



# Agenda of the Program & Personnel Committee Meeting

Community High School District 128

50 Lakeview Parkway, Suite 101, Vernon Hills, IL 60061

Tuesday, October 14, 2025

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The Program & Personnel Committee Meeting of Community High School District 128 will be held Tuesday, October 14, 2025, beginning at 5:30 PM in the Libertyville High School Library, 708 W. Park Ave., Libertyville, IL 60048.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Items identified within the consent agenda will be acted on in one motion unless a Board member requests that an item be voted on separately.

**1. Call To Order / Pledge of Allegiance / Review Agenda**

**2. Invitation for Public Comment (3-minute time limit)**

The Board will accept public comment related to current agenda topics or other items limited to three minutes (time may not be ceded to another). Anyone wishing to speak is asked to complete the sign-up sheet provided at the meeting. The Board, typically, will listen, but not respond. When called upon, citizens are asked to come forward to the podium to provide their comments. Visit this link for complete guidelines for public participation.

**3. For Discussion**

A. Title IX Audit - Updated Action Plan

B. District 128 Student Life Skills and Wellbeing Survey Report

Each fall, District 128 administers the Panorama Student Life Skills and Well-being Measures survey (formerly known as the SEL survey). Student health, well-being, and resilience are important components of our DARING mission and strategic plan and, as such, it is important for our district to monitor the development of these traits in our students. This survey is one of the primary ways that our district monitors the overall social-emotional health and wellness of our students, as well as how we assess both the immediate and long-term impact of large-scale programmatic efforts to increase student SEL and resilience. Charlotte Eames, District 128 Director of Data and Assessment, will share important data points gathered from this year's survey as well as some of the immediate actions being taken by staff across our district to respond to this data.

C. D128 Equity and Inclusion Update

The D128 Equity, Diversity, and Inclusion policy requires the Superintendent, or designee, to report at least annually to the Board of Education on the progress of racial equity, diversity, and inclusion policy implementation plans and outcomes. This report will provide the Board with updates about the District 128 efforts to recruit, hire, and retain a diverse

staff (Commitment 2), efforts to increase student access and raise student achievement in AP courses (Commitment 3), professional learning that is scheduled for the year (Commitment 10), and the allocation of district resources to support equity and inclusion efforts across our system (Commitment 5).

D. Employment of Employees

E. Educational Tour Requests

1. LHS SnoCats to Wausau, WI 1/2026
2. LHS Stageplayers to Bloomington, IL 1/2026
3. VHHS Baseball to Murfreesboro, TN 3/2026
4. VHHS Girls Basketball to University of Wisconsin - Stevens Point 6/2026
5. VHHS Varsity Softball to Gulf Shores, AL 3/2026

4. **Future Agenda Items**

**October 27, 2025 Board Meeting:**

- 2025 Tax Levy Review
- School Report Cards & Student Support/MTSS
- IASB 2025 Resolutions Committee Report

**November 3, 2025 P&P Meeting:**

- 2026-2027 Course Proposals
- 2026-27 School Calendar Review & 2027-28 Proposal
- Annual Review of D128 Student Handbook
- Village of Libertyville IGA

5. **Adjournment**

**To:** Board of Education  
**From:** Briant Kelly, Associate Superintendent  
**Cc:** Marc Schaffer, Ed.D., Superintendent  
**Date:** October 14, 2025  
**Re:** Title IX Audit Action Plan Update

**Introduction:**

An independent Title IX audit was conducted by the legal firm of Kriha Boucek. The auditors provided recommendations based on the U.S. Department of Education's Office for Civil Rights (OCR) standards.

**Objective and Timeline:**

To ensure compliance with Title IX by addressing locker room accessibility and equity, as well as mitigating disparities caused by private funding and booster club donations at VHHS and LHS.

- Review the Action Plan with the Board of Education on January 28, 2025
- Review the Action Plan with D128 Staff and Parent Organization during February
- Present the Final Action Plan with the Board of Education on March 17, 2025
- Present an update on the Action Plan with the Board of Education on June 9, 2025
- Present an update on the Action Plan with the Board of Education on October 14, 2025

**The initial Action Plan included possible outcomes:**

- Requiring booster clubs to submit annual financial reports detailing fundraising and expenditure plans through an independent auditor.
- Implement matching fund procedures or alternative strategies to balance financial support.
- Requiring booster clubs to provide contributions directly to the school through established activity accounts.
- Implement a single athletic booster structure.

**Updates to the Action Plan:**

**Addressing Private Funding and Booster Club Disparities (LHS Focused)**

- Article of Incorporation (by-Laws) and Financial Summaries have been collected from the following Booster Clubs:
  - Baseball, Boys Basketball, Boys Lacrosse, Boys Soccer, Cheerleading, Football (Tackle), Girls Soccer and Softball
- The information was reviewed both internally and with the legal firm of Kriha Boucek
  - Based on both the internal and external there are no current Title IX violations in the present operations of the LHS Booster organizations and the structure.
  - To ensure continued compliance with Title IX regulations, the recommendation is to implement an oversight and equity plan (as outlined below).

## **LHS Oversight and Equity Plan**

### **1. Financial Overview**

- **Financial Reports**

Each booster club submits a standardized financial report (revenues, expenditures, balances) to the Athletic Director and Principal. These would be submitted at the end of the athletic season (December 31, April 30 and June 30).

- **Independent Auditing**

Requirements for Booster Clubs with revenues over a certain threshold (e.g., \$25,000 annually) are subject to an external review.

### **2. Fundraising Approval**

- **Pre-Approval Required**

All fundraising activities must be submitted in advance to the Athletic Director and Principal for approval.

- **Equity Consideration**

Large-scale fundraising initiatives are evaluated not only for feasibility but also for equity impact on the broader athletic program.

- **Calendar of Fundraisers**

A centralized calendar is maintained to prevent overlapping events and donor fatigue.

### **3. Equipment & Expenditures**

- **Approval Process**

Booster-funded purchases (equipment, uniforms, facilities enhancements) require prior approval by the Athletic Director and Principal.

- **Title IX & Equity Compliance**

Purchases are reviewed for compliance with gender equity and program parity requirements.

### **4. Governance & Transparency**

- **Bylaws & Incorporation**

All booster clubs must maintain Articles of Incorporation or Bylaws and be submitted yearly to the school.

- **Annual Leadership Meeting**

Booster Club representatives, coaches, the Athletic Director, and Principal meet at the start of each school year to review policy, practices and expectations.

**D A R I N G**

**Fall 2025  
Student Life Skills &  
Wellbeing Measures  
Survey Results**

**October 14, 2025**

## Same Survey, New Name

### No Changes to Topics:

- Challenging Feelings
- Emotion Regulation
- Positive Feelings
- Self-Management
- Social Awareness

### Changes to Topics:

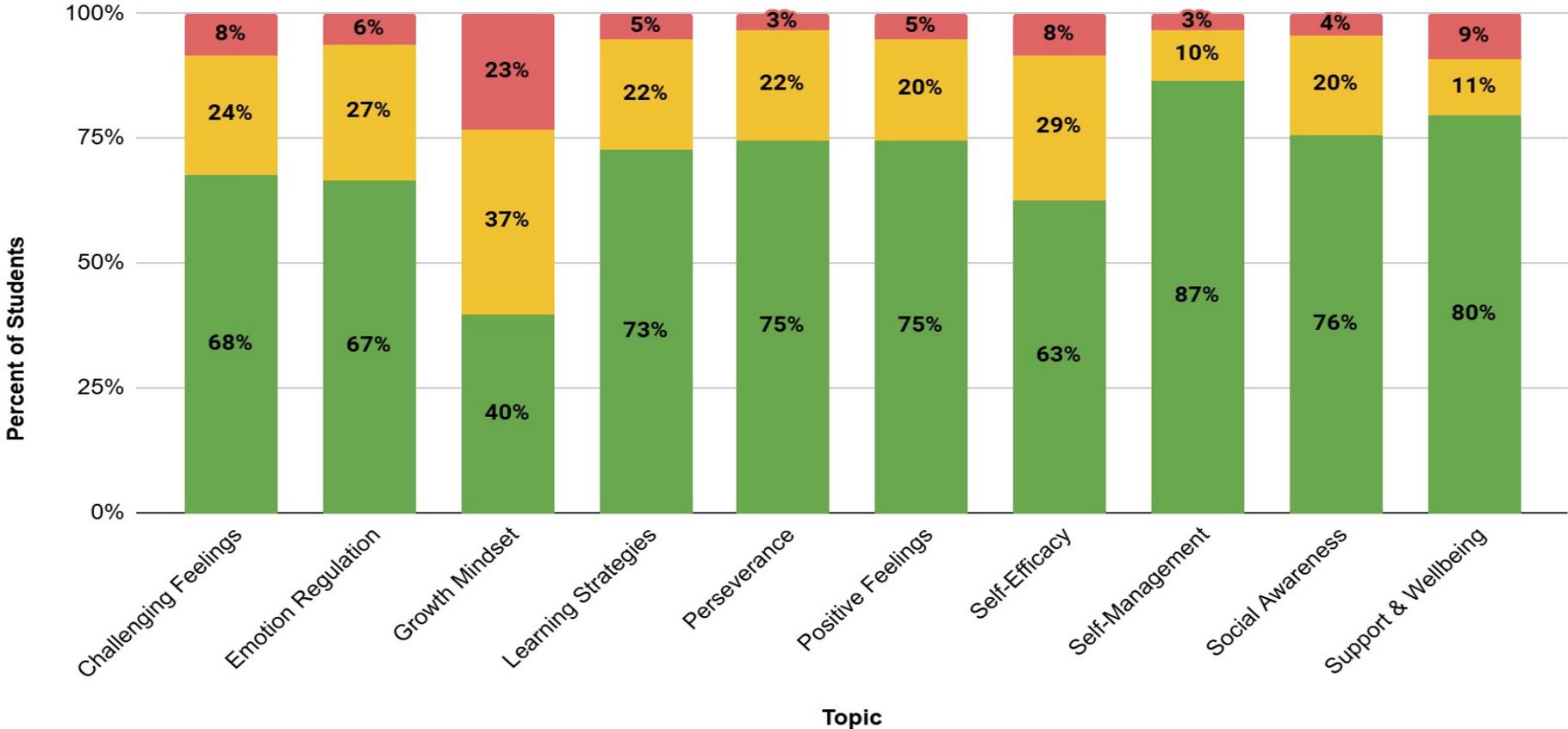
- Growth Mindset – altered questions by Panorama
- Learning Strategies & Perseverance – added topics
- Self-efficacy – changed to more specific questions
- Support & Wellbeing – new topic (created by our team), replaced the “Supportive Relationships” topic and includes changes to some free response questions

**Ultimate goal of changes: Ask questions that are actionable!**

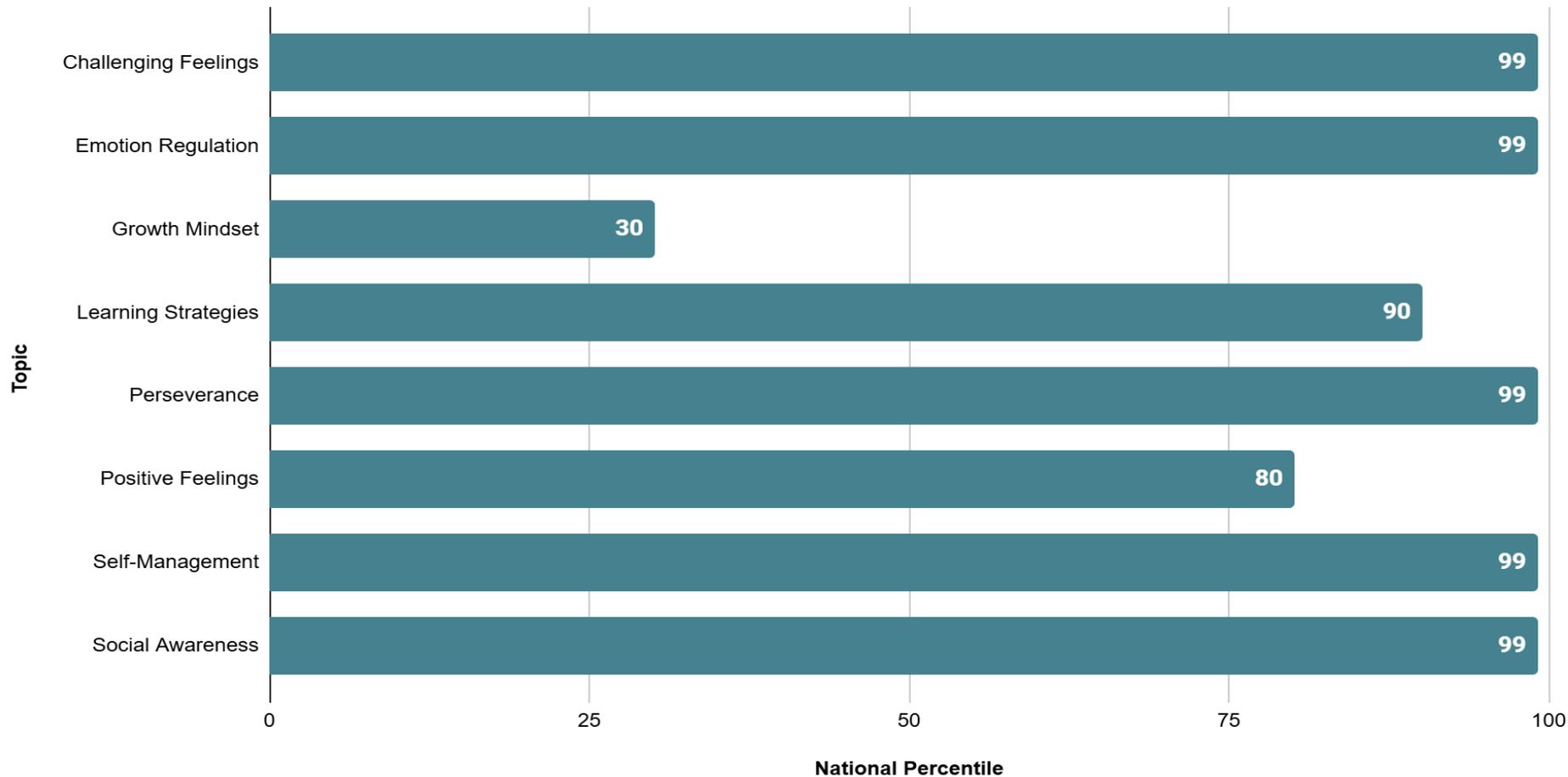


# Fall 2025 Student Life Skills & Wellbeing Measures Survey Results

Not Favorable    Approaching Favorable    Favorable

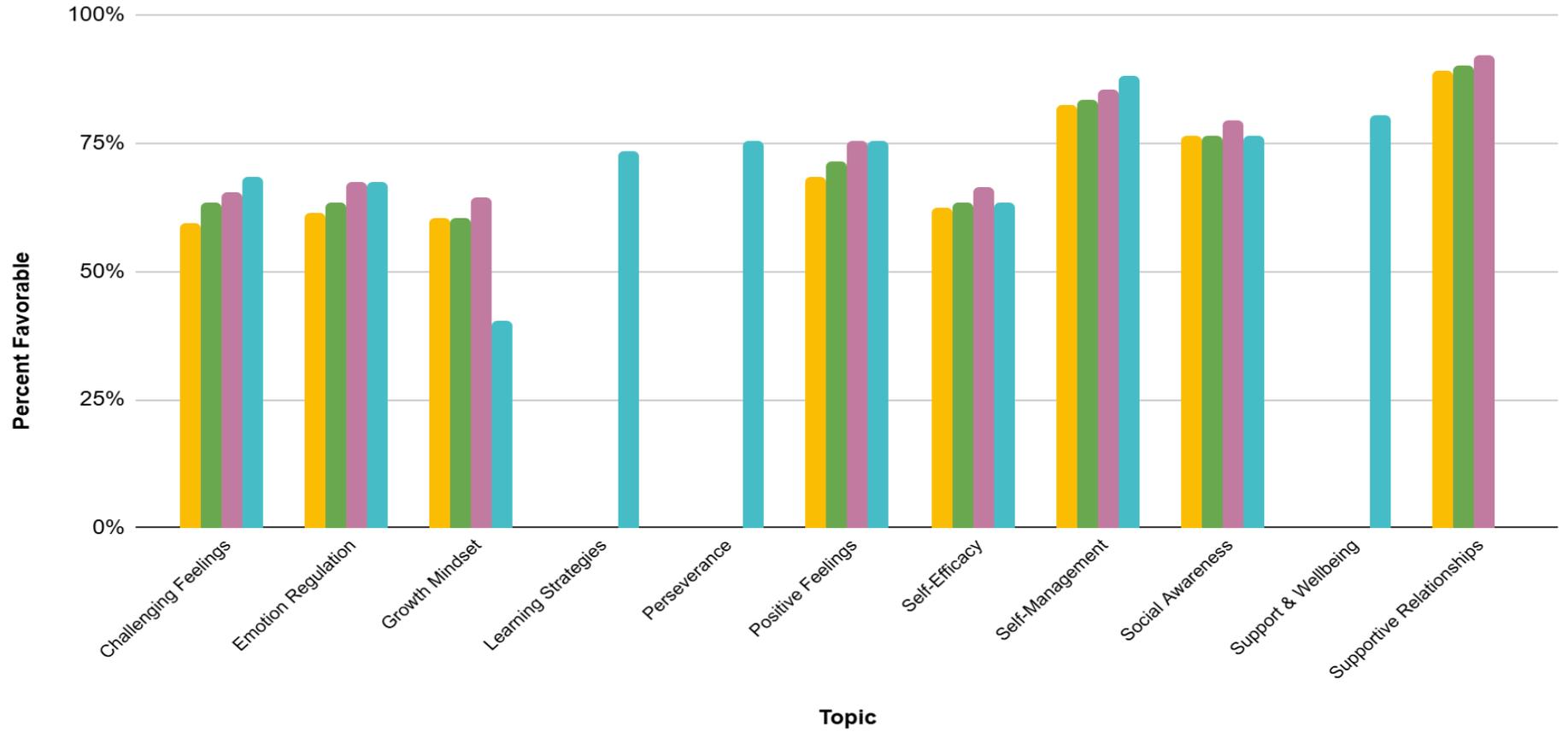


# National Percentile by Topic



# Student Life Skills & Wellbeing Measures Survey Results (2022-2025)

2022 2023 2024 2025



# Post-Survey Procedures

## Step 1

LSTs receive raw data and review it at the **student level**.

LSTs meet with students whose results point to them needing support.



Strength in all of the topics.

Strength in at least half of the topics.

Strength in less than half of the topics.

Strength in none of the topics.



# Post-Survey Procedures

## Step 2

Data team analyzes results on an **aggregate level**.

Data is presented to teachers, and data is shared with numerous teams.

District/Bldg  
Leadership  
Teams

Health &  
Wellbeing  
Team

MTSS  
Teams



# Post-Survey Procedures

Students talked about...

## Step 3

Principals meet with  
**student focus groups.**

This helps us to gain insights  
beyond the numbers.

Life outside of school

Balance between academics and relationships

Classroom environment and engagement

Perceptions of/attitudes toward the survey itself

Suggestions for survey improvement

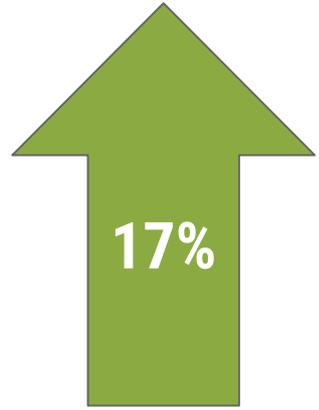


# Notable Data Points

During the past two weeks, how often did you pay attention in class?

On the 2024 survey:  
**72%**  
of students responded  
-Almost all the time  
-A lot of the time

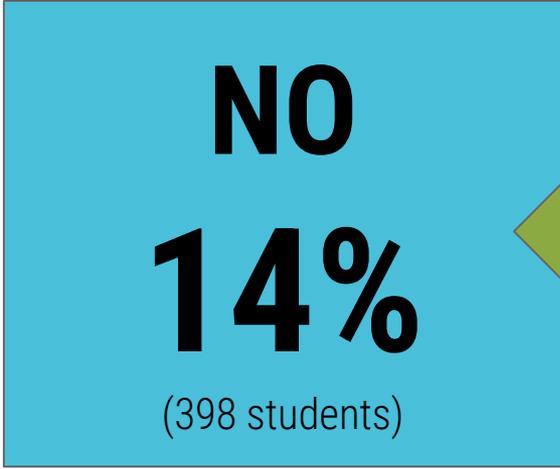
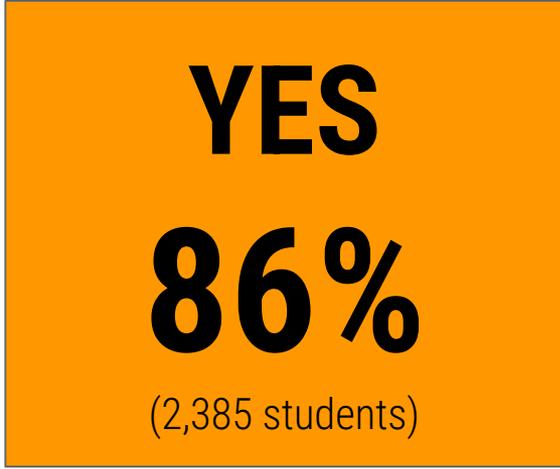
On the 2025 survey:  
**89%**  
of students responded  
-Almost all the time  
-A lot of the time



# Notable Data Points

Do you have at least one trusted adult at school?

*More to come...*



43% 9th grade  
24% 10th grade  
21% 11th grade  
12% 12th grade



## Further Analysis

**Trusted  
Adult**

**DARING  
Attributes**

**Employability  
Skills**





# Fall 2025 Student Life Skills & Wellbeing Measures Survey Results

Charlotte Eames, Director of Data and Assessment

October 14, 2025

## Introduction

Since 2022, when the Strategic Plan was put in place, we have had a high level of focus on student health and wellbeing. The Student Life Skills & Wellbeing Measures survey is one indicator that we use to measure our students' wellbeing. We have been administering this survey consistently each fall since the 2022-2023 school year. In that time, we have seen consistent growth.

Data presented below is for Libertyville High School and Vernon Hills High School, combined. We see very consistent data between the two buildings in all topics; many topics show exactly the same results, and those that do not differ by between 1% and 4%.

## Survey Changes

The Student Life Skills & Wellbeing Measures Survey was formerly called the SEL survey. Panorama changed the survey's name this year to one that is more representative and all-encompassing of what this survey measures. This is, overall, the same survey we have administered consistently since the fall of 2022.

That said, there were some changes made to the survey this year (some by Panorama and others by our D128 survey team). The changes we made were driven by a goal of ensuring that the questions we ask on this survey are truly actionable.

## No Changes

No changes were made to the following topics:

Topic	Definition
Challenging Feelings	How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions
Emotion Regulation	How well students regulate their emotions
Positive Feelings	How frequently students feel positive emotions
Self-Management	How well students manage their emotions, thoughts, and behaviors in different situations
Social Awareness	How well students consider the perspectives of others and empathize with them

## Changes

Changes were made to the following topics:

Topic	Definition	Change
Growth Mindset	Student perceptions of whether they have the potential to change those factors that are central to their performance in school	Questions asked in a new way, based on changes made by Panorama (see below for examples)
Learning Strategies	How well students deliberately use strategies to manage their own learning processes	New topic; taken from Panorama's topic bank
Perseverance	How well students are able to persevere through setbacks to achieve important goals	New topic; taken from Panorama's topic bank
Self-Efficacy	How much students believe they can succeed in achieving academic outcomes	Used Panorama's questions that relate this topic to specific subjects
Support & Wellbeing	Student perceptions of their well-being and belonging (trusted adult), plus free responses regarding how students are supported at school	New topic, created by our team, to replace Supportive Relationships topic from previous surveys

### Growth Mindset Topic Examples

Panorama, based on their research, changed the wording of the questions in the Growth Mindset category. Several examples are shown in the table below. In this topic, they also removed several questions; it went from being a 6-question topic to a 4-question topic.

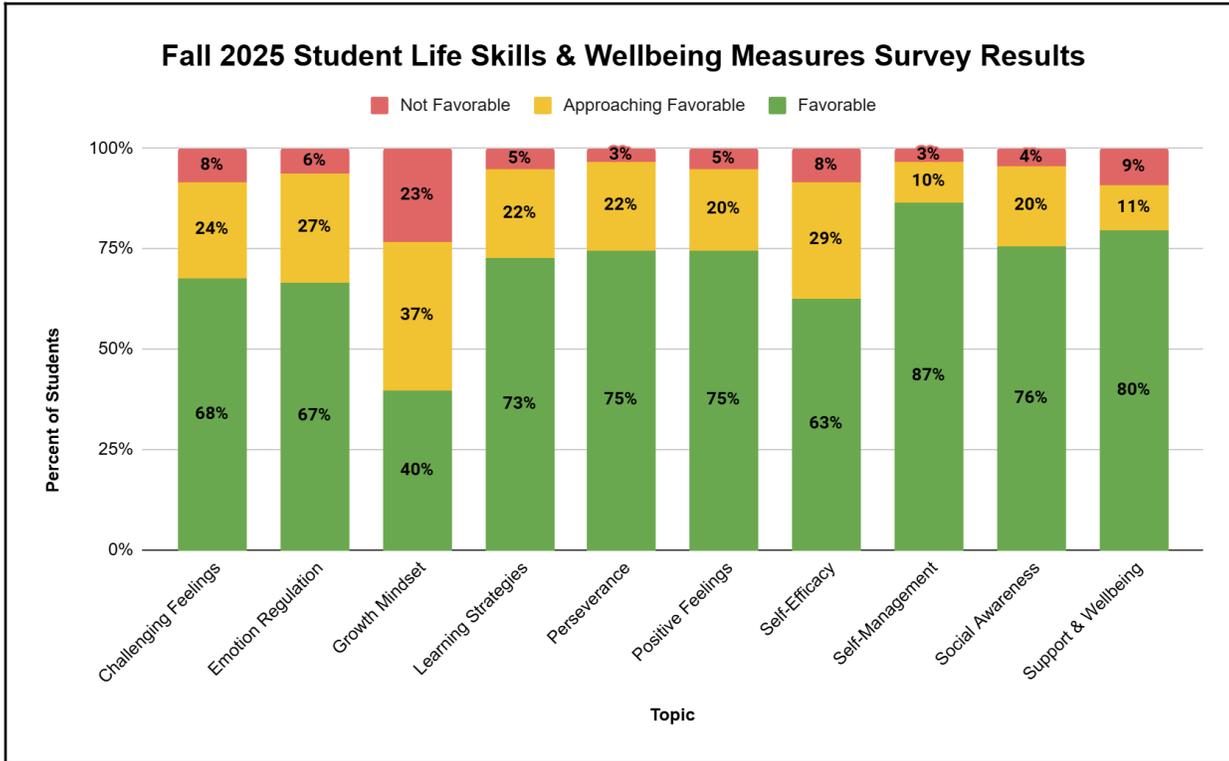
We have anecdotal evidence from teachers who reported that students asked questions such as, "If I already behave my best, how would I answer this question?" Due to this anecdotal evidence and because this is quite an anomaly in our data, we conjecture that it is the wording of the questions that caused the decrease in favorability in this topic. Based on the trends over the previous years, which are shown in the chart on page 5, we believe that, had the questions not been changed, we would have seen data consistent with past years', which showed percent favorability of 60% to 64%, all of which were in the 90th percentile range.

Previous Surveys' Questions (2022, 2023, 2024)	This Year's Survey's Questions (2025)
In school, how possible is it for you to change: Putting forth a lot of effort	How much can you increase the effort you give in school?
In school, how possible is it for you to change: Behaving well in class	How much can you improve your behavior in school?
In school, how possible is it for you to change: Your level of intelligence	How much can you increase how smart you are?

## Survey Results

### 2025 Percent Favorable, Approaching Favorable, & Not Favorable

This chart shows the percentage of students who answered favorably (green bars) approaching favorably (yellow bars), and not favorably (pink bars) on each of the 10 survey topics.

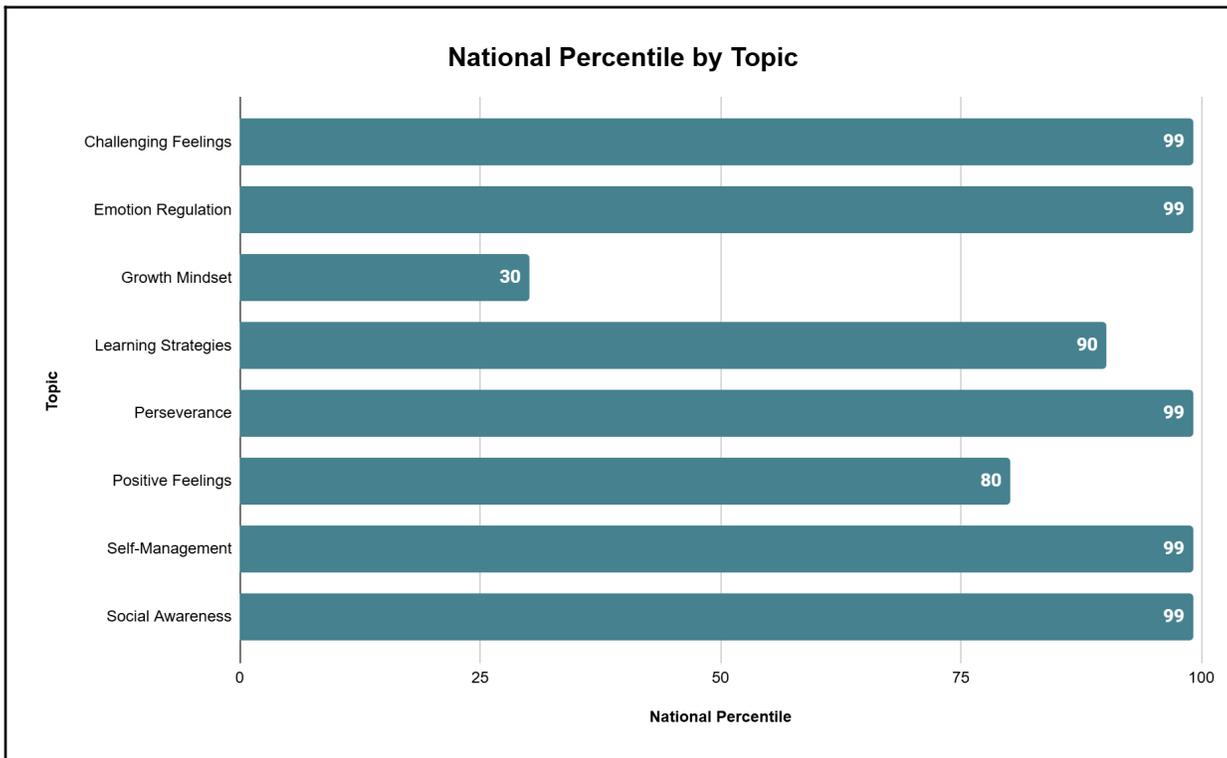


**2025 National Percentiles**

This chart shows the national percentile ranking of 8 of the 10 survey topics. The two topics not represented here are Self-Efficacy and Support & Wellbeing. The Self-Efficacy and Support & Wellbeing topics cannot be measured against national norms because they are either our own questions (Support & Wellbeing) or a combination of questions from multiple topics (Self-Efficacy).

To help us put our results in context, Panorama compares each topic score to the average score for schools in their national dataset. Sometimes, a particular topic score may appear low compared to another topic score, but is higher-than-average compared to other schools in the nation. This doesn't mean that we do not want to raise scores that are on the low side, but it helps to understand the scores in a broader context.

These percentile rankings are based only on the “percent favorable” (the green portion of the stacked bars shown in the previous chart); they do not include “approaching favorable” (the yellow portion of the stacked bars shown in the previous chart).

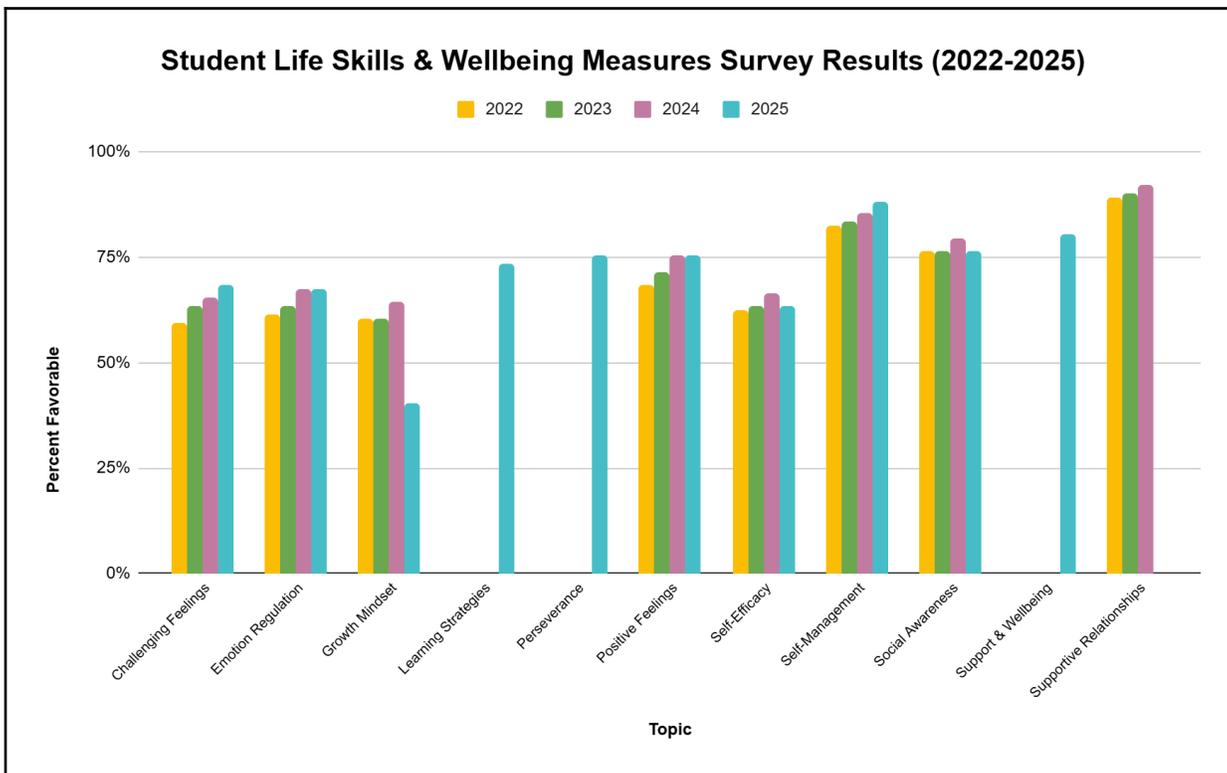


**Percent Favorable Comparison, 2022 to 2025**

This chart shows the percent favorable of each topic, over time, from the fall of 2022 to the fall of 2025. (This chart shows “percent favorable” only; it does not include “approaching favorable.”)

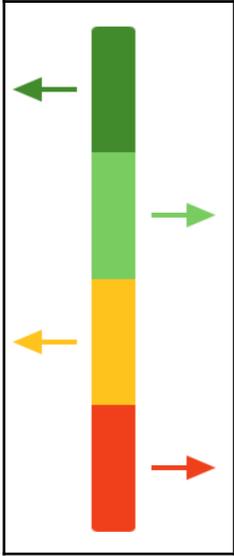
Remember that Learning Strategies, Perseverance, and Support & Wellbeing are new topics this year; therefore, they are represented only for 2025. Supportive Relationships was replaced with Support & Wellbeing this year, so it is only represented for 2022, 2023, and 2024. The topics were not similar enough for us to feel comfortable comparing the percent favorability of the new topic to the percent favorability of the old topic.

Also recall from the information presented above that the questions in the Growth Mindset topic changed significantly this year. We see a huge drop in percent favorability in that topic, and, based on other evidence, we believe this to be an anomaly in our data.



## Post-Survey Procedures

### Step 1: LST Review



The first thing that happens after the survey is that we receive a raw data file. This is immediately sent to the LSTs, who review the data on a student level.

LSTs review the data from the likert-scale questions using Panorama’s color-coding scheme. Within the Panorama system, each student is color-coded according to the scale shown to the left.

- **Red** indicates that the student has not reported a strength in any of the topics.
- **Yellow** indicates that the student has reported a strength in less than half of the topics.
- **Light green** indicates that the student has reported a strength in at least half of the topics.
- **Dark green** indicates that the student has reported a strength in all of the topics.

LSTs also review the free responses, looking for any student who has said something that is a cause for concern. Based on this data review, students are identified as needing support, and LSTs begin meeting with these students immediately. The number of students requiring this is small enough that our LSTs are able to meet with them on an individual basis.

### Step 2: Aggregate Analysis

The next thing that happens after the survey is administered is that the data team analyzes the data on an aggregate level. This process includes a deep analysis of the Likert-scale responses from the most current survey, as well as the trends over time. We look for certain data points that stand out or that are specifically connected to work we are doing. In addition, we code the free responses into themes.

Following this analysis, presentations are given to teachers at each school. During these presentations, one of the questions we try to answer is what teachers can be doing right now to respond to what we have learned from the data. For instance, we ask students how teachers can support them in school; some of their responses, such as “offer me help” or “check in with me more often” are things teachers can implement in their classrooms immediately.

Data is then disseminated to various teams for further analysis and decision-making on next steps. Our district and building leadership teams look for stand-out data that may require an immediate response or a plan for a more long-term one. Our health and wellbeing team looks at data that is relevant to the work they are doing; for instance, this survey contains data that can be connected to our current Ready to Learn initiatives (see the Notable Data Points section below). The health and wellbeing team also looks at data to inform future initiatives, strategies, and plans. Finally, our MTSS teams take some deep dives into this data; currently, they

are focusing on the idea of a trusted adult and how our students responded to being asked if they have one (see the Notable Data Points section below).

**Step 3: Student Focus Groups**

Lastly, our principals meet with student groups to gain insights into the survey responses that go beyond the numbers. In these focus groups, students are asked how they interpreted certain questions or how they define certain words or phrases.

In these sessions, students gave very valuable qualitative feedback regarding topics such as classroom environment and engagement, the balance between academics and relationships, and life outside of school. They also discussed their perceptions of and attitudes toward the survey itself and gave suggestions for improvement.

Overall, these student insights provide us with the knowledge we need to respond to the data and give us things to consider for continuous improvement of the survey and what it encompasses.

**Notable Data Points**

**Ready to Learn**

One of the goals of our Ready to Learn efforts is improving student focus. One data point from this survey points directly to that goal and shows that our efforts are having a positive impact.

Survey Question: During the past two weeks, how often did you pay attention in class?

2024 survey	2025 Survey
72% of students responded <i>all of the time or a lot of the time.</i>	89% of students responded <i>all of the time or a lot of the time.</i>

This is a 17% increase in favorability in one year!

**Trusted Adult**

A focus that our district began in the 2024-2025 school year was that of belief and belonging. One measure of belonging is whether our students have at least one trusted adult at school.

Survey Question: Do you have at least one trusted adult at school?

Yes	No
86% (2,385 students)	14% (398 students)

398 students said no, and we are putting some things in place to assist these students (see the Further Analysis section below). However, the grade level breakdown of those 398 students is encouraging.

9th grade	10th grade	11th grade	12th grade
43% (172 students)	24% (94 students)	21% (83 students)	12% (49 students)

It is notable that this survey was administered on the ninth day of the school year. We administer it this early because we use the survey, in part, as a screener for students in crisis. But the earlyness of the survey may play a part in the fact that 172 of our 9th graders said they do not have a trusted adult. It may be that they simply, on the ninth day of school, didn't have a trusted adult yet. That said, we are doing a lot of work with the trusted adult data. See below.

## Further Analysis

As we continue to improve our survey process, we are always looking for ways to use the data we collect in meaningful ways. Below are a few ways in which we are continuing our analysis of this data with the goal of understanding it in a deeper way that will help us use it to make meaningful improvements in D128.

### Trusted Adult

For the first time on this particular survey, we asked students the following questions related to trusted adult:

- Do you have at least one trusted adult at school?
- If you answered yes to the question above, please tell us who your trusted adult at school is.

As shown above, 86% of survey respondents said they have a trusted adult at school, while 14%, or 398 students, said they do not. Many students who answered the second question listed groups of people, such as teachers, coaches, or counselors, and other students listed specific people.

Data from this question has been used in our schools in numerous ways. Staff members who were named as a student's trusted adult have been notified of who those students are. In addition, we have shared with teachers, coaches, and activity sponsors the names of any students who said they do not currently have a trusted adult in the hopes that those connections can be made.

Since this is a new question on this survey, we are still considering all the ways in which this information might be used to help us connect with students. We are considering a very brief check-in later in the school year to determine whether we have made progress. For instance, as shown above, 41% of the no responses came from 9th grade students, who took this survey very early in the year. If we ask this question again later in the school year, it would be our hope that we will see fewer no responses in general and especially in regard to freshmen students.

### DARING Attributes

Our DARING mission calls us to develop graduates who are DARING – dreamers and doers, aware, resilient



and healthy, inquisitive, nimble, and global. Our community has said that these attributes should be instilled in our students, but we have not explicitly measured these attributes in the past. With this year’s survey, we have mapped specific topics and questions to the DARING attributes. For example, one attribute is aware. The Student Life Skill & Wellbeing Measures survey includes a topic called Social Awareness, which contains questions that help us understand how well students consider the perspectives of others and empathize with them. These questions are directly related to the aware attribute.

We have mapped specific questions and topics to each of the DARING attributes. Using this mapping, we are analyzing the data in a new way that will help us understand how we are doing on our goal of creating DARING graduates. This is a work in progress.

**Employability Skills**

One of our strategic plan goals is Explore Multiple Paths, the goal of which is to develop college- and career-ready graduates. In a similar fashion to what is described above with DARING attributes, we have mapped some of the Student Life Skills & Wellbeing survey topics to the Illinois State Board of Education’s employability competencies to help us measure our students’ college- and career-readiness. This data will be used to help us prioritize which new benchmarks and activities to develop as a part of our DARING Journey and career pathway development.

The table below shows the survey topics that were able to be mapped to specific employability competencies.

<b>Survey Topic</b>	<b>Employability Competency</b>
Growth Mindset	Growth Mindset
Social Awareness	Cultural Competence Teamwork & Conflict Resolution
Learning Strategies	Initiative & Self-Drive
Perseverance	Reliability & Accountability

As with the DARING attributes, we are using this mapping to analyze the data from this survey in a new way that will help us understand how we are doing on our goal of creating college- and career-ready graduates. This is also a work in progress.



# October 2025 Racial D128 Equity, Diversity, and Inclusion Policy (7:12) Update

Larry Varn, Director of Equity and Inclusion  
October 14, 2025

## **Introduction:**

According to the District 128 Equity, Diversity, and Inclusion Policy,

The Superintendent or designee shall report at least annually to the Board of Education on the progress of racial equity, diversity and inclusion policy implementation plans and outcomes. With all District 128 Racial Equity Commitments and Metrics, District 128 will include data disaggregated by race and other intersecting identities. The focus of each report will be to identify both the successes of District 128 and to suggest necessary changes to policy, practice, and procedures. Specific, measurable goals will be set accordingly.

This report serves the purpose of providing said updates to the Board and D128 community.

## **Report Objectives:**

This report serves to provide an update to the D128 Racial Diversity, Equity, and Inclusion Policy specific to the following commitments:

- Commitment 2 (Diverse Staffing): Recruiting, hiring, and retaining practices that embrace a diverse staffing of all personnel at every level that reflects the global community and lives the District's mission to value equity and diversity.
- Commitment 3 (Student Success): Honoring and building upon the strengths and assets of every student; promoting academic and social-emotional growth; and providing multiple pathways to success. This includes monitoring and assessing the impact of educational programs on the achievement of all students.
- Commitment 5 (Equity Personnel): Allocating district staffing resources to ensure adequate personnel for facilitation of equity work.
- Commitment 10 (Equity-focused Professional Learning): Providing both mandatory and voluntary equity-focused professional learning (including, but not limited to culturally responsive teaching, anti-racist and anti-bias learning) so that members of the school community deepen their racial identity awareness, strengthen their culturally relevant teaching practices, build their cross-cultural competencies, and identify practices that lead to the closing of opportunity and achievement gaps. This professional learning includes all district staff, all building staff, and all Board of Education members in equity-focused professional learning opportunities.

### **Alignment of the Racial Equity, Diversity, and Inclusion Policy to the DARING Mission:**

Having been written with the DARING mission as a guide, all of the commitments in the racial equity & inclusion policy fit within the DARING Mission. For our schools to be identity-affirming environments, for example, we must be **Aware** of our students' lived experiences based on the identities they bring through our doors, and both our programming and our curriculum and instruction should be responsive to these identities and experiences. To be **Global**, we must value the diversity and varied realities of our students' families, and our hiring practices must ensure that our staff identities are reflective of our students' identities, and those of the larger world. To be **Nimble** we must be intentional about understanding the cultural funds of knowledge, languages, and communication modes utilized by our families and develop communication strategies that effectively reach all members of our community. Fostering an environment of safety and belonging will help our students to be **Resilient & Healthy** in and out of school. In addition, experiences in our schools should be designed to teach students the skills and strategies necessary to maintain strong mental, social, and physical well-being as they travel pathways toward success beyond D128. When it comes to system-wide equity, diversity, and inclusion, we are all required to be **Inquisitive** about our world's complicated past, present, and future. As a system, we lean into difficult conversations and work collaboratively to develop adaptive solutions. Ultimately it is our D128 mission to encourage all of our students to be **Dreamers and Doers**, people who are capable of modeling strong identities and cultural consciousness, as well as a dedication to inclusiveness, as they step forward to lead our global community.

### **Commitment 2: Diverse Staffing**

Recruiting, hiring, and retaining practices that embrace a diverse staffing of all personnel at every level that reflects the global community and live the District's mission to value equity and diversity.

#### **Reporting Metrics:**

- Report list of open positions and summaries of applicants and new hires annually
- Report proactive recruitment efforts (including efforts to recruit candidates of underrepresented groups that reflect the global community and efforts to eliminate mechanisms of bias in hiring), interview process, and recruitment documents.
- Report ongoing efforts to retain diverse staff

#### **Background Information**

Diversity in the school workforce is a fundamental pillar of an inclusive and effective educational system. It plays a pivotal role in shaping the experiences and outcomes of students from all walks of life. Here are the compelling reasons why diversity in the teacher workforce is of paramount importance.

When a school's staff reflects the demographics of its community, it fosters a more inclusive, equitable, and supportive learning environment. It benefits students by providing them with relatable role models, personalized support, and a curriculum that acknowledges their diverse backgrounds. It also strengthens the school's connection with the community and helps challenge biases and stereotypes, ultimately leading to improved educational outcomes for all students.

Our schools are vibrant tapestries of cultural, religious, racial, and socioeconomic backgrounds. Each student brings a unique set of experiences and needs to the classroom. When our teaching staff mirrors this diversity, it fosters an immediate sense of understanding and connection. Teachers who share similar backgrounds are equipped to comprehend and cater to the individualized requirements of their students. This not only enhances communication but also elevates learning outcomes for every student.

Diverse teachers and staff members bring with them a deep well of cultural competence. This rich understanding of various cultures and perspectives creates a more inclusive and respectful learning environment. It also serves as a buffer against cultural biases infiltrating teaching methods and disciplinary practices.

For students, seeing school staff who look like them or who share their backgrounds can be a powerful source of inspiration. These diverse role models encourage students to dream bigger, work harder, and set higher educational and career goals. This effect is particularly potent for underrepresented minority students who often face barriers and stereotypes.

The diversity of thought brought about by a varied workforce can lead to innovative solutions to educational challenges. By drawing on a broad range of ideas and perspectives, schools can find more effective strategies to improve overall performance.

In addition, students from the majority population of the community also benefit from working and developing relationships with talented mentors, educators, and staff from backgrounds different than their own. Exposure to diverse teachers can help dismantle stereotypes and biases that students might hold. Interactions with teachers from different backgrounds encourage students to challenge preconceived notions and develop a more inclusive worldview.

Diverse teachers can facilitate better communication with parents from various cultural and linguistic backgrounds. This open and inclusive dialogue can enhance parent-teacher partnerships, leading to more effective support for students' educational needs.

In short, all students benefit from experiencing and interacting with a school staff that is reflective of the larger global community surrounding our local school environment. In today's interconnected world, it's vital for students to develop a global perspective and an appreciation for diversity. Diverse

teachers can introduce international perspectives and cross-cultural understanding, equipping students with the skills they need to be globally competent citizens.

**Data:**

One of the goals in Commitment 2 is to develop a school workforce that is more reflective of the community in which the district serves. Additionally, it is the aspiration of D128 to employ a workforce that mirrors the demographics of the district’s student body. The following portions of the report will discuss the comparison of district employee demographics to local cultural demographics and student diversity.

**Ethnicity:**

Ethnicity is reported as Hispanic or Non-hispanic According to the 2020 Census, the Hispanic population represents 23% of the county’s residents. In Libertyville, approximately 6% of the population identify as Hispanic and 14% of the Vernon Hills community is Hispanic. The District 128 student body is 12.8% Hispanic identifying students. This represents a 1 percentage point increase in Hispanic enrollment from the previous year. This year, Hispanic D128 staff members represent 9.3% of the district’s employees, which is up from 6.6% last year.

Area Demographics						
		Lake County Population: 711,239	Libertyville Population: 20,500	Vernon Hills Population: 26,786	District 128 Staff: 472	District 128 Students: 3,242
Ethnicity	Hispanic/Latino	23.10%	5.70%	14%	9.30%	12.80%
	Not Hispanic/Latino	59.30%	83.70%	57.30%	90.70%	88.20%

**Race:**

The 2020 Census data reports race as American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Other Pacific Islander, White/Caucasian, and two or more races.

The D128 student population data has been redacted for American Indian/Alaska Natives and Native Hawaiian/Other Pacific Islanders due to privacy in reporting. The student numbers in these subgroups are too low to anonymously report out. The breakdown by race for American Indian/Alaska Natives and Native Hawaiian/Other Pacific Islanders is under 1% for Lake County, Libertyville, and Vernon Hills.

The district’s Asian student population remains the largest of the underrepresented sub groups, making up 16.5% of the district’s students. This is up from 14.7%. Countywide, Asians represent 9% of the population. Asians represent 7% of Libertyville and 24% of Vernon Hills. As a district, 4% of D128 employees identify as Asian, and this an increase of 1 percentage point.

Black/African Americans make up nearly 8% of Lake County’s population, 1% of Libertyville, and 1% of Vernon Hills. The student body is 2% Black/African American, and the staff’s racial makeup is about 1.7% Black/African American. This subgroup experienced a decrease from 3% last year.

Across Lake County, 2% of the population identify as two or more races. In Libertyville this group accounts for 4% of the population and 5% of the Vernon Hills population. Within the district, 4% of students report two or more races, and for staff members this data has been redacted due to a small representative number.

Area Demographics						
		Lake County Population: 711,239	Libertyville Population: 20,500	Vernon Hills Population: 26,786	District 128 Staff: 472	District 128 Students: 3,242
Race	American Indian or Alaska Native	0.90%	0.20%	0.10%	0.20%	Redacted
	Asian	8.90%	7.10%	24%	4.00%	16.50%
	Black/African American	7.60%	1.30%	1.30%	1.70%	2.10%
	Native Hawaiian/Other Pacific Islander	0.10%	0%	0%	0%	Redacted
	White/Caucasian	80.20%	86.30%	66.30%	87.80%	62.00%
	Two or More Races	2.30%	3.70%	5%	Redacted	6.60%

### Certified and Non-certified Applicant Pool

For the 2025-26 school year, D128 filled a variety of positions across the organization. This report analyzed 52 full-time positions that were filled as of August 22, 2025. These positions included 6 administrators, 21 teachers, and 25 educational support professionals. In total, the district received 880 applications for these positions. The following chart demonstrates the racial and ethnic demographic information of the 2025 applicant pool.

	Number of Applications	Percent of Applications
American Indian or Alaska Native	5	0.6%
Asian	88	10%
Black or African American	46	5.2%
Native Hawaiian or Other Pacific Islander	9	1%
White	649	73.8%
Hispanic	85	9.7%

### Certified Applicant Pool Comparison

Due to limitations in data collection in the 2024-25 hiring process tracking, comparable data can only be calculated for certified positions this year. During the 2025 hiring season, intentional efforts were put into place to recruit applicants of color to apply for D128 vacancies. The chart below shows the percentage of applicants by race and the change over time.

Race/Ethnicity	2024 Percent of Applicants	2025 Percent of Applicants
Asian	4.1%	8.9%
Black	4.5%	6%
Hispanic	8.3%	7.8%
White	76.9%	76.3%

The data shows the percentage of job applicants by race and ethnicity for the 2024 and 2025 hiring cycles. Between these two years, the proportion of Asian applicants increased from 4.1% to 8.9%, and the percentage of Black applicants also rose from 4.5% to 6%. In contrast, the percentage of Hispanic applicants decreased slightly from 8.3% to 7.8%, while the proportion of White applicants declined marginally from 76.9% to 76.3%. Overall, the data indicates modest growth in Asian and Black applicant representation, with small decreases in Hispanic and White applicant percentages year over year.

### Certified and Non-certified Staff Hiring

After a rigorous interview process that included an initial screening, phone screening, in-person committee interview, and finalist interview, a candidate was selected and recommended for hire. The following chart provides information regarding the racial and ethnic demographic of those individuals who were selected as the recommended candidate for employment.

	Number of New Hires	Percent of New Hires
American Indian or Alaska Native	0	0%
Asian	3	5.8%
Black or African American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	38	73.1%
Hispanic	9	17.3%

### Staff of Color Retention

The following chart provides a four-year overview of staff demographic trends within the district, highlighting changes in representation among Asian, Black, and Hispanic staff members from the 2022–23 through 2025–26 school years. This data is part of the district’s ongoing commitment to monitor workforce diversity and ensure equitable representation across all employee groups. By examining year-to-year changes, the district can better understand patterns in recruitment, retention, and advancement, and use this information to inform future equity and inclusion efforts.

Race/ Ethnicity	Number of Staff in 2022-23	Number of Staff in 2023-24	Number of Staff in 2024-25	Number of Staff in 2025-26
Asian	12	14	18	19
Black	16	13	11	8
Hispanic	31	38	40	44

Between the 2022–23 and 2025–26 school years, the district’s staff demographics show distinct trends across racial and ethnic groups. The number of Asian staff members increased steadily from 12 in 2022–23 to 19 in 2025–26, reflecting consistent growth over the four-year period. Similarly, the number of Hispanic staff members rose from 31 to 44, representing a notable upward trend in representation. In contrast, the number of Black staff members declined each year, decreasing from 16 in 2022–23 to 8 in 2025–26.

### Findings and Recommendations:

District 128 continues to make meaningful progress toward cultivating a workforce that reflects the diversity of its students and the broader community it serves. Over recent years, the district has seen steady growth in representation among some racial and ethnic groups, particularly Asian and Hispanic staff, demonstrating the positive impact of intentional recruitment and inclusion efforts. However, representation among Black staff members has declined during the same period, suggesting that additional strategies are needed to ensure equitable outcomes across all groups.

Recent applicant trends show that outreach efforts are successfully broadening the diversity of candidate pools, particularly for Asian and Black applicants. Despite this progress, disparities remain between the diversity of applicants and those ultimately selected for hire, signaling the importance of examining the hiring process for potential barriers and ensuring consistent, equity-centered practices at each stage.

To build on these efforts, the district should continue expanding partnerships with universities, professional networks, and community organizations that can help attract diverse candidates. Ongoing attention to mentorship, professional growth, and belonging will be essential to retaining staff of color and fostering a supportive environment where all employees can thrive. By aligning recruitment, hiring, and retention practices with its commitment to equity, D128 can continue advancing toward a workforce that fully mirrors and supports the diversity of its student body.

## **Commitment 5 (Equity Personnel)**

Allocating district staffing resources to ensure adequate personnel for facilitation of equity work.

### **Reporting Metrics:**

- Report on staffing for equity work and allocation of resources for programs
- Report on professional learning connected to equity staffing roles

### **Equity Coach:**

The Equity Coach plays a vital role in fostering a culture of inclusion, equity, and belonging for all students, staff, and families within District 128. Reporting to the Principal, Associate Principal, and Director of Equity and Inclusion, the Equity Coach serves as both a leader and collaborator in advancing the district's DARING mission and Racial Diversity, Equity, and Inclusion Policy.

This position focuses on designing, coordinating, and facilitating research-based professional learning experiences that promote culturally responsive teaching, restorative practices, and equitable instructional strategies that benefit the learning of all students. The Equity Coach supports staff development through workshops, in-service sessions, and individualized coaching, helping educators build cross-cultural competence and embed equity-centered practices into their daily work.

In addition to leading professional learning, the Equity Coach collaborates with student groups and activity directors to elevate awareness of diverse identities and foster an inclusive school climate. Acting as a model of reflective practice, the coach provides guidance and consultation to individuals and teams, ensuring that equity goals are translated into meaningful classroom and community impact. Through these efforts, the Equity Coach strengthens the district's collective capacity to ensure that every student is seen, supported, and empowered to succeed.

Each campus is allocated 0.4 FTE to support the equity coach role.

### **Director of Equity and Inclusion:**

The Director of Equity and Inclusion provides strategic leadership to advance District 128's commitment to creating an equitable, inclusive, and supportive learning environment for all students. Reporting to the Associate Superintendent and the Assistant Superintendent for Teaching and Learning, the Director works collaboratively across departments to embed equity-centered practices into every aspect of the district's academic and organizational systems.

This role provides vision and leadership for equity in curriculum, instruction, student support, and extracurricular programming. The Director guides professional learning focused on diversity, equity, and inclusion; ensures equitable access to academic opportunities; and helps establish policies and practices that eliminate barriers to student success. Through collaboration with district and building leaders, the Director integrates equitable approaches into hiring, professional development, resource allocation, and discipline systems, ensuring fairness and consistency across the district.

Additionally, the Director amplifies student voice by coordinating opportunities for dialogue and engagement around equity issues, while also building partnerships with local, regional, and national organizations that enhance the district's inclusion efforts. With a focus on data-driven decision-making, policy alignment, and capacity-building, the Director of Equity and Inclusion ensures that the district's equity mission is reflected in both culture and practice, fostering a school community where every student can thrive academically and socially.

This administrative role is allocated 1.0 FTE.

### **Observations and Findings:**

Both the Director of Equity and Inclusion and the Equity Coaches play essential, interconnected roles in advancing equity-focused professional learning across District 128. Working collaboratively with the Teaching and Learning team, they ensure that professional development is not only aligned with the district's DARING mission and Racial Diversity, Equity, and Inclusion Policy, but also deeply embedded in instructional practice and school culture.

The Director provides districtwide leadership and vision for equity-driven professional learning, while Equity Coaches extend this work within schools by modeling inclusive instruction, facilitating reflective dialogue, and supporting staff in applying equitable practices. Working in partnership, these roles create a bridge between district goals and daily teaching, fostering a cohesive approach to professional growth that strengthens culturally responsive practices and supports every student's success.

## **Commitment 10: Equity-Focused Professional Learning**

District 128 offers a wide array of professional learning activities throughout the year. These offerings cover a variety of topics that are designed to deepen staff skill, knowledge, and practice in areas relevant to their duties. The following information outlines the professional learning coordinated by the Equity Office, highlighting how this department works in partnership with the broader Teaching and Learning Department to build staff capacity, strengthen culturally responsive practices, and sustain a shared commitment to student success and equity.

### **Background and Goals of Professional Learning:**

Providing equity-focused professional learning to teachers and staff is essential for transforming the educational landscape into one that genuinely supports all students, especially those from historically marginalized communities, low-income families, and immigrant, English-learning student families. At its core, this professional development aims to identify and dismantle systems of bias or inequity

within education by fostering a deeper understanding of how issues like race, class, gender, and other aspects of identity intersect with teaching and learning.

### **Aims of Our Equity-Focused Professional Learning**

Through our equity-focused professional learning, we plan to meet the needs our staff and the district by:

- **Raising student academic achievement:** Equity-focused professional learning is laser focused on improving the academic performance and outcomes of all students in our schools. Staff learn to disaggregate student data to examine differences in achievement patterns and they develop strategies for addressing the unique educational needs of student sub-groups.
- **Promoting Inclusive Education:** Equity-focused professional learning equips educators with the knowledge and skills to create inclusive classrooms where all students, regardless of their background, have equal opportunities to succeed. This helps address disparities in education and ensures that teaching practices are supportive of all students' learning.
- **Addressing Systemic Inequities:** Educators play a key role in challenging and dismantling systemic inequities within the education system. By engaging in equity-focused learning, educators become more aware of biases, stereotypes, and structural barriers that can negatively impact students. This awareness enables them to implement strategies that counteract these inequities.
- **Enhancing Cultural Competence:** Equity-focused professional learning helps educators develop cultural competence, allowing them to better understand and respect the diverse backgrounds, identities, and experiences of their students. This understanding fosters stronger relationships between teachers and students, creating a more supportive and responsive learning environment.
- **Fostering Reflective Practice:** Engaging in equity-focused professional learning encourages educators to reflect on their own beliefs, biases, and practices. This reflection is essential for personal and professional growth, as it helps educators continuously improve their teaching methods and better serve all students.
- **Supporting State and Community Equity Goals:** The State of Illinois has equity goals for public schools that are aimed at reducing achievement gaps and fostering an inclusive culture. Providing equity-focused professional learning aligns educators with these goals, ensuring a consistent and collective effort toward creating a more equitable education system.

## **2025-2026 Equity Focused Professional Learning Offerings**

**Institute Days:** The purpose of school institute days is to provide dedicated time for educators to engage in professional learning, collaboration, and planning outside of their regular teaching responsibilities. These days allow teachers and staff to focus on improving their instructional practices, learning new educational strategies, and aligning their work with school and district goals. The equity-based focus for the 2025-2026 D128 Institute Days will deepen the district's commitment to belief and belonging by exploring conditions for success and ensuring that all students are ready to learn.

- **Teaming and Positive Collaboration:** Collaboration is not merely structural (e.g., team meetings or PLCs); it is a learned professional skill that requires deliberate cultivation. For collaborative inquiry to thrive, educators need time, training, and trust to engage in authentic, data-driven conversations about teaching and learning. This condition emphasizes the

development of both the interpersonal and cognitive capacities necessary for adults to learn together productively and courageously.

To realize goals like improving underrepresented student access and success in AP courses, a culture of collaborative inquiry ensures that educator learning is continuous, responsive, and collective. Educators can analyze disaggregated student data together, test and refine instructional strategies, and hold each other accountable. Over time, this collaborative culture supports deeper alignment between professional growth and equitable student outcomes.

- **Student Engagement in Learning:** Professional learning focused on student engagement and readiness to learn equips educators with the knowledge and strategies to create classrooms where all students feel motivated, supported, and capable of success. This type of professional learning emphasizes understanding the social, emotional, and cognitive conditions that influence how students connect with learning.

Professional learning in this area helps educators shift from focusing solely on instruction to also cultivating the conditions for learning—ensuring students are emotionally regulated, intellectually curious, and actively engaged in their own growth.

### **Equity Professional Learning Continuum:**

The Equity Professional Learning Continuum is a voluntary program that all staff members in D128 are eligible to participate in. This continuum creates a three year cycle where staff members participate with a cohort of colleagues to deepen their understanding of their own identities and beliefs and strengthen their professional practices to best support the needs of all learners.

### **Year 1 Cohort Essential Questions:**

- How does my own lived experience influence the way I see the world and interact with those around me?
- How can I engage in and sustain complicated conversations about race and identity?
- How do I respond to people who have different backgrounds than my own?
- How might bias show up in my interactions with students and staff?
- What are dominant cultural norms and how do they show up in our interactions with students and families?

**Year 2:** The second year of the Equity Professional Learning Continuum builds on the foundation of Year 1, inviting educators to move from awareness to deep, sustained practice. Grounded in Zaretta Hammond’s **Ready for Rigor Framework**, this year focuses on four key areas of culturally responsive teaching:

- **Awareness** – Deepening self-reflection and understanding how culture shapes teaching and learning.
- **Learning Partnerships** – Building authentic, trust-based relationships that empower students.
- **Information Processing** – Using culturally responsive, brain-based strategies to strengthen independent learning.
- **Community of Learners & Learning Environment** – Creating inclusive spaces where all students feel valued and supported.

Participants will select one quadrant to study and apply in their professional context, engaging with research, case studies, and peer collaboration. Through cycles of reflection and practice, educators will develop strategies to close equity gaps and build students' academic confidence.

By focusing intentionally on one practice area, participants deepen their culturally responsive expertise—laying the foundation for continued growth and collective impact across all four quadrants in future years.

**Equity Chats:** Equity chats are a space for staff members to come together to discuss equity-related topics throughout the year, with a different topic each month relating to a theme throughout the year. This year, the Equity Chats will focus on the ways in which we can bring a greater sense of belonging into our work with students. This sense of belonging helps to bridge the gap between students from different backgrounds by ensuring that all students feel valued, respected, and included, regardless of their race, ethnicity, gender, or socioeconomic status. A strong sense of belonging also mitigates the negative effects of marginalization and discrimination, which can hinder a student's academic and social development.

**District Equity Leadership Team:** The D128 Strategic Plan includes an equity and inclusion goal of ensuring equitable opportunities and outcomes for all student populations. The District Equity Leadership Team (DELT) develops action plans to achieve this goal. This team provides staff with an opportunity to influence the direction of equity for the district.

The DELT is divided into 5 strand groups:

- **Systems** - To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making, and fiscal responsibility.
- **Teaching and Learning** - To intentionally embed equity-driven pedagogy and practices in the curriculum, resources, instructional approaches, use and consideration of assessments and academic programming for the purpose of advancing equity for and among each student.
- **Professional Learning** - To provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and infusing educational equity in all aspects of schooling.
- **Student Voice; Culture and Climate** - To consistently seek students' feedback and experiences, and nurture a positive, authentic and meaningful organizational culture and climate.
- **Family and Community as Agency** - To partner with families and the community for authentic opportunities to serve the students, the school(s) and the district.

**Equity Learning Team:** The Equity Learning Team (ELT) is a space for staff to come together and learn about equitable practices in our work with students, from promoting belonging and welcoming environments to growing positive academic mindsets in our students, as well as take an active role in equity efforts in our buildings.

**Campus Equity Leadership Team:** Works alongside students to identify equity-related issues and design a way to address them.

**Dare to Empower:** Dare to Empower, our women's empowerment affinity group, plays a crucial role in creating a supportive and empowering space for women educators. We come together to build a strong community where we can connect, share experiences, and uplift one another as we navigate

the unique challenges women face in our profession. This group is a space designed to foster solidarity, trust, and a deep sense of belonging.

**Staff of Color Affinity Group:** The purpose of the Staff of Color Affinity Group is to create a supportive space where BIPOC staff can connect with colleagues who share similar racial or ethnic identities. The group focuses on fostering a sense of belonging by forming connections that help staff of color navigate the unique challenges they face in our professional environments. The group also provides emotional support, offering a safe space to discuss experiences related to race, including microaggressions, discrimination, and inequities in predominantly white workplaces. Ultimately, the goal is to create a supportive, empowering, and inclusive space that enhances well-being and strengthens the broader school community.

**Jewish Staff Affinity Group:** The Jewish Staff Affinity Group provides a welcoming space for Jewish-identifying staff members to connect, share experiences, and build community within the district. The group fosters belonging by offering opportunities for reflection, cultural exchange, and mutual support. Through dialogue and collaboration, members celebrate Jewish heritage, deepen understanding of Jewish identity and traditions, and contribute to the district's broader commitment to equity, inclusion, and respect for all backgrounds.

**LGBTQ+ Staff Affinity Group:** The LGBTQ+ Staff Affinity Group is a supportive and affirming community for staff who identify as lesbian, gay, bisexual, transgender, or queer. The group provides a safe space for connection, dialogue, and mutual support while fostering inclusion within the district. Members come together to celebrate identity, share experiences, and advocate for equitable and inclusive practices that ensure all LGBTQ+ staff can thrive in an environment of respect, belonging, and authenticity.

**Addressing Microaggressions Workshop:** The microaggressions workshop will introduce participants to the concept of microaggressions and how they affect individuals across different identities. Participants will leave this session equipped to recognize microaggressions, respond to microaggressive behaviors, and restore relationships following a microaggressive interaction. This is a required training for all new D128 employees.

**Courageous Conversation National Summit:** For the last several years, D128 has been training staff members in the Courageous Conversation Protocol™ which teaches participants how to engage in, sustain, and deepen interracial dialogue. The protocol gives participants tools to address racial disparities through safe, authentic, and effective dialogue. This workshop encourages personal and professional growth by prompting educators to reflect on their own biases and assumptions, ultimately making them more effective and empathetic in their teaching and interactions with students and colleagues.

**Individualized Equity Coaching:** Equity coaching for staff is a personalized professional learning process that focuses on helping educators recognize and address inequities in their teaching practices, classrooms, and school environments. Through one-on-one or small group coaching sessions, participants engage in reflective dialogue and receive guidance on how to create more inclusive, culturally responsive, and equitable learning experiences for all students. By participating in equity coaching, staff members can gain a deeper understanding of their own biases and how these

may impact their interactions with students. They also learn practical strategies for fostering an environment that supports the success of every student, particularly those from marginalized groups. Ultimately, equity coaching empowers educators to become more intentional and effective in promoting equity and inclusion in their classrooms.

**Supporting Diagonal Movers Workshop Series:** These interactive and dynamic workshops are designed to equip educators, school staff, and administrators with the strategies and tools needed to create belonging-rich spaces that support the academic, social, and emotional well-being of all students. Through a blend of research, reflection, and hands-on activities, participants will explore the critical role that belonging plays in student success and how fostering a sense of belonging can enhance equity, inclusion, and positive school culture.

**Monthly Equity Newsletter:** Our equity newsletter provides a variety of information and resources designed to promote and support equity, inclusion, and diversity within our schools. Common information included in our equity newsletter include:

- **Educational Resources:** Articles, research studies, or toolkits related to equity, cultural responsiveness, anti-bias practices, and inclusive teaching strategies. These resources help educators stay informed and develop their skills in promoting equity in their classrooms and schools.
- **Professional Development Opportunities:** Information about upcoming workshops, webinars, training sessions, or conferences focused on equity, diversity, and inclusion.
- **Spotlights on Equity Initiatives:** Updates on ongoing equity initiatives or programs within the school, district, or broader community.
- **Policy Updates:** Information about new or revised policies related to equity and inclusion such as religious holiday observances.
- **Student and Staff Voices:** Features on student or staff experiences, reflections, or achievements related to equity and inclusion.
- **Equity Tips and Best Practices:** Practical tips and actionable strategies for educators to implement in their classrooms or schools. These might include ideas for fostering a more inclusive classroom environment, addressing implicit bias, or engaging families from diverse cultural backgrounds.

**Speak Up:** Speak Up is a student-focused initiative that empowers students to take action against bias, discrimination, and hate. Through hands-on training, students learn how to recognize harmful language and behavior, respond confidently, and support those who are targeted. The program provides practical tools and real-life strategies for speaking up in ways that are respectful, safe, and effective—whether in the classroom, hallways, online, or in the community. By participating, students become part of a growing network of peers committed to making sure hate has no home at D128 and that every student feels seen, valued, and respected.

## Commitment 3: Student Success

Honoring and building upon the strengths and assets of every student; promoting academic and social-emotional growth; and providing multiple pathways to success. This includes monitoring and assessing the impact of educational programs on the achievement of all students.

**Reporting Metrics:**

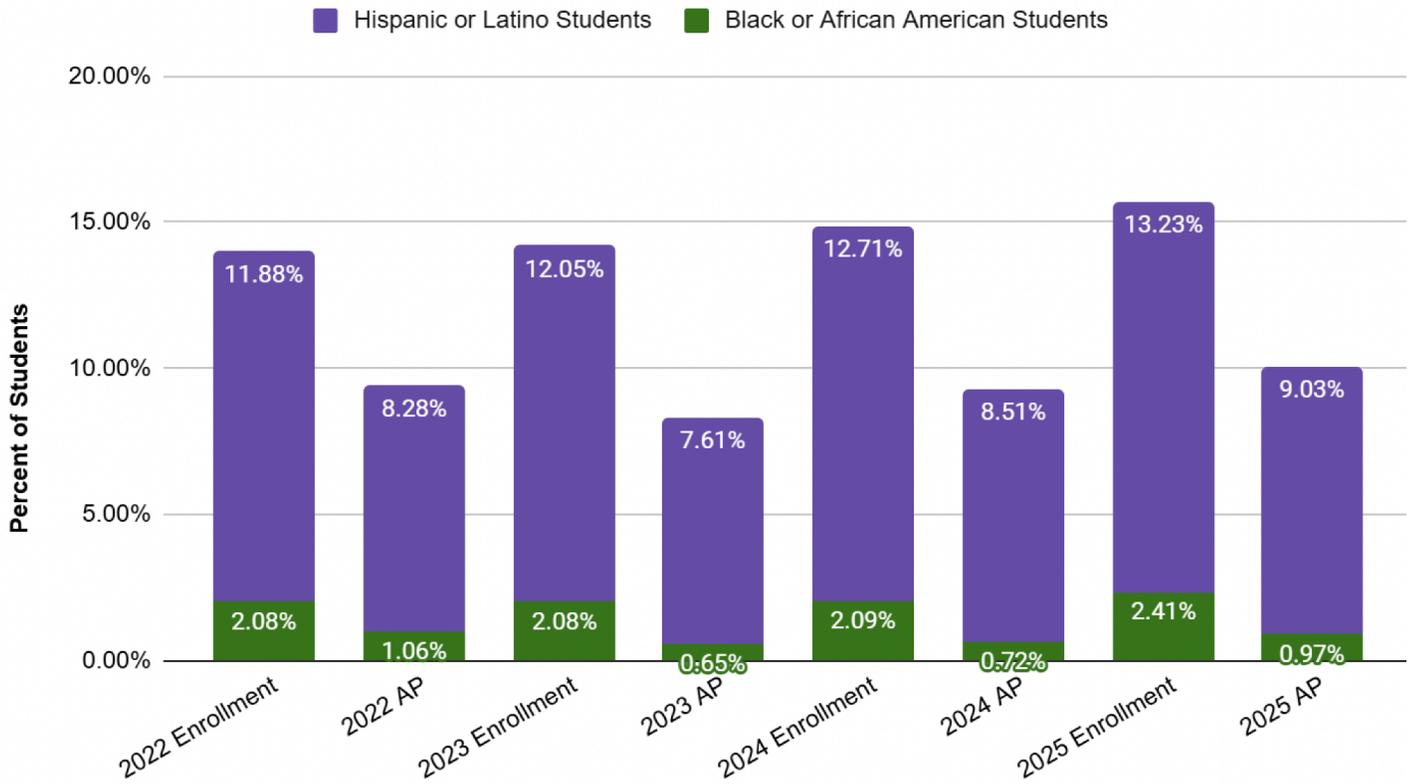
- Academic Monitor and report on access to, participation in, and success (AP results, grades) in upper-level and AP courses and on over-representation in special education and remedial/lower-level classes. Include frequency of diagonal placement moves from leveled classes.
- Monitor and report grade distributions Report ISBE School Report Card indicators
- Perform curriculum audit and report on process, results, and curriculum innovations and revisions
- Monitor and report student course and program enrollment patterns

**Background:**

This report will focus on examining the representation and achievement of underrepresented student groups in Advanced Placement (AP) courses at the conclusion of the previous school year. In alignment with Commitment 3: Student Success, this analysis seeks to evaluate how effectively the district is honoring and building upon the strengths of every student by ensuring equitable access to rigorous academic opportunities. Understanding which student groups are enrolling in and succeeding within AP courses provides valuable insight into how well the district's programs are supporting diverse learners and fostering multiple pathways to success.

**Proportional Representation**

**District Enrollment vs. AP Participation**



This graph compares the percentage of Hispanic or Latino and Black or African American students in the district with their participation in Advanced Placement (AP) courses from 2022 through 2025. The district’s goal is for AP participation to reflect overall enrollment, meaning that each student group is proportionately represented in advanced coursework.

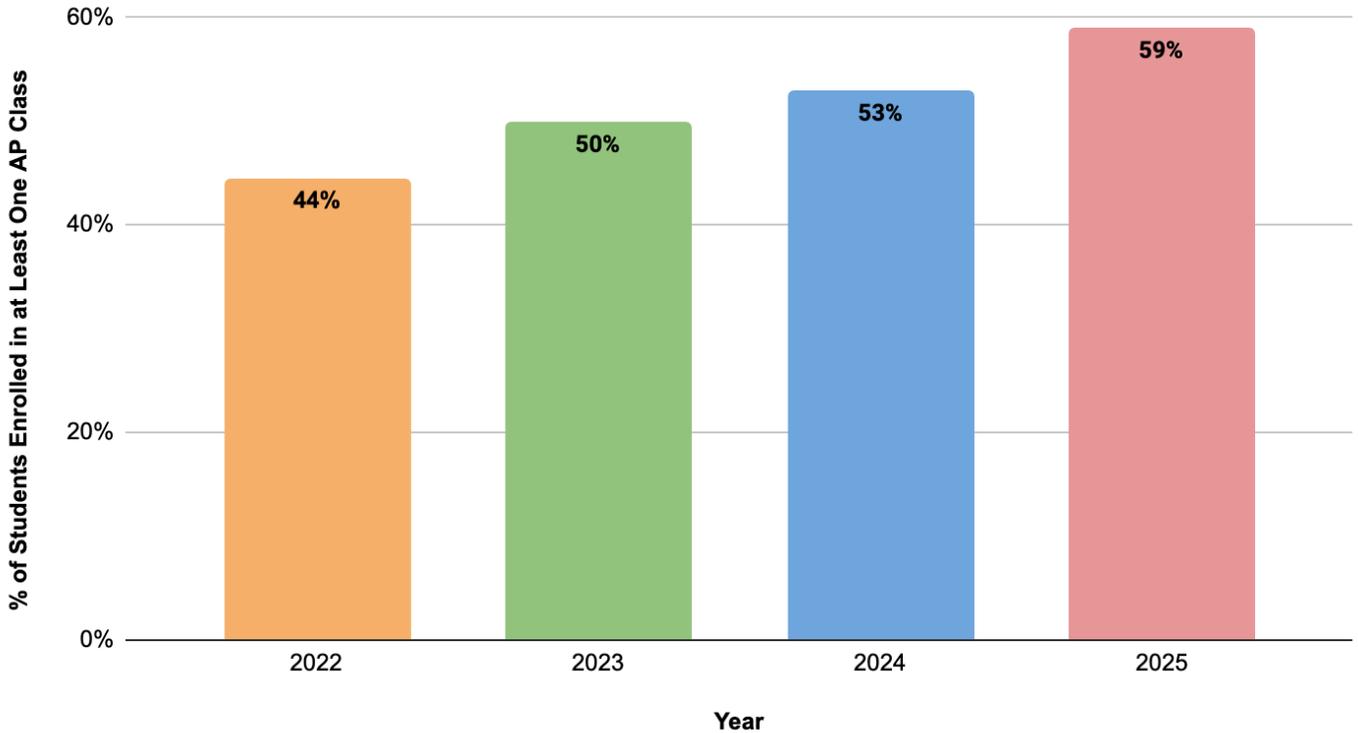
Over the four-year period, both groups have remained underrepresented in AP courses compared to their overall enrollment. However, there was notable progress in the most recent year, with Hispanic or Latino students showing their highest rate of AP participation to date. This upward movement suggests that targeted efforts to expand access—such as outreach, encouragement, and academic supports—are beginning to have a positive effect.

Despite this gain, both Hispanic or Latino and Black or African American students continue to be enrolled in AP courses at rates below their representation in the district. Continued focus on early identification, academic preparation, and equitable access will be essential to sustain and build on this progress in the coming years.

**Overall AP Enrollment**

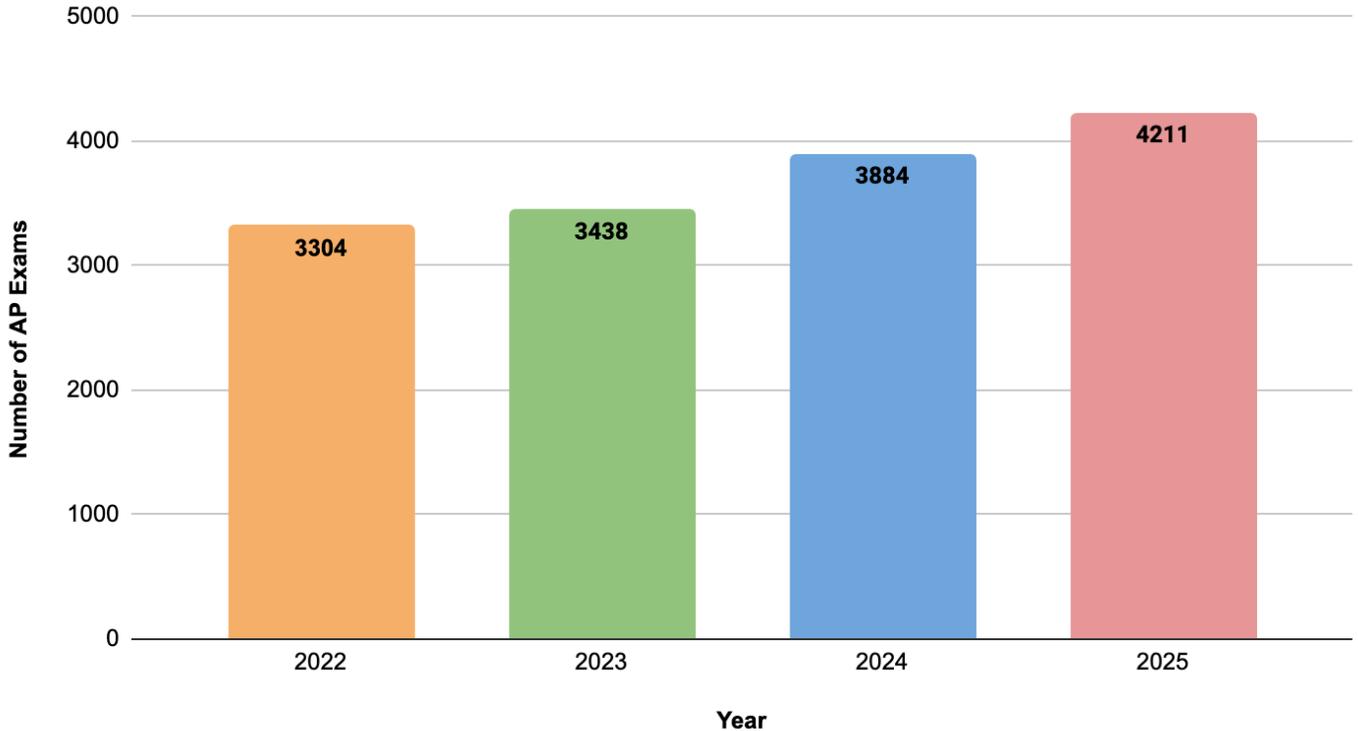
District 128 achieved its highest Advanced Placement (AP) enrollment in recent history during the 2024–25 school year. A total of 1,864 students participated in AP coursework across both Libertyville and Vernon Hills High Schools—an increase of more than 350 students since 2022. Both schools contributed to this growth, with Libertyville reaching 969 AP students and Vernon Hills reaching 895.

**Percentage of Students Enrolled in AP**



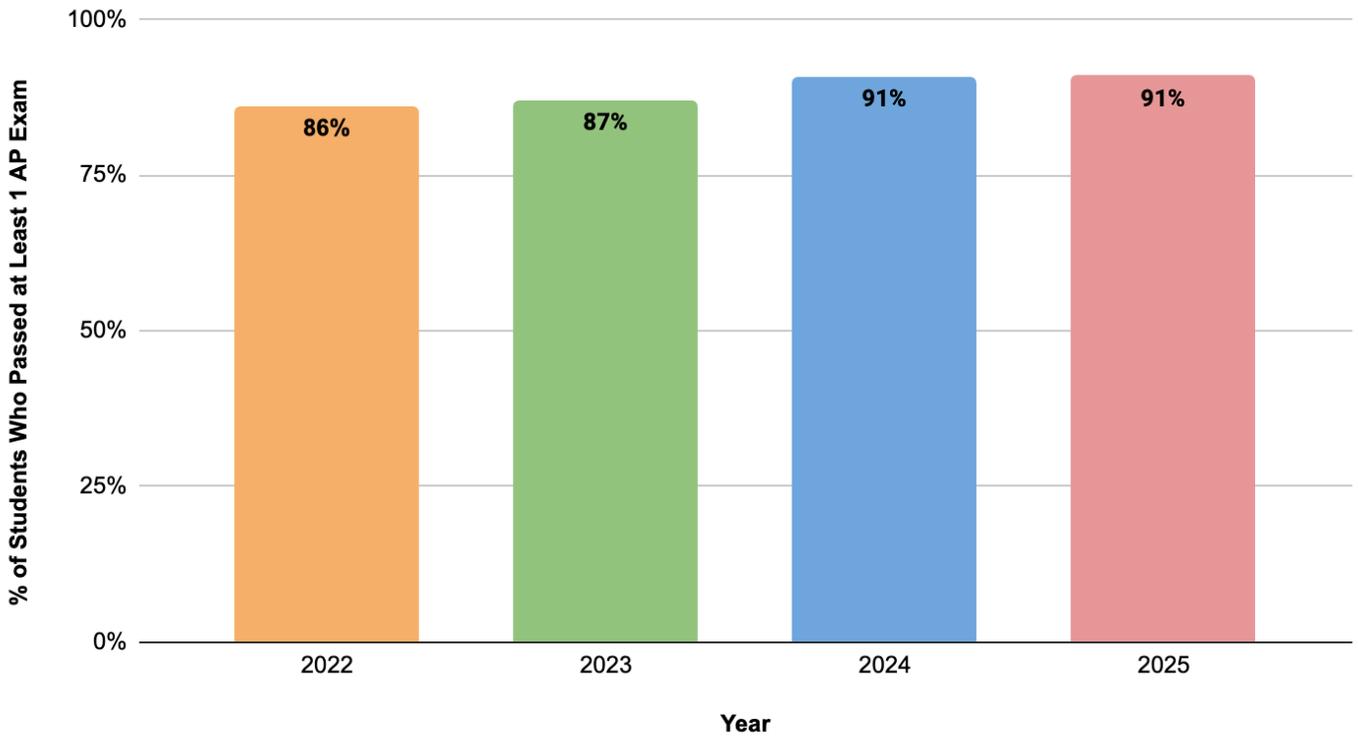
In addition to record AP course enrollment, District 128 also saw a significant increase in the number of AP exams administered during the 2024–25 school year. Students took a combined total of 3,755 exams, a notable gain reflecting both expanded student participation and continued encouragement for students to sit for AP assessments. This rise in exam administration mirrors the district’s steady growth in AP enrollment, demonstrating the success of efforts to broaden access to rigorous academic opportunities.

### Number of AP Exams Taken by D128 Students

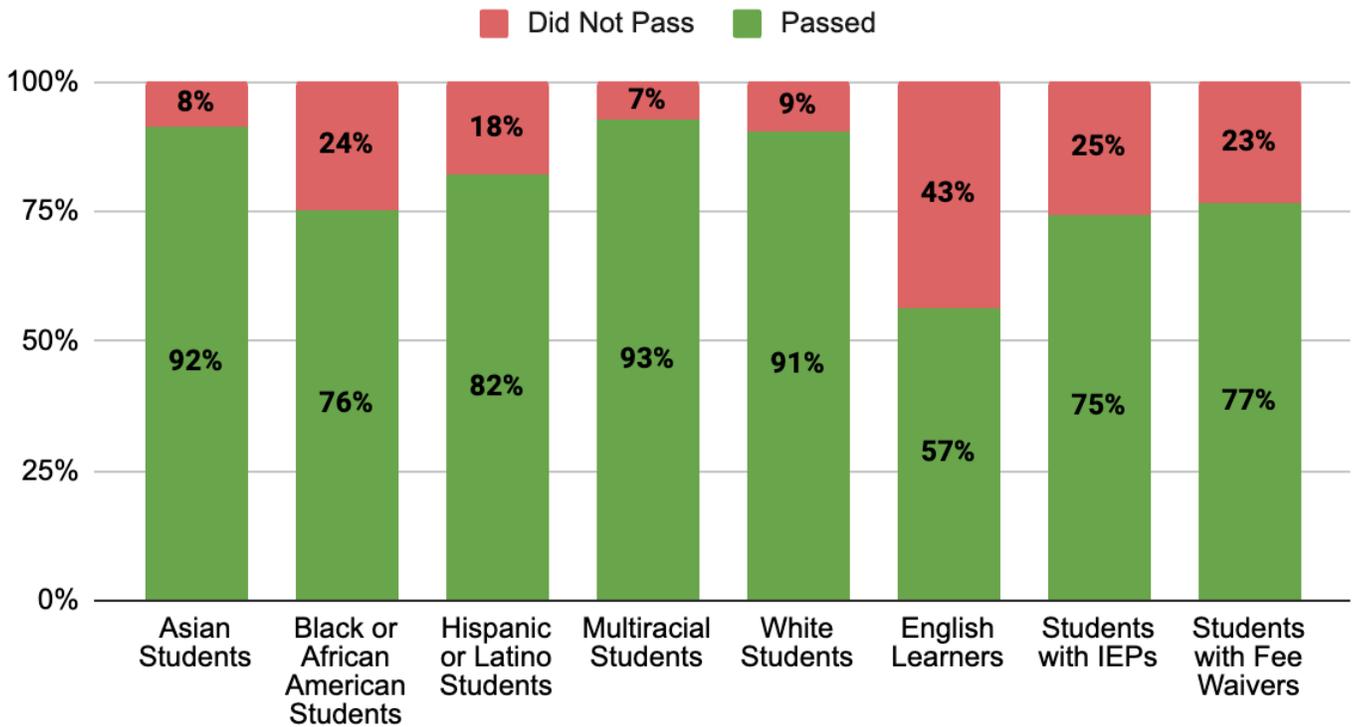


A point of pride for our district is that, despite this record participation, the overall success rate—measured by the percentage of exams earning a score of 3 or higher—remained consistent with previous years. Maintaining this level of performance amid higher participation reflects the district’s commitment to both access and quality, ensuring that increased enrollment does not come at the expense of student preparedness or achievement.

### Percentage of Students Passing an AP Exam



## AP Exam Pass Rates by Demographic Group



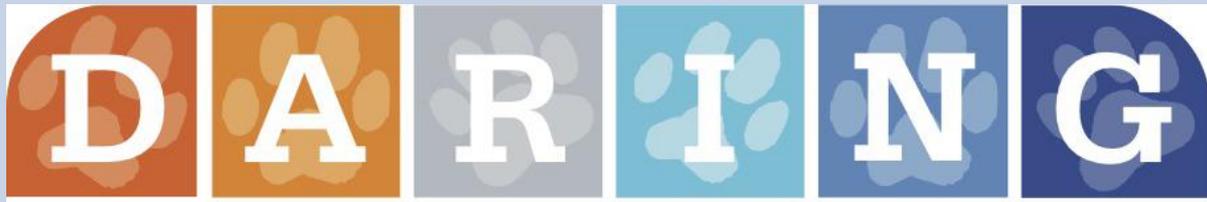
This data set shows the percentage of students who passed (earned a score of 3 or higher) or did not pass their AP exams, disaggregated by student group.

Overall, most student groups demonstrated strong performance on AP exams, though notable disparities exist across demographics.

- Asian (92%), Multiracial (93%), and White students (91%) achieved the highest AP pass rates.
- Hispanic or Latino (82%) and Black or African American (76%) students performed well but below the overall average, indicating areas for continued equity-focused support.
- English Learners (57%) had the lowest pass rate, highlighting the need for targeted academic preparation and language support.
- Students with IEPs (75%) and Students with Fee Waivers (77%) also scored below the overall average, suggesting persistent opportunity gaps in access and success within AP coursework.

These results emphasize the importance of expanding equitable access to advanced coursework, strengthening culturally responsive teaching practices, and providing additional academic and linguistic support to ensure all students are prepared to succeed in AP classes and exams.

Overall, these results highlight the district’s progress in balancing equity, rigor, and excellence, offering more students than ever the opportunity to challenge themselves through AP coursework while improving academic outcomes.



# Racial Diversity, Equity, and Inclusion Policy Update

October 14, 2025

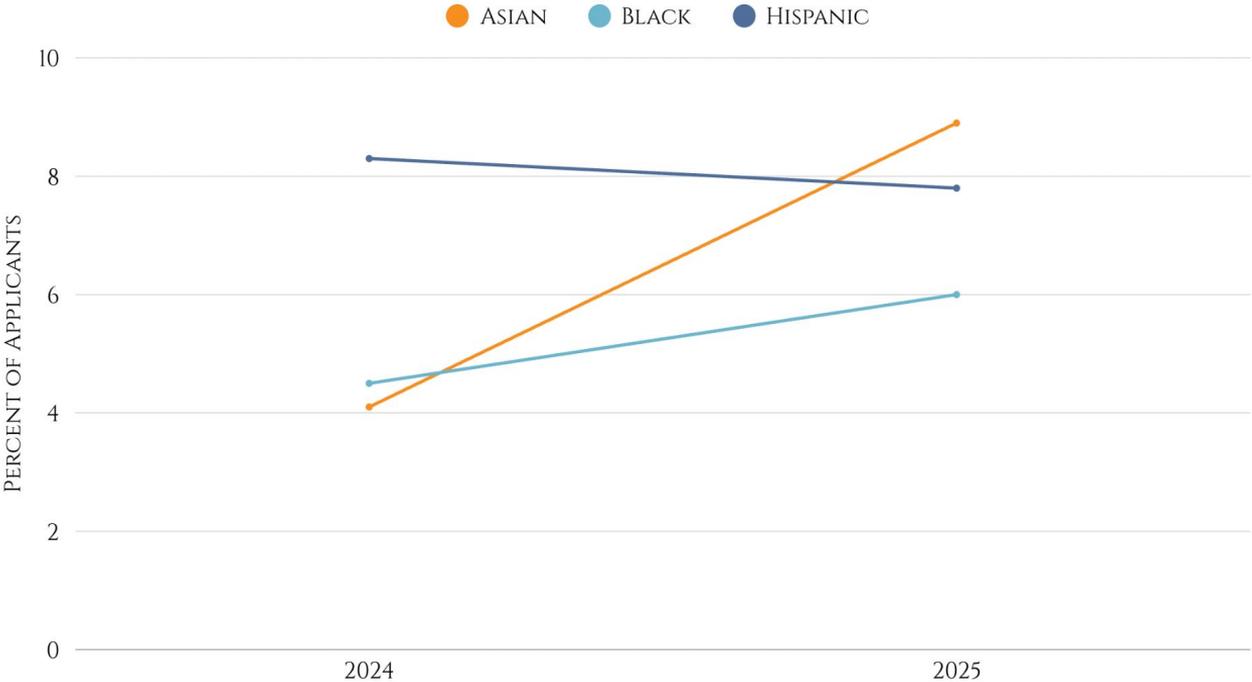
## C2: Diverse Staffing

Recruiting, hiring, and retaining practices that embrace a diverse staffing of all personnel at every level that reflects the global community and staff who carry out the district's commitment to equity and diversity.



# 2025 Recruitment Outcomes

APPLICANT POOL BY TARGETED DEMOGRAPHICS



# New Certified Hires Demographics

American Indian

1.9%

Hispanic/Latino

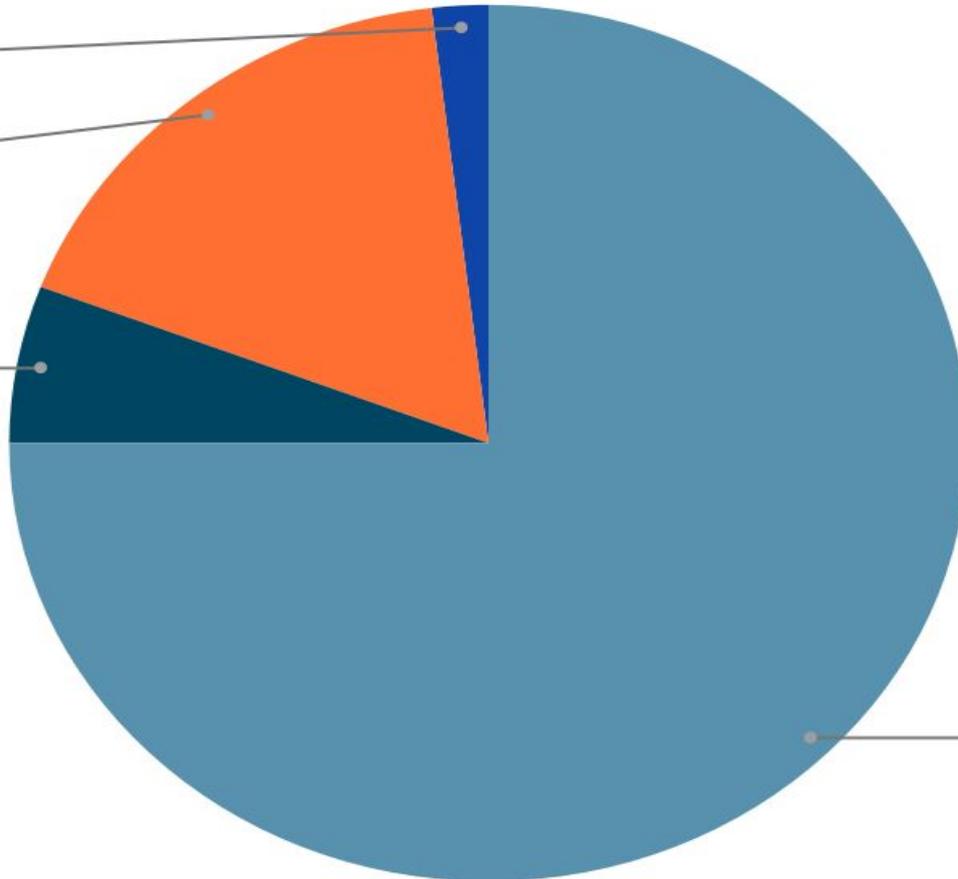
17.3%

Asian

5.8%

White

75.0%



# 2025-26 Certified and ESP New Hires

Race/Ethnicity	Certified Position	ESP Position
American Indian	0	1
Asian	0	3
Black/African American	0	0
Hispanic/Latino	3	6
White	24	15



# Retention of Staff of Color

Race/ Ethnicity	Number of Staff in 2022-23	Number of Staff in 2023-24	Number of Staff in 2024-25	Number of Staff in 2025-26
Asian	12	14	18	19
Black	16	13	11	8
Hispanic	31	38	40	44



# C10: Equity Focused Professional Learning

Providing both mandatory and voluntary equity-focused professional learning (including, but not limited to culturally responsive teaching, anti-racist and anti-bias learning) so that members of the school community deepen their racial identity awareness, strengthen their culturally relevant teaching practices, build their cross-cultural competencies, and identify practices that lead to the closing of opportunity and achievement gaps. This professional learning includes all district staff, all building staff, and all Board of Education members in equity-focused professional learning opportunities.



2025-2026

# Equity Focused Professional Learning



Equity Chats



Equity Continuum



Tier 1  
Instructional Strategies  
Professional Learning



Belief & Belonging  
Professional Learning



D128 University  
Courses



Staff Affinity Groups



Internal Workshops



Equity Newsletter



Equity-Focused  
Coaching



External  
Conferences/Workshops



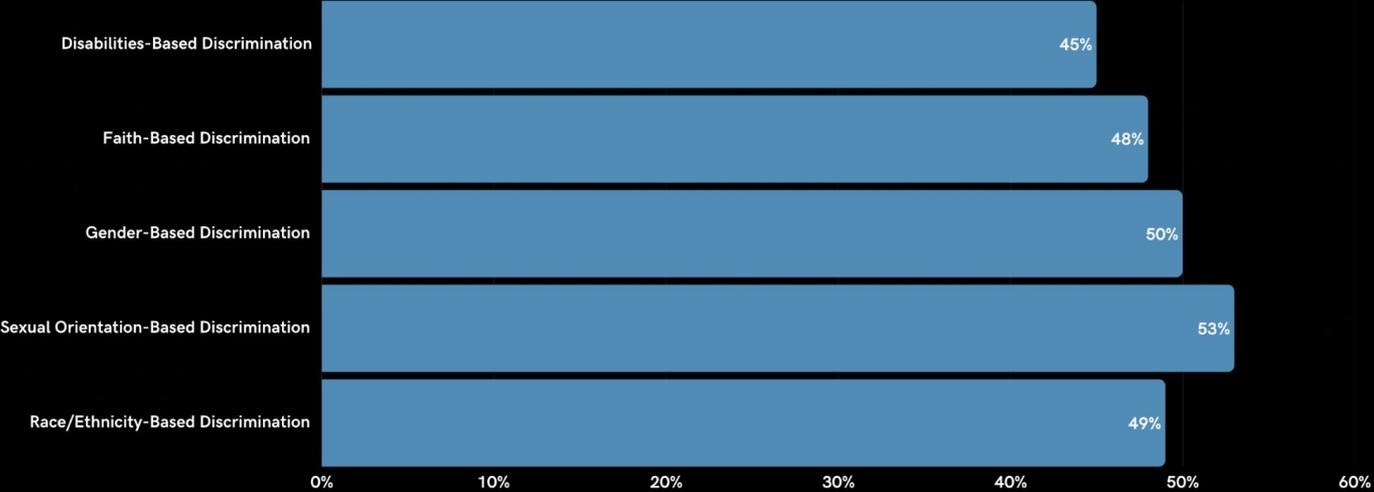
# Speak Up Equity Focused Professional Learning



# SPEAK UP

## Equity Focused Professional Learning

### Discrimination at OUR School



## VHHS Students Report Witnessing Discrimination

Percent of VHHS students reporting that they have witnessed other students experiencing discrimination in their school



# SPEAK UP

## Equity Focused Professional Learning

### 2025 Panorama Equity & Inclusion Survey



#### QUESTION

➤ If you witness discrimination happening in your school, how often do you know how to respond?

**43%** <sup>1</sup>  
responded favorably

▼ **4**  
from Winter 2023  
– Equity & Inclusion

#### QUESTION

➤ When you witness discrimination happening in your school, how often do you try to respond or intervene to stop it?

**35%** <sup>1</sup>  
responded favorably

▼ **6**  
from Winter 2023  
– Equity & Inclusion



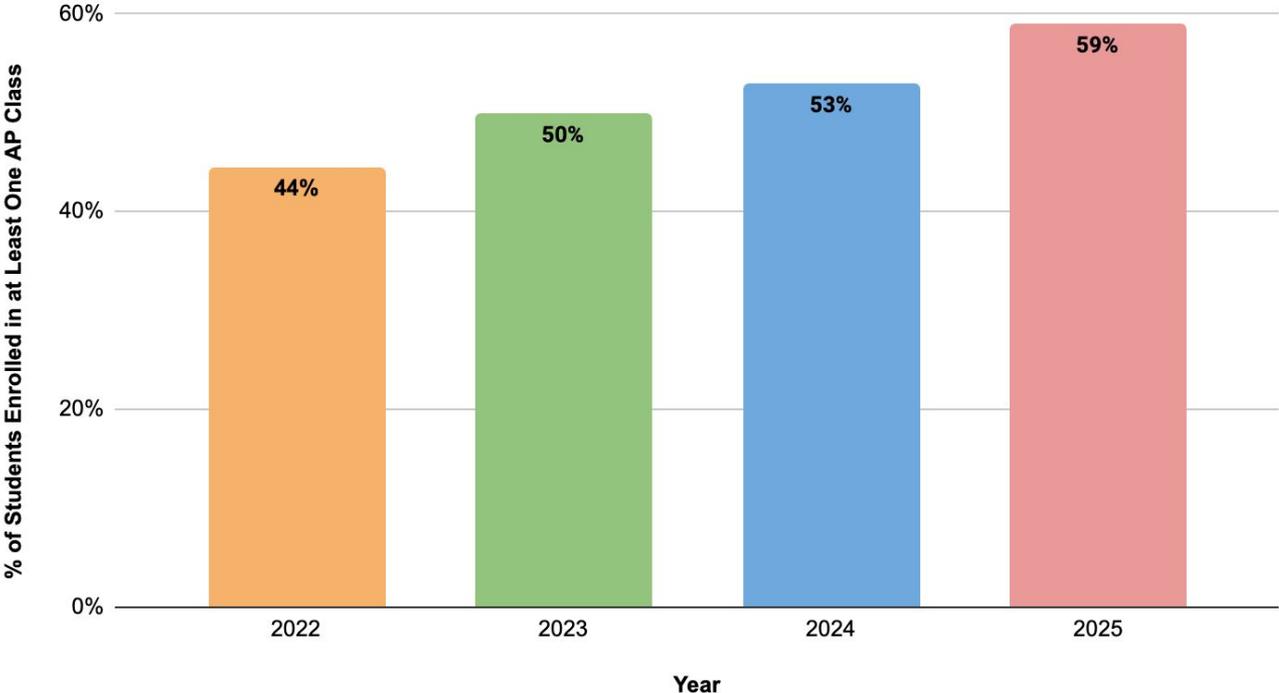
## C3: Student Success

Honoring and building upon the strengths and assets of every student; promoting academic and social-emotional growth; and providing multiple pathways to success. This includes monitoring and assessing the impact of educational programs on the achievement of all students.



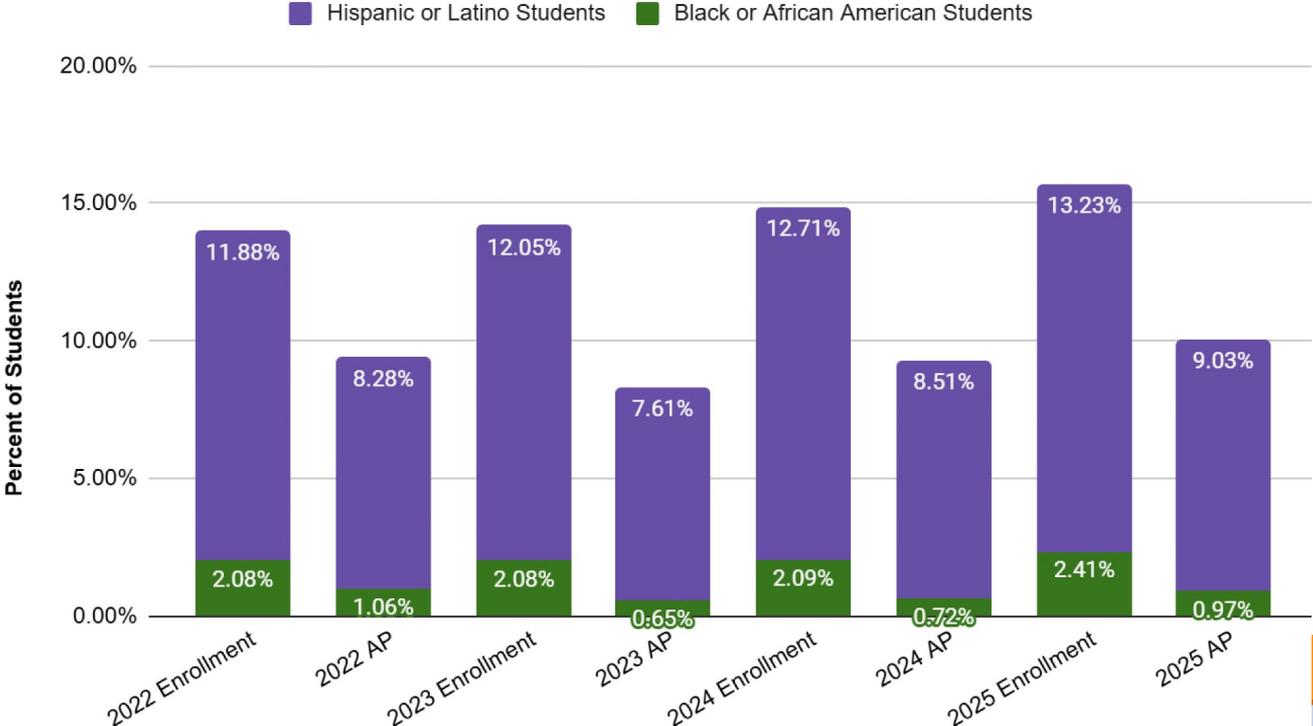
# Overall AP Enrollment

## Percentage of Students Enrolled in AP



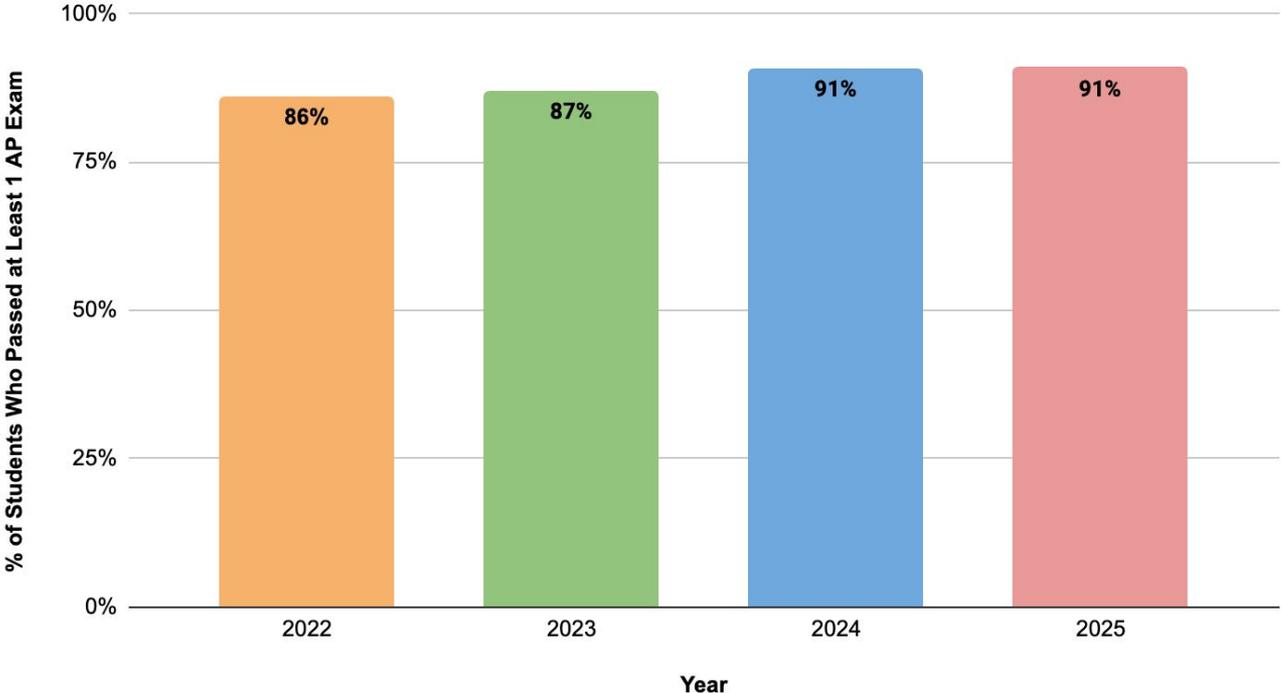
# Proportional Representation

## District Enrollment vs. AP Participation



# AP Pass Rate

## Percentage of Students Passing an AP Exam



# D A R I N G

## Racial Diversity, Equity, and Inclusion Policy Update

**Community High School District 128**  
**Program and Personnel Committee Meeting**  
**October 14, 2025**

**Personnel Report**

**Certified Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Shawn Woodie	Social Studies Teacher	VHHS	Resignation	11/11/2025

**Educational Support Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Carol Etherton	PT Resource Aide	LHS	Resignation	10/7/2025
Jennifer Sheets (Julie O'Donnell)	Campus Safety	VHHS	Replacement	9/29/2025

**Coaching/ Extracurricular Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Matt Bystol (Ted Strychalski)	Asst Wrestling Coach	LHS	Replacement	10/2/2025
Ben Courtney	Asst Baseball Coach	VHHS	Resignation	9/30/2025
Craig Garkie (Ted Strychalski)	Asst Wrestling Coach	LHS	Replacement	10/2/2025
Chris Kelly	Asst Baseball Coach	VHHS	Resignation	9/30/2025
Sabrina Mendoza	Asst. Girls Track & Field Coach	LHS	Resignation	10/7/2025
Mackenzie Ryan (Joe Gibson)	Asst Boys Swimming Coach	VHHS	Replacement	10/2/2025
Aron Salzberg (Chris Kelly & Ben Courtney)	Asst Baseball Coach	VHHS	Replacement	9/30/2025
Rachel Smigielski (Sara Keefe)	Asst Softball Coach	LHS	Replacement	10/2/2025

*All retirement actions are taken pursuant to the employee meeting all District and TRS/IMRF requirements.*