671501 & 671502
 CAT941002 - CAT-942002

Course #	Course Title	Year	Credits	Prerequisite	Grade
671600 CAT940005	Introduction to Collision Repair	.5	1	None	10-11
671700 CAT940006	Collision Repair I	.5	1	Intro to Collision Repair	10-11
671801 CAT941007	Collision Repair II - Fall	.5	1	Collision Repair I	11-12
671802 CAT-942007	Collision Repair II - Spring	.5	1	Collision Repair II - Fall	11-12
671300 CAT940000	Introduction to Automotive Tech	.5	1	None	10-11
671400 CAT940001	Automotive Technology I	.5	1	Intro to Auto Tech	10-11
671501 CAT941002	Automotive Technology II - Fall	.5	1	Auto Tech I	11-12
671502 CAT942002	Automotive Technology II - Spring	.5	1	Auto Tech II - Fall	11-12

INTRODUCTION TO COLLISION REPAIR 671600

CAT940005

Course Length S *Grade Level 10-11*

Double Period

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 671700

CAT940006

Course Length S *Grade Level 10- 11*

Double Period

Prerequisite: Introduction to Collision Repair

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 in 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- FALL 671801

CAT941007

Course Length S *Grade Level 11-12*

Double Period

Prerequisite: Collision Repair I

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.

COLLISION REPAIR II- SPRING

671802

CAT942007

Course Length S *Grade Level 11-12*

Double Period

Prerequisite: Collision Repair II-Fall

This double-period course is designed to provide students with workplace experience in fields related to maintenance of vehicles and engine services. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise and student-led enterprise. Each skill and outcome is built upon the content and experiences covered within the Fall course.

INTRODUCTION TO AUTOMOTIVE TECHNOLOGY 671300
CAT940000

Course Length S *Grade Level 10-11*
Double Period

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 671400
CAT940001

Course Length S *Grade Level 10-11*
Double Period

Prerequisite: Intro to Automotive Technology

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 671501 – FALL
CAT941002

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

Prerequisite: Automotive Technology I

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.

AUTOMOTIVE TECHNOLOGY II 671502 – SPRING
CAT942002


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

Prerequisite: Automotive Technology II-Fall


This double-period course is designed to provide students with workplace experience in fields related to the operation of vehicles and engine services. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise and student-led enterprise and/or apprenticeships. Each skill and outcome is built upon the content and experiences covered within the Fall course.

Personal Service


Barbering Pathway

Barbering I
 Course Length - Yearlong - 4 Periods
 Grade 10, 11
 Course # 694000 & TFN940003




Barbering II - Fall & Spring
 Course Length - Yearlong - 4 Periods
 Grade 11, 12
 Course # 694101 & 694102
 TFN941003 & TFN942004

Cosmetology Pathway

Cosmetology I
 Course Length - Yearlong - 4 Periods
 Grade 10, 11
 Course # 693000 & TFN940011



Cosmetology II - Fall & Spring
 Course Length - Yearlong - 4 Periods
 Grade 11, 12
 Course # 693101 & 693102
 TFN941012 & TFN942012

Course #	Course Title	Year	Credits	Prerequisite	Grade
694000 TFN940003	 Barbering I	1	4	None	10-11
694101 TFN 941003	 Barbering II - Fall	.5	2	Barbering I	11-12
694102 TFN942004	 Barbering II - Spring	.5	2	Barbering II - Fall	11-12
693000 TFN940011	 Cosmetology I	1	4	None	10-11
693101 TFN941012	 Cosmetology II - Fall	.5	2	Cosmetology I	11-12
693102 TFN942012	 Cosmetology II - Spring	.5	2	Cosmetology I - Fall	11-12

 -Dual Credit available

BARBERING I 694000 TFN940003

Course Length Y *Grade Level 10-11*

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. [DC](#)

BARBERING II - FALL 694101

TFN941003

Prerequisite: Barbering I

Course Length S *Grade Level 11-12*

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. [DC](#)

BARBERING II - SPRING 694102

TFN942004

Course Length S *Grade Level 11-12*

Four Periods

Prerequisite: Barbering II Fall

This four-period course is designed to provide students with workplace experience in fields related to Barbering. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience which allows for student apprenticeships within the school-based enterprise, Lavish. Each skill and outcome is built upon the content and experiences covered within the Fall course. [DC](#)

COSMETOLOGY I 693000 TFN940011

Course Length Y *Grade Level 10-11*

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 licensed cosmetologists. 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. [DC](#)

COSMETOLOGY II – FALL 693101

TFN941012

Course Length S *Grade Level 11-12*

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. [DC](#)

COSMETOLOGY II - SPRING 693102

TFN942012

Course Length S *Grade Level 11-12*

Four Periods

Prerequisite: Cosmetology II -FALL

This four-period course is designed to provide students with workplace experience in fields related to Cosmetology. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience which allows for student apprenticeships within the school-based enterprise, Lavish. Each skill and outcome is built upon the content and experiences covered within the Fall course. [DC](#)

Architecture & Construction

Construction Trades Pathway

Introduction to Building & Construction

Course Length - Semester - Double Period
Grade 9, 10, 11
 Course # 652711- CAT941008



Building & Construction I

Course Length - Semester - Double Period
Grade 9, 10, 11
 Course # 652712 - CAT942008



Building & Construction II - Fall & Spring

Course Length - Yearlong - Double Period
Grade 11, 12
 Course # 652901 & 652902
 CAT941010 & CAT-942010

Electrician Pathway

Electricity I

Course Length - Yearlong
Grade 11
 Course # 663700 - CAT940018



Electricity II

Course Length - Yearlong
Grade 12
 Course # 663710 - CAT940019

Course #	Course Title	Year	Credits	Prerequisite	Grade
652711 CAT941008	Intro to Building & Construction	.5	1	None	9-11
652712 CAT942008	Building & Construction I	.5	1	Intro to Bld & Con	9-11
652901 CAT941010	Building & Construction II - Fall	.5	1	Bld & Con I	11-12
652902 CAT942010	Building & Construction II - Spring	.5	1	Bld & Con II - Fall	11-12
663700 CAT940018	Electricity I	1	1	None	11
663710 CAT940019	Electricity II	1	1	Electricity I	12

-Dual Credit available

INTRODUCTION TO BUILDING & CONSTRUCTION 652711

CAT941008

Course Length S *Grade Level 9-11*

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. Additionally, students will learn excavation, foundation systems and slabs.

BUILDING & CONSTRUCTION I 652712

CAT942008

Course Length S *Grade Level 9-11*

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. This includes floor, wall, roof systems, and 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 – FALL 652901

CAT941010

Course Length S *Grade Level 11-12*

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. 

BUILDING & CONSTRUCTION II – SPRING 652902

CAT942010

Course Length S *Grade Level 11-12*

Double Period

Prerequisite: Building & Construction II Fall

This double-period course is designed to provide students with workplace experience in fields related to Construction. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise in construction and student-led enterprise and/or apprenticeships. Each skill and outcome is built upon the content and experiences covered within the Fall course.



ELECTRICITY I 663710
CAT940018


Course Length Y *Grade Level 11*

This course provides a survey of 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 663800
CAT940019


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. 



STEM: Science, Technology, English, Math

Engineering Technology Pathway

PLTW Intro to Engineering Design
 Course Length - Yearlong - Double Period
 Grade 10, 11
 Course # 663100 – CAT940023



PLTW Principles of Engineering Design
 Course Length - Yearlong - Double Period
 Grade 11, 12
 Course # 664110 – CAT940024


Course #	Course Title	Year	Credits	Prerequisite	Grade
663100 CAT940023	 PLTW Intro to Engineering Design	1	1	None	10-11
664110 CAT940024	 PLTW Principles of Engineering Design	1	1	PLTW Intro to Engineering	11-12

 -Dual Credit available

**PLTW: INTRODUCTION TO
ENGINEERING DESIGN 663100
CAT940023**

Course Length Y *Grade Level 10-11*

Double Period

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
664110**

CAT940024

Course Length Y *Grade Level 11-12*

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.



Thornton Fractional Center for Academics and Technology Discipline Report 2023-24 Comparison								
In-School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
September 2023								
	Gross Misconduct	12	M	B	1	Smith	Character Education Lessons with ISS Coordinator and Restorative Circle	1
	Disruptive Behavior	12	M	B	3	Smith	Character Education Lessons with ISS Coordinator and Restorative Circle	3
								Cumulative Totals: 4
Out of School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
September 2023								
	Gross Misconduct	12	M	B	2	Smith	Parent Meeting with Team and Reentry Meeting with Dean	2
	Gross Misconduct	12	M	B	2	Smith	Parent Meeting with Team and Reentry Meeting with Dean	2
								Cumulative Totals: 4
Summary of September 2023								
Both students had an opportunity for mediation and adult intervention to prevent a physical altercation. Both students failed to adhere to the interventions and as an end result Stay Away Plans were implemented and behavior stopped.								
In-School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
September 2024								

	Unauth Area	12	F	B	2	Smith	Placed student on the 'No Pass' List	1
	GrossMisconduct	11	M	B	5	Smith	Parent Meeting with the team	3
	Poss SmokingMaterial	11	M	B	3	Smith	Parent Meeting with the team and recommended student for PPS support group	1
	Insubordination	11	M	H	3	Smith	Parent Meeting with the team	2
								Cumulative Totals: 7
Out of School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
September 2024								
	Fighting	11	M	B	3	Smith	Parent Meeting with the team and recommendation into PP Support Group: Healthy Decision Making	3
								Cumulative Totals: 3
Summary of September 2024								
During the month of Sept. 2024 we had a few In-School Suspensions, but they did not esscalate into additional incidences resulting in consequences. The one physical altercation occured out of the blue without any forwarning to attempt to intervene.								

Thornton Fractional Center for Academics and Technology Discipline Report 2023-24 Comparison								
In-School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
October 2023								
	Tardy	12th	F & M	B	4	Smith	Parent contact and after-school detentions	4
								Cumalative Totals: 4
Out of School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
October 2023								
								Cumalative Totals: 0
Summary of October 2023								
Good steady month with lots of reinforcement of expectations and building positive relationships, advertising interventions and supports.								
In-School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
October 2024								
	Tardy	11	M & F	B	4	Smith	Parent contact, detentions, resporative conversation with dean.	4
	Insubordination	11	M & F	B	1	Smith	Parent contact, detentions, resporative conversation with dean.	1

	Unauthorized Area	11	M & F	B	2	Smith	Parent contact, detentions, resorative conversation with dean and No Pass List.	2
	Gross Misconduct	11	M & F	B	1	Smith	Parent contact, detentions, resorative conversation with dean.	1
	Disruptive Behavior	11	M & F	B	3	Smith	Parent contact, detentions, resorative conversation with dean.	3
								Cumulative Total: 11
Out of School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
October 2024								
	Drugs	12	M	B	4	Smith	Random Locker Searches	4
	Drugs	12	M	B	5	Smith	Random Locker Searches	5
								Cumulative Totals: 9
Summary of October 2024								
Need for increasing Random Locker Searches to ensure safety.								

Thornton Fractional North October Discipline
Report 2023-24 Comparison

In-School Suspension 2023

Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
October 2023	Tardy	10	M	B	1	Evancho, Bryan		1
	Unauth Area	11	F	B	1	Evancho, Bryan		1
	Tardy	10	M	B	1	Evancho, Bryan		1
	Tardy	11	M	H	1	Evancho, Bryan		1
	Battery	10	M	B	5	Posley, Shaunwell		5
	Unauth Area	10	F	B	1	Posley, Shaunwell		1
	Tardy	10	M	B	1	Evancho, Bryan		1
	Tardy	12	F	B	1	Evancho, Bryan		1
	Excessive Tardy	11	F	B	1	Posley, Shaunwell		1
	GrossMisconduct	11	F	B	1	Hunt, Stacie		1
	GrossMisconduct	11	F	B	1	Hunt, Stacie		1
	Unauth Area	11	M	H	1	Evancho, Bryan		1
	Tardy	10	F	H	1	Evancho, Bryan		1
	Tardy	12	F	B	1	Evancho, Bryan		1
	Unauth Area	10	M	H	1	Evancho, Bryan		1
	Insubordination	12	F	B	2	Smith, Raymond		2
	Tardy	10	M	B	1	Evancho, Bryan		1
	Unauth Area	9	F	B	1	Evancho, Bryan		1
	Tardy	11	M	B	1	Evancho, Bryan		1
	Excessive Tardy	11	M	B	1	Posley, Shaunwell		1
	Disrupt Behav	10	F	B	1	Hunt, Stacie		1
	Unauth Area	12	M	B	1	Evancho, Bryan		1
	Tardy	10	M	B	1	Evancho, Bryan		1
	Unauth Area	11	M	H	1	Evancho, Bryan		1
	Poss/Use Weapon	10	M	B	1	Hunt, Stacie		1
	Unauth Area	9	F	B	1	Evancho, Bryan		1
	Tardy	10	M	H	1	Evancho, Bryan		1
	Unauth Area	10	F	H	1	Evancho, Bryan		1
	Tardy	10	F	B	1	Posley, Shaunwell		1
	Obs/Abus Lang	12	F	B	1	Evancho, Bryan		1
	Tardy	12	M	B	1	Evancho, Bryan		1
	Tardy	10	F	B	1	Evancho, Bryan		1
	Unauth Area	11	M	H	1	Evancho, Bryan		1
	Tardy	10	M	B	1	Evancho, Bryan		1
	Tardy	12	F	B	1	Evancho, Bryan		1
	Tardy	11	F	H	1	Evancho, Bryan		1
	Tardy	10	M	B	1	Evancho, Bryan		1
	Tardy	11	M	H	1	Evancho, Bryan		1
	Tardy	12	M	H	1	Posley, Shaunwell		1
	Obs/Abus Lang	12	F	B	2	Hunt, Stacie		2
	Tardy	11	M	H	1	Evancho, Bryan		1

Truancy	10	M	B	1	Hunt, Stacie	1
Tardy	11	F	B	1	Evancho, Bryan	1
Tardy	12	M	B	1	Evancho, Bryan	1
Cellphone Use	9	F	B	1	Evancho, Bryan	1
Tardy	10	M	B	1	Evancho, Bryan	1
Unauth Area	10	F	H	1	Evancho, Bryan	1
Tardy	10	M	H	1	Evancho, Bryan	1
Tardy	10	M	H	1	Evancho, Bryan	1
Tardy	11	F	B	1	Posley, Shaunwell	1
Tardy	11	M	B	1	Evancho, Bryan	1
Insubordination	11	M	B	5	Smith, Raymond	5
Unauth Area	11	M	B	1	Evancho, Bryan	1
Tardy	11	F	H	1	Evancho, Bryan	1
Obs/Abus Lang	10	M	B	1	Evancho, Bryan	1
Tardy	10	M	B	1	Evancho, Bryan	1
Tardy	11	M	B	1	Evancho, Bryan	1
Unauth Area	11	M	H	1	Evancho, Bryan	1
Tardy	10	F	B	1	Evancho, Bryan	1
Truancy	12	M	H	0.5	Hunt, Stacie	0.5
Tardy	10	M	B	1	Evancho, Bryan	1
Fighting	11	M	H	2	Evancho, Bryan	2
Unauth Area	12	F	H	1	Hunt, Stacie	1
GrossMisconduct	10	M	B	1	Evancho, Bryan	1
GrossMisconduct	10	F	H	1	Hunt, Stacie	1
GrossMisconduct	10	F	B	1	Hunt, Stacie	1
Unauth Area	12	F		1	Evancho, Bryan	1
Tardy	10	M	H	1	Evancho, Bryan	1
Excessive Tardy	10	F	B	1	Posley, Shaunwell	1
Unauth Area	10	M	H	1	Posley, Shaunwell	1
Poss SmokingMaterial	11	M	H	1	Evancho, Bryan	1
Unauth Area	11	F	B	1	Hunt, Stacie	1
Tardy	11	M	B	1	Evancho, Bryan	1
Tardy	11	F	H	1	Evancho, Bryan	1
Tardy	12	M	B	1	Evancho, Bryan	1
Reckless Endang	12	F	B	2	Smith, Raymond	2
Excessive Tardy	10	F	B	1	Posley, Shaunwell	1
Disrupt Behav	11	F	B	1	Hunt, Stacie	1
Poss SmokingMaterial	10	M	B	1	Evancho, Bryan	1
Unauth Area	10	F	H	1	Hunt, Stacie	1
Tardy	11	M	B	1	Evancho, Bryan	1
Tardy	11	M	H	1	Evancho, Bryan	1
Tardy	11	M	H	1	Evancho, Bryan	1
						94.5

Cumalative Totals:	94.5
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Out of School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
October 2023								
	Smoking	10	M	H	1	Hunt	Dean's Office parent contacts, meeting with social worker, referral to BAM	1
	Gross Misconduct	9	M	B	1	Posley	Dean's Office/teacher parent contacts, student receives IEP services	1
	Drugs or Alcohol Possession	10	M	B	1	Posley	Dean's Office/teacher parent contact	1
	Weapon/Lookalike	12	F	B	3	Hunt	Dean's Office/teacher parent contact, receives IEP services, recommended for girls group	3
	Fighting	10	M	B	3	Posley	Dean's Office/teacher parent contacts, mediation, reentry meeting	3
	Fighting	10	M	H	2	Evancho	Mediation, introduction to Conflict Resolution Specialist	2
	Smoking	9	M	B	1	Hunt	Dean's Office parent contacts, 2 teacher referrals to PPS 9/29 and 10/11, reentry meeting	1
	Battery	10	F	H	3	Hunt	Dean's Office /teacher parent contacts	3
	Possession of Smoking Materials	10	M	B	1	Evancho	Dean's Office /teacher parent contacts, referral to BAM	1
	Drugs & Alcohol Pos	10	M	B	1	Evancho	Dean's Office/ teacher-parent contacts, student- teacher meeting, reentry meeting, PPS email regarding academics	1
	Insubordination	10	M	B	1	Posley	Meet with parent in August to discuss new year new start, participation in BAM, parent contacts	1
	Fighting	10	M	B	1	Hunt	Parent contacts, social worker, new seat to reduce distractions	1
	Gross Misconduct	9	M	B	2	Posley	Restorative conversation with Dean Posley, meeting with Counselor Like, parent contacts	2
	Insubordination	12	M	B	1	Posley	Parent meeting, parent contact, school psychologist minutes, student-teacher meetings	1
	Gross Misconduct	11	F	B	1	Posley	Parent meeting, parent contact, school psychologist minutes, student-teacher meetings	1
Summary of October 2023	Drugs & Alcohol Pos	10	M	H	1	Evancho	Dean's Office/teacher parent contacts, reentry meeting	1
The majority of our ISS days came from tardies and students being in unauthorized areas. For out of school suspensions, we had two altercations for the month and mediated the students when they returned. For the other out of school suspension days, students completed a re-entry meeting that focused on restorative measures.	Drugs & Alcohol Pos	12	M	B	1	Hunt	Restorative conversation with Dean Hunt, parent contacts	1
	Smoking	10	M	B	1	Posley	Parent contacts, social worker, Conflict Resolution Specialist	1
	Battery	9	M	B	3	Posley	Parent meeting, Conflict Resolution Specialist, parent contacts	3
	Drugs & Alcohol Pos	9	M	B	1	Posley	Parent contact, school psychologist minutes, student-teacher meetings	1
	Cumulative Totals:							30

In-School Suspension 2024

Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
October 2024	Failed Lunch Det	11	F	B	2	Hunt, Stacie	Character Education with ISS Coordinator	2
	Property Damage	10	M	H	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Unauth Area	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Unauth Area	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Unauth Area	10	F	H	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Unauth Area	11	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Unauth Area	11	M	H	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Unauth Area	12	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	GrossMisconduct	9	F	B	1	Posley, Shaunwell	Character Education with ISS Coordinator	1
	Unauth Area	10	M	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Reckless Endang	9	M	B	2	Hunt, Stacie	Character Education with ISS Coordinator	2
	Fighting	10	F	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Fighting	11	F	B	3	Evancho, Bryan	Character Education with ISS Coordinator	3
	Unauth Area	9	F	H	1	Posley, Shaunwell	Character Education with ISS Coordinator	1
	Battery	9	F	B	5	Hunt, Stacie	Character Education with ISS Coordinator	5
	GrossMisconduct	9	F	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Unauth Area	10	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	GrossMisconduct	9	M	B	2	Evancho, Bryan	Character Education with ISS Coordinator	2
	GrossMisconduct	11	M	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Unauth Area	12	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	GrossMisconduct	10	F	B	2	Evancho, Bryan	Character Education with ISS Coordinator	2
	Insubordination	9	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Unauth Area	9	M	B	1	Posley, Shaunwell	Character Education with ISS Coordinator	1
	Fighting	10	M	B	3	Posley, Shaunwell	Character Education with ISS Coordinator	3
	Drugs/Alco Poss	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Drugs/Alco Poss	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Drugs/Alco Poss	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Drugs/Alco Poss	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Unauth Area	11	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Tardy	9	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Tardy	9	M	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Theft	10	M	B	2	Hunt, Stacie	Character Education with ISS Coordinator	2
	Unauth Area	10	M	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Drugs/Alco Poss	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Insubordination	10	M	B	1	Posley, Shaunwell	Character Education with ISS Coordinator	1
	Unauth Area	10	M	B	1	Posley, Shaunwell	Character Education with ISS Coordinator	1
	Unauth Area	10	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Fighting	11	M	B	4	Hunt, Stacie	Character Education with ISS Coordinator	4
	Unauth Area	10	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1
	Drugs/Alco Poss	12	M	H	3	Hunt, Stacie	Character Education with ISS Coordinator	3
	Unauth Area	11	F	B	1	Hunt, Stacie	Character Education with ISS Coordinator	1

	Unauth Area	10	F	H	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Unauth Area	10	M	B	1	Evancho, Bryan	Character Education with ISS Coordinator	1
	Failed Tch Det	10	M	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Smoking	11	F	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Tardy	11	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	9	F	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Tardy	10	M	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Disrupt Behav	9	M	B	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	GrossMisconduct	10	M	B	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Poss SmokingMaterial	9	M	H	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	GrossMisconduct	9	M	B	2	Evancho, Bryan	Life Skills Link - SEL Curriculum	2
	Unauth Area	11	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Obs/Abus Lang	9	F	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	GrossMisconduct	10	M	H	3	Hunt, Stacie	Life Skills Link - SEL Curriculum	3
	Unauth Area	9	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	10	F	B	2	Hunt, Stacie	Life Skills Link - SEL Curriculum	2
	Drugs/Alco Poss	10	F	B	2	Posley, Shaunwell	Life Skills Link - SEL Curriculum	2
	Unauth Area	10	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	10	M	H	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	H	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Reckless Endang	11	M	H	3	Hunt, Stacie	Life Skills Link - SEL Curriculum	3
	Drugs/Alco Poss	10	F	B	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	Poss SmokingMaterial	10	M	H	2	Evancho, Bryan	Life Skills Link - SEL Curriculum	2
	Reckless Endang	11	M	H	2	Evancho, Bryan	Life Skills Link - SEL Curriculum	2
	Reckless Endang	11	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	10	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	10	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Disrupt Behav	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	GrossMisconduct	10	M	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Disrupt Behav	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	10	F	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	F	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	11	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	12	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	12	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Insubordination	10	M	B	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	GrossMisconduct	10	M	B	1	Hunt, Stacie	Life Skills Link - SEL Curriculum	1
	Theft	9	M	B	3	Hunt, Stacie	Life Skills Link - SEL Curriculum	3

	Disrupt Behav	9	M	B	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	F	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	B	3	Hunt, Stacie	Life Skills Link - SEL Curriculum	3
	Disrupt Behav	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	10	M	B	1	Posley, Shaunwell	Life Skills Link - SEL Curriculum	1
	GrossMisconduct	9	F	B	2	Posley, Shaunwell	Life Skills Link - SEL Curriculum	2
	Unauth Area	12	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	12	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	F	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Insubordination	9	F	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	11	M	H	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Fighting	9	M	B	3	Evancho, Bryan	Life Skills Link - SEL Curriculum	3
	Mob Action	9	M	B	3	Hunt, Stacie	Life Skills Link - SEL Curriculum	3
	Fighting	9	M	B	2	Hunt, Stacie	Life Skills Link - SEL Curriculum	2
	Excessive Tardy	9	M	B	2	Posley, Shaunwell	Life Skills Link - SEL Curriculum	2
	Fighting	9	M	B	2	Hunt, Stacie	Life Skills Link - SEL Curriculum	2
	Mob Action	9	F	B	2	Hunt, Stacie	Life Skills Link - SEL Curriculum	2
	Tardy	10	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Unauth Area	9	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Tardy	10	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
	Fighting	10	M	B	1	Evancho, Bryan	Life Skills Link - SEL Curriculum	1
							Cumulative Totals:	151

Out of School Suspension 2024

Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
October 2024	Fighting	11	F	Black	2	Evancho, Bryan	Parent Contact, Detention, Restorative Conversation	2
	Fighting	10	F	Black	2	Evancho, Bryan	Developmental Guidance, Conversation with Social Worker	2
	Fighting	11	M	Black	3	Hunt, Stacie	Parent Contact, Dean Conference, OSS/AOS/ISS/ ReEntry Meeting, Restorative Conversation, Referral to Be Well Group, Referral	3
	Drugs/Alco Poss	12	M	Hispanic	2	Hunt, Stacie	Parent Contact, AOS, Re-Entry	2
	Battery	9	F	Black	3	Hunt, Stacie	Parent Contact with counselor, Parent Contact with Dean, Parent Contact with Truancy Social Worker	3
	GrossMisconduct	11	M	Black	1	Hunt, Stacie	Parent contact, Social Work Services, Referral for Be Well Group	1
	GrossMisconduct	9	M	Black	1	Posley, Shaunwell	Parent contact, Social work services, Referral for Be Well Group, Referral to B.A.M., Conference with parent and student, conference with teacher and student, Parent meeting	1
	Drugs/Alco Poss	12	M	Black	1	Posley, Shaunwell	Parent Contact, Social work services, BAM	1
	Theft	9	M	Black	1	Hunt, Stacie	Parent Contact, AOS. Re-entry	1

In-School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
October 2023								
								Cumulative Totals: 29
Summary of October 2023								
The majority of ISS infractions came from Other, which includes unauthorized, tardies, vaping, insubordination.								
In-School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
October 2024								
	Attendance	9,10,11,12	M,F	B	13	Hudson, Simich, Taylor	Character Education Lessons with ISS Coordinator	13
	Alcohol Poss	11	F	B	5	Hudson, Simich, Taylor	Character Education Lessons with ISS Coordinator	5
	Battery	9,10	F	B	TBD-Pending hearing	Simich, Taylor	Character Education Lessons with ISS Coordinator	5
	Disorderly Conduct	9,10,11,12	M,F	B,W, H	16	Smith	Character Education Lessons with ISS Coordinator	16
	Drug Possesion	10	M	B	3	Hudson	Character Education Lessons with ISS Coordinator	3
	Fighting	9,10,11,12	M,F	B,H	21	Hudson, Simich, Taylor, Massat	Character Education Lessons with ISS Coordinator	21
	Threats	10	F	B	2	Hudson	Character Education Lessons with ISS Coordinator	2
	Tobacco Possesion	11	M	H	1	Simich	Character Education Lessons with ISS Coordinator	1
								Cumulative Totals: 66
Summary October 2024								
The increase in ISS days stems from a mob action fight involving 7 females who are being recommended.								
Out of School Suspension 2023								

Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
October 2023								
	Fighting	10,12	M,F	B,H	3	Taylor,Massat	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	3
	Battery	11,12	M,F	B	6	Simich,Massat	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	6
	Disrupt Behav	11	M	B	3	Simich,Massat	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	3
	Drugs/Alco Poss	11	M	B	2	Simich,Massat	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	2
	SexIntim/Harras	11	M	B	3	Simich	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	3
	Gross Misconduct	11,10	M	B	4	Massat,Taylor	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	4
								Cumulative Totals: 21
Summary October 2023								
The highest number of infractions came from incidents involving batteries.								
Out of School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
October 2024								
	Alcohol Poss	11	F	B	3	Hudson	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	3

	Battery	9,10,11	F	B, H	12	Simich, Hudson, Massat	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	12
	Disorderly Conduct	9,10,11	M,F	B, H	8	Hudson, Massat, Taylor	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	8
	Drugs	10,12	M,F	B,H	6	Hudson, Taylor	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	6
	Fighting	9,10,11,12	M, F	B,H	23	Hudson, Taylor, Simich	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	23
	Other	9,11,12	M,F	B	3	Hudson, Taylor	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	3
	Weapon	9,12	M	B	8	Massat, Simich	Re-entry meeting, Restorative Coach Session, Activities Ban, & Check-ins	
								Cumulative Totals: 55
Summary October 2024								
The increase in OSS days resulted from a mob acton fight involving 7 females who are being recommended.								

Thornton Fractional South Discipline Report 2023-24 Comparison								
In-School Suspension 2023								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
September 2023								
	Attendance	10,11	M,F	B,H	3	Hudson	Character Education Lessons with ISS Coordinator	1
	Disorderly Conduct	11,12	M,F	B, H	3	Taylor	Character Education Lessons with ISS Coordinator	3
	Drugs	12	M	H	1	Simich	Character Education Lessons with ISS Coordinator	1
	Fighting	10,11	M,F	B	3	Simich, Taylor	Character Education Lessons with ISS Coordinator	2
	Other	9,10,11,12	M,F	B,H	15	Simich, Taylor, Hudson	Character Education Lessons with ISS Coordinator	15
	Threats/Intimidation	10	M	B	1	Taylor	Character Education Lessons with ISS Coordinator	1
	Tobacco /Poss	11	M	B	1	Hudson	Character Education Lessons with ISS Coordinator	1
	Vandalism	11	F	B	3	Hudson	Character Education Lessons with ISS Coordinator	3
								Cumulative Totals: 27
Summary September 2023								
The majority of ISS infractions came from Other, which includes unauthorized area, tardies, vaping, insubordination.								
In-School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	ISS Days	Assigned Dean	Intervention (s)	Total
September 2024								
	Attendance	10,11	M	B	3	Taylor, Hudson	Character Education Lessons with ISS Coordinator	1
	Disorderly Conduct	9,10,11,12	M,F	B	24	Simich, Taylor, Hudson, Massat	Character Education Lessons with ISS Coordinator	3

Drugs	10	M	B,H	4	Simich, Taylor	Character Education Lessons with ISS Coordinator	1
Other	9,10,11,12	M,F	B,H	23	Simich, Taylor, Hudson	Character Education Lessons with ISS Coordinator	23
Threats/Intimidation	9,10	M,F	B,W	4	Hudson	Character Education Lessons with ISS Coordinator	4
Theft	9	M	B	1	Simich	Character Education Lessons with ISS Coordinator	1
Tobacco /Poss	10	F	B,W	4	Simich	Character Education Lessons with ISS Coordinator	4
							Cumulative Totals: 37

Summary September 2024

Disorderly conduct and Other increased the number of days. Those infractions include tardies, unauthorized area, failure to attend after school detention and insubordination.

Out of School Suspension 2023

Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
September 2023								
	Fighting	10,11,12	M,F	B	21	Massat, Simich, Taylor, Hudson	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	21
	WEX	12	F	W	2	Simich		1
	Disrupt Behav	10,11,12	M,F	B	10	Massat, Hudson	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	10
	Smoking/Poss	10,11	M	B	3	Massat, Hudson	Activities Ban, Daily Check-in/search, Re-entry meeting	3
	Drugs/Alco Poss	11	M	H	3	Taylor	Activities Ban, Daily Check-in/search, Re-entry meeting	3
							Cumulative Totals: 38	

Summary September 2023								
A fight early in the year resulted in a spike in the number of OSS days.								
Out of School Suspension 2024								
Month & Year	Infraction Codes	Grade Levels	Gender	Ethnicity	OSS Days	Assigned Dean	Intervention (s)	Total
September 2024								
	Disorderly Conduct	9,10,11	F	B	10	Taylor, Massat, Hudson	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	10
	Drugs	12	M	B	1	Simich	Re-entry meeting, Restorative Coach Session, Activities Ban, & Check-ins	1
	Fighting	11	M	H	1	Taylor	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	1
	Other	9,12	M	B,H	2	Taylor, Hudson	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	2
	Threats/Intimidation	9	M	B	3	Hudson	Re-entry meeting, Restorative Coach Session, Activities Ban, Mediations, & Check-ins	3
	Weapon (Soc Med)	10	B	F	3	Taylor	Activities Ban, Daily Check-in/search, Re-entry meeting	3
								Cumulative Totals: 20
Summary September 2024								
There was a decline in the number of day for OSS in September because there were no fight However, by October 2024 there was an increase over September numbers.								



MEMORANDUM

Date: November 13, 2024

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

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

Subject: Board Policy 5:60 Expenses

Recommended Action

To discuss recommended changes to Board policy 5:60.

Background

Board policy 5:60 Expenses covers directives for many types of district expenses. However, as currently worded, it only applies to employees not covered by a current bargaining agreement.

The suggested changes would standardize this policy for all District 215 employees. Additionally, a change has been made to page three regarding meal cost reimbursement while traveling on approved work business. Instead of a cap at \$65 per day, we are recommending use of the U.S. General Services Administration per diem rate calculator. The calculator accounts for the city where a conference or event is held and factors in the cost of living. This provides a more reasonable method of meal reimbursement for the employee.

Suggested changes to the policy are shown in red.

Funding source if applicable: N/A

Attachment: Board Policy 5:60 with revisions

General Personnel

5:60 Expenses

~~Please refer to the applicable collective bargaining agreement(s).~~

~~For employees not covered by a current applicable bargaining agreement:~~

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense

advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form

and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.

2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District will be reimbursed for meal costs **at the rate provided in the current U.S. General Services Administration calculator <https://www.gsa.gov/travel/plan-book/per-diem-rates>. ~~up to \$65 per day~~**. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official travel status for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

[2 C.F.R. §200.474.](#)

[30 ILCS 708/130](#), Grant Accountability and Transparency Act.

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

[105 ILCS 5/10-22.32.](#)

[820 ILCS 115/9.5](#), Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

ADOPTED: February 23, 2021

Thornton Fractional THSD 215



MEMORANDUM

Date: November 13, 2024

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

From: Anita Howard, Chief of Staff to Superintendent/Board of Education

Subject: IASB Updated PRESS 116 and 117 Policies

Recommended Action

It is recommended the Board of Education conduct the first reading of PRESS 117 updated policies at its November 26, 2024 meeting. Prior to adoption, cabinet members by department will review and provide recommendations if there are any. We just received the go ahead from our legal counsel to adopt the five Title IX policies in PRESS 116 because we are not part of the litigation at this point. I've added them here so we can adopt them at the same time.

Background

The following policies are being presented for updates from IASB as part of PRESS 116:

- 2:260 Uniform Grievance Procedure
- 2:265 Title IX Grievance Procedure
- 5:100 Staff Development Program
- 7:20 Harassment of Student Prohibited
- 7:185 Teen Dating Violence Prohibited

The following policies are being presented for updates from IASB as part of PRESS 117:

- 2:105 Ethics and Gift Ban
- 2:120 Board Member Development—amended to add required board trainings
- 4:30 Revenue and Investments—updated in accordance to Public Funds Investment Act changes
- 4:60 Purchases and Contracts
- 4:150 Facility Management and Building Programs—increases threshold amount for approval of renovations/permanent alterations; equitable restrooms act
- 4:170 Safety—annually review cardiac emergency response plan; threat assessment teams configuration
- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:90 Abused and Neglected Child Reporting—removes written report requirement to DCFS
- 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest
- 5:125 Personal Technology and Social Media; Usage and Conduct
- 5:230 Maintaining Student Discipline
- 6:60 Curriculum Content—several updates including implement or opt-out of career exploration and college/career pathway endorsements
- 6:135 Accelerated Placement Program—defines advanced academic program
- 6:270 Guidance and Counseling Program
- 7:10 Equal Educational Opportunities
- 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
- 7:160 Student Appearance
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:200 Suspension Procedures
- 8:10 Connection with the Community



Thornton Fractional

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

The proposed 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 26, 2024 agenda and adoption in December. Please let us know if there are any questions.

Funding source if applicable: N/A

Attachment: PRESS 116 Policies; PRESS 117 Policies

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board policy, or has ~~ve~~ a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101 et seq.](#)
2. ~~Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, Title IX Grievance Procedure~~ [PRESSPlus1](#)
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5/](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d et seq.](#); and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e et seq.](#) (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#)

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy

may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint according to under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee [PRESSPlus2](#) shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, [PRESSPlus3](#) should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal

opportunity to present evidence during an investigation. ~~If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved.~~ [PRESSPlus4](#) The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail provide his or her written decision to the Complainant and the accused ~~by registered mail, return receipt requested, and/or personal delivery.~~ [PRESSPlus5](#) as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail provide its written decision to the Complainant and the accused, ~~by registered mail, return receipt requested, and/or personal delivery~~ as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers [PRESSPlus6](#)

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to

provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Mr. Ray Williams

1605 Wentworth Ave.,

Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585-2380

Complaint Managers:

Ray Williams

1605 Wentworth Ave.,

Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585-2380

Dr. Rena Whitten

18601 Torrence Ave.,

Lansing, IL 60438

rwhitten@tfd215.org

(708) 585-2312

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1232g](#), Family Education Rights Privacy Act.

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964.

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act.

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act; [28 C.F.R. Part 35](#).

[105 ILCS 5/2-3.8](#), [5/3-10](#), [5/10-20](#), [5/10-20.5](#), [5/10-20.7a](#), [5/10-20.60](#), [5/10-20.69](#), [5/10-20.75](#), [5/10-22.5](#), [5/22-19](#), [5/22-95](#) (final citation pending), [5/24-4](#), [5/27-1](#), [5/27-23.7](#), and [45/1-15](#).

[5 ILCS 415/10](#)(a)(2), Government Severance Pay Act.

[5 ILCS 430/70-5](#)(a), State Officials and Employees Ethics Act.

[410 ILCS 513/](#), Ill. Genetic Information Privacy Act.

[740 ILCS 174/](#), Whistleblower Act.

[740 ILCS 175/](#), Ill. False Claims Act.

[775 ILCS 5/](#), Ill. Human Rights Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

~~[820 ILCS 70/](#), Employee Credit Privacy Act.~~

~~[820 ILCS 112/](#), Equal Pay Act of 2003.~~

[23 Ill.Admin.Code §§1.240](#), [200.40](#), [226.50](#), and [226.570](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), requiring all Title IX sex discrimination complaints to be processed

using policy 2:265, *Title IX Grievance Procedure*. **Issue 116, August 2024**

PRESSPlus 2. “Title IX Coordinator or designee” is used where Title IX is implicated. In contrast, if Title IX is not implicated, “Nondiscrimination Coordinator or a Complaint Manager or designee” is used (see the last paragraph under the Filing a Complaint subhead). **Issue 116, August 2024**

PRESSPlus 3. See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 4. This sentence is deleted because it is not legally required and it is not practical for districts to seek parent/guardian attendance at every investigatory meeting involving their child. **Issue 116, August 2024**

PRESSPlus 5. Using a consistent delivery method that allows the district to verify the date of receipt is a best practice, e.g., registered mail, return receipt requested, and/or personal delivery. **Issue 116, August 2024**

PRESSPlus 6. Names and contact information are required by law to be listed, and it is important that they be regularly monitored and updated.

If changes are made to the Nondiscrimination Coordinator, Complaint Manager, and/or Title IX Coordinator information, use the Save Status **Adopted with Additional District Edits**. Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX Coordinator's name and contact information separately. **IASB will use the information provided in policy 2:260 for the Nondiscrimination Coordinator and Title IX Coordinator in policies 5:10, 5:20, 7:20, and 7:180. In addition, IASB will use the Title IX Coordinator information provided in policy 2:260 for policy 2:265.**

Complaint Managers identified in individual policies may vary depending upon local district needs. Ensure that policies 2:260, 5:10, 5:20, 7:20, and 7:180 each contain the correct names and contact information for the district's Complaint Managers.

Issue 116, August 2024

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
 - a. ~~Chronic health conditions of students;~~ [PRESSPlus1](#)
 - b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - f. Current best practices regarding identification and treatment of attention deficit

hyperactivity disorder; and

- g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in [105 ILCS 5/10-20.61](#) (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. [PRESSPlus2](#)
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in [105 ILCS 110/3.10](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of [105 ILCS 5/27-23.4](#) (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the 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.

2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with [105 ILCS 25/1.15](#). Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with [105 ILCS 150/](#), the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with [105 ILCS 145/](#), the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. §106.8(d) as follows (see Board policy 2:265, *Title IX Grievance Procedure*): [PRESSPlus3](#)
 - a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
 - b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
 - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 - d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*. [PRESSPlus4](#)

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/2-3.166](#), [5/3-11](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), [5/22-95](#), and [5/24-5](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 145/25](#), Care of Students with Diabetes Act

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#) and [5/5A-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20](#), [226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.39(b-5), amended by P.A. 103-603, eff. 1-1-25, deleting “chronic health conditions of students” from the list of required staff training regarding health conditions of students. **Issue 116, August 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.39(b-20), amended by P.A. 103-603, eff. 1-1-25, requiring in-service training on the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. **Issue 116, August 2024**

PRESSPlus 3. Updated in response to 34 C.F.R. §106.8(d). **Issue 116, August 2024**

PRESSPlus 4. Districts are not required to train staff on life-saving techniques, though 105 ILCS 110/3, amended by P.A. 103-608, eff. 1-1-25, requires that all teachers, administrators, and other school personnel, as determined by school officials, be provided with information about emergency procedures and life-saving techniques within 30 days after the first day of each school year. Such life-saving techniques must include the Heimlich maneuver, hands-only cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use. The information provided must be in accordance with standards of the American Red Cross, the American Heart Association (AHA), or another nationally recognized certifying organization. See e.g., <https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr/hands-only-cpr-resources>, <https://cpr.heart.org/en/training-programs/aed-implementation>, and www.redcross.org/take-a-class/resources/learn-first-aid/adult-child-choking. **Issue 116, August 2024**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Mr. Ray Williams

1605 Wentworth
Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585-2380

Complaint Managers:

Mr. Ray Williams

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1605 Wentworth

18601 Torrence Ave.,

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Lansing, IL 60438

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(708) 585-2380

(708) 585-2312

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based harassment ^{under} [PRESSPlus1](#) harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board

policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

[20 U.S.C. §1681](#) et seq., Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 116, August 2024**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the [State](#) or federal [Constitution](#), State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits ~~any person~~ [District employee, agent, or student](#) from engaging in ~~sexual~~ [discrimination, including sex-based](#) [harassment](#), in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, [including a District employee, agent, or student](#), from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.

3. Incorporates age-appropriate instruction in grades 9 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: February 23, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 116, August 2024**

Document Status: Draft Update - Rewritten

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Discrimination on the basis of sex, including sex-based harassment, affects a student's ability to learn and an employee's ability to work. [PRESSPlus1](#) Providing an educational and workplace environment free from discrimination on the basis of sex is an important District goal.

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), including against applicants for employment, students, parents/guardians, employees, and third parties. [PRESSPlus2](#)

Title IX Sex Discrimination Prohibited

Sex discrimination as defined in Title IX (Title IX Sex Discrimination) is prohibited. A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Title IX Sex Discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sex-based harassment is a form of Title IX Sex Discrimination. Sex-based harassment occurs whenever a person engages in conduct on the basis of sex that satisfies one or more of the following:

1. A District employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct; or
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 C.F.R. §106.2.

Definitions from 34 C.F.R. §106.2 [PRESSPlus3](#)

Complainant means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination. [PRESSPlus4](#)

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Respondent means a person who is alleged to have violated the District's prohibition on Title IX Sex Discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a Complaint, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Making a Report

A person who wishes to make a report under this policy may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus5](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees who receive information about conduct that reasonably may constitute Sex Discrimination under this policy shall promptly forward the report or information to the Title IX Coordinator. An employee who fails to promptly make or forward a report or information may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus6](#)

Title IX Coordinator:

Name

Address

Email

Telephone

Processing and Reviewing a Report or Complaint

Upon receipt of a report of conduct that reasonably may constitute Title IX Sex Discrimination, the Title IX Coordinator and/or designee shall offer and coordinate supportive measures, as appropriate, for a Complainant.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged Title IX Sex Discrimination will be confidential to the greatest extent practicable,

subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of Title IX Sex Discrimination.

Title IX Complaint Grievance Process

The Superintendent or designee shall implement procedures to ensure the prompt and equitable resolution of all Complaints according to a grievance process that fully complies with 34 C.F.R. §106.45. See the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*.

When a Complaint is filed, the Title IX Coordinator will investigate it and make a determination regarding the outcome of the Complaint, or appoint a qualified person(s) to undertake the investigation and make a determination regarding the outcome of the Complaint.

Enforcement

Any District employee who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding Title IX Sex Discrimination will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation, including peer retaliation, in its education program or activity. Any person should report claims of retaliation using this Board policy 2:265, *Title IX Grievance Procedure*.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:200 (Terms and Conditions of Employment and Dismissal), 5:240

(Suspension), 5:290 (Employment Termination and Suspension), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

PRESSPlus Comments

PRESSPlus 1. Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 *et seq.*) requires this subject matter to be covered by policy and controls this policy's content.

The U.S. Dept. of Education released final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), effective 8-1-24. Compared to the previous Title IX regulations, the new 2024 Title IX regulations:

- Expand the breadth of Title IX grievance procedures to require that they be used to address all Title IX sex discrimination complaints, not just complaints of sexual harassment.
- Clarify that the scope of Title IX sex discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.
- Allow districts the flexibility to use a single investigator/decisionmaker template, so that the same individual who investigates a Title IX complaint may also make a decision regarding the complaint.

See Issue 116 Update Memo and the footnote information in Rewritten PRESS sample policy 2:265, *Title IX Grievance Procedure*, available at PRESS Online by logging in at www.iasb.com, for more information. **Issue 116, August 2024**

PRESSPlus 2. A district must prominently display its Title IX notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(c)(2)(i). The notice must state that nondiscrimination extends to any program or activity operated by the district, including employment; that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX Coordinator, to the U.S. Dept. of Education's Office for Civil Rights, or both; the name or title, office address, email address, and telephone number of the district's Title IX Coordinator; how to locate the district's nondiscrimination policy and grievance procedures; how to report information about conduct that may constitute sex discrimination under Title IX; and how to make a complaint of sex discrimination. 34 C.F.R. §106.8(c)(1)(i). See the [Notice of Nondiscrimination](#) subhead of sample administrative procedure 2:265-AP1, *Title IX Response*, for a sample notice of nondiscrimination and nondiscrimination statement meeting the minimum requirements of Title IX regulations. The sample administrative procedure is available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 3. If the district uses sample exhibit 2:265-E, *Title IX Glossary of Terms*, or a similar document, the definitions of these terms within it should match the definitions used in this policy. Sample exhibit 2:265-E is available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 4. The 2024 Title IX regulations shift the focus of the analysis from "whether the participation or attempted participation occurred at the time the complaint was filed" (as required under the 2020 Title IX regulations) to "the time of the alleged sex discrimination." 89 Fed. Reg. 33483. **Issue 116, August 2024**

PRESSPlus 5. If the title(s) Assistant Building Principal and/or Dean of Students do not apply, enter Edit Mode, strike the non-applicable title(s), and save the policy as **Adopted with Additional District Edits**.
Issue 116, August 2024

PRESSPlus 6. Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). If a district has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. 34 C.F.R. §106.8(a)(1). The Title IX Coordinator with ultimate oversight should be listed in this policy.

Consistent with how Nondiscrimination Coordinators and Complaint Managers are listed in PRESS sample policies, this policy requires the Title IX Coordinator's name, office address, email address, and telephone number to be listed. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. See policy 2:260, *Uniform Grievance Procedure*.

IASB will insert the Title IX Coordinator listed in the board's adopted policy 2:260 into policy 2:265. Ensure that the name and contact information listed in policy 2:260, *Uniform Grievance Procedure*, is correct. **Issue 116, August 2024**

Document Status: Draft Update

BOARD OF EDUCATION

2:105 Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any *political activity* during any *compensated time*, as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity. [PRESSPlus1](#)
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any *gift* from any *prohibited source*, as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss [District](#) [PRESSPlus2](#) business.

6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. *Catered* means food or refreshments that are purchased ready to consume, which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. *Intra-governmental gift* means any gift given to a Board member or employee from another Board member or employee, and *inter-governmental gift* means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under [26 U.S.C. §501\(c\)\(3\)](#).

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board Attorney, either place the

alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, [5 ILCS 430/1-5](#).

Political activity means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, *compensated time* includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

Prohibited source means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

Gift means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials

Pursuant to the State Officials and Employees Ethics Act ([5 ILCS 430/70-5](#)), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Board President shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. If the allegations concern the President, or the President is a witness or otherwise conflicted, the Vice President shall make the appointment. If the allegations concern both the President and Vice President, and/or they are witnesses or otherwise conflicted, the Board Secretary shall make the appointment. The investigator shall prepare a written report and submit it to the Board.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board.

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office.

LEGAL REF.:

[105 ILCS 5/22-93.](#)

[5 ILCS 430/](#), State Officials and Employees Ethics Act.

[10 ILCS 5/9-25.1](#), Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. The term *use* in Item #2 is based on the Ill. Attorney General's model ordinance; it is arguably broader than the State Officials and Employees Ethics Act (SOEEA), which prohibits board members and district employees from intentionally *misappropriating* district property in connection with prohibited political activities. 5 ILCS 430/5-15(a)-(b). Some attorneys advise that a board member's mere presence on district property while engaging in a political activity on their own time (such as circulating an election petition at a school athletic event) is not a misappropriation of district property, and therefore does not violate the SOEEA. Consider that the term *use* may be easier to practically apply as a standard. Consult the board attorney for guidance on this issue. If the board wants Item #2 to match the SOEEA standard, substitute "misappropriate" in place of "use," and select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

Document Status: Draft Update

BOARD OF EDUCATION

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 and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; and (4) trauma-informed practices for students and staff; and (5) improving student outcomes. [PRESSPlus1](#) within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) 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 OMA 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, shall ~~will~~ make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14. [PRESSPlus2](#) adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments. [PRESSPlus3](#) 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)

Adopted: December 19, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-16a, amended by P.A. 103-771, eff. 6-1-25. Training on improving student outcomes "must include information that is relevant to and within the scope of the duties of a school board member." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. While a district must make reasonable efforts to provide professional development to board members in these areas, the inclusion of this subhead is optional. Information about professional development opportunities is available through IASB's website at: www.iasb.com/conference-training-and-events/training/.

105 ILCS 5/10-22.6, amended by P.A.s 102-466, eff. 7-1-25, 102-539, and 103-896, addresses the suspension or expulsion of students and school searches. See sample policies 7:190, *Student Behavior*, 7:200, *Suspension Procedures*, 7:210, *Expulsion Procedures*, and 7:220, *Bus Conduct*, available at PRESS Online by logging in at www.iasb.com. 105 ILCS 5/10-20.14, amended by P.A. 103-896, addresses parent-teacher advisory committees and their functions. See sample policy 2:150, *Committees*. **Issue 117, October 2024**

PRESSPlus 3. See 105 ILCS 5/3-11(b), amended by P.A. 103-413, for the definition of *trauma-responsive learning environments*. **Issue 117, October 2024**

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: [PRESSPlus1](#)

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 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.
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 ~~10~~^{three} [PRESSPlus2](#) 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 principal 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.

13. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 13 supersedes paragraphs 1-12 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, demand deposit 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 ~~shall~~^{may} [PRESSPlus3](#) 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 (CRA), 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~~ CRA;
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.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. [PRESSPlus4](#) When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA. [PRESSPlus5](#)

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/](#), III. 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: December 19, 2023

PRESSPlus Comments

PRESSPlus 1. 30 ILCS 235/2(k), added by P.A. 103-880, eff. 1-1-25, permits a board to adopt a resolution to allow for investment of public funds in other instruments not specifically listed in the Public Funds Investment Act provided those investments comply with: (1) any other law that authorizes a board to invest funds, and (2) the investment policy adopted by the Board. There is uncertainty regarding the potential breadth and scope of this provision and procedural requirements for implementation. The board attorney and district financial advisor(s) should be consulted before adding instruments to the list of authorized investments in this policy and the board's investment portfolio in accordance with 30 ILCS 235/2(k).

Any additional investments authorized by the Board under 30 ILCS 235/2(k) should be added to this policy beginning with Item #14. If adding additional investments, select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. 30 ILCS 235/2(a)(4.5), amended by P.A. 103-880, eff. 1-1-25, extends the maturity timeframe for investments in obligations of U.S. corporations with assets exceeding \$500M from 3 years to 10 years, provided that certain conditions are met. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to 30 ILCS 235/8(a). **Issue 117, October 2024**

PRESSPlus 4. Updated in response to 30 ILCS 235/8(a-5). **Issue 117, October 2024**

PRESSPlus 5. Optional. 30 ILCS 235/8(a-10). **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

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 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.*
 11. Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.865, [PRESSPlus1](#)
 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](#), [5/10-20.865](#), [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)

Adopted: December 19, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.86, renumbered by P.A. 103-605. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:150 Facility Management and Building Programs

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable Board of Education policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the appropriate Intermediate Service Center Executive Director [PRESSPlus1](#) and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed \$50,000, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

Standards for Green Cleaning

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

Standards for Facility Construction and Building Programs

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in

State and federal law.

7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

The committee will:

1. Encourage input from the community, staff members, and students.
2. Give consideration to names of local communities, neighborhoods, streets, landmarks, history of the area, and individuals who have made a contribution to the District, community, State, or nation.
3. Ensure that the name will not duplicate or cause confusion with the names of existing facilities in the District.

LEGAL REF.:

[42 U.S.C. §12101](#) et seq., Americans with Disabilities Act; ~~of 1990, implemented by~~ [28 C.F.R. Parts 35 and 36](#).

[20 ILCS 3130/](#), Green Buildings Act.

[105 ILCS 5/2-3.12](#), [5/10-20.49](#), [5/10-22.36](#), [5/10-20.63](#), and [5/17-2.11](#).

[105 ILCS 140/](#), Green Cleaning Schools Act.

[105 ILCS 230/](#), School Construction Law.

[410 ILCS 25/](#), Environmental Barriers Act.

[410 ILCS 35/25](#), Equitable Restrooms Act.

[820 ILCS 130/](#), Prevailing Wage Act.

[23 Ill.Admin.Code Part 151](#), School Construction Program; [Part 180](#), Health/Life Safety Code for Public Schools; and [Part 2800](#), Green Cleaning for Elementary and Secondary Schools.

[71 Ill.Admin.Code Part 400](#), Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

~~ADOPTED: February 23, 2021~~

PRESSPlus Comments

PRESSPlus 1. Updated for clarity. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:170 Safety

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act ([105 ILCS 128/](#)):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act ([105 ILCS 128/](#)) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education

(ISBE). [29 Ill.Admin.Code Part 1500](#).

Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. [PRESSPlus1](#) In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one ~~automated external defibrillator (AED)~~ to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
2. Any student who is a victim of a violent criminal offense, as defined by [725 ILCS 120/3](#), that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water

The Superintendent or designee may implement testing for lead in each source of drinking water in

school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

LEGAL REF.:

[105 ILCS 5/10-20.2](#), [5/10-20.57](#), [5/18-12](#), and [5/18-12.5](#).

[105 ILCS 128/](#), School Safety Drill Act; [29 Ill.Admin.Code Part 1500](#).

[210 ILCS 74/](#), Physical Fitness Facility Medical Emergency Preparedness Act.

[225 ILCS 320/35.5](#), Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: February 22, 2022

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-20.97, added by P.A. 103-1019. An AED installed and maintained according to the Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/) can be used to satisfy this requirement. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; [PRESSPlus1](#) credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; [PRESSPlus2](#) or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Mr. Ray Williams

1605 Wentworth
Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585- 2380

Complaint Managers:

Mr. Ray Williams

1605 Wentworth
Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585- 2380

Dr. Rena Whitten

18601 Torrence Ave.,
Lansing, IL 60438

rwhitten@tfd215.org

(708) 585-2312

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §218d](#), Fair Labor Standards Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

[42 U.S.C. §2000e\(k\)](#), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104\(D\)](#) and [5/6-101](#), Ill. Human Rights Act.

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities, PRESSPlus1 reproductive health decisions, PRESSPlus2 order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Mr. Ray Williams

1605 Wentworth Ave.,
Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585-2380

Complaint Managers:

Mr. Ray Williams

1605 Wentworth Ave.,
Calumet City, IL 60409

rwilliams@tdf215.org

(708) 585-2380

Dr. Rena Whitten

18601 Torrence Ave.,
Lansing, IL 60438

rwhitten@tdf215.org

(708) 585-2312

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to

the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based [harassment](#) [PRESSPlus3](#) harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and/or the Ill. Human Rights Act ([775 ILCS 5/](#)).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.:

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. §1604.11](#).

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[5 ILCS 430/70-5\(a\)](#), State Officials and Employees Ethics Act.

[775 ILCS 5/2-101\(E\)](#) and (E-1), [5/2-102\(A\)](#), (A-10), (D-5), [5/2-102\(E-5\)](#), [5/2-109](#), [5/5-102](#), and [5/5-102.2](#), Ill. Human Rights Act.

[56 Ill. Admin.Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

[Vance v. Ball State Univ.](#), 570 U.S. 421 (2013).

[Crawford v. Metro. Gov't of Nashville & Davidson Cnty.](#), 555 U.S. 271 (2009).

[Jackson v. Birmingham Bd. of Educ.](#), 544 U.S. 167 (2005).

[Oncale v. Sundowner Offshore Servs.](#), 523 U.S. 75 (1998).

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998).

[Faragher v. City of Boca Raton](#), 524 U.S. 775 (1998).

[Harris v. Forklift Systems](#), 510 U.S. 17 (1993).

[Franklin v. Gwinnett Co. Public Schools](#), 503 U.S. 60 (1992).

[Meritor Savings Bank v. Vinson](#), 477 U.S. 57 (1986).

[Porter v. Erie Foods Int, Inc.](#), 576 F.3d 629 (7th Cir. 2009).

[Williams v. Waste Mgmt.](#), 361 F.3d 1021 (7th Cir. 2004).

[Berry v. Delta Airlines](#), 260 F.3d 803 (7th Cir. 2001).

[Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n](#), 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall ~~(1)~~ immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), ~~and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office.~~ [PRESSPlus1](#) The report shall include, if known:

1. The name and address of the child, parent/guardian names, or other persons having custody;
2. The child's age;
3. The child's condition, including any evidence of previous injuries or disabilities; and
4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and Erin's Law Training

The Superintendent or designee shall provide staff development opportunities for District employees

in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy 5:100, *Staff Development Program*.

Alleged Incidents of Sexual Abuse: Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCR or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the appropriate Intermediate Service Center Executive Director in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

Special Board of Education Member Responsibilities

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.

If the Board determines that any District employee, other than an employee licensed under [105 ILCS 5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

LEGAL REF.:

[20 U.S.C. §7926](#), Elementary and Secondary Education Act.

[105 ILCS 5/10-21.9](#), [5/10-23.13](#), [5/21B-85](#), [5/22-85.5](#), and [5/22-85.10](#).

[20 ILCS 1305/1-1](#) *et seq.*, Department of Human Services Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/12C-50.1](#), Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

Adopted: May 25, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25, removing the requirement for mandated reporters to confirm their oral reports in writing to the DCFS field office. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and

- c. Meeting with a student or contacting a student outside the employee’s professional role.
- 4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
- 5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
 - a. Violates expectations and guidelines for employee-student boundaries.
 - b. Sexually harasses a student.
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act ([325 ILCS 5/](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), or the Elementary and Secondary Education Act ([20 U.S.C. § 7926](#)).
 - d. Engages in *grooming* as defined in [720 ILCS 5/11-25](#).
 - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.
 - ii. Dating or soliciting a date.
 - iii. Engaging in sexualized or romantic dialog.
 - iv. Making sexually suggestive comments that are directed toward or with a student.
 - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
 - vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

- 1. Superintendent;
- 2. Building Principal;
- 3. Head of any department;
- 4. Any employee who, as the District’s agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
- 5. Hearing officer;
- 6. Any employee having supervisory authority for 20 or more employees; and
- 7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with [105 ILCS 5/22-5](#), “no school officer or teacher shall be interested in the sale,

proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected,” except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) ([30 ILCS 708/](#)) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee’s immediate family or household;
2. An employee’s partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

GuidanceSchool Counselor Gift Ban [PRESSPlus1](#)

GuidanceSchool counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For guidance school counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance school counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance school counselor believes that it was provided due to the official position or employment of the guidance school counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance school counselor must consider the circumstances in which the gift was offered, including any of the following:
 - a. The history of the relationship between the individual giving the gift and the guidance school counselor, including any previous exchange of gifts between those individuals.
 - b. Whether, to the actual knowledge of the guidance school counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
 - c. Whether, to the actual knowledge of the guidance school counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than \$100.

7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.
8. Travel, lodging, food, and beverage costs incurred by the school counselor and paid by an institution of higher education for attendance by the school counselor of an educational or military program at the institution of higher education. [PRESSPlus2](#)

A guidance school counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.:

[U.S. Constitution, First Amendment.](#)

[2 C.F.R. §200.318\(c\)\(1\).](#)

[5 ILCS 420/4A-101](#), Ill. Governmental Ethics Act.

[5 ILCS 430/](#), State Officials and Employee Ethics Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 135/](#), Local Governmental Employees Political Rights Act.

[105 ILCS 5/10-22.39](#), [5/10-23.13](#), [5/22-5](#), [5/22-85.5](#), and [5/22-93](#).

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/11-25](#), Criminal Code of 2012.

[775 ILCS 5/5A-102](#), Ill. Human Rights Act.

[23 Ill.Admin.Code Part 22](#), Code of Ethics for Ill. Educators.

[Pickering v. Board of Township H.S. Dist. 205](#), 391 U.S. 563 (1968).

[Garcetti v. Ceballos](#), 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-93, amended by P.A. 103-1020, changing the term *guidance counselor* to *school counselor*. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-93, amended by P.A. 103-1020. Any costs paid for by the institution of higher education may not exceed the per diem rates for travel, gift, and car expenses set by the Internal Revenue Service (IRS) and referenced in the IRS's Publication 463 or a successor publication. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:125 Personal Technology and Social Media; Usage and Conduct

Definitions

Includes - Means "includes without limitation" or "includes, but is not limited to."

Social media - Media for social interaction, using highly accessible web-based and/or mobile technologies that allow users to share content and/or engage in interactive communication through online communities. This includes, but is not limited to, services such as *Facebook, LinkedIn, Twitter X (formerly Twitter), Threads, Instagram, TikTok, Snapchat, Discord, PRESSPlus1* and *YouTube*.

Personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes computers, tablets, smartphones, smartwatches, [PRESSPlus2](#) and other devices.

Usage and Conduct

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

All District employees who use personal technology and/or social media shall:

1. Adhere to the high standards for **Professional and Appropriate Conduct** required by policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policies 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; and 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, [23 Ill.Admin.Code §22.20](#).
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Inform their immediate supervisor if a student initiates inappropriate contact with them via any form of personal technology or social media.
5. Report instances of suspected abuse or neglect discovered through the use of social media or personal technology pursuant to a school employee's obligations under policy 5:90, *Abused and Neglected Child Reporting*.

6. Not disclose confidential information, including but not limited to school student records (e.g., student work, photographs of students, names of students, or any other personally identifiable information about students) or personnel records, in compliance with policy 5:130, *Responsibilities Concerning Internal Information*. For District employees, proper approval may include implied consent under the circumstances.
7. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
8. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
9. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.
10. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

Superintendent Responsibilities

The Superintendent shall:

1. Inform District employees about this policy.
2. Direct Building Principals to annually:
 - a. Provide their building staff with a copy of this policy.
 - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
 - c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.
4. Ensure that neither the District, nor anyone on its behalf, commits an act prohibited by the Right to Privacy in the Workplace Act, [820 ILCS 55/10](#); i.e., the *Facebook Password Law*.
5. Periodically review this policy and any implemented procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.:

[105 ILCS 5/21B-75](#) and [5/21B-80](#).

[775 ILCS 5/5A-102](#), Ill. Human Rights Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[23 Ill.Admin.Code §22.20](#), Code of Ethics for Ill. Educators.

[Garcetti v. Ceballos](#), 547 U.S. 410 (2006).

[Pickering v. High School Dist. 205](#), 391 U.S. 563 (1968).

Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

Adopted: May 25, 2023

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

Document Status: Draft Update

Professional Personnel

5:230 Maintaining Student Discipline

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other ~~certificated~~ licensed [PRESSPlus1](#) educational employees (except for individuals employed as paraprofessional educators), and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the Board of Education policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

~~Teachers~~ School personnel shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) is prohibited in all circumstances ~~may not be used~~. ~~Teachers~~ School personnel may only use reasonable force as ~~needed to keep students, school personnel, and others safe, or for self-defense or defense of property~~ permitted by 105 ILCS 5/10-20.33. [PRESSPlus2](#)

LEGAL REF.:

105 ILCS 5/22-100 and 5/24-24. [PRESSPlus3](#)

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: 2:150 (Committees), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted: August 22, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25, replacing the word *certificated* with *licensed*. This change brings 105 ILCS 5/24-24 into alignment with its corresponding rule at 23 Ill.Admin.Code §1.280. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-100 and 5/24-24, respectively added and amended by P.A. 103-806, eff. 1-1-25. *Corporal punishment* means “a discipline method in which a

person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others." 105 ILCS 5/22-100, added by P.A. 103-806, eff. 1-1-25. See sample policy 7:190, *Student Behavior*, available at PRESS Online by logging in at www.iasb.com, for a discussion of corporal punishment. **Issue 117, October 2024**

PRESSPlus 3. The Legal References are updated. **Issue 117, October 2024**

Document Status: Draft Update

INSTRUCTION

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, including worker safety in those zones. [PRESSPlus1](#) 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) personal health habits ~~components necessary to develop a sound mind in a healthy body,~~ [PRESSPlus2](#) (d) dangers and avoidance of abduction, (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. 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. In grades 9-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. [PRESSPlus3](#) In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area. [PRESSPlus4](#)
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. In 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. 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. In 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.
16. In all schools, environmental education conservation of natural resources must be taught, including instruction on: (a) ~~home ecology~~ the current problems and needs in the conservation of natural resources, and (b) ~~endangered species~~ beginning in the fall of 2026, instruction on climate change, (c) threats to the environment, and (d) the importance of the environment to life as we know it. [PRESSPlus5](#)
17. In all schools, instruction as determined by the Superintendent or designee 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, 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, (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](#).

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, 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. 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](#), [5/10-20.84](#), [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](#), Ill. 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)

Adopted: December 19, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-24.1, amended by P.A. 103-944. **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement to more closely align with the Comprehensive Health Education Program (CHEP)105 ILCS 110/3. **Issue 117, October 2024**

PRESSPlus 3. 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154. Unless a board has opted out, career exploration and career development activities in grades 6-12 must be implemented by 7-1-25 in accordance with the model framework adopted by State agencies known as the PaCE Framework. See www.isac.org/pace/il-pace-resource-materials.html for the middle school and high school frameworks and additional implementation resources.

To fully or partially opt out of career exploration and career development activities under 105 ILCS 5/10-20.84(d), a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the Work-based Learning Database at www.isbe.net/cte); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d) (1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision to ISBE. A board may also reverse its decision regarding implementation in whole or in part at any time.

In practice, unless a district has created its own career exploration and career development activities framework that does not align with the PaCE Framework, a board is unlikely to opt out of the PaCE Framework under 105 ILCS 5/10-20.84(a) and still implement College and Career Pathway Endorsements under 105 ILS 5/10-20.84(c) (CCPE) because career exploration activities are a prerequisite to award of the endorsements. 23 Ill.Admin.Code §258.20.

Delete this sentence if the board has fully opted out of implementation of career exploration and career development activities under 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154. Regarding partial opt-out from this requirement, the law does not address the types of partial opt-out(s) available. As of the date of the publication of **PRESS** Issue 117 (October 2024), ISBE had not issued any rulemaking or guidance on this topic or any details regarding reporting of a full or partial opt-out to ISBE, other than to indicate to IASB that districts can submit their decision to CTE@isbe.net. Boards interested in opting out from this requirement should consult the Board attorney and check for any further guidance that may be issued by ISBE. **Issue 117, October 2024**

PRESSPlus 4. 105 ILCS 5/10-20.84(b) and (c), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code Part 258.

By 7-1-25, a board must elect to either implement CCPE or take action to opt out of it. See www.isbe.net/pathwayendorsements for more information. 105 ILCS 5/10-20.84(c) requires a district to implement CCPE either independently, through an area career center, or through an inter-district cooperative, on the following schedule: (1) at least one endorsement area for the graduating class of 2027; (2) at least two endorsement areas for the graduating class of 2029; and (3) at least three endorsement areas for the graduating class of 2031, if a district's grade 9-12 enrollment is more than 350 students, as calculated by ISBE for the 2022-2023 school year. A board implementing CCPE must, by 7-1-25, submit the necessary application materials (including an Endorsement Plan, see 23 Ill.Admin.Code §258.20) to ISBE, or the board must adopt a timeline for implementation of the number of endorsement areas required by 105 ILCS 5/10-20.84(c). A board may opt out of implementing CCPE entirely or it may initially implement an endorsement area for the class of 2027 and then later choose to partially opt out by opting out of the class of 2029 and/or class of 2031 endorsement area schedule. 105 ILCS 5/10-20.84(c) and (d), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code §258.40(a) and (b). A board that chooses to fully opt out of CCPE must submit documentation of its decision and specific findings to ISBE by 7-1-25. A board that later chooses to partially opt out of CCPE by opting out of the 2029 and/or 2031 endorsement area schedule must submit documentation of its decision and specific findings no later than July 1 immediately before the school year the district would be required to award the endorsement.

If fully opting out of CCPE by 7-1-25 or later partially opting out of the 2029 and/or 2031 endorsement area schedule, a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the Work-based Learning Database at www.isbe.net/cte); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d) (1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision on implementation by submitting the following information to ISBE, via the College and Career Pathway Endorsement portal: (1) the reasoning for opting out, and (2) copies of the board's meeting agenda, board findings, and board meeting minutes. 23 Ill.Admin.Code §258.40(a). A board can manage compliance with the documentation requirements by adopting a written resolution or adopting findings set forth in another document. A board may also reverse its decision regarding implementation of CCPE in whole or in part at any time.

Delete this sentence if a board has fully opted out of implementing CCPE, and delete 105 ILCS 5/10-20.84 from the Legal References if the board has fully opted out of CCPE and also fully opted out of the career exploration and career development activities in grades 6-12. **Issue 117, October 2024**

PRESSPlus 5. Updated in response to 105 ILCS 5/27-13.1, amended by P.A. 103-837, eff. 7-1-25; 23 Ill.Admin.Code §1.420(l). Instruction on the conservation of natural resources must include, but is not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of animals. Instruction on climate change must include, but is not limited to, identifying the environmental and ecological impacts of climate change on individuals and communities and evaluating solutions for addressing and mitigating the impact of climate change. Instruction on climate change must align with State learning standards, as appropriate and subject to funding, and ISBE is required to make instructional resources and professional development learning opportunities available for educators. **Issue 117, October 2024**

Document Status: Draft Update

INSTRUCTION

6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; and (b) other grade-level acceleration. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Notification pProcesses that notify provide a student's parent(s)/guardian(s) of with:
 - a. Written notification when their child is eligible for enrollment in accelerated courses. PRESSPlus1 and
 - b. Notification of a decision affecting a student their child's participation in the APP.
3. Assessment processes that include multiple valid, reliable indicators. and
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds PRESSPlus2 State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:
 - a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
5. Waiver of a course completion requirement under Board policy 6:300, Graduation Requirements, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction. PRESSPlus3

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework.

Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.:

[105 ILCS 5/14A.](#)

[23 Ill.Admin.Code Part 227](#), Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: May 25, 2023

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/14A-32(a-25), added by P.A. 103-743. **Issue 117, October 2024**

PRESSPlus 2. This provision originally applied to “a student who meets or exceeds State standards” but was amended by P.A. 103-743 to only apply to “a student who ~~meets or exceeds~~ State standards.” P.A. 103-743 also added new 105 ILCS 5/14A-32(a-10), requiring that by the beginning of the 2027-28 school year, districts with grades 9-12 state in their policy that “a student who meets State standards” will, in the following school term (the 2028-29 school year), be automatically enrolled in the next most rigorous level of advanced coursework offered by the high school. Nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards before the 2028-29 school year. **Consult with the board attorney to determine whether to keep or strike “meets or” from Item #4 and its subsections (a)-(c).**
Issue 117, October 2024

PRESSPlus 3. Optional. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743. **Issue 117, October 2024**

Document Status: Draft Update

INSTRUCTION

6:270 Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling ~~a qualified guidance specialist or any certificated staff member~~. [PRESSPlus1](#)

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.:

[105 ILCS 5/10-22.24a](#) and [5/10-22.24b](#).

[23 Ill.Admin.Code §1.420\(q\)](#).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25 may provide school counseling services. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, PRESSPlus1 reproductive health decisions, PRESSPlus2 or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center Executive Director (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*. [PRESSPlus3](#)

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

[20 U.S.C. §1681](#) et seq., Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §11431](#) et seq., McKinney-Vento Homeless Assistance Act.

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

[Ill. Constitution, Art. I, §18.](#)

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated to more comprehensively reflect categories protected by the Ill. Human Rights Act (775 ILCS 5/). **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering the ninth grade; and
2. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. The District will provide informational materials regarding influenza, ~~and influenza vaccinations, meningococcal disease, and meningococcal vaccinations~~ [PRESSPlus1](#) developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

To establish a date before October 15 state non-compliant exclusion date, school districts are required to provide parents/guardian notification 60 days prior to the start of the school year. Thornton Fractional THSD 215 will give parents/guardians a 60-day notice that the required health examinations and immunizations must be submitted in order for the student to be registered within the school district.

If a medical reason prevents a student from receiving a required immunization prior to the beginning of the school year, the student must present, by September 1, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering an Illinois school for the first time shall present proof at registration prior to the start of the school year. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board of Education policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/27-8.1](#) and [45/1-20](#).

[410 ILCS 45/7.1](#), Lead Poisoning Prevention Act.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[23 Ill.Admin.Code §1.530](#).

[77 Ill. Admin.Code Part 664](#), Socio-Emotional and Developmental Screening.

[77 Ill.Admin.Code Part 665](#), Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of [Notifiable](#) [Communicable](#) Diseases [and Conditions Code](#).

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: February 28, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, eff. 1-1-25. **Issue 117, October 2024**

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, or 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, nor does it prohibit hairstyles historically associated with any other protected status under Board policy 7:10, Equal Educational Opportunities. [PRESSPlus1](#) 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\(Q\)](#). 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: December 19, 2023

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement and to align with policy 7:165, *School Uniforms*. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from [105 ILCS 5/27-23.7](#)

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is

meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

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(708) 585-2380

Complaint Managers:

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of

the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment discrimination [PRESSPlus1](#) in violation of Title IX of the Education Amendments of 1972.
 - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - j. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240, 1.280, and 1.295.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: May 28, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:

- a) A threat to school safety, or

- b) A disruption to other students' learning opportunities.
 - ii. For a suspension of 4 or more school days, an explanation:
 - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
 - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
 - c) That the student's continuing presence in school would either:
 - i) Pose a threat to the safety of other students, staff, or members of the school community, or
 - ii) Substantially disrupt, impede, or interfere with the operation of the school.
 - iii. For a suspension of ~~5~~⁴ [PRESSPlus1](#) or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
- 5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
- 6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#).

[23 Ill.Admin.Code §1.280](#).

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Adopted: March 22, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning

from an alternative school setting by 7-1-25. **Issue 117, October 2024**

Document Status: Draft Update

COMMUNITY RELATIONS

8:10 Connection with the Community

Public Relations

The Board President is the official spokesperson for the Board of Education. The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent PRESSPlus1 or designee, shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. Secure Ensure PRESSPlus2 adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's goodwill, respect, and trust confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media and community accurately informed.
8. Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.

The public relations program should include:

1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using District social media platforms accounts, PRESSPlus3 e.g., Facebook, Twitter, etc., and/or sending to the news media.
2. News conferences, and interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board, PRESSPlus4 the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent. PRESSPlus5
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other efforts that highlight the District's programs and activities.

Community Engagement

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools. Effective community engagement^{PRESSPlus6} is essential to create trust and support among the community, Board, Superintendent, and District staff.^{PRESSPlus7}

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative articulates the District's community engagement goals.

For each community engagement initiative:

1. The Board will:
 1. Commit to the determined purpose(s) and objective(s), and
 2. Provide information about the expected nature of the public's involvement.
2. The Superintendent will:
 1. Identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s);
 2. At least annually, prepare a report for the community engagement initiative, and/or
 3. Prepare a final report of the community engagement initiative.

The Board will periodically: (1) review whether its community engagement initiative goals(s) are achieving the identified purpose(s) and objective(s); (2) consider what, if any, modifications would improve effectiveness; and (3) determine whether to continue individual initiativestactics.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

ADOPTED: February 23, 2021

PRESSPlus Comments

PRESSPlus 1. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. **Issue 117, October 2024**

PRESSPlus 2. Updated throughout for continuous improvement. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to the U.S. Supreme Court case Lindke v. Freed, 601 U.S. 187 (2024), which held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

Because those who post on a district's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either *limited public forums* (also referred to as *nonpublic forums*) or *public forums*. See, e.g., People for the Ethical Treatment of Animals v. Tabak, 2024 WL 3573661 (D.C. Cir. 2024)(finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). Consider that school districts are different than federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts. **Issue 117, October 2024**

PRESSPlus 4. In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson. **Issue 117, October 2024**

PRESSPlus 5. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5/10-16.5, which requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to clearly label their personal accounts as personal and limit district-related communications to official district accounts. **Issue 117, October 2024**

PRESSPlus 6. For training resources, see www.iasb.com/conference-training-and-events/training/workshops/reflecting-on-communication-and-community-engageme/ and www.iasb.com/about-us/publications/journal/2022-illinois-school-board-journal/september-october-2022/engaging-with-the-community-%C2%A0a-time-to-reflect-and/ **Issue 117, October 2024**

PRESSPlus 7. These statements are based on IASB's *Foundational Principles of Effective Governance*, principle #2, "The board connects with the community." The first sentence applies the definition of community engagement to a board and its school district. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/. **Issue 117, October 2024**

