



**Board of Education - Committee of the Whole Meeting  
Northwood Middle School  
945 North Ave.  
Highland Park, IL 60035**

**Tuesday, April 7, 2026 7:00 PM**

**Mission**

*North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.*

**Agenda**

1. Call to Order/Roll Call (7:00 p.m.)
2. Pledge of Allegiance
3. Approval of Agenda
4. Presentations & Discussion
  - a. Student Services Program Update
  - b. Accelerated Placement Act (Policy 6:135)
  - c. Proposal for Student Board Representatives(Policy 2:40)
5. Public Comments -*The Board welcomes comments and gives them serious consideration. Comments are limited to three minutes per speaker and will become part of the public record. Individual topics will have a limit of 30 minutes.*
6. Other
7. Adjournment



Date: April 7, 2026

To: Dr. Michael Lubelfeld, Superintendent  
Members of the Board of Education

From: Dr. Holly Colin, Assistant Superintendent of Student Services

Subject: Student Services Update

Policy Alignment: 6:120 Education of Children with Disabilities

Disposition: Information

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### **Executive Summary**

At the April 7, 2026, Committee of the Whole meeting, the Board will receive a presentation providing an overview of Student Services programming, including progress made since the 2019–20 Program Review and key areas of growth across the district.

The presentation highlights system-level improvements designed to strengthen service delivery, increase alignment across schools, and expand inclusive practices to better support all learners.

**Recommendation:** Information



# **Student Services Program Update**

Board of Education Presentation

April 7, 2026

# Purpose & District Alignment

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Provide an update on Student Services programming

Reflect on progress since the 2019–20 Program Review with DM Group

Highlight key areas of growth and impact

Share next steps and future direction

## **Alignment to District WIG: Increasing Literacy**

Collaboration with Teaching & Learning

Professional learning (e.g., Chicago Literacy Group)

Implementation of instructional resources and supports

**Today's focus:** Systems and structures within Student Services



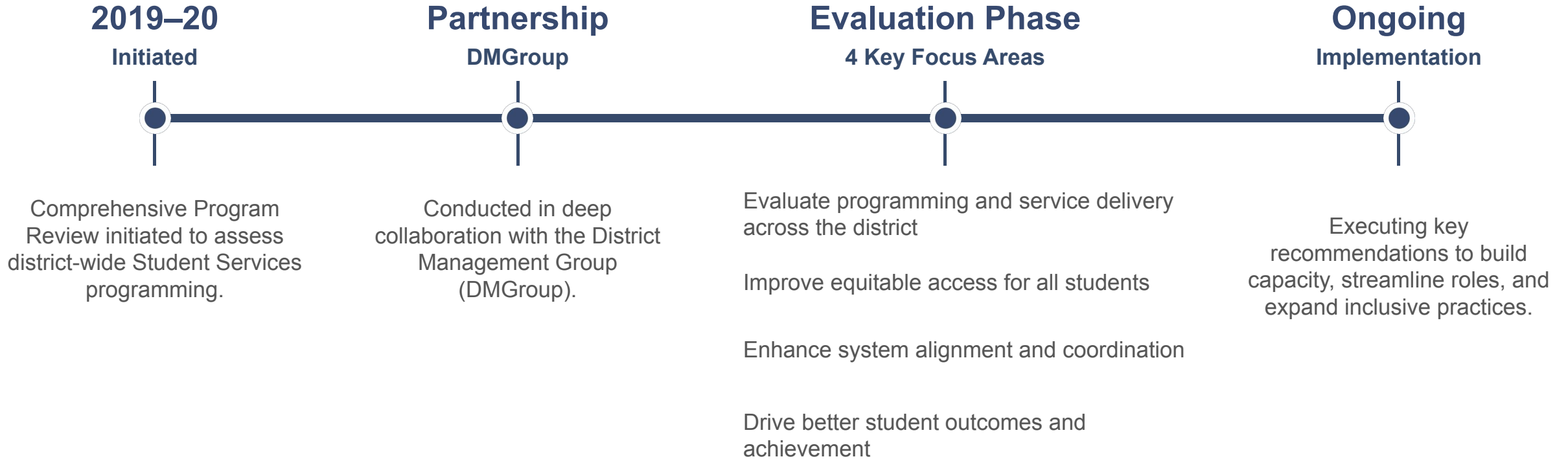
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# Program Review Background

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# Opportunities for Consideration: Overview

Six Opportunities for Consideration identified

Today's structure:

- Brief overview of Opportunities 1–4
- Deeper focus on Opportunities 5–6



# Opportunities 1–4: Systems Strengthened

## Targeted Academic Intervention

Student Success Block across all nine schools  
Skill-based intervention delivered by content experts

## Social, Emotional, & Behavioral Supports

Tier 1 SEL curriculum (adopted 2023) - Compass  
Districtwide CHAMPS training  
Wraparound mental health supports (e.g., Cartwheel)

## Mental Health Staffing & Supports

School psychologist at each school  
At least one full-time social worker per school  
Expanded community partnerships

## English Learner Supports

Targeted professional development  
Ongoing Dual Language program review



# Opportunity 5: Continuum of Services

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- Address the full range of student needs across the district to ensure comprehensive support.
- Provide adaptable options and flexibility for differing levels of student inclusion.

## Addressed through:

- Implementation of CORE model at Ravinia
- Professional development with MCIE
- Increased onboarding and professional development for administrators



# Opportunity 6: Roles & Responsibilities

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- Clarify roles and responsibilities between central office and school-based staff
- Ensure sufficient school-based leadership and guidance

## Addressed through:

- Addition of Student Services Coordinator
- Addition of Student Services Coaches
- Increased onboarding and professional development for administrators



# Inclusive Practices: MCIE Partnership

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## District Focus

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Build capacity for meaningful inclusion

Ongoing collaboration with MCIE

## Edgewood Implementation

6th grade teams across content areas

Increased co-teaching opportunities

## Ravinia Implementation

Grades 3–5 teams

CAPE teachers



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# Inclusive Practices: Additional Sites

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## **Wayne Thomas:**

Collaboration with Student Services and CAPE teams

## **Early Childhood:**

Targeted work with a student-specific team

## **Leadership Team:**

Structured collaboration focused on increasing meaningful inclusion



# Transition to Ravinia: Planning (2024-25)

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**1**

## **Meet and Greet**

Initial relationship building between staff, students, and families

**2**

## **Parent Engagement Events**

Information sessions and collaborative planning with parents

**3**

## **Staff Education**

Educating Outside the Lines

TrueNorth partnership



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# Lessons Learned

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**01**

## **Transition Complexity**

Transition is complex and requires intentional planning at every stage.

**02**

## **Inclusive Culture**

Building a strong, inclusive culture is essential for long-term success.

**03**

## **Collaboration**

Ongoing collaboration and communication are critical among all stakeholders.



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# Transition to Ravinia: Education & Collaboration

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## Student and staff education supported by:

CORE social workers and speech pathologists

District Assistive Technology & Inclusion Facilitator

## Development of class lessons to promote:

Inclusion of all peers

Use of alternative communication (high and low tech)



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# Family Education & Engagement

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**IAASE Grant Initiation:** Family education series launched through funding secured by CORE teacher

**Ongoing Commitment:** Continued implementation and expansion of the series throughout this academic year

## Key Session Topics:

Building and fostering an inclusive environment at home and school

Understanding student behavior

Practical strategies and tools to effectively support students



# What's Next: Inclusive Practices

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**Continue partnership** with MCIE (Maryland Coalition for Inclusive Education) to build staff capacity

**Expand work** into additional grade-level teams and buildings across the district

**Increase meaningful opportunities** for all students to participate and learn in inclusive environments



# What's Next: Family Engagement

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**Early stages of planning** for a Parent Committee (2026–27)

## Committee Purpose

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**Provide education and resources for families**

Equipping parents with the knowledge to support student success and understand district initiatives.



**Create opportunities for connection and engagement**

Fostering a strong, collaborative community between the school district and families.

*\* Engaging families as partners in the educational process is vital to student achievement.*



# What's Next: Organizational Structure

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## FY27 Coordinator Focus Areas

Continued refinement of roles and responsibilities

Ensure sufficient school-based leadership

Provide targeted support for programs

### **Liz Leverentz**

Supports special education programming

Focuses on programming outside of CORE

### **Alyssa Pease**

Supports CORE programming - Early Childhood through 8th grade



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# Closing & Discussion

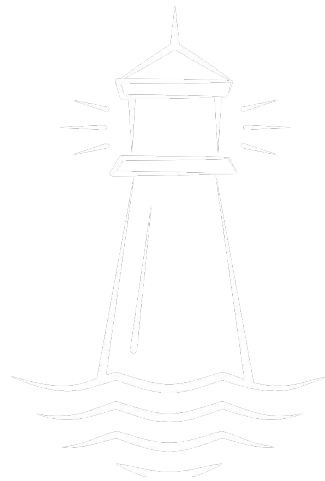
## Continued focus on:

- Access to supports
- Inclusive practices
- System alignment
- Commitment to continuous improvement



# Questions and Discussion

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Date: April 7, 2026

To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

From: Dr. Michael Rodrigo, Assistant Superintendent for Teaching and Learning

Subject: Accelerated Placement Act

Policy Alignment: 6:135 Accelerated Placement Act

Disposition: Information

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**Executive Summary:**

This memorandum provides a board update on the current implementation of Policy 6:135, the Accelerated Placement Program (APP), and its execution across our schools. The APP is central to the District's goal of providing educational opportunities that allow each student to develop to their maximum potential by offering curriculum options typically reserved for higher-grade students. Currently, our program effectively manages multiple acceleration pathways, including single-subject acceleration, whole grade-level acceleration, and early entrance to kindergarten or first grade.

Our current policy meets all requirements set forth by the State of Illinois. To ensure continued adherence to these standards, our procedures were last audited by the Lake County Regional Office of Education (ROE) in 2025. The results of that audit confirmed that our district remains fully compliant with state mandates regarding student advancement.

District leadership is currently reviewing our procedures to ensure we remain aligned with continued best practices. This review incorporates new data on student learning and advancement to ensure our methods effectively support all learners as they progress through our curriculum.

**Recommendation:**

Information



## **Board Policy 6:135**

**April 7, 2026**

**Dr. Michael Rodrigo**

**Assistant Superintendent for Teaching & Learning**

# Board Policy 6:135

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

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Processes that provide a student's parent(s)/guardian(s) with:
  - a. Written notification when their child is eligible for enrollment in accelerated courses; and
  - b. Notification of a decision affecting their child's participation in the APP.
3. Assessment processes that include multiple valid, reliable indicators.

# Accelerated Placement Act

- ✓ Early Entrance Kindergarten
- ✓ Early Entrance First Grade
- ✓ Single Subject Acceleration
- ✓ Whole Grade Acceleration



\*Procedures meet all state compliance criteria.



# Update In Progress

- Updated Linking Study
- Evidence Based Best Practices



# Acceleration Review

- Nov 2025: Initiated Internal Program Review
- Feb 2026: Hanover Research project /Local School District Outreach
- Summer 2026: Update Procedures for Policy 6:135



# Data To Be Reviewed:

- Academic performance data
- Tier-specific criteria
- Developmental and social readiness
- Placement timelines



# Next Steps

Coordination with:

- NSSD112 Building leaders
- Local School Districts
- Lake County ROE/Legal Counsel

Goal: Implement School Year 2026-2027



# Thank You!





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Date: April 7, 2026

To: Dr. Michael Lubefeld, Superintendent of Schools  
Members of the Board of Education

From: Dr. Monica Schroeder, Deputy Superintendent

Subject: Student Board Representatives

Policy Alignment: 2:40 Board Member Qualifications

Disposition: Information

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### **Executive Summary:**

The purpose of this presentation is to provide the Board of Education with a formal proposal for the appointment of student board representatives for the upcoming 2026-2027 school year. This initiative is directly aligned with the district's Strategic Change Agenda, specifically Goal Area 1 regarding Student Success and Well-Being. By establishing these roles, we seek to demonstrate our commitment to student voice, encouraging learners to take an active role in their education and to shape their own paths.

North Shore School District 112 is a transformative learning organization where curiosity inspires minds and innovation shapes the future. The administration believes that enduring influence is created from the inside out and that the district must model the way by engaging students authentically, embracing student agency, and ensuring students have a literal seat at the board table. The legal framework for this proposal is found in the Illinois School Code (105 ILCS 5/10-10), which allows boards to appoint students in an advisory capacity for a term determined by the board. To implement this, the district proposes amending Policy 2:40 (Board Member Qualifications) to include the appointment of student members. In this role, students will serve as non-voting advisors and will be excluded from all closed or executive sessions.

The selected student representatives will have specific roles and responsibilities to ensure their participation is meaningful. They will be expected to attend all open, regularly scheduled board meetings and meet with the superintendent or a designee prior to those meetings to prepare reports. At the beginning of each board meeting, representatives will present a student report and are encouraged to participate. Furthermore, they may be asked to serve on subcommittees or attend other board functions as requested. To support this, the district will use resources from

the Illinois Association of School Boards (IASB) to prepare students to serve as liaisons between the student body and the governance team.

To ensure the effectiveness of this program, the administration requests specific support from the Board of Education. This includes designating an adult board member to serve as a liaison, providing consistency and support for the students. The board must also commit to including student members in relevant board training and events, as well as a formal orientation process to help them understand board history and procedures. This commitment ensures the board has the necessary resources to foster effective student engagement and a culture that promotes open discussion.

By meaningfully participating in the governance process, student board members will learn essential democratic skills while representing and advocating for their peers.

**Recommendation:**  
Information



# **Student Board Representatives Committee of the Whole Meeting**

**April 7, 2026**

**Dr. Monica Schroeder  
Deputy Superintendent**

# MISSION

North Shore School District 112  
is a transformative learning  
organization where curiosity  
*inspires minds, innovation*  
shapes the future, and  
students, staff, and families  
*engage* to create a kind and  
connected community that is  
committed to excellence.



# Connection to the Strategic Change Agenda



## Goal Area 1: Student Success & Well-Being

# OUR WHY

*“We value student choice and student voice, encouraging each learner to take an active role in their education, follow their passions, make meaningful decisions, and shape their path.”*

Enduring influence is created from the inside out. We must go first and model the way.

# STUDENT ROLES & RESPONSIBILITIES

**Attendance:** Attend all open, regularly scheduled board meetings.

## **Reporting:**

- Meet with superintendent & or designee prior to meetings to prepare reports.
- Present a student report at the beginning of board meetings.

**Advocacy:** Openly express opinions on issues brought before the board.

**Participation:** Serve on subcommittees or attend other board functions as requested.

# LEGAL FRAMEWORK & POLICY UPDATES

**Illinois School Code (105 ILCS 5/10-10):** Allows boards to appoint students in an advisory capacity for a term determined by the board.

**Proposed Action:** Update Policy 2:40 (Board Member Qualifications) to include the appointment of student members.

**Their Role:** Students serve as non-voting advisors and are excluded from closed/executive sessions.

# PROPOSED IMPLEMENTATION TIMELINE

**Fourth Quarter:** Launch application process, including teacher recommendations, and parent commitment.

- **Interviews:** Conducted by the Superintendent's office with building leadership representatives and board liaisons.
- **August Start (Target):**
  - Installation Meeting in August. This would include the official appointment, the administration of the Oath of Office, and the immediate seating of the representatives so they can begin their advisory work without delay.
- **Term:** Serving from August 2026 through June 2027.

# REQUEST FOR BOARD SUPPORT

**Board Liaison/Mentor:** We need to designate an adult board member to serve as a mentor/liaison. This ensures consistency and provides a direct contact for the students.


**Professional Development:** Agreement to include student members in relevant board training and events.

**Orientation:** Commitment to a formal orientation process to help students understand board history and procedures.

# ASSESSING OUR READINESS

- Does the board have the time and resources to make a commitment to effective youth representation?
- Has the board created policies stating that young people will be a permanent part of its governance structure?
- Is the board clear about why it is involving young people in governance?
- Is the board willing to adjust its culture to make meetings youth friendly?
- Has the board defined a selection process?
- Is there an adult liaison/mentor or coaching system in place?
- Does the board have a system in place for youth representatives to train new youth representatives?
- Are young people included in all issues, not just those affecting their age group?
- Does the board's culture promote open discussion?
- Is there time for all representatives (including young people) to speak at meetings?
- Do young people have access to the resources and technology needed to participate in the board's work?
- Is there informal time to network and build relationships with other representatives?
- Are young people encouraged to stay connected with their peers about their governance role?
- Do adults ask youth representative(s) how they can better work together, and take these recommendations seriously?
- Does the district offer training for young people and adults in governance skills and board work?

# RESOURCES

  [Member Login](#) [Quick Links](#)

[About Us](#) [Training & Events](#) [Membership & Divisions](#) [Advocacy](#) [Policy Services & School Law](#)

## Bringing Student Representatives to the Board Table

[HOME](#) [About Us](#) [Publications](#) [Pamphlets and Tools](#) [Bringing Student Representatives to the Board Table](#) [PRINT](#) [EMAIL](#)

### The Importance of Student Representation on Your School Board

At the school board level, when youth representation is intentional and supported, school boards benefit from student members' points of view, creative thinking, inquiring natures, and open-mindedness. Fully engaged youth leaders are essential to building a positive school climate, learning about student concerns, and making good decisions as a school board.

Learn more about the process to bring student members to the board table, what student representatives can do, and best practices for youth involvement.

[Bringing Student Representatives to the Board Table](#)

### Guidance for Student Representatives to the School Board

Student board members or representatives bring a student voice to the school district governance team. By meaningfully participating in the governance process of a school district, student board members can learn essential democratic skills while representing and advocating for their peers. They are able to participate in discussions of the school district's values, purpose, and goals, and serve as a liaison between students and the board. This guidance includes a Student Representative Self-Assessment, expectations for student board members, and other helpful insights to prepare student representatives for their role.

[Guidance for Student Representatives to the School Board](#)



#### Additional Resources

- Sample Student Representative to the Board Descriptor
- Sample Student Representative Application
- Sample Interview questions
- Sample Student Representative Oath of Office

# Questions



# Thank You!

