



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

**November 12, 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**

- A. 2025 Joint Conference
  - <https://www.iasb.com/conference/speakers/>
  - <https://www.iasb.com/conference/planner/>
  - [https://whova.com/portal/5k3qxga9alvhwoifopyrroj24i-fc8ulhrtfgusivgs=/?source=download\\_page](https://whova.com/portal/5k3qxga9alvhwoifopyrroj24i-fc8ulhrtfgusivgs=/?source=download_page)

**3. Buildings Grounds/Safety Committee--Member Williams**

- A. Construction Project Update
- B. Building Usage Report

**4. Finance Committee--Member Perkins**

- A. 2025 Tax Levy
- B. Interfund Transfer

**5. Curriculum Committee--Member Calderon-Miranda**

- A. Curriculum Guide
- B. School Report Card

**6. IT Committee--Member Guyton**

- A. Technology 5-Year Capital Plan & Data Center Project

**7. Behavior Intervention/Parent-Teacher Advisory Committee--Member Newman**

- A. Suspension Reports
- B. Tardy Guidelines
- C. Student Handbook Update

**8. Policy Committee--Member Guyton**

- A. PRESS 120 Update

**9. Adjourn**

Thornton Fractional High School District 215  
 Building Report  
 FY 2025-2026  
 November 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
10/4/2025	TFN	6	2025	City of Calumet City (Cancelled)	Community	Auditorium	State of City Address	\$ 195.00	\$ -	\$ 240.00	\$ 435.00	\$ -	\$ 435.00
6/12/2025 - 8/28/2025	TFS	6	2025	Memorial Junior High School	Community	V Softball Field	Softball Games and Practices	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7/2/2025 - 11/19/2025	TFN	7	2025	T.F. North Booster Club	Community	Gold Gym	Softball Fundraiser - Open Gym	\$ -	\$ -	\$ 840.00	\$ 840.00	\$ 840.00	\$ -
10/12/2025	TFN	6	2025	City of Calumet City (Cancelled)	Community	Field and Track	Breast Cancer Awareness Walk	\$ -	\$ -	\$ 280.00	\$ 280.00	\$ -	\$ 280.00
9/23/2025 - 6/2/2026	TFS	8	2025	Lansing Knights of Columbus	Community	Pool	Special Olympics-Swim program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5/22/2026 and 5/26/2026	TFN	5	2025	Lincoln Elementary School District 156	Community	Auditorium	8th Grade Promotion Ceremony	\$ -	\$ -	\$ 565.00	\$ 565.00	\$ 565.00	\$ -
5/26/2026	TFN	10	2025	Calumet City School District 155 - Wentworth	Community	Purple Gym	2026 Graduation Ceremony	\$ -	\$ -	\$ 280.00	\$ 280.00	\$ -	\$ 280.00
1/14/2026	TFS	11	2025	Heritage Middle School	Community	Red Gym	Basketball Game	\$ -	\$ -	\$ 144.00	\$ 144.00	\$ -	\$ 144.00

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



## MEMORANDUM

**Date:** November 12, 2025

**To:** Mr. Raymond Williams, Interim Superintendent and Board of Education

**From:** Tamika McMillian, Executive Director of Finance & Operations/CSBO

**Subject:** 2025 Tentative Tax Levy

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### **Recommended Action**

To discuss the 2025 Tentative Tax Levy. The board will be asked to approve the 2025 Tentative Tax Levy at the November 25, 2025 Board of Education meeting and the 2025 Final Tax Levy on December 16, 2025.

### **Background**

Approval of the Tentative Tax Levy is an annual requirement. The proposed levy will be reviewed and discussed during the Committee of the Whole meeting on November 12, 2025.

**Funding source:** N/A

**Attachments:** 2025 Tax Levy Presentation



# Thornton Fractional

SCHOOL DISTRICT 215

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## 2025 Tentative Tax Levy

November 12, 2025



# Overview

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**What is a Tax Levy?**

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**How is the Tax Levy Calculated?**

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**Impact of Tax Levy**

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**Timeline**

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**Recommendation**

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**Things to Remember**



## What is a Tax Levy?

A request for local property tax dollars from property owners to help fund the operation of the school district. In this case, the request is made by District 215 to the Cook County Clerk's office.

## How is the Tax Levy Calculated?

The tax levy is determined by using the prior year's tax extension and adding either the Consumer Price Index (CPI) increase of 2.9% or 5%—whichever is lower—to calculate the maximum amount the district can request. This amount is limited by the Property Tax Extension Limitation Law (PTELL), which ensures that school districts do not request excessive funding. If a district wishes to exceed this maximum amount, it must obtain voter approval through a referendum.

## HISTORICAL CPI RATES 2014-2024



**CPI:** Consumer Price Index is a measure of inflation used to adjust financial figures annually.

# Historical CPI





## IMPACT OF THE TAX LEVY

### **SCHOOL:**

The tax levy directly impacts the level of local funding available to the school district. District 215 ensures that we have sufficient resources to support all student services and academic programs, maintain facilities, and retain quality staff.

### **STUDENTS:**

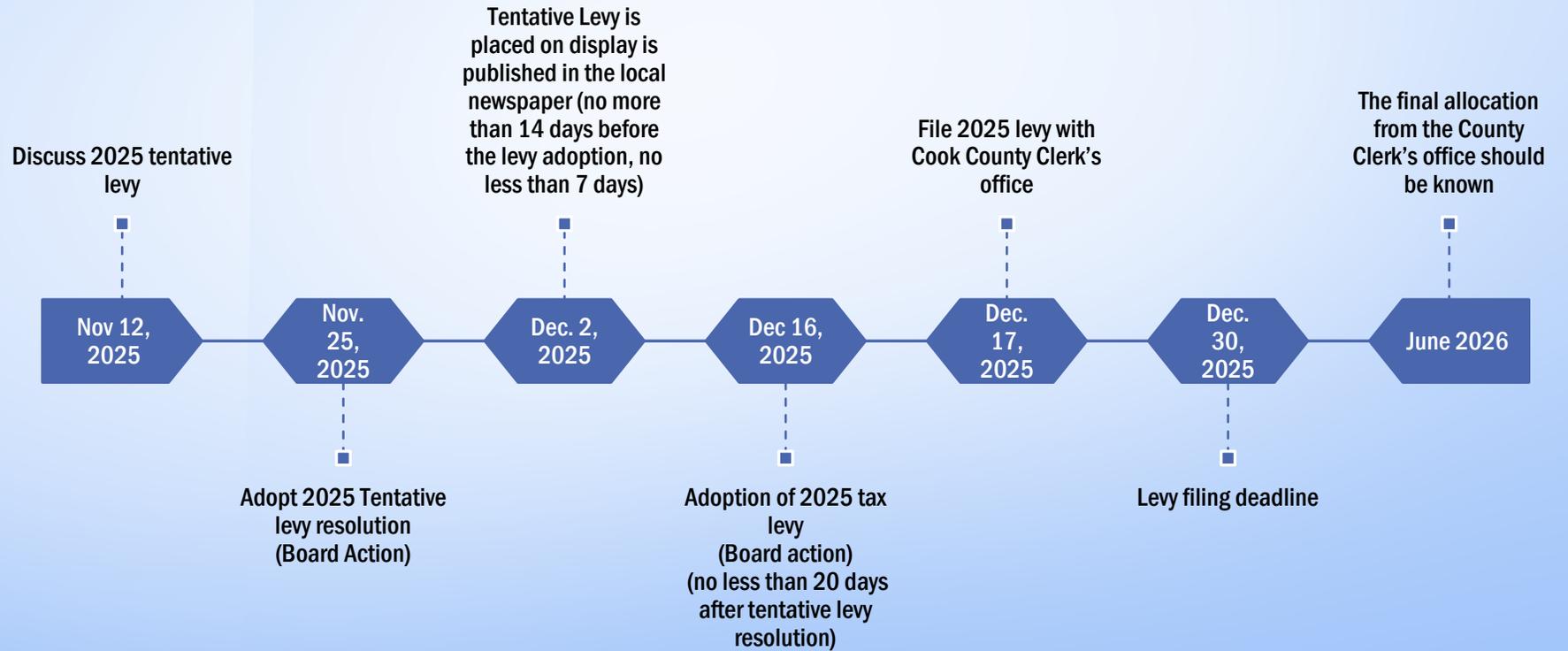
The tax levy means continued access to educational opportunities, extracurricular activities, and safe well-maintained schools.

### **TAXPAYERS:**

The levy determines the portion of their property taxes allocated to the school district. It also represents an investment in the community's educational system.



# 2025 Levy Timeline



<b>FUND</b>	<b>2025 LEVY REQUEST</b>	<b>2024 LEVY EXTENSION</b>	<b>DIFFERENCE 2025-2024</b>
<b>EDUCATION</b>	\$ 30,495,400	\$ 26,929,859	\$ 3,565,541
<b>SPECIAL ED</b>	400,000	376,165	23,835
<b>BUILDING</b>	3,000,000	2,821,239	178,761
<b>TRANSPORTATION</b>	2,200,000	2,021,888	178,112
<b>IMRF</b>	800,000	752,330	47,670
<b>SOCIAL SECURITY</b>	850,000	799,351	50,649
<b>CAPITAL PROJECTS</b>	2,300,000	1,598,702	701,298
<b>WORKING CASH</b>	180,000	169,275	10,725
<b>TORT</b>	995,000	893,393	101,607
<b>TAX RELIEF ABATEMENT</b>	--	3,463,995	(3,463,995)
<b>TOTAL REQUEST</b>	\$ 41,220,400	\$ 39,826,197	\$ 1,394,203

**ESTIMATED TAX LEVY INCREASE**

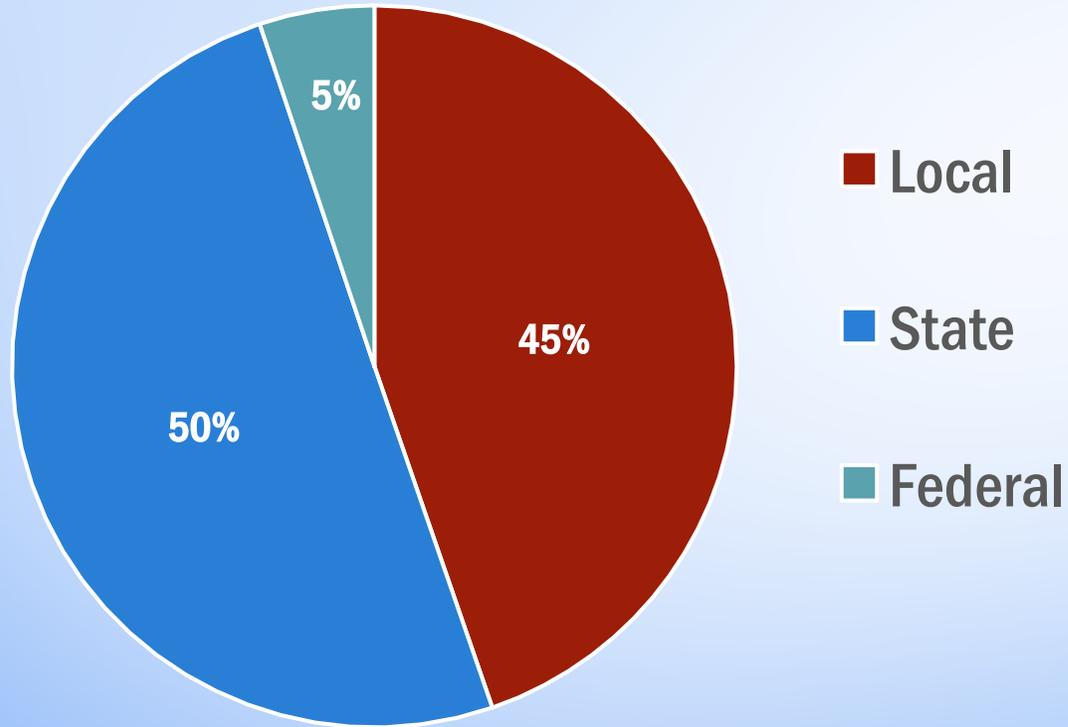
**3.50%**

# 2025 Tax Levy Recommendation





## District 215 Projected Revenue FY 2025-2026



Total Revenue	Funding Source
40,986,537	State
36,545,022	Local
4,189,198	Federal



# Public Act 103-0394 Report

## Annual Expenses

Operational Funds	FY 2023 Audit	FY 2024 Audit	FY 2025 Unaudited	3-Year Average
Education (10)	\$70,939,695	\$73,603,794	\$73,778,209	\$72,773,899
Operations & Maintenance (20)	6,081,500	7,927,317	8,561,220	7,523,346
Transportation (40)	3,507,112	4,240,521	4,576,773	4,108,135
<b>Total</b>	<b>\$80,528,307</b>	<b>\$85,771,632</b>	<b>\$86,916,202</b>	<b>\$84,405,380</b>

## Unaudited Fund Balances – June 30, 2025

Operational Funds	Fund Balance
Education (10)	35,112,179
Operations & Maintenance (20)	3,138,791
Transportation (40)	1,874,667
<b>Total</b>	<b>\$40,125,637</b>

## Fund Balance / Average Expense

Operational Fund Balance (6/30/25)	\$40,125,637
Three-Year Expense Average	\$84,405,380
<b>Fund Balance/Average Expense</b>	<b>47.54%</b>



## Things to Remember

- **The Levy (Ask):**  
This is the amount District 215 asks the Cook County Clerk to collect from local taxpayers to help fund our schools and programs.
- **PTELL (a.k.a. the “Tax Cap”):**  
The Property Tax Extension Limitation Law sets limits on how much districts can ask for. We can only request up to 5% or the CPI rate — whichever is lower.
- **Important Deadline:**  
The levy must be filed by the last Tuesday in December — this year, that’s December 30, 2025.
- **The Extension (Receive):**  
This is the actual amount of property taxes billed and collected from taxpayers to support District 215.



**Questions???**



## MEMORANDUM

**Date:** November 12, 2025

**To:** Mr. Raymond Williams, Interim Superintendent and Board of Education

**From:** Tamika McMillian, Executive Director of Finance & Operations/CSBO

**Subject:** Inter-fund Transfer from Working Cash to Debt Service Fund

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### **Recommended Action**

It is recommended that the Board of Education discuss the need for a transfer of funds from the Working Cash Fund to the Debt Service Fund. The Board will be asked to approve this transfer at the November 25, 2025, Board of Education meeting.

### **Background**

As communicated in recent weekly updates, the delay in the Cook County 2<sup>nd</sup> installment property tax distribution will temporarily impact the district's cash flow. On December 1, 2025, the District is required to make approximately \$1,400,000 in long-term debt principal and interest payments from the Debt Service fund. However, as of September 30, 2025, the fund's balance was \$130,928, which is insufficient to meet these obligations.

To meet these obligations an interfund transfer of \$1,400,000 from the Working Cash Fund, which had a balance of \$6,176,916 as of September 30, to the Debt Service Fund. Upon receipt of the delayed Cook County 2<sup>nd</sup> installment property tax revenues, these funds will be reimbursed to the Working Cash Fund.

**Funding source:** N/A

**Attachments:** Inter-Fund Resolution

## **RESOLUTION AUTHORIZING INTERFUND LOAN TRANSFER FOR DEBT SERVICE PURPOSES (2026)**

WHEREAS, by regulation (23 Ill. Administrative Code 100.50(d)), the Illinois State Board of Education requires that when revenues or other sources of funds are pledged to pay debt service on any long-term debt, the moneys shall be transferred into the Debt Service Fund;

WHEREAS, the delay in Cook County tax receipts from the 2<sup>nd</sup> installment of the 2024 tax extension has caused a lack of funds in the Debt Service Fund to pay required long-term debt principal and interest payments due on December 1, 2025;

WHEREAS, the Board wishes to pay its debt obligations in a timely manner;

WHEREAS, the Board wishes to authorize expenditures to pay debt service payments using revenues transferred from the Working Cash Fund;

NOW, THEREFORE, Be It Resolved by the Board of Education of School District No. 215, Cook County, Illinois, as follows:

1. The School District Treasurer is authorized and directed to temporarily transfer from the Working Cash Fund to the Debt Service Fund the sum of One Million Four Hundred Thousand Dollars (\$1,400,000), to be used for long-term debt principal and interest payments due on December 1, 2025 as authorized by this Board.
2. The funds will be repaid to the Working Cash Fund upon receipt of tax receipts from the 2<sup>nd</sup> installment.

3. This resolution shall take effect upon its adoption.

Adopted this 25<sup>th</sup> day of November, 2025.

BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 215,  
COOK COUNTY, ILLINOIS

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

Attest: \_\_\_\_\_  
Secretary

STATE OF ILLINOIS        )

**THORNTON FRACTIONAL HIGH SCHOOL DISTRICT 215**

COUNTY OF COOK    ) SS  
                          )

**CERTIFICATION OF RESOLUTION**

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of School District Number 215, Cook County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I do further certify that the foregoing is a full, true, and complete copy of a resolution entitled:

**RESOLUTION AUTHORIZING  
INTERFUND LOAN TRANSFER FOR  
DEBT SERVICE PAYMENT PURPOSES (2026)**

Which said resolution was adopted at a meeting of the Board held on the 25<sup>th</sup> day of November, 2025.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended and that the Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 25<sup>th</sup> day of November, 2025.

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



## MEMORANDUM

**Date:** November 12, 2025

**To:** Mr. Raymond Williams, Interim Superintendent/Board of Education

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

**Subject:** Curriculum Guide

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### Recommended Action

The Department of Teaching and Learning will be seeking Board approval for the District 215 2026-2027 Curriculum Guide at the November Board meeting.

### Background

Student course selections for the 2026-2027 school year will begin in January. Pending approval, the Department of Teaching and Learning will set up course screens for scheduling and publicize the curriculum guide for staff, parents, and students. The following summary includes revisions/changes from last year:

### Course Updates

- **Applied Math** *This course provides students with practical mathematical skills needed for success in the trades, technical careers, and everyday life. Students will strengthen their understanding of basic math foundations, including operations with fractions, decimals, percentages, measurement, converting units and formulas commonly used in technical fields. The course also emphasizes financial mathematics, focusing on topics such as wages and compensation, taxes, loans, interest, and personal budgeting. Through real-world applications and problem-solving activities, students will learn how to use math as a tool for decision-making in both professional and personal settings.*
- **Money Matters** *The purpose of this course is to equip students with a well-rounded skill set to succeed in today's dynamic business environment. By blending career readiness, accounting, marketing, and entrepreneurship, the course prepares students to navigate various aspects of business management. It fosters a comprehensive understanding of financial management, strategic marketing, and entrepreneurial thinking while emphasizing the importance of effective communication. Students will gain the practical knowledge and critical thinking skills necessary to pursue careers in diverse industries, start their own ventures, or enhance their existing career paths. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.*

### Courses removed

- **Chemistry in the Community:** Discussion between administration, division leaders, and teachers occurred over the past two years regarding this course. The District has been eliminating courses that do not provide a rigorous, grade appropriate curriculum (pre-algebra Fall 2020, Introduction to Algebra II 2023, and extended time algebra/geometry Fall 2024). The chemistry in the community course did not provide students with the same opportunities to engage in math as the chemistry course. Additionally, many students with IEPs and English learners were placed in the chemistry in the community course. Based on this, it was decided to eliminate the course



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

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for the following school year. Teachers will be given the opportunity to review the chemistry curriculum this year to ensure that supports are in place for students who may need them.

- **Colorguard:** Administration and the band directors requested this change last year. After evaluating the set-up of the course, enrollment, and how other music programs operate, it was decided that this would be eliminated as a course during the day. The Colorguard role may be filled by a part-time music program clinician outside of the school day.
- **21<sup>st</sup> Century Business Communications:** The removal of this course resulted from a collaborative review involving teachers, students, and district leadership. Following Career Development's 2024–2025 curricular audit, it was determined that the course was not aligned to any established career pathway and that much of its content duplicated skills already taught in foundational courses serving as prerequisites within existing pathways. To eliminate redundancy and ensure a clear, cohesive curriculum, the decision was made to remove the course. Moving forward, the department's goal is to develop semester-long courses that reflect current business and industry trends while strengthening alignment with identified career pathways.

## General Revisions

- Added AP computer science principles to the math sequence flow chart.
- Moved chorale, concert choir, and advanced choir under performance ensembles to the music sequence flow chart.

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

**Attachment:** Curriculum Guide Handbook



TFD 215

# Thornton Fractional

HIGH SCHOOL DISTRICT 215

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# 2026-27 CURRICULUM GUIDE HANDBOOK

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<b>09</b>	Dual Credit Offerings
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# Thornton Fractional Board of Education

## Board of Education

Jacqueline Terrazas	President	Vanessa Calderon-Miranda	Member	Glenn Williams	Member
Dominique Newman	Vice President	Charlotte Guyton	Member		
Millie Myers	Secretary	Cynthia Perkins	Member		

## District Administration

Raymond Williams	Interim Superintendent	708-585-2309
Becky Szuba	Asst. Superintendent of Teaching & Learning	708-585-2388
Dr. John O'Rourke	Interim Asst. Superintendent of Student Services and Equity	708-585-2315
Eric Mastey	Asst. Superintendent of Career Development	708-585-1116
Tamika McMillian	Executive Director of Finance	708-585-2303
Sabrina Keys	Business Manager	708-585-2334
April Jerger	Chief Human Resources Officer	708-585-2310
Paul Wakefield	Chief Technology Officer	708-585-2377
Phylcia Burford	Director of Food Services	708-585-2338
Miguel Gutierrez	Director of Technology Operations	708-585-2390
Christian Hooper	Director of Technology services	708-585-9795
Nicolette Lesniak	Director of Special Education	708-585-2383
LaQuesha Martin-Dean	Director of Teaching & Learning	708-585-2394
Tim Stephan	Director of Facilities	708-585-2316
Michael Zimmerman	Director of Career and Technical Education	708-585-1110

## Thornton Fractional Center for Academics & Technology / Alternative Learning

Dawn Walker	Interim Principal	708-585-2380
Lauren Johnson	Asst. Principal of Building Control	708-585-2393
Tameka Fowler	Counselor (A-Z)	708-585-2346
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150

## Thornton Fractional North

Brian Rucinski	Principal	708-585-1001
Mychael Webb	Asst. Principal of Curriculum and Instruction	708-585-1002
Christin Passarelli	Asst. Principal of Pupil Personnel Services	708-585-1003
Joshua Humphrey	Asst. Principal of Building Control	708-585-1004
Dr. Akiva Carson	Interim Student Services Coordinator	708-585-2320
DeVale Stubbs	Athletic Director	708-585-1027
Wendy Bivins	Career Development Coordinator / Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150
Allison Braasch	Counselor (A-D)	708-585-1018
Juanita Medina	Counselor (E-K)	708-585-1032
Lauri Like	Counselor (L-Ri)	708-585-1019
Susan Olson	Counselor (RO-Z)	708-585-1020

## Thornton Fractional South

TBA	Principal	708-585-2006
Rene Valdez	Asst. Principal of Curriculum and Instruction	708-585-2008
Brian Bergthold	Interim Asst. Principal of Pupil Personnel Services	708-585-2015
Cassandra Brackenridge	Asst. Principal of Building Control	708-585-1098
Dwight DeRamus	Interim Student Services Coordinator	708-585-2124
Marc Brewe	Athletic Director	708-585-2063
Wendy Bivins	Career Development Coordinator / Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150
Matt Johnson	Counselor (A-COF)	708-585-2021
Nicole Burk	Counselor (COG-GRE)	708-585-2023
Jeff Majewski	Counselor (GRI-LEE)	708-585-2014
Angela Shama	Counselor (LEF-OS)	708-585-2196
Marcia James	Counselor (OT-SM)	708-585-2020
Emily Pickett	Counselor (SN-Z)	708-585-2022

# District 215 Statements

## Mission Statement

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

## Vision Statement

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

## Guiding Principles for Effective Curriculum

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

## Equity Statement

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

## Statement of Instructional Excellence

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

## District 215 Commitment to Diverse Learners

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

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

# Graduation Requirements

Of the 23 minimum credits required for graduation, 19 credits must be in courses other than Physical Education and Driver Education. Students must enroll in P.E. each semester during the regular school year unless they are enrolled in Driver Education, Health, or received a valid P.E. waiver. PE waivers are awarded for specific courses in accordance with District 215 Board Policy # 6:310.



## QUALIFYING FOR A THORNTON FRACTIONAL DIPLOMA

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

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

## CURRICULUM & INSTRUCTION

*Thornton Fractional Township High School requires students to successfully complete 23 credits:*

English.....	4 credits
Social Studies.....	3 credits
Science.....	2 credits
Math.....	3 credits
P.E.....	3.5 credits
Health .....	0.5 credits
Electives .....	7 credits
Total Required .....	23 credits



# ACADEMIC POLICIES AND DEFINITIONS

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

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

## TITLE I PROGRAMS

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

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

## ASSIGNMENT OF CREDIT

### 1. Frame of Reference:

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

### 2. Procedure for Regular Enrollment:

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

### 3. Other Means to Earn Credit:

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



# ACADEMIC POLICIES AND DEFINITIONS

## **ACCELERATED PLACEMENT PROGRAM**

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

## **ADVANCED PLACEMENT PROGRAM**

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

## **Course Schedule Changes**

### **Changes in course selection**

The master schedule of classes is built based on staffing and student requests during the spring semester of the previous school year. All students are required to take a minimum of six (6) classes per semester. Students and parents should familiarize themselves with the district curricular offerings via the District 215 Curriculum Guide and engage with their school counselor and teachers to ensure the student selects courses that are the appropriate level, follow the appropriate sequence, and align with their postsecondary plans. All course selections will be considered final after the 1st Friday in March.

### ***Adding/Dropping a course***

Once the school year starts, a student/parent may request to add/drop a course within the 1st five days of school based on the following criteria:

- a) The student or parent discovers either a mistake or error on the student's schedule
- b) The student is an upperclassman who needs a schedule change to add a course to meet graduation requirements.
- c) The student, parent, and counselor, as a result of an individual academic success conference which reviews the needs of the student, make a determination to allow a schedule change. Final approval for the change must be granted by the school administrator.

Due to the complexities of the scheduling process, the school administration reserves the right to adjust any student schedule during the school year to better meet overall needs.

### ***Changes in course levels***

District 215 encourages students to engage in the most rigorous coursework available to them. The district offers three different levels of coursework each varying in rigor. The levels are as follows: Advanced Placement (AP), Honors (H), and College and Career Preparation. Level changes can occur within the 1st five days of school based on the criteria listed above, at the end of the 1st quarter, or at the end of the semester based on availability within the new course and administrator approval. All requests for course-level changes must follow the established change review process at each campus.



# AP VS DUAL CREDIT

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

## AP

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

## DUAL CREDIT

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

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

## AP COURSES

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



WHAT IS THE  
DUAL CREDIT  
PROGRAM?

# DUAL CREDIT OFFERINGS

## Thornton Fractional District 215 Dual Credit Offerings



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

### Checklist for earning college credit for FREE:

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

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

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

Any questions regarding the Dual Credit Program please contact:

Mrs. Rosalind Scaife  
Early College & Career  
Coordinator

RScaife@tfd215.org or 708.585.1150

#### Campus Codes

TFN - TF North HS.

TFS - TF South H.S.

TFC - TF Center for Academic & Technology

#### 21<sup>st</sup> Century Entrepreneurship

(TFN, TFS, TFC)

- ✓ SSC Course: BUS 130 – *Starting Your Own Small Business* - 4 College Credits

#### Building Construction II

(TFC)

- ✓ SSC Course: BLD 101 – *Construction Materials & Methods I Wood* - 4 College Credits

#### Electricity II

(TFC)

- ✓ SSC Course: BLD 206 – *Construction Material & Methods for Electrical* - 4 College Credits

#### Foundations to Teaching

(TFN, TFS)

- ✓ SSC Course: Edu 110 – *Foundation of American Education* - 3 College Credits

#### Health

(TFN, TFS)

- ✓ SSC Course: HLT 101 – *Health & Wellness* - 2 College Credits

#### Microsoft Office Technology

(TFN, TFS)

- ✓ SSC Course: MIS 101 – *Computer Literacy and Applications* - 3 College Credits

#### Project Lead the Way Introduction to Engineering

(TFC)

- ✓ SSC Course: CAD 100 – *Introduction to CADD* - 1.5 College Credits
- ✓ SSC Course: CAD 101 – *Basic Drawing & Design* - 3 College Credits

#### PLTW Principles of Engineering

(TFC)

- ✓ SSC Course: CAD 299 - *Topics in Computer-Aided Design* – 5 College Credits

#### Barbering I

(TFN)

- ✓ SSC Course: BAR 101 - *Introduction to Barbering* -2 College Credits
- ✓ SSC Course: BAR 102 - *Art of Barbering I* – 2 College Credits
- ✓ SSC Course: BAR 103 - *Salon Operations I* – 4 College Credits
- ✓ SSC Course: BAR 113 - *Salon Operations II* – 4 College Credits
- ✓ SSC Course: BAR 202 - *Art of Barbering III* – 2 College Credits
- ✓ SSC Course: BAR 212 - *Advanced Barbering I* – 2 College Credits

#### Barbering II

(TFN)

- ✓ SSC Course: BAR 112 - *Art of Barbering II* – 2 College Credits
- ✓ SSC Course: BAR 114 - *Barber Styling* – 2 College Credits
- ✓ SSC Course: BAR 203 - *Art of Barbering III* – 4 College Credits
- ✓ SSC Course: BAR 210 - *Chemical Services I* – 2 College Credits
- ✓ SSC Course: BAR 213 - *Advanced Salon Operations I* – 4 College Credits
- ✓ SSC Course: BAR 220 - *Chemical Services II* – 2 College Credits
- ✓ SSC Course: BAR 223 - *Advanced Salon Operations II* – 4 College Credits
- ✓ SSC Course: BAR 225 - *Barber Management* – 2 College Credits

#### Cosmetology I

(TFN)

- ✓ SSC Course: COS 110- *Introduction to Cosmetology* – 2 College Credits
- ✓ SSC Course: COS 111 - *Health and Safety* – 2 College Credits
- ✓ SSC Course: COS 112 - *Intro to Health Science in Cosmetology* – 3 College Credits
- ✓ SSC Course: COS 113 - *Nail Tech I* – 2 College Credits
- ✓ SSC Course: COS 114 - *Hair Styling I* – 2 College Credits
- ✓ SSC Course: COS 115 - *Hair Styling II* – 2 College Credits
- ✓ SSC Course: COS 121 - *Salon Operations I* - 4 College Credits
- ✓ SSC Course: COS 122 - *Salon Operations II* - 4 College Credits
- ✓ SSC Course: COS 205 - *Hair Styling III* - 2 College Credits

#### Cosmetology II

(TFN)

- ✓ SSC Course: COS 116 – *Esthetics* – 2 College Credits
- ✓ SSC Course: COS 117 - *Nail Tech II* – 2 College Credits
- ✓ SSC Course: COS 206 - *Chemical Services I* – 2 College Credits
- ✓ SSC Course: COS 221 - *Salon Operations III* – 4 College Credits
- ✓ SSC Course: COS 222 - *Salon Operations IV* – 4 College Credits
- ✓ SSC Course: COS 225 - *Salon Management for Cosmetology* – 2 College Credits

#### Culinary Arts II

(TFN,TFC)

- ✓ JJC Course: CA 105 – *Introduction to Culinary Arts Princ/Apps* - 3 College Credits
- ✓ JJC Course: CA 106 – *Applied Food Service Sanitation* - 2 College Credits

Rev.9/2024



# GRADING & REPORTING

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

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

## GENERAL GRADING & METRICS

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

### Honor Roll with High Distinction

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

### Honor Roll with Distinction

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

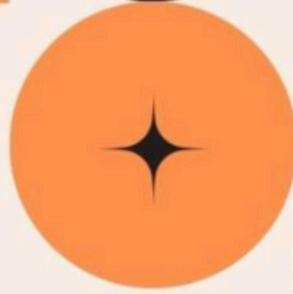
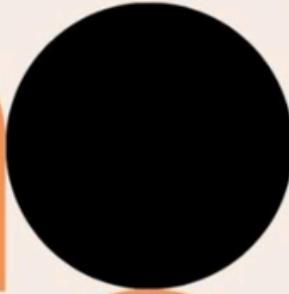
### Honor Roll

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

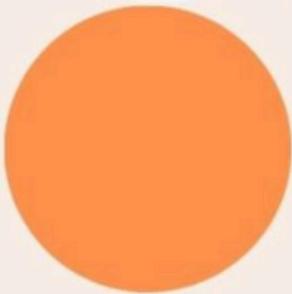
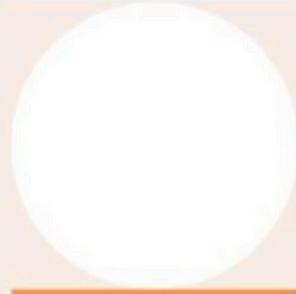
Grade Point Average (GPA)

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

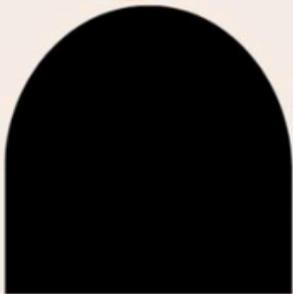




ART



DEPARTMENT



# ARTS

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Art Fundamentals</b>	<b>Art Fundamentals</b>	<b>Art Fundamentals</b>	<b>Art Fundamentals</b>
	<b>3D Sculpting and Design</b>	<b>3D Sculpting and Design</b>	<b>3D Sculpting and Design</b>
	<b>Painting</b>	<b>Painting</b>	<b>Painting</b>
	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>

## **Art Fundamentals 711000**

**Course Length: Y    Grade Levels: 9–12**

Art Fundamentals serves as an essential foundation for all subsequent art courses and is a prerequisite for advanced-level classes. The curriculum introduces students to key terminology, materials, and visual experiences across diverse artistic disciplines. Students explore the Elements and Principles of Art, various media and methods, and the organization of visual components. The course emphasizes the development of observational skills, application techniques, and critical thinking related to visual analysis. Additionally, it supports students in interpreting their visual surroundings and expressing personal ideas and emotions through artistic practice.

## **Drawing 712000**

**Course Length: Y    Grade Levels: 10–12**

*Recommended Prerequisite: Art Fundamentals*

Drawing is an advanced-level course that builds upon the foundational skills acquired in Art Fundamentals. The curriculum guides students through a structured progression of drawing techniques aimed at initiating and enhancing their artistic abilities. Students engage with a variety of media and methods commonly used in the field of drawing. The course fosters familiarity with artistic tools and materials, while emphasizing the development of observational skills and thoughtful responses to visual elements. Through practice and critique, students refine their technical proficiency and deepen their understanding of visual expression.

## **Painting 713000**

**Course Length: Y    Grade Levels: 10–12**

*Recommended Prerequisite: Art Fundamentals*

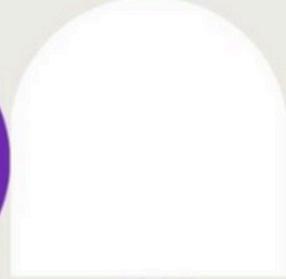
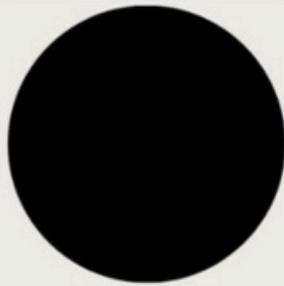
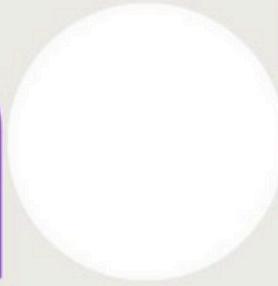
Painting is an advanced-level course that emphasizes a range of painting styles and techniques. Students receive instruction in watercolor, acrylic, and oil painting methods. The curriculum incorporates color theory and brushwork as foundational elements for creating expressive and dynamic compositions. Through analysis and discussion of artistic works, students gain a deeper understanding of stylistic approaches and creative processes essential to successful painting. The course fosters technical skill development and encourages individual artistic expression.

## **3D Sculpture and Design 717000**

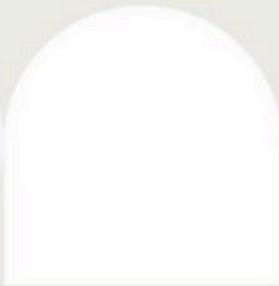
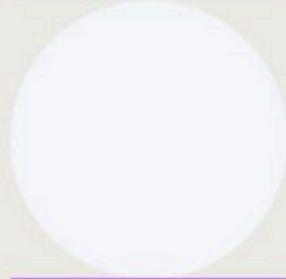
**Course Length: Y    Grade Levels: 10–12**

*Recommended Prerequisite: Art Fundamentals*

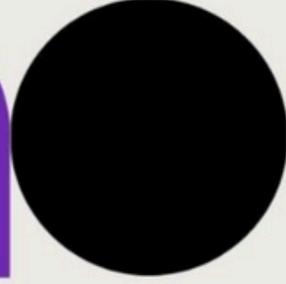
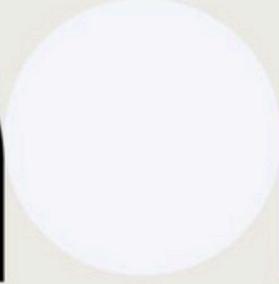
3D Sculpture and Design is an advanced-level course that explores spatial concepts through both traditional and contemporary sculptural methods. Students learn to translate ideas into three-dimensional forms using the four fundamental approaches: subtraction, manipulation, addition, and substitution. The curriculum incorporates historical techniques such as carving, modeling, building, assemblage, and casting. A wide range of materials is introduced, including clay, plaster, stone, found objects, and papier-mâché. The course emphasizes creative problem-solving, material exploration, and the development of spatial awareness in artistic practice.



**ENGLISH**



**DEPARTMENT**



# ENGLISH

4 CREDITS

## FRESHMAN

(9)

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

## SOPHOMORE

(10)

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

## JUNIOR

(11)

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

## SENIOR

(12)

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

## ELECTIVES

- SUCCESS SEMINAR- placement only
- THEATRE ARTS I

## ELECTIVES

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

## ELECTIVES

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

## ELECTIVES

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

## AP Language and Composition 134400

College Credit Available

Course Length: Y      Grade Levels: 11–12

*Recommended Prerequisite: Successful completion of Honors English 10 or Honors English 11 with a "B" or higher.*

Advanced Placement Language and Composition is a college-level course that emphasizes rhetorical analysis and the art of argument. The curriculum focuses primarily on nonfiction texts, guiding students in the application of rhetorical concepts and strategies. Instruction includes structured discussion, the writing process, research techniques, and source evaluation to strengthen critical thinking and argumentation skills. Students are strongly encouraged to take the AP Exam in the spring, which offers the opportunity to earn college credit prior to graduation.

## AP Literature and Composition 144400

Course Length: Y      Grade Level: 11–12

College Credit Available

*Recommended Prerequisite:*

*Successful completion of Honors English 10 or Honors English 11 with a grade of B or higher.*

Advanced Placement Literature and Composition provides a rigorous, college-level study of literary texts, emphasizing the historical, cultural, and political contexts that shape them. Students engage in close reading and critical analysis to explore themes, character development, and tone. The curriculum fosters advanced writing and research skills aligned with post-secondary academic standards. Students are encouraged to take the AP Examination in the spring, which may result in college credit upon successful performance.

## English 9 113000

Course Length: Y      Grade Level: 9

English 9 introduces students to foundational English Language Arts skills as they begin their high school academic journey. Through the study of diverse literary genres and multimedia resources, students examine themes of self-identity and personal growth while making connections to broader societal contexts. The curriculum emphasizes reading for depth and meaning, writing for various purposes, vocabulary development, grammar, and public speaking. These skills are reinforced through thematic units focused on relationships, personal interests, and environmental awareness, supporting continued academic development throughout high school.

## English 10 123500

Course Length: Y      Grade Level: 10

English 10 builds upon the foundational exploration of self-identity introduced in English 9 by examining the concept of American citizenship through the lens of American literature. Students analyze a range of literary forms—including drama, short stories, novels, poetry, and nonfiction to develop critical thinking, analytical writing, vocabulary, grammar, public speaking, and research skills. The curriculum integrates literary study with historical context, emphasizing the natural connections between American literature and American history to deepen students' understanding of societal structures and cultural identity.

## English 11 133500

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

English 11 explores themes of culture, race, and identity through a diverse selection of global fiction and nonfiction texts. Unlike English 10, which centers on American literature, this course introduces students to literary works from unfamiliar cultures to expand their worldview and foster empathy and cultural awareness. Students engage with memoirs, poetry, and graphic novels while refining their skills in speaking, writing, research, and digital media.

## English 12 144500

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

English 12 provides a comprehensive survey of literature designed for senior-level students. The course emphasizes the development of academic writing and advanced critical thinking skills. Students analyze contemporary issues through a variety of literary genres, including drama, novels, poetry, and nonfiction. Vocabulary and grammar instruction is integrated throughout the curriculum. Additionally, students engage with critical literary theory to deepen their understanding of texts and their broader implications.

## English Language Learner I 111201

**Course Length: Y Grade Level: 9–12**

English Language Learner I is aligned with English Language Development Standards and is designed to support students with limited English proficiency. Placement is determined by performance on the WIDA Screener and/or ACCESS assessments. The course emphasizes the development of listening, comprehension, speaking, reading, and writing skills to help students succeed in academic content areas and navigate English-speaking environments. Credit earned in this course applies toward District 215 English graduation requirements. This course is intended for newcomers and students performing at or below the developing level of WIDA proficiency.

## English Language Learner II 111202

**Course Length: Y Grade Level: 9–12**

English Language Learner II is aligned with English Language Development Standards and is designed to support students with limited English proficiency. Placement is based on performance on the WIDA Screener and/or ACCESS assessments, as well as teacher recommendation. The course reinforces listening, comprehension, and speaking skills introduced in English Language Learner I, while placing greater emphasis on reading and writing development. Instruction prepares students to succeed in academic content areas and to navigate English-speaking environments. Credit earned in this course applies toward District 215 English graduation requirements. This course is intended for newcomers and students performing at or below the developing level of WIDA proficiency.

## English Language Learner III

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

Prerequisite: Students must have a composite proficiency level below 4.8 on the ACCESS assessment or below 5.0 on the WIDA Online Screener, which qualifies them as Limited-English Proficient (LEP) under Illinois criteria.

This course serves English learner students identified at the “Developing” and “Expanding” levels according to the six WIDA English Language Proficiency (ELP) levels. Instruction is guided by WIDA’s English Language Development Standards and Can-Do Descriptors. The curriculum strengthens students’ skills in speaking, listening, reading, and writing, building upon competencies acquired in ELL II. The course aims to support academic success across content areas and facilitate effective communication in English-speaking environments.

Students engage in learning about the history and culture of the United States, as well as the cultural backgrounds of their families. The instructional goal is to help students progress to the “Expanding” and “Bridging” proficiency levels and demonstrate overall English language proficiency on the ACCESS assessment.

Credit earned in this course fulfills part of the District 215 English graduation requirement. Placement is determined by WIDA Online Screener or ACCESS scores, in conjunction with teacher recommendation.

## Honors English 9 114023

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

Honors English 9 introduces students to the exploration of self-identity through advanced literary study. The course is designed to prepare students for future enrollment in Advanced Placement English by emphasizing higher-level reading, writing, research, and speaking skills. Instruction encourages sophisticated thinking and personal reflection, guiding students to understand their identity and their place within the broader world.

## Honors English 10 124023

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

*Recommended Prerequisite: Successful completion of Honors English 9 or a grade of “B” or higher in English 9*

Honors English 10 focuses on the theme of American citizenship as explored through various social structures. Building on the exploration of individual identity in English 9/Honors English 9, students examine their roles as American citizens through the study of American literature and its connections to historical and cultural contexts. The course emphasizes the development of expository, persuasive, and analytical writing skills, along with vocabulary enrichment. Instruction parallels the U.S. History curriculum, offering students a deeper understanding of the social and political issues reflected in literary texts. Analytical writing and research serve as foundational skills for future Advanced Placement coursework. Students also strengthen public speaking and debate abilities through targeted units of study.

## Honors English 11 134023

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

*Recommended Prerequisite: Successful completion of Honors English 10 or a grade of “B” or higher in English 10*

Honors English 11 provides students with opportunities to strengthen academic reading and writing skills in preparation for senior-level Advanced Placement coursework. The course focuses on themes of culture, race, and identity through a variety of nonfiction texts from global perspectives. Building on the foundation of American literature studied in Honors English 10, students engage with literature from unfamiliar cultures to broaden their understanding and develop empathy and global awareness. Instruction includes the analysis of memoirs, poetry, and graphic novels, while also emphasizing the development of speaking, writing, research, and digital media skills. Public speaking and debate are integrated into several units of study to enhance communication and critical thinking.

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

## **Academic Leadership**

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

This course is designed for seniors who have demonstrated academic excellence and express a strong interest in serving as peer tutors. Through hands-on activities, students develop leadership skills and foster positive peer interactions. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to student success. Academic leaders also assist peers with classroom content and support instructional goals.

## **Advanced Journalism – Newspaper 154100**

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

This two-semester elective course focuses on newspaper production for juniors and seniors. Students may enroll for one or both semesters. The curriculum emphasizes research, writing, editing, interviewing, listening, and communication skills. Students also utilize digital tools and technology to produce the school newspaper.

## **Advanced Journalism – Yearbook 154200**

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

This two-semester elective course centers on the production of the school yearbook. Students review key yearbook elements and learn to design and prepare pages using specialized software. The course integrates oral communication, listening, writing, photography, research, organization, and collaborative teamwork to support the publication process.

## **African American Literature 181600**

**Course Length: S Grade Level: 10–12**

This elective course introduces students to a wide range of African American authors and literary works. Students examine the African American experience through historical and social contexts, exploring themes and literary characteristics across various periods and communities.

## **Creative Writing 157000**

**Course Length: S Grade Level: 11–12**

This elective course develops students' skills in crafting original short stories, one-act plays, and poetry. The curriculum includes the study of writing techniques used by American and European authors, playwrights, and poets to enhance creative expression.

## **Media Analysis 181700**

**Course Length: S Grade Level: 10–12**

This elective course is designed for students interested in critically examining the impact of film and television on cultural and aesthetic values. Students analyze media through essays, critiques, and journals, evaluating its influence on the American cultural psyche using critical thinking and analytical frameworks.

## Speech 183500

**Course Length: S Grade Level: 10–12**

This elective course prepares students for public speaking in formal and informal settings. Students learn to organize and deliver presentations individually and in groups. The course emphasizes rhetorical theory and persuasive techniques, along with research, structure, and delivery skills.

## Success Seminar 12000E

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

Success Seminar is designed to support students in developing the academic and personal skills necessary for long-term success. The course emphasizes routines and strategies that foster independence and resourcefulness. Students engage in targeted instruction in morphology and word study, executive functioning, career and academic planning, literacy development, basic technology skills, and character reflection. The course is offered at two instructional levels—Functional and Emerging—based on each student’s literacy and executive functioning needs. Placement is determined through teacher recommendation, parent request, and/or assessment data. Although intended as a yearlong course, adjustments may be made based on individual student performance.

## Theatre Arts I 181100

**Course Length: Y Grade Level: 9–11**

This elective course introduces students to foundational elements of dramatic arts through acting and directing exercises such as pantomimes, improvisations, group scenes, and play scripts. Emphasis is placed on basic stage techniques and the role of character within the context of the play. Students also explore elements of theatre history and their influence on contemporary drama. Student performances and collaborative group work are essential components of the course.

## Theatre Arts II 181200

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

*Prerequisite: Theatre Arts I*

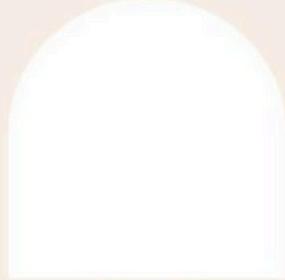
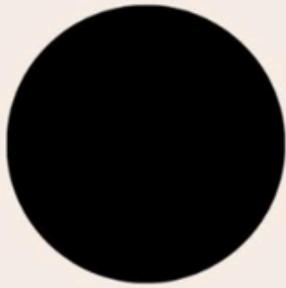
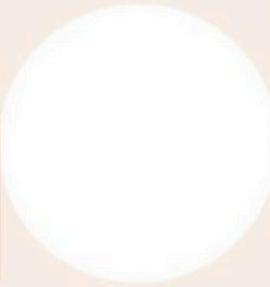
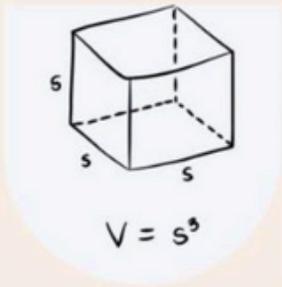
This elective course builds upon the foundational skills developed in Theatre Arts I, focusing on advanced dramatic elements including character development, vocal training, and movement techniques. Students perform scenes from various genres and produce one full-scale production each semester for an external audience. Writing and research assignments are required throughout the course.

## Theatre Production 181300

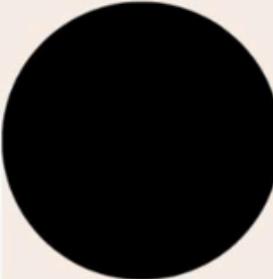
**Course Length: Y Grade Level: 10–12**

*Prerequisite: Theatre Arts I or Instructor Approval*

This elective course provides students with hands-on experience in the technical and design aspects of theatre production. Students engage in play analysis, set and costume design, prop construction, and dramaturgy. Course activities include working on actual T.F. South drama productions and preparing for future performances. Writing and research components include daily journaling, play analysis, project evaluations, and a research project.



**MATHEMATICS**



**DEPARTMENT**



# MATHEMATICS

3 CREDITS

## FRESHMAN

(9)

ALGEBRA I  
HONORS ALGEBRA I  
HONORS GEOMETRY

## SOPHOMORE

(10)

GEOMETRY  
HONORS ALGEBRA II  
HONORS GEOMETRY

## JUNIOR

(11)

ALGEBRA II  
\*\*AP COMPUTER  
SCIENCE  
AP PRE-CALCULUS  
AP STATISTICS  
HONORS ALGEBRA II  
PRE-CALCULUS

## SENIOR

(12)

AP CALCULUS  
\*\*AP COMPUTER  
SCIENCE  
AP PRE-CALCULUS  
AP STATISTICS  
\*COLLEGE  
PREPATORY MATH  
PRE-CALCULUS  
STATISTICS

*\* Placement based on specific criteria*

*\*\*This CTE course (see description on p. 66).*

## **Algebra I 513000**

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

Algebra I serves as the foundational course for all future mathematics studies. The curriculum emphasizes expressions, equations, inequalities, graphing, and statistics. Students explore mathematical relationships and represent data using tables, graphs, and algebraic expressions. A graphing calculator is used throughout the course.

## **Algebra II 533000**

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

*Recommended Prerequisite: Successful completion of Geometry*

This course focuses on the application of algebraic concepts including statistics, quadratic and exponential expressions, powers and roots, and related functions. Students master logarithmic, rational, radical, polynomial, and other advanced functions, both for their theoretical properties and practical applications in modeling real-world scenarios. A graphing calculator is used throughout the course.

## **AP Calculus 545000**

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

*Recommended Prerequisite: Successful completion of AP Precalculus or teacher recommendation*

**College Credit Available**

This advanced placement course follows the AP Calculus AB curriculum and emphasizes differential and integral calculus, with a focus on real-world applications. Students are strongly encouraged to take the AP Exam in the spring to earn college credit. A graphing calculator is used throughout the course.

## **AP Precalculus 544200**

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

*Recommended Prerequisite: Successful completion of Honors Algebra II*

**College Credit Available**

AP Precalculus prepares students for college-level calculus and supports readiness for advanced mathematics and science courses. The curriculum includes a broad study of function types foundational to careers in mathematics, physics, biology, health science, business, social science, and data science. Students are strongly encouraged to take the AP Exam in the spring to earn college credit. A graphing calculator is used throughout the course.

## **Applied Math 551000**

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

*Recommended Prerequisite: Success completion of Algebra II*

This course provides students with practical mathematical skills essential for success in the trades, technical careers, and everyday life. Students strengthen their understanding of fundamental mathematical concepts, including operations with fractions, decimals, percentages, measurement, unit conversions, and formulas commonly used in technical fields. The curriculum emphasizes financial mathematics, focusing on topics such as wages and compensation, taxes, loans, interest, and personal budgeting. In addition, students prepare for the Armed Services Vocational Aptitude Battery (ASVAB) test by developing the mathematical reasoning and problem-solving skills necessary for success on the exam. Through real-world applications and hands-on problem-solving activities, students learn to apply mathematics as a critical tool for decision-making in both professional and personal contexts.

## **AP Statistics 543400**

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

*Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II, or Algebra I and Algebra II with teacher recommendation*

**College Credit Available**

AP Statistics is equivalent to a one-semester, non-calculus-based college course in statistics. Students learn key concepts and tools for collecting, analyzing, and interpreting data. The course covers four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students are strongly encouraged to take the AP Exam in the spring to earn college credit.

## **College Preparatory Math 555000**

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

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

This course prepares students for college and career pathways requiring general education mathematics competencies in quantitative literacy and statistics. Students strengthen skills in numeracy, estimation, measurement, quantitative reasoning, statistical analysis, and algebraic modeling. Instruction is delivered through authentic, problem-based learning designed to build conceptual understanding and critical thinking. Students who earn a grade of 'C' or higher in both semesters receive guaranteed placement into a college-level math course (MATH 115 or MATH 126) at South Suburban College within 18 months of graduation, without a placement exam. \*Placement is subject to specific criteria.

## **Geometry 523000**

**Course Length Y Grade Level: 10**

This course emphasizes logical reasoning and the study of geometric shapes and figures. Real-world applications and previously learned algebraic concepts are integrated throughout topics such as the distance formula, Pythagorean Theorem, right triangle trigonometry, and polygon classification. A graphing calculator and other technologies are used to support instruction.

## **Honors Algebra I 516023**

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

This advanced-level course serves as the foundation for high school mathematics and bridges concrete mathematical understanding to abstract reasoning. Topics include simplifying expressions, solving equations and inequalities, systems of equations, and graphing linear functions and relations. Real-world applications, problem-solving, data analysis, mathematical communication, and appropriate use of technology are emphasized throughout the course. A graphing calculator is used regularly.

## **Honors Algebra II 534023**

**Course Length: Y Grade Level: 10–11**

*Recommended Prerequisite: Successful completion of Honors Geometry*

This advanced, fast-paced course enhances students' algebraic skills and problem-solving abilities. Students explore quadratic, polynomial, rational, radical, exponential, and logarithmic functions in both real and complex contexts. Technology, including graphing calculators and software, is used for computation and exploration. Real-world applications and abstract reasoning are integrated to reinforce the relevance of algebraic functions.

## Honors Geometry 524023

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

*Recommended Prerequisite: Passed 8th Grade Algebra I Proficiency Exam, successful completion of Honors Algebra I, or Algebra I with teacher recommendation*

This advanced course develops students' ability to describe, analyze, and understand geometric structures. Through technology, hands-on activities, and investigations, students examine geometric shapes and relationships. Emphasis is placed on reasoning and constructing mathematical arguments using various forms of proof. A graphing calculator is used throughout the course.

## Pre-Calculus 544100

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

*Recommended Prerequisite: Successful completion of Algebra II*

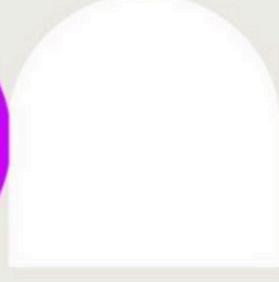
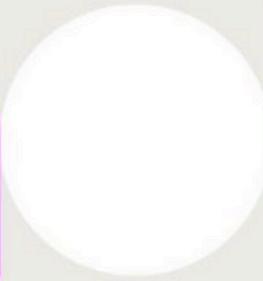
Pre-Calculus provides students with an in-depth exploration of advanced mathematical concepts, including number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry, and analytic geometry. The course emphasizes the use of technology to enhance conceptual understanding and problem-solving skills. Students engage in graphical, numerical, and algebraic modeling of functions, fostering a comprehensive approach to mathematical analysis. This course serves as a foundational preparation for post-secondary studies and careers in mathematics, engineering, medicine, architecture, science, and computer-related fields. A graphing calculator is required.

## Statistics 543100

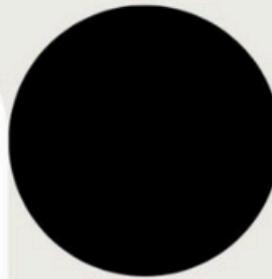
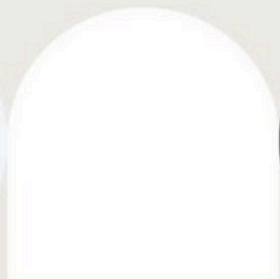
**Course Length: Y Grade Level: 12**

*Recommended Prerequisite: Successful completion of Algebra II*

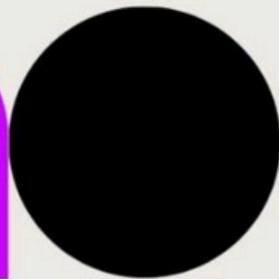
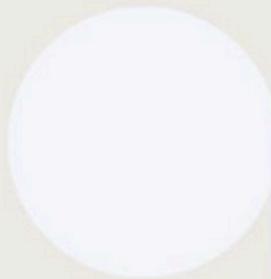
Statistics introduces students to the scientific methods used to interpret and analyze data. The course begins with mathematical modeling, focusing on the analysis of functions and graphs to make data-driven predictions. The latter portion emphasizes practical data analysis, including the study of uncertainty, probability theory, and counting principles. Students learn to organize, summarize, and draw conclusions from data using statistical techniques. This course provides essential preparation for future academic and professional pursuits in business, medicine, architecture, agriculture, social sciences, natural sciences, and applied sciences. A graphing calculator is required.



**MUSIC**



**DEPARTMENT**



# MUSIC

<b>Performance Ensembles</b>	<b>Exploratory Courses (No Experience Required)</b>	<b>Theory &amp; Advanced Courses</b>
<b>Cadet Band</b>	<b>Concert Choir</b>	<b>Advanced Choir</b>
<b>Cadet Percussion</b>	<b>Piano</b>	<b>AP Music Theory</b>
<b>Concert Band</b>	<b>Guitar</b>	
<b>Symphonic Band</b>	<b>Music Design and Tech I &amp; II</b>	
<b>Chorale</b>		

## Advanced Choir 724900

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Concert Choir, Chorale, or Audition*

Advanced Choir is the highest-level vocal ensemble offered. Students continue developing music reading and vocal performance skills introduced in Concert Choir or Chorale, with deeper exploration of music theory and advanced vocal techniques. The curriculum includes traditional choral literature as well as contemporary and popular music. Students perform at school concerts, community events, athletic activities, and vocal competitions.

## AP Music Theory 799900

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

*Prerequisite: Ability to read and write musical notation; basic performance skills in voice or instrument are strongly recommended*

AP Music Theory is equivalent to one or two semesters of a college-level introductory music theory course. The curriculum covers musicianship, theoretical concepts, musical materials, and compositional procedures. Students develop aural skills through dictation, sight singing, and harmonic analysis. Emphasis is placed on fluency in musical notation and performance through sight singing. Performance is also part of the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students are strongly encouraged to take the AP Exam in the spring, which may provide college credit.

## Cadet Band 728800

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

Cadet Band is designed for students with little or no prior experience in instrumental music. The course provides group instruction in music fundamentals and instrumental techniques, preparing students for advancement into higher-level ensembles. Students also complete a unit on Marching Band fundamentals to support future participation in the performing Marching Band. After-school rehearsals and performances are required. Piano, organ, and guitar are not included in the instructional program.

## Cadet Percussion 728801

**Course Length: Y Grade Level: 9–12**

Cadet Percussion includes both beginning and advanced percussion students. Through collaborative performance using traditional percussion instruments, students develop music literacy and ensemble skills. The group performs as the drumline for the Marching Band during football season and transitions to concert and symphonic percussion roles for the remainder of the school year. Participation in Band Camps, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions is required. Piano, organ, and guitar are not included in the instructional program.

## **Chorale 721900**

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Concert Choir or Audition*

Chorale is designed for intermediate vocal students. The course reinforces music reading, ear training, and vocal technique through the performance of traditional and contemporary choral literature, including popular, inspirational, and jazz repertoire. Students perform at school concerts, community events, athletic activities and music festivals.

## **Concert Band 728900**

**Course Length: Y Grade Level: 9–12**

*Prerequisite: Audition or Band Director Recommendation*

Concert Band is an intermediate-level instrumental ensemble open to students who play woodwind, brass, or percussion instruments. The course focuses on developing fundamental performance skills. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions. Piano, organ, and guitar are not included in the instructional program.

## **Concert Choir 725900**

**Course Length: Y Grade Level: 9–12**

Concert Choir is open to students of all musical backgrounds and abilities. The course introduces music reading, ear training, and vocal technique through the performance of traditional and contemporary choral literature, including popular, inspirational, and jazz repertoire. Students perform at school concerts, community events, athletic activities, and music festivals.

## **Guitar 728700**

**Course Length: Y Grade Level: 9–12**

Guitar is an introductory-level course for students with little or no prior musical experience. Students learn the basics of music reading, chord structure, and melodic development using a six-string acoustic guitar, either classical or folk. Electric guitars are not permitted. Through the study of basic music theory, students gain the skills to perform popular or folk songs using chords or melody.

## Music Design and Technology I 793100

**Course Length: S Grade Level: 9–12**

Music Design and Technology I is designed for students with no prior musical experience. The course introduces the elements of music, the nature of sound, and basic music notation. Students explore a wide range of musical genres and engage in creative expression through technology. Using digital tools, students manipulate pre-recorded sounds and create projects involving looping, sequencing, recording, and composing.

## Music Design and Technology II 793200

**Course Length: S Grade Level: 9–12**

*Prerequisite: Music Design and Technology I*

Music Design and Technology II builds upon the foundational skills developed in Music Design and Technology I. Students advance their proficiency in GarageBand and Audacity, and apply their knowledge to create original projects. These include producing a podcast featuring a teacher from another discipline and developing a music video using iMovie, paired with a song composed by the student.

## Piano 791000

**Course Length: Y Grade Level: 9–12**

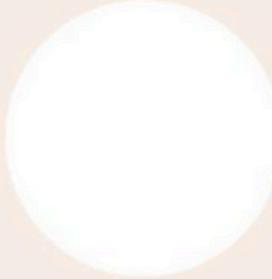
Piano is a beginning-level course designed for students with no prior experience. Instruction focuses on basic note reading, fingering techniques, music theory, and introductory piano literature. Students develop reading and performance skills for personal enjoyment and preparation for collegiate music study. The course is taught in a laboratory setting using electronic keyboard stations.

## Symphonic Band 729900

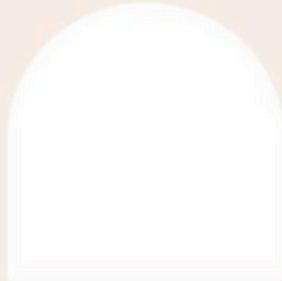
**Course Length: Y Grade Level: 9–12**

*Prerequisite: Audition or Band Director Recommendation*

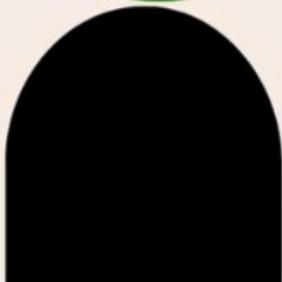
Symphonic Band is the most advanced instrumental ensemble offered. Membership is based on playing ability and a demonstrated level of professionalism, including dedication and the ability to work independently and collaboratively. The ensemble performs a wide range of musical styles, including classical and popular genres. The curriculum builds upon concepts introduced in Concert Band with greater depth and complexity. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions. Piano, organ, and guitar are not included in the instructional program.



**PHYSICAL/HEALTH/  
DRIVER'S  
EDUCATION**



**DEPARTMENT**



# PHYSICAL EDUCATION

3.5 CREDITS

## FRESHMAN (9)

- FOUNDATIONS OF PHYSICAL EDUCATION
- HEALTH

## SOPHOMORE (10)

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

## JUNIOR (11)

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

## SENIOR (12)

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

## DRIVER EDUCATION

- ### SURVEY OF PE WITH DRIVER EDUCATION ( Grade Level 10-12 )
- Prerequisites for the regular school year classroom enrollment are:
    - Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.
    - The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.

## **Accelerated Fitness 817500**

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

*Recommended Prerequisite: Aerobics*

Accelerated Fitness is designed for advanced students seeking to enhance their physical conditioning. The course emphasizes progressive methods of strength training and cardiovascular fitness. Students apply knowledge gained in Aerobic Fitness to develop personalized fitness programs. Instruction includes the use of various fitness equipment to improve endurance, strength, and flexibility.

## **Advanced Weight Training and Conditioning 815810**

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

*Recommended Prerequisite: Weight Training I*

Advanced Weight Training and Conditioning focuses on the five core components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance. Strength training occurs in the weight room and includes core exercises and structured lifting routines. Conditioning activities target agility, flexibility, running, balance, plyometrics, reaction time, coordination, and speed development. Daily participation in physical activity is required. Students are strongly encouraged to have prior experience in weight training and to be involved in extracurricular athletics. Students enrolled in Driver's Education may take this course as a semester course.

## **Fitness I 815410**

**Course Length: S Grade Level: 10–12**

Fitness I promotes health-related physical fitness through activities that enhance cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, balance, rhythm, and positive health behaviors. Students engage in step aerobics, resistance training, circuit training, Pilates, yoga, and stability exercises. The course includes use of the aerobic conditioning lab and fitness center. Fitness data is collected and analyzed to monitor progress.

## **Foundations of Physical Education 811200**

**Course Length: S Grade Level: 9**

Foundations of Physical Education is a required course for all ninth-grade students. The curriculum introduces wellness concepts and fundamental physical fitness skills through a variety of activities. Units may include volleyball, softball, track and field, fitness assessments such as the AAHPERD Physical Best Program or the President's Challenge, introductory weight training, and related fitness exercises.

## **Health 821000**

**Course Length: S Grade Level: 9–10**

Health is designed to develop students' critical thinking skills and promote informed decision-making regarding personal well-being. The course provides tools to achieve and maintain total health. Topics include human growth and development, body systems and functions, personal hygiene, exercise, nutrition, substance use and abuse, stress management, mental health, suicide prevention, and communicable and non-communicable diseases, including dental and sexually transmitted diseases.

## Individual Sports 817100

**Course Length: S Grade Level: 10–12**

Individual Sports is designed to improve students' physical skills and fitness levels through participation in leisure activities focused on individual and partner engagement. The curriculum includes three-week units that introduce a variety of lifetime sports and activities. Emphasis is placed on personal development, skill acquisition, and lifelong fitness.

## Physical Education Leader Training 814200

**Course Length: S Grade Level: 10–11**

*Recommended Prerequisite: Teacher Recommendation*

Physical Education Leader Training develops leadership skills and promotes positive peer interaction. Students learn to coach peers, officiate games, and implement team-building strategies across various physical activities. Successful completion may qualify students to serve as P.E. leaders in future courses such as Adaptive Physical Education or Foundations of Physical Education.

## Recreational Sports 817300

**Course Length: S Grade Level: 10–12**

Recreational Sports enhances students' physical fitness and skill development through participation in informal and leisure-based sports. Activities are organized in three-week units and include sports commonly played beyond high school. The course encourages lifelong engagement in physical activity.

## Survey of Physical Education with Driver Education 815500

**Course Length: S Grade Level: 10–12**

This course is divided into two phases: one quarter focuses on the classroom portion of Driver Education, and the other on Physical Education. Students who successfully complete the classroom phase and meet district prerequisites may participate in Behind-the-Wheel instruction outside regular school hours. The Physical Education portion emphasizes cooperative team and group activities to improve physical skills and fitness.

*Driver Education Prerequisites:*

- *Must be at least 15 years old, with priority given to older students unless special circumstances apply.*
- *Must have earned passing grades in at least eight courses during the previous two semesters (summer school courses do not count).*
- *Sophomore status is required*

## Team Sports 817200

**Course Length: S Grade Level: 10–12**

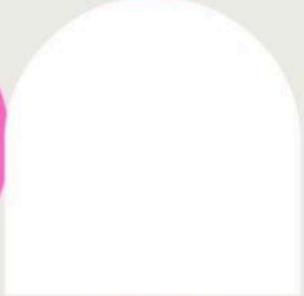
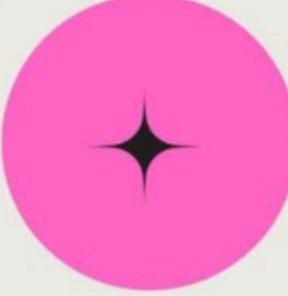
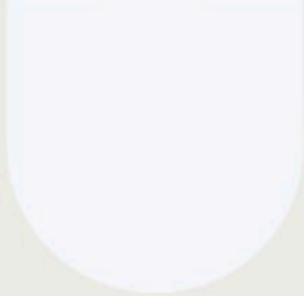
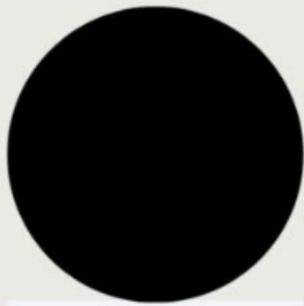
Team Sports focuses on improving physical fitness and skill development through cooperative team-based activities. Students participate in three-week units that emphasize teamwork, communication, and fitness. The course promotes lifelong physical activity and encourages students to incorporate fitness into their daily routines.

## **Weight Training I 815710**

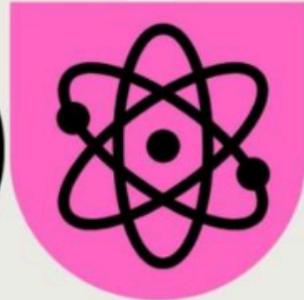
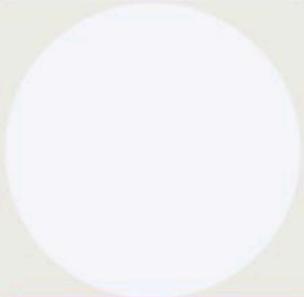
**Course Length: Y Grade Level: 10–12**

Weight Training I provides students with structured opportunities to develop strength and improve overall physical conditioning. The course emphasizes the physiological response of the human body to resistance training. Students learn proper training principles and techniques, and gain practical experience in measuring, evaluating, and interpreting physical progress. Participation in extracurricular athletics is strongly recommended.

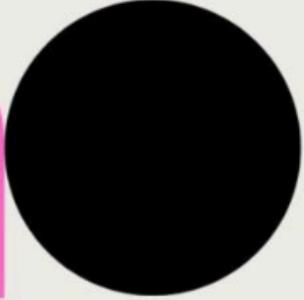
Students enrolled in Driver's Education may take this course as a semester course.



SCIENCE



DEPARTMENT



# SCIENCE

2 CREDITS

## FRESHMAN

(9)

- BIOLOGY
- HONORS BIOLOGY

## SOPHOMORE

(10)

- CHEMISTRY
- HONORS CHEMISTRY

## JUNIOR

(11)

- AP BIOLOGY
- AP CHEMISTRY
- PHYSICS
- AP PHYSICS I
- ANATOMY & PHYSIOLOGY
- CHEMISTRY
- EARTH SCIENCE

## SENIOR

(12)

- AP BIOLOGY
- AP CHEMISTRY
- PHYSICS
- AP PHYSICS I
- ANATOMY & PHYSIOLOGY
- EARTH SCIENCE

## **Anatomy & Physiology 352000**

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

Anatomy & Physiology provides an in-depth study of the structure and function of the human body, beginning at the cellular level and progressing through organ systems. Students engage in laboratory experiments, dissections, and technology-based activities that prepare them for future studies in health sciences and medical fields.

## **AP Biology 314400**

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

*Recommended Prerequisite: Successful completion of Honors Biology and Honors Chemistry, or Biology and Chemistry with teacher recommendation*

AP Biology is an introductory college-level course that develops students' understanding of biological concepts through inquiry-based investigations. Topics include evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and biological interactions. At least 25% of instructional time is dedicated to hands-on laboratory work. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit.

## **AP Chemistry 324600**

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

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

AP Chemistry is a college-level course designed for students interested in science, engineering, or related fields. The curriculum emphasizes the relationships between elements, compounds, and chemical reactions. Students use advanced laboratory techniques and technology to analyze and synthesize chemical data. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit.

## **AP Physics I 356000**

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

AP Physics is an algebra-based, introductory college-level course that explores fundamental concepts in physics through inquiry-based investigations. Topics include kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, rotational motion, and mechanical waves. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit.

## **Biology 323000**

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

This course aligns with the Next Generation Science Standards and emphasizes three-dimensional learning through phenomenon-based storylines. Students develop critical thinking and decision-making skills by engaging with real-world scientific phenomena. Core concepts include DNA, genetics, and evolution. Students apply their conceptual understanding to new contexts through laboratory investigations, field studies, and collaborative learning experiences integrated throughout the academic year.

## **Chemistry 353000**

**Course Length: Y Grade Level: 10–11**

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

This course introduces students to the study of matter, its properties, and composition. It emphasizes scientific inquiry through laboratory experiments, real-world applications, technology integration, and mathematical reasoning. Students enhance their problem-solving and critical thinking skills in a structured and engaging environment.

## **Earth Science 351088**

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

Recommended Prerequisite: Biology

This laboratory-based course covers major topics including astronomy, Earth's physical characteristics, natural resources, landform development, oceanography, Earth's history, weather and climate, and topographic map usage. Students continue to develop inquiry skills through hands-on investigations, technology use, and research-based methodologies.

## **Honors Biology 314023**

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

This advanced course follows the Next Generation Science Standards and incorporates three-dimensional learning through phenomenon-based storylines. Students strengthen their critical thinking, decision-making, mathematical computation, and graphical analysis skills by examining real-world phenomena. Key concepts include DNA, genetics, and evolution. The curriculum integrates laboratory investigations, inquiry-based learning, field studies, collaborative activities, and self-directed projects throughout the year.

## Honors Chemistry 324023

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

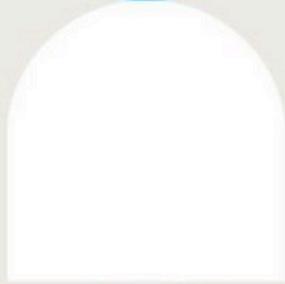
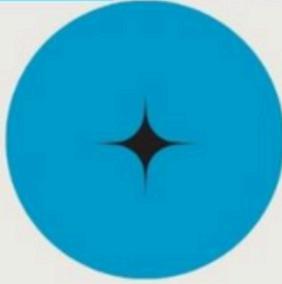
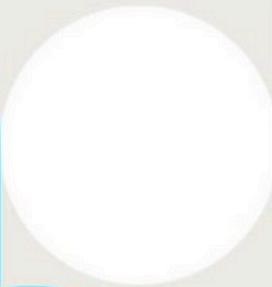
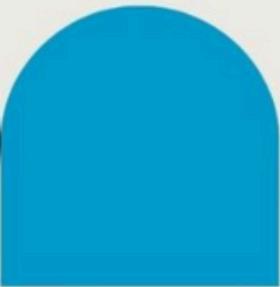
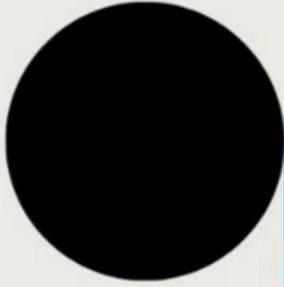
*Recommended Prerequisite: Successful completion of an honors-level mathematics course with a grade of 'C' or higher, or a recommendation from a mathematics or science teacher.*

Honors Chemistry provides an in-depth exploration of matter and the changes in its composition. The curriculum integrates laboratory experimentation, formal lab reports, and the use of technology to prepare students for advanced science coursework. The course emphasizes mathematical relationships and requires a solid foundation in Algebra.

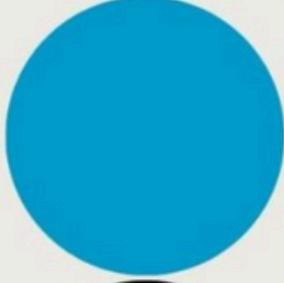
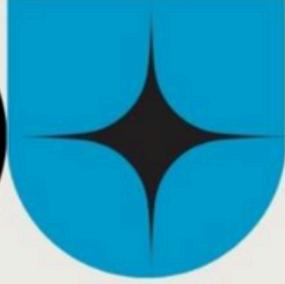
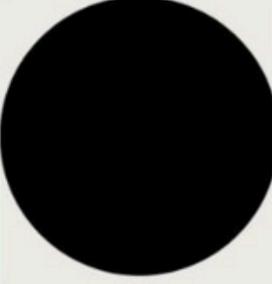
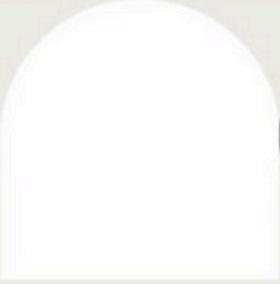
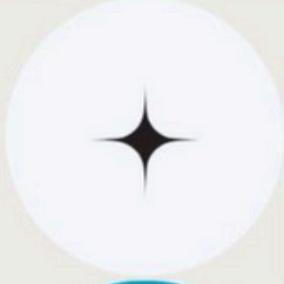
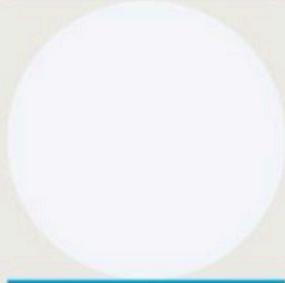
## Physics 355100

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

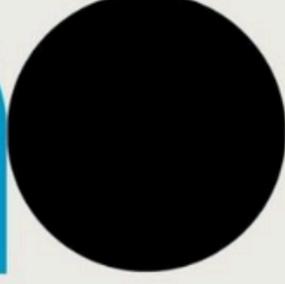
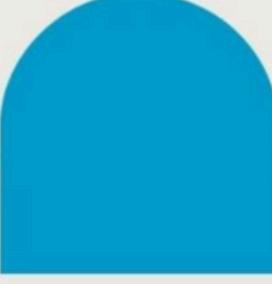
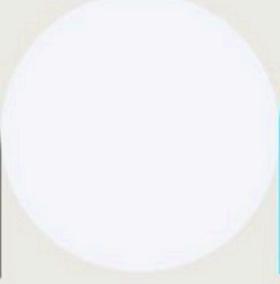
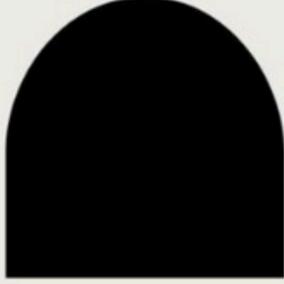
Physics introduces students to a broad range of topics including mechanics, kinematics, wave phenomena, electricity, and nuclear physics. Instruction is delivered through hands-on laboratory experiments, real-world applications, and technology-enhanced learning experiences. The course fosters problem-solving and critical thinking skills through conceptual and practical engagement.



# SOCIAL STUDIES



# DEPARTMENT



# SOCIAL STUDIES

3 CREDITS

## FRESHMAN

(9)

- AP HUMAN GEOGRAPHY
- HONORS WORLD HISTORY
- WORLD HISTORY

## SOPHOMORE

(10)

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

## JUNIOR

(11)

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

## SENIOR

(12)

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

## ELECTIVES

- AMERICAN DIVERSITY
- AP PSYCHOLOGY

## ELECTIVES

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

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## **AP European History 245000**

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

College Credit Available

AP European History examines the political, diplomatic, economic, social, intellectual, and cultural developments in Europe from the High Renaissance to the present. The course includes a brief review of classical and medieval periods to analyze their influence on modern Europe. Students are strongly encouraged to take the AP Exam in the spring, which may provide the opportunity to earn college credit. Successful completion of this course may fulfill the World History graduation requirement.

## **AP Human Geography 255600**

**Course Length: Y Grade Level: 9–12**

College Credit Available

AP Human Geography introduces students to the systematic study of patterns and processes that shape human understanding, use, and modification of Earth's surface. Students apply spatial concepts and landscape analysis to examine socioeconomic organization and its environmental impacts. The course also explores the tools and methods used by geographers in research and application. Students are strongly encouraged to take the AP Exam in the spring, which may provide the opportunity to earn college credit. Successful completion of this course may fulfill the World History graduation requirement.

## **AP U.S. History 245100**

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

College Credit Available

AP U.S. History is a reading- and writing-intensive course designed for students seeking college credit. The curriculum covers major historical themes from the Puritan era to contemporary issues. Emphasis is placed on the analysis of primary sources and historical scholarship. Students are strongly encouraged to take the AP Exam in the spring, which may provide the opportunity to earn college credit. Successful completion of this course may fulfill the U.S. History graduation requirement.

## **Civics 232100**

**Course Length: S Grade Level: 11–12**

Civics provides students with an understanding of governmental institutions, current societal issues, and democratic processes. The course includes simulations and opportunities for informed civic engagement. It fulfills both state and federal Constitution requirements.

## **Economics 231500**

**Course Length: S Grade Level: 11–12**

Economics introduces students to key principles of the American economic system and personal finance. The first section focuses on topics such as supply and demand, international trade, market structures, and economic challenges including unemployment, inflation, and taxation. The second section addresses consumer issues including career planning, investments, savings, insurance, banking, and financial literacy. This course fulfills the Consumer Education requirement established by the State of Illinois.

## Honors Civics 235123

**Course Length: S Grade Level: 11–12**

*Meets State and Federal Constitution Requirements*

Honors Civics provides students with the opportunity to examine foundational governmental institutions, explore current societal issues, and participate in simulations of democratic processes. The course emphasizes civil discourse, argumentative writing, and informed civic action. It also introduces leadership principles by exploring the qualities of effective leaders and the importance of civic engagement.

## Honors Economics 234023

**Course Length: S Grade Level: 11–12**

*Fulfills Consumer Education Requirement (State of Illinois)*

Honors Economics enhances students' understanding of two primary content areas: the operation of the American economy and comparative economic systems. Topics include supply and demand, international trade, the market system, and alternative models. Students enrolled at the honors level engage in more rigorous assessments, extended written assignments, and additional readings. The course incorporates research on current economic events and requires students to organize and present findings through various projects.

## Honors U.S. History 224023

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

Honors U.S. History covers the same historical content as the standard U.S. History course, with increased emphasis on historical analysis, primary sources, college-preparatory writing, and in-depth projects. The course traces political, social, and economic developments from Pre-Columbian America to the present.

## Honors World History 214023

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

Honors World History explores the same content as the standard World History course, with enhanced focus on primary documents and sources. The course prepares students for continued academic study and active participation in a global society.

## U.S. History 223000

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

*Required for Graduation (State of Illinois)*

U.S. History introduces students to the nation's development from Pre-Columbian times to the modern era. Students analyze the roles of individuals, groups, and institutions in the pursuit of safety, freedom, equality, and justice. The course emphasizes multiple perspectives, including those of historically underrepresented groups, and explores complex causes of historical events.

## World History 213000

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

World History examines the historical foundations of global developments and the forces that have shaped the modern world. The course traces major events and transformations from the first transoceanic encounters through the contemporary era, including significant milestones such as the fall of communism. Emphasis is placed on geographic, political, economic, and social factors in alignment with Illinois state standards.

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

## American Diversity 231600

**Course Length: S Grade Level: 10–12**

American Diversity is an elective course that examines the social, historical, and cultural experiences of various minority groups in the United States. These include African Americans, Asian Americans, Latinos/Hispanics (including Chicanos, Puerto Ricans, and Cubans), Native Americans, Jewish Americans, women, Arab Americans, European Americans, and aging populations. Students engage in critical analysis of topics such as affirmative action, educational equity, and multiculturalism. The course aims to foster understanding of diverse communities and promote appreciation for cultural differences.

## AP African American Studies 231800

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

College Credit Available

AP African American Studies is an interdisciplinary course that explores the diversity of African American experiences through authentic and varied sources. Students investigate key themes from early African kingdoms to contemporary challenges and achievements. The curriculum emphasizes historical, literary, visual, and data analysis skills. The course centers on the study of Black communities in the United States within the broader context of Africa and the African diaspora.

## AP Psychology 255500

**(college credit available)**

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

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. While the course offers much personal and practical information, it is also intended to prepare students for college. Students will be highly encouraged to take the AP Exam in the spring which will provide them with opportunity to earn college credit prior to leaving high school.

## History of Chicago 261000

**Course Length: S Grade Level: 11–12**

*Recommended Prerequisite: U.S. History*

History of Chicago is an elective course that explores the city's development from its founding to the present. Students examine Chicago's economic, political, and cultural evolution through topics such as Fort Dearborn, the Great Fire of 1871, the World's Columbian Exposition of 1893, architectural innovation, and modern-day diversity. The course includes literary analysis of excerpts from *The Jungle* by Upton Sinclair and *The Devil in the White City* by Erik Larson.

## Psychology 255000

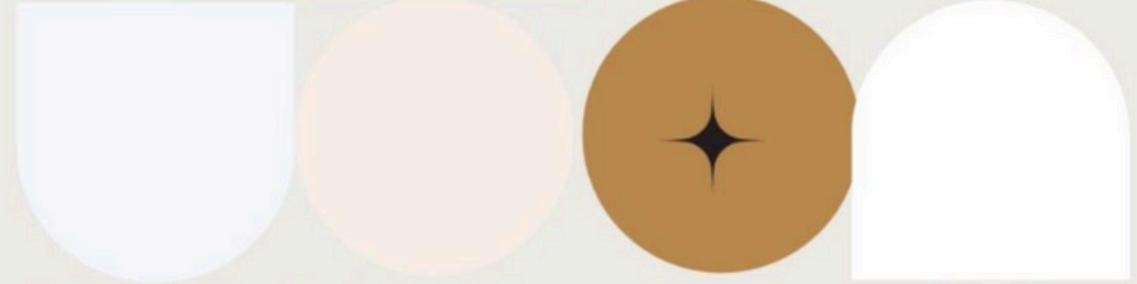
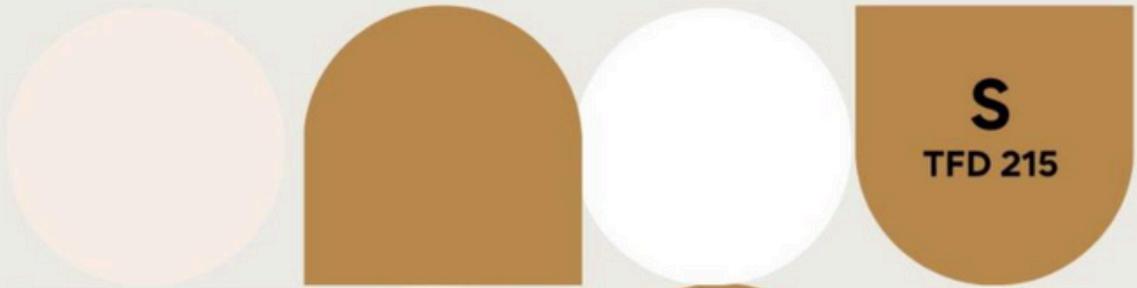
**Course Length: S Grade Level: 11–12**

Psychology is an elective course that introduces students to the study of human behavior. Topics include scientific investigation, learning principles, nervous system physiology, personality development, and stress management. The course also addresses current issues in psychology and encourages students to apply psychological concepts to their own lives.

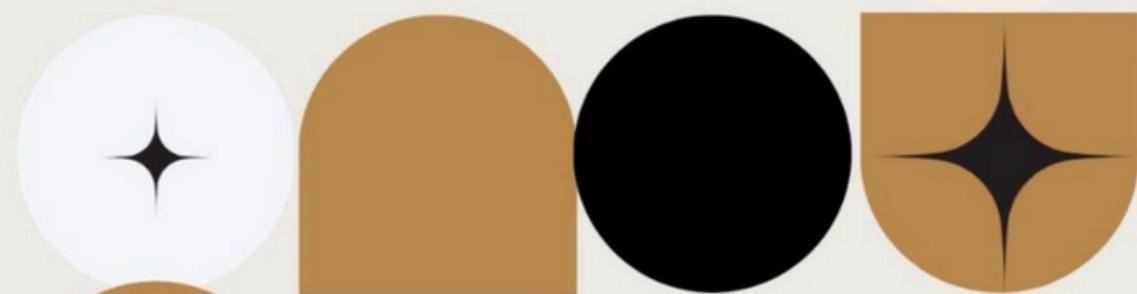
## Sociology 251200

**Course Length: S Grade Level: 11–12**

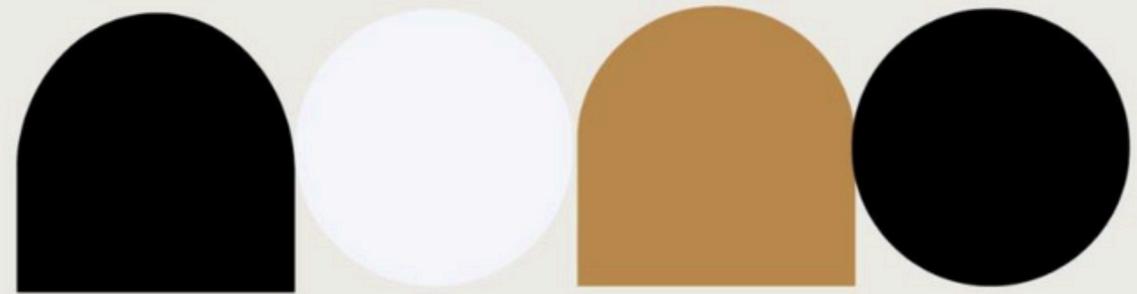
Sociology is an elective course that explores the development of individuals within society from birth to death. Students examine how culture, social class, and personality shape human behavior and group dynamics. The course emphasizes life stages, social mobility, and the roles individuals play within various social structures.



# SPECIAL EDUCATION



# DEPARTMENT



## **Algebra**

**Course Length: Y Grade Level: 9–12**

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

Algebra introduces students to foundational mathematical concepts including expressions, equations, inequalities, graphing, and exponents. Students explore mathematical relationships and represent data using tables, graphs, and algebraic expressions. Calculators are used when appropriate to support learning.

## **Career Education: Job Readiness**

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

Career Education: Job Readiness is an elective course designed for junior and senior students with an IEP. The course provides vocational training, functional academic instruction, and social development to support a successful transition from high school to employment, post-secondary education, or other adult settings. Instruction focuses on goal setting, relationship building, college and career readiness, and self-care. Emphasis is placed on personal growth and the development of professional skills.

## **Consumer Math**

**Course Length: Y Grade Level: 9–12**

Consumer Math focuses on practical mathematical applications essential for independent living. Students engage in real-world scenarios such as earning and managing money, budgeting, paying bills, grocery shopping, clothing purchases, and household management. Calculators are used when appropriate to enhance understanding.

## **Cooperative Work Training (CWT)**

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

Cooperative Work Training (CWT) is a senior-level course for students with an IEP. Admission requires an interview and acceptance into the program. CWT combines classroom instruction with work-based learning experiences, including employment, job shadowing, volunteer service, and field trips. These experiences are integrated into classroom discussions, projects, and presentations. The course aims to equip students with marketable skills and career knowledge.

## **Geometry**

**Course Length: Y Grade Level: 9–12**

Geometry introduces students to the properties and relationships of geometric figures. Topics include perimeter, circumference, area, similar and congruent triangles, coordinate geometry, linear equations, slope, and the identification of parallel and perpendicular lines. Calculators are used when appropriate to support instruction.

## **Life Skills I**

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

Life Skills I is an elective course designed to support the educational, vocational, and independent living needs of exceptional secondary students. Major topics include verbal and non-verbal communication, written expression, real-world math applications, daily living activities, and health and wellness.

## Life Skills II

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

*These courses are offered to students enrolled in specific special education programs.*

Life Skills II is an elective course designed to support the academic and vocational development of exceptional secondary students. The course reinforces core academic skills while building essential competencies for independent living and employment. Students expand upon the foundational skills introduced in Life Skills I.

## Math Fundamentals

**Course Length: Y Grade Level: 9–12**

*These courses are offered to students enrolled in specific special education programs.*

Math Fundamentals introduces students to basic mathematical concepts and operations. Instruction progresses from place value and numeration to introductory algebra and geometry. The course emphasizes the functional application of academic skills, with a focus on transferring knowledge to real-world settings. Calculators (graphing or scientific) are used when appropriate.

## Personal Growth & Development (PG&D)

**Course Length: Y Grade Level: 9–12**

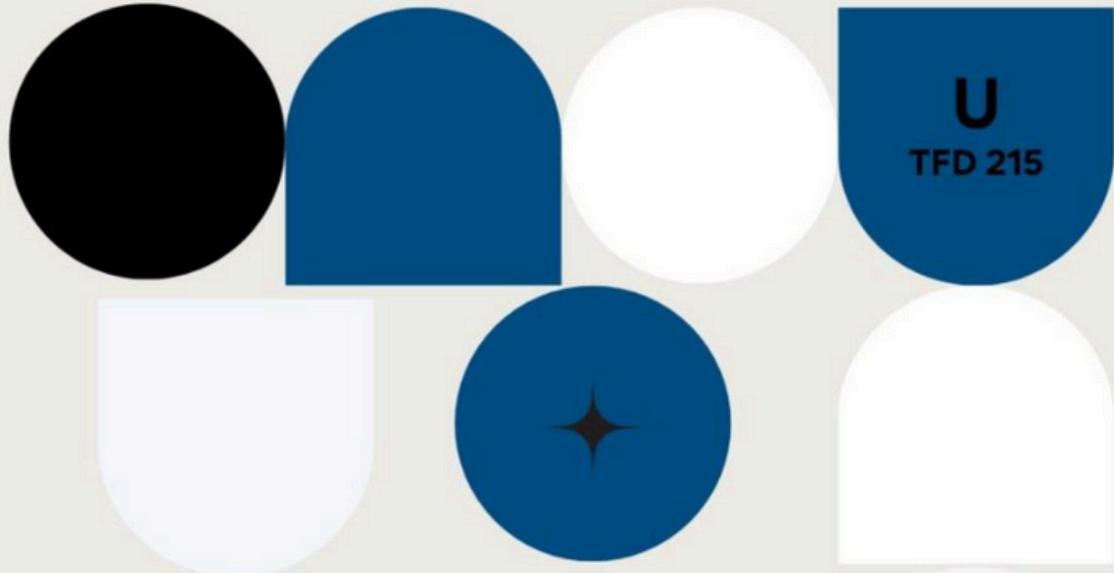
*These courses are offered to students enrolled in specific special education programs.*

Personal Growth & Development is designed for students with an IEP who require support in social development. The course teaches effective communication, appropriate behavior, and positive work habits through structured skill-building activities. Students may enroll in this course multiple times for elective credit.

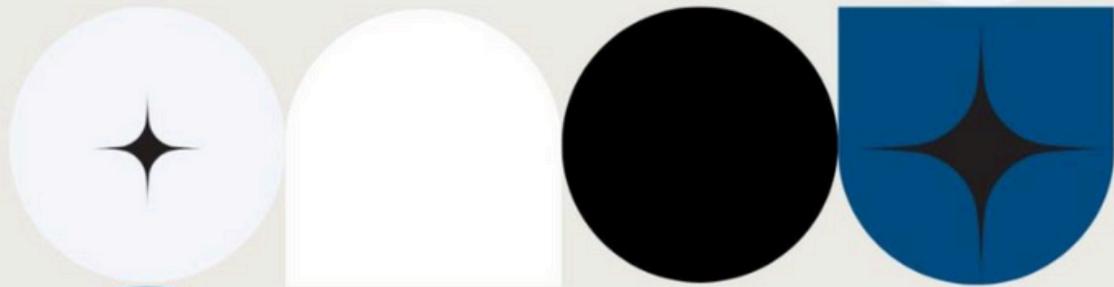
## Study Skills

**Course Length: Y Grade Level: 9–12**

Study Skills is an elective course available to students with an IEP who are enrolled in two or more general education core classes. The course provides academic support, assignment completion time, and strategies to improve performance. Instruction also includes career planning, personal development, and mastery of IEP goals as part of the student's transition plan.



**UNIVERSITY/  
COLLEGE**



**OPPORTUNITIES**



**College Step-Up Program  
Chicago State University  
(start college early)**

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

Through a partnership with Chicago State University (CSU), District 215 offers eligible juniors and seniors the opportunity to earn college credit tuition-free. Students must have an unweighted grade point average (GPA) of 2.75 or higher to qualify for CSU's non-degree Student-at-Large program. Participants may enroll in one or two courses per semester.

District 215 provides students with an orientation either prior to the start of classes or during the current enrollment period. CSU assigns each student an advisor who serves as a liaison between the university and District 215's Early College Coordinator to monitor academic progress.

Tuition and course fees are fully covered. However, students and/or parents are responsible for the cost of textbooks, lab fees, and any non-tuition-related student fees. Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.

**College Step-Up Program  
South Suburban College  
(start college early)**

**Course Length: S Grade Level: 12**

Prerequisite: Placement test or qualifying ACT score may be required

District 215 seniors have the opportunity to earn college credit at South Suburban College (SSC) at no or reduced cost. To qualify for tuition waivers, students must place into a 100-level course using either their ACT score or SSC's placement test.

Students and/or parents are responsible for covering the cost of textbooks and student fees.

Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.

## National Equity Lab (NEL) Program

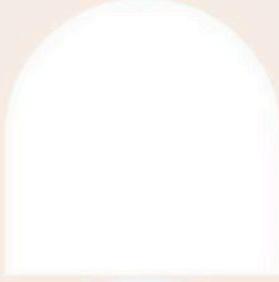
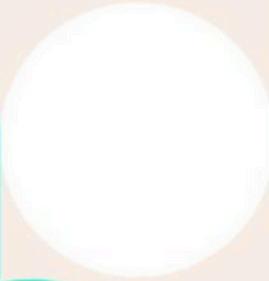
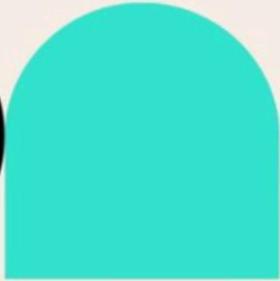
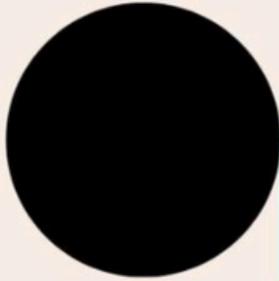
**Course Length: S Grade Level: 10–12**

*Prerequisite: College readiness demonstrated through state test benchmarks or submission of a writing sample*

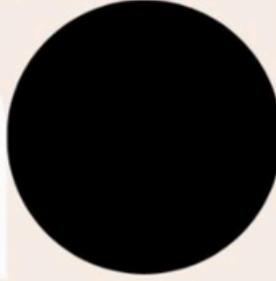
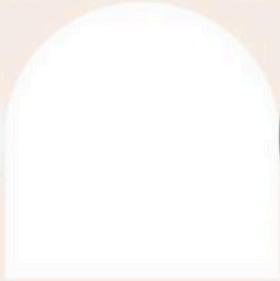
District 215 partners with the National Equity Lab (NEL) to offer eligible students in grades 10 through 12 the opportunity to earn up to 8 college credits at no cost or at a reduced tuition rate. Courses are delivered online through a combination of asynchronous and synchronous instruction during the regular school day. Instruction is provided by university professors and supported by high school faculty.

Course offerings vary by semester and are provided through prestigious institutions such as Howard University, Yale University, Arizona State University, Cornell University, and the University of Pennsylvania. Upon successful completion, students receive both college credit and high school elective credit. Students who successfully complete NEL's "Essentials of Personal Finance" course fulfill the Consumer Education graduation requirement for District 215 and the State of Illinois.

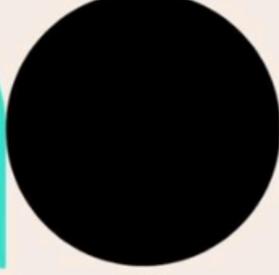
Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.



# WORLD LANGUAGE



# DEPARTMENT



# WORLD LANGUAGE

<b>American Sign Language</b>	<b>French Language Program</b>	<b>Spanish Language Program</b>	<b>Spanish Heritage Learners</b>
<b>American Sign Language I</b>	<b>French I</b>	<b>Spanish I</b>	<b>Spanish Language and Culture for Heritage Learners I</b>
	<b>French II</b>	<b>Spanish II</b>	<b>Spanish Language and Culture for Heritage Learners II</b>
	<b>French III</b>	<b>Spanish III</b>	<b>Spanish III</b> <b>or</b> <b>AP Spanish Language</b>
	<b>Honors French IV</b>	<b>Honors Spanish IV</b> <b>or</b> <b>AP Spanish Language</b>	<b>AP Spanish Literature and Culture</b>
		<b>AP Spanish Literature and Culture</b>	

## American Sign Language I 010100

**Course Length: Y Grade Level: 9–12**

This introductory course prepares students to communicate effectively in American Sign Language (ASL) by developing skills in interpreting (reading/viewing), exchanging (signing and reading), and presenting (signing) information across a range of topics. The curriculum also explores the practices, perspectives, and cultural contributions of Deaf individuals and communities, fostering a deeper understanding of ASL as both a language and a cultural experience.

## AP Spanish Language 054000

**College Credit Available**

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

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

This advanced placement course follows the College Board’s recommended curriculum for AP Spanish Language. Students expand their proficiency through literary analysis, advanced grammar, vocabulary development, essay writing, and listening to native speakers. The course emphasizes academic rigor and prepares students for the AP Exam in the spring, which may result in college credit upon successful performance.

## AP Spanish Literature and Culture – 055000

**College Credit Available**

**Course Length: Year Grade Level: 12**

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

This course introduces students to representative literary texts from Peninsular Spanish, Latin American, and U.S. Hispanic traditions using a thematic approach. Students develop proficiency in interpersonal, presentational, and interpretive communication while refining their critical reading and analytical writing skills. The curriculum emphasizes cultural connections and comparisons through various media. Students are strongly encouraged to take the AP Exam in the spring to potentially earn college credit.

## French I 011000

**Course Length: Y Grade Level: 9–11**

French I introduces students to the foundational elements of the French language and Francophone cultures. Instruction incorporates a variety of interactive strategies to develop listening, speaking, reading, and writing skills. The course is taught using a combination of English and French. Students also engage in cultural traditions and events representative of the French-speaking world.

## French II 021000

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

Prerequisite: French I

French II builds upon the skills acquired in French I, with continued development in listening, speaking, reading, and writing. The course emphasizes practical communication and cultural understanding through projects, research, performances, and assessments. Instruction is delivered using both English and French.

## French III 031000

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

Prerequisite: French II

French III advances students' proficiency in all four language domains, with a focus on conversational fluency and reading comprehension. Students engage with increasingly complex texts supported by vocabulary, grammar, and visual aids to strengthen inferencing skills. Oral presentations may include skits, guided dialogues, and thematic activities. The course also explores French cultural contributions in art, history, and literature. Instruction is primarily in French with limited English support.

## Honors French IV 042023

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

Prerequisite: French III

Honors French IV is an immersive course designed to refine students' listening, speaking, reading, and writing skills in French. Students explore French literature, culture, and language through project-based learning and express themselves primarily in the target language. Instruction is conducted entirely in French with minimal support.

## Honors Spanish IV 043023

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

Prerequisite: Successful completion of Spanish III

Honors Spanish IV enhances students' listening, speaking, reading, and writing skills. The course emphasizes vocabulary expansion and grammatical accuracy through the study of contemporary topics and Hispanic literature. It prepares students for the academic rigor of Advanced Placement Spanish courses.

## Spanish I 013000

**Course Length: Y Grade Level: 9–11**

Spanish I introduces students to the Spanish language using the American Council on the Teaching of Foreign Languages (ACTFL) communication modes: interpersonal, interpretive, and presentational. Cultural and historical elements are integrated throughout the course. Students participate in projects, events, and activities that promote understanding of Spanish-speaking cultures.

## Spanish II 023000

**Course Length: Y Grade Level: 9–12**

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

Spanish II builds upon foundational communication skills in interpersonal, interpretive, and presentational modes, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course reinforces practical language use through projects, research, performances, and assessments. Students who completed Spanish I in junior high may enroll in Spanish II upon passing the district's proficiency exam. Instruction integrates cultural and historical elements of Spanish-speaking countries.

## Spanish III 033000

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

Prerequisite: Successful completion of Spanish II

Spanish III continues to develop ACTFL communication skills through guided writing, reading contemporary texts, listening to authentic audio and video materials, and engaging in conversation. Students explore Hispanic art, literature, and history while refining their language proficiency across all modes of communication.

## Spanish Language and Culture for Heritage Learners I 0103100

**Course Length: Y Grade Level: 9–12**

Prerequisite: Placement based on screening process

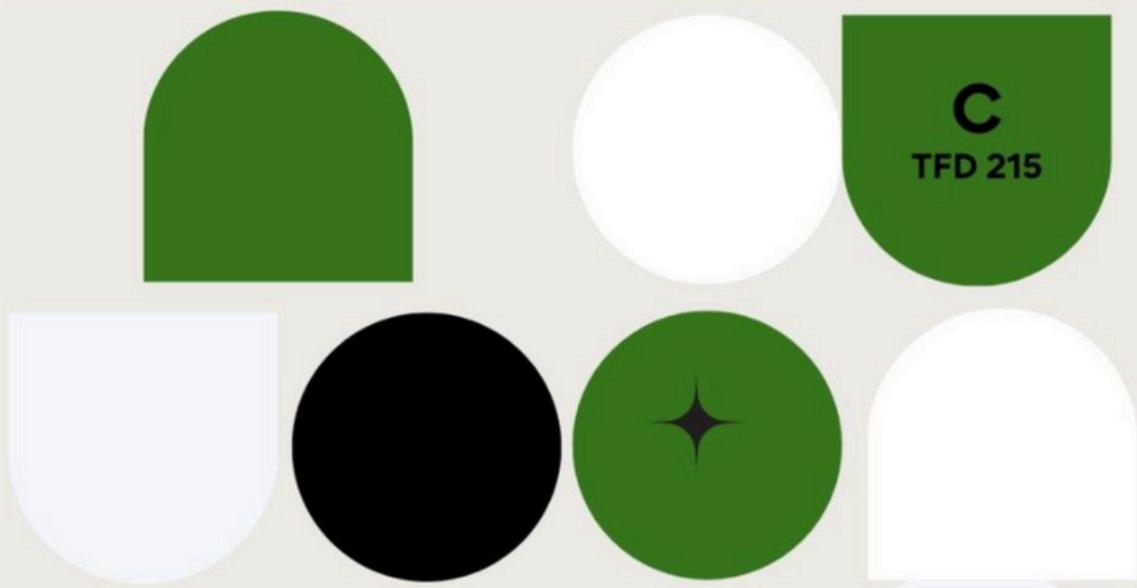
This course is designed for students who speak Spanish at home and seek to strengthen their formal language skills. Instruction focuses on eliminating English interference and improving proficiency in grammar, vocabulary, and cultural understanding. Using historical context, students develop ACTFL communication skills in interpersonal, interpretive, and presentational modes. The course functions as a Spanish Language Arts class and requires students to demonstrate a baseline level of Spanish proficiency.

## Spanish Language and Culture for Heritage Learners II 0103200

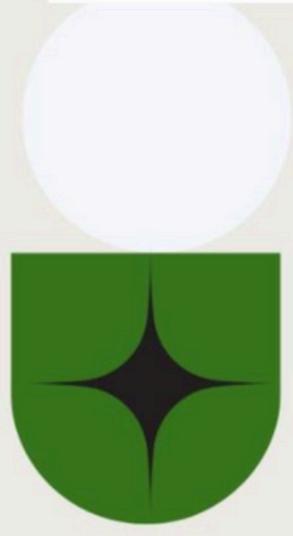
**Course Length: Y Grade Level: 10–12**

Prerequisite: Successful completion of Heritage Learners I

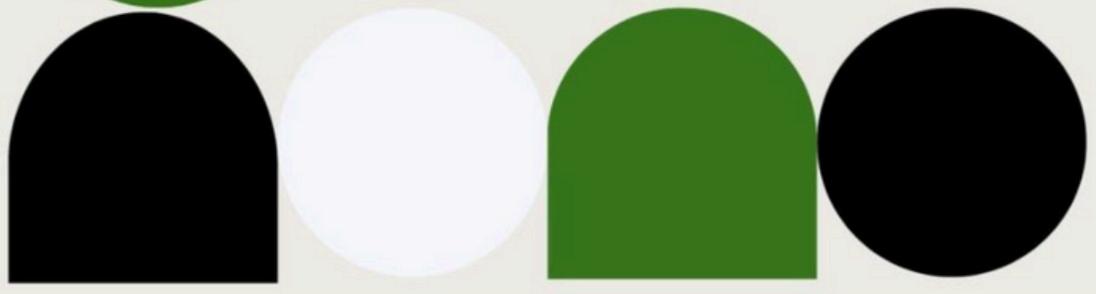
This advanced course builds on the foundation established in Heritage Learners I, expanding students' proficiency across all communication modes. Instruction emphasizes critical thinking, cultural exploration, and real-world language application. Students engage in writing and speaking activities that incorporate historical context, literature, and vocabulary development. The course deepens understanding of Spanish grammar and syntax and continues to function as a Spanish Language Arts class.



**CAREER  
and  
TECHNICAL  
EDUCATION**



**DEPARTMENT**

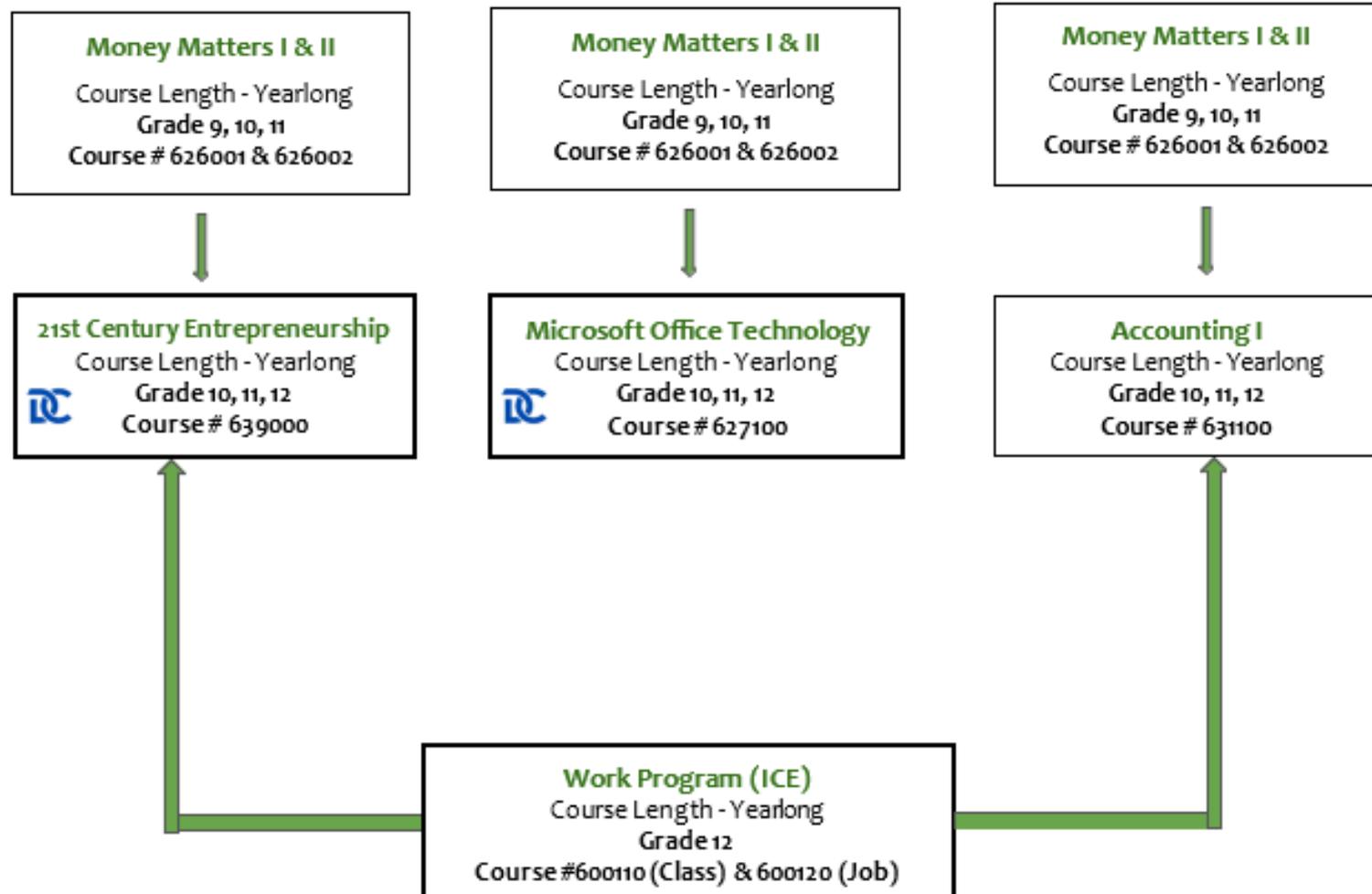


# Business Management & Administration / Business Finance

## Entrepreneurship Pathway

## Admin Assistant Pathway

## Accounting Pathway



Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Money Matters I	.5	.5	None	9-11
626002	Money Matters II	.5	.5	Money Matters I	9-11
639000	21st Century Entrepreneurship	1	1	Money Matters II	10-12
627100	Microsoft Office Technology	1	1	Money Matters II	10-12
631100	Accounting I	1	1	Money Matters II	10-12
600110 600120	Work Program (ICE) - Class & Job	1	2	Employed by 10 <sup>th</sup> day of school	12

- Dual Credit available

## **Accounting I 631100**

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

Prerequisite: Money Matters II or 21st Century Business Communications

Accounting I introduces students to the principles of financial accounting, often referred to as the “language of business.” The course focuses on the double-entry accounting system for sole proprietorships and includes real-world applications. Students learn the complete accounting cycle, from transaction analysis to the preparation of financial statements, as well as payroll processing and personal tax calculations. Instruction incorporates online assignments, spreadsheets, assessments, simulations, and computerized accounting software.

## **Money Matters I 626101**

**Course Length: S Grade Level: 9–11**

The purpose of MONEY MATTERS is to equip students with a well-rounded skill set to succeed in today’s dynamic business environment. By blending career readiness, accounting, marketing, and entrepreneurship, the course prepares students to navigate various aspects of business management. It fosters a comprehensive understanding of financial management, strategic marketing, and entrepreneurial thinking while emphasizing the importance of effective communication. Students will gain the practical knowledge and critical thinking skills necessary to pursue careers in diverse industries, start their own ventures, or enhance their existing career paths. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.

## **Money Matters II 626102**

**Course Length: S Grade Level: 9–11**

Prerequisite: Money Matters I

The second semester of the MONEY MATTERS course builds upon the knowledge and skills acquired in the first semester. Students learn to apply in-depth applications within Microsoft. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.

## **Microsoft Office Technology – 627100**

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

Microsoft Office Technology prepares students to become proficient users of the Microsoft Office Suite and to pursue certification as Microsoft Office Specialists. Students learn to create professional documents and publications using Word, Excel, Access, PowerPoint, and Publisher. The course also introduces basic web page development and internet research techniques. Students gain an understanding of network operations and terminology, exploring how technology supports communication in the business world.

## **Work Program: Interrelated Cooperative Education (ICE)**

**600110 (ICE Class), 600120 (ICE Job)**

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

Interrelated Cooperative Education (ICE) is a two-credit program designed to prepare students for the workforce. One credit is earned through classroom instruction (ICE Class), and the second through supervised work or volunteer experience (ICE Job). Students gain practical experience through employment, job shadowing, volunteer service, and career-related field trips. Classroom activities include discussions, projects, and presentations that connect directly to workplace experiences.

The course emphasizes the development of marketable skills and professional competencies. Students receive instruction in creating cover letters, résumés, reference lists, and electronic portfolios. Interviewing techniques are practiced through mock interviews. Technology and software tools are used to explore career options, plan future education and training, and manage personal finances. Personal development is also emphasized, with a focus on building professional qualities such as self-image, teamwork, interpersonal communication, critical thinking, decision-making, and a strong work ethic.

## **21st Century Entrepreneurship 639000**

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

*Prerequisite: Business and Technology Concepts II or 21st Century Business Communications*

This course prepares students to launch and manage their own businesses. Instruction focuses on business ownership, organizational structure, goal setting, market identification, and financial planning. Students are introduced to key concepts in management, marketing, accounting, and business plan development. The course culminates in a professional business plan presentation modeled after a real-world “Shark Tank” competition.

# Arts & Communication

## Graphic Design Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102



### Graphic Design

Course Length - Yearlong  
Grade 10, 11, 12  
Course #715000

## TV Broadcasting Pathway

### Intro to TV Production

Course Length - Yearlong  
Grade 9, 10  
Course #612000



### TV Production I

Course Length - Yearlong  
Grade 10, 11  
Course #613000



### TV Production II

Course Length - Yearlong  
Grade 11, 12  
Course #614000

## Digital Photography Pathway

### Money Matters I & II

Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626101 & 626102



### Digital Photography - TFS

Course Length - Yearlong  
Grade 10, 11, 12  
Course #714100

Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
715000	Graphic Design	1	1	Money Matters II	10-12
714100	Digital Photography – TFS Only	1	1	Money Matters II	10-12
612000	Intro to TV Production	1	1	None	9-10
613000	TV Production I	1	1	Intro to TV Prod	10-11
614000	TV Production II	1	1	TV Prod I	11-12

## **Digital Photography 714100**

**(Offered at T.F. South only)**

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

Digital Photography introduces students to the foundational principles of technology-based visual art. Students learn the basic functions of a digital still camera and utilize Adobe Photoshop CS5 to create original, computer-generated projects. The course emphasizes digital imaging techniques and prepares students with the tools and skills necessary for careers in commercial graphic arts.

## **Graphic Design 715000**

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

Graphic Design focuses on developing design skills through printmaking, commercial design, and computer graphics. Students gain proficiency in Adobe Creative Cloud Suite and explore composition, layout, product design, typography, logo creation, and other visual processes relevant to careers in graphic design.

## **Introduction to Television Technology – 612000**

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

This introductory course provides students with foundational knowledge in video and film production. Students learn to operate television cameras, microphones, lighting equipment, and other studio tools. Instruction includes the use of Apple computers and software such as iMovie, Aperture, and Photoshop to complete digital projects. Key skills developed include lighting, storyboarding, scriptwriting, digital editing, sound recording, music production, special effects, and video mixing. The course also explores the history of film and television, equipment mechanics, and critical viewing techniques.

## **Television Production I 613000**

**Course Length: Y Grade Level: 10–11**

*Prerequisite: Introduction to Television Technology*

Television Production I builds on foundational skills and introduces students to industry-standard techniques in camera operation, audio production, lighting, and digital editing using Final Cut Pro. Students produce short news segments, commercials, and documentaries for the District's video network. The course emphasizes advanced production techniques, including cinematic lighting, sound design, competitive editing, and animation. Career opportunities in film and television and critical viewing are also explored.

## **Television Production II 614000**

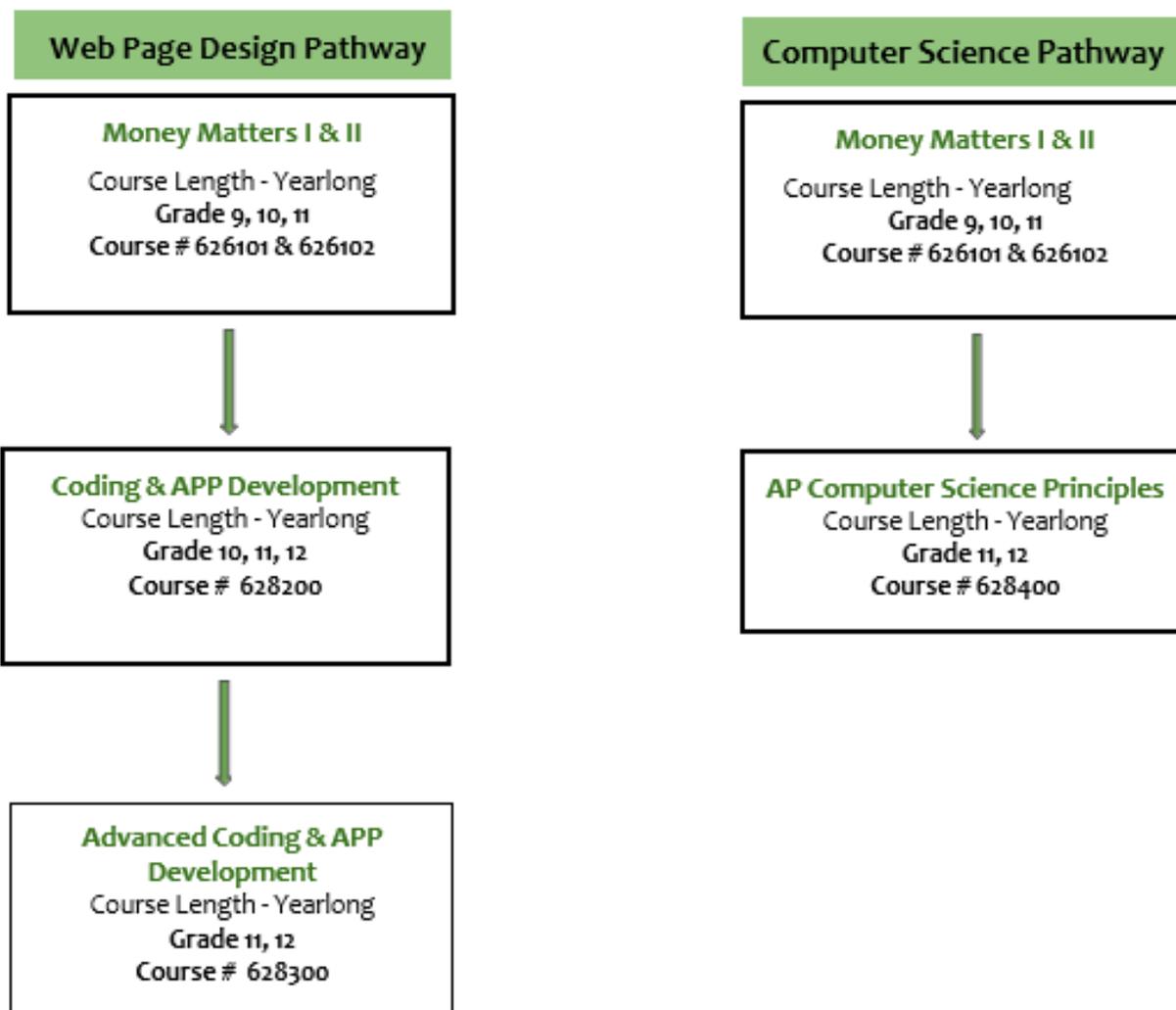
**(Offered at T.F. North only)**

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

*Prerequisite: Television Production I*

Television Production II serves as the capstone course in the television production sequence. Students function as the primary production team for Meteor News, the school's full-time internet television channel. Instruction includes writing, designing, staging, engineering, filming, performing, and directing. Students produce and edit broadcast-ready stories and build digital portfolios. The course simulates a professional newsroom environment, requiring collaboration and creativity. Students gain hands-on experience in the studio and in the field, both on campus and in the community.

# Information Technology



Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
628200	Coding & APP Development	1	1	Money Matters II	10-12
628300	Advanced Coding & APP Development	1	1	Coding & App Development	11-12
628400	AP Computer Science Principles	1	1	Money Matters II Successful completion of Algebra I with a 'C' or higher.	11-12

## Advanced Coding, Web & App Development 628300

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

*Recommended Prerequisite: Coding, Web & App Development*

Advanced Coding, Web & App Development builds on foundational programming skills and introduces students to advanced tools and techniques used in the tech industry. Students design and develop websites, iPhone and Android applications, and web-based apps using current programming languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, and Java. Instruction follows a structured learning path that reinforces and expands students' skills while promoting retention and mastery. The course prepares students to be confident, job-ready candidates for careers in technology and includes the development of a professional portfolio showcasing their work.

## Coding, App & Web Development 628200

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

*Prerequisite: Computer Applications*

(Business Writing & Technical Concepts or Microsoft Office Technology)

This course introduces students to the fundamentals of coding and web development. Students learn to create websites and applications using industry-standard programming languages such as JavaScript, HTML, and CSS. Instruction follows a step-by-step learning path designed to build and reinforce technical skills. Throughout the course, students develop a personal webpage that highlights their programming abilities and interests.

## AP Computer Science Principles 628400

**College Credit Available**

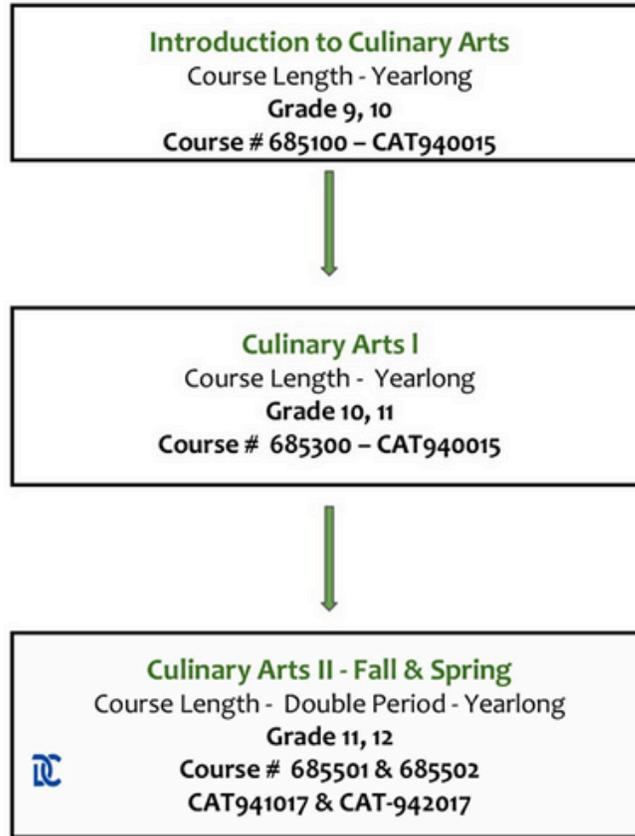
**Course Length: Y Grade Level: 11–12**

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

AP Computer Science Principles provides a broad overview of the field of computer science. Students learn to design and evaluate solutions, develop algorithms and programs, and apply computational thinking to solve real-world problems. The course emphasizes abstraction, data analysis, and the ethical and societal impacts of computing innovations. Students explore how computing systems and the Internet function and contribute to a collaborative computing culture. Students are strongly encouraged to take the AP Exam in the spring to earn potential college credit. This course qualifies as a math elective credit.

# Hospitality & Tourism

## Cooking & Culinary Arts Pathway



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

 -Dual Credit available

## **Culinary Arts I 685300 / CAT940016**

**Course Length: Y Grade Level: 10–11**

*Prerequisite: Introduction to Culinary Arts*

Culinary Arts I introduces students to intermediate culinary techniques and industry standards. Students develop skills in fruit and vegetable preparation, practice advanced knife techniques, and explore the fundamentals of soups, stocks, sauces, pasta, rice, and yeast bread cookery. The course emphasizes hands-on learning and builds upon foundational knowledge gained in Introduction to Culinary Arts.

## **Culinary Arts II 685501 Fall/CAT941017**

**Course Length: S Grade Level: 11–12**

**Double Period**

*Prerequisite: Culinary Arts I*

Culinary Arts II (Fall) advances students' culinary competencies through industry-based instruction. Students refine skills in entrée preparation, including advanced baking and pastry, poultry, meat, and seafood techniques. The course also covers restaurant dining and table service, purchasing and inventory management, and basic culinary management. Students participate in front- and back-of-house operations and contribute to the daily functioning of a school-based café or restaurant. Instruction integrates workplace ethics, transitional skills, and career readiness through participation in ProStart seminars and industry events. Students continue developing professional portfolios and explore culinary career pathways and scholarship opportunities. Regional competition opportunities may be available.

## **CULINARY ARTS II 685502**

**SPRING/CAT942017**

**Course Length: S Grade Level: 11–12**

**Double Period**

*Prerequisite: Culinary Arts II – Fall*

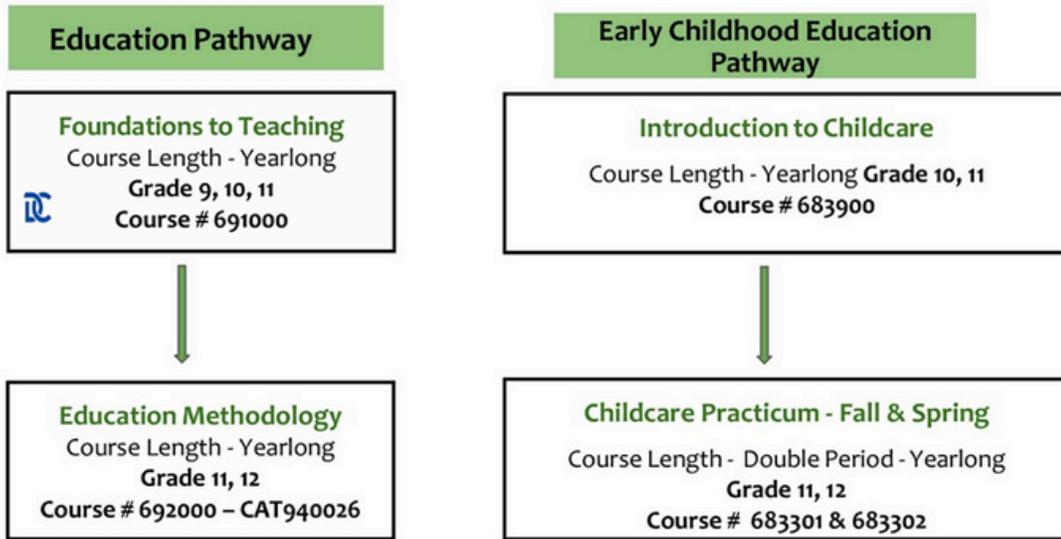
This semester-long, double-period course provides students with practical workplace experience in the restaurant, food, and beverage services industry. Instruction includes both classroom-based learning and hands-on activities aligned with a Career Development Experience. Students participate in a school-based enterprise and a student-led enterprise, applying skills acquired in the fall semester. The curriculum builds upon previously learned competencies to deepen students' understanding and proficiency in culinary arts.

## **INTRODUCTION TO CULINARY ARTS- 685100/CAT940015**

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

This yearlong course introduces students to foundational culinary skills. Instruction covers kitchen safety, equipment operation, knife techniques, cooking methods, and principles of safe food handling. Students also earn their Safe Food Handler Certification as part of the course requirements.

# Education & Training



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

 -Dual Credit available

## **Child Care Practicum Fall 683301**

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

**Double Period**

*Prerequisite: Introduction to Child Care*

This course provides students with an immersive preschool teaching experience through active participation in a school-based preschool program. Students design and implement lesson plans tailored to the developmental needs and behaviors of enrolled children. Emphasis is placed on supporting diverse learners and addressing individual needs. This practicum is ideal for students pursuing careers in early childhood education and related fields.

## **Child Care Practicum Spring 683302**

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

**Double Period**

*Prerequisite: Child Care Practicum – Fall*

This course builds upon the foundational skills developed in the fall practicum. Students gain workplace experience in early childhood education through classroom instruction and participation in a school-based enterprise preschool. The course includes opportunities for student-led initiatives and apprenticeships, aligning with career development experiences. Instruction focuses on applying and expanding skills introduced in the fall semester.

## **Educational Methodology 692000/ CAT940026**

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

*Prerequisite: Foundations to Teaching*

This course prepares students to teach and guide others by developing instructional skills and strategies. Students create teaching objectives, design lesson plans, and practice teaching in controlled environments. Topics include instructional methods, learning styles, time management, classroom management, presentation techniques, and evaluation strategies. Students also explore career opportunities in education and enhance their professional portfolios.

## **Foundations to Teaching 691000**

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

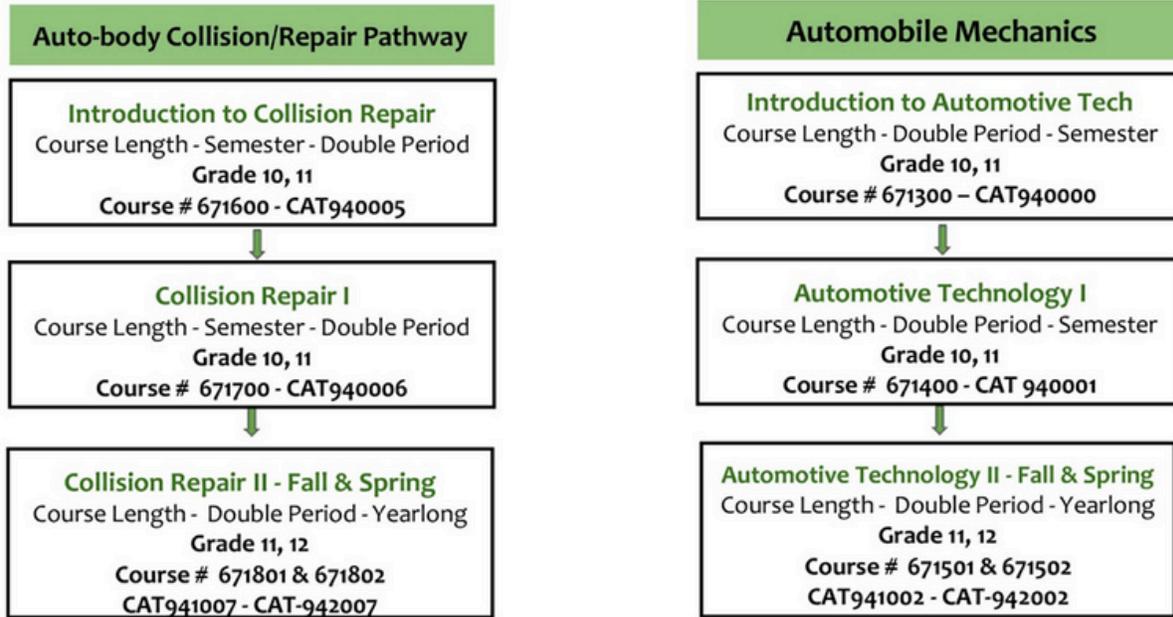
This introductory course explores the principles of teaching and learning, the roles and responsibilities of educators, and effective instructional strategies. Students engage in both classroom and field experiences to gain insight into the education profession. Course content includes instructional planning, learning environments, assessment methods, career pathways in education, and an overview of Illinois teaching regulations and licensure requirements.

## **Introduction to Child Care 683900**

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

This foundational course introduces students to the physical, social, emotional, and intellectual development of children from birth through preschool age. Students participate in hands-on learning through the Baby Think It Over simulation and practical experience in a preschool setting. Observational activities and guided instruction enhance understanding of child development and behavior. The course is designed for students interested in child development and careers in human services.

# Transportation/Distribution/Logistics



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

## Automotive Technology I-

671400/CAT940001

**Course Length: S Grade Level: 10–11**

**Double Period**

*Prerequisite: Introduction to Automotive Technology*

Automotive Technology I provides students with advanced instruction following successful completion of Introduction to Automotive Technology. The curriculum focuses on brake system fundamentals, including diagnosis and repair of conventional and ABS systems. Students also study engine theory, minor engine repairs, and automotive support systems. Instruction includes the use of power tools and lifts, battery theory and service, fuel system diagnostics, engine testing and repair, cooling and lubrication systems, and starting and charging systems.

## Automotive Technology II – Fall

671501/CAT941002

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

**Double Period**

*Prerequisite: Automotive Technology I*

Automotive Technology II – Fall offers an in-depth continuation of Automotive Technology I. Students engage in advanced studies of engine performance, major engine repairs, clutches, drive trains, and wheel alignments. The course includes hands-on experience simulating real-world automotive service environments.

## Automotive Technology II – Spring 671502/ CAT942002

**Course Length: S Grade Level: 11–12**

**Double Period**

*Prerequisite: Automotive Technology II – Fall*

Automotive Technology II – Spring provides students with workplace-based learning experiences in vehicle operation and engine service fields. The course integrates classroom instruction with career development experiences, including school-based and student-led enterprises and/or apprenticeships. Instruction builds upon skills and content introduced in the Fall semester.

## Introduction to Collision Repair

671600/CAT940005

**Course Length: S Grade Level: 10–11**

**Double Period**

Introduction to Collision Repair introduces students to foundational knowledge required for careers in the collision repair industry. Emphasis is placed on safety procedures, proper use of tools and equipment, and handling hazardous materials. Students learn basic techniques for repairing non-structural damage and the fundamentals of automotive painting and refinishing.

## Collision Repair I-

671700/CAT940006

**Course Length: S Grade Level: 10–11**

**Double Period**

*Prerequisite: Introduction to Collision Repair*

Collision Repair I provides students with hands-on training in replacing, adjusting, fitting, and aligning sheet metal components. Instruction follows industry standards and includes structural welding, MIG welding, plasma cutting, and refinishing techniques for both structural and non-structural vehicle damage.

## **Collision Repair II – Fall 671801/CAT941007**

**Course Length: S Grade Level: 11–12  
Double Period**

*Prerequisite: Collision Repair I*

Collision Repair II provides students with hands-on experience in repairing vehicle body damage using industry-standard techniques. The curriculum emphasizes the restoration of exterior panels with aluminum replacement parts and the integration of safety components such as airbags. Students apply advanced critical thinking skills to diagnose and repair various types of plastics and composites. Building upon the foundational skills acquired in Collision Repair I, students perform removal and installation of both stationary and movable glass, and engage in advanced MIG welding and refinishing procedures.

## **Collision Repair II – Spring 671802/CAT942007**

**Course Length: S Grade Level: 11–12  
Double Period**

*Prerequisite: Collision Repair II – Fall*

Collision Repair II – Spring extends students' learning through workplace-based experiences in vehicle maintenance and engine services. The course combines classroom instruction with practical application in a career development setting, including participation in school-based and student-led enterprises. All skills and competencies are built upon the content and experiences from the Fall semester, reinforcing and expanding students' technical and professional capabilities.

## **Introduction to Automotive Technology 671300/CAT940000**

**Course Length: S Grade Level: 10–11  
Double Period**

Introduction to Automotive Technology provides students with foundational knowledge in automotive care, maintenance, and shop safety. The curriculum covers essential topics including career exploration, proper use of hand tools, shop safety procedures (including floor jacks and jack stands), measurement techniques, fasteners and gaskets, automotive mathematics, service manual usage, and fluid services (such as fluid checks and changes, belts, and hoses). Students also study tire and wheel maintenance (including balancing and changing), brake system fundamentals, and basic engine components.

# Personal Service

## Barbering Pathway

**Barbering I**  
 Course Length - Yearlong - 4 Periods  
 Grade 11  
 Course # 694000 & TFN94003



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

## Cosmetology Pathway

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



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

Course #	Course Title	Year	Credits	Prerequisite	Grade
694000 TFN94003	 Barbering I	1	4	None	11
694101 CAT941003	 Barbering II - Fall	.5	2	Barbering I	12
694102 CAT942004	 Barbering II - Spring	.5	2	Barbering II - Fall	12
693000 TFN940011	 Cosmetology I	1	4	None	11
693101 CAT941012	 Cosmetology II - Fall	.5	2	Cosmetology I	12
693102 CAT942012	 Cosmetology II - Spring	.5	2	Cosmetology I - Fall	12

 -Dual Credit available

## **Barbering I 694000 / TFN940003**

**Course Length: Y Grade Level: 11  
(4 periods daily)**

Barbering I is the first year of a two-year program designed to introduce students to the foundational principles of barbering. The program is approved and licensed by the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, and complies with all applicable state and federal guidelines.

The curriculum integrates both theoretical instruction and hands-on practice in areas including anatomy, physiology, skin disorders, hygiene and sanitation, the history and laws of barbering, haircutting and styling, shaving, shampooing, permanent waving, massage techniques, and the use of barbering tools. Instruction aligns with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Students begin accumulating the required hours toward licensure and are prepared for continued study in Barbering II.

## **Barbering II – Fall 694101 / TFN941003**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Barbering I*

Barbering II – Fall is the second phase of the two-year barbering program. It provides advanced theoretical knowledge and practical skill development necessary for licensure. The course expands on prior learning with deeper instruction in anatomy, physiology, skin disorders, hygiene and sanitation, barbering history and law, haircutting and styling, shaving, shampooing, permanent waving, massage, bleaching, tinting, coloring, shop management and operations, and the use of barbering tools.

The curriculum is aligned with the Barber, Cosmetology, Esthetics, and Nail Technology Act and includes instruction on labor and compensation. Practical lab experience is a core component, preparing students for the State Barber Board Examination.

## **Barbering II – Spring 694102 / TFN942004**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Barbering II – Fall*

Barbering II – Spring provides students with real-world experience in barbering-related fields. The course includes both classroom instruction and participation in a Career Development Experience through an apprenticeship within the school-based enterprise, Lavish.

Students apply and expand upon the skills and knowledge acquired in the fall semester, further preparing for licensure and professional practice.

## **Cosmetology I 693000/ TFN940011**

**Course Length: Y Grade Level: 11  
(4 periods daily)**

Cosmetology I introduces students to the foundational requirements for becoming licensed cosmetologists. The program is approved and licensed by the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, and adheres to all applicable state and federal guidelines. Instruction includes both theoretical and practical components in the following areas: tool usage, shampooing, chemical understanding and application, hair types, sanitation, hygiene, skin conditions and diseases, anatomy and physiology, electricity, ethics, nail technology, and esthetics. All content is aligned with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Students begin accumulating hours toward licensure and are prepared for continued study in Cosmetology II.

## **Cosmetology II – Fall 693101/TFN941012**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Cosmetology I*

Cosmetology II builds upon the knowledge and skills acquired in Cosmetology I and provides students with advanced instruction and practical experience. The curriculum includes classroom learning and hands-on practice in chemical applications, hair treatments, hair styling and dressing, hair coloring, salon management, sanitation, and interpersonal relations. Instruction also covers labor and compensation laws and continues to align with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Additional topics may include nail technology, esthetics, individualized skill development, and career planning. This course supports students in progressing toward the 1,500 required hours for licensure and prepares them for the Cosmetology Licensure Examination.

## **Cosmetology II – Spring 693102/TFN942012**

**Course Length: S Grade Level: 12  
(4 periods daily)**

*Prerequisite: Cosmetology II – Fall*

Cosmetology II – Spring provides students with workplace experience in cosmetology-related fields. The course includes classroom instruction and practical study, and is aligned with a Career Development Experience. Students participate in apprenticeships through the school-based enterprise, Lavish, applying skills and knowledge gained in the fall semester. This course continues to build toward the completion of required licensure hours and supports students in transitioning from school to professional practice.

# Architecture & Construction

## Construction Trades Pathway

**Introduction to Building & Construction**  
 Course Length - Semester - Double Period  
 Grade 10, 11  
 Course # 652711- CAT941008



**Building & Construction I**  
 Course Length - Semester - Double Period  
 Grade 10, 11  
 Course # 652712 - CAT942008



**Building & Construction II - Fall & Spring**  
 Course Length - Yearlong - Double Period  
 Grade 11, 12  
 Course # 652901 & 652902  
 CAT941010 & CAT-942010

## Electrician Pathway

**Electricity I**  
 Course Length - Yearlong  
 Grade 11  
 Course # 663710 - CAT940018



**Electricity II**  
 Course Length - Yearlong  
 Grade 12  
 Course # 663800 - CAT940019

Course #	Course Title	Year	Credits	Prerequisite	Grade
652711 CAT941008	Intro to Building & Construction	.5	1	None	10-11
652712 CAT942008	Building & Construction I	.5	1	Intro to Bld & Con	10-11
652901 CAT941010	Building & Construction II - Fall	.5	1	Bld & Con I	11-12
652902 CAT942010	 Building & Construction II - Spring	.5	1	Bld & Con II - Fall	11-12
663710 CAT940018	Electricity I	1	1	None	11
663800 CAT940019	 Electricity II	1	1	Electricity I	12

 -Dual Credit available

## **Building & Construction I- 652712/CAT942008**

**Course Length: S Grade Level: 10–11  
Double Period**

*Prerequisite: Introduction to Building & Construction*

Building & Construction I introduces students to construction terminology and hands-on techniques through the creation of a 4'x4' freestanding floor and wall section. The course covers design methods for floor, wall, and roof systems, as well as basic electrical and plumbing systems. Students engage in a variety of learning activities including reading and interpreting house plans, understanding local building codes, foundation work, framing, plumbing, electrical installation, window and door installation, flooring, siding repair or installation, and deck/patio construction.

## **Building & Construction II – Fall 652901/CAT941010**

**Course Length: S Grade Level: 11–12  
Double Period**

*Prerequisite: Building & Construction I*

Building & Construction II – Fall focuses on structural footings, wall systems, and the physical properties of wood and building materials. Students explore measurement grading and apply their knowledge through hands-on projects, including the framing of a scaled-down residential structure. The curriculum emphasizes practical carpentry skills such as floor, wall, and roof framing, with special attention to stair stringers and rafter layout using a framing square.

## **Building & Construction II – Spring 652902/CAT942010**

**Course Length: S Grade Level: 11–12  
Double Period**

*Prerequisite: Building & Construction II – Fall*

Building & Construction II – Spring provides students with workplace experience in the construction field. The course integrates classroom instruction with career development opportunities, including participation in school-based and student-led enterprises or apprenticeships. All skills and outcomes build upon the content and experiences from the Fall semester, reinforcing students' technical and professional competencies.

## **Electricity I 663710/ CAT940018**

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

Electricity I introduces students to the theory, terminology, equipment, and practical skills required for careers in the electrical field. The curriculum typically includes AC and DC circuitry, safety procedures, and the National Electrical Code. Students gain hands-on experience in building circuits, residential wiring, lighting installation, and working with power circuits and cables.

## **Electricity II 663800/ CAT940019**

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

*Prerequisite: Electricity I*

Electricity II explores energy and power in transportation and industrial applications. Students examine various energy sources and their societal uses, and develop an understanding of energy transfer principles including electricity/electronics, hydraulics, pneumatics, heat transfer, and renewable energies such as wind, nuclear, and solar. The course also covers the transmission and control of power through mechanical and electrical devices such as motors and engines.

## **Introduction to Building & Construction- 652711/CAT941008**

**Course Length: S Grade Level: 10–11  
Double Period**

Introduction to Building & Construction provides students with foundational knowledge of the materials and processes used in residential construction. The course places strong emphasis on safety, requiring students to follow proper procedures throughout the shop environment. Students gain hands-on experience using industry-standard power and hand tools. Instruction also includes excavation techniques, foundation systems, and concrete slab construction.

# STEM: Science, Technology, Engineering, Math

## Engineering Technology Pathway

### PLTW Intro to Engineering Design

Course Length - Yearlong - Double Period

Grade 10, 11



Course # 663100 – CAT940023



### PLTW Principles of Engineering Design

Course Length - Yearlong - Double Period

Grade 11, 12



Course # 664110 – CAT940024

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

-Dual Credit available

## **PLTW: Introduction to Engineering Design 663100/CAT940023**

**Course Length: Y Grade Level: 10–11  
Double Period**

This is the first course in the Project Lead the Way (PLTW) engineering sequence. Students explore the engineering design process and apply a structured problem-solving model to improve existing products and develop new innovations. Working both independently and collaboratively, students design solutions to real-world challenges using industry-standard three-dimensional modeling software. The course emphasizes creativity, critical thinking, and communication within the context of engineering.

## **PLTW: Principles of Engineering 664110/ CAT940024**

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

*Prerequisite: PLTW: Introduction to Engineering Design*

This is the second course in the Project Lead the Way (PLTW) engineering sequence. Students engage in a broad exploration of engineering concepts through hands-on, problem-based learning. Topics include mechanisms, structural strength and materials, and automation. Students develop skills in research, design, and problem-solving while learning to document the design process, collaborate effectively, and present their work professionally. The course prepares students for advanced engineering studies and careers in STEM fields.



## MEMORANDUM

**Date:** November 12, 2025

**To:** Mr. Raymond Williams, Interim Superintendent/Board of Education

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

**Subject:** Illinois Report Card Designation

---

### **Recommended Action**

Information sharing only.

### **Background**

Illinois School Report Card designations were officially released Wednesday, October 30<sup>th</sup>. Both North and South campuses have maintained a commendable rating. Below are the direct links to the report card:

- [District](#)
- [Thornton Fractional North](#)
- [Thornton Fractional South](#)

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

**Attachment** Accountability indicators, presentation

# Thornton Fractional High School District 215



School Report Card 2024-2025

# High School Student Success Indicators



## Academic Indicators

---

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



## School Quality & Student Success Indicators

---

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%

# Annual Summative Designations

Exemplary	<ul style="list-style-type: none"><li>• Top 10% of schools</li><li>• No underperforming student groups</li><li>• Graduation rate &gt;67%</li></ul>
Commendable	<ul style="list-style-type: none"><li>• Not in top 10% or in bottom 5%</li><li>• No underperforming student groups</li><li>• Graduation rate &gt;67%</li></ul>
Targeted Support	One or more student groups performing at or below the “all students” group of the lowest-performing 5% of schools ( <i>*Groups must have at least 20 students in at least 5 of 8 indicators.</i> )
Comprehensive Support	<ul style="list-style-type: none"><li>• Bottom 5% performance overall</li><li>• 67% or lower graduation rate</li></ul>
Intensive Support	For schools that have already been designated as needing support and whose performance remains in the lowest-performing 5% at end of 4-year cycle.

# What's new?

## New in 2025

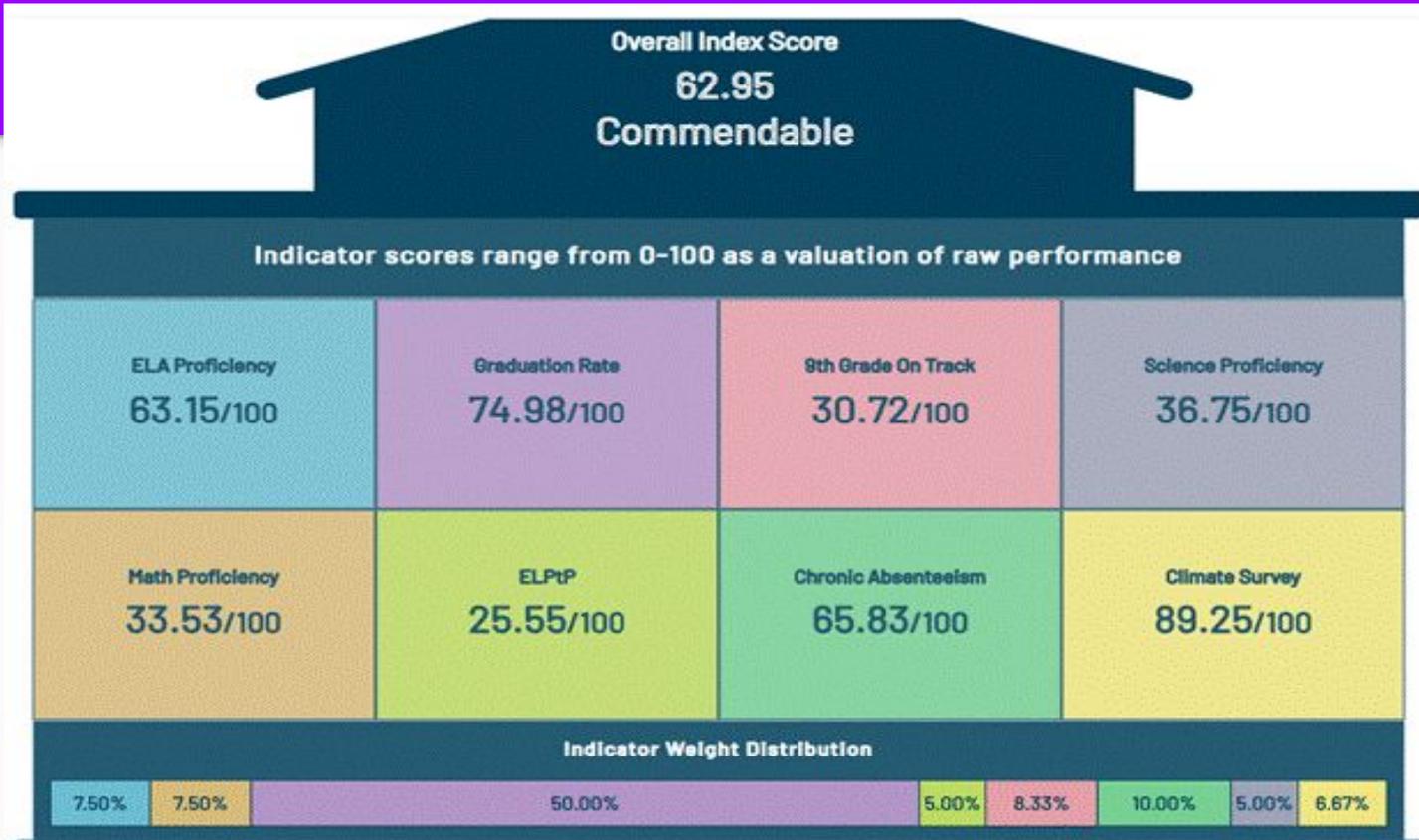
- ELA, Math, and Science proficiency are based on the ACT
- Proficiency benchmarks have been “right-sized”
- Schools will be able to view how many non-graduates are continuing with an IEP
- An additional sub-group was added for student race/ethnicity- Middle Eastern or North African (MENA)

## Changing for 2025-2026

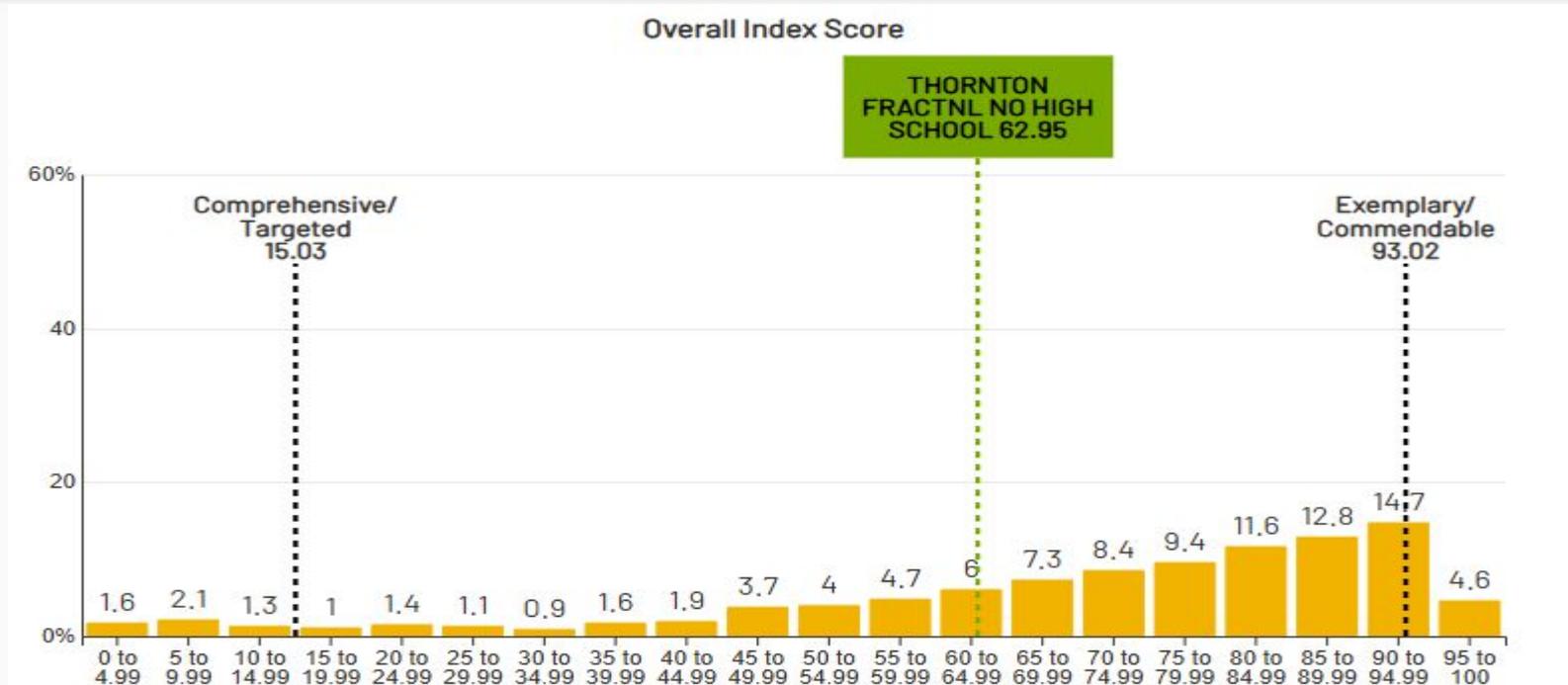
- 1st year to compare student growth percentiles to baseline from 2024-2025
- Accountability measures will change (exemplary, commendable)

# Summary of Ratings

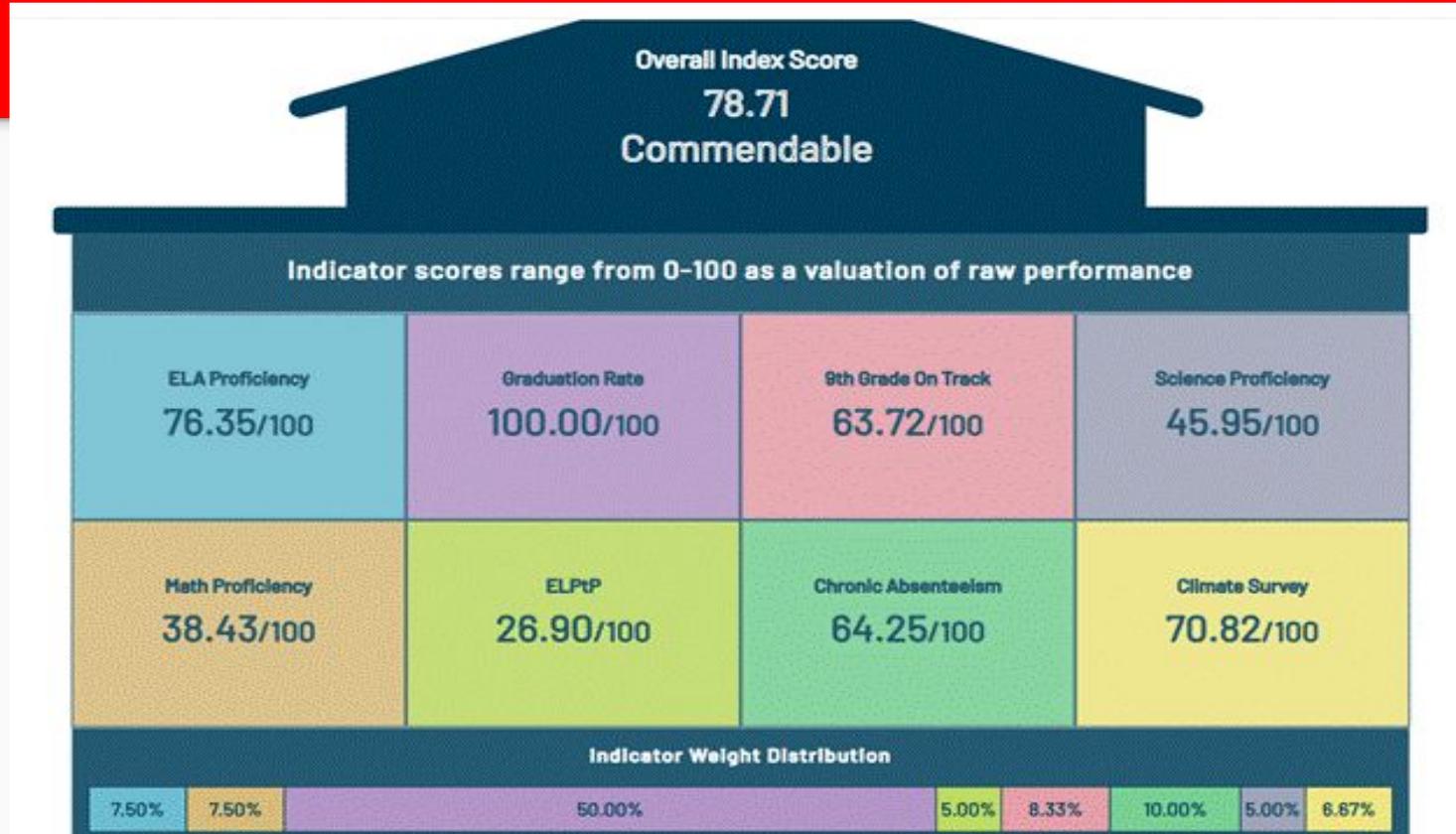
# Thornton Fractional North High School



# Thornton Fractional North High School



# Thornton Fractional South High School



# Thornton Fractional South High School

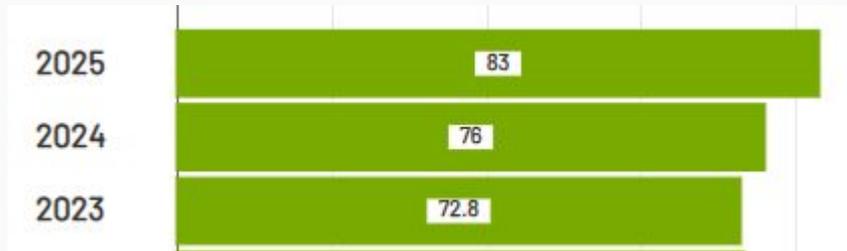


# Highlights

# 9th grade on track

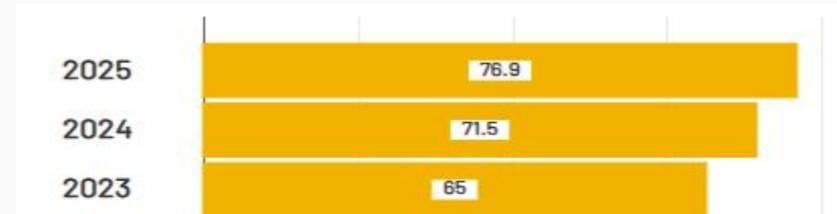
## District

- 9th grade on track increased from 76% for 2023-2024 to 83% for 2024-2025.

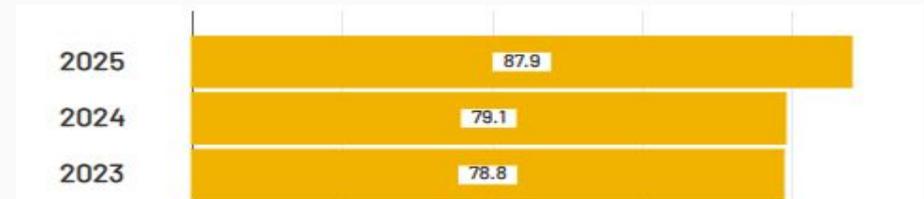


## Campuses

### North



### South



# Longitudinal Freshmen on Track



## Summary of 9th Grade Students on Track Over Time



Progress

# Chronic Absenteeism

## District



## Campuses

### North

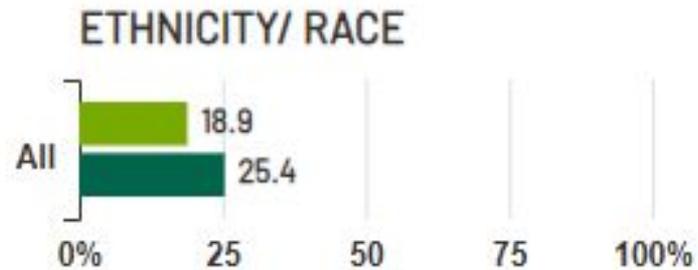


### South



# Chronic Absenteeism

■ District ■ State



# Other Success Indicators

# Graduation Rate

## Graduation Rate 4 Years

District

State

All



● Graduation Rate: **89.9 %**  
● Non-Graduation: **10.1 %**  
(IEP Continuing : **3.7 %**)



● Graduation Rate: **89 %**  
● Non-Graduation: **11 %**  
(IEP Continuing : **1.8 %**)

# Graduation Rate

## TF North- 4 years



- Graduation Rate: **86.6 %**
- Non-Graduation: **13.4 %**  
(IEP Continuing : **4.6 %**)

## TF North- 5 years



- Graduation Rate: **85.9 %**
- Non-Graduation: **14.1 %**  
(IEP Continuing : **4.5 %**)

## TF North- 6 years



- Graduation Rate: **87 %**
- Non-Graduation: **13 %**  
(IEP Continuing : **3.7 %**)

# Graduation Rate

## TF South- 4 years



- Graduation Rate: **92.7 %**
- Non-Graduation: **7.3 %**  
(IEP Continuing : **2.9 %**)

## TF South- 5 years



- Graduation Rate: **93.5 %**
- Non-Graduation: **6.5 %**  
(IEP Continuing : **Redacted**)

## TF South- 6 years



- Graduation Rate: **93.1 %**
- Non-Graduation: **6.9 %**  
(IEP Continuing : **Redacted**)

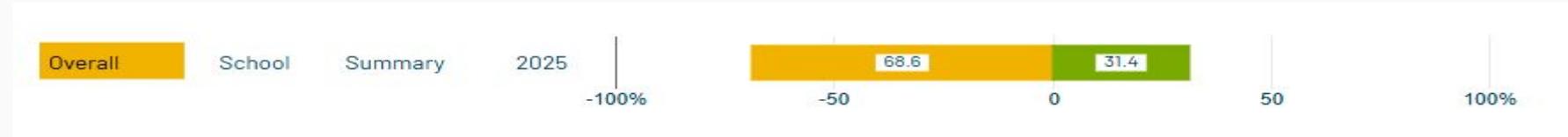
# ELA Proficiency

## District/State

Not Proficient Proficient



## North



## South



# Math Proficiency

Not Proficient Proficient

## District/State



## North



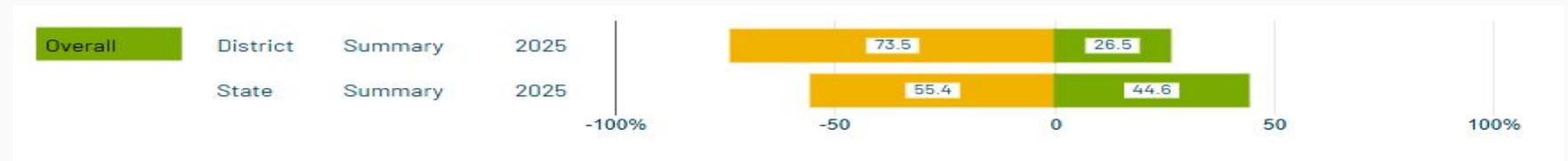
## South



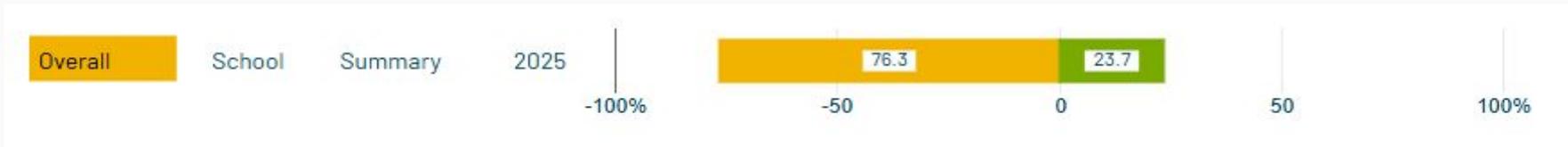
# Science Proficiency

## District/State

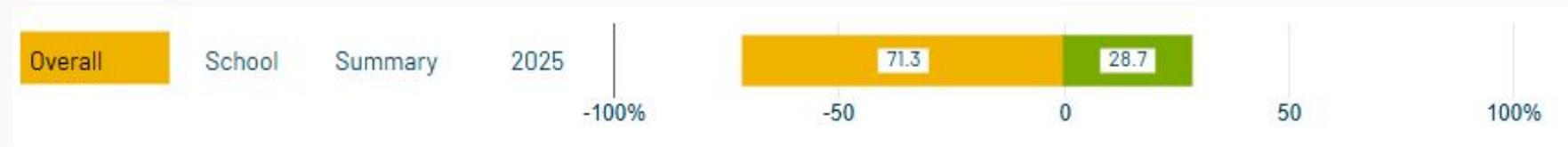
Not Proficient Proficient



## North



## South



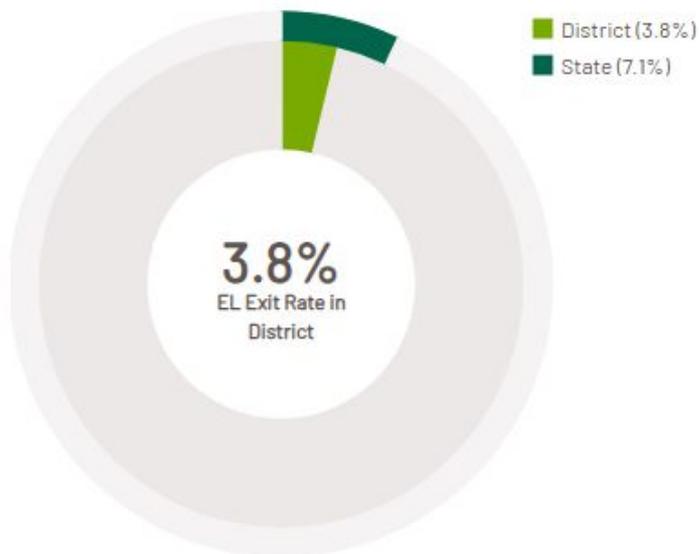
# English Learner Progress to Proficiency

Proficiency Levels	Composite Performance	District 215
Entering	1.0-1.9	13.3%
Emerging	2.0-2.9	25.6%
Developing	3.0-3.9	47.8%
Expanding	4.0-4.9 *4.8 (exit EL)	11.4%
Bridging	5.0-5.9	1.9%
Reaching	6	0%



# EL Exit Rate

Percent



Count

EL Exit Student Count

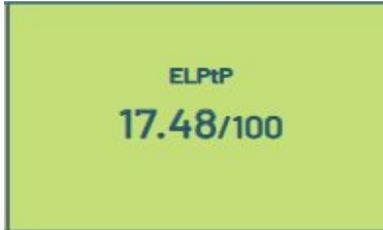
**12 Students**

More than 7 years as an EL Student

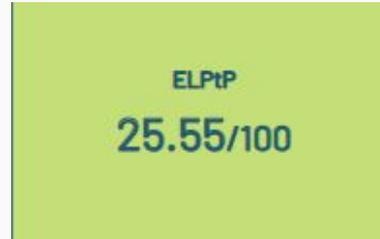
**267 Students**

# Indicator Score Yearly Comparison

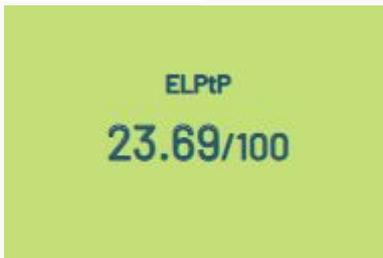
2024 North



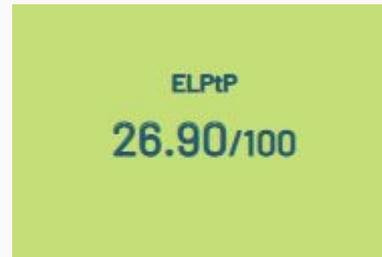
2025 North



2024 South



2025 South



# Climate Survey

## TF North

	Response Rate	IL Average
Students	92.4%	89%
Teachers	71.4%	75.5%

## TF South

	Response Rate	IL Average
Students	84.4%	89%
Teachers	83.1%	75.5%

# Next Steps

- District/Building teams drill down (student groups, climate survey)
- Immediate Action
  - Climate Survey
  - ACT student boot camps
  - ACT curricular review Institute day and/or professional learning days
  - Review processes (*How do we find out where a student goes once they leave our District?*)
- Ongoing
  - Evaluate current interventions and programs
  - Review School Improvement plans (areas of focus)
  - Curricular revisions
  - Focus on high yield instructional strategies



## MEMORANDUM

**Date:** November 12, 2025

**To:** Mr. Ray Williams, Interim Superintendent/Board of Education

**From:** Paul Wakefield, Chief Technology Officer

**Subject:** Technology Five-Year Capital Plan & Data Center Project

---

### **Recommended Action**

This memo is for the information of the Board of Education. Based upon the feedback of the Board of Education, the administration intends to recommend that the Board of Education authorize the issuance of a Request for Proposals for Data Center Replacement at the November 25<sup>th</sup> board meeting.

### **Background**

Technology infrastructure is a critical component that underpins the digital operations of District 215. It is a core responsibility of the Technology Department to ensure that the technology infrastructure remains in good working order to support the mission and vision of the district. Technology infrastructure generally has an expected useful lifespan. When this lifespan is reached, the equipment needs to be replaced. Reasons the equipment needs to be replaced can include:

- Lack of support from the manufacturer – leading to potential security vulnerabilities or lack of desired function of the product.
- Technology Obsolescence – The equipment no longer uses the most current technology; rendering it inefficient/incompatible with other technology or becomes increasingly costly to license/maintain.
- Equipment Performance Degradation – The equipment can no longer meet the increased demands of current technology.

The Technology Department maintains a long-range plan to ensure that technology infrastructure and systems remain in good working order. A long-range plan further assists with budgeting by both ensuring that funds are set aside for the anticipated capital needs and, due to the variable nature of the operational expenses, allow for projects to be planned in a way that fits a consistent annual capital budget.

A long-range plan is a general guide. Forecasted expenses are to the best of our ability given what we know along with the input of trusted vendors. Over the course of the plan there will be changes in costs, technology, and initiatives that will require revisions of the plan. This plan is developed in partnership with Finance to ensure, to the best of our mutual abilities, funding will be available to support the plan.

The most current version of the five-year capital plan is attached to this memo. This plan covers the major technology infrastructure components currently employed in the district that require periodic replacement or updating.

### **Data Center Replacement**

In looking at the five-year capital projects plan, District 215 data center equipment is forecasted to be replaced in the summer of 2026. The data center is a mission critical component of the technology infrastructure. The data center enables the servers and systems that allow for login to all district systems, critical data storage, and are central component of District 215's disaster recovery and business



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

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continuity plans. Replacement is needed because the physical components have reached the end of their useful life and support/warranty services are either unavailable or cost prohibitive. Continuing to run these systems would subject the district to substantial maintenance costs and unacceptable risks of downtime and/or inability to recover from an incident.

**Funding source if applicable:**

Funding for the five-year capital project plan is included in the Technology Department's capital budget for the current year. Based upon the anticipated needs mapped out in this plan, Technology and Finance have worked together with the understanding that future capital budgets should be able to support the plan to the best of the district's ability given the unknowns of future district financial resources.

Funding for the Data Center Replacement project will be split between capital funds budgeted for SY26 and anticipated for SY27.

**Attachment (if needed)**

Capital Projects Plan 26-31.pdf

## Technology Five-Year Capital Plan

Updated November 2025

Technology System	Anticipated Project Commencement	Anticipated Frequency	Funding Considerations				
			E-Rate Eligible	Estimated Cost	Estimated E-Rate	E-Rate Local Match	Local Capital
<b>Data Center Upgrade</b>	Summer 2026	5 Year	Partial	\$ 600,000.00	\$ 100,000	\$ 450,000	\$ 500,000
<b>Wireless Licensing</b>	Summer 2027	5 Year	Yes	\$ 67,500.00	\$ 57,375	\$ 10,125	\$ 10,125
<b>Camera System Upgrades</b>	Summer 2027	6-8 Year	No	\$ 240,000.00			\$ 240,000
<b>Firewall and Core Switch Upgrade</b>	Summer 2028	5 Year	Yes	\$ 340,000.00	\$ 289,000	\$ 51,000	\$ 51,000
<b>Non-CTE Lab Computer Upgrade</b>	Summer 2028	5 Year	No	\$ 150,000.00			\$ 150,000
<b>Wireless Network Infrastructure Upgrade</b>	Summer 2029	7 Year	Yes	\$ 350,000.00	\$ 178,492	\$ 52,500	\$ 171,508
<b>Staff Computer Upgrade</b>	Summer 2029	4 Year	No	\$ 450,000.00			\$ 450,000
<b>Camera System Upgrades</b>	Summer 2029	6-8 Year	No	\$ 300,000.00			\$ 300,000
<b>Camera System Upgrades</b>	Summer 2030	6-8 Year	No	\$ 300,000.00			\$ 300,000
<b>Classroom Technology Upgrade</b>	Summer 2030	5-6 Year	No	\$ 350,000.00			\$ 350,000
<b>Data Center Upgrade</b>	Summer 2031	5 Year	No	\$ 475,000.00			\$ 475,000

## Technology Five-Year Capital Plan

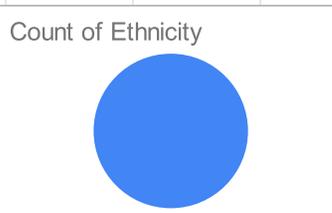
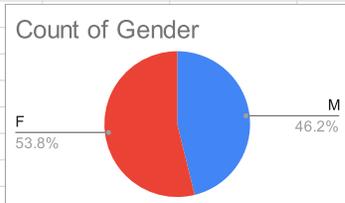
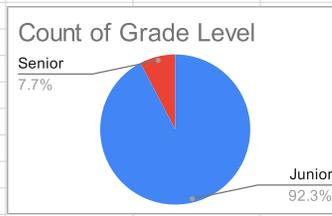
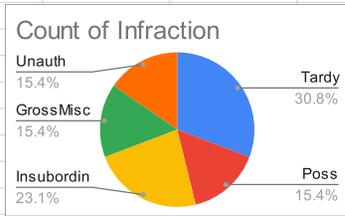
Updated November 2025

Technology System	Local Capital Required	School Year Anticipated Capital Commitment					
		SY 26	SY 27	SY 28	SY 29	SY 30	SY 31
Data Center Upgrade	\$ 500,000	\$ 252,000	\$ 248,000				
Wireless Licensing	\$ 10,125		\$ 10,125				
Camera System Upgrades	\$ 240,000		\$ 31,675	\$ 208,325			
Firewall and Core Switch Upgrade	\$ 51,000			\$ 51,000			
Non-CTE Lab Computer Upgrade	\$ 150,000			\$ 73,945	\$ 76,055		
Wireless Network Infrastructure Upgrade	\$ 171,508				\$ 171,508		
Staff Computer Upgrade	\$ 450,000				\$ 135,698	\$ 314,302	
Camera System Upgrades	\$ 300,000					\$ 126,448	\$ 173,552
Camera System Upgrades	\$ 300,000						\$ 300,000
Classroom Technology Upgrade	\$ 350,000						\$ 33,311
Data Center Upgrade	\$ 475,000						

# Thornton Fractional Center ISS Suspension Report

October 2024

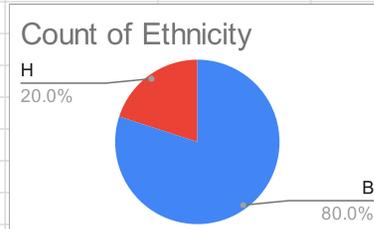
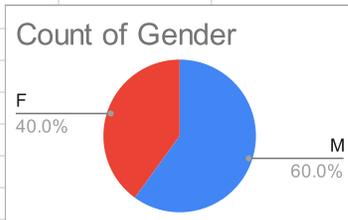
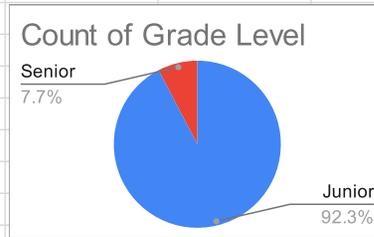
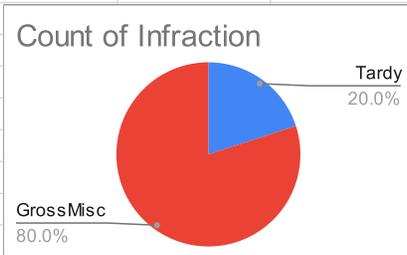
Infraction	Grade Level	Gender	Ethnicity	ISS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Tardy	Junior	M	B	1	Restorative Conversation	Parent Communication	ISS		--	--
Tardy	Junior	F	B	1	Restorative Conversation	Parent Communication	ISS	--	--	--
Poss Smoking Mat	Junior	M	B	2	Restorative Conversation	Parent Communication	ISS	Be Well Restorative Coaching	--	--
Insubordination	Junior	F	B	1	Restorative Conversation	Parent Communication	ISS	Be Well Restorative Coaching	--	--
GrossMisconduct	Senior	F	B	2	Restorative Conversation	Parent Communication	ISS	Be Well Restorative Coaching	--	--
GrossMisconduct	Junior	F	B	2	Restorative Conversation	Parent Communication	ISS	Be Well Restorative Coaching	Re-entry Meeting	
Tardy	Junior	F	B	1	Restorative Conversation	Parent Communication	Detention	ISS		
Poss Smoking Mat	Junior	M	B	2	Restorative Conversation	Parent Communication	ISS	Re-entry Meeting		
Unauth Area	Junior	M	B	2	Restorative Conversation	Parent Communication	ISS	Re-entry Meeting	Be Well Restorative Coaching	
Unauth Area	Junior	M	B	2	Restorative Conversation	Parent Communication	Detention	ISS	Be Well Restorative Coaching	
Insubordination	Junior	M	B	3	Restorative Conversation	Parent Communication	ISS	Re-entry Meeting	Be Well Restorative Coaching	
Insubordination	Junior	F	B	3	Restorative Conversation	Parent Communication	ISS	Be Well Restorative Coaching		
Tardy	Junior	F	B	2	Restorative Conversation	Parent Communication	ISS	Detention	Be Well Restorative Coaching	--
				<b>Total: 24</b>						



# Thornton Fractional Center ISS Suspension Report

October 2025

Infraction	Grade Level	Gender	Ethnicity	ISS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Tardy	Senior	M	B	1	Restorative Conversation	Parent Communication	ISS		--	--
GrossMisconduct	Junior	F	B	2	Restorative Conversation	Parent Communication	Mediation	ISS	--	--
GrossMisconduct	Junior	M	B	3	Restorative Conversation	Parent Communication	Re-entry Meeting	ISS	--	--
GrossMisconduct	Junior	M	B	3	Restorative Conversation	Parent Communication	Re-entry Meeting		--	--
GrossMisconduct	Junior	F	H	3	Restorative Conversation	Parent Communication	Re-entry Meeting		--	--
				<b>Total: 12</b>				--	--	--

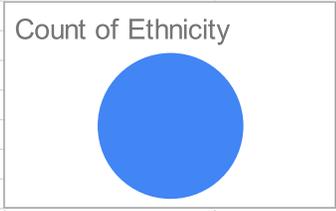
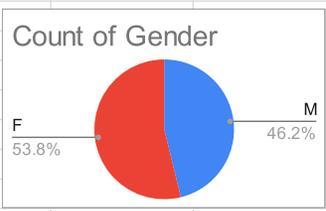
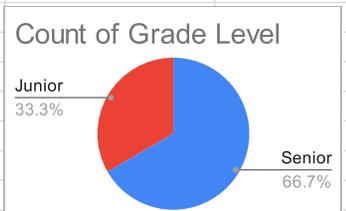
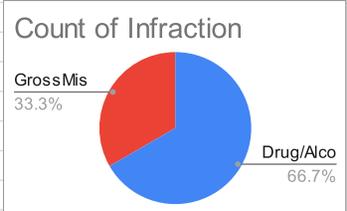


# Thornton Fractional Center OSS Suspension Report

October 2024

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Drug/Alco Poss	Senior	M	B	5	Restorative Conversation	Parent Communication	Be Well Restorative Coaching	Character Ed	--	--
Drug/Alco Poss	Senior	M	B	3	Restorative Conversation	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	--	--
GrossMisconduct	Junior	M	B	3	Restorative Conversation	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	--	--
							--	--	--	
							--	--	--	
							--	--	--	

Total: 11





# Thornton Fractional North OSS Report

October 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6	Intervention 7
GrossMisconduct	Sophomore	M	B	2	Parent Communication	ISS	Restorative Conversation	Re-entry Meeting	Be Well Restorative Coaching		
Fighting	Junior	F	B	2	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching			
Fighting	Freshman	F	B	2	Banned List/LOP	PPS Referral	Re-entry Meeting	Be Well Restorative Coaching			
Drugs/Alco Poss	Junior	F	B	1	ISS	Parent Communication	Parent Communication	Re-entry Meeting			
Theft	Freshman	M	H	2	Parent Communication	Banned List/LOP	Re-entry Meeting				
GrossMisconduct	Senior	M	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	BAM			
GrossMisconduct	Senior	M	B	3	Parent Communication	Re-entry Meeting	Stay Away Plan	BAM	Restorative Conversation		
Mob Action	Senior	M	B	5	Parent Communication	Re-entry Meeting	Stay Away Plan	Be Well Restorative Coaching	Prom revoke	Banned List/LOP	
Mob Action	Sophomore	M	B	5	Alternative Placement Rec	Parent Communication	Trasferred Out - parent removal				
Mob Action	Sophomore	F	B	5	Alternative Placement Rec	Parent Communication	Trasferred Out - parent removal				
Smoking	Sophomore	M	B	2	Alternative Placement Rec	Be Well Restorative Coaching	Re-entry Meeting	Restorative Conversation	PPS Referral	Banned List/LOP	
Drugs/Alco Poss	Senior	M	B	1	Parent Communication	Re-entry Meeting					
GrossMisconduct	Sophomore	M	B	3	Parent Communication	Restorative Conversation	Re-entry Meeting				
Smoking	Sophomore	M	B	3	Alternative Placement Rec	Parent Communication					
Fighting	Freshman	F	B	3	Parent Communication	Mediation	Re-entry Meeting	Be Well Restorative Coaching	Conflict Resolutic		
Fighting	Freshman	F	B	3	Parent Communication	Mediation	Re-entry Meeting	Be Well Restorative Coaching	Conflict Resolutic		
			Total days	43							

# Thornton Fractional North OSS Report October 2024

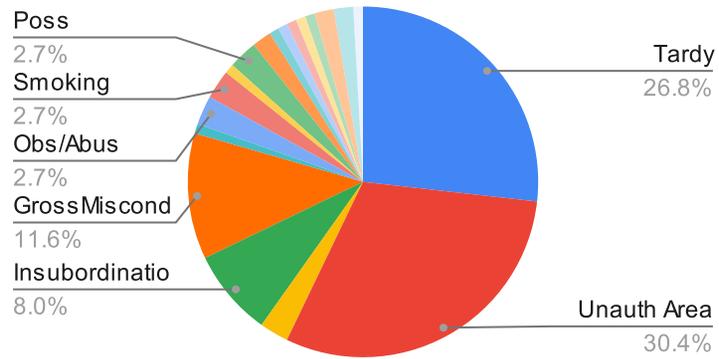
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention (s)
Fighting	Junior	F	Black	2	Parent Contact, Detention, Restorative Conversation
Fighting	Sophomore	F	Black	2	Developmental Guidance, Conversation with Social Worker
Fighting	Junior	M	Black	3	Parent Contact, Dean Conference, OSS/ AOS/ISS/ ReEntry Meeting, Restorative Conversation, Referral to Be Well Group, Referral for BAM
Drugs/Alco Pos	Senior	M	Hispanic	2	Parent Contact, AOS, Re-Entry
Battery	Freshman	F	Black	3	Parent Contact with counselor, Parent Contact with Dean, Parent Contact with Truancy Social Worker
GrossMiscondu	Junior	M	Black	1	Parent contact, Social Work Services, Referral for Be Well Group
GrossMiscondu	Freshman	M	Black	1	Parent contact, Social work services, Referral for Be Well Group, Referral to B.A.M., Conference with parent and student, conference with teacher and student, Parent meeting
Drugs/Alco Pos	Senior	M	Black	1	Parent Contact , Social work services, BAM
Theft	Freshman	M	Black	1	Parent Contact, AOS. Re-entry
Fighting	Freshman	M	Black	3	Parent Contact, AOS, Re-entry to discuss supports pending meeting
Mob Action	Freshman	F	Black	2	Parent Contact, AOS, Re-entry
			Total Days	<b>21</b>	

# Thornton Fractional North ISS Report

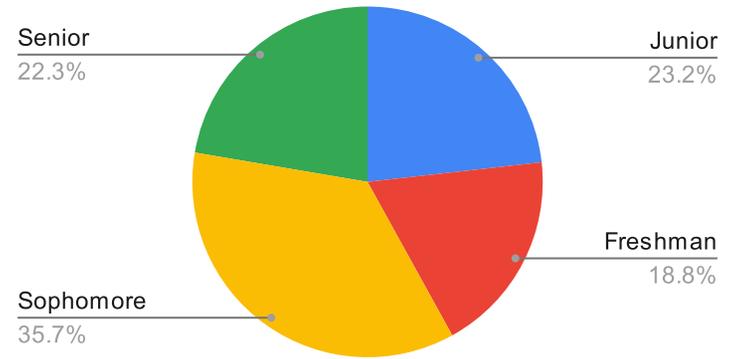
## October 2025

Total Days: 155

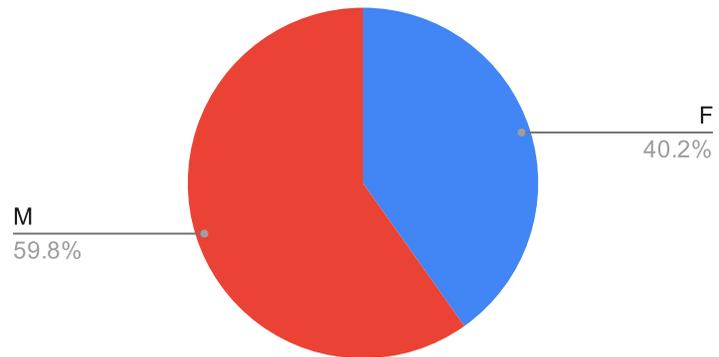
### Count by Infraction



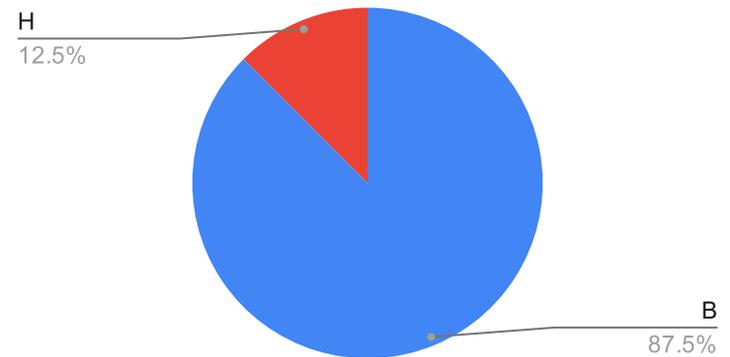
### Count by Grade Level



### Count by Gender



### Count by Ethnicity

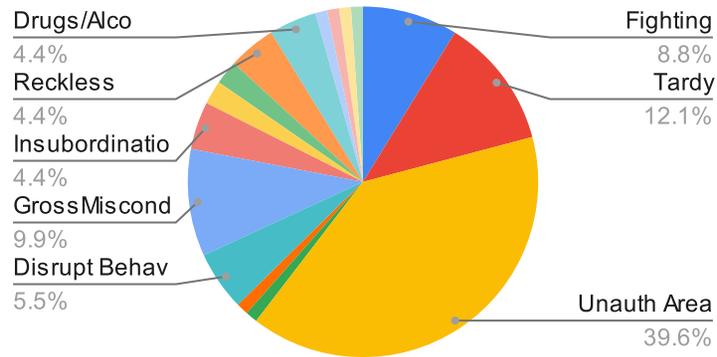


# Thornton Fractional North ISS Report

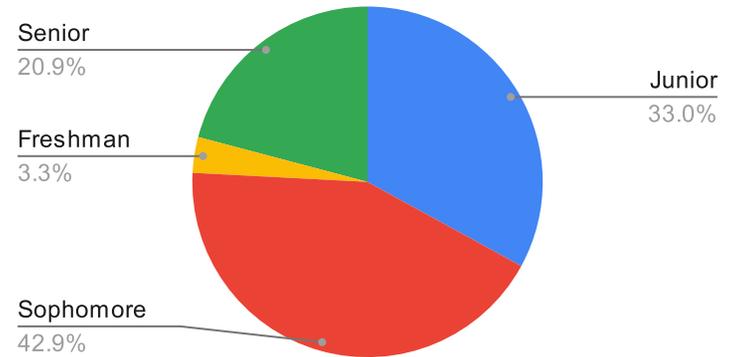
## October 2024

Total Days: 123

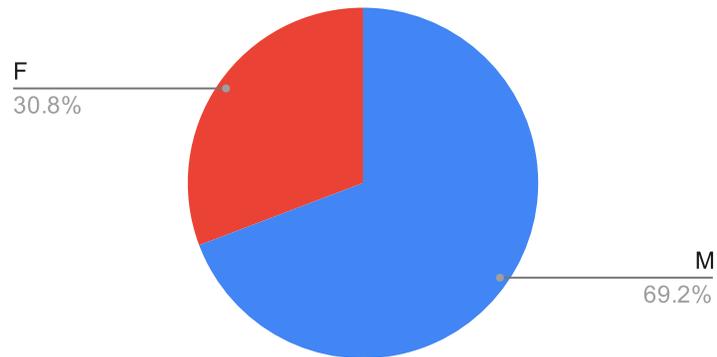
### Count by Infraction



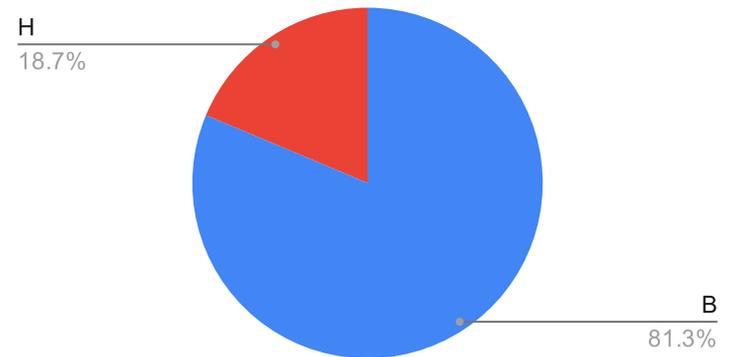
### Count by Grade Level



### Count by Gender



### Count by Ethnicity



**Thornton Fractional South Suspension Report**

**October 2024**

**Total Days: 67**

<b>Infraction</b>	<b>Grade Level</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>OSS Days</b>	<b>Intervention 1</b>	<b>Intervention 2</b>	<b>Intervention 3</b>	<b>Intervention 4</b>
Fighting	Junior	F	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Sophomore	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	F	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Sophomore	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	F	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting

Mob Action	Senior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Mob Action	Junior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Drug/Alco Poss	Sophomore	M	B	2	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
GrossMisconduct	Senior	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	F	H	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Immoral Behav	Senior	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Drug/Alco Poss	Sophomore	M	B	2	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Disrupt Behav	Sophomore	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Theft	Sophomore	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting

Disrupt Behav	Sophomore	M	H	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
WEX (Weapon/LookAlike)	Freshman	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Junior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Poss/Use Weapon	Sophomore	M	B	2	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Disrupt Behav	Sophomore	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Poss/Use Weapon	Sophomore	M	B	2	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Drug/Alco Poss	Sophomore	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Junior	M	B	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
GrossMisconduct	Senior	M	B	1	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting

Fighting	Senior	F	H	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting
Fighting	Senior	F	H	3	Banned List/LOP	Character Ed	Parent Communication	Re-entry Meeting

**Thornton Fractional South Suspension Report****October 2025****Total Days: 48**

<b>Infraction</b>	<b>Grade Level</b>	<b>Gender</b>	<b>Ethnicity</b>	<b>OSS Days</b>	<b>Intervention 1</b>	<b>Intervention 2</b>	<b>Intervention 3</b>	<b>Intervention 4</b>
Drugs/Alco Poss	Junior	M	H	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Poss Smoking Material	Sophomore	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Sophomore	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Freshman	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Fighting	Sophomore	M	B	2	Banned List/LOP	Parent Communication	Re-entry Meeting	Mediation
Drugs/Alco Poss	Junior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Poss Smoking Material	Junior	F	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling

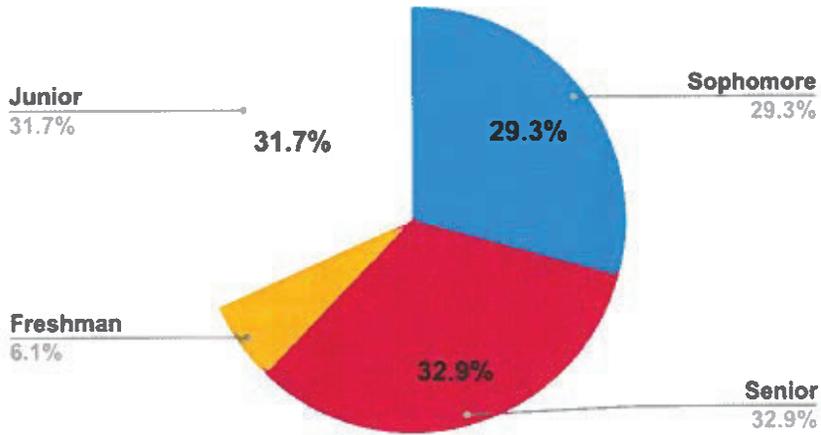
Drugs/Alco Poss	Junior	M	H	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Sophomore	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Unauth Area	Senior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	
GrossMisconduct	Junior	M	B	2	Banned List/LOP	Parent Communication	Re-entry Meeting	
Drugs/Alco Poss	Sophomore	M	B	2	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Disrupt Behav	Sophomore	F	H	1	Banned List/LOP	Parent Communication	Re-entry Meeting	
Drugs/Alco Poss	Junior	M	H	2	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Senior	F	W	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Junior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Senior	M	H	2	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling

Disrupt Behav	Junior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	
Battery	Sophomore	M	B	10	Banned List/LOP	Parent Communication	Re-entry Meeting	
Fighting	Freshman	M	B	2	Banned List/LOP	Parent Communication	Re-entry Meeting	
Fighting	Sophomore	M	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	
Drugs/Alco Poss	Senior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Junior	M	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Smoking	Junior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	
Fighting	Junior	F	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	
Drugs/Alco Poss	Senior	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling
Drugs/Alco Poss	Freshman	M	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling

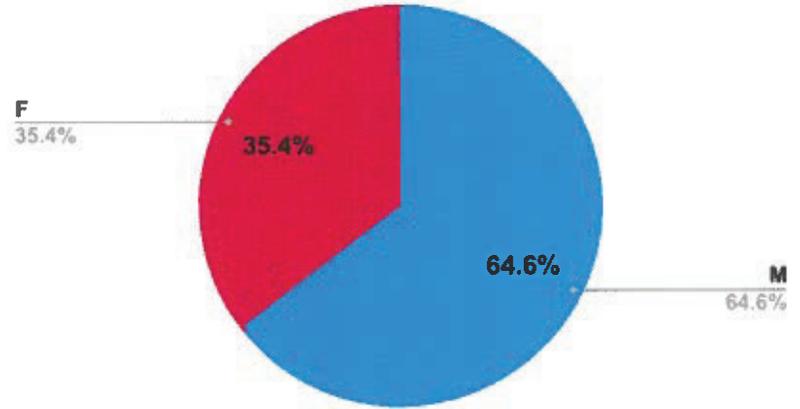
Drugs/Alco Poss	Sophomore	M	H	1	Banned List/LOP	Parent Communication	Restorative Conversation	SSJC Drug Counseling
Disrupt Behav	Senior	F	B	1	Banned List/LOP	Parent Communication	Re-entry Meeting	

**Thornton Fractional South ISS Report**  
**October 2024**  
**Total Days: 92**

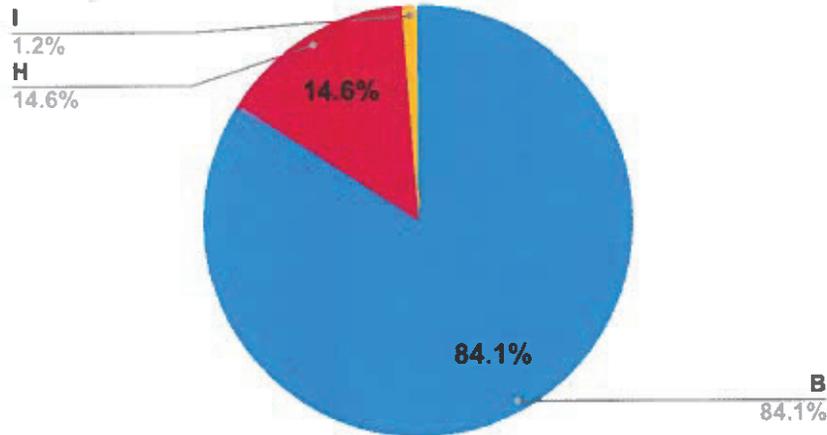
**Grade Level**



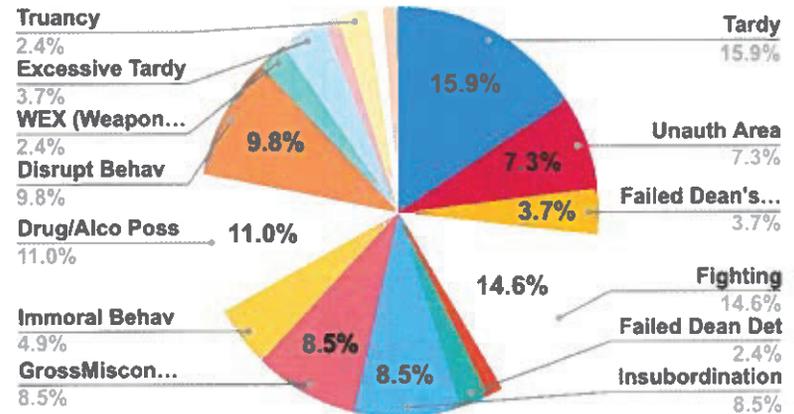
**Gender**



**Ethnicity**

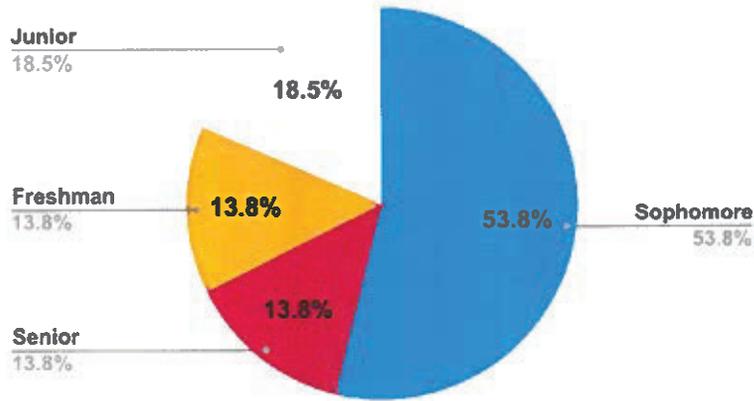


**Infraction**

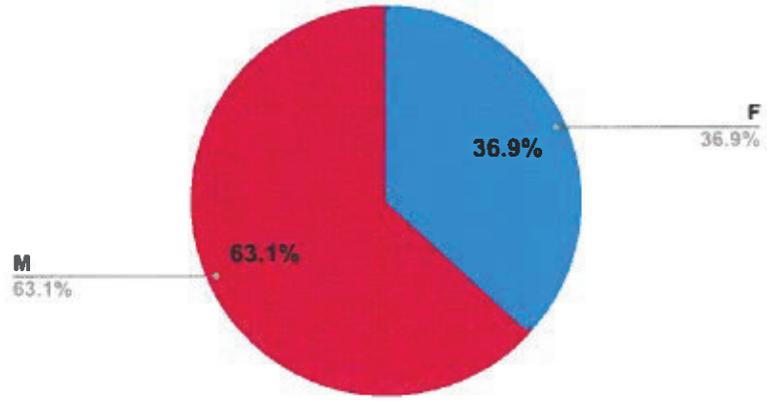


**Thornton Fractional South ISS Report**  
**October 2025**  
**Total Days: 86**

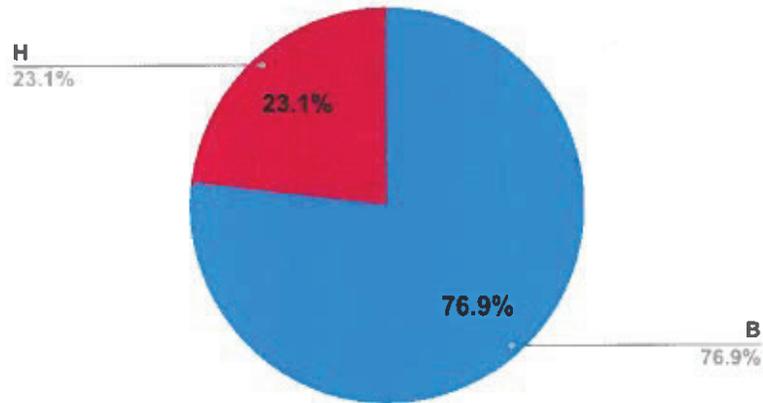
**Grade Level**



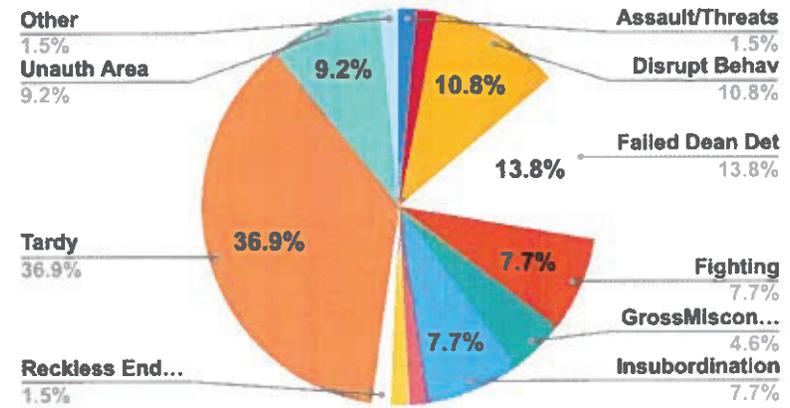
**Gender**



**Ethnicity**



**Infraction**





## MEMORANDUM

**Date:** November 12, 2025

**To:** Ray Williams, Interim Superintendent, & Board of Education

**From:** Interim Assistant Superintendent of Student Services, Dr. John O'Rourke

**Subject:** Updated Tardy Procedures

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**Recommended Action:** None, fyi.

### **Background:**

The current tardy procedures within Thornton Fractional District 215 are not being applied consistently across schools, largely as a result of unclear expectations, ambiguous procedures, and underdeveloped intervention protocols.

### **Overview**

On Wednesday, October 29, the Tardy Advisory Panel convened at Thornton Fractional North to review and evaluate the current tardy procedures as outlined in the Thornton Fractional District 215 Student Handbook.

### **Discussion Summary**

The three-hour meeting brought together a 16-member panel of teachers, deans, and school counselors. The panel engaged in an in-depth discussion with Assistant Principal Passarelli of Thornton Fractional North, Assistant Principal Bergthold of Thornton Fractional South, and myself. The primary objective of this session was to analyze the current tardy management process and develop actionable recommendations to improve procedural efficiency, ensure consistency across schools, and better support student accountability.

### **Next Steps**

A draft of the revised tardy procedures was distributed by Interim Assistant Superintendent Dr. O'Rourke on Friday, October 31, at 11:14 a.m. to all committee members and Superintendent Williams for review and feedback. Based on the input received, Dr. O'Rourke incorporated several refinements to strengthen the proposal and align it with district expectations. The finalized proposal has been submitted to Superintendent Williams and to the Board of Education for review.

### **Rationale and Expected Outcomes**

The revisions to the tardy procedures are intended to create a more efficient and equitable system for managing student tardiness. By clarifying roles, standardizing procedures, and improving communication among staff and students, the updated approach aims to:

- Reduce the number of unexcused tardies through consistent enforcement and clear expectations.
- Streamline administrative processes for deans, teachers, and office staff.
- Promote a more positive and accountable school culture regarding punctuality.
- Ensure alignment with districtwide attendance goals and student success initiatives.

Upon review/input, the updated tardy procedures will be communicated to staff, students, and families and implemented districtwide at the start of 2nd semester.

**Funding source:** Not applicable

### **Attachment:**

Tardy Procedure Steps 1 – 10  
Tiered Interventions

# Tardy Steps Proposal

*Establishing a Partnership of Expectations*



## Motto & Mission

### *Motto*

A Partnership of Expectations

### *Mission Statement*

To provide diverse learning *opportunities* that *inspire* all students to become *lifelong learners* who *contribute* to their community.



## First Hour - After Final Late Bell to 8:45 a.m.

*Tardy after the Final Late Bell to 8:45 a.m.*

A student will be permitted entry to class without a pass.

*Teacher* will enter a log entry in PowerSchool in one of two ways:

Documentation > Tardy > Student received 2nd tardy to 1st period on 01.06.2025

or

Referral > Tardy > Student received 4th tardy to 1st period on 01.016.2025

*\*TDY will follow the steps outlined in the proposed tardy process.*



## First Hour - After 8:45 a.m.

### *After 8:45 a.m. - Tardy Detained to First (TDF)*

A student will be detained in the Cafeteria.

The student tardy will be coded as **TDF** by Attendance Clerk.

*Attendance Clerk/Deans Assistant* will enter a log entry in PowerSchool in one of two ways:

Documentation > Tardy > Student received first TDF on 01.06.2025

or

Referral > Tardy > Student received 4th TDF to 1st period on 01.06.2025. Student has received an ISS on 01.07.2025.

*\*TDF will work on a cumulative basis, a student who reaches (4) TDF will receive ISS and necessitate a parent meeting.*



## Tardy is defined as

Thornton Fractional District 215 firmly believes that punctuality is the student's responsibility.

*A student will be deemed tardy if the student is not in the classroom by the final ringing of the tardy bell.*

Building administration may prohibit student admission to class when a student is tardy. An instance may be deemed appropriate either on a selected or continuing basis to ensure that tardiness does not disrupt the educational process.

If a student is detained by a teacher, the student must obtain a pass in order to be admitted into their next class.

All tardies will be reported to the Deans' Office on the day of the tardy. Students will be held accountable. Students accumulating multiple tardies, per class, per semester will be held to the standard of the tardy step process outlined in the District 215 Handbook. Teacher, Student Support Services, and building administration will employ restorative conversations, PPS interventions, parental contact and support, restorative coaching, and disciplinary interventions to address tardiness.

A student amassing excessive tardies to a class period will be considered for a withdrawal from the class and a failing grade assigned to the student transcript. A student will be dropped from a particular class period after an extensive review of the student portfolio by building administration.



# Tardy is defined as

## Period 2 - 7

Punctuality is the student's responsibility. A student will be deemed tardy if the student is not in the classroom by the final ringing of the tardy bell.

Building administration may prohibit student admission to class when a student is tardy. An instance may be deemed appropriate either on a selected or continuing basis to ensure that tardiness does not disrupt the educational process.

If a student is detained by a teacher, the student must obtain a pass in order to be admitted into their next class.

All tardies will be reported to the Deans' Office on the day of the tardy. Students will be held accountable. Students accumulating multiple tardies, per class, per semester will be held to the standard of the tardy step process outlined in the District 215 handbook (restorative conversations, PPS interventions, parental contact and support, and disciplinary inventions)

# Tardy Step 1



## *Participants & actions:*

Student

Teacher enters log entry in PowerSchool >  
Documentation > Tardy >  
“Student was 1st tardy to period \_”

Parent/Guardian

## *Interventions:*

PowerSchool phone dialer for tardy; log entry for tardy.

## *Restorative Practice:*

Teacher and student conversation #1

# Tardy Step 2



## *Participants & actions:*

Student

Teacher enters log entry in PowerSchool >  
Documentation > Tardy >  
"Student received 2nd tardy to period \_"

Parent/Guardian

## *Interventions:*

Teacher and student conversation #2

PowerSchool phone dialer for tardy

## *Restorative Practice:*

Teacher and student conversation #2

# Tardy Step 3



## *Participants & actions:*

Student

Teacher enters log entry in PowerSchool >  
Documentation > Tardy >  
“Student received 3rd tardy to period \_”

Parent/Guardian

## *Interventions:*

Teacher issues intervention

Parental contact (phone) #1

PowerSchool phone dialer for tardy

## *Restorative Practice:*

Teacher and student conversation #3

# Tardy Step 4



## *Participants & actions:*

Student

Teacher records Referral > Tardy #4 as log entry  
"Student received 4th tardy to period \_"

Parent/Guardian

Dean of Students

School counselor

Case manager\*

\*if applicable to the student

## *Interventions:*

Teacher parental contact (phone) #2

PowerSchool phone dialer for tardy

Dean of Students issues lunch detention and Character Ed assignment; parental contact

## *Restorative Practice:*

Character Ed - Accountability, time management

Dean of Students notifies school counselor and case manager

PPS / case manager contact #1

# Tardy Step 5



## *Participants & actions:*

Student

Teacher records Referral>Tardy #5 as log entry “Student received 5th tardy to period \_”

Parent/Guardian

Dean of Students

School Counselor

Case manager\*

\*if applicable to the student

## *Interventions:*

Parental contact (phone) #3

PowerSchool phone dialer for tardy

Dean of Students issues 2 hr detention; Character Ed assignment, parental contact

## *Restorative Practice:*

Character Ed - Accountability, time management

Dean of Students notifies school counselor and case manager

PPS / case manager contact #2

# Tardy Step 6



## *Participants & actions:*

Student

Teacher records Referral > Tardy #6 as log entry “Student received 6th tardy to period \_”

Parent/Guardian

Dean of Students

School Counselor

Social Worker\*

Administration

Student Services Coordinator\*

Case manager\*

\*if applicable to the student

## *Interventions:*

Parental contact (phone) #4

PowerSchool phone dialer for tardy

Deans of Students issues 1 day of ISS, Character Ed assignment, and schedules Academic Review meeting

## *Restorative Practice:*

Character Ed - Accountability, time management

Dean of Students notifies school counselor, social worker, and case manager

## *Student Academic & Behavioral Review*

Meeting (Student, Parent, Deans Office, PPS Office, Case Manager, and Building Administration)

# Tardy Step 7



## *Participants & actions:*

Student

Teacher records Referral > Tardy #7 as a log entry “Student received 7th” tardy to period \_”

Parent/Guardian

Dean of Students

School Counselor

Social Worker\*

Be Well

Case manager\*

Activities/Athletics

\*if applicable to the student

## *Interventions:*

Parental contact (phone) #5

PowerSchool phone dialer for tardy

Dean of Students issues 15 days loss of privilege (LOP) or \_\_\_\_ hrs community service (CS), Character Ed assignment, parental contact

*\* Level III or IV intervention*

Ban is listed in 5 Star

## *Restorative Practice:*

Character Ed - Accountability, time management

Dean of Students notifies school counselor, social worker, case manager, and SSC

PPS contact #2

Restorative Coaching Session #1

# Tardy Step 8



## *Participants & actions:*

Student

Teacher records Referral > Tardy #8 log entry "Student received 8th tardy to period \_"

Parent/Guardian

Dean of Students

School Counselor

Social Worker

Case manager (if necessary)

Be Well

\*if applicable to the student

## *Intervention:*

Parental contact (phone) #6

PowerSchool phone dialer for tardy

Deans of Students issues 2 days of ISS, Character Ed assignment, parental contact

*\*Level III or IV Intervention*

## *Restorative Practice:*

Character Ed - Accountability, time management

Dean of Students notifies school counselor, social worker, case manager, and SSC

PPS Contact #3

Restorative Coaching Session #2

# Tardy Step 9



## *Participants & Actions*

Student

Teacher records Referral > Tardy #9 log entry "Student received 9th tardy to period \_"

Parent/Guardian

Dean of Students issues LOP/CS; contacts parent

School Counselor

Social Worker\*

Case manager \*

Student Services Coordinator\*

Be Well

\*if applicable to the student

## *Intervention:*

Parental contact (phone) #7

PowerSchool phone dialer for tardy

Deans of Students issues, 30 days of LOP or \_\_\_\_ hrs of CS, parental contact

\*Level IV Intervention

Ban is entered into 5 Star

## *Restorative Practice:*

Dean of Students notifies school counselor, social worker, case manager, and SSC

Restorative Coaching Session #3

# Tardy Step 10



## *Participants & actions:*

Teacher records Referral > Tardy #10 log entry "Student received 10th" tardy for period \_"

Parent/Guardian

Dean of Students

School counselor

Social Worker\*

Building APs (BC and PPS)

Case manager\*

Student Services Coordinator\*

\*if applicable to the student

## *Intervention:*

Parental contact (phone) #8

PowerSchool phone dialer for tardy

*Building team and administration consider W/F from course*

ISS placement for period (duration of semester);

LOP is extended to the close of the semester

Building Administration and school counselor notify parent/guardian of student conference

*\*Level IV - V Intervention*

Ban is entered into 5 Star

## *Restorative Practice:*

Meeting with school counselor to discuss enrollment in CR or SS, adjust 4-year plan

# Thornton Fractional High School District 215

## *Tiered Interventions*

### **Tier I - Universal**

#### **Teachers**

Parent Contact  
Student Support Services Communication  
Student Support Services Referral  
Student Parent Conference Request  
Student Conversation  
Teacher Detention

#### **Student Support Services**

Conflict Resolution  
Group Counseling  
Individual Counseling  
Mediation  
Mentorship  
MTSS Referral  
Reprimand / Warning  
Restorative Conversation

### **Tier II - Supplementary**

#### **Teachers**

Parent Contact  
Student Conference  
Student Conversation  
Student Support Services Communication  
Student Support Services Referral  
Student Parent Conference Request

#### **Student Support Services**

Attendance Intervention Plan  
Behavior Contract  
Conflict Resolution  
Detention  
Group Counseling  
Individual Counseling  
In School Suspension (ISS)  
Mediation  
Mentorship  
MTSS Referral  
Restorative Conversation  
Stay Away Plan

### **Tier III - Supplementary**

#### **Teachers**

Parent Contact  
Student Conversation  
Student Support Services Referral (Disciplinary / Social and Emotional)  
Student Parent Conference Request

#### **Student Support Services and Administration**

Academic & Behavioral Review meeting  
Alternative to Suspension  
Attendance Intervention Plan  
Character Education modules  
Community Service  
Detention  
Group Counseling  
Individual Counseling  
In School Suspension (ISS)  
Loss of Privilege (Activity Ban)  
Mentorship  
MTSS Individual Plan  
Out of School Suspension  
Re-entry Meeting  
Restorative Coaching  
Restorative Practices

**Tier IV - Intensive**

**Teachers**

Parent Contact  
Student Support Services Referral (Disciplinary /  
Social and Emotional  
Student Parent Conference Request

**Student Support Services and Administration**

Academic & Behavioral Review meeting  
Alternative to Suspension (AOS)  
Attendance Intervention Plan  
Character Education modules  
Community Service  
Functional Behavioral Assessment/  
Behavior Intervention Plan  
Manifestation Determination Meeting (IEP only)  
Group Counseling  
Individual Counseling  
In School Suspension (ISS)  
Loss of Privilege (Activity Ban)  
Mentorship  
MTSS Individual Plan  
Out of School Suspension  
Re-entry Meeting  
Restorative Coaching  
Restorative Practices

**Tier V - Intensive**

**Student Support Services and Administration**

Alternative Placement Recommendation / Hearing / Placement  
Expulsion Recommendation / Hearing / Placement  
Withdraw / Failure Recommendation  
Administrative Withdrawal



## MEMORANDUM

**Date:** November 12, 2025

**To:** Ray Williams, Interim Superintendent, & Board of Education

**From:** Dr. John O'Rourke, Interim Assistant Superintendent of Student Services

**Subject:** Handbook Review Committee

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### **Recommended Action:**

The Student Handbook Review Committee will convene on Monday, December 9 at 9:30 a.m. to review proposed edits and updates to the Thornton Fractional High School District 215 Student Handbook.

As part of our annual review process, I have been meeting with each department to discuss revisions and ensure the handbook reflects current policy and legislative requirements. To date, meetings have been held with the Activities Directors and Athletic Directors to align current handbook measures with the provisions of Senate Bill 100 (SB100) and current IHSA Bylaws.

In the coming weeks, I have scheduled meetings with all assistant superintendents, directors, assistant principals and departments to gather additional input and recommendations. The collective feedback from these meetings will inform the proposed edits that the committee will review during our December 9th committee meeting.

The primary objectives of this year's handbook revision are to:

- Ensure full compliance with updated state legislation, including SB100.
- Improve clarity and consistency across all sections.
- Reformat the handbook to enhance accessibility and usability for District 215 families.

Following the December 9 meeting, finalized recommendations will be presented to the school board for approval during 2<sup>nd</sup> semester.

### **Background:**

The collective feedback from these meetings will inform the proposed edits that the committee will review during our December 9th committee meeting.

### **Funding source:**

Not applicable

### **Attachment:**



## MEMORANDUM

**Date:** November 12, 2025

**To:** Mr. Raymond Williams, Interim Superintendent/Board of Education

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

**Subject:** IASB Updated PRESS 120 Policies

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### **Recommended Action**

It is recommended the Board of Education review presented policies and conduct the first reading of PRESS 120 updated policies at its November 25, 2025 meeting. Cabinet members, by department are reviewing and providing recommendations if there are any.

### **Background**

The district subscribes to the IASB PRESS Plus service. This system provides suggested policy updates based on any updated 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 120:

### **Renamed/Re-written Policies for Approval:**

- 7:150 Agency and Law Enforcement Requests

### **Draft Updates Policies for Approval:**

- 2:120 Board Member Development
- 2:150 Committees
- 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin
- 4:10 Fiscal and Business Management
- 4:30 Revenue and Investments
- 4:80 Accounting and Audits
- 4:140 Waiver of Student Fees
- 4:190 Targeted School Violence Prevention Program
- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:90 Abused and Neglected Child Reporting
- 5:100 Staff Development Program
- 5:190 Teacher Qualifications
- 5:200 Terms and Conditions of Employment and Dismissal
- 5:220 Substitute Teachers
- 5:280 Duties and Qualifications
- 5:300 Schedules and Employment Year
- 6:20 School Year Calendar and Day
- 6:40 Curriculum Development
- 6:60 Curriculum Content
- 6:160 English Learners
- 6:220 Bring Your Own Technology Program
- 6:260 Complaints about Curriculum, Instructional Materials, and Programs
- 6:300 Graduation Requirements
- 6:310 High School Credit for Non-District Experiences
- 7:10 Equal Educational Opportunities
- 7:70 Attendance and Truancy
- 7:180 Prevention of and Response to Bullying, Intimidation and Harassment
- 7:190 Student Behavior



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

- 7:290 Suicide and Depression Awareness and Prevention
- 7:315 Restrictions on Publications; High Schools
- 7:340 Student Records
- 8:30 Visitors and Conduct on School Property

**Review and Monitoring: (5-year cycle of review—little/no changes)**

- 6:280 Grading and Promotion

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 November 25, 2025 agenda and adoption in December pending administration review. Please let us know if there are any questions.

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

**Attachment:** PRESS 120 Policies

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

#### **2:120 Board Member Development**

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

#### **Mandatory Board Member Training**

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on OMA is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date. [PRESSPlus1](#)

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including mandatory training.

#### **Professional Development; Adverse Consequences of School Exclusion; Student Behavior**

The Board President or Superintendent, or their designees, shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of [105 ILCS 5/10-22.6](#) and [105 ILCS 5/10-20.14](#), adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

#### **Board Self-Evaluation**

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

## New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

## Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.:

[5 ILCS 120/1.05](#) and [120/2](#), Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings)

Adopted: February 25, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

#### **2:150 Committees**

The Board of Education may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board - it may only make recommendations to the Board.

#### Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion.

#### Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

1. Board Policy Committee. This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal **and civil** [PRESSPlus1](#) offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.
4. Curriculum Committee.
5. I.T. Committee.
6. Finance Committee.
7. Buildings and Grounds Committee.
8. Safety Committee.
9. Equity Committee.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[105 ILCS 5/10-20.14](#) and [5/14-8.05](#).

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:240 (Board Policy Development), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted: February 28, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.14, amended by P.A. 104-430. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

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

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

##### Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

##### Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents [see PRESSPlus1](#) of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

Reports and complaints of discrimination or 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.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

## Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

## Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

## Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

## Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

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, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

## Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

LEGAL REF.:

[42 U.S.C. §2000d](#), 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](#).

105 ILCS 5/22-95 (~~final citation pending~~).

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

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), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: May 28, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **OPERATIONAL SERVICES**

#### **4:10 Fiscal and Business Management**

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the Board of Education and publishing it by ~~before~~ [PRESSPlus1](#) December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

#### **Budget Planning**

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

#### **Preliminary Adoption Procedures**

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds, and the public shall be invited to comment, question, or advise the Board.

#### **Final Adoption Procedures**

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy.
4. Present a written report that includes the annual average expenditures of the District's operational funds for the previous three fiscal years at or before the board meeting at which the Board adopts its levy. In the event the District's combined cash reserve balance of its operational funds is more than 2.5 times the annual average expenditures of those funds for the previous three fiscal years, the Board will adopt and file with ISBE a reserve reduction plan by December 31.
5. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
6. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

### Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

### Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.:

[105 ILCS 5/10-17](#), [5/10-22.33](#), [5/17-1](#), [5/17-1.2](#), [5/17-1.3](#), [5/17-1.10](#), [5/17-2A](#), [5/17-3.2](#), [5/17-11](#), [5/20-5](#), [5/20-8](#), and [5/20-10](#).

[35 ILCS 200/18-55](#) *et seq.*, Truth in Taxation Law.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

Adopted: December 19, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-17, amended by P.A. 104-261, eff. 1-1-26. No later than December 1 each year, a school board must make its statement of affairs available to the public by posting it on the district's website and publishing it in a newspaper of general circulation. 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 120, October 2025**

## *Document Status: Draft Update*

### **OPERATIONAL SERVICES**

#### **4:30 Revenue and Investments**

##### Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

##### Investments

The Township Treasurer shall serve as the Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

##### Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

##### Authorized Investments

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

The term "agencies of the United States of America" includes: (a) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and Acts amendatory

thereto, (b) the federal home loan banks and the federal home loan mortgage corporation, and (c) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short-term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than 270 days from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in short-term obligations of corporations under this paragraph.
5. Obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and which mature more than 270 days but less than 10 years from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in obligations of corporations under this paragraph.
6. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
7. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or tax-exempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the four highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
8. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
9. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principal office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.
10. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.
11. The Illinois School District Liquid Asset Fund Plus.
12. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of

said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
- b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
- c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
- d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
- e. The security interest must be perfected.
- f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
- g. Agreements shall be for periods of 330 days or less.
- h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
- i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.
- j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
- k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

13. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 13 supersedes paragraphs 1-12 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#).

#### Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, demand deposit account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the Chief Investment Officer initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The Chief Investment Officer shall consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The Chief Investment Officer may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the CRA;
2. For financial institutions subject to the Ill. Community Reinvestment Act (ICRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the ICRA.[PRESSPlus1](#)
3. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
4. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
5. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
6. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. The District may not deposit public funds in a financial institution subject to the ICRA unless either: (1) the institution has a current rating of satisfactory under the ICRA at the time of deposit; or (2) the Ill. Dept. of Financial and Professional Regulation has not yet completed its initial examination of the institution under the ICRA. The District may not withdraw public funds from a financial institution prior to the date of maturity solely on the basis of a less than satisfactory rating under the ICRA. When investing or depositing public

funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA and the ICRA.

### Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

### Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3, Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

### Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Chief Business Official's recommendation, which fund is in most need of interest income and the Chief Business Official shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

### Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

### LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), III. Sustainable Investing Act.

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: February 25, 2025

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Public Funds Investment Act, 30 ILCS 235/8, amended by P.A. 104-92, eff. 1-1-26. **Issue 120, October 2025**

## Document Status: Draft Update

### OPERATIONAL SERVICES

#### 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. The Superintendent shall also ensure the District's auditing firm files the District's audit with ISBE annually on or before October 15. [PRESSPlus1](#)

##### Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report (AFR) on a timely basis using the form adopted by ~~the~~ ISBE. The Superintendent shall review and discuss the ~~Annual Financial Report~~ AFR with the Board before it is submitted; and submit one copy of the AFR to the appropriate Intermediate Service Center Executive Director annually on or before October 15. The Superintendent shall also ensure the District's auditing firm files the District's AFR with ISBE annually on or before October 15. [PRESSPlus2](#)

##### 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 \$10,000 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 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)

Adopted: July 22, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

PRESSPlus 2. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **OPERATIONAL SERVICES**

#### **4:140 Waiver of Student Fees**

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials as per Illinois law.

Fees for textbooks, other instructional materials, and driver education, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the Superintendent will recommend to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver.

#### Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

#### Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act ([42 U.S.C. §11434a](#)).

The Superintendent or designee will give additional consideration when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

#### Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a

waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

#### Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

[42 U.S.C. §11434a](#), McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.13, 5/10-22.25, ~~and 5/27-24.2815~~, ~~and 5/28-19.2~~. [PRESSPlus1](#)

[23 Ill.Admin.Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

Adopted: February 28, 2023

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#### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

## *Document Status: Draft Update*

### OPERATIONAL SERVICES

#### **4:190 Targeted School Violence Prevention Program**

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

#### LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/22-1107-23.7. [PRESSPlus1](#)

[105 ILCS 128/](#), School Safety Drill Act.

[745 ILCS 10/](#), Local Governmental and Governmental Employees Tort Immunity Act.

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

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child

Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests~~Police Interviews~~), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: May 28, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

# Document Status: Draft Update

## General Personnel

### 5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or use of District-issued equipment to record such types of violence; PRESSPlus1 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 Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

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**

Lauren Gladu

#### **Title IX Coordinator**

Lauren Gladu

1605 Wentworth Avenue Calumet City, IL 60409 1605 Wentworth Avenue Calumet City, IL 60409

[lgladu@tfd215.org](mailto:lgladu@tfd215.org)

[lgladu@tfd215.org](mailto:lgladu@tfd215.org)

708 585-2393

708 585-2393

**Complaint Manager**

**Complaint Manager**

Lisa Bouler

Mychael Webb

18500 Burnham Ave. Lansing, IL 60438 755 Pulaski Road Calumet City, IL 60409

[lbouler@tfd215.org](mailto:lbouler@tfd215.org)

[mwebb@tfd215.org](mailto:mwebb@tfd215.org)

708 585-2000

708 585-1002

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 [and 180/33](#), Victims' Economic Security and Safety Act.

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

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

Adopted: July 22, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180/33, added by P.A. 104-171, eff. 1-1-26. **Issue 120, October 2025**

## *Document Status: Draft Update*

### General Personnel

#### **5:90 Abused and Neglected Child Reporting**

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873) (within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY). The report shall include, if known:

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

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

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

Any District employee who discovers child sexual abuse material ~~pornography~~ PRESSPlus1 on *electronic and information technology equipment, as defined in 325 ILCS 5/4.5(a)*, shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at [report.cybertip.org/](http://report.cybertip.org/) or [www.missingkids.org](http://www.missingkids.org). The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

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

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

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

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

#### Alleged Incidents of Sexual Abuse: Investigations

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

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

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

#### Special Superintendent Responsibilities

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

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

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

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

## Special Board of Education Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

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

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

LEGAL REF.:

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

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

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

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

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

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

Adopted: February 25, 2025

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26. **Issue 120, October 2025**

## *Document Status: Draft Update*

### General Personnel

#### **5:100 Staff Development Program**

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

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

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

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

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

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

#### In-Service Training Requirements

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

1. Health conditions of students, including but not limited to training on:
  - a. 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 ~~110/3.105/27-240~~[PRESSPlus1](#) (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-~~11523.4~~[PRESSPlus2](#) (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 all school personnel and school resource officers 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), 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](#) (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*).

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](#), [5/22-115](#), [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)

Adopted: July 22, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-240, added by P.A. 104-391, replacing the citation to 105 ILCS 110/3.10, repealed by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-115, renumbered by P.A. 104-391. **Issue 120, October 2025**

# Document Status: Draft Update

## Professional Personnel

### 5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
  - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
  - b. Provide the District Office with a complete official transcript of credits earned in institutions of higher education.
  - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with an official transcript of any credits earned since the date the last transcript was filed.
  - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#).

[105 ILCS 5/10-20.15](#), [5/21B-15](#), [5/21B-20](#), [5/21B-25](#), [5/21B-120](#), [PRESSPlus1](#) and [5/24-23](#).

[23 Ill.Admin.Code §1.610 et seq.](#), [§1.705 et seq.](#), and [Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

Adopted: December 19, 2023

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**PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response P.A. 104-111, eff. 1-1-26, establishing a short-term approval credential for teachers in accordance with rules developed by ISBE. **Issue 120, October 2025**

# Document Status: Draft Update

## Professional Personnel

### 5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

#### School Year and Day, Duty-Free Lunch, Salary, Assignments and Transfers

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

The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breast milk [PRESSPlus1](#) according to provisions in State and federal law.

#### School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in [105 ILCS 5/14-1.09a](#).

#### Dismissal

The District will follow State law when dismissing a teacher.

#### Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law.

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

#### LEGAL REF.:

[29 U.S.C. §218\(d\)](#), [Pub. L. 117-328](#), Pump for Nursing Mothers Act.

[42 U.S.C. §2000gg](#) *et seq.*, [Pub. L. 117-328](#), Pregnant Workers Fairness Act.

[105 ILCS 5/10-19](#), [5/10-19.05](#), [5/10-20.65](#), [5/14-1.09a](#), [5/22-96](#), [5/22.4](#), [5/24-16.5](#), [5/24-2](#), [5/24-8](#), [5/24-9](#), [5/24-11](#), [5/24-12](#), [5/24-21](#), [5/24A-1 through 24A-20](#).

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

[23 Ill. Admin. Code Parts 50](#) (Evaluation of Educator Licensed Employees) and [51](#) (Dismissal of

Tenured Teachers).

[\*Cleveland Bd. of Educ. v. Loudermill\*](#), 470 U.S. 532(1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest),  
5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted: September 24, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Nursing Mothers in Workplace Act, 820 ILCS 260/10,  
amended by P.A. 104-76, eff. 1-1-26. **Issue 120, October 2025**

# *Document Status: Draft Update*

## Professional Personnel

### **5:220 Substitute Teachers**

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, but not more than 100 paid days in the same classroom. Beginning July 1, 2026, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the appropriate Intermediate Service Center Executive Director has certified that a personnel shortage exists.

The Board of Education establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

### Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

### Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Intermediate Service Center (ISC) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30-calendar-day period, the District makes a written request to the ISC for a 30-calendar-day extension and the extension is granted by the ISC.

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[105 ILCS 128/22, School Safety Drill Act.](#) [PRESSPlus1](#)

[40 ILCS 5/16-118](#), III. Pension Code.

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Adopted: December 19, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-198, eff. 1-1-26, requiring districts to provide all substitute personnel with: (1) training on school evacuation drills and law enforcement lockdown drills, and (2) support that includes, at a minimum, the information packet given to employees with district-approved materials outlining evacuation and lockdown procedures. Maps indicating all school exits must also be prominently displayed in every classroom. **Issue 120, October 2025**

# *Document Status: Draft Update*

## Educational Support Personnel

### **5:280 Duties and Qualifications**

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time to time at the Board's sole discretion.

#### Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Ill. State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

#### Nonlicensed Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensed person from serving as a guest lecturer or resource person under a ~~certificated~~ licensed [PRESSPlus1](#) teacher's direction and with the administration's approval.

#### Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid and CPR training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

LEGAL REF.:

[34 C.F.R. §200.58.](#)

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

[625 ILCS 5/6-104](#) and [5/6-106.1](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.280](#), [1.630](#), and [25.510](#).

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 6:250 (Community Resource Persons and Volunteers)

Adopted: February 28, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### Educational Support Personnel

#### **5:300 Schedules and Employment Year**

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board of Education policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

#### Breaks

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

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

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday.

#### Nursing Mothers

The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breast milk [PRESSPlus1](#) according to State and federal law.

LEGAL REF.:

[29 U.S.C. §§207](#) and [218d](#), Fair Labor Standards Act.

[105 ILCS 5/10-20.14a](#), [5/10-22.34](#), and [5/10-23.5](#).

[740 ILCS 137/](#), Right to Breastfeed Act.

[820 ILCS 105/](#), Minimum Wage Law.

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

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act)

Adopted: May 28, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Nursing Mothers in Workplace Act, 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:20 School Year Calendar and Day

#### School Calendar

The Board of Education, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

#### Commemorative Holidays

The teachers and students ~~shall may~~ [PRESSPlus1](#) devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

#### School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

#### LEGAL REF.:

105 ILCS 5/10-19, 5/10-19.05, [5/10-20.46](#), 5/10-20.56, ~~5/10-20.46~~, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-~~5103~~, ~~5/27-18~~, ~~5/27-19~~, ~~5/27-20~~, and 5/27-~~1025~~[20.1](#), and ~~5/27-20.2~~.

[10 ILCS 5/11-4.1](#), Election Code.

[5 ILCS 490/](#), State Commemorative Dates Act.

[23 Ill.Admin.Code §1.420\(f\)](#).

*Metzl v. Leininger*, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

Adopted: February 28, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/24-2(c), amended by P.A. 104-391, making

commemorative holidays optional to observe and moving the last Friday in April (Arbor and Bird Day), October 9 (Leif Erikson Day), and the day immediately after Thanksgiving (Native American Heritage Day) to commemorative holidays. In addition, 105 ILCS 5/27-20 and 105 ILCS 5/27-20.2, both repealed by P.A. 104-391, removed American Indian Day and Just Say No Day, respectively, from the list of commemorative holidays. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:40 Curriculum Development

#### Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

#### Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

#### Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. At least every two years, [PRESSPlus1](#) ~~the~~ Superintendent must ~~periodically~~ evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, (2) it is substantially related to the achievement of the important objective for the class or activity, and (3) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

#### Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and

promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

### Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

#### LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.

[105 ILCS 5/10-20.8](#) and [5/10-19](#).

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational 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), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 6:185 (Remote Educational Program), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

ADOPTED: February 23, 2021

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### **PRESSPlus Comments**

PRESSPlus 1. Districts are required to evaluate single-sex classes and extracurricular activities at least every two years. 34 C.F.R. §106.34(b)(4)(ii). See also an FAQ from the U.S. Dept. of Education's Office of Civil Rights at: [www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf](http://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf). Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single-sex classes. This subhead may be removed if a district will not offer single-gender classes or activities. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) career and technical ~~vocational~~ [PRESSPlus1](#) education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, including worker safety in those zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

2. In each grades 9-12, drug and alcohol prevention education, including: [PRESSPlus2](#) (a) age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (b) the dangers of fentanyl, and (c) as well as in interscholastic athletic programs, anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs.
3. In each grade, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the [First Amendment to the Constitution of the United States](#).
4. In each grade, through the 2026-2027 school year, [PRESSPlus3](#) age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer

literacy skills that are embedded in the curriculum.

6. In all grades, character education [PRESSPlus4](#) must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction on in all grades will include examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
7. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, and (d) the Pledge of Allegiance, and (e) the voting process. [PRESSPlus5](#)
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see Board policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
9. In all schools, health education must be stressed, including: [PRESSPlus6](#) (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction, (d) age- and developmentally appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, [PRESSPlus7](#) (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education [PRESSPlus8](#) and (f) in grades 9-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law.
10. In all schools, abduction education that addresses the danger of and avoidance of abduction. [PRESSPlus9](#)
11. In grades 9-12, the dangers of allergies must be taught. [PRESSPlus10](#)
12. In grades 9-12, training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator. [PRESSPlus11](#)
13. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 9-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area.
14. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding

simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.

15. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.
16. In in grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
17. In grades 9 through 12, through the 2026-2027 school year, [PRESSPlus12](#) a unit of instruction on media literacy that includes, but is not limited to, ~~all of~~ the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. Beginning in the fall of 2027, in grades 9 through 12, a unit of instruction on media literacy and Internet safety that includes, but is not limited to, all of the following topics: (a) accessing and evaluating information; (b) creating media; (c) reflecting on media consumption and social responsibility; (d) legal and social penalties for illicit actions online; and (e) reporting illicit content online. [PRESSPlus13](#)
18. In in grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. *Computer science* means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
19. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change.
20. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-

determination, both historically and in the present day, with a focus on urban Native Americans, and (j) ~~beginning in the fall of 2024,~~ the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with [105 ILCS 5/27-20.05](#).

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

21. ~~In all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.~~ [PRESSPlus14](#)
22. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, [Q1](#) and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
23. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
24. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
25. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by [105 ILCS 5/2-3.80](#).
26. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
27. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.

#### LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

[105 ILCS 5/2-3.80](#)(e) and (f), [5/10-20.79](#), [5/10-20.84](#), [5/10-23.13](#), ~~5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8,~~

~~5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2~~ 5/22-110, 5/27-105, 5/27-110, 5/27-115, 5/27-210, 5/27-215, 5/27-245, 5/27-250, 5/27-255, 5/27-260, 5/27-305, 5/27-310, 5/27-315, 5/27-405, 5/27-410 (scheduled for repeal on 7-1-27), 5/27-415 (scheduled for repeal on 7-1-27), 5/27-505, 5/27-510, 5/27-515, 5/27-520, 5/27-525, 5/27-530, 5/27-535, 5/27-540, 5/27-545, 5/27-605, 5/27-705, 5/27-710, 5/27-715, 5/27-720, 5/27-725, 5/27-810, 5/27-815, 5/27-1050, and 5/27-1070. [PRESSPlus15](#)

105 ILCS 110/3, Comprehensive Health Education Program. [PRESSPlus16](#)

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.420, 1.425, 1.430](#), and [1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Adopted: February 25, 2025

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## Questions and Answers:

\*\*\*Required Question 1. A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. For a resource originally developed by the NJ Commission on Holocaust Education, see [www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf](http://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf).

Does the Board provide instruction studying the causes and effects of the Irish Famine?

- No. (Default)
- Yes. (IASB will add "the Irish Famine" after "the Famine-Genocide in Ukraine," and IASB will add 5/27-1030 to the Legal References.)
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## PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-605, amended by P.A. 104-387, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore listed as a separate item. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255. **Issue 120, October 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/27-410 (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 4. Updated in response to P.A. 104-391, which repealed the requirement to teach character education formerly at 105 ILCS 5/27-12. **Issue 120, October 2025**

PRESSPlus 5. Updated in response to P.A. 104-391, which moved instruction on the voting process to civics education for grades 6, 7, or 8. **Issue 120, October 2025**

PRESSPlus 6. Letters (a) - (i) are required by CHEP. 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 7. 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section. **Issue 120, October 2025**

PRESSPlus 8. Consent education under CHEP is limited to the definition of *consent* under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391. For more information, see PRESS sample policy 6:60, *Curriculum Content*, at footnote 33, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 120, October 2025**

PRESSPlus 9. Required by 105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and Ill. State Board of Education (ISBE) must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See [www.isbe.net/Documents/Child-Abduction-Prevention.pdf](http://www.isbe.net/Documents/Child-Abduction-Prevention.pdf). Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 120, October 2025**

PRESSPlus 10. Required by 105 ILCS 5/27-245, added by P.A. 104-391. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 120, October 2025**

PRESSPlus 11. Required by 105 ILCS 5/27-250, added by P.A. 104-391. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 120, October 2025**

PRESSPlus 12. Updated in response to 105 ILCS 5/27-20.08, scheduled to be repealed on 7-1-27 by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 13. 105 ILCS 5/27-405, added by P.A. 104-391, details the requirements for media literacy and Internet safety instruction effective for the 2027-2028 school year. ISBE is required to make available instructional resources and professional development available for the development of a unit of instruction under 105 ILCS 5/27-405, subject to appropriation. Beginning with the 2027-2028 school year, media literacy instruction must also: (1) be age- and developmentally appropriate for each grade level being taught; (2) teach about the harmful physical, emotional, and psychological effects associated with unhealthy use of the Internet and social media; and (3) provide information on resources to report cyberbullying and the illicit online behavior of others. **Issue 120, October 2025**

PRESSPlus 14. Repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5. **Issue 120, October 2025**

PRESSPlus 15. Updated in response to P.A. 104-391, renumbering, reorganizing, and repealing citations throughout 105 ILCS 5/27. **Issue 120, October 2025**

PRESSPlus 16. Repealed by P.A. 104-391 and replaced, in part, by 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:160 English Learners**

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency. .
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

#### Parent/Guardian Involvement [PRESSPlus1](#)

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

#### LEGAL REF.:

[20 U.S.C. §§6312, 6314, 6315, and 6318.](#)

[20 U.S.C. §6801](#) *et seq.*

[34 C.F.R. Part 200.](#)

[105 ILCS 5/14C-1](#) *et seq.*

[23 Ill.Admin.Code Part 228.](#)

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

Adopted: September 28, 2021

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:220 Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct**

The Superintendent or designee shall establish a *Bring Your Own Technology (BYOT) Program*. The program will:

1. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.
2. Provide sufficient wireless infrastructure within budget parameters.
3. Provide access to the Internet only through the District's electronic networks.
4. Identify approved BYOT devices and what District-owned technology devices may be available; e.g., laptops, tablet devices, E-readers, and/or smartphones.
5. Align with Board policies 4:140, *Waiver of Student Fees*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 5:125, *Personal Technology and Social Media; Usage and Conduct*; 5:170, *Copyright*; 6:120, *Education of Children with Disabilities*; 6:235, *Access to Electronic Networks*; 7:140, *Search and Seizure*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:190, *Student Behavior*; 7:340, *Student Records*; and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*.
6. Provide relevant staff members with BYOT professional development opportunities, including the provision of:
  - a. Classroom management information about issues associated with the program, e.g., technical support, responsible use, etc.;
  - b. A copy of or access to this policy and any building-specific rules for the program;
  - c. Additional training, if necessary, about 5:170, *Copyright*, and
  - d. Information concerning appropriate behavior of staff members as required by State law and policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
7. Provide a method to inform parents/guardians and students about this policy.
8. Include the program in the annual report to the Board as required under policy 6:10, *Education Philosophy and Objectives*.

The District reserves the right to discontinue its BYOT program at any time. The District does not provide liability protection for BYOT devices, and it is not responsible for any damages to them.

#### **Responsible Use**

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may

encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-appropriate; and (c) the student's parent/guardian has signed the *Bring Your Own Technology (BYOT) Program Participation Authorization and Responsible Use Agreement Form*. A student's right to privacy in his or her device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, *Search and Seizure*.

Responsible use in the program incorporates into this policy the individual's *Acceptable Use of Electronic Networks* agreement pursuant to policy 6:235, *Access to Electronic Networks*. Responsible use also incorporates the established usage and conduct rules in policy 5:125, *Personal Technology and Social Media; Usage and Conduct*, for staff and 7:190, *Student Behavior*, for students. Failure to follow these rules and the specific BYOT program student guidelines may result in: (a) the loss of access to the District's electronic network and/or student's BYOT privileges; (b) disciplinary action pursuant to 7:190, *Student Behavior*, 7:200, *Suspension Procedures*; or 7:210, *Expulsion Procedures*; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

LEGAL REF.: [PRESSPlus1](#)

15 U.S.C. §§6501-6506, Children's Online Privacy Protection Act; 16 C.F.R. Part 312, Children's Online Privacy Protection Rule.

20 U.S.C § 7751 et seq. 7101, *Every Student Succeeds Act* *Enhancing Education Through Technology 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.

~~105 ILCS 5/10-20.28.~~

CROSS REF.: 1:30 (School District Philosophy), 4:140 (Waiver of Student Fees), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:170 (Copyright), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:120 (Education of Children with Disabilities), 6:210 (Instructional Materials), 6:235 (Access to Electronic Networks), 7:140 (Search and Seizure), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: March 22, 2022

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## **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:260 Complaints About Curriculum, Instructional Materials, and Programs**

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to Board of Education policy 7:15, *Student and Family Privacy Rights*.

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

Parents/guardians, employees, and community members with other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Amendment.

[Mahmoud v. Taylor, 145 S.Ct. 2332 \(2025\)](#). [PRESSPlus1](#)

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

Adopted: February 28, 2023

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#### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to [Mahmoud v. Taylor, 145 S.Ct. 2332 \(2025\)](#), holding that classroom instruction will likely burden parents' free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Unless otherwise required by law, it is unclear from Mahmoud whether a district would ever need to give advance notice to all parents/guardians of the use of certain curriculum or instructional materials that could trigger religious objections. Doing so could present discrimination concerns. Given the many unsettled legal issues in this area and the fact-dependent nature of the analysis involved, boards should consult with the board attorney regarding any curriculum objections. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:300 Graduation Requirements

Graduation from a Thornton Fractional Township High School will require that a student successfully complete 23 credits.

English	4 credits
Social Studies	3 credits
Science	2 credits
Math	3 credits
P.E.	3.5 credits
Health	0.5 credits
Electives	7 credits
Total Required	23 credits

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

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

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-~~22605~~. [PRESSPlus1](#)
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism, ~~and~~ principles of representative government, ~~and~~ proper use ~~and display~~ of the ~~American~~ flag ~~methods of voting, and the Pledge of Allegiance~~. [PRESSPlus2](#)
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

### Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

### Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

### Service Member Diploma

The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

### LEGAL REF.:

105 ILCS 5/2-3.64a-5, 5/22-27, 5/22-87, 5/27-510~~3~~, 5/27-605~~22~~, and 5/27-615~~22-10~~.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.440.](#)

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: March 22, 2022

## **PRESSPlus Comments**

PRESSPlus 1. Renumbered in response to P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-510, added by P.A. 104-391, requiring students to pass an exam on patriotism, principles of representative government, and proper use and display of the American flag, formerly addressed at 105 ILCS 5/27-3, repealed by P.A. 104-391. **Issue 120, October 2025**

## *Document Status: Draft Update*

### INSTRUCTION

#### **6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students**

##### Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Summer school or community college courses
3. College or high school courses offering dual credit at both the college and high school level
4. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
5. CTE Programming

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. This section does not govern the transfer of credits for students transferring into the District.

##### Substitutions for Required Courses

**Vocational or technical education.** A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution(s) and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District.

**Registered Apprenticeship Program.** The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and

requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s).

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program if:

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website;
5. The Building Principal approves the substitution(s); and
6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

**Substitutions for physical education.** A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
3. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Students exempt from physical education must take full course load.

### Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under [Section 10-22.20 of the School Code](#), in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors

5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

LEGAL REF.:

105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115(b), 5/2-3.142, 5/2-3.175, 5/10-22.43a, 5/10-20.62, 5/27-610, 5/27-710, and 5/27-1035 ~~22.3, and 5/27-22.05~~. [PRESSPlus1](#)

[110 ILCS 27/](#), Dual Credit Quality Act.

[23 Ill.Admin.Code §§1.425\(e\)](#), [1.440\(f\)](#), [1.470\(c\)](#), and [Part 255](#).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

Adopted: February 28, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 120, October 2025**

## Document Status: Draft Update

### INSTRUCTION

#### 6:320 High School Credit for Proficiency

##### Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent or designee is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

*Foreign language* - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination

*Algebra I* - A student is eligible to receive one year of algebra credit if the student graduates and successfully completes an Algebra I program at an accredited elementary/middle (K-8) school, and demonstrates proficiency according to this District's academic criteria.

*Other proficiency testing* - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

LEGAL REF.:

[105 ILCS 5/10-22.43, 5/10-22.43a, and 5/27-605.22, and 5/27-24.3.](#) [PRESSPlus1](#)

23 Ill.Admin.Code [§1.460](#); Part 680, [State Seal of Biliiteracy](#).

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

Adopted: April 27, 2021

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-605, amended by P.A. 104-387 and amended and renumbered by P.A. 104-391, allowing students to choose one year of career and technical education to meet a high school graduation requirement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### STUDENTS

#### **7:10 Equal Educational Opportunities**

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, 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 complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator and a 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.

[Plyler v. Doe, 457 U.S. 202 \(1982\)](#), [PRESSPlus1](#)

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, 5/22-105, 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), 7:150 (Agency and Law Enforcement Requests), 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)

Adopted: July 22, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/22-105(c)(1-3), added by P.A. 104-288, eff. 1-1-26, codifying Plyler v. Doe, 457 U.S. 202 (1982), prohibiting districts from taking any action that would deny a child free public education based on the child's or their parent's/guardian's actual or perceived citizenship or immigration status, and requiring districts to establish a policy and procedures regarding agency and law enforcement requests, to ensure this right is preserved. See policy 7:150, *Agency and Law Enforcement Requests*, and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com).  
**Issue 120, October 2025**

# *Document Status: Draft Update*

## **STUDENTS**

### **7:70 Attendance and Truancy**

#### Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, 9 through 12, in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), 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. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

#### Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.

4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, and information about available community services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. A process for the collection and review of chronic absence data and to:
  - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
  - b. Encourage the habit of daily attendance and promote success.
8. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. [An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05\(k\), including provisions for making up missed coursework that do not penalize students.](#) [PRESSPlus1](#)
14. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

### Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS [5/10-19.05\(k\)](#), [5/22-92](#), and [5/26-1 through 5/26-3](#), [5/26-5 through 5/26-16](#), [5/26-18](#), and [5/26A](#).

[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)

Adopted: July 22, 2025

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

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

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

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

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

Definitions from 105 ILCS 5/22-110~~27-23.7~~ [PRESSPlus1](#)

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Artificial intelligence includes generative artificial intelligence.

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

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

*Bullying* may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

*Cyberbullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*. [PRESSPlus2](#)

*Digital replica* means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

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

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

*Unauthorized digital replica* means the use of a digital replica of an individual without the consent of the depicted individual.

### Bullying Prevention and Response Plan

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

1. The District uses the definition of *bullying* as provided in this policy.

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

**Nondiscrimination Coordinator:**

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

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

- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;
- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

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

- 1) An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year) [PRESSPlus3](#) included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sex discrimination in violation of Title IX of the Education Amendments of 1972.
  - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
  - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing,

bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

- j. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), [5/22-110](#), and [5/24-24](#), and ~~5/27-23.7~~.

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

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

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

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

Adopted: February 25, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. All definitions are directly from 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. **Issue 120, October 2025**

PRESSPlus 2. This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 3. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin.Code §1.295(c)(2). **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

#### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
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. 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.

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. 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](#).

#### 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](#), Ill. State Board of Education (ISBE) 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, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on 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. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. [PRESSPlus1](#) 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 to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 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 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](#). 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](#) *et seq.*, 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](#), [5/22-110](#), [5/24-24](#), [5/26-12](#), [5/27-240](#)~~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 [Law Enforcement Requests](#)~~Police Interviews~~), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: July 22, 2025

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## PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

#### Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements ~~105 ILCS 5/2-3.139 and~~ 105 ILCS 5/27-215 7 (requiring education for students on mental health and illness ~~to develop a sound mind and a healthy body~~). [PRESSPlus1](#)
  - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
  - a. The training required by [105 ILCS 5/10-22.39](#) for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
  - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by

suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:

- a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);
  - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
  - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
  - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
  - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
  - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
  - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
  - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
  5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
  6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

### Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

### Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

### Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the

parent or legal guardian of each student enrolled in the District. Student ~~and staff~~ [PRESSPlus2](#) identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

### Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101 et seq.](#)

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

### LEGAL REF.:

[42 U.S.C. § 1201 et seq.](#), Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, ~~105 ILCS 5/2-3.139~~, 5/3-14.8, ~~5/10-20.76~~, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, ~~and 5/14-7.02b~~, ~~and 5/27-2157~~.

[5 ILCS 860/](#), Student Confidential Reporting Act.

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

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: December 19, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12. **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 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](#); [PRESSPlus1](#) 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 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 policy 7:190, *Student Behavior*, 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 ~~5/22-110~~ ~~5/27-20.08~~ and ~~5/27-23.7~~, 5/27-405, and 5/27-415 (scheduled for repeal on 7-1-27).

[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)

Adopted: July 22, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/27-415, renumbered by P.A. 104-391 and scheduled for repeal on 7-1-27, addressing the requirements for media literacy instruction through the 2026-2027 school year. Beginning with the 2027-2028 school year, media literacy instruction is combined with instruction on Internet safety under 105 ILCS 5/27-405(c), added by P.A. 104-391. **Issue 120, October 2025**

## Document Status: Draft Update

### STUDENTS

#### 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 professionals ~~officers~~ [PRESSPlus1](#) 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 professionals ~~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](#), [5/14-1.01](#) et seq., and [5/26A-30](#).

[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)

Adopted: July 22, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Revised in #2 and #3 to match the text of the Illinois School Student Records Act (ISSRA). **Issue 120, October 2025**

## *Document Status: Draft Update*

### COMMUNITY RELATIONS

#### **8:30 Visitors to and Conduct on School Property**

The following definitions apply to this policy:

**School property** - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

**Visitor** - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug

consumption is detectible, regardless of when and/or where the use occurred.

10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

### Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a ~~licensed certified~~ [PRESSPlus1](#) employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

### Exclusive Bargaining Representative Agent

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

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

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

### Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

### Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

#### LEGAL REF.:

[20 U.S.C. §7971](#) *et seq.*, Pro-Children Act of 2001.

[Nuding v. Cerro Gordo Community Unit School Dist.](#), 313 Ill. App.3d 344 (4th Dist. 2000).

[105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/22-110, and 5/24-25, and 5/27-23.7\(a\)](#). [PRESSPlus2](#)

[115 ILCS 5/3](#)(c), Ill. Educational Labor Relations Act.

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

[410 ILCS 705/](#), Cannabis Tax and Regulation Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.](#)

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Adopted: December 19, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

PRESSPlus 2. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**



# Document Status: Draft Update - Rewritten

## STUDENTS

### 7:150 Agency and Law Enforcement Requests

*Title has been updated. Original Title: Agency and Police Interviews*

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board policy 7:10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis* when government agency and law enforcement authority requests occur at school. [PRESSPlus1](#)

#### Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools [PRESSPlus2](#)

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs.
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22-105(c)(3). [PRESSPlus3](#)
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-105(c)(3).

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.

#### Responding to Agency and Law Enforcement Requests [PRESSPlus4](#)

The Superintendent shall develop procedures to manage requests by government agencies or law enforcement authorities regarding students at school. Procedures will:

1. Recognize individual student rights and privacy.

2. Recognize the potential impact the release of information or an interview may have on an individual student.
3. Minimize potential disruption.
4. Foster a cooperative relationship with government agencies and law enforcement authorities.
5. Maintain discipline and recognize that school employees stand in the relationship of the parents/guardians to the students during the school day.
6. Comply with State law including, but not limited to, ensuring that before a law enforcement agent, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will: [PRESSPlus5](#)
  - a. Notify or attempt to notify the student's parent(s)/guardian(s) and document the time and manner in writing;
  - b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
  - c. If practicable, make reasonable efforts to ensure a trained law enforcement officer [PRESSPlus6](#) to promote safe interactions and communications with the student is present during questioning.
7. Manage reviewing and authorizing requests from law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-105(c) (4). [PRESSPlus7](#)

LEGAL REF.:

U.S. Constitution, Amend. IV.

8 U.S.C. §1373 and §1644.

Plyler v. Doe, 457 U.S. 202 (1982).

Ill. Constitution, Art. I, §6.

105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-105, and 5/24-24.

55 ILCS 80/, Children's Advocacy Center Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/31-1 et seq., Interference with Public Officers Act.

725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2:160 (Board Attorney), 2:260 (Uniform Grievance Procedure), and 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

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**PRESSPlus Comments**

PRESSPlus 1. This policy is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring districts to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement. See the footnotes of this sample policy for more information, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com).

By 7-1-26, districts are also required to develop procedures for reviewing and authorizing requests from *lawenforcement agents* attempting to enter a school or school facility. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines *lawenforcement agent* as "an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement." *Law enforcement agent* does not include a school resource officer as defined in 105 ILCS 5/10-20.68. Id. See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*. **Issue 120, October 2025**

PRESSPlus 2. Required by 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26. **Issue 120, October 2025**

PRESSPlus 3. Districts must also still comply with federal and State laws, e.g., FERPA and the Ill. School Student Records Act, governing the disclosure of student records or information. **Consult the board attorney regarding legal requirements when requests are received from federal law enforcement agencies. Issue 120, October 2025**

PRESSPlus 4. With the exception of items #6 and #7, the listed standards for procedures are at the local school board's discretion and may be omitted. For procedures addressing #1-6, refer to the *Guidelines for Interviews of Students*, published by the Ill. Council of School Attorneys (ICSA *Guidelines*) at: [www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/](http://www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/) in consultation with the board attorney. For procedures addressing the items listed in #7, refer to sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), in consultation with the board attorney. Procedures covering item #7 are required by 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, and must be implemented by 7-1-26. **Issue 120, October 2025**

PRESSPlus 5. 105 ILCS 5/22-88. The statute does not specifically assign these duties to a school official, but instead states that "a law enforcement officer, school resource officer, or other school security personnel" must ensure these conditions are met before detaining and questioning a student on school grounds. For ease of implementation, this policy assigns these duties to a school official as they routinely contact parents/guardians and can arrange for the presence of school personnel during an interview. See the *ICSA Guidelines* for further discussion of school officials' responsibilities when law enforcement authorities interview students at school. **Issue 120, October 2025**

PRESSPlus 6. A *trained lawenforcement officer* is someone who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). 105 ILCS 5/22-88(b)(4). **Issue 120, October 2025**

PRESSPlus 7. 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26, requires a district to

develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.

Regarding requirement #2 in the paragraph immediately above, ensure that the superintendent's authority to designate others to contact the board attorney aligns with policy 2:160, *Board Attorney*. The superintendent will need to work with the board attorney to create a list of administrators authorized to consult directly with the board attorney if any agency or law enforcement request is received. Factors to consider when drafting this list include: the type of request received, the type of agency or law enforcement unit making the request, whether or not a warrant is presented, and whether or not exigent circumstances are claimed. **Issue 120, October 2025**

# *Document Status: Review and Monitoring*

## **INSTRUCTION**

### **6:280 Grading and Promotion**

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted. [PRESSPlus1](#)

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.:

[105 ILCS 5/2-3.64a-5](#), [5/10-20.9a](#), [5/10-21.8](#), and [5/27-27](#).

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

**ADOPTED: February 23, 2021**

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### **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by

logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 120, October 2025**

