



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

**May 14, 2025**  
**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. Department Overviews**

**A. Business Services**

- 1. Facilities
- 2. Food Service

**B. Curriculum & Instruction**

- 1. Career Development

**C. Student Services**

**D. Human Resources**

**E. Informational Technology**

**4. Buildings Grounds/Safety Committee**

**A. Construction Project Update**

**B. Building Usage Report**

**C. Safety Committee Update**

**5. IT Committee**

**A. Electronic Card Access Control System Expansion**

**6. Finance Committee**

**A. Athletic Training Vendor Agreement with Trademark Performance 2025-26**

**B. Strength Training Vendor Agreement with Trademark Performance 2025-26**

**C. School Resource Officer Agreements--Village of Lansing and City of Calumet City 2025-2026**

**D. School Employee Loss Fund (SELF) Workers Compensation Pool Proposal of Insurance 2025-26**

**E. Bank Account Signatory Changes**

**7. Curriculum Committee**

**A. Consolidated District Plan**

**B. PaCE Framework**

**8. Behavior Intervention/Parent-Teacher Advisory Committee**

**A. Monthly Suspension Reports**

**B. Reimagine Grant**

**9. Policy Committee**

**A. PRESS 118**

**10. Assignment of Board Committees**

Buildings Grounds/Safety

IT

Finance

Curriculum

Equity

Behavior Intervention/Parent-Teacher Advisory

Policy

**11. Adjourn**



<b>Department of Finance &amp; Operations</b>	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"> <li>• Oversees all finance, custodial, maintenance, and cafeteria services</li> <li>• Executive Director serves as District 215 Trustee for Thornton Fractional Township Trustees</li> <li>• Executive Director serves on District 215 negotiating team</li> </ul>
<b>District Members Experience in District</b>	<ul style="list-style-type: none"> <li>• Executive Director of Finance &amp; Operations/CSBO, Teresa A. Bishop, in District 215 since July 2020 in current role</li> <li>• Business Manager, Tamika McMillian, in District 215 since August 2022 in current role</li> <li>• Director of Facilities, Tim Stephan, in District 215 since 1988, Custodian, Foreman, &amp; Director</li> <li>• Director of Food Services, Phylcia Burford, in District 215 since 2009, Café staff, Chef, Food &amp; Beverage Coordinator, Director</li> </ul>
<b>Recent Highlights</b>	<ul style="list-style-type: none"> <li>• Earned ISBE Financial Profile Designation status of RECOGNITION in FY 2024- highest financial rating level and first time District achieved</li> <li>• Procured COPS and Stronger Connections grants, totaling approximately \$700,000 in grant funds for Weapons Detection System</li> <li>• Leveraged internal cash financing for 2 athletic field renovations at TFN and TFS totaling approximately \$10 million without issuing debt</li> </ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"> <li>• Finance</li> </ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"> <li>• Annual budget &amp; adoption process</li> <li>• Annual levy &amp; adoption process</li> <li>• Annual audit – reports and auditor presentation</li> <li>• Insurance renewals</li> <li>• Various grants- including Property Tax Relief</li> <li>• Capital Projects planning</li> <li>• Bid results/approval of all bids</li> <li>• Monthly financial statements – Revenue &amp; Expenditure and Cash Balances</li> <li>• Approval of all contracts over \$35,000</li> <li>• Continuing disclosure legal requirements for bond issues outstanding</li> <li>• Approval of annual student fees &amp; summer camp fees</li> </ul>



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

<b>Facilities Department</b>	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"><li>• Responsible for the operation, maintenance, improvement, safety and security of buildings, grounds and all related equipment of 5 district buildings.</li><li>• 700,000 square feet of buildings on over 70 acres of land.</li></ul>
<b>District Members</b>	<ul style="list-style-type: none"><li>• Tim Stephan, Director of Facilities.</li><li>• 36+ years in District.</li><li>• 3- Building Foremen</li><li>• 2- Custodial Supervisors</li><li>• 6- Maintenance Workers</li><li>• 4- Groundskeepers</li><li>• 37 Custodians</li></ul>
<b>Recent Highlights</b>	<ul style="list-style-type: none"><li>• South stadium renovation</li><li>• North &amp; South Auditorium remodel</li><li>• North – Culinary classroom</li><li>• South – Natatorium renovation</li><li>• North- Cosmetology and Barbering (Lavish Studio)</li><li>• South – Gray gym HVAC update</li><li>• North- Culinary Classroom</li><li>• North- Washroom renovation project</li><li>• North/South – various roofing projects</li></ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"><li>• Building &amp; Grounds/Safety</li></ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"><li>• External building rental update</li><li>• Ongoing construction update</li><li>• Future capital outlay project discussion</li><li>• Large purchase requests</li><li>• Physical building security</li></ul>



<b>Department of Food Services</b>	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"><li>• Oversees National School lunch program (NSLP), provides breakfast, lunch and to go lunches at the end of day</li><li>• Applies for and manages all NSLP and Healthy Foods Grants</li><li>• Provides summer meals for any student under the age of 18</li></ul>
<b>District Members</b>	<ul style="list-style-type: none"><li>• Director of Food Services, Phylcia Burford (16 years in the district)</li></ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"><li>• N/A</li><li>• Department falls under the umbrella of Finance</li></ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"><li>• Only reports when needing grant approval</li></ul>
<b>Highlights</b>	<ul style="list-style-type: none"><li>• Started and oversees three gardens of herbs and vegetables for the food department at each campus</li><li>• Created Parent taste test and student taste test</li><li>• Created Student Lunch Ambassador</li><li>• Awarded and recognized for Breakfast Trailblazer Award</li><li>• With our HMI Grant we added to the kitchens: two Combi-Ovens, one Smoker, two range ovens, one double stack convection oven, one freezer, two refrigerator units and two serving lines</li></ul>



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Department of Teaching and Learning	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"> <li>• Oversees curriculum, instruction, assessments, student support/enrichment programs, and professional development specifically as it relates to English, Math, Science, Social Studies, Art, Music, P.E., Driver’s Education, Health, and World Languages</li> <li>• Applies for and Manages Federal Title Grants (I, II, IV)</li> <li>• Serves as District liaison for PERA evaluation committee and Local 683-Management monthly meetings</li> </ul>
<b>District Members Experience in District</b>	<ul style="list-style-type: none"> <li>• Assistant Superintendent of Teaching and Learning, Becky Szuba               <ul style="list-style-type: none"> <li>○ In District 215 since 1998 as a teacher, activities director, assistant principal for curriculum and instruction, director of teaching and learning, and current role</li> </ul> </li> <li>• Director of Teaching and Learning, LaQuesha Martin-Dean               <ul style="list-style-type: none"> <li>○ In District 215 since 2007 as a teacher, division leader, assistant principal for curriculum and instruction. and current role</li> </ul> </li> </ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"> <li>• Consolidated District Plan (District/School Improvement plans)</li> <li>• Contracts for partnerships (service providers/professional development providers)</li> <li>• Curriculum guide</li> <li>• Data updates for programs</li> <li>• E-learning plan</li> <li>• Resource approval</li> <li>• School Calendar</li> <li>• School Report Card Designation overview</li> <li>• Summer school and/or Extended school day programs</li> </ul>
<b>Recent Highlights</b>	<ul style="list-style-type: none"> <li>• Influenced student learning experiences (rewrote curriculum for 39 courses, feeder school articulation, Micro PDs, focus on Guiding Principles for Effective Curriculum)</li> <li>• Increased clarity and communication (newsletter, curriculum guide, listening sessions, <i>Schoology</i>)</li> <li>• Intentional alignment of funds with actions that improve student outcomes (increased supports, interventions, and enrichment opportunities available to students during the school day, Illinois Arts Council world language grants, extensive professional learning opportunities for teachers including a 2-year mentoring program)</li> </ul>



<b>Career Development Department</b>	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"> <li>• Ensures opportunities for students to attain education for employment through-               <ul style="list-style-type: none"> <li>-career and technical education courses</li> <li>- dual and concurrent enrollment courses and programs</li> <li>-post-secondary certification training</li> <li>-community partnerships</li> <li>-career pathway development.</li> </ul> </li> <li>• Oversees curriculum, instruction, assessments, career counseling &amp; advising student support/enrichment programs, and professional development, hiring and personnel review specifically as it relates to Career and Technical Education and Career Development.</li> <li>• Coordinates several career, pathway, and life learning events at North and South – introducing all students to the many options available in the district with our 16 ISBE approved CTE programs</li> <li>• Applies for and Manages Federal Perkins and State Career and Technical Education Improvement (CTEi) grants.</li> </ul> <p><b>Oversight of State and Federal Funds</b></p> <ul style="list-style-type: none"> <li>• Managing and reporting on state and federal grants or funding related to approved CTE programs ensuring compliance with regulations and effective use of resources. Operating on primarily a state and federal budget.</li> </ul>
<b>District Members</b>	<ul style="list-style-type: none"> <li>• Assistant Superintendent of Career Development, Eric Mastey (1 year within the district, but has 17 years of experience within the field of Career Development in education)</li> <li>• Director of Career and Technical Education, Carol Brooks.</li> <li>• Career Counselors and Coordinators</li> <li>• 30 CTE Teachers; in 16 Career Pathways</li> </ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"> <li>• Curriculum</li> </ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"> <li>• Comprehensive and consolidated district plan for Career Development</li> <li>• Contracts for partnerships (service providers/professional development providers)</li> <li>• Curriculum/Career Development guide</li> <li>• Resource approval</li> <li>• MoU's with post-secondary colleges and universities</li> <li>• Summer Career Development Programs</li> </ul>



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

### **Career Development Highlights:**

Total tuition savings for families for all of District 215's Dual Enrollment and Dual Credit programs in 24/25: \$1,506,219

Total number earned credentials and certifications from Thornton Fractional High School District 215 Career Development programs, pathways, and courses in 2024/25: 336

Illinois State Board of Education approved 2 College and Career Pathway Endorsements in Barbering and Cosmetology. With a Board Examination success rate of 95%

4256 post-secondary credits earned with our partnering post-secondary institutions. These institutions include South Suburban College, Joliet Junior College, Prairie State University and Chicago State University.

40 business, industry, and college partners associated with TFD 215 Career Development



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Department of Student Services & Equity	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"> <li>Oversees programs and initiatives related to special education, 504, homebound education, English Learners, residency/registration alternative education, counseling and mental health services, equity, discipline, attendance, family outreach, safety and security, and professional development specifically as it relates to equity, Special Education, and English Learners.</li> <li>Applies for and Manages Federal Title 3 Grant, TAOEP (truancy), Department of Rehab Services grant, and IDEA grant.</li> <li>Serves as member of PERA evaluation committee, District Complaint Manager, and Title IX investigator.</li> </ul>
<b>District Members Experience in District</b>	<p><b>Dr. Whitten</b></p> <ul style="list-style-type: none"> <li>In District 215 since 2009 as District Speech-Language Pathologist, Director of Student Services, Executive Director of Student Services/Principal of the Center for Alternative Learning, Acting Co-Superintendent, and current role</li> </ul> <p><b>District leadership team members:</b></p> <ul style="list-style-type: none"> <li>TaShara Tate-Student Services Coordinator-TFN</li> <li>Brian Bergthold-Student Services Coordinator-TFS</li> <li>Director of Student Services-TBD</li> </ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"> <li>Equity</li> <li>Behavioral Intervention</li> <li>Safety (co-facilitator)</li> </ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"> <li>Suspension/Intervention reports</li> <li>Contracts for partnerships (service providers/professional development providers)</li> <li>Student Handbook</li> </ul>
<b>Major Accomplishments</b>	<ul style="list-style-type: none"> <li>ESL classes and increased connection with bilingual families</li> <li>Expanding Seal of Biliteracy opportunities for students</li> <li>Increasing mental health and mentoring services for students</li> <li>Decreasing Chronic Truancy and Absenteeism rates</li> </ul>



<b>Human Resources Department</b>	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"> <li>• Develop, update and track performance evaluations</li> <li>• Recruitment and retention</li> <li>• Create and update job descriptions</li> <li>• Onboarding new employees and volunteers (including criminal background checks, DCFS checks, and Faith’s Law requests)</li> <li>• Provide new hire orientation for new support staff</li> <li>• Prepare and distribute new hire newsletters for staff</li> <li>• Keep the district compliant as it pertains to local, state, and federal labor laws (e.g., administration of COBRA and FMLA, verification of educator licensure)</li> <li>• Counsel management and employees regarding district policies and collective bargaining agreements</li> <li>• Manage workers compensation claims reporting</li> <li>• Manage employee requests for disability accommodations</li> <li>• Assist management with employee discipline investigations</li> <li>• Respond to requests for employment verification</li> <li>• Prepare reports for Illinois State Board of Education (ISBE), Equal Employment Opportunity Commission (EEOC), and Occupational Safety &amp; Health Administration (OSHA)</li> <li>• Respond to complaints from the Illinois Department of Labor (IDOL), Illinois Department of Human Rights (IDHR), and EEOC</li> <li>• Respond to claims for unemployment benefits and represent district in unemployment hearings</li> <li>• Manage employee compensation and fringe benefits (e.g., sick/personal /vacation leave, medical/dental/vision/life insurance, flexible spending accounts, tuition reimbursement, retiree benefits)</li> <li>• Represent the district on PERA Evaluation Committee</li> <li>• Represent the district in collective bargaining and labor relations with Local #683 and Local #943</li> </ul>
<b>Department Members Experience in TFD215</b>	<ul style="list-style-type: none"> <li>• <i>April Jerger</i> – Exec. Director of Human Resources since 7/2017; Director of HR 7/2011-6/2017; HR Manager 4/2009-6/2011; Temporary HR Manager 12/2008-4/2009</li> <li>• <i>Regina Collins</i> – Senior HR Coordinator since 7/2024; HR Coordinator 7/2022-6/2024</li> <li>• <i>Rebekah Sanders</i> – HR Coordinator since 8/2023</li> <li>• <i>Velvet Miller</i> – Front Desk Receptionist since 1/2025</li> </ul>
<b>Board of Education Committee</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"> <li>• Recommendations for letters of agreement with our unions</li> <li>• Recommendations for personnel actions (e.g., new hires, administrator contracts, resignations/terminations, employee discipline, reassignments, leaves of absence, extracurricular appointments, volunteers, interns, student teachers)</li> </ul>



<b>Department of Technology</b>	
<b>Summary of what the Department oversees</b>	<ul style="list-style-type: none"> <li>• Serves the students of District 215 by providing technology solutions that enable and enhance the learning opportunities.</li> <li>• Collaborates with and supports every department in District 215 to foster innovative systems centered on improving student success and outcomes.</li> <li>• Creates and sustains a robust and secure technology infrastructure including information systems, technology endpoints, data and information Services, security infrastructure, and network infrastructure.</li> </ul>
<b>Department Members</b>	<ul style="list-style-type: none"> <li>• Chief Technology Officer, <i>Paul Wakefield</i> – Serving since 2019</li> <li>• Director of Technology Operations, <i>Miguel Gutierrez</i> – Serving since 2001</li> <li>• Director of Technology Services, <i>Christian Hooper</i> – Serving since 2014</li> <li>• Information Systems &amp; Operations Manager, <i>Elba Gonzalez</i> – Serving since 2022</li> <li>• Network &amp; Security Engineer, <i>Mike Orr</i> – Serving since 2021</li> <li>• Lead IT Support Specialist, TF Center, <i>Jermiah Olatunde</i> – Serving since 2014</li> <li>• Lead IT Support Specialist, TF North, <i>Oscar Ceja</i> – Serving since 2021</li> <li>• Lead IT Support Specialist, TF South, <i>Franklin Hogan</i> – Serving since 2021</li> <li>• IT Support Specialist, TF North, <i>Saverio Kijewski</i> – Serving since 2023</li> <li>• IT Support Specialist, <i>Chris Birkey</i> – Serving since 2022</li> <li>• Seven Student Interns that assist the Technology Team before &amp; after school, during lunch periods, and over the summer, while learning valuable skills.</li> </ul>
<b>Recent Department Highlights</b>	<ul style="list-style-type: none"> <li>• Establishment of an IT Intern Program that provides District 215 students with valuable experience and skills while providing meaningful support to the Technology Department and their school community.</li> <li>• Development of innovative classroom technology to enhance flexibility and interactivity of classroom instruction.</li> <li>• Implementation of the Analytics &amp; Insights system to enhance District 215 data accessibility to empower a culture of data-based decision making.</li> <li>• Partnered with Teaching &amp; Learning to implement a single Learning Management Systems which provides enhanced instructional productivity and communication.</li> </ul>
<b>Board of Education Committee to which this Department reports</b>	<ul style="list-style-type: none"> <li>• IT Committee</li> <li>• Other Board Committees as projects/initiatives in front of Committees involve Technology</li> </ul>
<b>General items that come to the Committee of the Whole from this Department</b>	<ul style="list-style-type: none"> <li>• Projects and initiatives that have a substantial impact on systems and processes within the District.</li> <li>• Informational updates regarding legal, financial, or technological developments that have a real or potential impact on the district.</li> <li>• Purchases of equipment or services that, in accordance with policy, require the approval of the Board of Education.</li> </ul>

Thornton Fractional High school District 215  
Building Reports  
2024-2025  
May 2025

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/ Showcase	\$ 650.00	\$ 35.36	\$ 360.00	\$ 1,045.36	\$ 505.00	\$ 540.36
9/28/2024	TFN	9	2024	City of Calumet City, IL	Community	Auditorium	State of City Address 2024(cancelled)	\$ 425.00	\$ -	\$ -	\$ 425.00	\$ 425.00	\$ -
9/24/24-6/10/25	TFS	9	2024	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(Cancelled)	\$ -	\$ -	\$ 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	\$ 1,280.00	\$ 1,280.00	\$ -
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	\$ -
2025:3/12,4/9, 11/12, 12/3 Back up:1/16,2/11	TFS	11	2024	Mabas 24/Lansing Fire Dept	Community	Pool	Dive Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1/7/2025	TFS	12	2024	Memorial Junior High School	Community	Gym	8th Grade Basketball	\$ -	\$ -	\$ 144.00	\$ 144.00	\$ 144.00	\$ -
2/22/2025	TFS	12	2024	TFS Athletic Booster Club	Community	Café and Kitchen	Pancake Breakfast	\$ -	\$ -	\$ 468.00	\$ 468.00	\$ 468.00	\$ -
2/5/25-6/25/25	TFN	2	2025	TFN Booster Club	Community	Gym	Softball Fundraiser	\$ -	\$ -	\$ 840.00	\$ 840.00	\$ 840.00	\$ -
4/29/2025	TFS	1	2025	Heritage Middle/Sunnybrook School	Community	Track & Field	HMS Practice for Track Meet	\$ -	\$ -	\$ 144.00	\$ 144.00	\$ -	\$ 144.00
5/6/2025	TFS	2	2025	Heritage Middle	Community	Track & Field	Cal Ridge Track Meet	\$ -	\$ -	\$ 432.00	\$ 432.00	\$ -	\$ -
3/28/25 & 3/29/2025	TFS	3	2025	Lansing Knights of columbus	Community	Classroom/ Pool	Lifeguard Certification	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3/22/2025	TFS	3	2025	Lan Oak Park District	Community	Gym	Basketball Tournament	\$ -	\$ -	\$ 252.00	\$ 252.00	\$ -	\$ -
6/7/2025	TFS	6	2025	Dance Recital	Community	Auditorium	Dance Recital	\$ 1,100.00	\$ -	\$ 700.00	\$ 1,800.00	\$ 1,060.00	\$ 740.00

Thornton Fractional High school District 215

Building Reports

2024-2025

May 2025

6/2/25 Rehearsal 6/3/2025 Ceremony	TFN	4	2025	Calumet City SD 155	Community	Gymnasium	2025 Graduation Ceremony	\$ -	\$ -	\$ 280.00	\$ 280.00	\$ -	\$ 280.00
5/21/2025	TFN	4	2025	District 149 S.T.E.M. Academy	Community	Gymnasium & Auditorium	2025 Graduation Ceremony	\$ 1,300.00	\$ -	\$ 200.00	\$ 1,500.00	\$ 750.00	\$ 800.00

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



# SCHOOL SAFETY: A **SHARED** RESPONSIBILITY



## Safety committee

**Mission: to ensure safe and  
supportive learning  
environments**

# District 215

## Background



## RFP/Equipment



## Funding



---

# Background

1

D215 Safety  
Superintendent's vision

2

Landscape of School Safety

- Safety Committee
- Safety Audit
- Safety Summit
- Safety Pop Up
- COPS Grant Meeting

3

Weapons Detection Planning  
Process Review

---

# Funding Sources

- COPS Grant- \$500,000
- Stronger Connections Grant- \$198,310
- Local funds – 25% COPS grant match

---

# Procurement Process

- Requirements and Specifications Determined
- RFP Drafted and Released
- RFP Results Evaluated

# Response Evaluation

## Concealed Weapons Detection System

### Thornton Fractional District 215 Concealed Weapons Detection System

RFP Response Evaluation - May 1, 2025

	APEX3	Procom	CEIA	CK2	Tri Electric
Solution Proposed	Evolve Express	Evolve Express w/ Expedite	Opengate	Xtract 1	Evlove Express
# Lanes Proposed	8	8	16	8	8
Hardware Cost	\$ 629,212.50	\$ 668,944.00	\$ 318,597.00	\$ 1,507,000.00	\$ 303,820.16
Licensing & Support Cost		\$ 135,800.00	\$ -		\$ 153,302.80
References	Crete-Monee 201U Rockford 205 Legal Prep Charter	Cicero 99 Reavis CHSD 218 (Oak Lawn)	<b>Argo 217</b> Houston (TX) ISD Palm Beach Cty (FL) SD	Lakewood (NJ)	Hammond Schools Thornton 205 <b>Bremen 228</b>
Training	\$ 1,500.00		\$ 36,000.00		\$ 13,800.00
Other/Accessories/Wands	\$ 8,203.58		\$ 12,892.00		\$ 1,750.00
<b>Total Cost</b>	<b>\$ 638,916.08</b>	<b>\$ 804,744.00</b>	<b>\$ 367,489.00</b>	<b>\$ 1,507,000.00</b>	<b>\$ 472,672.96</b>

# Response Evaluation

## Brandished Weapons Detection System

Thornton Fractional District 215 Brandished Weapons Detection System			
RFP Response Evaluation - May 1, 2025			
Vendor	CK2 Technologies		Procom
Solution Proposed	Zero Eyes		Omnilert
<b>Option 1 - 231 Cameras (Exterior)</b>			
One Time Fee	\$	10,000.00	\$ 59,078.25
Ongoing Annual Fee	\$	56,826.00	\$ 32,480.00
5 Year Total Cost	\$	294,130.00	<b>\$ 221,478.25</b>
<b>Options 1 &amp; 2 - 429 Cameras (Exterior, Stairwells, Isolated Locations)</b>			
One Time Fee	\$	17,000.00	\$ 109,716.75
Ongoing Annual Fee	\$	107,910.00	\$ 60,200.00
Year Total Cost	\$	556,550.00	\$ 410,716.75
<b>Options 1 &amp; 2 &amp; 3 - 569 Cameras (Exterior, Stairwells, Isolated Locations, Hallways)</b>			
One Time Fee	\$	24,000.00	\$ 145,521.75
Ongoing Annual Fee	\$	148,230.00	\$ 79,800.00
5 Year Total Cost	\$	765,150.00	\$ 544,521.75

---

# Next Steps

---



## MEMORANDUM

**Date:** May 14, 2025

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

**From:** Tim Stephan, Director of Facilities/Paul Wakefield, Chief Technology Officer

**Subject:** Electronic Card Access Control System Expansion

---

### **Recommended Action**

It is recommended that the Board approve additions to District 215's Avigilon Alta access control system in the amount of \$110,075 at the May 27<sup>th</sup> meeting of the Board of Education, as presented below.

### **Background**

The Avigilon Alta access control system secures and provides efficient provisioning of exterior and interior door access throughout the district and provides accountability regarding physical access. These enterprise-managed electronic locks are a fundamental component of the district's physical security infrastructure. The current system was implemented in 2023.

The attached proposal would leverage the district's existing system and expand the managed electronic access to an additional 25 doors and two elevators. The proposed doors include an additional door that is necessary for efficient building operations, elevator door access control in coordination with contracted elevator refurbishment, and technology equipment rooms that contain mission-critical network infrastructure and sensitive data. The technology doors were identified through best practice review of physical security for data and network components. Access to critical infrastructure should be actively monitored with audit capabilities. The proposed access system allows for the monitoring of every individual who enters a room that has critical technology data and infrastructure, which is not possible using the existing key-based system.

This project implementation is planned to be completed during the summer of 2025, prior to the start of the 2025-26 school year.

### **Funding source if applicable:**

Funding for this project will come from local monies budgeted in the Technology and Facilities budgets.

### **Attachment:**

ITR-Systems\_Openpath\_Proposal\_05-05-25.pdf



May 5, 2025

Mr. Tim Stephan  
Director of Facilities  
Thornton Fractional District 215  
18601 Torrence Ave  
Lansing, IL 60438

Re: Avigilon Alta Access Control System Additions

Dear Tim,

We are pleased to offer the following proposal to make additions to your Avigilon Alta access control system.

*Continued*



**Scope of Work – Avigilon Alta Access Control Installation—Thornton Fractional South High School:**

ITR Systems will add the following entries to the Avigilon Alta access control system, consisting of any required cabling, a new credential reader, a new door position sensor, a control panel if needed and installation of electric door locking hardware, if needed:

- Room 144
- Band IDF Near Room 501
- Room 240-to-IDF Closet
- Room 109M IDF Closet
- Library to MDF Room
- Room 510 IDF Closet
- Room 210-to-IDF Closet

ITR Systems will add door position sensors and required cabling only to the following doors and integrate with Avigilon Alta to provide door opening and/or door propped open alerts:

- Room 144-to-MDF
- Room 214-to-IDF Closet
- Room 244-to-IDF Closet

**Proposal – Avigilon Alta Access Control Installation— Thornton Fractional South High School:**

ITR Systems will provide and install the following:

- Qty. 1 Avigilon Alta 4-Door Smart Hub Control Panel
- Qty. 5 Avigilon Alta Single Door Control Panel
- Qty. 7 Avigilon Alta Credential Reader with Bluetooth
- Service: Avigilon Alta Cloud Service, 5-Year Subscription
- Service: Electric Door Locking Hardware Installation at New Entries
- As Needed: Installation, Cabling, Programming, Testing, Training

**For the total sum of: \$36,395.00**

**Cost Summary:**

- Labor: \$21,000.68
- Equipment (Includes Shipping): \$15,394.32
- Total: \$36,395.00

*Continued*



**Scope of Work – Avigilon Alta Access Control Installation—Thornton Fractional North High School:**

ITR Systems will add the following entries to the Avigilon Alta access control system, consisting of any required cabling, a new credential reader, a new door position sensor, a control panel if needed and installation of electric door locking hardware, if needed:

- Room 110 MDF
- Room 201 IDF
- Hallway RHS Fire Door near Room 145
- Auditorium Lobby IDF
- Room 103 IT Office
- Maintenance Door, Lower Level
- Room 140 IDF

ITR Systems will add door position sensors and required cabling only to the following doors and integrate with Avigilon Alta to provide door opening and/or door propped open alerts:

- Library to 110 MDF
- Room 101

**Proposal – Avigilon Alta Access Control Installation— Thornton Fractional North High School:**

ITR Systems will provide and install the following:

- Qty. 1 Avigilon Alta 4-Door Smart Hub Control Panel
- Qty. 3 Avigilon Alta Single Door Controller
- Qty. 7 Avigilon Alta Credential Reader with Bluetooth
- Service: Avigilon Alta Cloud Service, 5-Year Subscription
- Service: Electric Door Locking Hardware Installation at New Entries
- As Needed: Installation, Cabling, Programming, Testing, Training

**For the total sum of: \$35,295.00**

**Cost Summary:**

Labor: \$18,524.32  
Equipment (Includes Shipping): \$16,770.68  
Total: \$35,295.00

*Continued*



**Scope of Work – Avigilon Alta Access Control Installation—Thornton Fractional Center for Academics and Technology:**

ITR Systems will add the following entries to the Avigilon Alta access control system, consisting of any required cabling, a new credential reader, a new door position sensor, a control panel if needed and installation of electric door locking hardware, if needed:

- Hallway-to-IT Room near Cafeteria
- MDF Room
- Custodial/Fire Panel IDF
- IT Closet Near Room 202

**Proposal – Avigilon Alta Access Control Installation— Thornton Fractional Center for Academics and Technology:**

ITR Systems will provide and install the following:

- Qty. 4 Avigilon Alta Single Door Controller
- Qty. 4 Avigilon Alta Credential Reader with Bluetooth
- Service: Avigilon Alta Cloud Service, 5-Year Subscription
- Service: Electric Door Locking Hardware Installation at New Entries
- As Needed: Installation, Cabling, Programming, Testing, Training

**For the total sum of: \$21,395.00**

**Cost Summary:**

Labor: \$10,265.45  
Equipment (Includes Shipping): \$11,129.55  
Total: \$21,395.00

*Continued*



**Scope of Work – Avigilon Alta Access Control Installation—Thornton Fractional Center for Alternative Learning:**

ITR Systems will add the following entry to the Avigilon Alta access control system, consisting of any required cabling, a new credential reader, a new door position sensor, a control panel if needed and installation of electric door locking hardware, if needed:

--MDF Room

**Proposal – Avigilon Alta Access Control Installation— Thornton Fractional Center for Alternative Learning:**

ITR Systems will provide and install the following:

- Qty. 1 Avigilon Alta Single Door Controller
- Qty. 1 Avigilon Alta Credential Reader with Bluetooth
- Service: Avigilon Alta Cloud Service, 5-Year Subscription
- Service: Electric Door Locking Hardware Installation at New Entry
- As Needed: Installation, Cabling, Programming, Testing, Training

**For the total sum of: \$5,595.00**

**Cost Summary:**

Labor: \$2,682.40  
Equipment (Includes Shipping): \$2,912.60  
Total: \$5,595.00

*Continued*



**Scope of Work – Avigilon Alta Access Control Installation—Elevator Access Control:**

ITR Systems will add elevator access control to the newly installed elevators at Thornton Fractional North High School and Thornton Fractional South High Schools, consisting of new Credential Readers, Elevator Access Control Panels, cabling, and licensing. The following pre-requisites are required to be completed by others prior to ITR Systems' execution of work:

- 110VAC power for Elevator Access Control Panels in Elevator Machine Room, provided and installed by others.
- Any and all required cabling and raceway, backboxes, etc. from credential reader locations in cabs to elevator machine room, and raceway from Elevator Access Control Panel to Accessible Ceiling outside of elevator machine room for network connection, provided and installed by others.
- Network cable from nearest MDF/IDF to Elevator Access Control Panel, provided and installed by others.
- Raceway from Elevator Access Control Panels to Elevator Control Equipment shall be provided and installed by others.
- All cabling terminations on elevator control equipment shall be by others and shall be coordinated between elevator installation vendor and ITR Systems.

**Proposal – Avigilon Alta Access Control Installation—Elevator Access Control:**

ITR Systems will provide and install the following per the above scope of work:

- Qty. 2            Avigilon Alta Elevator Smart Hub Control Panel
- Qty. 2            Avigilon Alta Credential Reader
- As Needed:     Installation, Programming, Testing, Training

For the total sum of: **\$11,395.00**

**Cost Summary—Elevator Access Control:**

Labor:	\$6,410.00
Equipment (Includes Shipping):	<u>\$4,985.00</u>
Total:	\$11,395.00

*Continued*



## Terms

- Demolition, Storage of devices removed for reinstallation, Permits, Power, Bonds, additional Insurance, Plan Submission, Drawings, and all associated fees are by others and not included in this proposal.
- Completion of prerequisites as stated in scope(s) of work must be completed by others prior to execution of ITR Systems' scope of work.
- Cooperation of Technology department required to provide internet access to Avigilon Alta control panels.
- A total of (1) switch port with internet access is required for each Avigilon Alta control panel, provided by others.
- Items outside of the above scope will require written authorization and may result in additional charges.
- All 115VAC power and raceway, including stubs & sleeves, by others and not included in this proposal.
- Network infrastructure, including backbone cabling, POE switches, patch panels, etc. to be installed by others. A total of (1) switch port, per controller, will be required for Avigilon Alta controllers, provided by others.
- All patching or painting is by others and not included in this proposal.
- We are required to have on-file a copy of the project's tax-exempt certificate or your reseller certificate. If not provided or currently on-file, applicable sales tax will be added to this quotation.
- Payment terms: Net 30 after project completion.
- ITR Systems has only quoted items described in this bid. Any items added due to code review shall be considered a billable extra to the original scope of work.
- Pricing is guaranteed for 30 days from the date of this proposal.

*Continued*



Acceptance of Proposal and Terms

ITR Systems requests that if the proposal and terms meet with your approval, please provide a written confirmation by an authorized person of your organization. With this authorization, ITR will then progress with the scheduling of the stated scope of work for this proposal.

Thank you for the opportunity to provide this proposal. We look forward to serving you and meeting the requirements set forth.

Sincerely,

Justin Jones  
Account Representative

May 5, 2025  
Date

\_\_\_\_\_  
Accepted By

\_\_\_\_\_  
Date

\_\_\_\_\_  
Purchase Order #

\_\_\_\_\_

\_\_\_\_\_

Please indicate accepted proposals on above lines.



## MEMORANDUM

**Date:** May 14, 2025

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

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

**Subject:** Athletic Trainer Support Agreement 2025/2026

---

### **Recommended Action**

To discuss the proposed agreement with Trademark Performance Corporation for Athletic Trainer services for the 2025/2026 school year. The Board of Education will be asked to approve this contract at the May 27, 2025 board meeting.

### **Background**

Trademark Performance Corporation has provided on-site athletic trainer services to District 215 for 10+ years. This agreement is to provide services at TF North and TF South for a period of one year beginning June 2025, upon the commencement of summer practices, and ending after the 2026 spring season.

The cost of services is based on an hourly rate of \$42 per hour, which represents an increase of 3.7% over the prior year rate of \$40.50. The increase is due to higher salary costs for new and existing trainers.

**Funding source if applicable:** Education Fund

**Attachment:** Trademark Performance Contract – Athletic Trainer Services

## **ATHLETIC TRAINING SUPPORT AGREEMENT**

This is an agreement, dated as of May 1, 2025, by and between, Trademark Performance. (referred to within this Agreement as the "Company" or "Employer") and District 215 (referred to within this Agreement as the "Team"). Trademark Performance agrees to provide an Athletic Trainer to District 215 (The Team) in exchange for reimbursement as set forth in this contract.

### **WITNESSETH**

Witness that Trademark Performance, is a performance and sports medicine corporation, which shall provide Athletic Trainer(s) to the Team during the 2025-2026 school year.

Witness that Trademark Performance is aware of Faith's Law as amended July 1, 2023, and will comply with all provisions of the law. A comprehensive resource and FAQ guide can be accessed at <https://www.isbc.net/documents/Faiths-Law-Guidance-FAQ.pdf>

Witness that The Team will receive Athletic Training in exchange for financial consideration. Trademark Performance is responsible for providing general liability and professional liability insurance for its services provided under this statement of relationship, including all reasonable services provided by an Athletic Trainer.

### **Trademark Performance shall provide**

Certified Athletic Trainers who hold at least a Bachelor's Degree, have passed the certification exam, have passed background checks, and are licensed or eligible for licensure NATA certification requires training in the following specific areas:

1. Prevention of Athletic Injuries
2. Recognition and evaluation of athletic injuries
3. Management and treatment of athletic injuries
4. Rehabilitation of athletic injuries
5. First Aid
6. Nutrition
7. Organization and administration of an athletic training program
8. Education and counseling of athletes

### **Certified Athletic Trainer on-site duties will include:**

1. Pre-practice and pre-game taping and stretching.
2. Emergency and First Aid care.
3. Injury evaluation and assessment.
4. Game coverage.
5. Determination of the athlete's ability to participate in practice and games.
6. Referral for further medical treatment.

7. Communication with coaches and the management regarding the athlete's condition.

**District 215 shall provide:**

1. The Team shall provide and maintain an appropriate level of athletic training supplies.
2. The Team shall provide adequate spaces for Athletic Trainer(s) to perform his/her duties.
3. The Team shall provide appropriate space and appropriate equipment for the development of preventative programs.
4. The Team is responsible for providing general liability and professional liability insurance for the activities of its employees, agents, and students.

**Both Trademark Performance and District 215 shall:**

1. **Trademark Performance:** Trademark Performance shall indemnify, defend and hold harmless District 215, its officers, agents, and employees from and against any and all liability, suits, claims, losses, damages, costs, and expenses whatsoever, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act of omission of Trademark Performance, its Strength and Conditioning Specialist, and any other of its agents or employees, in performing this Agreement.
2. **District 215:** District 215 shall indemnify, defend, and hold harmless, Trademark Performance, its officers, agents, and employees, including Trademark Performance's Athletic Trainer(s), from and against any and all liability, suits, losses, damages, costs and expenses, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act or omission of District 215, its staff, and any other of its agents or employees, in performing this Agreement.
3. Trademark Performance will provide the Athletic Trainer coverage for events specified by this contract, and may provide team performance training at the teams' request. Changes may be made as agreed upon by both parties
4. Trademark Performance will arrange coverage of events and practices with the Director of Athletics, on an as needed basis, and at the Athletic Trainers availability.
5. This statement of relationship for the 2025-2026 seasons shall become effective the day that both parties have signed this agreement and shall be effective until June 1, 2026, or the completion of the sports season.
6. This statement of relationship may be amended, revoked, changed or modified at any time by either party, with or without cause, by providing ninety days advance notice.

**LENGTH OF CONTRACT:**

This contract shall extend for a period of one (1) year beginning June 2025 (upon the commencement of summer practices) and ending after the completion of the 2026 spring sports season.

**AMOUNT OF CONTRACT:**

Trademark Performance shall receive \$42.00 per hour for all services provided. District 215 will receive an invoice according to the district's billing department schedule. The total will be due upon receiving this invoice. Each invoice shall include the purchase order number of the purchase order provided by the district. No services shall be provided or invoiced without the Director of Athletics approval and a district purchase order.

**RULES FOR TERMINATION BY EITHER PARTY:**

Either party may terminate this contract upon providing ninety days (90) prior written notification, via certified mail, to the other party, without any intentional interruption or decrease in the level of services provided during such notice. Failure to remit payments on time may result in termination of services.

---

Beth Braviere  
VP of Operations  
Trademark Performance Corporation

---

Board President



## MEMORANDUM

**Date:** May 14, 2025

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

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

**Subject:** After School Program Strength Training Support Agreement 2025/2026

---

### **Recommended Action**

To discuss the proposed agreement with Trademark Performance Corporation for Strength Training services for the 2025/2026 school year. The Board of Education will be asked to approve this contract at the May 27, 2025 board meeting.

### **Background**

Trademark Performance Corporation has provided on-site, after school program strength training support services to District 215 for four years. This agreement is to provide services at TF North and TF South for a period of one year beginning June 2025, upon the commencement of summer practices, and ending after the 2026 spring season.

The cost of services is based on an hourly rate of \$42 per hour, which represents an increase of 3.7% over the prior year rate of \$40.50. The increase is due to higher salary costs for new and existing specialists.

**Funding source if applicable:** Education Fund

**Attachment:** Trademark Performance Contract – Strength Training Support Services

## STRENGTH AND CONDITIONING SUPPORT AGREEMENT

This is an agreement, dated as of May 1, 2025, by and between, Trademark Performance. (referred to within this Agreement as the "Company" or "Employer") and District 215 (referred to within this Agreement as the "Team"). Trademark Performance agrees to provide a Strength and Conditioning Specialist (S&Cs) to both Thornton Fractional North High School (TFN) and Thornton Fractional South High School (TFS) of District 215 (The Team) in exchange for reimbursement as set forth in this contract.

### WITNESSETH

Witness that Trademark Performance, is a performance and sports medicine corporation, which shall provide Strength and Conditioning Specialist(s) to the Team during the 2025-2026 academic school year. There is also the option for Summer of 2025 (June and July) S&C Services upon request, for a maximum of 12 hours per week, per school.

Witness that Trademark Performance is aware of Faith's Law as amended July 1, 2023, and will comply with all provisions of the law. A comprehensive resource and FAQ guide can be accessed at <https://www.isbc.net/documents/Faiths-Law-Guidance-FAQ.pdf>

Witness that The Team will receive S&Cs at each campus in exchange for financial consideration.

Trademark Performance is responsible for providing general liability and professional liability insurance for its services provided under this statement of relationship, including all reasonable services provided by the S&Cs.

### Trademark Performance shall provide

A S&C is to work with designated sports teams and their athletes at both TFN and TFS. The S&Cs will work under direct supervision of each school(s) Director of Athletics.

### Both Trademark Performance and BHS shall:

1. **Trademark Performance:** Trademark Performance shall indemnify, defend and hold harmless District 215, its officers, agents, and employees from and against any and all liability, suits, claims, losses, damages, costs, and expenses whatsoever, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act of omission of Trademark Performance, its Strength and Conditioning Specialist, and any other of its agents or employees, in performing this Agreement.
2. **District 215:** District 215 shall indemnify, defend, and hold harmless, Trademark Performance, its officers, agents, and employees, including Trademark Performance's S&C(s), from and against any and all liability, suits, losses, damages, costs and expenses, including but not limited to reasonable attorney's fees and court costs, caused

by or as a result of any act or omission of District 215, its staff, and any other of its agents or employees, in performing this Agreement.

3. Trademark Performance will provide the S&Cs at both TFN and TFS.
4. Trademark Performance will arrange training sessions for a maximum of 30 weeks during the 2025-2026 school year with each school's Director of Athletics.
5. This statement of relationship for the 2025-2026 school year shall become effective the day that both parties have signed this agreement.
6. This statement of relationship may be amended, revoked, changed or modified at any time by either party, with or without cause, by providing ninety days advance notice.

**LENGTH OF CONTRACT:**

This contract shall extend during the 2025-2026 school year at a maximum of 450 hours per school year per school for a maximum of 30 weeks.

**AMOUNT OF CONTRACT:**

Trademark Performance shall receive \$42.00 per hour for all services provided. District 215 will receive an invoice according to the district's billing department schedule. The total will be due upon receiving this invoice. Each invoice shall include the purchase order number of the purchase order provided by the district. No services shall be provided or invoiced without the Director of Athletics approval and a district purchase order.

**RULES FOR TERMINATION BY EITHER PARTY:**

Either party may terminate this contract upon providing ninety days (90) prior written notification, via certified mail, to the other party, without any intentional interruption or decrease in the level of services provided during such notice. Failure to remit payments on time may result in termination of services.

---

Beth Braviere  
VP of Operations  
Trademark Performance Corporation

---

Board President



## MEMORANDUM

**Date:** May 14, 2025

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

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

**Subject:** SRO Agreements – Calumet City and Village of Lansing - 2025/2026 school year

---

### **Recommended Action**

To discuss SRO Intergovernmental Agreements for FY 2025/2026. The Board of Education will be asked to approve these agreements at the May 27, 2025 meeting.

### **Background**

The Village of Lansing and Calumet City police departments have provided SRO services for the district for many years. For the past several years, payment for these services has been required. SRO officers are on site eight hours daily each student attendance day.

The district pays the hourly pay rate of each officer and agrees to pay any hourly rate increases pursuant to the collective bargaining agreements between the municipalities and the Fraternal Order of Police. The hourly rate cost for Calumet City is \$48.28 for 2024/2025 and \$55.09 for 2025/2026. The Village of Lansing hourly rate cost is \$47.11 for 2024/2025 and will increase for 2025/2026.

For FY 2025/2026, the district will pay for 8.5 hours vs. 8, in order to provide police presence for the weapons detection system process and student arrival on campus in the morning. The additional .5 hour will be paid at 1.5 times the regular hourly rate.

The proposed agreements are attached. Calumet City and the Village of Lansing get approval first from their respective municipalities, and then the approved agreement is presented to the District 215 Board of Education for approval.

**Funding source:** Title IV, Local funds

**Attachments:** Proposed SRO Intergovernmental Agreement – Village of Lansing  
Proposed SRO Intergovernmental Agreement – City of Calumet City

## INTERGOVERNMENTAL AGREEMENT

This Agreement (“Agreement”) is made by and between the City of Calumet City, Illinois (“The City”), an Illinois municipality located in Cook County, Illinois and the Board of Education of Thornton Fractional High School District 215 (“District 215”), Cook County, Illinois (collectively, the “Parties”).

**WHEREAS**, Article VII, Section 10, of the Constitution of the State of Illinois 1970 provides that units of local government may contract or otherwise associate themselves to obtain or share services and to exercise, combine, or transfer any power or function in any manner not prohibited by law or by ordinance and may use their credit, revenues, and other resources to pay costs related to intergovernmental activities; and

**WHEREAS**, the City is a “unit of government” and District 215 is a “school district” as those terms are defined under Article VII, Section 10 of the 1970 Illinois Constitution, and the parties are “public agencies” as defined under Section 2 of the Intergovernmental Cooperation Act, 5 ILCS 220/1, *et seq*; and

**WHEREAS**, the Parties are authorized under the 1970 Illinois Constitution and the Intergovernmental Cooperation Act to enter into intergovernmental agreements; and

**WHEREAS**, the City agrees to provide a police officer to District 215 to function as a School Resource Officer in the manner described within this agreement; and

**WHEREAS**, District 215 desires to assist the City in its provision of police services relating to the School Resource position by reimbursing the City for a portion of its costs incurred in providing said police officer and services, for the benefit of its students under the terms set forth in this Agreement.

**NOW, THEREFORE**, the Parties agree as follows:

- 1. Incorporation of Recitals.** The foregoing recitals are incorporated into and made a part of this agreement.
- 2. Provision of Police Officer and Services.** The City agrees to provide a police officer to District 215 Monday-Friday from 7:30 a.m. to 4:00 p.m. for the purposes set forth in the recitals to this Agreement. These times can be modified by the agreement of both parties or as necessary to respond to emergency situations. The City will continue to be responsible for the payment of all compensation, benefit costs, and other costs associated with the provision of said police officer and his/her services subject to its right to receive reimbursement for a portion of said costs from District 215 pursuant to this agreement.

The conduct of the dedicated police officer providing the police services shall be supervised by the City's Police Department. District 215 acknowledges that the dedicated police officer shall remain responsive to the command of the City's Police Department. The dedicated police officer is employed and retained by the City, and in no event shall the dedicated police officer be considered an employee of the District regardless of the funding source.

The dedicated police officer, in the course of regular duties at the school, may from time-to-time need access to the District's video surveillance system. Such use of the system shall be for business purposes only.

- 3. Reimbursement of Costs.** District 215 shall pay to the City an hourly rate of \$55.09, for the first 8 hours daily and \$41.32 (1.5 times hourly rate) for the remaining .5 hour for the services of the School Resource Officer. District 215 shall pay any hourly rate increases pursuant to the collective bargaining agreement between the City of Calumet City and the Fraternal Order of Police. Reimbursement from District 215 for the School Resource Officer's services will not exceed 8.5 hours per school day, unless circumstances require the School Resource officer to be present for additional time. The City will invoice District 215 monthly for these services.
- 4. Insurance and Indemnity.** The City and District 215 shall each maintain general liability and errors and omissions insurance covering their participation in this Agreement. Neither party shall modify or terminate said insurance coverage without providing the other party at least 30 days' prior written notice of such modification or termination. To the fullest extent permitted by law, the City and District 215 shall save, indemnify, and hold each other harmless from all claims, losses, and injuries of any kind that are attributable to the indemnifying party, and which arise out of the subject matter of this Agreement.
- 5. Term.** The term of this Agreement shall be from July 1, 2025 to June 30, 2026. The District and the City's Police Department shall annually evaluate the effectiveness of the police services provided pursuant to this Agreement and determine whether to renew this Agreement beyond June 30, 2026 prior to June 1, 2026. Wage increase considerations shall be discussed between the City and District 215 prior to renewing this agreement. Any such increases shall be based on the current rate of hourly pay extended to the School Resource Officer by the current collective bargaining agreement between Calumet City and the Calumet City Fraternal Order of Police Lodge #1. If the Agreement is renewed beyond June 30, 2026 it shall remain in effect until terminated in accordance with Paragraph 6 below.

**6. Termination.** This Agreement may be terminated

- a. At any time by mutual written agreement of the parties;
- b. Upon the other party's failure to comply fully with any provision of this Agreement if the party that has failed to so comply shall not have cured such failure within thirty (30) days after it has been notified thereof in writing;
- c. By either party for convenience and without cause on at least sixty (60) days' prior written notice.

In any event, District 215 shall remain responsible for all reimbursement payments which are or become due prior to the effective date of the termination.

- 7. Waiver.** The waiver by either party of any breach, default, or noncompliance by the other party under any provision of this Agreement shall not be deemed to constitute a waiver of such provision for any subsequent breach, default, or noncompliance by the other party of the same or any other provision.
- 8. Notices.** All notices required or permitted to be given under this Agreement shall be deemed given when such notice is either hand delivered or sent by certified mail, return receipt requested, and deposited with the United States Postal Service, with postage thereon prepaid, addressed to the other party at the following addresses:

**If to the City:**

The City of Calumet City  
Administration Building 204 Pulaski Road  
Calumet City, IL 60409

**If to District 215:**

Thornton Fractional High School District 215  
Administration Building  
18601 Torrence Avenue  
Lansing, IL 60438  
Attn: Superintendent of Schools

The parties may designate, in writing, any further or different addresses to which subsequent notices shall be sent.

- 9. Amendments.** This Agreement represents the entire, integrated Agreement between the Parties hereto with respect to its subject matter. This Agreement may only be amended or modified by a written instrument executed by both Parties.

- 10. Applicable Law and Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois and venue for any claims shall be in Cook County, Illinois.
- 11. Counterparts.** This Agreement may be signed in multiple counterparts with the same effect as if the signatures to each were upon the same Agreement.
- 12. Additional Documents.** The Parties agree to execute such additional documents as may be required from time to time to further carry out the purposes and intent of this Agreement.
- 13. Severability.** If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, such provision shall be deemed severed from this Agreement to the extent of such invalidity or unenforceability, and the remainder hereof will not be affected thereby, each of the provisions hereof being severable in any such instance.
- 14. Effective Date.** This Agreement shall be deemed effective when the last of the duly authorized representatives of the Parties sign and date this Agreement as set forth below.

**IN WITNESS WHEREOF**, the Parties have entered into this Agreement, on the day and year above written.

**City of Calumet City, Illinois:**

By: \_\_\_\_\_  
Mayor Thaddeus Jones, City of Calumet City

Attest:

\_\_\_\_\_  
City Clerk, City of Calumet City

Dated: \_\_\_\_\_

**Board of Education of Thornton Fractional HSD  
District 215, Cook County, Illinois:**

By: \_\_\_\_\_  
President, Board of Education

Attest:

\_\_\_\_\_  
Secretary, Board of Education

Dated: \_\_\_\_\_

## INTERGOVERNMENTAL AGREEMENT

This Agreement ("Agreement") is made by and between the Village of Lansing, Illinois ("The Village"), an Illinois municipality located in Cook County, Illinois and the Board of Education of Thornton Fractional High School District 215 ("District 215"), Cook County, Illinois (collectively, the "Parties").

**WHEREAS**, Article VII, Section 10, of the Constitution of the State of Illinois 1970 provides that units of local government may contract or otherwise associate themselves to obtain or share services and to exercise, combine, or transfer any power or function in any manner not prohibited by law or by ordinance and may use their credit, revenues, and other resources to pay costs related to intergovernmental activities; and

**WHEREAS**, the Village is a "unit of government" and District 215 is a "school district" as those terms are defined under Article VII, Section 10 of the 1970 Illinois Constitution, and the parties are "public agencies" as defined under Section 2 of the Intergovernmental Cooperation Act, 5 ILCS 220/1, *et seq*; and

**WHEREAS**, the Parties are authorized under the 1970 Illinois Constitution and the Intergovernmental Cooperation Act to enter into intergovernmental agreements; and

**WHEREAS**, the Village agrees to provide a police officer to District 215 to function as a School Resource Officer in the manner described within this agreement; and

**WHEREAS**, District 215 desires to assist the Village in its provision of police services relating to the School Resource position by reimbursing the Village for a portion of its costs incurred in providing said police officer and services, for the benefit of its students under the terms set forth in this Agreement.

**NOW, THEREFORE**, the Parties agree as follows:

1. **Incorporation of Recitals.** The foregoing recitals are incorporated into and made a part of this agreement.
2. **Provision of Police Officer and Services.** The Village agrees to provide a police officer to District 215 each school day from 7:15 am to 3:45 pm for the purposes set forth in the recitals to this Agreement. These times can be modified by the agreement of both parties or as necessary to respond to emergency situations. The Village will continue to be responsible for the payment of all compensation, benefit costs, and other costs associated with the provision of said police officer and his/her services subject to its right to receive reimbursement for a portion of said costs from District 215 pursuant to this agreement.

The conduct of the dedicated police officer providing the police services shall be supervised by the Village's Police Department. District 215 acknowledges that the dedicated police officer shall remain responsive to the command of the Village's Police Department. The dedicated police officer is employed and retained by the Village, and in no event shall the dedicated police officer be considered an employee of the District regardless of the funding source.

3. **Reimbursement of Costs.** District 215 shall pay to the Village an hourly rate of \$47.11 for the services of the School Resource officer for the first 8 hours. The remaining .5 daily hours will be reimbursed at time and one half. Reimbursement from District 215 for the School Resource Officer's services will not exceed 8.5 hours per school day, unless circumstances require the School Resource officer to be present for additional time. The Village will invoice District 215 quarterly for these services.
4. **Insurance and Indemnity.** The Village and District 215 shall each maintain general liability insurance covering their participation in this Agreement. Neither party shall modify or terminate said insurance coverage without providing the other party at least 30 days' prior written notice of such modification or termination. To the fullest extent permitted by law, the Village and District 215 shall save, indemnify, and hold each other harmless from all claims, losses, and injuries of any kind that are attributable to the indemnifying party, and which arise out of the subject matter of this Agreement.
5. **Term.** The term of this Agreement shall be from August 1, 2025 to June 30, 2026. The District and the Village's Police Department shall evaluate the effectiveness of the police services provided pursuant to this Agreement and determine whether to renew this Agreement beyond June 30, 2026 prior to June 1, 2026. Wage increase considerations shall be discussed between the Village and District 215 prior to renewing this agreement. Any such increases shall be based on the current rate of hourly pay extended to the School Resource Officer by the current collective bargaining agreement between Village of Lansing and the Fraternal Order of Police Lodge 218. If the Agreement is renewed beyond June 30, 2026 it shall remain in effect until terminated in accordance with Paragraph 6 below.
6. **Termination.** This Agreement may be terminated
  - a. At any time by mutual written agreement of the parties;
  - b. Upon the other party's failure to comply fully with any provision of this Agreement if the party that has failed to so comply shall not have cured such failure within thirty (30) days after it has been notified thereof in writing;
  - c. By either party for convenience and without cause on at least sixty (60) days' prior written notice.

In any event, District 215 shall remain responsible for all reimbursement payments which are or become due prior to the effective date of the termination.

7. **Waiver.** The waiver by either party of any breach, default, or noncompliance by the other party under any provision of this Agreement shall not be deemed to constitute a waiver of such provision for any subsequent breach, default, or noncompliance by the other party of the same or any other provision.
8. **Notices.** All notices required or permitted to be given under this Agreement shall be deemed given when such notice is either hand delivered or sent by certified mail, return receipt requested, and deposited with the United States Postal Service, with postage thereon prepaid, addressed to the other party at the following addresses:

**If to the Village:**

Village of Lansing  
3141 Ridge Road  
Lansing, IL 60438  
Attn: Office of the Chief of Police

**If to District 215:**

Thornton Fractional High School District 215  
Administration Building  
18601 Torrence Avenue  
Lansing, IL 60438  
Attn: Superintendent of Schools

The parties may designate, in writing, any further or different addresses to which subsequent notices shall be sent.

9. **Amendments.** This Agreement represents the entire, integrated Agreement between the Parties hereto with respect to its subject matter. This Agreement may only be amended or modified by a written instrument executed by both Parties.
10. **Applicable Law and Venue.** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois and venue for any claims shall be in Cook County, Illinois.
11. **Counterparts.** This Agreement may be signed in multiple counterparts with the same effect as if the signatures to each were upon the same Agreement.

12. **Additional Documents.** The Parties agree to execute such additional documents as may be required from time to time to further carry out the purposes and intent of this Agreement.

13. **Severability.** If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, such provision shall be deemed severed from this Agreement to the extent of such invalidity or unenforceability, and the remainder hereof will not be affected thereby, each of the provisions hereof being severable in any such instance.

14. **Effective Date.** This Agreement shall be deemed effective when the last of the duly authorized representatives of the Parties sign and date this Agreement as set forth below.

IN WITNESS WHEREOF, the Parties have entered into this Agreement, on the day and year above written.

**Village of Lansing, Illinois:**

By: A Phillips  
Chief Alfred Phillips

By: Brian Hardy  
Mayor Brian Hardy

**Board of Education of Thornton Fractional HSD**

**District 215, Cook County, Illinois:**

By: \_\_\_\_\_  
Duly Authorized Representative

Attest:

Secretary, Board of Education

Dated: \_\_\_\_\_



## MEMORANDUM

**Date:** May 14, 2025

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

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

**Subject:** Approval of School Employee Loss Fund (SELF) Workers Compensation Pool Proposal of Insurance 2025/2026

---

### **Recommended Action**

To discuss the 2025/2026 School Employee Loss Fund (SELF) Workers Compensation Pool Proposal of Insurance in the amount of **\$234,868, an increase of 52.88% from the prior year**. The Board will be asked to approve this proposal at the May 27, 2025 meeting.

### **Background**

District 215 is a member of the School Employees Loss Fund (SELF) Workers Compensation Pool.

The pool consists of 84 Illinois school districts, pooling resources, and offering services for managing worker's compensation insurance. It is not an insurance company. The pool operates as a cooperative risk sharing organization. The practice of the pool has been to manage each policy period separately making sure sufficient funds are available to pay losses and related expenses for that policy period.

The pool has performed well and overall had a reduction in premium this year. Industry-wide, workers compensation insurance is lower due to less claims and many people working remotely. TFD215 costs for the previous 5 years are listed below:

2024/25	\$153,627
2023/24	\$164,807
2022/23	\$199,769
2021/22	\$285,132
2020/21	\$208,338

The current year increase is a large swing from the prior year. I have a meeting scheduled on Monday, May 19 to walk through in detail the premium increase calculation with the SELF team.

**Funding source if applicable:** Tort Fund

**Attachment:** Insurance Proposal 2025/2026

**SCHOOL EMPLOYEES LOSS FUND  
Workers Compensation Program**

***Member Proposal of Insurance***  
**July 1, 2025 to June 30, 2026**

**Presented to:**

**Thornton Fractional SD  
#215**

**Dated:**

**May 2, 2025**

**Presented by:**  
**SELF**

<p><b>Samuel Ding</b> Program Director RPA/Gallagher 2850 Golf Rd Rolling Meadows, IL 60008 Phone: (617) 678-5360 <a href="mailto:Samuel_Ding@rpadmin.com">Samuel_Ding@rpadmin.com</a></p>	<p><b>Marcus Henthorn</b> Program Director RPA/Gallagher 2850 Golf Rd Rolling Meadows, IL 60008 Phone: (630) 694-5152 <a href="mailto:Marcus_Henthorn@rpadmin.com">Marcus_Henthorn@rpadmin.com</a></p>	<p><b>Tyler Mackenzie</b> Account Executive – Key Accounts RPA/Gallagher 2850 Golf Rd Rolling Meadows, IL 60008 Phone: (630) 694-5165 <a href="mailto:Tyler_Mackenzie@rpadmin.com">Tyler_Mackenzie@rpadmin.com</a></p>
--	--	--

## **SELF Executive Summary (2025-2026)**

The SELF workers compensation renewal for 2025-2026 is showing increased but stable loss developments. Loss development continues to rise at a controlled level due to the increase in overall payroll with schools being fully staffed for over 12 months now, following the pandemic. The continued decrease of NCCI class rate combined with increasing claim counts post COVID becomes another driving factor.

In preparing for the 7/1/2025-2026 renewal SELF and the Executive Committee rely on several key items including:

- Program Loss Development – the SELF actuary reviews total pool losses from the current and prior years to predict the “ultimate” cost to SELF. Using this ultimate loss calculation the actuary can select or pick the loss rate needed to fund losses for the coming 2025-2026 period. With in-depth analytics on loss performances, SELF then adopts additional loss control solutions and programs (like Nurse Triage) to help our members proactively improve in the long run.
- Member Loss Development – the cost of open claims is on the rise due to increasing medical costs. SELF uses a “loss sensitive” approach when calculating individual member contributions. As in previous years, member losses from the most recent three complete years are used to calculate the Individual district “Experience Modification” factor. This E-Mod, is unique to each member and is used when member contributions are calculated.
- SELF Fixed Costs – these costs include claims administration (Sedgwick), program administration (RPA/Gallagher), excess insurance premium, loss control (Gallagher Bassett) and various legal and professional fees. For 2025-2026 program fixed cost total \$2,210,333 which is a 1.02% increase from the prior year due to inflation and market, leaving us with a great renewal on fixed costs.
- Excess Insurance – SELF purchases stop loss protection excess of a \$1,000,000 retention. For 2025-2026 SELF remains with our current insurance provider, Safety National Casualty Corporation for their excess insurance. Safety National provided a very favorable excess insurance premium quotation resulting in a 15% rate reduction back in 2023 with a two-year rate guarantee.
- Investment Income – interest rates have helped SELF achieve a reasonable rate of return without taking on additional risk. Investment income helps to lower member annual contribution costs and help initiate value-added programs that greatly improve SELF’s member loss experience in the long run.
- Loss Fund Confidence Levels – with stable investment income and increasing loss development SELF continues to fund future losses at a 60% confidence level in 2025-2026. This results in a total pool loss fund of \$8,211,572.

SELF’s member equity, or surplus, remains very strong with around \$29 million as of February 2025. Member equity is achieved through lower-than-expected losses in previous years and interest income. Over the years, SELF has returned member equity to active members in the form of a premium offset. The amount returned will be decided and reflected in the May SELF full membership.

SELF’s commitment and high importance that it places on risk management and other cost reduction programs have contributed to the favorable financial results of the pool. Several of these programs have been in place now for many years and are having a significant impact on minimizing members’ total cost of risk. Programs include:

- Safety Grant Program – this program assists member districts through providing funds to purchasing loss conscious equipment specifically designed to reduce loss leading injuries. The program was first introduced in 2013 and has resulted in placing new safety equipment in schools and effectively improved different areas of loss within SELF. SELF Grant Program achieved 93% member participation in 2024-2025.
- Monthly claim roundtable and settlement meeting – this successful program continues to achieve favorable settlement results and IWCC case wins. SELF members are invited to attend these meetings to review open claims in their District.
- Early claim reporting – SELF encourages early reporting of claims and continues to enhance and simplify claim reporting and accident investigation with frictionless online reporting portal as well as nurse triage pilot program.
- Educational Resources – education and training continue to be provided by SELF. Districts have access to GCN educational webinars and bi-annual in-person loss control seminars to help inform and educate members on market updates and rising perils. Better protecting our members from a holistic view.

For the 2025-2026 program period SELF remains committed to conserving member assets through risk management and loss reduction activities.



## SCHOOL EMPLOYEES LOSS FUND

July 1, 2025 to June 30, 2026

### Thornton Fractional SD #215

#### Coverage Summary

LIMITS	
Workers Compensation	Statutory
Employers' Liability	
• Bodily Injury by Accident, Each Accident	\$2,000,000
• Bodily Injury by Disease, Policy Limit	\$2,000,000
• Bodily Injury by Disease, Each Employee	\$2,000,000

COVERAGE ENHANCEMENTS
• Broad Form All States Endorsement – U.S.A. and District of Columbia
• Foreign Voluntary Workers Compensation Coverage
• Automatic Waiver of Subrogation – If Required by Written Contract
• Voluntary Compensation Endorsement



## SCHOOL EMPLOYEES LOSS FUND

July 1, 2025 to June 30, 2026

**Thornton Fractional SD #215**

### Estimated Exposures

<b>PAYROLL &amp; RATE COMPARISON</b>	<b>07/01/2024 to 6/30/2025</b>	<b>7/01/2025 to 6/30/2026</b>	<b>% Change</b>
8868 Professional Employees Estimated Payroll	\$39,013,059	\$40,573,581	4.0%
8868 Rate Per \$100	\$0.25	\$0.24	-4.0%
9101 School – All Other Employees Estimated Payroll	\$2,640,294	\$2,745,906	3.8%
9101 Rate Per \$100	\$2.56	\$2.48	-3.1%
7380 Commercial Drivers Estimated Payroll	\$0	\$0	N/A
7380 Rate Per \$100	\$6.55	\$6.33	-3.4%
<b>Total Estimated Payroll</b>	<b>\$41,653,353</b>	<b>\$43,319,487</b>	<b>4.0%</b>

<b>MODIFIERS</b>	<b>07/01/2024 to 6/30/2025</b>	<b>7/01/2025 to 6/30/2026</b>	<b>% Change</b>
Experience Modification Factor (E-Mod)	0.93	1.30	39.8%
SELF Pool Modification Factor (P-Mod)	0.95	1.05	10.5%



**QUOTATION**  
**SCHOOL EMPLOYEES LOSS FUND**

**Thornton Fractional SD #215**

July 1, 2025 to June 30, 2026

CLASSIFICATION	ESTIMATED PAYROLL <sup>1</sup>	RATE/\$100	MANUAL PREMIUM
<b>8868: Professional Employees</b> (This includes all teachers, teachers' aides, administrative personnel, clerical, cafeteria employees, lunchroom/classroom supervisors or monitors)	\$40,573,581	\$0.24	\$97,377
<b>9101: School- All Others</b> (Custodial or maintenance workers)	\$2,745,906	\$2.48	\$68,098
<b>7380: Commercial Drivers</b> (Full-time and part-time bus drivers)	\$0	\$6.33	\$0
<b>Total Manual Premium</b>		\$165,475	

PRICING FACTORS	2024-2025	2025-2026	% CHANGE
Total Payroll	\$41,653,353	\$43,319,487	4.0%
Experience Modification Factor	0.93	1.30	39.8%
Total District Experience-Modified Premium	\$153,565	\$215,118	40.1%
SELF Pool Experience-Modification Factor	0.95	1.05	10.5%
Total P-Modified Premium	\$145,887	\$225,873	54.8%
<b>Member Percent of Pool for Contribution<sup>2</sup></b>	1.8%	2.6%	40.2%

	POOL TOTAL	MEMBER CONTRIBUTION
Program Fixed Cost	\$2,210,333	\$56,600
SELF Loss Fund Contribution (60% Funding)	\$8,211,572	\$210,272
TOTAL CONTRIBUTION 2025-2026	\$10,421,905	\$266,872
Return of Contributions – FY 2003-2023	\$2,000,016	(\$31,063)
District Payroll Audit (Credit/Debit) from 2023-2024		(\$941)
<b>TOTAL Estimated Deposit Contribution with Adjustments for 2025-2026</b>		\$234,868

**DO NOT PAY FROM THIS QUOTATION**

**YOUR 2025-2026 SELF INVOICE WILL FOLLOW WITH PAYMENT INSTRUCTIONS IN JUNE**

<sup>1</sup> Auditable payroll

<sup>2</sup> Member P-mod premium compared to overall program total P-mod premium



## MEMORANDUM

**Date:** May 14, 2025

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

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

**Subject:** Banking Resolutions – addition of Ms. Tamika McMillian as a signer on District banking accounts

---

### **Recommended Action**

To inform the Board of upcoming Banking Resolution changes adding Ms. Tamika McMillian as a signer on all District banking accounts.

### **Background**

Ms. Tamika McMillian will become the Executive Director of Finance & Operations/CSBO on July 1, 2025. All District banking accounts currently have Mr. John Robinzine & Ms. Teresa Bishop as signers. Adding Ms. McMillian now will facilitate the transition process.

The resolutions will come before the Board for approval in May and June of 2025.

**Funding source:** N/A

**Attachments:** N/A



## MEMORANDUM

**Date:** May 14, 2025

**To:** Mr. Robinzine, Superintendent and Board of Education

**From:** Becky Szuba, Assistant Superintendent of Teaching and Learning

**Subject:** Consolidated District Plan

---

### **Recommended Action**

The Department of Teaching and Learning will be seeking board approval for the 2025-2026 Consolidated District Plan at tonight's meeting.

### **Background**

During this year's Title Directors' Conference, it was strongly recommended to submit our Consolidated District Plans as early as possible due to potential shifts in federal programming. Additionally, the plan goes through five levels of review before it can be approved. The district cannot get the Title grant application approved until we have an approved Consolidated District Plan.

The Consolidated District Plan (CDP) addresses the planning portion of the grant application process.

**Districts that intend to apply for any of the twelve specified grants must have an approved CDP with ISBE before submitting the grant application.** State grants are not included in the CDP.

District 215 currently receives the following federal grants:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Preparing, Training and Recruiting High Quality Teachers, Principals, and other School Leaders
- Title III – Language Instruction Education Program (LIEP)
- Title IV, Part A – Student Support and Academic Enrichment
- IDEA, Part B - Flow through

The CDP template requires districts to complete aligned goals to the following four categories:

- Student Achievement and Timely Graduation
- College and Career Readiness
- Professional Development: Highly Prepared and Effective Teachers and School Leaders
- Safe and Healthy Learning Environments

District 215 used feedback from various school community members to review current district data points/initiatives. Feedback was gathered from the following groups/meetings: District Cabinet Team, parent advisory Groups, District Teaching and Learning Committee, Equity Committee, and Discipline Committee. As a result, a summary of the six Consolidated District Plan Goals is as follows:



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

## **2025-2026 CDP Goals**

Goal 1: The percentage of 9th grade students on track will increase by 5%. (This goal is replacing our former SAT growth goal due to the change in accountability for the high school assessment by the State to ACT.)

Goal 2: By June 2026, at least 93% of District 215 12th grade students will successfully meet graduation requirements.

Goal 3: District 215 will increase the percentage of students enrolling in Advance Placement, Honors, Dual Credit, Dual Enrollment, and/or Career Technical Education Pathway courses with work-based learning experiences by 3% with a specific focus on underrepresented student populations.

Goal 4: By June, 2026, 100% of District 215 teachers will attend professional development sessions in one of the following areas: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, and/or Culturally Responsive Practices and/or Differentiation.

Goal 5: District 215 will provide a minimum of 12 engagement events to strengthen our school-community partnership with students, families, and community members.

Goal 6: District 215 will continue to prioritize the evaluation of all school-related technology by investing in and supporting digital tools and resources for all staff and students that intentionally align with District improvement and our ever-evolving curriculum.

**Funding source if applicable:** N/A

**Attachment** Summary of Plan



**Thornton Fractional**

**HIGH SCHOOL DISTRICT 215**

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

### **At-A-Glance Consolidated District Plan Goals 2025-2026**

**Goal 1:** The percentage of 9th grade students on track will increase by 5%. (This goal is replacing our former SAT growth goal due to the change in accountability for the high school assessment by the State to ACT.)

**Goal 2:** By June 2026, at least 93% of District 215 - 12th grade students will successfully meet graduation requirements.

**Goal 3:** District 215 will increase the percentage of students enrolling in Advance Placement, Honors, Dual Credit, Dual Enrollment, and/or Career Technical Education Pathway courses with work-based learning experiences by 3% with a specific focus on underrepresented student populations.

**Goal 4:** By June, 2026, 100% of District 215 teachers will attend professional development sessions in one of the following areas: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, and/or Culturally Responsive Practices and/or Differentiation.

**Goal 5:** District 215 will provide a minimum of 12 engagement events to strengthen our school-community partnership with students, families, and community members.

**Goal 6:** District 215 will continue to prioritize the evaluation of all school-related technology by investing in and supporting digital tools and resources for all staff and students that intentionally align with District improvement and our ever-evolving curriculum.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

## Summary of Consolidated District Plan 2025-2026

### General Education Provisions

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.

Equal educational and extracurricular opportunities shall be available for all Thornton Fractional High School District 215 staff and students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, order of protection status and 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 staff or 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 Policies Relating to Building and Properties. Any staff member or student may file a discrimination complaint by using Board Policy - Uniform Complaint Procedure.

District 215 will ensure that students and/or staff members with disabilities have equal access to a quality education and/or professional development. The district provides appropriate supports and services designed to minimize the impact of the identified disability on a student's academic progress and/or a staff member's ability to perform his/her duties. District 215 ensures equitable access and participation through continuous evaluation of its programs, services and staff development needs.

### Needs Assessment and Programs

***Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part by the funding of these programs.***

District 215 utilizes the federal resources to provide supplemental services to students, professional development opportunities to staff, parental programs to improve parent engagement/involvement, partner with community agencies to foster community connections, to improve school conditions for learning, and additional resources including but not limited to technology in order to support activities that we would not otherwise be able to offer to our school community members. Resources will be utilized to provide all children with the opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps. Additionally, these resources will be utilized to improve methods and instructional strategies that strengthen our academic programs, increase the amount and quality of learning time, and assist in providing an enriched and accelerated curriculum.

### Provide a Summary of the LEA's needs assessment

District 215 continues to use both quantitative and qualitative data from various resources to assess current needs in regard to student achievement, learning conditions and elevating educators. Based on SAT state testing results from 2024, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap exists between White and minority students as well as proficiency rates for students with IEPs and English Language Learners.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. In addition, when looking at the state SAT ELA results, 13.8% demonstrated proficiency overall. 33.3% of White students were proficient, 16.6% of Hispanic students and only 11.7% of Black students. There weren't any students with IEPs that demonstrated proficiency and English learners were at 3.7%. While we saw an increase in proficiency the last two years on the Illinois Science Assessment, District 215 students still performed at a rate of 6.6% lower than the State with white students outperforming minority students. 61.3% White students demonstrated proficiency in comparison to 48.8% Hispanic and 43.9% Black students. English learners demonstrated 24.3% proficiency and Students with IEPs were even lower at 16.5%.

In reviewing freshman on track trends, the District is just now reaching pre-Pandemic percentages. From 2021 to 2023, there was a decrease from 78.3% to 72.8%. We are currently 12.2% behind the State average and each subgroup follows suit. In reviewing credits attained for sophomores through seniors, only 75% of them were on track to graduate as of 1st semester 2024.

Data from our partnership with Equal Opportunity Schools (Support and Belonging Report and Equity Pathways Report) in 2023, revealed that students were not participating in AP due to an adult encouragement barrier. 55% of our Black students and 58% of our Hispanic students noted a welcome barrier. Furthermore, only 24% of historically underrepresented students of Color and Low-Income Students in AP classes reported that their classes are challenging. Only 15% of non-AP students reported that their classes were challenging. While our partnership has ended with EOS, we continue to analyze the data through our student information system. The District has increased the number of AP students from 2023-2024 to 2024-2025, but there are still students who complete semester 1 and drop the course at semester 2 (498 semester 1 vs. 466 semester 2 in 2023-2024 and 535 semester 1 vs. 520 semester 2 in 2024-2025). Only 16% of the student population enroll in AP courses. Additionally, females make-up 63% of student enrollment in AP courses. There aren't any special education students that are enrolled in AP courses. Additionally student course enrollment reports also reveal that there is an underrepresentation of students with IEPs in CTE pathways.

During the 2023-2024 and 2024-2025 school year, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, Strategic Planning meetings, and Equity sub-committee meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Finally, the 5 Essentials survey reveals a low level of teacher-parent trust, low performance for safety, low expectations for postsecondary education, and low-quality professional development.

Based on both the quantitative and qualitative data, District 215 established 6 overarching goals in the areas of student achievement, curriculum design and development, course enrollment, family engagement, implementation of instructional technology and professional development to address these identified needs.

Goal 1: The percentage of 9th grade students on track will increase by 5%. (This goal is replacing our former SAT growth goal due to the change in accountability for the high school assessment by the State to ACT.)



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Goal 2: By June 2026, at least 93% of District 215 - 12th grade students will successfully meet graduation requirements.

Goal 3: District 215 will increase the percentage of students enrolling in Advance Placement, Honors, Dual Credit, Dual Enrollment, and/or Career Technical Education Pathway courses with work-based learning experiences by 3% with a specific focus on underrepresented student populations.

Goal 4: By June, 2026, 100% of District 215 teachers will attend professional development sessions in one of the following areas: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, and/or Culturally Responsive Practices and/or Differentiation.

Goal 5: District 215 will provide a minimum of 12 engagement events to strengthen our school-community partnership with students, families, and community members.

Goal 6: District 215 will continue to prioritize the evaluation of all school-related technology by investing in and supporting digital tools and resources for all staff and students that intentionally align with District improvement and our ever-evolving curriculum.

**For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.**

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

## **Title I, Part A- Improving Basic Programs**

District 215 referenced the following data to arrive at Goal 1 (9th grade on track), goal 2 (graduation rate), and goal 4 (professional development): Based on SAT state testing results from 2024, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap exists between White and minority students as well as proficiency rates for students with IEPs and English Language Learners. According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. In addition, when looking at the state SAT ELA results, 13.8% demonstrated proficiency overall. 33.3% of White students were proficient, 16.6% of Hispanic students and only 11.7% of Black students. There weren't any students with IEPs that demonstrated proficiency, and English learners were at 3.7%. While we saw an increase in proficiency the last two years on the Illinois Science Assessment, District 215 students still performed at a rate of 6.6% lower than the State with white students outperforming minority students. 61.3% White students demonstrated proficiency in comparison to 48.8% Hispanic and 43.9% Black students. English learners demonstrated 24.3% proficiency and Students with IEPs were even lower at 16.5%. In reviewing grade freshman on track trends, the District is just now reaching pre-Pandemic percentages. From 2021 to 2023, there was a decrease from 78.3% to 72.8%. We are currently 12.2% behind the State average and each sub-group follows suit. In reviewing credits attained for sophomores through seniors, only 75% of them were on track to graduate as of 1st semester 2024. This assessment informs programs such as: extended day credit



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

recovery, summer bridge for freshmen, academic assistance in ELA, math, social studies, and science, paraprofessionals, summer school, alternative learning programs, curriculum revisions and realignment, professional development for staff to develop curriculum and implement research-based strategies in the classroom, and supplemental materials and technology.

To determine goal 3 (increase in rigorous course work and CTE pathways with a specific focus on underrepresented groups), we used the following: Data from our partnership with Equal Opportunity Schools (Support and Belonging Report and Equity Pathways Report) in 2023, revealed that students were not participating in AP due to an adult encouragement barrier. 55% of our Black students and 58% of our Hispanic students noted a welcome barrier. Furthermore, only 24% of historically underrepresented students of Color and Low-Income Students in AP classes reported that their classes are challenging. Only 15% of non-AP students reported that their classes were challenging. While our partnership has ended with EOS, we continue to analyze the data through our student information system. The District has increased the number of AP students from 2023-2024 to 2024-2025, but there are still students who complete semester 1 and drop the course at semester 2 (498 semester 1 vs. 466 semester 2 in 2023-2024 and 535 semester 1 vs. 520 semester 2 in 2024-2025). Only 16% of the student population enroll in AP courses. Additionally, females make-up 63% of student enrollment in AP courses. There aren't any special education students that are enrolled in AP courses. Moreover student course enrollment reports from our student information system also reveal that there is an underrepresentation of students with IEPs in CTE pathways. Finally, the 5 Essentials survey reveals a low level of teacher-parent trust, low performance for safety, low expectations for postsecondary education, and low-quality professional development. This needs assessment informs programs such as: AP summer boot camp, paying for AP exams and PSAT/NMSQT exams, salary for a Director of Teaching and Learning, professional development for staff in delivering rigorous, standards-based instruction with support, and supplemental materials and technology.

Goal 6 focuses on professional development especially with the integration of instructional technology and culturally responsive practices and/or differentiation and Goal 6 emphasizes increasing technology. These were created based on the following data: During the 2023-2024 and 2024-2025 school year, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, Strategic Planning meetings, and Equity sub-committee meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Based on recommendations from the Mobile Learning Initiative (consisting of teachers, administrators, and library/media specialist) and the most recent surveys, District 215 should invest in, and continuously evaluate, digital tools and resources for staff and students that are intentionally aligned and integrated with the District's ever-evolving curriculum. Additionally, the District should provide specific, relevant, ongoing and meaningful coaching on how to best integrate these technological resources. Finally, the District should evaluate a common learning platform to ensure a well-supported, consistent and reliable digital learning environment. This needs assessment informs supplemental digital subscriptions, interactive teacher laptop computers, professional development for technology platforms, updated classroom interactive technology, and technical assistants' staff.

Goal 5 (family engagement) is based on the data from the 5 essentials survey as well as parent meetings and surveys. This assessment informs the stipends for parent liaisons and associated workshops.

## **Title II, Part A- Preparing, Training and Recruiting**



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

District 215 continues to rely on the historical data from our partnership with Curriculum Management Solutions, inc., which has been on-going for 7 years: A curriculum audit conducted in the fall of 2018 revealed a preponderance of teacher-led, teacher-centered instruction. Part of the audit included 49 classroom visits, during which students were seen mostly listening to teachers and working on low level Depth of Knowledge (DOK) work. In 30% of the classrooms observed students were listening, in 23% students were participating in low-level writing activities and 89% of student tasks were at DOK level one or two. 68% of classrooms were whole-group, teacher-centered. Furthermore, auditors did not see evidence of differentiation of content and did not see differentiation in the product or process of 82% of classrooms visited. Additionally, in reviewing evaluation data, it is evident that Principals need more training on recognizing and collecting data that captures the domains of "classroom environment and teacher instruction." Informal walk-through data also demonstrates that classroom instruction continues to lack engagement with standards-aligned, rigorous, relevant curriculum for students. According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. Finally, the 5 Essentials survey reveals low expectations for postsecondary education and low-quality professional development.

Goals three, four, and six are developed to address these deficiencies. Goal three focuses on increasing student enrollment in robust, rigorous and culturally relevant courses; goal four addresses the need to provide staff with professional development in differentiated instruction, culturally responsive teaching practices and standards aligned instruction; and goal six centers around the integration of instructional technology through digital platforms and resources. Our two-year teacher mentoring program assists us with goals three and four. Professional development to support curriculum writing, standards-aligned instruction and assessment, data-informed instruction, integration of instructional technology, and high impact instructional strategies for student engagement aligns with goal 4. Providing specific professional development sessions for Principals (assistant principals) also addresses the needs assessment. A continued subscription for completing evaluations also allows us to address goal 4 (professional development).

A class reduction in math also addresses the needs assessment for goal 1 (9th grade on track) and goal 2 (graduation rate).

## **Title III-LIEP**

According to the Illinois School Report Card, District 215 continues to experience increases in our English Learner (2023 9.5, 2024 12.2%), with only 13.4% of those students in the expanding and/or bridging performance level on the ACCESS assessment. This performance falls below the State level and is 1.5 percent lower than last year's performance. Meanwhile, 44.6% of students who took the ACCESS received scores placing them in the developing range, which is higher than the state's % performance level. The students in District 215 continue to need a TBE program that offers support and services to address their language and learning needs. Our program will emphasize providing teachers access to a database that provides easy access to student ACCESS performance data, a profile of the student based on WIDA can-do statements, and targeted differentiated professional learning opportunities.

The district and school program goals will benefit English Learners and Emergent bilingual students if the following ways: resources allocated to support newcomers, targeted reading initiatives to improve performance in courses and on the standardized state assessment, access and opportunity to courses and programs to increase post-secondary readiness, and culturally relevant curricula supported by professional learning for staff that increases their ability to meet the needs of diverse learners. The program will also emphasize integration of technology to enhance the teaching and learning experience. The District intentionally engages with families through the BPAC to



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

determine their needs relative to navigating the school environment, supportive parenting, and personal enrichment.

## **Title III-ISEP**

According to the Illinois School Report Card, District 215 continues to experience increases in our English Learner (2023 9.5, 2024 12.2%), with only 13.4% of those students in the expanding and/or bridging performance level on the ACCESS assessment. This performance falls below the State level and is 1.5 percent lower than last year's performance. Meanwhile, 44.6% of students who took the ACCESS received scores placing them in the developing range, which is higher than the state's % performance level. The students in District 215 continue to need a TBE program that offers supports and services to address their language and learning needs. Our program will emphasize providing teachers access to a database that provides easy access to student ACCESS performance data, a profile of the student based on WIDA can-do statements, and targeted differentiated professional learning opportunities.

The district and school program goals will benefit English Learners and Emergent bilingual students if the following ways: resources allocated to support newcomers, targeted reading initiatives to improve performance in courses and on the standardized state assessment, access and opportunity to courses and programs to increase post-secondary readiness, and culturally relevant curricula supported by professional learning for staff that increases their ability to meet the needs of diverse learners. The program will also emphasize integration of technology to enhance the teaching and learning experience.

## **Title IV- Student Support and Academic Enrichment**

District 215 referenced the following data to arrive at Goal 1 (9th grade on track), goal 2 (graduation rate), Goal 3 (increase enrollment in AP, dual credit), goal 4 (professional development) and goal 6 (technology): Based on SAT state testing results from 2024, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap exists between White and minority students as well as proficiency rates for students with IEPs and English Language Learners. According to the state SAT Math results, only 7.9% of students showed proficiency. 21.2% of White students were proficient, 12.5% of Hispanic students were proficient, and only 5.1% of Black students were. There weren't any English learners that demonstrated proficiency nor students with IEPs. In addition, when looking at the state SAT ELA results, 13.8% demonstrated proficiency overall. 33.3% of White students were proficient, 16.6% of Hispanic students and only 11.7% of Black students. There weren't any students with IEPs that demonstrated proficiency, and English learners were at 3.7%. While we saw an increase in proficiency the last two years on the Illinois Science Assessment, District 215 students still performed at a rate of 6.6% lower than the State with white students outperforming minority students. 61.3% White students demonstrated proficiency in comparison to 48.8% Hispanic and 43.9% Black students. English learners demonstrated 24.3% proficiency and Students with IEPs were even lower at 16.5%.

In reviewing grade freshman on track trends, the District is just now reaching pre-Pandemic percentages. From 2021 to 2023, there was a decrease from 78.3% to 72.8%. We are currently 12.2% behind the State average and each sub-group follows suit. In reviewing credits attained for sophomores through seniors, only 75% of them were on track to graduate as of 1st semester 2024.

Data from our partnership with Equal Opportunity Schools (Support and Belonging Report and Equity Pathways Report) in 2023, revealed that students were not participating in AP due to an adult encouragement barrier. 55% of our Black students and 58% of our Hispanic students noted a welcome barrier. Furthermore, only 24% of historically underrepresented students of Color and Low-Income Students in AP classes reported that their classes are challenging. Only 15% of non-AP students reported that their classes were challenging. While our partnership has



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

ended with EOS, we continue to analyze the data through our student information system. The District has increased the number of AP students from 2023-2024 to 2024-2025, but there are still students who complete semester 1 and drop the course at semester 2 (498 semester 1 vs. 466 semester 2 in 2023-2024 and 535 semester 1 vs. 520 semester 2 in 2024-2025). Only 16% of the student population enroll in AP courses. Additionally, females make-up 63% of student enrollment in AP courses. There aren't any special education students that are enrolled in AP courses. Additionally student course enrollment reports from our student information system also reveal that there is an underrepresentation of students with IEPs in CTE pathways.

Additionally, during the 2023-2024 and 2024-2025 school year, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, Strategic Planning meetings, and Equity sub-committee meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Finally, the 5 Essentials survey reveals a low level of teacher-parent trust, low performance for safety, low expectations for postsecondary education, and low-quality professional development. This needs assessment informs programs such as: National Equity Lab and/or other dual credit opportunities, Access to AP courses, student support for AP courses, AP teacher training to increase access to rigorous course work, goal-related professional development, supplemental materials and technology, and a stipend for a school resource officer.

## **IDEA Part B Flow-Through**

A Needs Assessment is annually conducted by the ECHO Cooperative, which considers the needs of 13 surrounding districts. The results of the Needs Assessment are used to identify professional development and programmatic needs. This process supports the specific needs of District 215. Additionally, District 215 conducts an ongoing needs assessment based on classroom performance, state assessment, and behavioral data trends. The district uses a cohort professional learning model to support the professional learning of teachers across the placement continuum, as well as observations to determine appropriate professional learning for other school staff. District 215 also reviews the disability and placement data of its students to determine programmatic or placement process changes to ensure students have access to robust educational programming.

## **Plan Specific: Stakeholders**

***Describe activities/strategies LEA will implement for effective parent and family engagement. Include EL engagement:***

The following activities/strategies will be implemented for effective parent and family engagement:

- Parent liaisons will be used to assist in the recruitment of increasing active membership within our Parent Advisory Boards.
- Parent Advisory Board meetings will take place on a monthly basis.
- Parent feedback will be solicited via surveys.
- The district is committed to hosting the following events to promote engagement: Open House, Advanced Placement Showcase, College Social, Financial Aid Night, Career and Trades Fair, Parent Workshops, Parent/Teacher Conferences.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- The district is committed to using technology to increase and improve the communication process with families. Social media outlets and apps will be utilized to enhance communication. Additionally, a new learning management system was implemented last year.
- BPAC for Emergent Bilingual parent/families will be held quarterly during the school year.
- The Family Outreach specialist will host parent workshops for course selection, safety, and financial aid. This person will also promote activities within our school community.
- The Transition specialist will hold listening sessions for parents of students with IEPs.
- The Family Outreach specialist completes home visits.

## **Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement:**

District 215 is a comprehensive high school district with graduation requirements that exceed the Illinois state-imposed requirements for graduation. The district requires that a student successfully completes 23 credits for graduation during full-time attendance. These credit requirements consist of four years of English, three years of Social Studies and Math, two years of Science, four years of PE or Health, and a combination of electives. Elective choices include offerings in Art, CTE, English, World Language, Music and Social Studies. To meet the needs of all students, courses are offered at a variety of levels including special education instructional, special education co-taught, College Preparatory, Honors, Advanced Placement, Career and Technical pathways, dual credit and dual enrollment. In addition, English Learner students benefit from a transitional bilingual education program with bilingual courses, co-taught courses, sheltered instruction and additional support inside and outside of the classroom. District 215 partnered with Curriculum Management Systems Incorporated (CMSi) to conduct a comprehensive review of District 215 curriculum framework documents and policies. The purpose was to reveal the extent to which officials and professional staff of the District have developed and implemented a sound, valid, and operational system of curriculum management. The program-specific Curriculum Audit was an intensive review of the design, delivery, and alignment of curriculum documents and accompanying assessment documents. District 215 is using the 4 major findings from the curriculum audit to drive the development and implementation of a new curriculum to meet the academic needs of all students.

- Finding 1: Students were mostly listening to teachers and working on low level Depth of Knowledge (DOK) work.
- Finding 2: District 215 students are lagging behind the state averages on high stakes testing. In addition, a gap exists among African American and Hispanic students' success rate on high stakes tests.
- Finding 3: Lack of coordinated plans, due to the lack of policy development has contributed to fragmentation within the District.
- Finding 4: Equity, providing additional resources to students who are not performing on level with their peers, is a factor. African-American students represent two thirds of the student population, and this group is underrepresented in both honors and Advanced Placement courses.

To address these deficiencies, District 215 has engaged in the following:

1. Development of a Curriculum re-write process: Writing teams, consisting of administrators and educators, attend week-long trainings with CMSi focusing on the following:

- Reviewing the audit results and recommendations
- Establishing the foundation for the curriculum including cultural capital and deep alignment concepts
- Understanding the importance of curriculum design to support delivery



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- Developing a framework for curriculum, which emphasizes clarity in regard to student engagement and instruction as well as a Mastery Learning Model and Unit design and development.
- Aligning curriculum and lessons to the Guiding Principles for Effective Curriculum and the Curriculum CARE (Content, Assessment, Response, Extension) Plan.

Writing teams are trained every year (since 2019) and over 40 courses have been revised/rewritten. This includes the majority of the core as well as some electives. Writing Team 8 will be trained in June 2025 and includes: Anatomy, Applied Math, Drawing, Media Analysis, Statistics, and Team Sports.

## 2. Implementation of Equity Action Steps

In Spring of 2020, an equity committee was established and developed goals to address 5 key focus areas: student achievement, teaching and learning, beliefs and biases, family and community engagement, and diversifying staff. The following goals with actions steps were established:

- All students will have access to high quality-rigorous, culturally relevant instruction, curriculum, and educational experiences.
- All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.
- The District will increase community partnerships and family involvement in the educational environment.
- The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.

## 3. Revision of all Board of Education policies

During the 2020-2021 school year, the District partnered with the Illinois Association of School Boards (IASB) to update and customize policies through PRESS Plus. Additionally, a sub-committee has been created to continually revisit and update Board policy. Last year and this year, the District has started to review and align procedures with policy. This work will continue in 2025-2026.

## 4. Strategic Plan

During the 2022-2023 school year, the District began the Strategic planning process to address the following areas: student supports, building professional capacity, climate and culture, family and community partnerships, and data. This plan continues for 2025-2026. In order to support the aforementioned work, District 215 has established professional learning partnerships with: Dr. Holly Kaptain - Curriculum Management Solutions, Inc. (CMSi); Savanna Flakes- Inclusion for a Better Future; Schoology, Learning Management System, Evaluwise, and Power School Unified Insights and Data Analytics. Through these entities, on-site coaching is provided in the areas of Teaching Emergent Bilingual Students, Increasing Rigor in the Classroom, Specially Designed Instruction, Differentiated Instruction, Performance Based Assessments, Effective Co-Teaching Models, Standards-Aligned instruction, implementing instructional technology effectively, data-informed instructional decision-making, and task analysis and alignment.

**List and describe the measures the District takes to use and create identification criteria for students at risk of failure (low-income, EL, sped, neglected/delinquent)**

District 215 utilizes the following criteria for students at-risk failure:

- 8th Grade Assessment Scores in core content areas
- Feeder School Articulation Meetings to assist identification of incoming 9th grade students



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- State and Local Assessment Testing Scores which support College Readiness Levels (SAT, PSAT, NWEA MAP) to identify students' academic strengths and weaknesses
- MTSS Program which focuses on running 3-week failure reports to identify struggling students and enroll them in an academic support program
- 9th and 12th grade on track data reports
- Monthly Attendance and Discipline reports
- Counselor/ dean referrals from teachers
- Unified Insights/Performance Matters Power School to identify trends of at-risk students
- ELLevate to identify needs and proficiency or growth areas for EL students

## **Describe the supplemental educational assistance (resources/programming) to be provided to individual students needing to meet challenging state and academic programs include ELs.**

District 215 has established the following Multi-Tiered System of Support (MTSS) programs in order to help individual students meet State academic standards:

- A course to strengthen literacy skills: Students identified as needing reading assistance are enrolled in a Success Seminar course.
- Co-taught classes: Students with IEPs are enrolled in co-taught courses for science, English, math, and social studies. Teachers implement Specially Designed Instruction (SDI) for students with an IEP.
- Supports, Extensions, and Interventions are integrated into the new curricula units.
- Homework Center: Students attend homework center and receive tutorial help from certified staff members for academic assistance in classes. Extra assistance for Limited English Proficient students as well as students with IEPs is provided.
- Extended Library hours: The library is open before and/or after school to provide students with a safe and conducive learning environment in order to complete homework assignments, make up tests, complete college applications, and have computer access.
- Math intervention during the day: Students have the opportunity to remediate skills during the day in algebra. Topics include: Solving one and two step equations, inequalities, writing equations of lines (and slope), graphing lines, systems substitution/elimination, polynomials, factoring, and quadratic solving.
- Lunchtime Tutoring: Licensed staff members, paraprofessionals, and students are available to assist students who might be struggling in an academic area.
- Credit Recovery: A program has been established in order to help credit-deficient students get back on track academically in order to meet graduation requirements.
- Summer Bridge: Incoming 9th grade students are enrolled in a Summer Transitional Program which runs in July and August.
- Freshman Orientation: Incoming 9th graders attend school a day prior to upperclassmen to participate in transition activities.
- Mentoring Groups: Formal and informal groupings are established to assist students academically, socially, and emotionally.
- SAT/ACT prep sessions: These sessions include practice exams in order to identify areas of deficiency. After analyzing the data, individualized tutoring sessions are implemented.
- Developmental Guidance Instruction which focuses on meeting with students who are off-track and need academic assistance.
- Emergent Bilinguals are enrolled in bilingual, co-taught and/ or sheltered-instruction courses with certified staff.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- Alternative Learning Program for identified students. This program utilizes a web-based learning platform to support academic, social and emotional lessons.
- Junior Academic Scholars Academy: Supports the needs of students in their third year of high school who are credit deficient.
- Ellevation: A platform to help with data and instructional planning to enable teachers to make data-driven decisions for English Learner student achievement and success. There is an emphasis on helping EL students in math with academic language.

## **Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. (include ELs)**

District 215 has developed and continues to focus on a variety of instructional and educational strategies to strengthen academic programs and improve school conditions for student learning. Areas of focus include standards-aligned objectives and task alignment, language objectives, gradual release of responsibility, depth of knowledge, checks for understanding, culturally-responsive teaching, student voice, effective co-teaching models, specially designed instruction, Teacher Clarity, and the utilization of technology to transform teaching and learning. In addition, all curriculum is planned with the Guiding Principles of Effective Curriculum in mind, which emphasizes "engagement in cognitively challenging work," learning experiences that have "high expectations and student voice," and learning environments that are "welcoming, positive, and inclusive." Classroom visits by administration, as well as on-site coaching partnerships and professional development opportunities, help in monitoring and strengthening implementation of strategies. Course groups meet at least once a month to use the Curriculum CARE (content, assessment, response and extension) plan to drive discussion and instructional decision-making.

To further strengthen academic programs and improve school conditions for student learning, students are offered enrichment opportunities during the summer to strengthen their skills in core content areas. For example, the Summer Bridge program for incoming freshmen exists to help prepare students for the transition to high school and the rigor of the content. Students attend Summer School in an effort to recover course credit, to enhance academic skills, and/or to seek courses for advancement. An AP student boot camp is also offered in the summer to help support students with the rigor. During the school year, an ACT prep course is offered to 11th grade students. This course individualizes instruction for students based on a pre-assessment, as well as focusing on test-taking strategies. During the 2022-2023 and 2023-2024 school year, our district partnered with Dr. Nicole Law and Corwin Press to provide professional development training sessions in the following areas: Teacher Clarity and Collective Equity. These sessions were specifically developed to assist our staff members in reaching our Emergent Bilingual students and Students with IEPs. This work continued in 2024-2025 under the leadership of Savanna Flakes, Inclusion for a Better Future, the Director of Teaching and Learning, and the Student Service Coordinators.

The following enhances post-secondary success for our students:

- Dual-credit opportunities, which allow students to earn college credit while enrolling in specific high school courses such as 21st Century Entrepreneurship, Accounting, Anatomy, Barbering I and II, Building Construction II, Business Writing and Technical Concepts, Electricity II, Engineering II, Foundations to Teaching, Health, Microsoft Office, and Engineering.
- National Equity Lab, which allows students to enroll in courses at elite institutions such as Harvard, Yale, Howard and Stanford and earn transferable college credit.
- College Step-Up program, which allows students to enroll in courses at South Suburban College and earn transferable college credit.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- College Preparatory Math Course, which was articulated with South Suburban College and provides students an opportunity to immediately enroll in a credit-bearing math course at SSC with no need for remedial coursework.
- In Fall 2021, District 215 added four CTE programs that enhance students' employability through licensure and credentials (Cosmetology, Barbering, Electricity & Teacher Education).
- In 2025-2026, District 215 will implement American Sign Language.
- In 2025-2026, District 215 will plan to write a course in Applied Math, which will cover work-based math (CTE- welding, construction, etc.), financial literacy, and build upon the foundation of algebraic skills.
- Advanced placement opportunities for underrepresented student populations which allow students to earn college credit upon successful completion of the exam. Three new courses were added in the 2024-2025 school year: AP physics, AP African American Studies, and AP Precalculus.

## **Explain the process through which the district will identify and address any disparities low-income/minority being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.**

All District 215 licensed staff members are certified in the content areas in which they teach. Furthermore, all teachers (on and off cycle) receive multiple informal observations, which include a formalized feedback form. Any teacher that is at risk of a needs improvement in any area meets with building administration to discuss this area further and develop a plan for improvement. District 215 utilizes a customized version of the Charlotte Danielson model for licensed staff evaluations. Each year, the Deans' Office and/or building administration offers professional development in the areas of classroom environment (establishing rapport, developing a positive classroom climate, classroom management). All new teachers are invited to be a part of our 2-year mentoring program. This program allows for peer observations, collective lesson planning, data analysis, and a coaching cycle. All new teachers also participate in a two-day orientation prior to the start of the school year and attend monthly meetings during the school year to ensure academic expectations are clear. Furthermore, the District provides membership to one professional organization related to their teaching field. All second-year teachers participate in a one-day orientation prior to the start of the school year to continue professional development in regard to our School Improvement initiatives. They are also invited to take place in the 2nd year of our mentoring program, which emphasizes a full coaching cycle. In 2024-2025, the District implemented a digitized evaluation process on a platform, which will allow us to better track professional development needs for teachers.

## **Describe the measures the district takes in assisting schools in developing effective library programs.**

The district ensures that all librarians are certified and have the necessary qualifications and endorsements to be school library media specialists. This allows our librarians to interact with students in developing digital literacy skills. In order to provide the best online databases for its students, District 215 provides the financial resources and allows the autonomy of its media specialists to stay informed of and subscribe to online databases that are both user-friendly and will be used later in higher education. Moreover, the media specialists provide interactive and hands-on instruction to students regarding how to use the databases and other online resources in a discerning manner, teaching them to make informed decisions about the materials they access. The district supports flexible scheduling in its media centers. Flexible scheduling has been shown in multiple studies to increase both student and teacher access to the library and its resources.

Additionally, the librarians/media specialists create student presentations for digital literacy which are offered through Summer bridge programs, freshman orientation and English/Social Studies classes.

## **Describe how the district will identify and serve gifted and talented.**



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

In order to identify and serve gifted and talented students, District 215 begins the identification process through the administration of college readiness assessments (PSAT/SAT Suite and/or ACT suite), which begins with the students' 8th grade year. There is articulation with feeder schools which includes individual student performance feedback from the 8th grade core content instructors on this placement. Once identified, students are enrolled in Honors and AP level courses. Additionally, AP Potential Reports are utilized to increase enrollment opportunities. District 215 is also committed to increasing enrollment in the gifted programs through other methods which include teacher recommendations, summer enrichment courses (some with the local community college), writing samples and parent input. Also, throughout a student's tenure in the district, counselors and teachers recruit and encourage students to enroll in these courses.

Gifted and talented students can enroll in the following curriculum course offerings: Honors English 9, Honors English 10, Honors English 11, Honors Spanish IV, Honors French IV, Honors World History, Honors US History, Honors Economics and Honors Government, Honors Biology, Honors Chemistry, Honors Physics, Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus. In addition, the following Advanced Placement courses are offered: AP Literature, AP Language and Composition, AP Spanish Language, AP Spanish Literature, AP Human Geography, AP US History, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Pre-Calculus, AP Calculus AB, AP Statistics, AP Music Theory, AP Computer Science Principles, and AP African American Studies. District 215 also offers a College Step-Up Program through partnerships with Joliet Junior College, Chicago State University, and South Suburban College, which allows students to take courses on the college campus and earn college credit. There are also dual credit courses offered on the high school campus. Through an established partnership with National Equity Lab, students can enroll in transferable college credit-bearing courses from elite universities such as Harvard, Yale, Howard, and Stanford.

## **Program Specifics College and Career**

***Describe how the district will facilitate transitions from middle grades to high school and high school to postsecondary through coordination with institutions of higher education, employers, local partners, increased student access to college, high school, career counseling, etc.***

District 215 has an established articulation process with our six feeder school districts. This process includes meetings on a regular basis among the following groups: Superintendents, District/School level Curriculum Directors, High School administrators/teachers and feeder school teachers for content area articulation. Additionally, teachers/coaches/sponsors do on-site visits to promote clubs, sports, activities, as well as give an introduction to high school and assist in the transition to high school. The Guidance Department hosts an 8th grade open house, which promotes parent and incoming student transition to the high school. The District offers a Summer Bridge transitional program for incoming 9th grade students. This program runs before the start of the school year to help students transition to high school and prepare for the academic rigor. In addition, since the 2021-2022 school year, D215 partnered with specific feeder schools and offered an on-site Honors Algebra I and Spanish program for identified grade 8 students. In the summer of 2023, D215 began offering Honors Algebra I as a summer school option for incoming freshman students. In the Fall 2024, the District offered Freshman Orientation day on campus before upperclassmen start school. In the Spring of 2025, freshman students had a chance to retake the Algebra proficiency exam.

District 215 has a formalized partnership with South Suburban College, Chicago State University, and Joliet Junior college to offer students Dual Credit classes as well as to take classes on the college campus through our Step-Up program. Additionally, a partnership with the National Equity Lab provides opportunities for students to enroll in college-credit bearing courses with elite universities such as Harvard, Howard, Stanford and Yale. The Guidance Department uses Naviance to help students set goals, explore interests, and develop a post-secondary plan. The District hosts on-site college admission workshops and fairs, a College Social Night, financial aid nights, financial aid



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

workshops, and on-site college representatives. Our schools organize annual field trips to participate in college fairs such as HBCU (Historically Black College and Universities), Infinite Scholars, the National Hispanic Spring College and Career Fair, and the Chicago National College Fair by ISAC.

In July of 2021, District 215 established its very own Career Development Department whose mission is focused on providing opportunities for students to be engaged in career preparation and development, to attain hands-on training in high skill, high demand areas of our labor market, and for students to achieve employability in their career pathways. In the 2023-2024 school year, the District hired an early college and career coordinator. This position serves as a liaison between the colleges/community, the schools, the students, and the families.

***If applicable, describe the district's support for programs that coordinate and integrate the following: academic and career and tech education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and academic credit.***

**Dual College Credit can be earned with the following courses:**

- 21st Century Entrepreneurship
- Barbering I and II
- Electricity II
- Foundations to Teaching
- Health
- Microsoft Office Technology
- Building Construction 2
- Engineering
- Cosmetology I and II

**Industry Certifications can be earned in the following CTE courses:**

- Microsoft Office Specialist Certifications - Business Writing & Technical Writing; Microsoft Office Technology, Accounting, Work Programs
- Solidworks Certification - Engineering 2
- Sanitation Certification - Culinary Arts
- Coding Certification Badges via Treehouse - Coding, Web & App Design
- Java Script (Coding App & Web Development)
- OSHA 10 (Automotive Tech, Building Construction, Collision Repair)
- S/P 2 Collision Repair
- ServSafe Food Handler (Culinary)

**Licensure Certification can also be earned in the following CTE courses:**

- Cosmetology and Barbering
- Educator Pathway courses- Paraprofessional Licensure

**Hands-on Learning Opportunities include:**

- World of Wheels - Collision Repair and Automotive Technology



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- Student Run Daycare - Childcare Practicum and Child Care I
- Skills USA competition
- South Suburban College Video Competition - TV Production
- Chicago Architectural Tours - Engineering
- Industry Recognized Software - Microsoft Office Suite, QuickBooks, ArchiCAD, Solidworks, and Coding Languages such as JAVA, Python, Ruby, etc.
- Trade Show - All CTE areas.

**In addition, we offer students the following work-based learning opportunities that provide students with in-depth integration with industry professionals and, if appropriate, academic credit:**

- District 215 work-based programs include: Interrelated Cooperative Education (ICE), Career-to-Work Training (CWT), and Career Exploration.
- Each Work Program, ICE & CWT is a two-credit program: one credit for classroom preparation (ICE/CWT Class); one credit for work or volunteer experience (ICE/CWT Job); both designed to prepare students for the world of work.
- Experience is gained through employment, job shadows, volunteer service, meaningful field trips and/or industrial professional guest speakers that are related to animated classroom discussions, projects, and presentations.
- Extensive instruction is given to create cover letters, resumes, references, electronic portfolios, and financial literacy. Students will receive the necessary tools to generate & practice successful interviewing strategies during our Mock Interviews with industry professionals, use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances.
- Students are also provided the opportunity to earn their Microsoft Office Certifications throughout the school year.
- If students are unable to fit the yearlong work program into their schedule, they can enroll in the course 21st Century Business Communications which is a semester version of the ICE Class or Career Exploration.
- Students enrolled in the Educator Pathway Courses will be provided practicum experience in local schools.

## **Professional Development**

***For each program for which funding is anticipated for 2024-2025, provide a brief description of PD activities. Also include how private schools will be included.***

### **Title I- Improving Basic Programs**

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, curriculum writing, professional learning communities, parent engagement, data-informed decision making, strategies for inclusion of all, ACT/SAT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation.

### **Title II- Preparing, Training, and Recruiting**

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Student Engagement, curriculum writing, professional learning communities, data-informed decision making, strategies for inclusion of all, ACT/SAT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation. Additionally, there will be a focus on lesson-planning, problems of practice, and instructional coaching through the mentoring program. An emphasis on providing Principals (assistant principals) and associated leadership roles with sessions on effective leadership, aligning standards, assessments, and classroom instruction within the curriculum, and other relevant sessions to improve instructional and leadership knowledge.

## **Title III-LIEP**

District 215 will offer professional development sessions on: standards-aligned instruction and assessment, data-informed instructional decision-making, and cultural competency. EL teachers will receive training in understanding ACCESS scores and embedding supports for students' success, as well as training in reading strategies for newcomers.

## **Title III-ISEP**

District 215 will offer professional development sessions on: standards-aligned instruction and assessment, data-informed instructional decision-making, and cultural competency. EL teachers will receive training in understanding ACCESS scores and embedding supports for students' success, as well as training in reading strategies for newcomers.

## **Title IV- Student Support and Academic Enrichment**

District 215 anticipates offering professional development sessions focusing on Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Cultural Competency, Integration of Instructional Technology, High Impact Instructional Strategies for Student Engagement, curriculum writing, safety, ACT/SAT, advanced placement, Culturally Responsive Practices and/or Differentiation.

## **IDEA**

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, leveraging Specially designed instruction and High Impact Instructional Strategies for Student Engagement. The district will offer coaching opportunities to teachers and classroom paraprofessionals designed to increase the integration of IEP goals into instruction and effective ways to progress monitor student performance.

## **Safe Learning Environment**

*Describe the process through which the District will: reduce incidences of bullying and harassment; reduce the overuse of discipline practices that remove students from the classroom, and reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup as defined below:*

- *Each major racial and ethnic group*
- *Economically disadvantaged students as compared to students who are not*
- *Children with disabilities as compared to students without*
- *English proficiency status*
- *Gender*
- *Migrant status*



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

District 215 continues to use a progressive discipline plan that relies heavily on interventions that keep students in the classroom and school environment. Our processes reduce out-of-school suspensions, provide direct instruction in social-emotional competencies, and focus on mentorship as a means to reduce adverse behaviors. To support academic achievement and meet State academic standards for all students, strategies have been implemented that minimize the loss of instructional time while implementing interventions that support the best pedagogical strategies for socio-emotional wellness. In an effort to support this initiative, staff development continues to focus on high-impact instructional strategies that increase student engagement. The district offers students opportunities for peer mediation, conflict resolution strategies, and peer-led campaigns to reduce incidences of bullying and harassment and promote positive behavior. As a means to monitor the effectiveness of interventions, monthly reviews of building and district discipline data occur to identify trends and consider additional interventions. This data includes subgroup information, which includes gender, race, special education, EL services, 504, Emergent Bilinguals, migrant status (if applicable), and low income.

In an effort to promote healthy student relations and awareness, assemblies and/or targeted group presentations are held to address the following issues: bullying, harassment, teen dating, stress management, healthy relationships, social media safety, and responsible decision-making. Staff are provided with direct support to reduce behaviors that negatively interfere with teaching and learning. The District continues to implement the See Something Say Something reporting process for students and community members to report incidents of bullying and other forms of misbehavior anonymously. The District has adopted the Safe2Help program and is enhancing its safety and security protocols. Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence. All reported acts of bullying/harassment are investigated to determine if the act is within the scope of the district or school, and if not, a process for referral outside the school and to the appropriate jurisdiction is recommended.

In order to avoid student out-of-school suspension, District 215 has a menu of interventions to address student behavior. Student misbehavior is handled on a case-by-case basis. In all cases, the implementation of appropriate interventions/consequences takes into account a number of factors, including the nature and severity of the misbehavior and the infraction history of the student. The district reports disaggregate out-of-school suspension data to the board of education on a monthly basis, along with the interventions used. This higher level of accountability ensures the district offers appropriate interventions and monitors its use of punitive consequences. Annually, a committee of staff, parents, and students convene to review and update practices and policies.

**Describe the services the District will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with services the District is providing under the McKinney-Vento Homeless Assistance Act.**

District 215 seeks out and supports entities and partnerships with outside agencies in an effort to provide its students with the necessary mental and behavioral health supports. The District emphasizes the social-emotional, physical, health and wellness, psychological, and essential needs of our students. Some of the partnerships include Southland Juvenile Justice Council, CEDA, Midwest Family Support Services, BeWell Aunt Martha's, Thornton Township, local churches, and Walgreens. Additionally, we have provided support to families through workshops related to mental health wellness and knowing your community supports. The District maintains a partnership with Hartgrove Behavioral Health to offer mental health services to students and family members. We continue to provide physical education uniform waivers, transportation to and from school, including after-school activities such as homework center, athletics, and clubs, to ensure students have access to the full high school experience.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Additionally, we provide classroom essential supplies (pens/pencils, folders, textbooks). We connect families with community organizations to assist with housing, medical (immunizations), and other needs as appropriate. The District hosts on-site school physicals, immunizations, and dental screenings 2-3 times per year.

## IDEA

### **How was the comprehensive needs assessment information used for planning grant activities?**

The ECHO Cooperative, which considers the needs of 13 surrounding districts, including District 215, conducts an annual needs assessment survey and plans strategic PD around the results for all districts. The results of the Needs Assessment are used to identify professional development and programmatic needs. This process supports the specific needs of District 215. Additionally, District 215 conducts an ongoing needs assessment based on classroom performance, state assessment, and behavioral data trends. The district uses a cohort professional learning model to support the professional learning of teachers across the placement continuum, as well as observations to determine appropriate professional learning for other school staff. District 215 also reviews the disability and placement data of its students to determine programmatic or placement process changes to ensure students have access to robust educational programming.

### **Summarize the activities and programs to be funded with this grant application.**

Funds from the grant will be used for the following purposes:

- increase teacher capacity through a variety of learning experiences designed to incorporate effective strategies into instruction, increase focus on priority standards, incorporate social emotional learning strategies into content areas, improve educational programming, and enhance teacher and staff effectiveness.
- purchase supplemental materials and supplies to increase student access to the general education curriculum. Software programs, electronic devices, assistive technology, and classroom supplies may be purchased.
- purchase materials, supplies, and electronic devices to support student assessment and evaluation for special education services.
- increase administrator capacity to evaluate and improve instructional programming, increase knowledge on special education and other school related matters, and support teacher growth.
- materials and supplies to support professional development sessions.
- employ a transition specialist coordinator to assist students in identifying and participating in post-secondary programs.
- Provide professional development to program supervisors, including the Assistant Superintendent, Director of Student Services, and Student Services Coordinators in strategies to enhance programs, increase compliance, and best practices related to instruction and student engagement.

### **How are funds being used to support District performance on the State Performance Plan Indicators?**

Funds from the IDEA allotment will be used in the following manner to support the district's performance on the list indicators:

Indicator 1: Graduation and Indicator 2 Dropout. Funds will be used to provide students with intervention opportunities that will allow them to remain on track for graduation. Interventions will be provided during the school day by a special educator working during non-teaching periods, before or after school. Additionally, the



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

transition specialist will ensure that transition plans are updated yearly and reflect the appropriate course of study, allowing for timely graduation. Students will also have access to supportive credit recovery programming.

Indicator 3 State assessments: Teachers will participate in professional learning opportunities to ensure high-yield instructional strategies are used across core instruction. Supplemental instructional resources will be purchased to support student understanding and access to the general education curriculum.

Indicator 4 Suspension and expulsion: The District will use funds to pay staff to review educational files and disciplinary consequences for special education students. File review will occur outside of the regular school day. Additionally, funds may be used to fund mental and behavioral health resources for identified special education students.

Indicators 5 & 6 educational environment: Funds will allow professional learning opportunities for staff to ensure instructional practices are used that allow students to experience success in their LRE.

Indicator 7 Early Childhood: Not applicable, we are a high school district.

Indicator 8 parent involvement: Funds from IDEA will allow the purchase of materials and supplies for parent engagement activities, including but not limited to transition workshops. Funds will also be used to employ interpretation, and translation services or supports to allow parents to meaningfully participate in the education of their child.

Indicators 9 & 10 disproportionality: Staff will utilize learning from cultural competency training to ensure biases related to IEP placement and eligibility decisions are minimized.

Indicator 11 evaluation timeline: Funds from this grant will support professional learning for staff on proper timelines and pay a portion of the IEP program that ensures compliance with timelines.

Indicator 13 secondary transition: Funds will be used to supplement the salary of the District Transition Specialist. This individual works directly with parents, staff, students, and transition partners to ensure the district's compliance with this indicator.

Indicator 14 post-school outcomes: The transition coordinator funded through this grant will work with students and case managers to ensure students are engaged in activities such as: appropriate interest surveys, goals, interviews for post-secondary connections with DRS, connections to college disability offices, and assistance with securing employment.

Indicators 15 & 16 mediation and resolution: No funds allocated specifically for this indicator.

Indicator 17 State systemic improvement plan: Not applicable to high school level.

Indicator 18 general supervision: No funds allocated specifically for this indicator.

**The Consolidated District plan also includes a Youth in Care Stability Plan which addresses student placement and transportation and a Bilingual Service Plan which addresses the components of the Transitional Bilingual Education and the Transitional Program of Instruction.**



## MEMORANDUM

**Date:** May 14, 2025

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

**From:** Eric Mastey, Assistant Superintendent of Career Development

**Subject:** Adoption of Thornton Fractional TWP HS D 215 PaCE (Postsecondary and Career Expectations) Framework

---

### **Recommended Action**

It is recommended that the Board of Education adopt the Postsecondary and Career Expectations (PaCE) Framework as presented, in compliance with Illinois Public Act 101-0180. Adoption of the PaCE Framework will support our district's efforts to ensure all students graduate with a clear postsecondary plan, enhance college and career readiness, maintain eligibility for state funding opportunities, and align with the district's broader strategic goals for student success.

### **Background**

The PaCE (Postsecondary and Career Expectations) Framework is designed to ensure that all students graduate from high school with a clear plan and the skills necessary to succeed in their chosen postsecondary path—whether that be college, career, or military service. We've taken a collaborative approach to this work, and the draft PaCE Framework has been created with input from staff, students, district/building leaders, and parents within our community. This ensures that the framework reflects the unique needs and priorities of our students while setting them up for increased college and career enrollment, financial preparedness, and long-term success.

PaCE establishes key benchmarks for students to achieve by the end of 9th, 10th, 11th and 12th grade in three critical areas:

1. **Career Exploration & Development** – Helping students identify career interests, engage in work-based learning experiences, and understand workforce expectations.
2. **Financial Aid & Literacy** – Ensuring students and families have access to financial planning resources, including FAFSA completion, scholarships, and budgeting tools.
3. **Postsecondary Education & Training** – Preparing students for the transition to college, vocational training, apprenticeships, or other postsecondary options.

By following this framework, we expect to see more students graduate with a defined path forward, increased participation in dual-credit courses and certifications, and stronger connections between students and local employers.

### **Why do we need to adopt this framework?**

#### **1. State Requirement & Compliance**

- Illinois law (Public Act 101-0180) requires every high school district to adopt a PaCE Framework or an equivalent plan by July 1, 2025.
- Adopting PaCE ensures compliance and maintains eligibility for state funding and grants related to career and college readiness initiatives.



## 2. Improving Student Outcomes & Postsecondary Readiness

- Students with a structured postsecondary plan are more likely to enroll in and complete college, enter high-demand career fields, or secure stable employment.
- The PaCE Framework ensures students stay on track with key milestones, such as work-based learning experiences, FAFSA completion, and college or apprenticeship applications.
- We expect higher college and career enrollment rates, fewer students struggling with last-minute decisions, and a more financially prepared graduating class.

### What are the next steps?

1. Refine and Finalize the PaCE Framework based on continued feedback from year to year.
2. Model to Teachers, Counselors, and Staff on how to integrate PaCE benchmarks into student advising and coursework.
3. Continue to engage Students and Families to ensure they understand the framework and available resources.
4. Refine current Metrics to Track Success

**Funding source if applicable: N/A**

**Attachment : PaCE Framework proposal**

# Thornton Fractional High School District 215



## Postsecondary and Career Expectations

Each student should have an individualized learning plan to help make decisions about career and postsecondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Attend a postsecondary (PS) options workshop</li> <li>Select coursework for PS/career plans aligned with the ISBE College and Career Readiness Indicators</li> <li>Enroll as appropriate in early college credit courses and Advanced Placement courses</li> <li>Enroll and select appropriate Summer AP Exposure and Boot Camps</li> <li>Complete a career cluster survey</li> <li>Participate in a career exploration fair or speaker series hosted at the school</li> <li>Engage in in-class counselor-led career presentations</li> <li>Students will have access to basic financial aid and financial literacy presentations</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>The importance of extracurricular activities to PS and career goals</li> <li>One or two career clusters for further exploration and development</li> <li>The relationship between high school coursework, attendance, and grades to PS plans</li> <li>How academic performance relates to post-secondary and career pathways</li> <li>The general cost ranges of various PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Meet with the school counselor to update the four-year plan to reflect post-secondary goals and interests.</li> <li>Select appropriate courses for junior year, with consideration of rigor, prerequisites, and course recommendations.</li> <li>Compare and contrast personal strengths and weaknesses with career choice</li> <li>Select a career pathway within the career cluster of interest</li> <li>Revisit career cluster interest survey and take the career interest survey</li> <li>Attend an introductory financial aid presentation with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>The different types of PS credentials and institutions</li> <li>The benefits of early college credit to PS</li> <li>The negative impact of remediation on PS goals</li> <li>Various Work Based Learning opportunities available within interested careers</li> <li>Career attributes related to career interests</li> <li>Relationship between community service, extracurricular, and post-secondary career goals.</li> <li>General cost ranges of various PS institutions</li> <li>Understand the financial implications of career choices, such as the cost of attendance, starting salaries, and student loans.</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Identify two related PS paths or college majors correlated with career cluster survey results.</li> <li>Identify college majors, trades, or military that best suits the PS plan</li> <li>Create a personal statement or resume</li> <li>Take at least one college entrance exam</li> <li>Prepare for ACT through school workshops and online tutoring</li> <li>Attend a college fair or trades fair</li> <li>Visit at least one PS school with a college admissions rep or recruiter</li> <li>Participate in a PS workshop from a school counselor</li> <li>Understand the process of applying for college and timeline for early admission</li> <li>Determine readiness for college level coursework in Math/ELA</li> <li>Revisit the career survey</li> <li>Select a career pathway within a career cluster of interest</li> <li>Understand the process of FAFSA completion</li> <li>Understand how to apply for scholarships</li> <li>Engage with financial literacy to support a plan to pay for college</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>How to access saved career clusters of interest in Naviance</li> <li>Entrance requirements for college, trades, and military</li> <li>Estimated cost of each PS option</li> <li>Financial aid deadlines for chosen postsecondary options and scholarship search engines</li> <li>Application deadlines, entrance requirements, and timeline of completion</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>Complete admissions applications to PS institutions</li> <li>Request letters of recommendation if needed</li> <li>Complete the ASVAB if necessary</li> <li>Meet with school counselor to review all steps in the PS admissions process</li> <li>Attend Senior events in April during ACT/SAT week</li> <li>Attend a financial aid presentation</li> <li>Attend a FAFSA completion workshop</li> <li>Meet with ISAC representative</li> <li>Complete the FAFSA or alternative documentation</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>Know how career pathway courses and experiences articulate to PS degree programs</li> <li>Know the cost of each PS option</li> <li>Know the affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>Know terms and conditions of any scholarship or loan</li> </ul> <p><b>By end of S1, a student should have:</b></p> <ul style="list-style-type: none"> <li>An unweighted GPA of 2.8/4.0, 95% attendance</li> <li>Attended college and career fairs</li> <li>Visited PS institutions</li> <li>Submitted final community service hours or employment hours for CCRI</li> <li>Earned industry-based certifications related to career path</li> <li>Submit the final PS plan to counselor</li> <li>Applied for scholarships</li> </ul>
Career Exploration and Development	Postsecondary Education Exploration, Preparation, and Selection	Financial Aid and Literacy	

# Thornton Fractional North OSS Report

April 2025

Author	Sub Type	Grade Level	Gender	Ethnicity	Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6	Intervention 7
Hunt, Stacie	Battery	10	F	B	1	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting	ISS	--	--	--
Posley, Shaunwell	Fighting	10	F	B	3	Parent Communication	Parent Communication	PPS Referral	--	--	--	--
Hunt, Stacie	Fighting	9	M	B	2	Parent Communication	Restorative Conversation	Re-entry Meeting	Conflict Resolution Specialist	--	--	--
Hunt, Stacie	Fighting	10	M	B	2	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting	--	--	--	--
Hunt, Stacie	GrossMisconduct	9	M	B	1	Parent Communication	Be Well Restorative Coaching	Re-entry Meeting	BAM	ISS	Restorative Conversation	--
Posley, Shaunwell	GrossMisconduct	10	M	B	3	Parent Communication	Mediation	Restorative Conversation	ISS	Restorative Conversation	Parent Communication	--
Posley, Shaunwell	Fighting	10	F	B	3	ISS	Mediation	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	--	--
Posley, Shaunwell	GrossMisconduct	10	F	B	3	Mediation	Parent Communication	Conflict Resolution Specialist	ISS	Restorative Conversation	Re-entry Meeting	--
Evancho, Bryan	Poss SmokingMaterial	10	M	B	1	ISS	Parent Communication	Restorative Conversation	Re-entry Meeting	Conflict Resolution Specialist	--	--
Posley, Shaunwell	GrossMisconduct	9	F	H	2	ISS	Restorative Conversation	Re-entry Meeting	Be Well Restorative Coaching	PPS Referral	Parent Communication	Mediation
Hunt, Stacie	GrossMisconduct	9	M	B	3	Parent Communication	BAM	Re-entry Meeting	ISS	Be Well Restorative Coaching	Restorative Conversation	--
Posley, Shaunwell	Poss SmokingMaterial	9	F	H	1	ISS	Parent Communication	--	--	--	--	--
Hunt, Stacie	GrossMisconduct	10	M	B	1	Parent Communication	BAM	ISS	Detention	--	--	--
Posley, Shaunwell	Bullying	9	F	B	1	PPS Referral	ISS	Parent Communication	--	--	--	--
Posley, Shaunwell	Poss SmokingMaterial	10	F	B	3	Parent Communication	Detention	ISS	Restorative Conversation	Be Well Restorative Coaching	Conflict Resolution Specialist	--
Evancho, Bryan	Fighting	11	M	B	3	ISS	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	Restorative Conversation	--	--
Evancho, Bryan	GrossMisconduct	9	M	B	1	Parent Communication	Restorative Conversation	ISS	Conflict Resolution Specialist	--	--	--
Evancho, Bryan	Smoking	10	M	B	2	Conflict Resolution Specialist	ISS	Re-entry Meeting	Restorative Conversation	--	--	--
Posley, Shaunwell	GrossMisconduct	9	F	B	1	Parent Communication	Restorative Conversation	ISS	--	--	--	--
Posley, Shaunwell	Fighting	11	M	B	3	Parent Communication	Re-entry Meeting	Mediation	--	--	--	--
Evancho, Bryan	Mob Action	9	F	B	3	Conflict Resolution Specialist	Mediation	Restorative Conversation	Parent Communication	ISS	Stay Away Plan	--
Evancho, Bryan	GrossMisconduct	9	F	B	2	Conflict Resolution Specialist	Mediation	Restorative Conversation	Parent Communication	Stay Away Plan	--	--
Evancho, Bryan	Mob Action	10	F	B	3	Conflict Resolution Specialist	Mediation	Restorative Conversation	Parent Communication	ISS	--	--
Hunt, Stacie	Mob Action	9	F	B	3	Parent Communication	Restorative Conversation	Conflict Resolution Specialist	--	--	--	--
Hunt, Stacie	Mob Action	9	F	B	3	Parent Communication	Restorative Conversation	--	--	--	--	--
Hunt, Stacie	Mob Action	9	F	B	3	Parent Communication	Conflict Resolution Specialist	Mediation	Restorative Conversation	--	--	--
Hunt, Stacie	Mob Action	9	F	B	3	Parent Communication	ISS	Restorative Conversation	--	--	--	--
Posley, Shaunwell	Insubordination	10	F	B	2	Parent Communication	ISS	Be Well Restorative Coaching	Re-entry Meeting	Restorative Conversation	--	--
				Total Days	62							

# Thornton Fractional North OSS Report

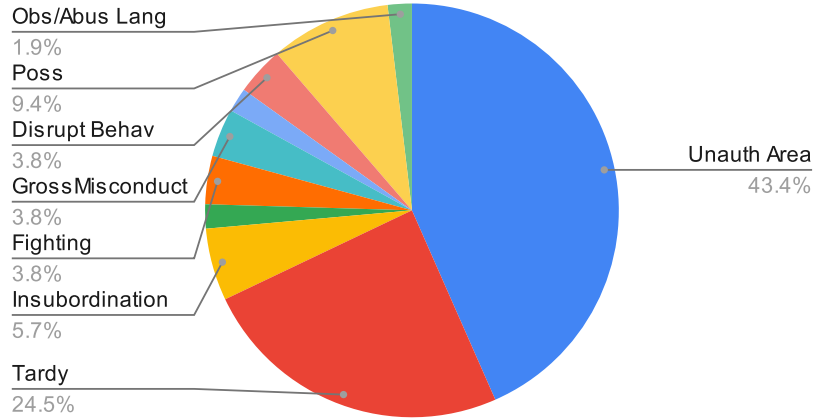
April 2024

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Interventions
Smoking Device	9	F	H	1	Parent contact, Social Worker minutes, conversation with Dean
Drug and Alcohol Possession	11	M	B	1	Parent contact, teacher calls home, Referral to PPS group
Insubordination	11	F	B	2	Parent contact, teacher calls home, Social worker minutes, Restorative conversation with Dean
Possession Use of Weapon	11	F	B	3	Parent Contact, teacher contact, Resolution Specialist, Restorative conversation with Dean
Possession Use of Weapon	9	F	H	2	Parent Contact, PPS referral for group, Re-entry Meeting
Criminal Trespass	12	F	B	1	Parent Contact, PPS referral for group, Re-entry Meeting
Fighting	10	M	B	2	Parent contact, counselor contact, Restorative conversation with coaches
Fighting	10	M	B	3	Parent contact, counselor contact, Restorative conversation with coaches
Smoking Device	12	M	B	2	Parent contact, counselor contact, BAM Mentoring Group
Disruptive Behavior	11	M	B	1	Parent call, Counselor contact to parent
Fighting	9	F	B	3	BAM Mentoring Group, counselor contact, teacher intervention
Obscene Abusive Language	10	M	B	3	Parent contact, teacher contact, Resolution Specialist, Restorative conversation with Dean
Drug and Alcohol Possession	12	M	B	2	Parent contact, Social Worker minutes, conversation with Dean
Unauthorized Area	11	M	B	1	Parent contact, teacher calls home, Referral to PPS group
Battery	9	M	B	3	Parent contact, teacher calls home, Social worker minutes, Restorative conversation with Dean
Gross Misconduct	9	M	B	1	Parent Contact, teacher contact, Resolution Specialist, Restorative conversation with Dean
Fighting	9	M	B	2	Parent contact, teacher contact, Resolution Specialist, Restorative conversation with Dean
Gross Misconduct	9	M	B	2	Parent contact, counselor contact, Restorative conversation with coaches
Drug and Alcohol Possession	12	M	B	2	BAM Mentoring Group, counselor contact,
Theft	10	M	H	1	Parent contact, teacher calls home, Referral to PPS group
			Total Days	38	

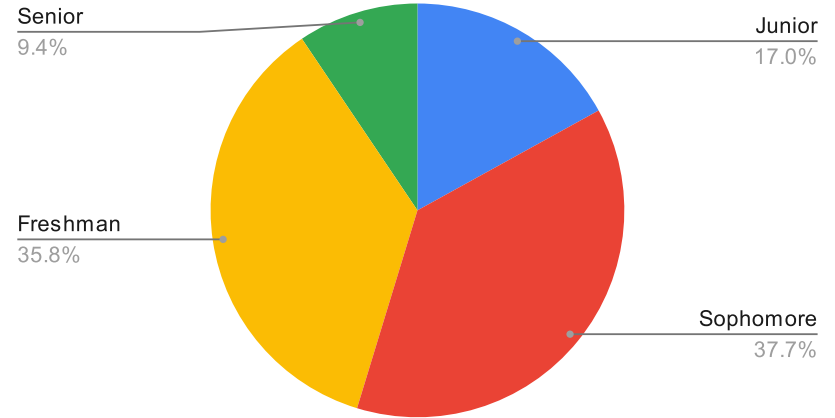
# Thornton Fractional North ISS Report April 2025

Total Days: 68

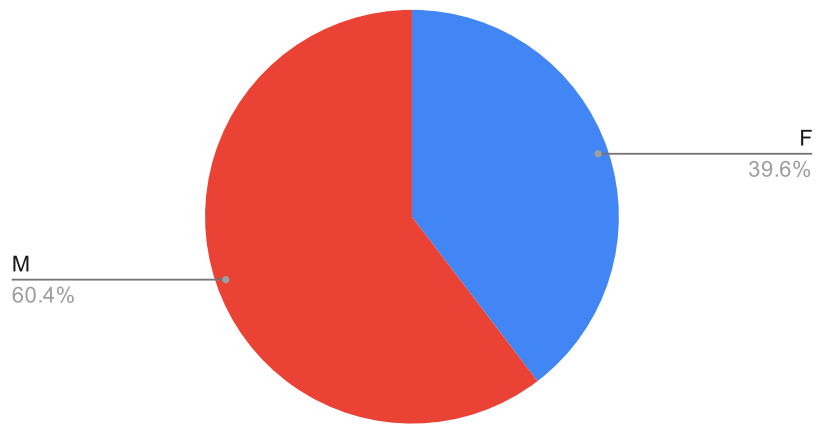
## Infraction



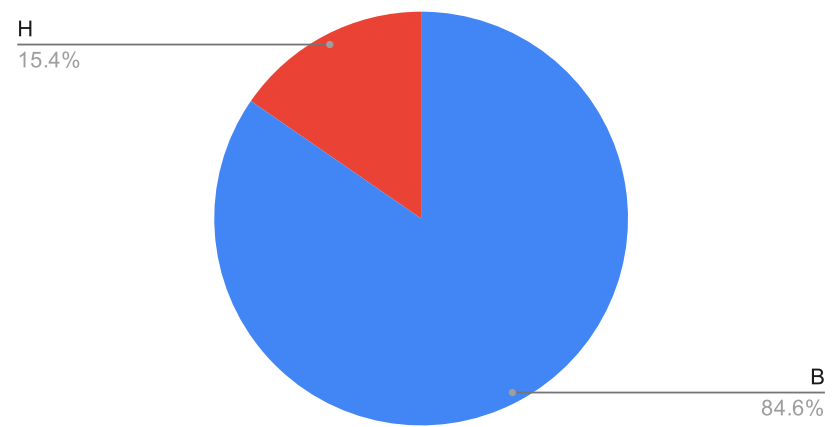
## Grade Level



## Gender



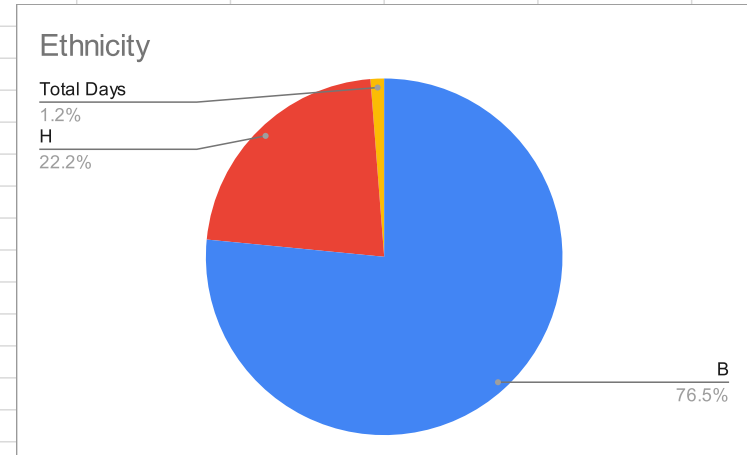
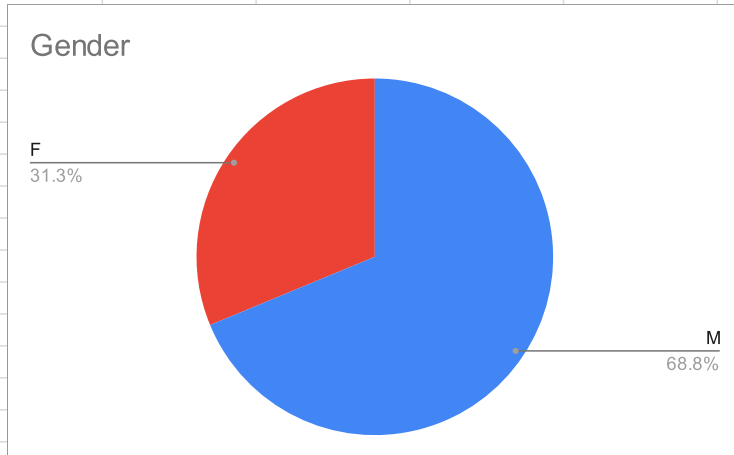
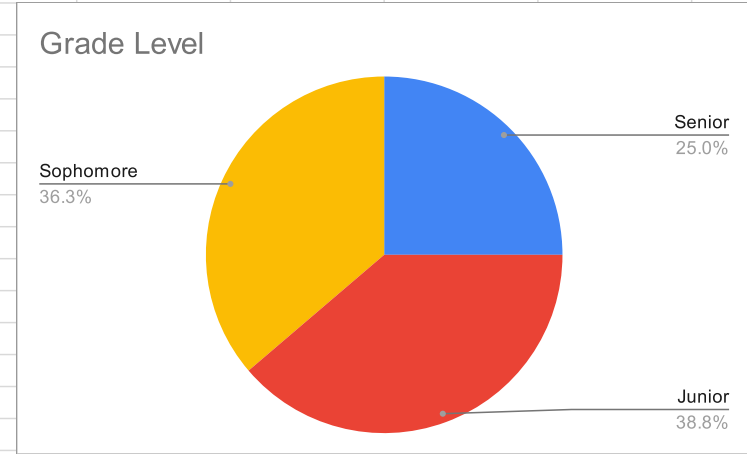
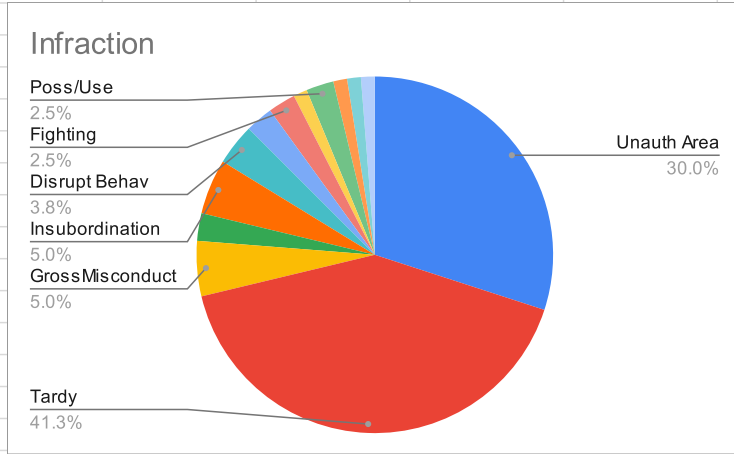
## Ethnicity



# Thornton Fractional North ISS Report

Total Days: 107

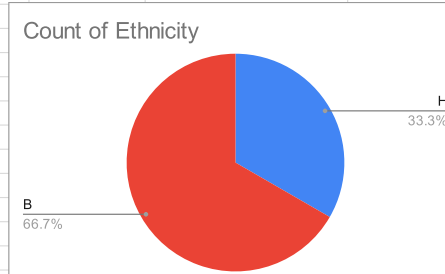
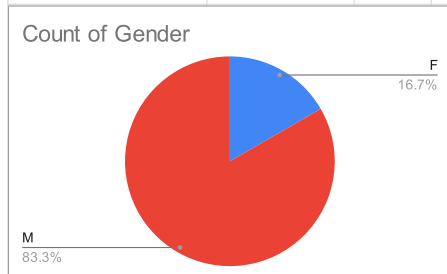
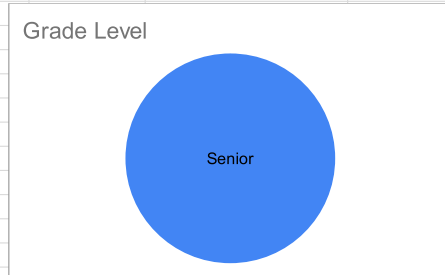
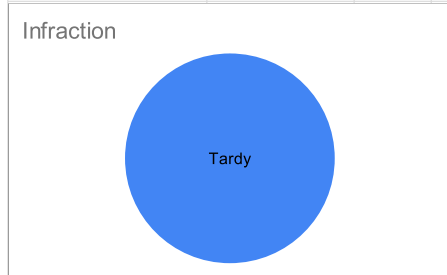
## April 2024



# Thornton Fractional Center ISS Suspension Report

April 2024

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Tardy	Senior	F	H	1	Parent Communication	Detention	ISS	--	--	--
Tardy	Senior	M	B	1	Parent Communication	Detention	ISS	--	--	--
Tardy	Senior	M	B	1	Parent Communication	Detention	ISS	--	--	--
Tardy	Senior	M	B	1	Parent Communication	Detention	ISS	--	--	--
Tardy	Senior	M	H	1	Parent Communication	Detention	ISS	--	--	--
Tardy	Senior	M	B	1	Parent Communication	Detention	ISS	--	--	--
				<b>Total: 6</b>						



# Thornton Fractional Center OSS Suspension Report

April 2024

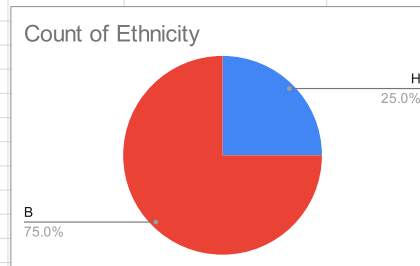
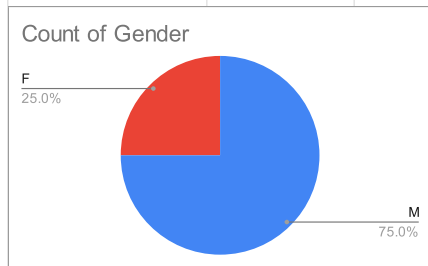
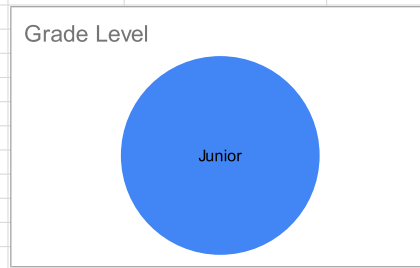
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6										
Unauth Area	Senior	M	H	1	Parent Communication	Detention	ISS	--	--	--										
Insubordination	Senior	M	B	2	Parent Communication	Detention	ISS	--	--	--										
				<b>Total: 3</b>																
<p>Count of Infraction</p> <table border="1"> <caption>Count of Infraction Data</caption> <thead> <tr> <th>Infraction</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unauth Area</td> <td>50.0%</td> </tr> <tr> <td>Insubordination</td> <td>50.0%</td> </tr> </tbody> </table>				Infraction	Percentage	Unauth Area	50.0%	Insubordination	50.0%	<p>Grade Level</p> <table border="1"> <caption>Grade Level Data</caption> <thead> <tr> <th>Grade Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Senior</td> <td>100%</td> </tr> </tbody> </table>							Grade Level	Percentage	Senior	100%
Infraction	Percentage																			
Unauth Area	50.0%																			
Insubordination	50.0%																			
Grade Level	Percentage																			
Senior	100%																			
<p>Gender</p> <table border="1"> <caption>Gender Data</caption> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>100%</td> </tr> </tbody> </table>				Gender	Percentage	M	100%	<p>Count of Ethnicity</p> <table border="1"> <caption>Count of Ethnicity Data</caption> <thead> <tr> <th>Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>50.0%</td> </tr> <tr> <td>H</td> <td>50.0%</td> </tr> </tbody> </table>							Ethnicity	Percentage	B	50.0%	H	50.0%
Gender	Percentage																			
M	100%																			
Ethnicity	Percentage																			
B	50.0%																			
H	50.0%																			

# Thornton Fractional Center ISS Suspension Report

April 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Tardy	Junior	M	H	1	Parent Communication	Detention	--	--	--	--
Tardy	Junior	M	B	1	Parent Communication	Detention	--	--	--	--
Tardy	Junior	F	B	1	Parent Communication	Detention	--	--	--	--
Tardy	Junior	M	B	1	Parent Communication	Detention	--	--	--	--

Total: 4



**Thornton Fractional Center OSS  
Suspension Report**

**April 2025**

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
No ID					--	--	--	--	--	--
				<b>Total: 0</b>						

# Thornton Fractional South Suspension Report

April 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5
Fighting	Freshman	F	B	2	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Disrupt Behav	Freshman	F	B	1	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	
Fighting	Freshman	F	B	3	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Disrupt Behav	Freshman	F	B	1	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	
GrossMisconduct	Sophomore	F	B	3	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	
Disrupt Behav	Junior	F	B	1	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	
GrossMisconduct	Sophomore	M	H	2	Parent Communication	Banned List/LOP	Conflict Resolution Specialist	Re-entry Meeting	
Drug/Alco Poss	Senior	M	B	1	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Drug/Alco Poss	Junior	M	B	2	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Drug/Alco Poss	Freshman	M	B	1	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
GrossMisconduct	Sophomore	M	H	2	Parent Communication	Banned List/LOP	South Suburban Counsel Referral	Re-entry Meeting	
Drug/Alco Poss	Freshman	M	B	2	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Drug/Alco Poss	Sophomore	M	B	3	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Drug/Alco Poss	Senior	F	B	3	Parent Communication	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	Conflict Resolution Specialist
Total Days				25					

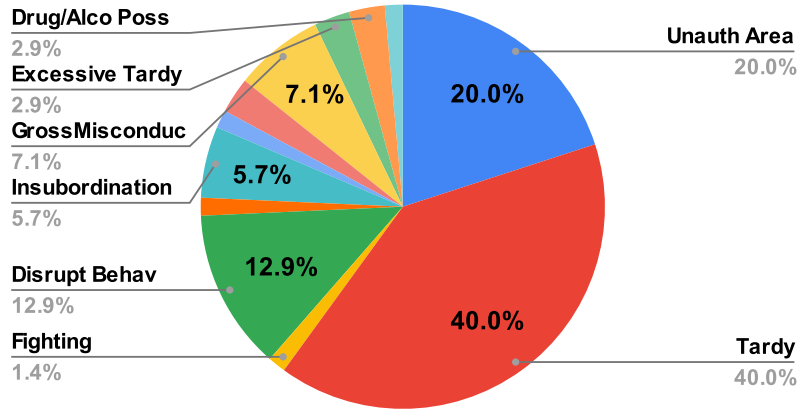
Thornton Fractional South Suspension Report						April 2024		
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4
Fighting	Junior	M	B	2	Banned List/LOP	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting
Disrupt Behav	Junior	M	B	2	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Disrupt Behav	Junior	M	B	2	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Drugs/Alco Poss	Junior	M	B	1	Banned List/LOP	Parent Communication	South Suburban Counsel Referral	Re-entry Meeting
Fighting	Sophomore	M	B	3	Banned List/LOP	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting
Fighting	Sophomore	M	B	3	Banned List/LOP	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting
Fighting	Junior	F	B	3	Banned List/LOP	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting
Fighting	Junior	F	B	3	Banned List/LOP	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting
GrossMisconduct	Sophomore	F	B	1	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Property Damage	Sophomore	F	B	1	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Disrupt Behav	Sophomore	F	B	1	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Reckless Endang	Senior	M	H	1	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Insubordination	Junior	M	B	3	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Theft	Freshman	M	M	2	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Disrupt Behav	Freshman	F	B	1	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
Theft	Sophomore	M	B	3	Banned List/LOP	Parent Communication	Restorative Conversation	Re-entry Meeting
			Total Days	32				

# Thornton Fractional South ISS Report

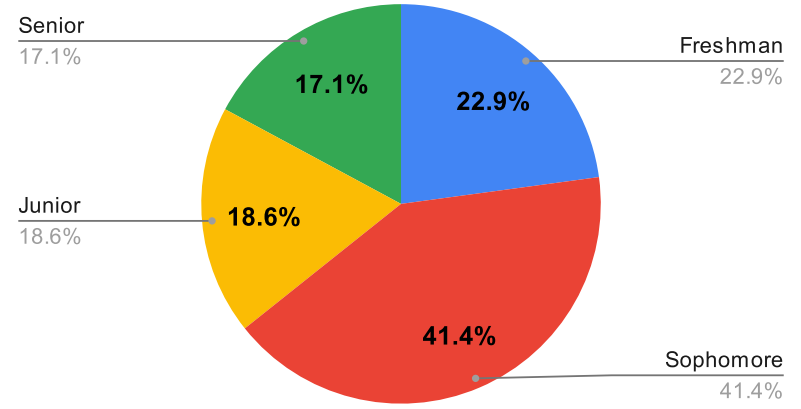
Total Days: 61

April 2025

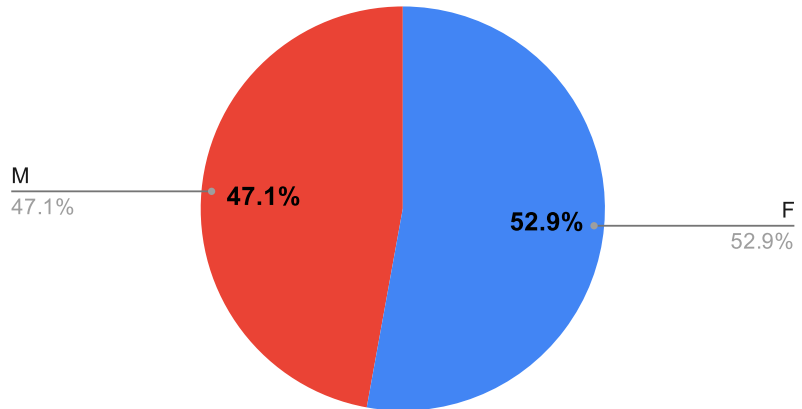
## Count of Thornton Fractional South ISS



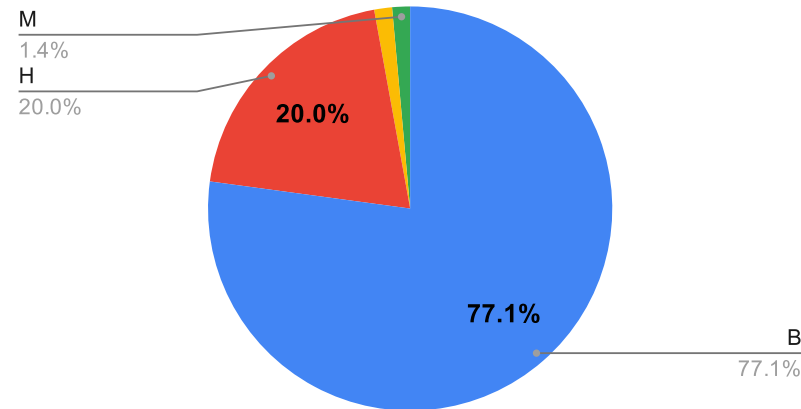
## Count of Thornton Fractional South ISS



## Count of Thornton Fractional South ISS



## Count of Thornton Fractional South ISS

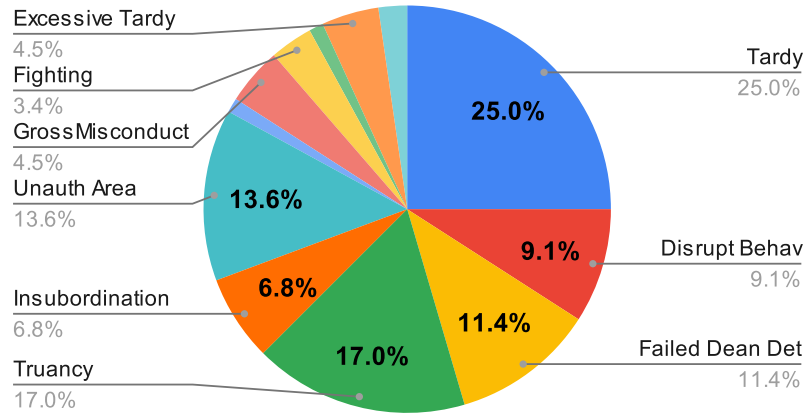


# Thornton Fractional South ISS Report

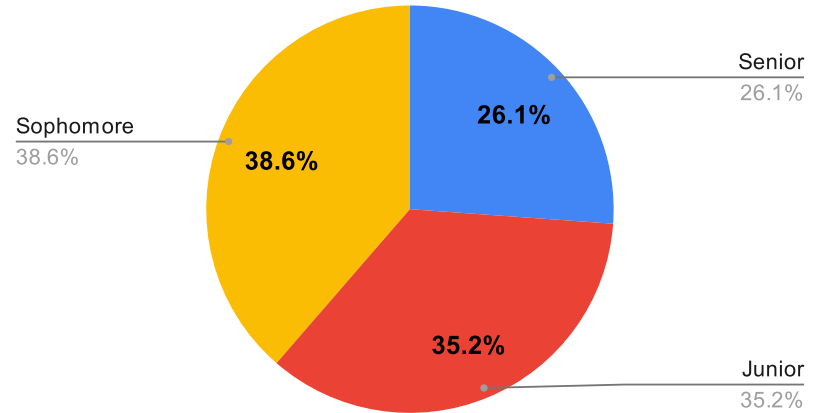
April 2024

Total Days: 95

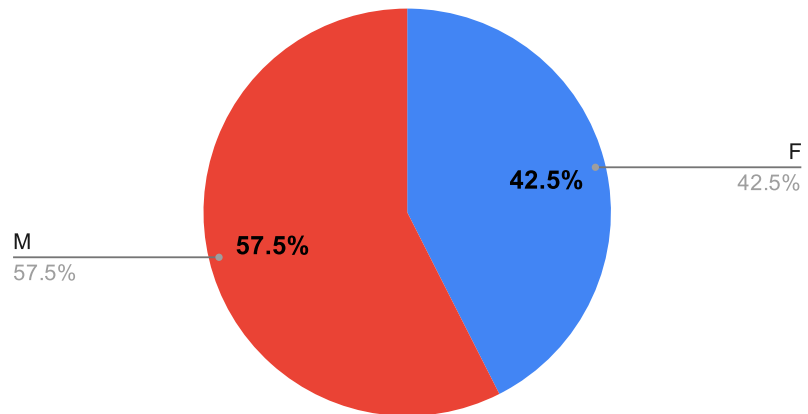
## Count of Thornton Fractional South ISS



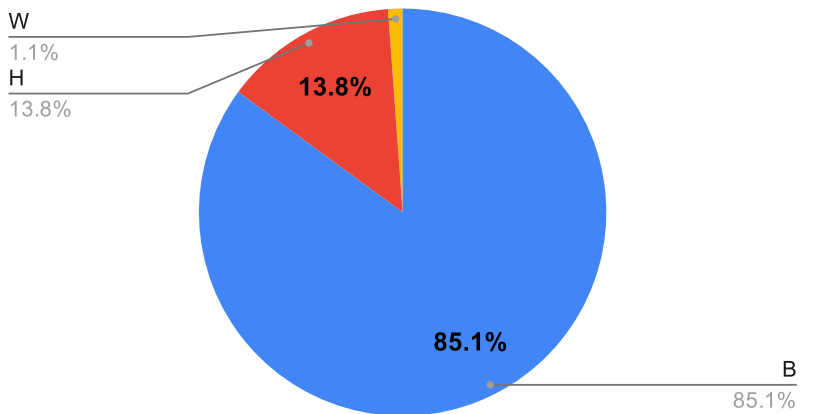
## Count of Thornton Fractional South ISS



## Count of Thornton Fractional South ISS



## Count of Thornton Fractional South ISS





## MEMORANDUM

**Date:** May 14, 2025

**To:** Mr. John Robinzine, Superintendent

**From:** Dr. Rena Whitten, Assistant Superintendent of Student Services & Equity

**Subject:** Reimagine Calumet City Cluster Grant

---

### **Recommended Action**

The Student Services Department will be seeking approval of the Reimagine Calumet City Cluster grant at the May board meeting. The district was made aware of the grant award in February, however, the guidelines were not released by the funder until April 2025.

This opportunity is being offered through our long-standing partnership with the Cook County Southland Juvenile Justice Council. Funds were made available by the Illinois Department of Human Services and the Office of Firearm Prevention under the Reimagine Public Safety Act (RPSA). All funds must be spent by June 30, 2025.

### **Background**

Based on the grant program outcomes and deliverables, we have chosen to expand our current partnerships with When Girls Get Together and Urban Male Network. The district has partnered with both organizations for the past three years to provide mentoring and social emotional support to our students.

### **Reimagine Summer Programming outline**

Enrollment: 25 students (10 -TFS, 10-TFN, 5 Center campuses)

Location: Center for Academics and Technology

Dates/Times: Tuesday-Thursday 8am-1pm (June 4-June 30<sup>th</sup>)

### *Program components:*

Etiquette

Social emotional learning

Entrepreneurship

Financial literacy

Civic Engagement/Leadership

**Funding source if applicable:** Reimagine Calumet City Cluster grant

**Attachment:** Reimagine grant guidelines and deliverables and program session details.

1.

a. **Program Design** - Applicants will be expected to design programming, services and activities intended to achieve the outcomes associated with the following mandatory and optional service areas:

i. **Civic Engagement and Leadership Development - - Mandatory**

Through this grant opportunity, IDHS-OFVP intends to implement a multi-week civics curriculum that will help to prevent neighborhood violence by equipping youth and young adults with the skills, knowledge, and resources to become effective leaders and agents of change within their communities. It is anticipated that through the identified curriculum, youth and young adults will learn about conflict resolution, communication, and problem-solving techniques that are essential to address underlying issues that contribute to violence in neighborhoods. Youth and young adults will learn how to create a more just and equitable society as agents of change, and they will learn how to address and overcome the root causes of violence in their communities. It is anticipated that youth will participate in community forums, leadership councils, and grassroots initiatives. Youth will be positioned to initiate and lead projects that promote safety, neighborhood peace, social cohesion, and interpersonal trust among neighbors.

To this end, IDHS-OFVP will spend the remainder of calendar year 2024 researching and securing the rights to the civics curriculum that will be mandated for all successful grantees under this funding notice. At that time, grantees will be notified, and training will begin for grantees so that they may successfully implement the identified curriculum. It is expected that the curriculum will be implemented in cohorts, will be offered multiple times per year, and will be required for all program participants.

This program will include nominal financial incentives for program participants. It is estimated that each youth will be eligible for \$75 a week that is tied to a program achievement. Applicants should include these incentives in their budget under the "grant exclusive" line item. Refer to **Section A.4.S.v.Incentives**.

ii. **Life Skills Education – Optional, WGGT & SD215**

Implementation of an evidence-based life-skills training and

education program that promotes the development of healthy lifestyles and encourages abstinence from risk-taking behaviors in the areas of alcohol and/or substance use, criminal activity, violence of all kinds (sexual, physical, interpersonal, etc.), develops decision-making skills, conflict resolution and anger management skills, etc. and intends to equip participants with the necessary skills and knowledge to navigate various aspects of their lives successfully.

**Outcomes**

- a. Participants will increase knowledge of harmful effects of substance use and abuse.
- b. Participants will understand how and where to access substance use treatment services.
- c. Participants will increase knowledge of harmful effects of early sexual activity and pregnancy
- d. Participants will increase anger management and conflict resolution skills. WGGT & SD215
- e. Participants will increase decision making and problem-solving skills. WGGT & SD215
- f. Participants will increase financial literacy. WGGT Dr. Whitten is this provided to SD215 youth?
- g. Participants will learn how to access community resources. WGGT & SD215
- h. Participants will increase healthy nutritional choices. Unknown

iii. **Improving Academic Performance - Optional, WGGT & SD215**

This includes time to do homework, tutoring in basic skills, and enrichment programs that encourage creativity. Disengaged school-age youth should be supported to re-engage in school or enroll in GED or similar.

**Outcomes**

- a. In-school participants will improve school attendance. **WGGT & SD215**
- b. In-school participants will improve grades or progress reporting in school. **WGGT & SD215**

- c. In-school participants will promote to the next grade level or graduate. **WGGT & SD215**
- d. Disengaged participants will enroll/re-enroll into education (school or GED etc.) SD215
- e. Participants will increase knowledge of and awareness of potential educational and career paths. **WGGT & SD215**

- iv. **Recreation, Sports and Cultural/Artistic Activities – Optional, WGGT** This includes providing activities and arranging safe outlets for youth to try new skills and develop new interests, to build friendships, find their place in a group, and gain developmentally relevant experiences.

**Outcomes**

- a. Provide opportunities for participants to engage in cultural enrichment and fine art activities. **WGGT**
- b. Provide opportunities for participants to demonstrate sportsmanship and athletic skills. **WGGT**
- c. Provide opportunities for participants to increase their level of activity. **WGGT**

- v. **Service-Learning Activities – Optional, WGGT & SD215**

Service-learning is a method of teaching and learning that connects classroom lessons with meaningful service to the community. Students build academic skills while strengthening communities through service. Service learning combines service tasks with structured, youth-driven opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content with service tasks.

**Outcomes**

- a. Participants determine and meet real, defined community needs. WGGT
- b. Participants learn beyond the classroom through active participation in service experiences. . WGGT
- c. Participants develop and use skills and knowledge in real-life situations. WGGT

- d. Participants increase the amount of time spent to reflect by thinking, discussing and/or writing about service experiences. WGGT & SD215
- e. Participants experience a sense of belonging to a community and an awareness of their responsibility to that community.

vi. **Science, Technology, Engineering and Mathematics (STEM) – Optional, WGGT**

Students must develop the skills to solve problems and make sense of complex information. The skills developed in Science, Technology, Engineering and Math (STEM) are crucial because they impact almost every aspect of life. Providers will cultivate STEM curiosity in young people. Learning STEM skills better prepare students for school and future careers. These skills are useful in all careers, not just STEM careers.

**Outcomes**

- a. Participants will demonstrate problem-solving skills within a scientific, mathematic, or technological context. . WGGT
- b. Participants will learn how to work in teams and help to build relationships. . WGGT
- c. Participants will develop the ability to acquire and apply new knowledge as needed, using appropriate learning strategies. . WGGT
- d. Participants will be better prepared to enter the workforce. . WGGT

- b. **Program Models** - Agencies are encouraged to utilize established, evidence-based programming models that have a high potential to be effective with high-risk youth in high-risk community settings. Best practice or promising practice programming models should be utilized, if these models meet community needs and can be implemented. Best practice models are those known to be research-based and proven to be effective at preventing and/or delaying risk-taking behaviors. Promising practices are those for which some data has shown positive effects on delaying risk-taking behaviors, but the data are insufficient to support generalized outcomes. Please refer to <https://www.blueprintsprograms.org/program-search/> for a description of model programs that have proven to be effective. **Applications that do not**

**indicate the intention to implement best practice models will receive lower scores.**

The Department recognizes that communities have a unique perspective on what works and what is needed in their own community. Therefore, Applicants may adapt best or promising practice models as necessary to meet the unique needs of the community. However, it should be noted that any modifications to established program models might reduce the likelihood of achieving the predicted outcomes. Applicants may also propose programming that is consistent with commonly accepted guidelines for effectiveness and that those activities are aligned with the specific needs of the community.

Programming should be comprehensive and holistic in its approach, offering a range of services designed to have a positive impact on youth participants' social, creative, physical, and cognitive development.

- c. **Use of Positive Adult Role Models** - Program models will be designed to create opportunities for youth to develop and maintain positive, sustained relationships with caring adults through programming that emphasizes one-on-one interactions that will increase support to youth during times of personal or social stress; increase support for decision making; increase access to support with academic tasks and/or homework; increase opportunities for career awareness and exploration, etc.
- d. **Trauma-Informed Principles** - Ensure that programming is infused with trauma-informed principles that:
  - i. Recognize the high prevalence of traumatic experiences in persons residing in and working in communities with a high concentration of firearm violence,
  - ii. Address the impact of trauma on staff and personnel working with individuals residing in these communities.
  - iii. Address the impact of trauma on brain development, physical and emotional health and the impact on the community and individuals living in the community.
  - iv. Creates a safe space, provides support, and builds resiliency in individuals impacted by trauma.

e. **Equity and Racial Justice** - The Provider must be culturally informed on equity and racial justice (ERJ) when serving youth with special needs, including those who are pregnant and parenting youth (including fathers); youth who are lesbian, gay, bisexual, transgender or queer (LGBTQ) and/or questioning their own sexual orientation; delinquent youth; and youth who are physically, emotionally or developmentally challenged. The Provider must demonstrate their ability to provide service to persons who have Limited English Proficiency (LEP), persons who are hard of hearing or deaf, and persons with low literacy. The [State of Illinois Linguistic and Cultural Competency Guidelines \(LCC Guidelines\)pdf](#) were developed as a mechanism for improving language and cultural accessibility and sensitivity in State-funded direct human services delivered by human service organizations that receive grants and contracts to serve the residents of the State of Illinois.

The principles of racial equity must be present throughout service delivery. The Provider will ensure current program policies, procedures and practices are evaluated and revised, or new policies, procedures and practices are adopted where necessary to ensure racial equity and fairness. The Provider will ensure equitable access to services.

f. **Program Operation** - Programs are strongly encouraged to operate programming throughout the entire year. Short-term and time-limited programming is discouraged unless these short-term/time-limited programs are provided throughout the year.

Programs must operate at a minimum during out-of-school hours, based on the needs of the community. Programs are encouraged to operate the program during the critically important late afternoon/early evening hours as these times have historically proven to be peak times for school-age youth to be victims or perpetrators of violence. Programs may operate later in the evening and may operate before school and/or after school if a need is determined based on community assessment. Providers are strongly encouraged to offer programming on Saturdays and Sundays, and during school breaks.

Programs are required to maintain the level of service identified in their application or risk non-compliance with the program contract, which may result in a reduction or loss of grant funds.

g. **Participant Enrollment** - Each Reimagine Youth Development participant must be enrolled in the program and an individual file must be maintained.

Required program data will be collected and maintained on all youth enrolled in the program in accordance with Department guidelines.

**Programs are required to maintain attendance at the level for which funding is requested in the approved application, or risk non-compliance with the program contract, which may result in a reduction or loss of grant funds.**

- h. **Assessment of Need** - Programming must be designed to meet the specific needs of the community in which it is located. **Each Applicant must have a plan to conduct/update their community needs assessment or at a minimum, part of their community needs assessment, annually.** This includes local youth, family, school and community surveys and focus groups, in addition to reviewing all relevant available data and recently completed community assessments and any available asset maps. These will be analyzed to determine the level of need in the community and to provide a foundation for developing carefully planned and thoughtful service provision. The results of the assessment/updates will be presented and supported in the application. A thorough description of youth, family, and community risk-factors that demonstrate that programming is intended to target services to high-risk youth, as identified above. There should also be a direct correlation of needs with the activities planned and described in the program description section of the application and in the activities proposed/planned.
- i. **Program Marketing** - In an effort to raise awareness of available services, to seek referrals and to recruit eligible participants, organizations will promote their programming in the community, including but not limited to developing partnerships with schools and law enforcement in their service area. Providers must also engage with the Reimagine Public Safety Act-funded Community Convening Body in their service area (additional information below). Referrals may also come directly from eligible youth, parents and caregivers, community residents and community organizations. Marketing efforts will follow the OFVP "Be the Light" public awareness campaign.
- j. **Participant Transportation** – SJJC did not allocate funds for transportation, at this time. Program funds may be used to cover reasonable transportation costs for program participants. Out-of-state travel will not be allowed. Field Trips and Educational Excursions - If a program coordinates an educational field trip or excursion for participants that is located 60 miles

away or more from the program site, includes an overnight stay or exceeds a combined spending plan of \$1,000, prior approval from IDHS is required. A form will be required for prior approval for each trip. Expenditures that meet these criteria but are NOT approved in advance will be disallowed, even if funding is included in the approved budget and the trip is identified in the approved plan.

If transportation is provided, the agency must have or will be required to develop a written transportation plan directly related to project activities and to maintain the plan on file at the agency. This plan should have the approval of the agency's governing body and be available for review by the Department upon request.

- k. **Collaboration** - The importance of community collaboration cannot be overemphasized. By working together, youth, families, and community entities can design programs that are best suited to meet the needs of local youth and to connect programs with community resources. Community-based agencies, government, faith-based organizations, civic organizations, businesses, foundations, youth, and their families can together provide a wide range of resources to support high-quality programs. The issues and concerns of the entire community can best be addressed by drawing upon diverse resources. The key to successful programming is collaborative planning and implementation.
- l. **Program Participation Fees** - Programs may NOT charge any fees associated with program participation.
- m. **Sub-recipients** - Organizations may provide services directly or through subgrants. Sub-recipients will be subject to the same GATA and grant implementation and reporting requirements as the grantee. Sub-recipients and their performance are the responsibility of the provider. The provider is required to conduct programmatic and fiscal monitoring of sub-recipients. The provider will report all services implementation, data, outcomes and performance of sub-recipients.
- n. **Program Staff and Volunteers**
  - i. At a minimum, one part-time staff person must be identified to coordinate program activities, serve as the main DHS contact, and must be identified in the organizational chart.

- ii. Programs must recruit, hire, and take necessary steps to retain staff that are qualified for their positions with the Reimagine Youth Development Services program through education, experience and/or training.
  - iii. Recruit staff who are intimately familiar with and reflective of the community in which they are providing services.
  - iv. Implement safety protocols to ensure staff safety, including developing staff safety and self-care plans.
  - v. Provide staff with adequate training opportunities to prepare them to provide program elements effectively and safely.
  - vi. Provide staff with adequate supervision to assess and improve job performance.
  - vii. Provide and encourage staff with additional staff development opportunities which will build staff's employment skills, allowing for career advancement.
- o. **Background Checks:** Background checks are required for **all program staff and volunteers** who have the potential for contact with youth under 18. These background checks must be completed in advance of individuals working directly with youth. Such individuals will authorize such checks in writing and submit to fingerprinting. The agency shall retain the signed form authorizing the background check. All background check information, including the signed authorizing forms shall be maintained separately in a confidential file, apart from the employee's personnel records. Funded programs will be required to have a written protocol in place detailing the requirement for background checks; evidence of their completion; the protocol for reviewing and making determinations regarding results; etc. In no case shall a Person who has been indicated as the perpetrator of any of the child abuse/neglect allegations identified in 89 Ill. Adm. Code Section 385.50(a) be deemed fit for service that allows access to children.
- p. **Quality Improvement**
- i. The Applicant Agency must, over the course of this grant, demonstrate an ongoing commitment to quality improvement through implementation of an organizational/program improvement plan that is the direct result of a self-assessment conducted utilizing

an approved tool.

Refer to Training and Technical Assistance below for more details.

- ii. The Applicant Agency must, over the course of this grant, demonstrate an ongoing commitment to develop trauma informed capacity within the organization.

q. **Training and Technical Assistance** - Programs will receive training, consultation, and technical assistance, as identified below, from authorized representatives of the Bureau/OFVP. At a minimum, funded providers will:

- i. Conduct, utilizing a Bureau/OFVP approved tool, an organizational self-assessment to determine administrative, programmatic, and capacity needs.
- ii. Work with an approved TTA provider to develop a plan to address identified potential issue areas.
- iii. Implement plan and report progress in quarterly Programmatic Performance Reports
- iv. Participate in any training mandated by the Bureau/OFVP. It is anticipated that this will include training on a to-be-determined civics curriculum.
- v. Participate in any regional or statewide meeting/training mandated by the Bureau/OFVP. It is anticipated that this will include a minimum of three (3) regional provider meetings.

r. **Additional Programmatic Requirements**

- i. Participant Files

Providers will maintain an individual confidential file on each program participant. These files must be stored in a locked file/location. Files will include:

- a. Intake information
- b. Demographic data
- c. Documentation of eligibility
- d. Record of services provided
- e. Documentation of crisis intervention, if applicable

- f. Any required assessment results
    - g. Individual's case plan, goals, services, notes, outcomes, etc., if applicable.
    - h. Record of referrals made for additional services and whether individual received services
  - ii. Reimagine Public Safety Act Convening Body

A Reimagine Public Safety Act Convening Body (Convener or Violence Prevention Coordinating Council) is an experienced organization selected by the OFVP to coordinate RPSA-funded services in the community and help build capacity within the community area to reduce firearm violence. The Reimagine Convening Body will encourage effective, collaborative working relationships across providers in such disciplines as violence prevention, mental health, and youth development.

At a minimum, youth development providers will be required to:

    - a. Coordinate services with other organizations in the service area. This includes referral and linkage processes with other organizations providing services in their area to ensure participants are connected to needed services. Referral policies and practices will be developed for programming.
    - b. Participate in monthly meetings with other Reimagine Public Safety-funded providers within their community convened by the Reimagine Convening Body to share knowledge and strategies of the neighborhood violence dynamic and complete community asset mapping.
    - c. Collaborate in the development and implementation of coordinated community events which reclaim public space in communities impacted by gun violence.
    - d. Meet on an emergency basis with Reimagine-funded Violence Prevention providers in the service area when conflicts related to program participants that need immediate attention and resolution arise.
  - iii. Program Evaluation

Providers will be required to participate in evaluation efforts as

directed by the Department and/or its subrecipient(s) and collect and report data accordingly. Data will be submitted in the format prescribed by the Department. Providers will be required to document program services to each client. Providers will be required to report quarterly regarding program performance measures and outcomes. Providers will be required to participate in Department-directed Performance and Standards Assessment reviews. A year-end program and performance measures and outcomes report will also be required. Additional data and information may be requested throughout the year as determined by the Department. Other data will be collected from programs including, at a minimum, the following data elements:

- a. Unduplicated number of program participants
- b. Intake and demographic information of program participants
- c. Participant status data (Education, Employment, Living Arrangement)
- d. Participant attendance data
- e. Program service activities, assessment, and outcome data
- f. Discharge information, including status data
- g. Data specific to mandatory program models
- h. Applicant agency administrative information; staff information; site information; subcontractor information; and other program plan information as required.

*Please note that some records and other information obtained by programs concerning the individuals served under this agreement may be confidential pursuant to state and federal statutes and/or administrative rules and shall be protected from unauthorized disclosure.*

- iv. Snacks and Meals-SJJC did not allocate funds for FY25. Reimagine Youth Development Services programs may offer nutritious snacks to the participants. All food must be served in accordance with relevant local and state health standards for food preparation and handling and meet the standards of the National Afterschool Association.

While program funds may be used to purchase food, programs must demonstrate that they researched and applied for assistance through the food programs sponsored through the U.S. Department of Agriculture (USDA), found at <http://www.usda.gov>; the Illinois State Board of Education (ISBE), found at <http://www.isbe.net>; or through Feeding America, found at <http://www.feedingamerica.org>.

v. Incentives

Incentives can be effective tools to encourage participation in activities which lead to improved skills and to the achievement of specific program elements. An incentive can be in the form of payment, gift cards, or a material item, etc. issued to eligible program participants for the successful achievement of expected outcomes as defined by the specific program and included the individual's case plan and/or career plan.

For the purposes of this grant, incentives may only be used for the **Civic Engagement and Leadership Development** service. The cost of incentives should be included in the applicant budget on the grant exclusive line item. Applicant should calculate the amount of incentives by multiplying the projected number of youths who will participate in Civic Engagement and Leadership by the projected cost of incentives not to exceed a total cost of \$900 per youth.

While incentive payments are allowable, the incentives must be in compliance with the Cost Principles in 2 CFR part 200. For example, funds must not be spent on entertainment costs. Therefore, incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash. The US Department of Labor (USDOL) has also clarified that incentives are not allowed for activities such as recruitment, submitting eligibility documentation, or just simply showing up for the program.

2. **Performance Measures**

At the end of each quarter, successful applicants will submit a periodic performance report (PPR). At the end of the year, successful applicants will submit a cumulative report. In addition to service data and activities, the PPRs will also include the following performance measures:

- a. Number and Percent of total unduplicated participants served - Proposed vs Actual.
- b. Number and Percent of unduplicated participants served - by program component - Proposed vs Actual.
- c. Percent of participants served from the target population.
- d. Percent of participants that were safe from violence during program hours.
- e. Percent of enrolled participants that complete required civic engagement curriculum.
- f. Percent of enrolled participants that partially complete required civic engagement curriculum
- g. Percent of PPRs that include accurate data on all required outcomes under each program area for which services are proposed/provided. (Refer to **Section A.4.b Program Design**)
- h. Percent of RPSA Convener meetings attended.
- i. Number of RPSA Convener coordinated community events participated in.
- j. Percent of Bureau/OFVP required trainings attended.
- k. Percent of PPRs that document the implementation of one or more elements of an organizational/program improvement plan that is the direct result of a self-assessment conducted utilizing an approved tool.

### 3. Performance Standards

- a. Participants Served
  - i. Total Number and Percent of all unduplicated participants served.
    - a. 100% of proposed participants to be served will be served.
    - b. Acceptable performance is 90%.
  - ii. Number and Percent of unduplicated participants served by Program Component (This is a separate measure for each component.)
    - a. 100% of proposed participants to be served in program component will be served.
    - b. Acceptable performance is 90%.

b. Target Population Served

- i. 100% of youth served will be from the target population. Considers all participants that meet one or more of the Risk Factors as identified in **Section A.4.a "Target Population,"** above.
- ii. Acceptable performance is 85%.

c. Safe from Violence

- i. 100% of participants will be safe from violence. Considers the number of participants injured during program hours as a direct result of violence. Includes acts between participants and acts between participants and adults.
- ii. Acceptable performance is 100%.

d. Complete Civic Engagement Curriculum

- i. 100% of enrolled youth will complete required civic engagement curriculum.
- ii. Acceptable performance is 75%.

e. Partially Complete Civic Engagement Curriculum

- i. 100% of enrolled youth who do not complete Civic Engagement Curriculum will at a minimum partially complete the required Civic Engagement Curriculum.
- ii. Acceptable performance is 100%.

f. Program Area Outcomes

- i. 100% of PPRs will include accurate data on all required outcomes under each program area for which services are proposed/provided. (Refer to **Section A.4.b Program Design**)
- ii. Acceptable performance is 100%.

g. Convener Meetings- Mr. McTizic & Mr. Tolbert are assigned to attend these meetings. The meetings are the 2<sup>nd</sup> Monday of the month at 6:30PM. The meetings do not commence on time and do not yield much information. If you would like to attend, please let me know. I will add you to the list.

- i. 100% of RPSA Convener meetings will be attended.

- ii. Acceptable performance is 85%.
- h. Convener Community Events- The Convener does not host community events, they attend and market events that are shared.
  - i. Provider will participate in 100% of RPSA Convener-coordinated community events.
  - ii. Acceptable performance is 85%.
- i. Trainings
  - i. 100% of Bureau/OFVP required trainings will be attended. To date the OFVP has not offered any trainings, outside of the introduction in December/January. Which JL & I attended.
  - ii. Acceptable performance is 90%.
- j. Organizational/Program Improvement
  - i. Unless documented as complete in PPR, 50% of PPRs will document implementation of one or more elements of an organizational/program improvement plan that is the direct result of a self-assessment conducted utilizing an approved tool.
  - ii. Acceptable performance is 50% (unless documented as complete).

## **Blake's Therapy & Consulting Programming Schedule**

**Schedule: Tuesday–Thursday | 2 hours/day**

**Format: 1-hour group + 1-hour individual**

**Target: Open**

**Total Duration: 4 Weeks**

This guide provides week-by-week support for counselors delivering the curriculum, including key objectives, facilitation strategies, and tips for managing sessions effectively

### **Week 1: Building Rapport & Group Norms**

#### **Objectives**

- Establish trust and group safety.
- Introduce group norms and confidentiality.
- Build connection through team-building activities.

#### **Facilitation Tips**

- Use name games and icebreakers to help students relax.
- Encourage students to help create group rules so they take ownership.
- Model active listening and respect from the start.

### **Week 2: Understanding Emotions**

#### **Objectives**

- Build emotional vocabulary.
- Help students identify emotional triggers.
- Normalize emotional expression.

#### **Facilitation Tips**

- Use visual tools like emotion wheels or emojis.
- Validate student feelings without judgment.
- Be prepared to redirect if emotion topics become overwhelming.

## **Week 3: Coping Skills Toolbox**

### **Objectives**

- Teach practical coping techniques.
- Create personal coping toolboxes.
- Introduce grounding strategies like 5-4-3-2-1.

### **Facilitation Tips**

- Demonstrate breathing or mindfulness exercises as a group.
- Let students personalize their toolbox with visuals or drawings.
- Reinforce that not all strategies work for everyone.

## **Week 4: Self-Esteem & Identity**

### **Objectives**

- Foster positive self-image.
- Encourage reflection on personal strengths.
- Promote acceptance of differences.

### **Facilitation Tips**

- Avoid comparisons between students' self-esteem levels.
- Create a judgment-free space for sharing affirmations.
- Celebrate uniqueness and individual identity.

## **Week 5: Friendship & Social Skills**

### **Objectives**

- Explore characteristics of healthy friendships.
- Build empathy and communication skills.
- Practice conflict resolution techniques.

### **Facilitation Tips**

- Use roleplay to practice empathy or peer conflict resolution.
- Use real scenarios but change names/details for confidentiality.
- Encourage students to notice acts of kindness in their day-to-day life.

## **Week 6: Managing Anger & Impulses**

### **Objectives**

- Identify anger triggers and physical responses.
- Teach strategies to self-regulate and pause before reacting.
- Create individual anger management plans.

### **Facilitation Tips**

- Discuss anger as a normal emotion—not something to be ashamed of.
- Practice safe expression: scribble paper, movement, breathing.
- Review safety plans regularly.

## **Week 7: Problem Solving & Decision Making**

### **Objectives**

- Teach structured decision-making models.
- Help students analyze choices and consequences.
- Build confidence in independent problem solving.

### **Facilitation Tips**

- Walk through scenarios slowly and check for understanding.
- Celebrate even small decision-making wins.
- Encourage journaling to reflect on past choices.

## **Week 8: Reflection & Celebration**

### **Objectives**

- Review skills learned and progress made.
- Celebrate group achievements.
- Encourage students to use what they learned moving forward.

### **Facilitation Tips**

- Use games or gallery walks to reinforce memories.
- Offer written feedback or certificates.
- Create time capsules or self-letters to revisit later.

# MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on June 4, 2025 (the "Effective Date"), by and between When Girls Get Together, Inc. located at 14801 Lincoln Ave, Dolton, Illinois 60419 (the "First Party"), and Thornton Fractional School District 215 located at 18601 Torrence Avenue Lansing, IL 60438 (the "Second Party"). First Party and Second Party may be referred to individually as the "Party", or collectively, the "Parties".

## **1. MISSION**

The partnership on which the Parties are intending to collaborate, has the following intended mission in mind:

WGGT's mission is to encourage, influence and inspire girls to grow both emotionally and socially.

## **2. PURPOSE AND SCOPE**

The Parties intend for this Memorandum to provide the cornerstone and structure for any and all future contracts being considered by the Parties and which may be related to the partnership.

## **3. OBJECTIVES**

The Parties shall endeavor to work together to develop and establish policies and procedures that will promote and sustain a market for When Girls Get Together (WGGT) is a girls mentoring organization committed to building positive relationships with girls middle and high school. WGGT will offer a selection of several activities aimed at helping participants develop social skills as well as interpersonal relationships with their peers and mentors. and intend to maintain a product and/or service that meets or exceeds all business and industry standards.

## **4. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES**

Any Party may decide not to proceed with the partnership contemplated herein for any reason or no reason. A binding commitment with respect to the partnership described herein will result only from execution of definitive agreements, subject to the conditions contained therein. Notwithstanding the two preceding sentences of this paragraph, the provisions under the headings Governing Law and Confidentiality are agreed to be fully binding on, and enforceable, against the Parties.

The following are the individual services that the Parties are contemplating providing for the partnership.

When Girls Get Together, Inc. shall render and provide the following services that include, but are not limited to:

WGGT will offer Etiquette, Trauma Informed Care, Entrepreneurship and Financial Literacy classes. These activities offered through WGGT will be a factor in the girls development as it relates to self-regulation (thinking before acting) and self-understanding (knowing who you are and having confidence in being yourself) and learning about entrepreneurship and learn importance of financial responsibility.

Thornton Fraction District 215 shall render and provide the following services that include, but are not limited to:

Thornton Fractional District 215 will provide space where the selected activities will be held. The activities will be held on Tuesday, Wednesday, and Thursday from 8:00am to 1:00pm. The program will be held from June 4<sup>th</sup> to June 30<sup>th</sup> 2025. The cost to participate is \$45.00 per girl per week. Maximum of 25 girls in the program for the summer.

Other cost for program:

Entrepreneurship supplies/materials: \$40 per student (not to exceed \$1000)

Culminating event expenses: \$825

## **5. TERMS OF UNDERSTANDING**

The term of this Memorandum shall be for a period of 4 weeks from June 4<sup>th</sup> to June 30<sup>th</sup>.

## **6. CONFIDENTIALITY**

The Parties will treat the terms of this MOU, and the documents submitted herewith, in the strictest of confidence, and that such terms will not be disclosed other than to those officers, representatives, advisors, directors and employees of any Party who need to know for the purpose of evaluating this MOU and who agree to keep such material confidential.

**7. LEGAL COMPLIANCE**

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum in accordance with the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assume full responsibility for their performance under the terms of this Memorandum.

If at any time either Party is unable to perform their duties or responsibilities under this Memorandum consistent with such Party's statutory and regulatory mandates, the affected Party shall immediately provide written notice to the other Party to establish a date for resolution of the matter.

**8. LIMITATION OF LIABILITY**

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum.

**9. NOTICE**

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such address as one may have furnished to the other in writing.

**10. GOVERNING LAW**

This Memorandum shall be governed by and construed in accordance with the laws of the State of Illinois.

**11. AUTHORIZATION AND EXECUTION**

The signing of this Memorandum does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by When Girls Get Together, Inc. and Thornton Fractional District 215 and shall be effective as of the date first written above.

\_\_\_\_\_  
(First Party Signature)  
When Girls Get Together, Inc.  
14801 Lincoln Ave  
Dolton, Illinois  
60419

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Second Party Signature)  
Thornton Fractional High School District 215  
18601 Torrence Ave  
Lansing, IL 60438

\_\_\_\_\_  
(Date)



***Modern Revenue Solutions Consulting, Inc.***

---

**Proposal: Financial Literacy Program for Thornton Fractional District Summer Session**

**Program Title**

**Financially Fierce: Building Money Confidence for Life**

**Presented by: Modern Revenue Solutions (MRS) CFO Consulting**

**Contact: Jasmine Daniels**

**Website: [www.mrscfolc.com](http://www.mrscfolc.com)**

---

**Overview:**

**MRS CFO Consulting** proposes to implement an 8-week hybrid financial literacy course tailored specifically for the Thornton Fractional girls. This curriculum is designed to equip students with essential money management skills, increase financial confidence, and foster long-term financial well-being through engaging, interactive lessons.

**Program Goals:**

- Increase financial literacy among female students in underserved or under-resourced communities.
- Foster a positive and confident money mindset early in life.
- Empower students with real-world knowledge in budgeting, saving, credit management, investing, and entrepreneurship.
- Provide future-focused, applicable tools that align with state learning standards for personal finance.

## **Outcomes & Benefits:**

- Improved financial literacy scores
  - Greater confidence in managing money
  - Preparation for life after high school (college, career, business)
  - Opportunities for mentorship and guest speakers
  - Increased student engagement through games and creativity
- 

## **Includes:**

- Printed workbooks and digital delivery
  - CRM setup + dashboard training
  - Facilitator (in-person)
  - Teacher access + support materials
- 

## **8-Week Financial Literacy Curriculum**

**Course Title:** Financially Fierce: Building Money Confidence for Life

**Target Audience:** High School Girls (Grades 9-12)

**Delivery:** Hybrid (Online + Paper-Based)

**Course Features:** CRM integration, all-in-one printable workbook, assessments, games, weekly assignments, trackers

**Teacher Guide included**

---

## **Course Objectives:**

By the end of this course, participants will:

- Understand basic financial principles
  - Create and manage a personal budget
  - Develop saving and investing habits
  - Learn to differentiate between needs and wants
  - Build credit awareness and understand debt management
  - Explore entrepreneurship and career pathways
- 

### **CRM Features (MRS CFO CRM for Students)**

- Weekly progress tracker
  - Budget & savings calculator
  - Automated weekly reminders
  - Goal setting dashboard
  - Printable PDF downloads
  - Leaderboard for gamification
  - Assessment score tracker
  - **Per Student & Class View** dashboards
- 

### **Teacher Guide**

#### **Facilitator Responsibilities:**

- Lead weekly lessons (1–1.5 hours per session)
- Review and distribute materials from the All-in-One Workbook
- Monitor CRM progress for each student and class
- Encourage participation in games, discussions, and reflections

- Provide feedback on trackers, assignments, and final projects

### **Materials Provided:**

- Student Workbook (Digital + Printable)
- Weekly Lesson Plans
- Assessment Keys
- Trackers (Budget, Savings, Spending)
- CRM Dashboard Access
- Certificates of Completion Template
- Game Instructions + Printable Cards

### **Assessments & Grading Tips:**

- Use multiple-choice quizzes + reflection sheets
- Give feedback weekly (verbal or written)
- Use CRM to track growth in money mindset, confidence, and knowledge

### **Final Project Tips:**

- Encourage creativity and ownership of financial plans
- Presentation formats: slides, posters, or recorded pitches
- Judge based on creativity, application, and completeness

### **Engagement Extras:**

- Mentorship throughout the course
- Weekly mini prizes
- Affirmations and reflection prompts

---

### **Week-by-Week Curriculum Breakdown**

#### **Week 1: Money Mindset & Goal Setting**

- Topic: Understanding your relationship with money
- Activities: Vision board activity, SMART goals worksheet
- Game: Money Mindset Card Flip

- Assessment: Money Confidence Self-Assessment
- Tracker: "This Week I Will..." Goal Tracker

### **Week 2: Budgeting Basics**

- Topic: Income vs. Expenses, Budgeting 101
- Activities: Budget simulation game, Create your first monthly budget
- Game: "Budget or Bust" digital board game
- Assessment: Budgeting Quiz
- Tracker: Weekly Expense Log

### **Week 3: Saving Smart**

- Topic: Emergency Funds, Saving Strategies (50/30/20 Rule)
- Activities: Savings Challenge Tracker, Emergency Fund Jar
- Game: Savings Spinner Wheel
- Assessment: Saving Habits Reflection
- Tracker: Savings Progress Tracker

### **Week 4: Banking & Financial Tools**

- Topic: Checking vs. Savings, Online Banking, Debit Cards
- Activities: Mock bank setup, Check-writing practice
- Game: "Bank It!" Matching Challenge
- Assessment: Banking Basics Quiz
- Tracker: Bank Terms Glossary Sheet

### **Week 5: Credit & Debt**

- Topic: Credit scores, Credit cards, Good vs. bad debt
- Activities: Build a Credit Report Puzzle, Credit Talk (Skits)
- Game: "Credit Hero" digital challenge
- Assessment: Credit & Debt Quiz

- Tracker: My Credit Goals Sheet

### **Week 6: Spending with Purpose**

- Topic: Needs vs. Wants, Emotional Spending, Smart Shopping
- Activities: Receipt Breakdown Challenge, Cost Comparison Worksheet
- Game: Needs vs. Wants Card Sort
- Assessment: Spending Habits Self-Check
- Tracker: Weekly Shopping Reflection

### **Week 7: Making Money Moves (Income + Careers)**

- Topic: Earning Money, Careers, Entrepreneurship 101
- Activities: Create a Side Hustle Plan, Interview Prep
- Game: Side Hustle Shark Tank
- Assessment: Career Quiz
- Tracker: My Hustle Checklist

### **Week 8: Investing & The Future**

- Topic: Compound interest, Types of Investments, Long-Term Wealth
- Activities: Investment Simulation, Create a Dream Retirement Plan
- Game: "Grow Your Dough" Investing Race
- Assessment: Investing Basics Quiz
- Tracker: 5-Year Financial Vision

---

### **Final Project**

- Create a full personal financial plan (budget, saving, spending, credit, income, investment)

- Present in a 3-5 minute presentation or visual board (online or in person)
- 

#### Extras

- Guest speakers (financial experts, entrepreneurs)
- Access to the MRS CFO Resource Hub
- Certificates of Completion
- **All-in-One Student Workbook** (Printable & Digital)
- **Teacher Guide & CRM Monitoring Dashboard**

#### Next Steps:

 Email: [admin@mrscfollc.com](mailto:admin@mrscfollc.com)

 Phone: 312-483-8376

 Website: [www.mrscfollc.com](http://www.mrscfollc.com)

# **Proposal for the Entrepreneurship Workshop Program Partnered with Jay Can Braid**

## **Submitted by:**

Jasmine Daniels

Program Director, When Girls Get Together (WGGT)

## **Date:**

April 10, 2025

---

### Executive Summary

The Entrepreneurship Workshop Program is a four-week initiative designed for high school girls at Thornton Fractional High Schools (TF North, TF South, and TF Central). This program will empower young women to understand the fundamentals of entrepreneurship, learn essential business skills, and gain hands-on experience in the world of business. The program will culminate with a collaboration with Jay Can Braid, a local entrepreneur, to demonstrate how a service-based business operates and provide students with the opportunity to apply their entrepreneurial knowledge in a real-world setting.

---

### Program Overview

The WGGT Entrepreneurship Workshop Program is designed to provide students with practical knowledge and skills that will help them in their future careers, whether they choose to start their own business or pursue careers in other fields. Each week will focus on key aspects of entrepreneurship, including business planning, financial literacy, branding, and customer service. The program will engage students through interactive lessons, hands-on activities, and the opportunity to learn from a local business owner in the final week.

---

### Program Goals

- **Develop Business Skills:** Teach the girls the basics of starting and managing a business, including idea generation, business planning, financial management, and marketing.
  - **Promote Financial Literacy:** Educate students about budgeting, pricing, and financial planning to help them understand how money works in the world of business.
  - **Empower Future Entrepreneurs:** Encourage students to consider entrepreneurship as a viable career path and give them the tools to succeed.
  - **Provide Hands-On Learning:** Allow the students to apply their learning in a practical way by learning how to braid hair from Jay Can Braid and understand the operational side of running a service business.
- 

## **Program Structure**

This program will be conducted over four weeks, with one session each week. Each session will last approximately 1.5 hours. The structure of the program is as follows:

### Week 1: Introduction to Entrepreneurship & Idea Generation

- **Objective:** Introduce the students to the world of entrepreneurship and guide them through the process of generating business ideas.
- **Activities:** Brainstorming, group discussion on successful entrepreneurs, introduction to the basics of starting a business.

### Week 2: Business Planning & Financial Basics

- **Objective:** Teach the girls how to create a simple business plan and understand the basics of financial management, including budgeting and pricing.
- **Activities:** Business plan development, creating a budget, introduction to financial literacy concepts.

### Week 3: Building a Brand & Networking

- Objective: Guide the girls through the process of branding and marketing their business, and teach them the importance of networking.
- Activities: Branding exercises, marketing strategies, networking role-play.

### Week 4: Hands-On Entrepreneurship with Jay Can Braid

- Objective: Collaborate with local entrepreneur Jay Can Braid to learn the practical side of running a service-based business. Students will also learn how to braid hair as part of their hands-on learning.
- Activities: Braiding tutorial, business insights from Jay Can Braid, and the chance to practice and demonstrate entrepreneurship skills.

---

#### Collaboration with Jay Can Braid

In the final week, we will partner with Jay Can Braid, a successful local entrepreneur who specializes in hair braiding services. Jay Can Braid will lead a hands-on session where the students will not only learn how to braid hair but will also gain insight into how she built her business, managed clients, marketed her services, and scaled her operation. This session will serve as both a practical learning experience and a way to see how entrepreneurship can thrive in the beauty industry. Jay Can Braid's personal experience will provide the students with valuable mentorship and inspiration.

---

#### **Program Benefits**

1. Empowerment: The program will empower young girls by providing them with the tools and confidence to explore entrepreneurship as a viable career option.
2. Skill Development: Students will acquire practical skills such as budgeting, business planning, and customer service.

3. Career Exploration: Exposure to the entrepreneurial journey will broaden the students' perspectives on future career paths.
  4. Real-World Application: Through the collaboration with Jay Can Braid, students will have the opportunity to see how an entrepreneur operates a business and apply their learning in a practical setting.
- 

### **Request for Support**

We are seeking approval and support from the Thornton Fractional High Schools District to implement this program for the girls at TF North, TF South, and TF Central. The program will provide a valuable educational experience, inspire future entrepreneurs, and give students the chance to develop practical skills.

We request the district's assistance in promoting the program, allocating space for the workshops, and supporting the partnership with Jay Can Braid. We believe this program will greatly benefit our students by offering them the chance to develop essential skills and knowledge that will serve them well in the future.

---

### **Conclusion**

The Entrepreneurship Workshop Program provides a unique opportunity for high school girls to learn the fundamentals of entrepreneurship, financial literacy, and branding while fostering a hands-on approach to learning. With the collaboration of Jay Can Braid in the final week, the girls will gain invaluable real-world business experience that will inspire them to pursue their goals. We look forward to your approval and support in making this program a reality for the students of Thornton Fractional High Schools.

# Entrepreneurship Workshop Curriculum for Thornton Fractional High School Girls

This four-week curriculum is designed to equip the girls at Thornton Fractional High School with the basic entrepreneurial skills and knowledge they need to succeed. The final week will culminate in a collaboration with **Jay Can Braid**, where the girls will showcase their entrepreneurship skills by learning how to braid hair and understand how a service business operates.

---

## Week 1: Introduction to Entrepreneurship & Idea Generation

**Objective:** Introduce students to entrepreneurship, the skills required, and the process of idea generation.

### Lesson Plan:

1. **Welcome & Icebreaker** (10 mins)
  - Icebreaker activity to get to know the participants. (e.g., “Two Truths and a Lie” or “Entrepreneurship Word Scramble”)
  - Brief introduction to the importance of entrepreneurship in society.
2. **What is Entrepreneurship?** (20 mins)
  - Define entrepreneurship and discuss the characteristics of successful entrepreneurs.
  - Discuss different types of businesses (service vs. product-based).
  - **Teacher Material:** Slides on the definition and key qualities of an entrepreneur.
3. **Idea Generation** (30 mins)
  - Brainstorming activity: Have the girls come up with business ideas that could solve a problem or meet a need in their community.
  - Discuss market research and how to find business opportunities.
  - **Teacher Material:** Business idea worksheet, brainstorming guide, examples of successful businesses that started with a simple idea.

#### 4. **Wrap-up & Reflection** (10 mins)

- Ask students to share one business idea they are excited about and why.
- **Teacher Material:** Handouts on business idea templates for them to continue working on after class.

#### **Assignments:**

- Homework: Write a one-page description of their business idea, why they chose it, and how it solves a problem.
- 

## **Week 2: Business Planning & Financial Basics**

**Objective:** Teach the girls how to create a basic business plan and understand financial fundamentals.

#### **Lesson Plan:**

##### 1. **Business Planning Overview** (20 mins)

- Introduction to business planning: Why do you need a business plan?
- Break down the components of a business plan (mission, target market, marketing plan, financials).
- **Teacher Material:** Business Plan template.

##### 2. **Basic Financial Concepts** (20 mins)

- Introduction to budgeting, expenses, pricing, and profit.
- **Teacher Material:** Financial literacy worksheets, basic budget templates.

##### 3. **Marketing & Selling Your Product** (20 mins)

- Discuss how to market a product or service.
- Introduce the concept of branding, advertising, and customer relations.

- **Teacher Material:** Marketing plan worksheet, examples of basic marketing strategies.

#### 4. **Wrap-up & Group Discussion** (10 mins)

- Reflect on their business ideas and the importance of a solid plan.
- **Teacher Material:** Worksheet with reflection questions on what they learned this week.

#### **Assignments:**

- Homework: Start filling out their business plan and budget worksheet.
- 

### **Week 3: Building a Brand & Networking**

**Objective:** Teach the girls how to build their brand and network effectively.

#### **Lesson Plan:**

##### 1. **Branding Basics** (20 mins)

- What is branding?
- Discuss logo design, business name, and the importance of consistency.
- **Teacher Material:** Branding toolkit (brand identity checklist, logo design guide).

##### 2. **Networking & Building Relationships** (20 mins)

- Discuss the importance of networking and how to connect with others in the business world.
- Role-play networking activities, like pitching a business idea or introducing yourself at a professional event.
- **Teacher Material:** Networking script, example networking event scenarios.

##### 3. **Customer Service & Client Relations** (20 mins)

- Discuss the importance of good customer service and maintaining positive relationships with clients.
- Have a brief discussion about conflict resolution and handling difficult customers.
- **Teacher Material:** Customer service scenario examples and role-play prompts.

#### 4. **Wrap-up & Activity** (10 mins)

- Practice introducing their business and what they learned about branding and networking in a mock networking event.
- **Teacher Material:** Networking event reflection worksheet.

#### **Assignments:**

- Homework: Finalize their business plan, including branding ideas, and prepare a 1-minute pitch about their business.

---

## **Week 4: Hands-On Entrepreneurship with Jay Can Braid**

**Objective:** The girls will collaborate with **Jay Can Braid** to learn how to braid hair and understand the entrepreneurship behind running a service-based business.

#### **Lesson Plan:**

##### 1. **Introduction to Jay Can Braid** (10 mins)

- Jay Can Braid shares her entrepreneurial journey, explaining how she started her business, the challenges she faced, and her success strategies.
- **Teacher Material:** Video or presentation from Jay Can Braid.

##### 2. **Learning the Craft: Braiding Techniques** (30 mins)

- Jay Can Braid will teach the girls how to braid hair, explaining the tools and techniques involved.
- **Teacher Material:** Braiding kits with hair practice models or mannequins, instructional braiding videos.

### 3. **Understanding the Business Behind Braiding** (20 mins)

- Discuss how Jay Can Braid built her brand, marketed her services, and expanded her business.
- Teach the girls about managing appointments, pricing services, and ensuring quality customer service in the beauty industry.
- **Teacher Material:** Business worksheet on pricing, scheduling, and marketing for service-based businesses.

### 4. **Showcase and Reflection** (20 mins)

- Have the girls pair up and practice braiding on each other, showcasing their skills at the end of the session.
- Discuss how the skills they learned can be applied to other service-based businesses and the entrepreneurial mindset required to be successful.
- **Teacher Material:** Feedback forms for each student to reflect on what they learned.

### 5. **Closing and Celebrating Success** (10 mins)

- Celebrate the girls' entrepreneurial efforts by awarding small certificates of completion or entrepreneurship recognition.
- **Teacher Material:** Certificate templates for each participant.

### **Assignments:**

- Homework: Write a reflection on the hands-on experience with Jay Can Braid and how they can apply what they learned to their business ideas.



**Urban Male Network**  
**Memorandum of Understanding (MOU)**  
**Summer Program Partnership: June 4 – June 30, 2025**  
**Between Thornton Fractional School District 215 and Urban Male Network**

This Memorandum of Understanding (MOU) is entered into by and between Thornton Fractional School District 215 (hereinafter “TFSD215”) and Urban Male Network (hereinafter “UMN”) to formalize a partnership for the delivery of a summer youth development program during June 2025.

### **1. Program Overview**

Urban Male Network will facilitate a structured, interactive summer program for 25 male students from Thornton Fractional School District 215. The program will emphasize development in the following areas:

- Leadership
- Social-Emotional Learning
- Financial Literacy
- College & Career Readiness
- Etiquette
- Entrepreneurship
- Mental Health

### **2. Program Dates and Times**

- Duration: June 4, 2025 – June 30, 2025
- Schedule: Tuesdays, Wednesdays, and Thursdays
- Time: 8:00 AM – 1:00 PM
- Location: Thornton Fractional School District 215 campus (specific classrooms to be confirmed)

### **3. Responsibilities of Urban Male Network (UMN)**

UMN agrees to:

- Provide all program curriculum, facilitators, and guest speakers
- Deliver culturally responsive and age-appropriate content to ensure engagement
- Monitor and record student attendance and participation
- Maintain regular communication with TFSD215 administrative staff



#### 4. Responsibilities of Thornton Fractional School District 215 (TFSD215)

TFSD215 agrees to:

- Identify and enroll 25 male students in the program
- Provide access to classroom space and AV equipment as needed
- Support communication with parents/guardians and student scheduling

#### 5. Compensation

TFSD215 agrees to compensate UMN a total of \$7,500 for program delivery. Payment will be made in two equal installments of \$3,750: the first payment will be issued two weeks after the program begins, and the second payment will be made at the conclusion of the program, or as otherwise mutually agreed upon in writing.

#### 6. Term and Termination

This MOU is effective upon the date of final signature and will remain in effect through June 30, 2025. Either party may terminate this agreement with a minimum of 10 business days' written notice to the other party.

#### 7. Signatures

##### Urban Male Network

By: Rickey Layfield

**Name:** Rickey Layfield

**Title:** Chief Operations Officer

**Date:** 05/07/2025

##### Thornton Fractional High School District 215

By: \_\_\_\_\_

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## MEMORANDUM

**Date:** May 14, 2025

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

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

**Subject:** IASB Updated PRESS 118 Policies

---

### **Recommended Action**

It is recommended the Board of Education conduct the first reading of PRESS 118 updated policies at its May 27, 2025 meeting. Cabinet members, by department are reviewing and providing recommendations if there are any. The Title IX changes are provided in accordance with federal administration executive order.

### **Background**

The district subscribes to the IASB PRESS Plus service. This system provides suggested policy updates based on any update laws, regulations and orders. Districts then review the suggestions, make any edits and the board approves them. IASB also hosts our policy manual online. The following policies are being presented for updates from IASB as part of PRESS 118:

- 2:260 Uniform Grievance Procedure
- 2:265 Title IX Grievance Procedure
- 4:15 Identity Protection
- 4:80 Accounting and Audits
- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:100 Staff Development Program
- 6:150 Home and Hospital Instruction
- 6:235 Access to Electronic Networks
- 7:10 Equal Educational Opportunities
- 7:20 Harassment of Students Prohibited
- 7:60 Residence
- 7:70 Attendance and Truancy
- 7:185 Teen Dating Violence Prohibited
- 7:190 Student Behavior
- 7:200 Suspension Procedures
- 7:210 Expulsion Procedures
- 7:250 Student Support Services
- 7:270 Administering Medicines to Students
- 7:315 Restrictions on Publications; High Schools
- 7:340 Student Records
  
- **NEW POLICY:** 7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence; in response to Public Act 102-466 which goes into effect July 1, 2025

The proposed marked-up of District 215 policies are attached for your review. The plan is to put them on the agenda for a first reading on the May 27, 2025 agenda and adoption in June pending administration review. Please let us know if there are any questions.

**Funding source if applicable:** N/A

**Attachment:** PRESS 118 Policies

## *Document Status: Draft Update*

### **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 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, 10 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure<sup>PRESSPlus1</sup>
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 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 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*, 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. 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 provide his or her written decision to the Complainant and the accused 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 provide its written decision to the Complainant and the accused, 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, Title IX Coordinator, and Complaint Managers PRESSPlus2

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~~ Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. PRESSPlus3

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, Title IX Coordinator, and the Complaint Managers.

**Nondiscrimination Coordinator:**

Mr. Ray Williams

1605 Wentworth Ave.

Calumet City, IL 60409

[rwilliams@tdf215.org](mailto:rwilliams@tdf215.org)

(708) 585-2380

**Complaint Managers:**

Ray Williams

1605 Wentworth Ave.

Calumet City, IL 60409

[rwilliams@tdf215.org](mailto:rwilliams@tdf215.org)

(708) 585-2380

Dr. Rena Whitten

18601 Torrence Ave.

Lansing, IL 60438

[rwhitten@tfd215.org](mailto: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](#).

[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)

---

## **PRESSPlus Comments**

**PRESSPlus 1.** Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

**PRESSPlus 2.** While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and 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 Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

## *Document Status: Draft Update - Rewritten*

### **2:265 Title IX Grievance Procedure**

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX)<sup>PRESSPlus1</sup> and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

#### Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

#### Definitions from 34 C.F.R. §106.30

*Complainant* means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

*Education program or activity* includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

*Formal Title IX Sexual Harassment Complaint* means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

*Respondent* means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

*Supportive measures* mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

### Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. 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*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus2](#) or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

### Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus3](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report 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. [PRESSPlus4](#)

### **Title IX Coordinator:**

Name

Address

Email

Telephone

### Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the

Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

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*; 5:20, *Workplace Harassment Prohibited*; 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*; 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.

Reports of alleged sexual harassment 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 sexual harassment.

#### Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
  - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
  - b. Receive 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.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training <sup>PRESSPlus5</sup> on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. PRESSPlus6
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment 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 sexual harassment 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, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment 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 sexual harassment 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 against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person 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), 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), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

## PRESSPlus Comments

PRESSPlus 1. Rewritten in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. See the sample policy 2:265's footnotes, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for more information. **Issue 118, April 2025**

PRESSPlus 2. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 3. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 4. While the name and contact information is required by law to be listed, it is not part of the adopted policy and does not require board action. It is important for the updated name 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. If the district has more than one Title IX Coordinator, it should 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. The Title IX Coordinator with ultimate oversight should be listed in this policy.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 5. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney** if the board wants the district to use a live hearing in its grievance process.

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: "Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant." After inserting the underscored text, use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 6. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. *Preponderance of evidence* is a standard of proof used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of evidence* is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*.

*Clear and convincing* is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means "evidence indicating that the thing to be proved is highly probable or reasonably certain." See *Black's Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, Uniform Grievance Procedure.** For boards that choose the *clear and convincing evidence* standard of proof, delete "~~*preponderance of*~~" and insert "*clear and convincing*." Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

## *Document Status: Draft Update*

### **4:15 Identity Protection**

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence, and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

#### Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable cybersecurity and other measures to safeguard information including: PRESSPlus1 (1) *protected personally identifiable information*, (2) other types of information that a federal awarding agency, pass-through agency entity cybersecurity and other measures to safeguard information including: PRESSPlus2 (1) *protected personally identifiable*

information, (2) other types of information that a federal awarding agency, pass-through agency entity, pass-through agency or State awarding agency designates as sensitive, such as personally identifiable information (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, sensitive information), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

2 C.F.R. §200.303(e).

5 ILCS 179/, Identity Protection Act.

30 ILCS 708/, Grant Accountability and Transparency Act

50 ILCS 205/3, Local Records Act.

105 ILCS 10/, Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: February 23, 2024

---

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for personally identifiable information and protected personally identifiable information.

*Personally Identifiable Information (PII)* means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

*Protected personally identifiable information (Protected PII)* means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics,

date and place of birth, mother's maiden name, criminal records, medical records, financial records, and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

*Personally Identifiable Information (PII)* means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

*Protected personally identifiable information (Protected PII)* means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **4:80 Accounting and Audits**

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

#### Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the appropriate Intermediate Service Center Executive Director.

#### Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

#### Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

#### Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$210,000<sup>PRESSPlus1</sup> and have an estimated useful life greater than one year.

#### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that

is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention <sup>PRESSPlus2</sup> of property acquired by the District under grant awards that comply with federal and State law.

### Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

### Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

### Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

### Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action. The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.

8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

2 C.F.R. §200 et seq.

30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill. Admin. Code 7000 et seq.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.

23 Ill. Admin. Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of \$10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **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; 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; 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 appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus1](#)

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

#### **Nondiscrimination Coordinator:**

Mr. Ray Williams

1605 Wentworth  
Calumet City, IL 60409

[rwilliams@tdf215.org](mailto:rwilliams@tdf215.org)

(708) 585- 2380

**Complaint Managers:**

Mr. Ray Williams

1605 Wentworth

Calumet City, IL 60409

[rwilliams@tdf215.org](mailto:rwilliams@tdf215.org)

(708) 585- 2380

Dr. Rena Whitten

18601 Torrence Ave.,

Lansing, IL 60438

[rwhitten@tdf215.org](mailto:rwhitten@tdf215.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)

---

## **PRESSPlus Comments**

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **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, reproductive health decisions, 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, Title IX 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, Title IX Coordinator, PRESSPlus1 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](mailto:rwilliams@tdf215.org)

(708) 585-2380

#### **Complaint Managers:**

Mr. Ray Williams

Dr. Rena Whitten

1605 Wentworth Ave.,

18601 Torrence Ave.,

Calumet City, IL 60409

Lansing, IL 60438

[rwilliams@tdf215.org](mailto:rwilliams@tdf215.org)

[rwhitten@tdf215.org](mailto:rwhitten@tdf215.org)

(708) 585-2380

(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, Title IX 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 sexual-based ~~harassment~~ <sup>PRESSPlus2</sup> harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the ~~Nondiscrimination~~ <sup>Title IX</sup> 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).

Oncala 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)

---

### **PRESSPlus Comments**

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **5:60 Expenses**

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>. 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. §200.475 [PRESSPlus1](#)

[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)

---

### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **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. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
  - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
  - c. 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;
  - d. 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;
  - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
  - f. 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](#).
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, all school personnel and school resource officers, and staff regarding~~ on the requirements of [105 ILCS 5/10-22.6](#) and [5/10-20.14](#), the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), PRESSPlus1 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. [§Part 106.8\(d\)](#) (see Board policy 2:265, *Title IX Grievance Procedure*).
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.
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*). [PRESSPlus2](#)

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*.

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](#), and [5/26A](#).

[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), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 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)

---

## **PRESSPlus Comments**

**PRESSPlus 1.** Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, which requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual*

*Violence, and 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.*

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at:

[www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). **Issue 118, April 2025**

## *Document Status: Draft Update*

### **6:150 Home and Hospital Instruction**

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: PRESSPlus1

1. ~~(1) b~~ Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, ~~and (2) f~~
2. For up to three months after the child's birth or a miscarriage. PRESSPlus2
3. When a student must care for his or her ill child if:
  - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition PRESSPlus3 that would require the student to be absent from school for two or more consecutive weeks; and
  - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.:

105 ILCS 5/10-19.05(e), 5/10-22.6a, 5/14-13.01, and 5/18-4.5.

23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: February 23, 2021

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **6:235 Access to Electronic Networks**

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The term *electronic networks* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

#### Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

#### Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

#### Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

#### Use of Artificial Intelligence (AI)-Enabled Tools <sup>PRESSPlus1</sup>

OPTIONAL

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, School District Philosophy, and 7:345, Use of Educational Technologies.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

#### Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

#### Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

#### Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of*

*the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

#### LEGAL REF.:

20 U.S.C. §7131, Elementary and Secondary Education Act.

47 U.S.C. §254(h) and (l), Children's Internet Protection Act.

47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.

115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

A Statewide Generative AI and Natural Language Processing Taskforce issued a report to the General Assembly in December 2024 (<https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf>) that recommended the Ill. State Board of Education provide guidance on the use of AI in schools, best practices, and educator training. The U.S. Dept. of Education released a toolkit to assist education leaders with the safe, ethical, and equitable integration of AI within education systems, available at: [http://downloads.microscribepub.com/il/press/federal\\_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24\\_20250221.pdf](http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24_20250221.pdf). Note: This resource may no longer be available on a federal government website but is being maintained at PRESS Online to provide consistent subscriber access.

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues. See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a suggested framework for developing an AI plan and guidelines. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:10 Equal Educational Opportunities**

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national 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, reproductive health decisions, 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 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 ~~sexual harassment/discrimination~~ <sup>PRESSPlus1</sup> complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, ~~who also serves as the District's~~ <sup>and a</sup> 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, 5/26A, 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), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **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.~~ PRESSPlus1

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, Title IX Coordinator, PRESSPlus2 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, Title IX 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](mailto:rwilliams@tdf215.org)

(708) 585-2380

### Complaint Managers:

Mr. Ray Williams

1605 Wentworth  
Calumet City, IL 60409

[rwilliams@tdf215.org](mailto:rwilliams@tdf215.org)

(708) 585-2380

Dr. Rena Whitten

18601 Torrence Ave.  
Lansing, IL 60438

[rwhitten@tfd215.org](mailto:rwhitten@tfd215.org)

(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, Title IX 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 sexual-based PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Title IX 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](#), [5/26A](#), [5/27-1](#), and [5/27-23.7](#).

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

## *Document Status: Draft Update*

### **7:60 Residence**

#### Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

#### Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with [105 ILCS 5/14-1.11](#), [5.14-1.11a](#), and [5/14-1.11b](#).

#### Requests for Nonresident Student Admission

Nonresident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for nonresident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.

4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

For a nonresident student who is the child of a District employee, if the Superintendent approves the request for nonresident admission for the student, the tuition cost is waived pursuant to 105 ILCS 5/10-20.12a(a).

#### Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A.<sup>PRESSPlus1</sup>
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

#### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board of Education policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

#### Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the Board of Education shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.

#### LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, 5/10-22.5a, 5/14-1.11, 5/14-1.11a, and 5/14-1.11b, and 5/26A.

105 ILCS 45/, Education for Homeless Children Act.

105 ILCS 70/, Educational Opportunity for Military Children Act.

23 Ill.Admin.Code §1.240.

*Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200*, 235 Ill.App.3d 652 (5th Dist. 1992).

*Joel R. v. Board of Education of Manheim School District 83*, 292 Ill.App.3d 607 (1st Dist. 1997).

*Kraut v. Rachford*, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

---

### **PRESSPlus Comments**

PRESSPlus 1. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). For further information about the 2024 ESS Task Force, see footnote 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:70 Attendance and Truancy**

#### Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, 9 through 12, in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), PRESSPlus1 observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours (10 ILCS 5/7-42 and 5/17-15)*, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. PRESSPlus2 Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

#### Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.



705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, *a/k/a Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, *a/k/a ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **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 a District employee, agent, or student from engaging in ~~sexual discrimination, including sex-based harassment,~~ PRESSPlus1 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)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:190 Student Behavior**

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

#### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed

practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ <sup>PRESSPlus1</sup> Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually

explicit digitized depictions, as defined in State law, PRESSPlus2

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to,

conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed

two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as 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. PRESSPlus3 It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33 needed to maintain safety for students, staff, or other persons, or for the purpose of self defense or defense of property.

#### Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

#### Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

### Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

### Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents involving battery against staff members to the Ill. State Board of Education (SBE) through its web-based School Incident Reporting System as they occur during the year and no later than August 1, July 31, <sup>PRESSPlus4</sup> for the preceding school year.

### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other ~~certificated~~ [licensed] educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 <sup>PRESSPlus5</sup> needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

### Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary

rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §7971, Pro-Children Act of 2004.

20 U.S.C. §7961 et seq., Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.

105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §§1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

---

## **PRESSPlus Comments**

PRESSPlus 1. This text is moved to #7, below. **Issue 118, April 2025**

PRESSPlus 2. This definition of sexting is adapted from Merriam-Webster's definition at [www.merriam-webster.com/dictionary/sexting](http://www.merriam-webster.com/dictionary/sexting), and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April**

**2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue 118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **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.

~~d) Of~~ For a suspension of 4 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, as determined by the Superintendent or designee.

- 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.
  - a. At the review, the student ~~s~~ and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer, and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus1](#)
  - b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus2](#)
  - c. 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.
  - d. 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)

---

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

## Document Status: Draft Update

### 7:210 Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
  - a. Include the time, date, and place for the hearing.
  - b. Briefly describe what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. <sup>PRESSPlus1</sup>
  - e. Inform the student and parent(s)/guardian(s) that a support person <sup>PRESSPlus2</sup> of their choice and at their expense is permitted to accompany the student throughout the proceedings.
  - f. List the student's prior suspension(s).
  - g. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - h. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney appear with a representative and/or support person and, if so, provide the attorney's name(s) and contact information for the representative and/or support person
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
  - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.
  - b. The student and his or her parent(s)/guardian(s) may be represented by counsel appear with a representative, be accompanied by a support person, disclose any factor to be

considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. <sup>PRESSPlus3</sup>

- c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. <sup>PRESSPlus4</sup>
5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
6. If the Board acts to expel the student, its written expulsion decision shall:
  - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - b. Provide a rationale for the specific duration of the recommended expulsion.
  - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
  - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
7. Upon expulsion, the District may refer the student to appropriate and available support services.

#### LEGAL REF.:

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

105 ILCS 5/10-20.14, 5/10-22.6.

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, *alk/a Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:250 Student Support Services**

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. Guidance and School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. PRESSPlus1

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

#### Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

#### Article 26A Domestic or Sexual Violence and Parenting Resource Personnel PRESSPlus2

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255. Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their confidentiality protected in accordance with Board policy and District procedures. PRESSPlus3

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and 5/21B-25(G)~~, and 5/26A.

405 ILCS 5/ Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

---

**PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:270 Administering Medicines to Students**

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

#### Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. [PRESSPlus1](#)

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

#### School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of

undesigned epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesigned epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesigned epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

#### School District Supply of Undesigned Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesigned opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesigned opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesigned opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

#### Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
  - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
  - b. Copies of the registry identification cards are provided to the District;
  - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
  - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

*Medical cannabis infused product* (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

### Void Policy

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

### Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

### Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

### LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.

105 ILCS 145/, Care of Students with Diabetes Act.

105 ILCS 150/, Seizure Smart School Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

720 ILCS 550/, Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

---

**PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:315 Restrictions on Publications; High Schools**

#### Definitions

*Libel* means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

*Obscene* means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectionable or offensive to accepted standards of decency.

*School official* means a Building Principal or designee.

*School-sponsored media* means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

*Slander* means the speaking of false statements of fact that seriously harm a living person's reputation.

*Student journalist* means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

*Student media adviser* means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

#### School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and Board of Education policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in [105 ILCS 5/27-20.08](#); and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
  - a. Commit an unlawful act;
  - b. Violate any of the District's policies, including but not limited to (1) its educational mission in policies 1:30, *School District Philosophy* and 6:10, *Educational Philosophy and Objectives*, and (2) speech that is socially inappropriate or inappropriate due to the maturity of the students pursuant to policies 6:65, *Student Social and Emotional Development*, and 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; or
  - c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media adviser may review, edit, and delete such media material before publication or distribution of the media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy.

#### Non-School Sponsored Publications Accessed or Distributed On Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board of Education policy 7:190, *Student Behavior*, *PRESSPlus1* and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is

- primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

#### Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

#### Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

#### LEGAL REF.:

105 ILCS 5/27-20.08 and 5/27-23.7.

105 ILCS 80/, Speech Rights of Student Journalists Act.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).

Morse v. Frederick, 551 U.S. 393 (2007).

Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:340 Student Records**

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

#### LEGAL REF.:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.

50 ILCS 205/7, Local Records Act.

105 ILCS 5/10-20.12b, 5/10-20.40, ~~and 5/14-1.01 et seq.~~ and 5/26A-30. PRESSPlus1

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85/, Student Online Personal Protection Act.

325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.

750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.

23 Ill.Admin.Code Parts 226 and 375.

Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).

Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

---

### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. . **Issue 118, April 2025**

## Document Status: **Draft Update - New**

### **7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence**

#### *New/Unpublished Section*

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, [PRESSPlus1](#) or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). [PRESSPlus2](#)

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year. [PRESSPlus3](#)
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35. [PRESSPlus4](#)
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person. [PRESSPlus5](#)
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45. [PRESSPlus6](#)
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40. [PRESSPlus7](#)
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25. [PRESSPlus8](#)
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f). [PRESSPlus9](#) Confidentiality procedures will: [PRESSPlus10](#)
  - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
  - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c).[PRESSPlus11](#)

10. Complies with State and federal law and aligns with Board policies.[PRESSPlus12](#)

### Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

### Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students,[PRESSPlus13](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.[PRESSPlus14](#)

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.[PRESSPlus15](#)

#### **Nondiscrimination Coordinator:**

Name  
Address  
Email  
Telephone

#### **Title IX Coordinator:**

Name  
Address  
Email  
Telephone

#### **Complaint Managers:**

Name  
Address  
Email  
Telephone

Name  
Address  
Email  
Telephone

### Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

### Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A 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.

This policy does not increase or diminish the ability of the District or the parties to exercise any other

rights under existing law.

#### Policy Review<sup>PRESSPlus16</sup>

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

#### Retaliation Prohibited<sup>PRESSPlus17</sup>

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

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 or expulsion, with regard to students.

#### LEGAL REF.:

105 ILCS 5/26A.

105 ILCS 10/, Ill. School Student Records Act.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

---

#### **PRESSPlus Comments**

**PRESSPlus 1.** An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April 2025**

**PRESSPlus 2.** This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in

place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: [www.isbe.net/Documents/ess-task-force-final-report0610.pdf](http://www.isbe.net/Documents/ess-task-force-final-report0610.pdf).

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

### **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

PRESSPlus 8. 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-

1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a list of board policies implicated by the ESS Law and that may interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District

Edits." **Issue 118, April 2025**

PRESSPlus 14. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**