



**Tuesday, July 28, 2020**

**Virtual meeting only. Email public comments to [dnewman@tfd215.org](mailto:dnewman@tfd215.org) by noon**

**Join using URL:**

<https://tfd215-org.zoom.us/j/86068757890?pwd=SURMdlRodStZRFRPZ1dUUeYmGRQZz09>

**Passcode: uq4Qr6**

*Join by phone: 1 (312) 626-6799- Webinar ID: 860 6875 7890 - Passcode: 884642*

	I.	Call To Order	
	II.	Roll Call	
	III.	Communication A. Freedom of Information Report B. Public Comment C. Building Reports	
	IV.	Superintendent's Report A. Retirement Acknowledgment	
	V.	Future Meetings A. Committee of the Whole: Weds., Aug. 12, 5:00 p.m. B. Regular Meeting: Tues., Aug. 25, 6:00 p.m.	
Action	VI.	Approval of Minutes – Open & Closed A. Regular Meeting: 6.23.2020 B. Committee of the Whole: 7.15.20	Exhibit 1
Action	VII.	Old Business A. Activity Handbook 2020-21 B. Revised School Calendar 2020-21	Exhibit 2 Exhibit 3
Action			
Action	VIII.	New Business A. Administrative Handbook 2020-21 B. Universal Masking Policies:3510, 4029, 5069 C. Equity Plan of Action D. Resolution on Racial Justice E. Remote Learning Plan F. Equity Student Leadership Club G. Future Teachers Club	Exhibit 4 Exhibit 5 Exhibit 6 Exhibit 7 Exhibit 8 Exhibit 9 Exhibit 10
Action			
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	IX.	Closed Session A. Personnel: Employment, Compensation, Discipline, Performance, or Dismissal for Specific Employees B. Pending Litigation C. Collective Bargaining Matters	
Action	X.	Finance Report	Exhibit 11

Action	XI.	Personnel Report	Exhibit 12
	XII.	Adjourn	



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

# ACTIVITIES HANDBOOK

## 2020-2021

**OVERVIEW OF APPROVED ACTIVITIES:** The student programs are divided into four areas:

<b>Campus</b>	<b>Category I - Performance</b>
N S	Scholastic Bowl # •
N S	Chess # •
N S	Drama
N S	Group Interpretation # •
N S	Mathletes •
N S	Speech # •
N S	Instrumental Music # •
N S	Choral Music # •
S	Contest Play # •
<b>Campus</b>	<b>Category II - Co-Curricular</b>
N S	Newspaper # •
N S	Yearbook # •
C	CAD Club @ N
C	CWT @ S
C	Auto Mechanics @ N
C	Auto Collision @ N
<b>Campus</b>	<b>Category III - Special Interest</b>
N	Freshman Class
S	Freshman / Sophomore Class
N	Sophomore Class
N S	Junior Class
N S	Senior Class
S	Art Club •
S	Drama Club
N S	Creative Arts / Literary Magazine •
N S	Environmental / Science •
N S	TV Production
N	Power lifting
N	Monogram
N S	Student Council •
N S	NHS •
S	Pep Club
N S	SADD
S	Foreign Language / Cultural Exploration
N S	Best Buddies
N S	History Club
S	GSA Gay Straight Alliance
N	P.R.I.D.E.
N S	Peer Mediators
S	Senior Ambassadors
S	Mock Trial Team
S	Science/Forensics
N	Visual Arts •
S	Girls Club
N	Student Action Team
N	Connections
N	STARS Girls Club
N S	Future Teachers of America
N S	Equity Student Leadership Club
<b>Campus</b>	<b>Category IV - Non Paid -2 Year Probation</b>
N	STARS Girl Club (9.2018)
N	Brother 2 Brother (12.2018)
N	Dreamers Club (7.1.2019)
S	Latin Dance Crew (8.6.2019)
S	Dreamers Club (9.2019)

~~Thirty~~ ~~Twenty-eight~~ sponsor paid organizations are operating at T.F. North, ~~Thirty-two~~ ~~Thirty-four~~ at T.F. South, and Four at the T.F. Center for the 2020-21 school year.

### NEW PROGRAMS

New clubs or organizations are to be developed according to the District 215 Board of Education approved guidelines (Policy 6145). Student interest and the total program activity will determine the need for more activities. No more than thirty-five paid activities will function at each campus at one time. Additional non-paid clubs/activities may be permitted by the activity director and the principal on an individual basis.

### CERTIFICATION

Certification will be granted annually to those organizations that meet the district expectations.

Organizations will be monitored semi-annually. Those organizations that do not meet expectations will be put on a "watch list" for the next semester and given the opportunity to make adjustments. If adjustments are not made the group will be dissolved or new leadership sought.

**Activities Director informs club sponsor in writing of expectations that weren't met. Report is given to the Athletic Director. If problem continues, athletic director is informed for further action.**

**Certification is divided into four categories:**

Category I: Certification for interscholastic competitions and performance activities

Category II: Certification for Co-Curricular clubs

Category III: Certification for special interest activities

Category IV: Certification for Non-Paid/Grant funded activities

## CATEGORY REQUIREMENTS

### Category I

#### CERTIFICATION FOR INTERSCHOLASTIC COMPETITIONS AND PERFORMANCE ACTIVITIES.

- 1) Timely submission of all forms/paperwork (vouchers, building requests, pledges, membership lists, and activity requests.)
- 2) The organization will report on a monthly basis all performances and/or competition results to the activities' director. A financial report ~~should~~ **must** also be included reflecting all expenditures, fundraisers/income, and a current balance of the activity account and/or budget account. An updated roster highlighting any changes should also be submitted.
- 3) The activity sponsor will engage in an active recruitment program each year. (This may include representation at registration, updated trifolds, open house, and freshmen orientation as examples.) Membership levels should be maintained throughout the year.
- 4) All participants will follow the District 215 Activity/Athletic Code of Conduct.
- 5) Each team/activity will participate in at least one service project each year.
- 6) Each team/activity will participate in at least 1 fundraising event per year. All events must have a fundraising form submitted to the Activity Director.
- 7) All District 215 school administrative procedures will be understood and implemented.
- 8) All IHSA and ~~Illinois Drill Team (IDT)~~ rules/regulations will be strictly followed.
- 9) Follow District guidelines for eligibility.
- 10) Activity Sponsors must attend all meetings related to activities and the club must participate in conference events.

*If a particular club or team cannot comply with the published criteria, the activity director should be consulted and, if appropriate, alternate criteria may be substituted*

## Category II

### CERTIFICATION FOR CO-CURRICULAR CLUBS

- 1) Timely submission of all forms/**paperwork** (vouchers, fundraising forms, building requests, pledges, membership lists, and activity requests.)
- 2) The secretary or designee will submit a monthly report to the activity director. This should include a summary of meetings outside of class (at least 2 per month), festivals, competitions, and/or conferences, etc. A financial report **should** **must** also be included reflecting all expenditures, fundraisers/income, and a current balance of the activity account. Attach an updated roster highlighting any changes.
- 3) Monthly building activities will be planned and implemented by the club officers for increased group development. Groups must meet two times each month outside of classroom hours.
- 4) The club will actively develop and participate in a recruitment program to encourage and/or train new members. (This may include representation at registration, open house, and freshmen orientation as examples.) Membership levels should be maintained throughout the year.
- 5) The District 215 Athletic/Activity code of conduct will be followed and monitored by the group.
- 6) At least one community service component will be planned each semester.
- 7) Each club/activity will participate in at least 1 fundraising event per year. All events must have a fundraising form submitted to the Activity Director.
- 8) All District 215 school administrative procedures will be understood and implemented.
- 9) Follow District guidelines for eligibility.
- 10) Activity Sponsors must attend all meetings related to activities and the club must participate in conference events.
- 11) All IHSA rules/regulations will be strictly followed.

*If a particular club or team cannot comply with the published criteria, the activity director should be consulted and, if appropriate, alternate criteria may be substituted.*

### Category III

#### CERTIFICATION FOR SPECIAL INTEREST ACTIVITIES

- 1) Timely submission of all forms/**paperwork** (vouchers, fundraising forms, building requests, pledges, membership lists, and activity requests.)
- 2) The student secretary or designee will submit monthly minutes to the activity director. A **signed** roster of students in attendance must be included in the minutes. A financial report **should** **must** also be included reflecting all expenditures, fundraisers/income, and a current balance of the activity account. An updated roster highlighting any changes should be submitted.
- 3) Monthly building activities will be planned and implemented by the club officers for increased group development. Groups must meet two times each month.
- 4) The club will actively develop and participate in a recruitment program to encourage and/or train new members. (This may include representation at registration, open house, and freshmen orientation as examples.) Membership levels must be maintained throughout the year.
- 5) The District 215 Athletic/Activity code of conduct will be followed and monitored by the group.
- 6) One community service component per semester should be planned and implemented.
- 7) Each club/activity will participate in at least 1 fundraising event per year. All events must have a fundraising form submitted to the Activity Director.
- 8) All District 215 procedures will be understood and used by the club members on a regular basis.
- 9) Follow District guidelines for eligibility.
- 10) Activity Sponsors must attend all meetings related to activities and the club must participate in conference events.

*If a particular club or team cannot comply with the published criteria, the activity director should be consulted and, if appropriate, alternate criteria may be substituted.*



## SPECIFIC GUIDELINES ALL SPONSORS MUST FOLLOW:

1. You must fill out all vouchers, activity request, building use forms, field trip permission slips, etc. and have them returned to the activity office.
2. NEVER keep money in your classroom. The sponsor should deposit money according to specific school policy.
3. Copies of all contracts must be turned into the activity Office for approval (i.e. D.J.'s, bands, photographers, bookings of rooms, or restaurants). **Procedures require all vendors / contracts to have Principal and/or Superintendent approval based on the cost. Contracts for vendors are available online.**
4. **Activity Fund Daily Deposits:** Activity money is deposited on a daily basis. Only petty cash amounts should be left in the vault overnight. (Example: if your organization is sponsoring a dance, the daily ticket sales should be recorded and deposited each day.) The cash box you are using should contain only petty cash for the next day's sale
5. **Daily Announcements:** Recognition / information may be announced to the student body via the daily announcements. Forms are available in the General Office. Activities may also be advertised via the District Quicknote system. Email announcements to [vgiles@tfd215.org](mailto:vgiles@tfd215.org)
6. **Financial Statement:** This statement originates from the Administrative Center.
  - a. This statement will be originated in August, December and May. Each activity should implement their own record keeping system to double check for accuracy in financial statements. Any discrepancies should be reported to the Activity Director.
  - b. This computerized accounting record is given to the advisors by the Activity Director.
  - c. The advisor's copy is put in mailboxes.
  - d. When you receive your statement, review your records. Make sure all your deposits and withdrawals have been credited to your account.
7. **Securing Monies** when Bookstore or Activity Office is closed:  
T.F. NORTH
  - a. If the Bookstore or Activity Office is closed, all money must be turned into the General Office with the principal's secretary. No money should be held by the sponsor.
  - b. The following procedure is in place.
    - Count your money and write the amount on the front of the envelope with your name and the name of your club.
    - Give the envelope to the secretary in the General Office - NO STUDENTS.
    - The next school day, the envelope will be taken from the **fault vault**, money counted and deposited in the activity account and a receipt will be given to the sponsor/coach.  
T.F. SOUTH
  - a. All monies should be deposited with the Activity Director with a deposit slip and Xerox copies of any checks. If the office is closed, money should be taken to the general office to be secured in the vault. See the Principal's secretary for this.
  - b. The following procedure is in place when using the vault:
    - Count your money and write the amount on the front of the envelope with your name and the name of your club.
    - Give the envelope to the secretary in the General Office - NO STUDENTS.
    - The next school day, the money will be taken from the vault, counted and deposited in the activity account and a receipt will be given to the sponsor/coach.
8. **Money (Cash Receipts):** This is the advisors record that the correct amount of money has been deposited in your organizations account.



**Thornton Fractional**  
HIGH SCHOOL DISTRICT 215  
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**MEMORANDUM**

**To:** Dr. Sophia Jones-Redmond, Superintendent

**From:** Mike Fies, Assistant Superintendent of Teaching & Learning *MJ*

**Date:** July 16, 2020

**Subject:** Revised 2020-21 School Calendar

**Rationale:**

- Based on SB 1863 (<http://ilga.gov/legislation/101/SB/PDF/10100SB1863enr.pdf>) (Morrison/Burke) -- Among other changes, mandates Nov. 3, 2020 (Election Day 2020) be deemed a state holiday; therefore, schools shall be closed. Also requires schools to be used as a polling place, if requested by the local election authority. Necessary safety measures must be followed. Effective immediately.

**Recommendation:**

Please present the following recommendation to the Board of Education:

**The Board of Education approve the revised 2020-2021 School Calendar.**



# Thornton Fractional Township H.S. #215 SCHOOL CALENDAR Year 2020-21

July, 2020							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		
						Total	0

August, 2020							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
						1	0
2	3	4	5	6	7	8	0
9	10	11	12	TI	TI	15	0
16	(17	18	19	20	21	22	5
23	24	25	26	27	28	29	6
30	31					Total	11

September, 2020							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
		1	2	3	4	5	4
6	X	8	9	10	11	12	4
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	5
27	28	29	30				3
						Total	21

New Staff Orientation: Aug. 10 & 11  
2nd Year Teacher Orientation: Aug. 11

October, 2020							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
				1	2	3	2
4	5	6	7	FPT	NIA	10	3
11	X	13	14	15	#16	17	4
18	19	20	21	22	23	24	5
25	26	27	28	29	30	31	5
						Total	19

November, 2020							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
1	2	X	4	5	6	7	4
8	9	10	X	12	13	14	4
15	16	17	18	19	20	21	5
22	23	24	NIA	X	NIA	28	2
29	30						1
						Total	16

December, 2020							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
		1	2	3	4	5	4
6	7	8	9	10	11	12	5
13	14	15	*16	*17	*#18	19	5
20	NIA	NIA	NIA	NIA	X	26	0
27	NIA	NIA	NIA	NIA			0
						Total	14

Parent Teacher Conference: Oct. 8

81 days in semester

January, 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
					X	2	0
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	5
17	X	19	20	21	22	23	4
24	25	26	27	28	29	30	5
31						Total	19

February, 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
	1	2	3	4	5	6	5
7	8	9	10	FPT	NIA	13	3
14	X	16	17	18	19	20	4
21	22	23	24	25	26	27	5
28							0
						Total	17

March, 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
	X	2	3	4	5	6	4
7	8	9	10	11	#12	13	5
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	5
28	29	30	31				3
						Total	22

District Test Day: Jan 15

Parent Teacher Conference: Feb. 11

April, 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
				1	NIA	3	1
4	NIA	NIA	NIA	NIA	NIA	10	0
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	5
25	26	27	28	29	30		5
						Total	16

May, 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	5
23	24	25	26	*27	*28	29	5
30	X					Total	20

June, 2021							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
		*#1	2	3	4	5	1
6	7	8	9	10	11	12	0
13	14	15	16	17	18	19	0
20	21	22	23	24	25	26	0
27	28	29	30				0
						Total	1

Senior Exams: 5/11 and 5/12 Seniors Last Day: 5/12

95 days in semester

Graduation: TFN: 5/18 TFS: 5/19

School Opens.....	8.17.2020
School Closes.....	6.8.2021
Pupil Attendance Days (at least 176).....	176
Proposed Emergency Snow Days .....	5
Approved Inst./Parent Teacher Days (Limit of 4 Days)	4
<b>TOTAL (185 days or more).....</b>	<b>185</b>

ADOPTED:

**CALENDAR LEGEND:**

Labor Day.....	September 7
Columbus Day .....	October 12
Election Day .....	November 3
Veterans Day.....	November 11
Thanksgiving Day.....	November 26
Christmas Day.....	December 25
New Year's Day.....	January 1
M.L. King's Birthday.....	January 18
Presidents Day.....	February 15
Casmir Pulaski.....	March 1
Memorial Day.....	May 31

Legal School Holidays	X
Institutes	TI
Not in Attendance	NIA
School Begins	(
School Closes/w Snow Days )	)
Half Day Inservice	XHI
Full-day PT Conference	FPT
Holiday Waiver	XH
Semester Exams	*
End of Grading Period	#

## **BUSINESS AND NON INSTRUCTIONAL OPERATIONS**

### **VISITORS TO THE SCHOOLS: 3510**

For the sake of preserving the learning environment and to maintain the security of personnel and facilities, it is deemed necessary to control the movement of visitors into and throughout the school buildings during school hours. This must be done in a manner which is both business-like and hospitable.

Accordingly, all visitors shall report to the central office or Visitor's Desk in any school building to state the purpose of their visitation and receive identification to carry out that purpose.

The building principal may deny access to the building to any individual or individuals who by the opinion of the principal, would not be in the interest of preserving the learning environment.

**REVISED: 11/26/02**

During a state of emergency due to the COVID-19 pandemic and while the District remains in Phase 1, 2, 3 or 4, the District requires all parents, guardians, vendors and any visitors to the District to wear face coverings as set forth in this policy. "Face coverings" shall mean cloth or a mask that covers your mouth and nose.

Face coverings shall be worn in the following situations:

- Face coverings shall be worn at all times while in school buildings, except when eating or when necessary to play an instrument. The requirement to wear face coverings at all times indoors applies even if social distancing can be maintained.
- Face coverings shall be worn at all times on the school bus.
- Face coverings shall be worn at all times outdoors on school property when social distancing of six feet from other individuals cannot be maintained.
- Face coverings shall be worn during driver's education behind the wheel instruction.

A face covering will be provided for individuals arriving at school without a face covering. Individuals not wearing a face covering or refusing to wear a face covering will not be allowed on the school property.

#### Exceptions

The following exceptions and procedures apply for situations when face coverings cannot be worn.

- Individuals who are not able to wear face masks due to medical reasons must inform the appropriate District representative that an accommodation is needed and the District will determine if/what accommodation can be made.
- Individuals under two years of age are not required to wear a face covering.

Revised 7.28.20

**PERSONNEL**  
**REQUIRED FACE COVERINGS 4029**

During a state of emergency due to the COVID-19 pandemic and while the District remains in Phase 1, 2, 3 or 4, the District requires all staff to wear face coverings as set forth in this policy. "Face coverings" shall mean cloth or a mask that covers your mouth and nose.

Face coverings shall be worn in the following situations:

- Face coverings shall be worn at all times while in school buildings, except when eating, in room alone, or when able to maintain a distance of six feet from others.
- Face coverings shall be worn at all times on the school bus.
- Face coverings shall be worn at all times outdoors on school property when social distancing of six feet from other individuals cannot be maintained.
- Face coverings shall be worn during driver's education behind the wheel instruction.

Staff arriving at school without a face covering will be provided a face covering at no cost. Staff not wearing a face covering or refusing to wear a face covering will not be allowed on the school property and will have to use a personal, vacation or sick day. Staff can request face coverings from the District at no cost.

Staff who are not able to wear face masks due to medical reasons must have a physician's note justifying the medical reason to not wear a mask. Those individuals who are unable to wear face masks shall wear face shields, unless a face shield is also medically impossible and supported by a physician's note. The District may also allow staff to wear a face shield when it is determined that students will need facial visualization for instruction and communication.

**Adopted:** \_\_\_\_\_

## A PARTNERSHIP OF EXPECTATIONS

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### STUDENTS

#### **REQUIRED FACE COVERINGS : 5069**

During a state of emergency due to the COVID-19 pandemic and while the District remains in Phase 1, 2, 3 or 4, the District requires all students to wear face coverings as set forth in this policy. “Face coverings” shall mean cloth or a mask that covers your mouth and nose.

Face coverings shall be worn in the following situations:

- Face coverings shall be worn at all times while in school buildings, except when eating or when necessary to play an instrument.
- Face coverings shall be worn at all times on the school bus.
- Face coverings shall be worn at all times outdoors on school property when social distancing of six feet from other individuals cannot be maintained.
- Face coverings shall be worn during driver’s education behind the wheel instruction.

Students arriving at school without a face covering will be provided a face covering at no cost. Students not wearing a face covering or refusing to wear a face covering will not be allowed on the school property and will be marked as absent. Students can request face coverings from the District at no cost.

#### Exceptions

The following exceptions and procedures apply for situations when face coverings cannot be worn.

- Students who are not able to wear face masks due to medical reasons must have a physician’s note justifying the medical reason to not wear a mask.
  - Students who are unable to wear face coverings shall wear face shields to the extent possible.
- Students who are unable to remove face coverings without assistance may be excepted from wearing face coverings on a case-by-case basis.
- Individuals under two years of age are not required to wear a face covering.

**Adopted: 7.28.20**



Thornton Fractional  
HIGH SCHOOL DISTRICT 215  
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**District 215 Equity in Action  
Plan of Action**

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**Board of Education**

Michael Bolz, President  
 Patricia Stepp, Secretary  
 Rita Oberman, Member  
 Roger Yochem, Member  
 LeeAnn Revis, Vice President  
 Richard Dust, Member  
 Morgan Waller, Member

**District Administration**

Dr. Sophia Jones-Redmond, Superintendent  
 Mike Fies, Assistant Superintendent of Curriculum and Instruction  
 Dr. Rena Whitten, Assistant Superintendent of Student Support Services  
 April Jerger, Executive Director of Human Resources  
 Becky Szuba, Director of Teaching and Learning  
 Jacob Gourley, Principal-Thornton Fractional South  
 John Robinzine, Principal-Centers for Academics and Technology and Alternative Learning  
 Brian Rucinski, Principal-Thornton Fractional North

**Equity Sub-Committee Members**

<b>Board Members</b>	<b>District Staff</b>	<b>Students and Parents</b>
Morgan Waller	Dr. Rena Whitten	Jomareun Richardson
Rita Oberman	April Jerger	Jonathan Silva
LeeAnn Revis	Jacob Gourley	Natalia Thompson
	Lauren Gladu	Judith Larkin
	Dawn Walker	Tamika Robinson
	Cassandra Brackenridge	
	Guadalupe Ramirez	
	Jennifer Ramos	
	Carmencita Isby	

## **District Guiding Principles**

- 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

## **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.

## **District 215 Equity Statement**

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

## District 215 Equity in Action

### Our Commitment

The Thornton Fractional High School District 215 Board of Education is committed to developing and maintaining learning environments that promote the success of every student. The mission of Thornton Fractional High Schools is that all students graduate prepared to succeed in post-secondary endeavors. We believe that it is our responsibility to *empower our students to maximize their potential as learners and global citizens*. In light of this belief, our mission and our vision, the Board of Education for Thornton Fractional District 215 developed the following 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.*

As a District, we acknowledge the historic, persistent, and pervasive disparities between the educational performance of White students and Students of Color as unacceptable, and we recognize that other student groups have not reached their achievement potential. Closing the performance gap through the development of an equitable learning environment where all students thrive is the top priority of the Board of Education, Superintendent, Administration, and all District 215 staff.

The responsibility of addressing the disparities in performance among our student scholars rests with us. While we are aware that student achievement data across the country reflects similar patterns of performance, we will engage our school community in an Equity Action Plan that will ensure all students have the necessary supports and opportunities to succeed.

Thornton Fractional High School District 215 believes educational equity means raising the achievement of all students while providing learning environments where *all* students and stakeholders feel a sense of belonging and purpose in school. All students should be able to see themselves represented in the content and the people around them and should be able to engage in meaningful work that is relevant to their aspirations, their communities, and their humanity. To achieve educational equity, Thornton Fractional District 215 established the District 215 Equity in Action subcommittee. The work of this committee is reflected in the goals and focus areas outlined in the Equity Action Plan adopted by the Thornton Fractional High School District 215 Board of Education.

## District 215 Equity in Action: Goals and Focus Areas

**Goal 1:** All students will have access to high quality-rigorous, culturally relevant instruction, curriculum, and educational experiences.

- **Focus Area 1: Student Achievement**
- **Focus Area 2: Teaching and Learning**

**Goal 2:** All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.

- **Focus Area 3: Deepening Learning (Biases and Beliefs)**

**Goal 3:** The District will increase community partnerships and family involvement in the educational environment.

- **Focus Area 4: Family and Community Engagement**

**Goal 4:** The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.

- **Focus Area 5: Diversify Staffing**

The Board of Education will hold the Superintendent, Central Office, and school leadership staff accountable for making measurable progress in meeting the established goals. We recognize the journey to educational equity is an endeavor that requires significant work and resources, and as such, charge the Superintendent with the task of developing actionable steps that will result in measurable progress for each goal.

**Our Call to Action: Equity Plan Components**

<i>Focus Areas</i>	<i>Student Achievement</i>	<i>Teaching &amp; Learning</i>	<i>Beliefs &amp; Biases (Deepening Learning)</i>	<i>Family &amp; Community Engagement</i>	<i>Diversifying Staff</i>
<i>Goals</i>	<p>Goal 1 All students will have access to high quality, rigorous, culturally relevant instruction, curriculum and educational experiences.</p>	<p>Goal 1 All students will have access to high quality, rigorous, culturally relevant instruction, curriculum and educational experiences.</p>	<p>Goal 2 All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.</p>	<p>Goal 3 The District will increase community partnerships and family involvement in the educational environment.</p>	<p>Goal 4 The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.</p>
<i>Measurement Metrics</i>	<ul style="list-style-type: none"> <li>- Achievement gap</li> <li>- AP enrollment</li> <li>- Remedial course enrollment</li> <li>- CTE pathway enrollment</li> </ul>	<ul style="list-style-type: none"> <li>- Updated curriculum implementation</li> <li>- Culturally relevant curriculum</li> <li>- Culturally responsive instruction</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Professional development strands</li> <li>- Learning Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>- Increased stakeholder participation</li> <li>- Expanded options</li> </ul>	<ul style="list-style-type: none"> <li>- Increased staff diversity</li> </ul>
<i>Actions</i>	<ul style="list-style-type: none"> <li>- Intervention support</li> <li>- Culturally responsive practices</li> <li>- Reflective curricular experiences</li> <li>- AP expansion</li> <li>- Course opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum rewrite</li> <li>- Embedding of culturally responsive practices</li> <li>- SEL standards embedded</li> <li>- Educational equity audits</li> <li>- Grading practices</li> </ul>	<ul style="list-style-type: none"> <li>- Implicit bias training</li> <li>- Beyond Diversity</li> <li>- Book studies</li> <li>- Instructional strategies/ models implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with Parent Liaisons</li> <li>- Parent interest survey</li> </ul>	<ul style="list-style-type: none"> <li>- Ad Hoc Committee recommendations</li> </ul>

RESOLUTION AFFIRMING THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL DISTRICT 215 COMMITMENT TO ELIMINATE RACIAL INJUSTICE

WHEREAS, Thornton Fractional District 215 is committed to ensuring its schools provide safe and welcoming spaces where all students are able to focus on their education, secure in the knowledge that their safety and emotional well-being will be supported, regardless of race or ethnicity;

WHEREAS, Thornton Fractional District 215 recognizes that historical and ongoing systems of inequitable and inadequate resource allocation, punitive disciplinary practices, lack of access to and supports for administrators and teachers of color, unequal access to educational opportunities and supports, implicit bias, and segregation perpetuate inequity in the outcomes of students of different races and ethnicities;

WHEREAS, the recent killings of George Floyd, Breonna Taylor, Ahmaud Aubrey and countless other Black men and women, along with the backdrop of COVID-19 and its disproportionate impact on communities of color, provide an urgent reminder and rationale for ISBE to recommit, on behalf of the state's education community, to racial equity and justice; and

WHEREAS, Thornton Fractional District 215 is keenly aware that we and our school district can, with intentionality, do more.

THEREFORE, BE IT RESOLVED that Thornton Fractional District 215:

- (1) Supports our courageous and committed district leaders, teachers and students who have been organizing and participating in peaceful demonstrations for substantive and lasting change that honors the human dignity and protects the humanity of all members of our state;
- (2) Reaffirms its focus on developing and promoting district education policies that uplift, honor and promote equity of opportunity for our communities of color and identifying and dismantling any policies that, implicitly or explicitly, perpetuate institutional racism;
- (3) Recognizes our position of authority, will continuously check and question our biases, beliefs and actions, and asks to be held accountable so that this long overdue transformation towards racial justice becomes permanent and normalized, and does not fade when this tragic and painful moment passes; and,
- (4) Encourages all Illinois public school boards to join with us in a commitment to critically examine and address policies and practices with a racial equity lens, eliminate racial injustice and, as an important message to their communities, adopt and publicly post resolutions affirming that commitment to action.

Member \_\_\_\_\_ moved the adoption of the Resolution and Member \_\_\_\_\_ seconded it.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 2020, by the following vote:

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

**Thornton Fractional  
District 215**

# Memo

**To:** Board of Education  
**From:** Dr. Jones-Redmond  
**Date:** July 22, 2020  
**Re:** Remote Learning Plan for Fall 2020

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Dear Board of Education,

The Remote Learning Plan that is attached includes two options, a hybrid plan and a fully remote plan. We have a plan for both of these options as needed, but I am recommending that we choose to utilize the fully remote option as we begin the 2020-21 school year.

Thank You,



Dr. Sophia Jones-Redmond  
Superintendent



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

# **Remote Learning Plan**

## **2020-2021 School Year**

### **Learning and Logistics**

PA 101-0643 requires that school districts “adopt a Remote and Blended Remote Learning Day. Plan approved by the district superintendent.” Furthermore, the legislation stipulates that “Remote Learning Day or Blended Remote Learning Day may be met through a district's implementation of an e-learning program under Section 10-20.56.”

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## **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.

## **Introduction:**

A remote learning day is defined by the Illinois State Board of Education (ISBE) as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space. Thornton Fractional High School District 215 engaged in a rigorous planning process during the transition period at the end of the 2019-20 school year into the summer and in preparation for the 2020-21 school year due to the COVID-19 pandemic. This planning process was multi-layered and involved partners across the District. Members of this committee represented bargaining units in the District, as well as District and school administrators. Parent, staff, and student input was provided through surveys. During this planning process, the safety and security of our students and staff members remained our top priority as we reviewed the Illinois School Board of Education (ISBE), Centers for Disease Control and Prevention (CDC) and the Illinois Department of Public Health (IDPH) guidelines. The following document outlines the details of the comprehensive plans for the 2020-2021 school year.

## Overview

PA 101-0643 requires each Remote and Blended Remote Learning Day Plan to address the following:

- A) Accessibility of the remote instruction to all students enrolled in the district;
- B) When applicable, a requirement that the Remote Learning Day and Blended Remote Learning Day activities reflect the Illinois Learning Standards;
- C) Means for students to confer with an educator, as necessary;
- D) The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14; students who are English Learners, as defined in Section 14C-2; students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45]; or vulnerable student populations;
- E) How the district will take attendance and monitor and verify each student's remote participation; and
- F) Transitions from remote learning to on-site learning upon the State Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

The State Superintendent has determined that days of instruction during a public health emergency must include at least 5 clock hours. Remote and Blended Remote Learning Plans must ensure that at least 5 clock hours of a combination of instruction and school work for each student participating in Remote or Blended Remote Learning Days occurs. Schools and districts should include as much face-to-face or synchronous instruction as possible. Districts can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the 5-clock hour expectation. Learning activities may include, but are not limited to, in-person instruction, the teacher delivering instruction via recorded video or synchronous platform, remote small group work via breakout room or conference call, independent/flexible student work time, and virtual/telephone teacher-student check-ins.

*If using non-interactive platforms, students must have means to confer with an educator and receive feedback before assignments are graded or assessments are administered.*

## Transition Planning Team:

<b>Instructional</b>	<p>Focused on all aspects of this plan related to the instruction of students. This includes focus areas on the Illinois Learning Standards, assessments, and resources.</p> <p>Surveys/Feedback</p> <p>Remote and Blended Remote Learning Plan</p> <p>Access to appropriate technology devices and digital resources to support the instructional plans.</p>
<b>Administrative</b>	Focused on protocols and processes that will need to be in place across the District to ensure the implementation of this plan is consistent in all schools.
<b>Operations</b>	Focused on the continuity of operational services under all instructional models. This includes transportation services, nutrition services, facility services, business services, and human resource services.

<b>Role</b>	<b>Member Names</b>
Central Office Admin Team	Mike Fies
	Becky Szuba
	Paul Wakefield
	Tim Stephan
	Rena Whitten
	April Jerger
	Teresa Bishop
District Admin Team	Jake Gourley
	John Robinzine
	Brian Rucinski
Staff	Lauren Gladu
	John O'Rourke
	Dawn Walker
	Ray Williams
Teachers	Wendy Bivins
	Julie Kelly
	Susie Lessner
	Joe Stephan
Counselor	Nicole Burk
Dean	Bryan Evancho
Special Education	Roshunda Cook

## E-Learning Checklist

The regional office of education or intermediate service center for the school district must verify that the e-learning proposal will:

1) ensure access for all students; ensure that the specific needs of all students are met, including special education students and English learners; ensure that all mandates are still met using the e-Learning program adopted; and

2) contain provisions designed to reasonably and practicably accomplish the following:

- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an e-learning day
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology
- Ensure appropriate learning opportunities for students with special needs
- Monitor and verify each student's electronic participation
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning
- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning
- Provide staff and students with adequate training for e-learning days' participation
- Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program

- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an e-learning day
- Review and revise the program as implemented to address difficulties confronted
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day if possible

## E-Learning Plan

### Overall Goals

The primary goal for this remote learning plan is to develop guidance for Thornton Fractional High School District 215 educators, parents/guardians, and students to meet the immediate need of supporting learning outside of our normal practices for the school year 202-201. Remote Learning at TFD 215 follows these Core Beliefs:

- Focus on essential learning for students with high quality lessons for greater impact.
- The flexibility, responsiveness, and adaptability among all stakeholders when needs arise or change over time.
- An emphasis on building and maintaining relationships.
- Encourage the use of materials, resources, and platforms that are already in use.
- Instructional models may be a blend of non-technology, face-to-face and virtual platforms.
- Extend grace to all in these unique and trying times

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**Instructional Models:** Four potential models of instruction that may exist for SY2020-21 based upon what we can do in reasonable, practical, and provides the highest level of safety for all students and staff.

1. **Traditional Learning-** Learning occurs when the teacher and student physically meet in the classroom (five days a week) while maintaining social distancing and following safety measures outlined by the ISBE and IDPH.
2. **Hybrid Learning-** Learning occurs both in the school classroom and via remote learning.
3. **In-Person Learning-** The teacher and student meet physically in the classroom (one/two days a week) while maintaining social distancing and following safety measures outlined by the ISBE and IDPH.
4. **Remote Learning-** Learning occurs when students and teachers meet virtually.

# Options

Recommendations: Two possible “Options” based upon the guidance from the Illinois Department of Public Health (IDPH).

## ● Option 1-Hybrid Plan:

- Students attend school in-person for 1-2 days per week and are at home for remote learning for the remaining days of the week.
- In-person class sizes will be limited to half of a class of students to ensure social distancing between students.
- Students and staff will be required to wear masks.
- Students will have their temperatures checked every day upon arrival at school. If temperature is above 100.4°F, students will be sent home.

## Guiding Principles of the Hybrid Learning Design:

- Focus on a Safe and Healthy Learning Environment
  - Prioritizing social distancing and safety guidelines from the Illinois State Board of Education.
  - Every Wednesday is dedicated to deep cleaning
- Focus on Equity
  - Ensuring access and equity for all students
- Focus on Quality Instruction
  - Students will have an opportunity to attend 1-2 days of in-person instruction with a percentage of the class in order to focus on small group instruction.
  - Students will have an opportunity to receive small group instruction during remote learning days (break-out rooms)
  - Students will have an opportunity to receive synchronous and asynchronous instruction during remote learning days. Guiding Principles of the Hybrid Learning Design:
- Focus on Social Emotional Learning
  - Students will receive daily social emotional lesson from our District Curriculum
  - Students will have an opportunity to attend 1-2 days of in-person instruction with a percentage of the class in order to focus on small group instruction.



- Students will have an opportunity to receive small group instruction during remote learning days
- Students will have an opportunity to receive synchronous and asynchronous instruction during remote learning days.

**25%-75% Plan**

- Teacher would report to the building, activate the camera
- Students are divided into four groups reflect of 25%of the student population
- Students with IEPs will be allowed to report in-person based on the plan

Group 1	Group 2	Remote	Group 3	Group 4
Monday	Tuesday	Wednesday	Thursday	Friday
25% in person	25% in person		25% in person	25% in person
75% e-learning	75% e-learning	100% E-learning	75% e-learning	75% e-learning

**50%-50% Plan**

- Teacher would report to the building, activate the camera
- Students are divided into two groups reflect of 50%of the student population
- Students with IEPs will be allowed to report in-person based on the plan

Group 1	Group 1	Remote	Group 2	Group 2
Monday	Tuesday	Wednesday	Thursday	Friday
50% in person	50% in person		50% in person	50% in person
50% e-learning	50% e-learning	100% e-learning	50% e-learning	50% e-learning

### **Schedule (5.25hours)**

0	7:25 - 8:20
1	8:25 - 9:05
2	9:10 - 9:55
3	10:00 - 10:40  (3A lunch 10:00 - 10:25)
4	10:45 - 11:25
5	11:30 - 12:10  (5B Lunch 11:40 - 12:10)
6	12:15 - 12:55
7	1:00 - 1:40

● **Option 2-Fully Remote:**

- All students will be fully remote with the teachers having the option to instruct students on-site at the school or remote, based upon guidance from IDPH and Illinois School Board of Education (ISBE)
- Students will be required to attend virtual classes daily based on guidelines
- Synchronous, 5 days a week instruction using the Wednesday alternative schedule
- One day of Professional Development alternating between department and district/building time from 2-3:15 pm and autonomous teacher planning time while the PPS and Deans Offices provide SEL services (TBD) from 1:45-3:15 on the remaining 4 days.
- Apex Learning would be used as a resource for all teachers; especially for teachers that need to alter their traditional course, i.e., choir, band, art.

## **Guiding Principles of the Full Remote Learning Design:**

- Focus on a Safe and Healthy Learning Environment
  - Prioritizing social distancing and safety guidelines from the Illinois State Board of Education for staff.
  - Daily Cleaning
- Focus on Equity
  - Ensuring access and equity for all students
- Focus on Quality Instruction
  - Students will have an opportunity to remotely learn daily
  - Students will have an opportunity to receive small group instruction during remote learning days (break-out rooms)
  - Students will have an opportunity to receive synchronous instruction during daily
- Focus on Social Emotional Learning
  - Students will receive daily social emotional lesson from our District Curriculum
  - Students will have an opportunity to receive small group instruction during remote learning days

## Guiding Questions:

### 1. Student Services

- How do we assess and address the social, emotional and mental health implications of our challenges created through the COVID-19 experience?
- How do we best serve students if their parents are unwilling to allow them to return to school, or are unable to attend because of medical risk factors?
- Are there unique family services required to respond to the economic implications created through the COVID-19 experience?
- Do new protocols need to be developed for students reporting as ill to the office/nurse? Prior to being at school and when already at school?
- What regulatory relief is necessary for our district to operationalize in the area of Student Services?

### 2. Transportation

- What is our capacity to provide transportation given any health and safety restrictions established by IDPH?
- What is our, or our transportation provider's, ability to staff our reopening design for transportation to start the school year?
- After we learn what we "can" or "should" do - is this reasonable, practical, doable in our local setting?
- What regulatory relief is necessary for our district to operationalize in the area of Transportation?

### 3. Food Services

- Where is the best place for us to serve student meals?
  - >> What should meal choice be given that decision?
  - >> Are there any food safety (allergy) issues given that decision?
  - >> What do cleaning protocols need to be given that decision?
- Are there any changes in process or procedures needed to accommodate changing meal times or distribution of meals?
- Are there implications to our free and reduced students given our solution?
- Are there contractual implications for third parties providers given our solution?
- After we learn what we "can" or "should" do - is this reasonable, practical, doable in our local setting?
- What regulatory relief is necessary for our district to operationalize in the area of Food Service?

#### **4. Extra and Co-Curricular**

- How are we able to train, practice, rehearse, compete?
- If restrictions are placed on attendance at events, how will we communicate those restrictions and how will we prioritize attendance?
- How will we handle the use and access of our facilities to outside groups?
- After we learn what we “can” or “should” do - is this reasonable, practical, doable in our local setting?
- What regulatory relief is necessary for our district to operationalize in the area of Extra/Co-Curricular Activities?

#### **5. Personnel/Human Resources**

- What professional development will be necessary for a new staff member to start the year in this environment?
- What change in process and procedures training will need to be shared with all staff to start the new school year?
- How will we create and maintain a positive culture among staff and students through remote, hybrid or in-person learning?
- How are we going to process the reporting of illnesses?
- How are the social-emotional needs of our staff best addressed?
- What implications exist within the Collective Bargaining Agreement?
- What implications exist pertaining to when staff members are unable to return to school because of conditions related to COVID-19 virus vulnerability?
- What challenges exist related to our ability to find substitute teachers?
- How do we communicate/train external service providers including substitutes to ensure they understand our procedures in this environment?
- What role do schools play in contact tracing illness?
- After we learn what we “can” or “should” do - is this reasonable, practical, doable in our local setting?
- What regulatory relief is necessary for our district to operationalize in the area of Personnel/Human Resources?

## Ongoing Task List/Assignments

### General

Task	Assigned Staff	Update(s)
Write plan	Dr. Jones	Started
Bus protocol	Teresa	Started. Week of 7/20 for draft. Waiting for FS & Kickert written cleaning/sanitization protocols.
Registration (virtual)		
Universal masking policy	April	Submit to CofW
Inventory (books)	Mike/Principal	
Institute Days	District Team/Unions	

### Communication

Task	Assigned Staff	Update(s)
Survey students/parents	Principals	Distributed 7-13
Thought Exchange	Dr. Jones/Paul	Scheduled week of 7-20
Handbook update (masking)	Rena	Completed
Joint video message	Joe/Dr. Jones	Based upon TAs (not scheduled as of 7-20)

### Support

Task	Assigned Staff	Update(s)
EAP for students/parents	April	

Afterschool support/crisis line	Rena	





# MEMO

**TO:** Dr. Sophia Jones-Redmond, Superintendent  
**CC:** April Jerger, Executive Director of Human Resources  
**FROM:** Dr. Rena Whitten, Assistant Superintendent of Student Support Services  
**DATE:** July 20, 2020  
**Re:** Equity Student Leadership Club

Dr. Jones-Redmond,

At the heart of developing equitable learning environments is the idea of giving every student what they need to strive and grow. Groundwater-Smith (2011) stated that equity work in education must examine the experiences and perspectives of the students themselves. As our District continues the *D215 Equity in Action* initiative, we must empower and inspire students to lead through advocacy and agency.

To ensure input from our students is a part of our initiative, the members of the Equity Committee are requesting that you and our Board of Education approve the formation of the Student Equity Leadership Club. Additionally, we would like you to waive the two-year unpaid standard associated with the establishment of new clubs. Both these actions will allow our District to monitor the progress of the equity action plan, assess the impact on students, and incorporate student voice in our decision-making.

Here are a few suggestions/guidelines for the Equity Student Leadership Club:

- Meet two times per month
- Meetings should include discussions on equity, cultural relevance, evaluation of the school environment, and navigating current issues.
- Activities should include review and monitoring of equity action items, equity activities with peers, and opportunities to express student voice through leadership activities.

While the clubs would function independently at T. F. North and T.F. South, and T.F. Center, student representatives from each school, will meet with the Board of Education Equity Sub-committee to provide input into next steps.

Thank you for your consideration.



# MEMO

**TO:** Dr. Sophia Jones-Redmond, Superintendent  
**CC:** Dr. Rena Whitten, Assistant Superintendent of Student Services  
**FROM:** April Jerger, Executive Director of Human Resources  
**DATE:** July 20, 2020  
**Re:** Future Teachers Club Proposal

Dr. Jones-Redmond,

Dr. Whitten and I have worked together as members of the Board of Education Equity sub-committee, and one of the topics we discussed was creating our own District 215 pipeline of diverse teacher candidates. In addition to the formation of an ad-hoc recruiting committee and encouraging our current substitute teachers and paraprofessional staff members to pursue degrees in education for a future career in teaching, we would like to encourage and prepare our high school students for careers in education.

I therefore request that you and our Board of Education approve the formation of and waive the two-year unpaid standard for a Future Teachers Club. This allows our district to begin the recruiting process while our students are still on our campuses.

Here are a few suggestions/guidelines for the Future Teachers Club:

- Meet 2-3 times per month
- Meetings include teacher exploration activities and guest speakers (including representatives from Golden Apple, Illinois Educator Association (IEA), school and district administrators)
- Organize a District 215 Future Teachers evening townhall/panel discussion for students who are interested in a career in education and their families, featuring representatives from the education programs of local colleges and universities, as well as teachers, students, and administrators.
- Community outreach (i.e. visits to our feeder elementary and middle schools to work with, tutor, read to, and/or mentor younger students)

While the clubs would function independently at T. F. North and T.F. South, they can join together for certain activities (i.e. guest speakers, field trips, Illinois State University's [Future Teacher Conference](#)).

Thank you for your consideration.

**Thornton Fractional Township High Schools  
District 215  
Tuesday, July 28, 2020  
Financial Items**

**1. List of Bills**

<b>Fund</b>	<b>Regular Bills</b>	<b>Imprest Bills</b>
Educational	\$ 1,633,800.43	\$ 1,958.59
Special Education	\$ 193,171.87	
Operations and Maintenance	\$ 270,762.11	
Debt Service		
Transportation	\$ 225,283.34	
Capital Projects	\$ 14,020.00	
Tort Liability	\$ 278,143.00	
<b>Totals</b>	<b>\$ 2,615,180.75</b>	<b>\$ 1,958.59</b>

**Recommended Motion:**

That the Board of Education approve the payment of Regular Bills in the amount of **\$2,615,180.75** and Imprest Bills in the amount of **\$1,958.59**

**2. Payroll**

**Monthly Payroll Report**

<b>Fund</b>	
Education	\$ 584,660.50
Operations Building Maintenance	\$ 180,225.42
Transportation	\$ 1,341.10
<b>Total</b>	<b>\$ 766,227.02</b>

**Recommended Motion:**

That the Board of Education accept the Monthly Payroll Report for the month of June, 2020 in the amount of **\$766,227.02** and approve payment for the month of August, 2020.

**3. Consultant/Vendors**

<b><u>Company/Club</u></b>	<b><u>Purpose/Item</u></b>	<b><u>Amount</u></b>
Teresa Stegall-Henri	TF South Parent Liaison	\$ 9,292.50

**Recommended Motion:**

That the Board of Education approve the above listed contract(s) for the 2020-21 school year.

**4. Contract - Professional Development with Curriculum Management Solutions, Inc.**

**Recommended Motion:**

That the Board of Education approve the 2 year contract with CMSI. See attached memo.

**5. Extend the Contract for Transportation Services with First Student, Inc.**

**Recommended Motion:**

That the Board of Education extend the contract for transportation services with First Student, Inc. for the 2020-2021 school year. See attached memo.

**6. Milk Deliveries Bid**

Invitations to bid were sent to 3 companies and an advertisement was placed in the Chicago Suntimes on June 17, 2020.

<u>Cafeteria Bid</u>	<u>Bid Winners</u>	<u>Amount</u>
Milk Deliveries	Krystal Dairy	\$ 98,145.00

**Recommended Motion:**

That the Board of Education award the bid to the lowest qualified cafeteria bidder for FY 2020-21 to Krystal Dairy. Bid tally attached.

**7. Financial Consultant Proposal**

**Recommended Motion:**

That the Board of Education approve the terms of the agreement between Thornton Fractional Township High School District 215 and Charles DiMartino to help with the transition of personnel. See attached proposal.



# Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

## MEMORANDUM

**To:** Dr. Sophia Jones-Redmond, Superintendent

**From:** Mike Fies, Assistant Superintendent of Teaching & Learning *MF*

**Date:** July 16, 2020

**Subject:** Curriculum Management Solutions, Inc. (CMSi) Contract

**Recommendation:**

Based on the Curriculum Rewrite Overview that was shared at the July 15th Curriculum Meeting, the Department of Teaching and Learning is requesting that the Board of Education approve the two-year contract with Curriculum Management Solutions, Inc. Title monies will be allocated to support this initiative.



## MEMORANDUM

**Date:** July 20, 2020  
**To:** Dr. Sophia Jones-Redmond,  
Superintendent  
**From:** Teresa A. Bishop,  
Director of Finance/CSBO  
**Subject:** First Student Transportation Agreement

---

### RECOMMENDED ACTION:

That the Board of Education approve the “Amendment to Student Transportation Services Agreement between Board of Education of Thornton Fractional High School District No. 215 and First Student, Inc.” for FY 2020/2021.

### BACKGROUND:

First Student, Inc has been a bus transportation vendor of District 215 for many years. They provide Special Education Transportation for all of our special education routes, both within the district and outplacements. The attached agreement is a 1 year extension and establishes pricing for their service for 2020/2021.

Initially, First Student proposed a pricing increase of 3.5% over the prior year’s pricing based on the following factors:

- 1.6% insurance rate increases
- 1.5% contractual driver pay increases
- .4% fixed cost increases

We were able to negotiate a 3% increase vs. 3.5%. The final pricing for this agreement includes a 3% increase over the prior year’s pricing.



## MEMORANDUM

**Date:** July 20, 2020  
**To:** Dr. Sophia Jones-Redmond,  
Superintendent  
**From:** Teresa A. Bishop,  
Director of Finance/CSBO  
**Subject:** Milk Deliveries Bid

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### RECOMMENDED ACTION:

That the Board of Education award the milk deliveries bid to the lowest qualified cafeteria bidder for FY2020-21 to Krystal Dairy

### BACKGROUND:

Invitations to bid were sent to three companies. An advertisement was placed in the Chicago Sun Times on June 17, 2020 and posted on the district's website. Bids were received by two companies, resulting with Krystal Dairy being the lowest qualified bidder for \$98,145.00.



## MEMORANDUM

**Date:** July 20, 2020  
**To:** Dr. Sophia Jones-Redmond,  
Superintendent  
**From:** Teresa Bishop  
Director of Finance/CSBO  
**Subject:** Financial Consultation Proposal

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### **RECOMMENDED ACTION:**

That Board of Education approve the Financial Consultation Proposal from Charles DiMartino.

### **BACKGROUND:**

Charles DiMartino is the recently retired Assistant Superintendent of Finance and Operations. The proposal helps with the transition.



**PERSONNEL REPORT  
JULY 28, 2020**

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| 1. It is recommended that the Board of Education approve the dismissal of Katie Brown, Science Teacher at T.F. North, effective July 28, 2020.  | <b>EMPLOYEE DISMISSAL<br/>KATIE BROWN</b>                             |
| 2. It is recommended that the Board of Education approve the dismissal of Wantierre Curington-Harris, Custodian at T.F. North, effective July 28, 2020.   | <b>EMPLOYEE DISMISSAL<br/>WANTIERRE CURINGTON-HARRIS</b>              |
| 3. It is recommended that the Board of Education approve the retirement of Robert Hebel, Groundskeeper at T.F. North, effective July 23, 2020.  | <b>EMPLOYEE RETIREMENT<br/>ROBERT HEBEL</b>                           |
| 4. It is recommended that the Board of Education approve the resignation of Crystal Penn, Math Teacher/Team Lead at T.F. Center campuses, effective June 1, 2020.   | <b>EMPLOYEE RESIGNATION<br/>CRYSTAL PENN</b>                          |
| 5. It is recommended that the Board of Education approve the 2020-2021 employment contract of DeVale Stubbs as Athletic Director at T.F. North, effective July 29, 2020.  | <b>ADMINISTRATOR EMPLOYMENT<br/>CONTRACT - DEVALE STUBBS</b>          |
| 6. It is recommended that the Board of Education approve the employment of Amanda Baker-Hughes as Purchasing Clerk, effective August 3, 2020.   | <b>EMPLOYMENT<br/>AMANDA BAKER-HUGHES</b>                             |
| 7. It is recommended that the Board of Education approve the employment of Natasha Hinton as an English Teacher at T.F. North, effective for the 2020-2021 school term.   | <b>EMPLOYMENT<br/>NATASHA HINTON</b>                                  |
| 8. It is recommended that the Board of Education approve the following extra-curricular releases, resignations and appointments, effective immediately:<br><br><p style="text-align: center;"><b><u>T.F. North</u></b></p> <p><b><u>Appointments:</u></b><br/>Allison Braasch, <i>Connections Club Sponsor</i><br/>Alonzo Harris, <i>Football Volunteer Assistant Coach*</i><br/>Jakyl Ramsey, <i>Football Volunteer Assistant Coach*</i></p> | <b>EXTRA-CURRICULAR RELEASES,<br/>RESIGNATIONS &amp; APPOINTMENTS</b> |
| 9. It is recommended that the Board of Education approve intermittent FMLA leave for Lisha McAfee, Auxiliary Secretary at T.F. South, effective July 1, 2020 through June 30, 2021.   | <b>FMLA LEAVE (INTERMITTENT)<br/>LISHA MCAFEE</b>                     |
| 10. It is recommended that the Board of Education approve intermittent FMLA leave for Elvis Slaughter, Special Education Paraprofessional at T.F. South, for the 2020-2021 school term.   | <b>FMLA LEAVE (INTERMITTENT)<br/>ELVIS SLAUGHTER</b>                  |
| 11. It is recommended that the Board of Education approve intermittent FMLA leave for David Tripp, Building Foreman at T.F. South, effective July 1, 2020 through June 30, 2021.  | <b>FMLA LEAVE (INTERMITTENT)<br/>DAVID TRIPP</b>                      |
| 12. It is recommended that the Board of Education approve the unpaid leave of absence for Courtney Woods, Special Education Paraprofessional at the South campus, for the 2020-2021 school term.  | <b>UNPAID LEAVE OF ABSENCE<br/>COURTNEY WOODS</b>                     |

PERSONNEL REPORT  
JULY 28, 2020

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| 13. It is recommended that the Board of Education approve the following student workers for summer 2020:   | <b>STUDENT WORKERS</b>     |
| <b><u>T.F. North</u></b><br>Ja'mes Barnes, Geraldine Evans, Lewis Fowler, Jamarion Randle  |                            |
| <b><u>T.F. South</u></b><br>Paige Drewno, Gena Jones, Joseph Ogunbode  |                            |
| 14. It is recommended that the Board of Education approve the following Interns for the 2020-2021 school term:   | <b>INTERNS</b>             |
| Reginald Georgia, <i>Guidance Counselor Intern, T.F. South</i><br>Courtney Woods, <i>Social Worker Intern, T.F. Center campuses</i>  |                            |
| 15. It is recommended that the Board of Education approve the following Substitute Teachers for the 2020-2021 school term: Tamela Ali, Yvette Anderson, Edward Avinger, John Brunelle, Ronald Chatmon, Sambodhi Das, Pilar El-Quesny, Gloria Fowler, Robert Gratton, Ruth Green, Mandesa Houston, Jerome Jones, Kenneth Karrson, Dorothy Lee, Michael McRoberts, Brittany Mitacek, Michael Nieto, Glenda Ramsey, Michael Schmidt, Angela Solomon, Thomas Stepp, Blake Tisza, Anthony Walker, Larry Williams, Brandon Zurvalec. | <b>SUBSTITUTE TEACHERS</b> |