



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

March 11, 2026
Committee of the Whole

6:00 PM

Thornton Fractional Center for Academics & Technology
1605 Wentworth Ave.
Calumet City, IL 60409

1. Welcome

- A. Roll Call
- B. Pledge of Allegiance

2. Communication/Public Comment

3. Buildings Grounds/Safety Committee--Member Williams

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

4. Finance Committee--Member Perkins

- A. Crossing Guard Intergovernmental Agreement with Lansing PD
- B. 2026 Summer Camps
- C. Permanent Transfer

5. Equity Committee--Member Myers

- A. Student Representation on Board of Education

6. Behavior Intervention/Parent-Teacher Advisory Committee--Member Newman

- A. 26-27 Student Handbook

<https://thornton-fractional-district-215.paperturn-view.com/final-tfd-215-student-handbook?pid=ODk8934099&v=5.10>

- B. Suspension Reports

7. Adjourn

Thornton Fractional High School District 215
 Building Rental Report
 FY 2025-2026
 March 2026

Event Date:	School	MO	YR	Organization	Cat	Facilities	Usage	Facility	Interest	Maintenance/O ther	Total	Paid to date	Balance due
3/26-27/2022	TFN	3	2022	MORE Youth Foundation	Commercial	Purple Gym	Basketball Showcase	\$ 800.00	\$ 100.80	\$ 680.00	\$ 1,580.80	\$ 640.00	\$ 940.80
8/27, 9/3, 9/17, & 9/24/2022	TFN	8	2022	Calumet City Thunderbolts	Community	Football Field	Football and Cheerleading	\$ -	\$ 305.90	\$ 2,130.00	\$ 2,435.90	\$ 800.00	\$ 1,635.90
12/16/2023	TFS	11	2023	Ultimate Threat Dance	Commercial	Red Gym	Dance Competition/ Showcase	\$ 650.00	\$ 35.36	\$ 360.00	\$ 1,045.36	\$ 505.00	\$ 540.36
10/4/2025	TFN	6	2025	City of Calumet City (Cancelled)	Community	Auditorium	State of City Address	\$ 195.00	\$ -	\$ 240.00	\$ 435.00	\$ -	\$ 435.00
6/12/2025 - 8/28/2025	TFS	6	2025	Memorial Junior High School	Community	V Softball Field	Softball Games and Practices	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7/2/2025 - 11/19/2025	TFN	7	2025	T.F. North Booster Club	Community	Gold Gym	Softball Fundraiser - Open Gym	\$ -	\$ -	\$ 840.00	\$ 840.00	\$ 840.00	\$ -
10/12/2025	TFN	6	2025	City of Calumet City (Cancelled)	Community	Field and Track	Breast Cancer Awareness Walk	\$ -	\$ -	\$ 280.00	\$ 280.00	\$ -	\$ 280.00
9/23/2025 - 6/2/2026	TFS	8	2025	Lansing Knights of Columbus	Community	Pool	Special Olympics-Swim program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5/22/2026 and 5/26/2026	TFN	5	2025	Lincoln Elementary School District 156	Community	Auditorium	8th Grade Promotion Ceremony	\$ -	\$ -	\$ 565.00	\$ 565.00	\$ 565.00	\$ -
5/26/2026	TFN	10	2025	Calumet City School District 155 - Wentworth	Community	Purple Gym	2026 Graduation Ceremony	\$ -	\$ -	\$ 280.00	\$ 280.00	\$ -	\$ 280.00
1/14/2026	TFS	11	2025	Heritage Middle School	Community	Red Gym	Basketball Game	\$ -	\$ -	\$ 144.00	\$ 144.00	\$ 144.00	\$ -
YEAR 2026	TFS	11	2025	Lansing Fire & Rescue	Community	Pool	Dive Team Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1/10/2026 & 1/11/2026	TFN	1	2026	Bob Hambric Shootout	Community	Purple/ Gold Gym	Cancer VS. Coaches Basketball Fundraiser	\$ -	\$ -	\$ 1,240.00	\$ 1,240.00	\$ -	\$ 1,240.00
2/21/2026	TFS	1	2026	TFS Athletic Booster Club	Community	Cafe & Kitchen	Pancake Breakfast	\$ -	\$ -	\$ 468.00	\$ 468.00	\$ -	\$ 468.00
4/17/2026	TFS	1	2026	Heritage Middle School	Community	Track & Field	Team Practice on Track	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3/21/2026	TFS	2	2026	Lan Oak Park District	Community	Red Gym	Basketball Tournament	\$ -	\$ -	\$ 252.00	\$ 252.00		\$ 252.00
4/26/2026	TFS	3	2026	Village of Lansing	Community	Red Gym	Red Cross Blood Drive	\$ -	\$ -	\$ 288.00	\$ 288.00	\$ -	\$ 288.00

Final bill sent
Outstanding with interest
Do not rent
Cancelled



Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

MEMORANDUM

Date: March 11, 2026

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

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

Subject: TF South Crossing Guard Agreement – Village of Lansing

Recommended Action

To discuss the Crossing Guard agreement for the remainder of the 2025-2026 school year for TF South High School. The Board of Education will be asked to approve the agreement at the March 24, 2026 Board meeting.

Background

At the December 16, 2025 Board of Education meeting, the board was informed of several incidents involving students crossing streets near TF South High School, including situations in which students were struck by vehicles. In response to these safety concerns, the district partnered with the Village of Lansing to secure two crossing guards. The crossing guards will be stationed at the corner of Burnham Avenue and Schultz Street.

The crossing guards are staffed and employed by the Village of Lansing and are not employees of the district. The district is responsible for paying the hourly rate of \$15.4875 per hour for each crossing guard. Each guard works approximately three hours per day.

The proposed agreement is attached and will be presented to the District 215 Board of Education for approval.

Funding source: Local Funds

Attachments: Proposed Crossing Guard Agreement 25-26 – Village of Lansing

INTERGOVERNMENTAL AGREEMENT FOR CROSSING GUARD SERVICES

This **INTERGOVERNMENTAL AGREEMENT** (“*Agreement*”) is entered into as of _____, 2026 (the “*Effective Date*”), by and between the Village of Lansing, Cook County, Illinois, a home rule municipal corporation (the “*Village*”), and Thornton Fractional High School District #215, a public school district organized under the Illinois School Code (the “*District*”). The Village and the District may be referred to individually as a “*Party*” and collectively as the “*Parties*.”

WHEREAS, the Village and the District are public agencies authorized to enter into intergovernmental agreements with one another pursuant to Article VII, Section 10 of the Illinois Constitution of 1970 and the Intergovernmental Cooperation Act, 5 ILCS 220/1 et seq.; and

WHEREAS, Section 11-80-23 of the Illinois Municipal Code, 65 ILCS 5/11-80-23, authorizes municipalities to employ and compensate school crossing guards on a part-time basis and to pay the salaries and related costs of such crossing guards from municipal funds; and

WHEREAS, Section 10-22.28(a) of the Illinois School Code, 105 ILCS 5/10-22.28(a), authorizes school districts to share the cost of employing school crossing guards with a unit of local government; and

WHEREAS, the Village, through its Police Department, employs, administers, and supervises school crossing guards within the Village; and

WHEREAS, the District receives a direct benefit from the provision of crossing guard services and desires to reimburse the Village for a portion of the costs associated with providing those services, all as set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the Parties agree as follows:

1. **Incorporation of Recitals**. The foregoing recitals are incorporated into and made a part of this Agreement as though fully set forth herein.
2. **Provision of Crossing Guard Services**. The Village shall provide school crossing guard services for the District during the applicable school year at the locations generally described in **Appendix A**, attached hereto and incorporated herein. **Appendix A** is intended to identify general locations only and does not create a guarantee of continuous coverage at any specific time or location. The number of assigned crossing guards, duty locations, and approximate hours may vary by location and school schedule and may be adjusted by the Village as operationally necessary, including due to weather conditions, school schedule changes, public safety needs, or staffing availability.
3. **Status of Crossing Guards**. All crossing guards assigned pursuant to this Agreement shall be part-time employees of the Village of Lansing. Nothing in this Agreement shall be

construed to create an employment relationship between the District and any crossing guard or to confer upon the District any authority to supervise, direct, discipline, or control the manner or means by which crossing guard services are performed.

4. **Administration and Equipment.** The Village, through its Police Department, shall be solely responsible for:
 - a) Hiring, training, supervising, scheduling, and discipline of crossing guards;
 - b) Payment of wages and applicable employment-related costs, including payroll taxes and statutory benefits, if any; and
 - c) Providing required equipment, including stop signs, safety vests, and weather-related gear.

These responsibilities shall remain the sole responsibility of the Village, and the District shall have no obligation or authority with respect thereto.

5. **Reimbursement by District.** The District shall reimburse the Village for the provision of crossing guard services in accordance with **Appendix B**, attached hereto and incorporated herein. Reimbursement shall be based solely on actual hours worked by assigned crossing guards at the hourly rate paid by the Village, which as of the Effective Date is \$15.4875 per hour. Reimbursement shall be limited to actual hours worked and shall not exceed the scheduling and hour limitations set forth in this Agreement. Reimbursement may be subject to fixed or capped amounts, billing frequencies, or other limitations as expressly set forth in **Appendix B**. The Village and the District shall meet no less than annually to review crossing guard service levels, hours, and costs, including any adjustments to the hourly rate paid by the Village, and shall mutually agree in writing to any modifications to reimbursement amounts or cost allocations.
6. **Billing and Payment.** The Village shall invoice the District in accordance with the billing schedule set forth in **Appendix B**. Unless otherwise provided therein, the District shall remit payment within thirty (30) days of receipt of a proper invoice. Amounts not paid when due may be included on a subsequent invoice.
7. **Accounting and Records.** Upon reasonable request, the Village shall provide documentation reasonably necessary to support invoices submitted under this Agreement. The District may raise good-faith questions regarding an invoice within a reasonable time after receipt, and the Parties shall cooperate in good faith to resolve any such questions.
8. **Additional or Floater Crossing Guards.** As of the Effective Date, two (2) school crossing guards are assigned to provide services at Thornton Fractional South High School pursuant to this Agreement. The Village reserves the right, in its discretion, to assign one or more additional or “floater” crossing guards within the District’s jurisdiction when operationally necessary. Any reimbursement obligations related to such additional guards shall be governed by this Agreement, with billing administered in accordance with **Appendix B**.

9. **Scheduling of Hours and Service.** Each assigned crossing guard shall be scheduled, at the Village's discretion, to provide services for approximately three (3) hours per day. In no event shall any crossing guard assigned pursuant to this Agreement exceed thirty (30) hours of service during any two-week pay period. Actual hours worked shall be determined by the Village and may vary based on school schedules, weather conditions, public safety needs, and staffing availability. Nothing in this Agreement shall be construed to guarantee any minimum number of hours, continued assignment, or services on any particular day.
10. **Insurance.** Each Party shall maintain insurance or self-insurance coverage customary for Illinois public entities of similar size and function and sufficient to cover its obligations under this Agreement. Each Party shall be responsible for maintaining workers' compensation coverage for its own employees, as applicable. Nothing in this Agreement shall be construed as a waiver of any immunities or defenses available under the Local Governmental and Governmental Employees Tort Immunity Act, 745 ILCS 10/1-101 *et seq.*, or other applicable law.
11. **Indemnification.** To the extent permitted by law, each Party shall be responsible for the acts and omissions of its own officers, employees, and agents in connection with this Agreement. Nothing in this Agreement shall be construed to require either Party to indemnify, defend, or hold harmless the other Party except to the extent such obligation is expressly authorized by Illinois law. Nothing herein shall be deemed a waiver of any immunities or defenses available to either Party under applicable law.
12. **Term.** This Agreement shall be effective as of the Effective Date and shall remain in full force and effect through June 30, 2026. Thereafter, this Agreement shall automatically renew for successive one-year terms unless either Party provides written notice of non-renewal to the other Party no later than June 1 preceding the applicable renewal term. Crossing guard services under this Agreement shall be provided only during periods when District schools are in session, as determined by the Village in coordination with the District, and no provision of this Agreement shall be construed to guarantee services, hours, or employment during periods when school is not in session.
13. **Termination.** Either Party may terminate this Agreement for convenience upon seven (7) days' prior written notice to the other Party. Termination shall not relieve the District of its obligation to reimburse the Village for crossing guard services provided prior to the effective date of termination.
14. **Notices.** All notices required under this Agreement shall be in writing and delivered by personal delivery or certified mail to the following addresses, or to such other address as a Party may designate by written notice:

If to the Village:

Village of Lansing
Attn: Office of the Mayor
3141 Ridge Road

Lansing, IL 60438

If to District 215:

Attn: Superintendent of Schools

Either Party may change its notice address by written notice to the other Party.

15. **Amendments**. This Agreement may be amended only by a written instrument executed by authorized representatives of both Parties.
16. **Governing Law**. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois. Venue shall lie in a court of competent jurisdiction located in Cook County, Illinois.
17. **Entire Agreement**. This Agreement, including all appendices attached hereto, constitutes the entire agreement between the Parties regarding the subject matter hereof and supersedes all prior discussions or agreements, whether written or oral.
18. **Authority**. The individuals executing this Agreement represent that they are authorized to bind their respective entities.

APPENDIX A

Crossing Guard Service Location(s)

Crossing guard services under this Agreement shall be provided at and near Thornton Fractional South High School, at the location designated by the Village Police Department in coordination with the District.

APPENDIX B

Reimbursement and Billing

The Village shall invoice the District on a quarterly basis for crossing guard services provided during the applicable billing period, as follows:

- i. May 1 through July 31, with invoices issued on or about August 1;
- ii. August 1 through October 31, with invoices issued on or about November 1;
- iii. November 1 through January 31, with invoices issued on or about February 1; and
- iv. February 1 through April 30, with invoices issued on or about May 1.



Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

MEMORANDUM

Date: March 11, 2026

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

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

Subject: Approval of Summer Camps – Summer 2026

Recommended Action

To discuss the proposed Summer 2026 Summer Camps. These are the same camps that were offered last year. Formal Board approval will be requested at the March 24, 2026 Board meeting.

Proposed 2026 Summer Camps:

TF North (TFN):

Band, Baseball, Basketball (Boys), Basketball (Girls), Cheer, Drama, Football, Soccer (Boys), Soccer (Girls), Tennis (Girls), Volleyball, and Cross Country/Track (Boys & Girls)

TF South (TFS):

Badminton, Band, Baseball, Basketball (Boys), Basketball (Girls), Drama, Football, Tennis (Boys & Girls), Volleyball, and Wrestling

Background

Every year, District 215 staff submit proposals to operate summer camps. The total number of camps offered at each school remains consistent from year to year; however, new camps may be added but must replace another camp based on student interest and program needs.

Each camp must have a minimum of ten registered participants to operate. Camps that do not meet the minimum enrollment requirement will be canceled.

Camp fees have been standardized at \$25 per student, per camp. Fees collected will remain with the respective camp and will be used to purchase camp-related materials such as t-shirts and other necessary supplies.

Funding source: Education Fund - \$71,838
After School Grant - \$40,466

Attachments: Proposed 2026 Summer Camps

**Thornton Fractional High SD 215
Proposed 2026 Summer Camps**

	<u>TF North</u>	Coaches	Days	North Stipends	<u>TF South</u>	Coaches	Days	South Stipends	
Badminton Camp					Head Coach	1	15	2,040.00	
					Assistant Coach	2	15	3,480.00	
					Total			5,520.00	
Band Camp	Head Coach	1	14	1,904.00	Head Coach	1	14	1,904.00	
	Assistant Coach	6	14	9,744.00	Assistant Coach	6	14	9,744.00	
	Total			11,648.00	Total			11,648.00	
Baseball Camp	Head Coach	1	15	2,040.00	Head Coach	1	15	2,040.00	
	Assistant Coach	2	15	3,480.00	Assistant Coach	2	15	3,480.00	
	Total			5,520.00	Total			5,520.00	
Basketball Camp Boys	Head Coach	1	10	1,360.00	Head Coach	1	10	1,360.00	
	Assistant Coach	2	10	2,320.00	Assistant Coach	2	10	2,320.00	
	Total			3,680.00	Total			3,680.00	
Basketball Camp Girls	Head Coach	1	10	1,360.00	Head Coach	1	10	1,360.00	
	Assistant Coach	2	10	2,320.00	Assistant Coach	2	10	2,320.00	
	Total			3,680.00	Total			3,680.00	
Cheer Camp	Head Coach	1	5	680.00					
	Assistant Coach	1	5	580.00					
	Total			1,260.00					
Drama Camp	Head Coach	1	5	680.00	Head Coach	1	4	544.00	
	Assistant Coach	1	5	580.00	Assistant Coach	1	4	464.00	
	Total			1,260.00	Total			1,008.00	
Football Camp	Head Coach	1	15	2,040.00	Head Coach	1	15	2,040.00	
	Assistant Coach	8	15	13,920.00	Assistant Coach	8	15	13,920.00	
	Total			15,960.00	Total			15,960.00	
Soccer Camp Boys	Head Coach	1	15	2,040.00					
	Assistant Coach	2	15	3,480.00					
	Total			5,520.00					
Soccer Camp Girls	Head Coach	1	10	1,360.00					
	Assistant Coach	2	10	2,320.00					
	Total			3,680.00					
Tennis Camp N-Girls S-Co-ed	Head Coach	1	5	680.00	Head Coach	1	5	680.00	
	Assistant Coach	1	5	580.00	Assistant Coach	1	5	580.00	
	Total			1,260.00	Total			1,260.00	
Volleyball Camp	Head Coach	1	5	680.00	Head Coach	1	10	1,360.00	
	Assistant Coach	2	5	1,160.00	Assistant Coach	2	10	2,320.00	
	Total			1,840.00	Total			3,680.00	
Wrestling Camp					Head Coach	1	10	1,360.00	
					Assistant Coach	1	10	1,160.00	
					Total			2,520.00	
Cross Country & Track Co-ed	Head Coach	1	10	1,360.00					
	Assistant Coach	1	10	1,160.00					
	Total			2,520.00					
2026 North Camp Stipends				57,828.00	2026 South Camp Stipends				54,476.00



MEMORANDUM

Date: March 11, 2026

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

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

Subject: Proposed Permanent Transfer from Education Fund to Capital Projects Fund

Recommended Action

To discuss the proposed permanent transfer of \$2,500,000 from the Education Fund to the Capital Projects Fund to support the district's summer 2026 capital projects. The Board of Education will be asked to approve the proposed permanent transfer at the March 24, 2026 Board meeting.

Background

At the October 28, 2025 Board of Education meeting, the Board approved moving forward with the bidding process for the summer 2026 capital projects. The projects are scheduled to begin in June 2026, prior to the close of the fiscal year.

At the February 24, 2026 Board meeting, contracts related to these projects were approved and are now active. As a result, materials and equipment must be ordered in advance to ensure these projects are completed on time.

The proposed permanent transfer of \$2,500,000 from the Education Fund to the Capital Projects fund will provide sufficient funding to complete the summer projects without issuing additional debt or increasing the tax burden on district taxpayers. This transfer requires Board approval.

Once transferred, these funds cannot be returned to the Education Fund and must remain in the Capital Projects Fund for the district capital project expenditures.

Fiscal Responsibility & Due Diligence

To ensure fiscal responsibility and the prudent use of taxpayer dollars, an analysis of the Education Fund was conducted in alignment with Thornton Fractional High School District 215 Board Policy 4:20 (Fund Balance).

Education Fund Analysis

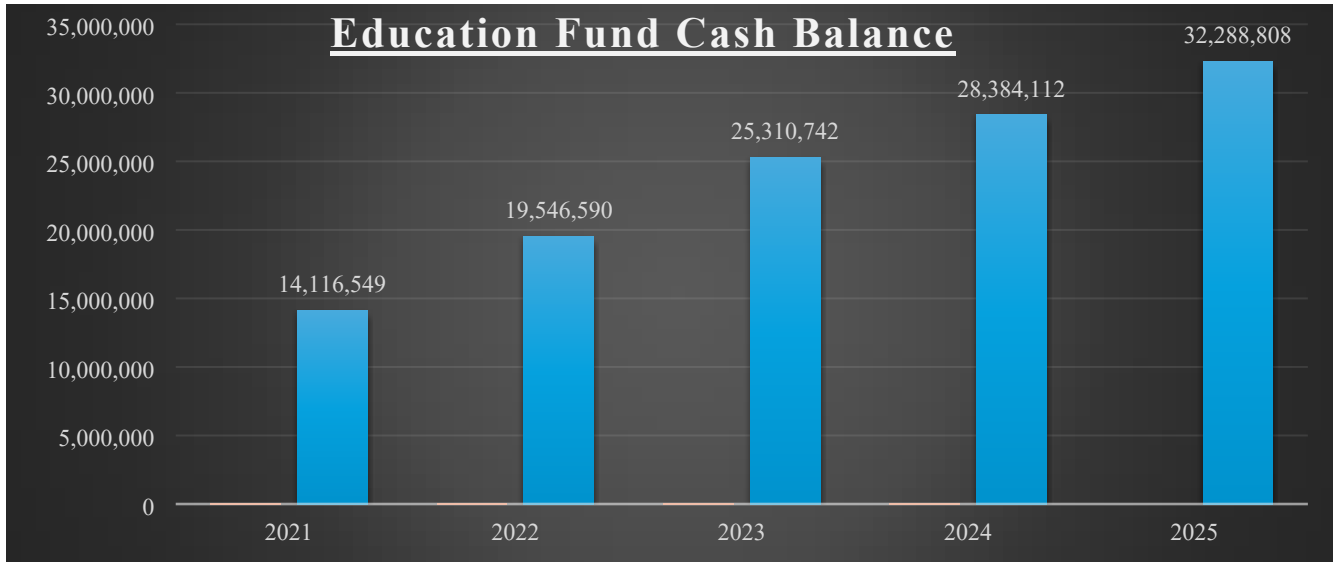
The Education Fund is the district's largest operating fund, accounting for approximately 73% of total district expenditures. As shown on the chart below, the Education Fund cash balance has remained stable and has steadily increased over the past five fiscal years. This upward trend demonstrates the district's strong financial position and its ability to maintain appropriate reserves while continuing to meet operational needs.



Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD



Following the proposed \$2.5 million transfer, the adjusted Education Fund beginning balance would be \$29,788,808. Under Board Policy 4:20, the district must maintain a minimum year-end fund balance equal to 25% of annual revenues.

As shown below, the district remains well above the required 25% minimum threshold even after the transfer.

FY25 Total Education Fund Revenue	25% Minimum Per Board Policy 4:20	Adjusted Education Fund Cash Balance after transfer
\$65,322,016	\$16,330,504	\$29,788,808

Cash Flow Analysis

Best practice recommends maintaining 4–6 months of operating expenditure cash reserve to protect against revenue delays or shortfalls (Example: Recent Property tax receipt delay). As you can see below, after the proposed transfer, the district will maintain approximately 6.15 months of expenditures in reserve which falls within best practice recommendations.

Adjusted Education Fund Cash Balance after transfer	FY25 Total Education Fund Expenditures	Education Fund One month Expenditures (1/12 th of total)	Months of Cash on Hand
[A]		[B]	[A] / [B]
\$29,788,808	\$58,144,884	\$4,845,407	6.15

Funding source: Local Funds

Attachments: Board Policy 4:20

OPERATIONAL SERVICES

4:20 Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain a year-end fund balance to revenue ratio of no less than 25 percent, as calculated under the Ill. State Board of Education's *School District Financial Profile*.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: May 28, 2024

Thornton Fractional THSD 215



Welcome to the School Board Table

Guidance for Student Representatives to the School Board



Welcome to the Table

We are glad you are here to learn about the role of a student representative on the school board! As a student board member or representative, you will bring student voice to your school district's governance team, and the governance team elevates student perspectives on education policy decisions. By meaningfully participating in the governance process of your district, you can learn essential democratic skills while representing and advocating for your peers.

As a student school board member or representative, you will participate in discussions of the school district's values, purpose, and goals and the policies that support them. You will serve as a liaison between students and the board, representing a variety of interests and backgrounds and advocating for the positions and needs of your peers. This guidance will help you prepare for the valuable experience of service to your school community.





Are We Ready?

Consider these questions as you prepare to do the work of school board service.

Student Representative Self-Assessment

- Am I aware of my job description and what the board expects of me?
- Do I understand the role of a school board member in Illinois?
- Has the board communicated the specific objectives it has for me as a student representative?
- Have I identified or been assigned a mentor for my role on the board?
- Am I willing to share my voice and make ongoing contributions to the board?
- Am I aware of the board meeting schedule, the agenda, and flow of the board's meetings?
- Am I aware of the needs, public positions, perspectives, and opinions of the students I represent?
- Do I have, or can I learn, the ability and knowledge to correspond about governance activities with my community and the group(s) I represent?
- Do I have, or can I gain, the knowledge to take leadership roles on committees and/or the board?
- Am I willing to reflect on what I want to get out of this experience and share it with the rest of the board?
- Am I willing to ask questions that give me a better understanding of board activities?
- When receiving feedback, information, and answers to questions, do I recognize the expertise and experience of the adults on my board?
- Am I willing to give my time and attention to all board issues rather than just the ones that affect me and those I represent?
- Am I mentoring other potential student representatives who may replace me?

Expectations for the Student Board Representatives

While individual board expectations for their student members may vary, this list serves as general guidance on expectations of student board representatives in Illinois.

- Represent the views of the student body.
- Attendance at all regularly scheduled board meetings. Always communicate with the board president (or your board mentor) when extenuating circumstances affect your attendance.
- Attend board workshops, training, conferences, and other activities.



- Follow Robert's Rules of Order and other board protocols and norms.
- Respect confidentiality.
- Report to peers following each school board meeting:
 - Present to the student council(s) within the district.
 - Write a statement for student announcements that includes school board information of interest to students.
 - Be available to discuss school board issues.
 - Encourage students to attend live or watch recorded school board meetings.



Guidance for Student Board Representatives

- Have confidence in yourself. It will take a few months to feel comfortable in your role as the student representative. Focus on listening, observing how the board works, and asking questions to strengthen your knowledge of the roles and responsibilities of school board members.
- Work with a mentor. The school board should appoint a mentor for you who can support you in your learning. Meet with your mentor on a regular basis, especially in the first three months of your board service.



- Be prepared. Board members are provided with a copy of the meeting agenda and other documents a few days prior to the meeting. All board members, including the student representative, are responsible for reading and reviewing all materials before the meeting. If you have questions about any agenda item, contact your mentor, board president, or superintendent and ask for clarification.
- Stay engaged and interested. Not all board responsibilities are exciting or interesting. The board is responsible for approving payment of bills, approving contracts, and other tasks. Remain engaged even during the more mundane activities of the board.
- Attend all meetings. Make sure you receive a listing of all regularly scheduled board meetings and other events where board members are usually in attendance. It is critical that you attend these meetings and to be on time.
- Share your voice. The board has added a student representative to the board because it wants to hear from you. While the board makes the final decisions, it is important for you to appropriately share your viewpoints.
- Be a leader. You are now in a leadership role – use this opportunity to advance the fact that youth are capable, intelligent, and mature. People are watching you, and you are now seen as an example of all students.
- Take action. Be open to taking on tasks or projects that may assist the board in understanding an issue or making a decision. You may also be asked by the board to serve on a special committee.
- Think about what you want to get out of the experience. Board membership should benefit you individually just as much as it benefits the board. Make sure to communicate your individual wants and needs prior to starting your service, to ensure that they are on the board's radar and are possible for them to help you accomplish. Examples include the development of public speaking, leadership skills and training, and references for college or jobs.

Acknowledgments

- Association of Alaska School Boards
- Missouri School Board Association
- Vermont School Board Association





Bringing Student Representatives to the School Board Table



Why Include Youth on Your School Board?

Nothing about us without us. This slogan has been used by participants in causes to accentuate their need for participation in leadership decisions directly impacting their lives. 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. Student board representatives can meaningfully participate in the governance process of their district, learn essential democratic skills, and represent and advocate for their peers.

A youth presence can result in new energy, an increased commitment to the work of the board, and a stronger sense of connection to the community. Often board members are more aware of the responsibility to model ideal board behaviors and processes, while also elevating student perspectives on education policy decisions that they may not have otherwise considered. We all benefit by having young people engaged in the institutions of a democratic society.

What Can Student Board Representatives Do?

Student board representatives can:

- Attend open meetings.
- Receive all open session materials.
- Openly express opinions and advocate.
- Be appointed to subcommittees.
- Attend other functions of the board.

Student board representatives cannot:

- Participate in or receive closed session material.
- Attend executive session meetings.
- Formally vote.





Is There a Policy that Covers Student Representation to the Board?

The Illinois School Code allows a board to appoint a student to the board to serve in an advisory capacity for a term the board determines (105 ILCS 5/10-10). The student may not vote or attend any closed or “executive” session of the board. A board that desires to include a policy to appoint a student member may refer to **PRESS** (Policy Reference Education Subscription Service) sample policy 2:40, *Board Member Qualifications*, and its footnotes.

Are We Ready?

Readiness Assessment

(Adapted from “14 Points” from Youth on Board)

School boards can use this checklist to assess the board’s ability to have meaningful youth representation. This tool can help everyone involved comprehend the necessary adjustments and measure their commitment to these changes. Though certainly not necessary to meet all these criteria, boards are encouraged to take the following into consideration.

- 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?

We are Ready and Committed. What is the Process to Bring Student Representation to the Board Table?

When bringing a student representative to the table, the following are items and resources to consider:

- You may need to adjust the board structure, protocols, and policies to accommodate the newly created position.





- Consider having a minimum of two student board representatives. This will avoid tokenism, increase diversity of thought, and make it easier for youth to participate.
- Create a description of the roles, responsibilities, key commitments, and timing so youth can make an informed decision if this is something that matches their interests, schedules, etc. Promote the benefits of involvement: it is a learning opportunity and a way to contribute to the community; and most importantly, it is an opportunity for youth to voice their concerns and advocate for their peers.
- Create an application, interview process, and communication plan.
- Designate an adult board member as a liaison/mentor to the students. This will allow consistency and be a source of contact for the student representatives.

Resources ([available online at IASB.com](http://IASB.com)):

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



We Have Appointed Our Student Representative to the School Board. Now What?

Just like you would welcome and have a formal orientation for a newly elected board member, create an orientation process for student representatives:

- Assign a board mentor/liaison to be the point of contact for the students.
- Include the new representatives in appropriate board training and events.
- Provide representatives with the history of the board, including past actions taken, and other useful information. The more newer members know, the more effective and thoughtful partners on your board they will be.
- Share minutes from the previous meeting, a copy of the agenda, and any materials needed before the next meeting. Communicate how representatives will receive this information in the future.
- Take time to help build a professional relationship with each student representative and board member to encourage a greater comfort level for the student and a better connection with the board.



Delegate responsibilities. Some possibilities for youth member responsibilities include:

- Placing a member report at the beginning of each meeting. This will allow your student members to share their involvement in board projects and report back from any other assigned groups or subcommittees.
- Nominating youth to serve as co-chairs of your board and/or as members of your smaller subcommittees.
- Having representatives speak at events on behalf of the school board/district.

Board Best Practices for Thriving Youth Involvement

(From *Principles of Youth Voice – Washington Youth Voice Handbook*)

- **Respect.** A culture of respect provides all participants with opportunities to speak and learn from each other. This is particularly important for youth to see and understand. Respect builds up comfort for asking questions, making mistakes, or asking for changes to meet their needs as board members.
- **Positive communication.** Youth are best heard when adults step back and listen to understand. Honest, positive, and on-going communication is needed for youth to come forward and explain their perspectives and ideas for board direction and decisions.
- **Investment.** Young people need access to ongoing information, training, and support to be successful as board representatives. Youth must be able to develop their own skills and practice them often to have the confidence to act and speak up in adult situations. Investing in young people on your board takes time and resources, but the results are worth it for the entire board.
- **Meaningful involvement.** Youth roles and board responsibilities should be an integral part of the way the board functions. Developing meaningful engagement means that the recruitment, roles, training, and preparation of young people are well thought out and supported across all activities and processes of the board.

Acknowledgements

Association of Alaska School Boards

Genoa-Kingston Community Unit School District 424

Leyden Community High School District 212

Oswego Community Unit School District 308

Vermont School Boards Association

Washington Youth Voice Handbook ©2006 by Adam Fletcher

Youth on Board: 14 Points to Successfully Involving Young People in Decision Making ©2004 Rebecca Gardner, Lyn Hall



Student Handbook

2026-2027





Student Handbook Sections

Current Student Handbook

Academic Policies and Definitions

Activities and Clubs

Athletics

Concussion Policy

Residency Requirements

Pupil Personnel Services (PPS)

Student Behavior Code

General Information

Student Driving and Parking

Instructional Technology Acceptable Use Policy

Bell Schedules

School Calendar

2026-2027 Student Handbook

General Information

Student Services

Health and Services

Residency and Attendance

Rights and Responsibilities

Deans' Office

Student Code of Conduct

Grading and Promotion

Student Records

Activities and Clubs

Athletics

Forms

General Information

Current Student Handbook

Bus Transportation

Bus Behavior

Cafeteria

Care of School Property

Hall Passes

Visitors

School cameras

2026 - 2027 Student Handbook

Key contacts

Table of Contents

Campus Information - attendance policy, bell schedules, procedural information, and weapons detection system

Important dates

Campus maps

Curriculum and mission alignment

Intention and purpose of District 25 communication

General information - change of contact information, emergency drills, grading periods, school cameras, and family outreach

Student Services

Current Student Handbook

Is a blend of student's rights, school counseling, health services, psychoeducational, and assessment

It does not define Student Services nor does it accurately illustrate all facets of the District 215 services.

It also separates academics, weights and grades, and attainment of credit in *Academic Policies & Definitions* (p. 1 - 6) from Student Services

Generalizes SPED programming, ML programming, and social and emotional groups (p. 25-26)

2026 - 2027 Student Handbook

Defines **specific roles, duties and services** within the

1. Pupil Personnel Services Department
2. Health Services
3. School Emotional Support Services
4. Frequently Asked Questions (FAQ)

Provides **contact information** for each campus

Defines **curriculum, graduation requirements, recommended course schedule, academic levels, weights and grades, attainment of credit, post-secondary counseling, and state assessments.**

Separates and details important information regarding **special education** and **English Language programming.**

Describes the social and emotional support offered through District 215.

Residency & Attendance

Current Student Handbook

Provides general information regarding residency requirements, but does not explain the process or steps.

Does not include expectations for procedures for student attendance.

Provides brief overview of McKinney Vento status

Notes the identification and review of homeschooling credit.

2026 - 2027 Student Handbook

Added District 215 boundary information

Defined residency within District 215

Detailed McKinney Vento status and provided contact information

Detailed residency requirements for families

Describe how to establish residency

Outlined residency hearing procedures

Illustrated steps for student withdrawal; differentiated good standing v. not in good standing

Describe expectations - Attendance Matters!

Define attendance terms

Provide information for parents/guardians regarding attendance

Rights & Responsibilities

Current Student Handbook

While the current Student Handbook contained student's rights and responsibilities, the information was not located in a specific section, but included as add-ons throughout the entirety of the text.

Discusses Title I Educational Programming

Discusses Title IX, contact information, and support services

School Safety

Bus Transportation

2026 - 2027 Student Handbook

Academic Integrity

Added Artificial Intelligence and student work

Added Erin's Law and Faith's Law

Bullying, intimidation, and harassment

Student's right to due process

Added Equal Education Opportunity - *Citizenship and Immigration status*

Student Handbook & Signature

Media consent

District 215 Technology Use

Deans' Office

Current Student Handbook

Does not define purpose or positions of the Deans' Office.

Describes Student Responsibilities and Student Expectations

List the Suicide Prevention Hotline

2026 - 2027 Student Handbook

Define philosophy and Behavior Intervention Team

Define Due Process

Illustrate a Deans' Office flowchart

List Deans' Office contact information

Included Frequently Asked Questions

Student Code of Conduct

Current Student Handbook

Briefly describe attendance, tardy, and truancy procedures

Defines Due Process

Lists Student Infractions

Lists Tiered Interventions

2026 - 2027 Student Handbook

Defined Student Code Conduct

Added Chronic & Flagrant Behavior

Added Disruptive Behavior

Define Tardy Steps

Define Student Intervention Definitions / Streamlined Tiered Interventions

Added detailed and relevant information for Searches & Seizures, as well as Agency & Police Interviews

Grading and Promotion

Current Student Handbook

Information currently listed under Academics & Policies

Defines the following:

Assignment of credit,

Course load,

Accelerated Placement Policy,

Credits,

Grading scales and weights,

School wellness

Senior transcripts

Information is varied and does not consistently fit under current section title of Academics & Policies

2026 - 2027 Student Handbook

Streamlined and relevant information pertaining to:

Grading and promotion details the assignment of credit, course levels, course load, grading procedures, final exams, GPA, grade scale, grading system, graduation requirements, class rank, and honors / recognition

Also **includes repeating coursework and alternative learning opportunities within District 215**

Student Records

Activities & Clubs

Current Student Handbook

Lists out all clubs and activities within District 215 in a confusing table

Does not speak to the tradition or array of offerings

Does not identify who is the Activities Director at each campus

2026 - 2027 Student Handbook

Speaks to the proud and storied history of excellence in our clubs and activities

Identifies Activities Directors with contact information at each campus

Groups activities under Academic, Competition, Cultural, Fine Arts, Honors, Leadership, Mentoring, Performing Arts, and Spirit

Provides Activities & Club rules as defined by updated pledge

Stipulates rules for school sponsored dances and attendance

Athletics

Current Student Handbook

Uses a small table to list out current athletic offerings

Does not speak to the history or excellence from our athletic programs

Lists out IHSA bylaws

Includes the the following:

- 1.) Athletic / Activity Co-curricular pledge
- 2.) NCAA Division I Clearinghouse Requirements
- 3.) Includes the IHSA and District 215 concussion policy

2026 - 2027 Student Handbook

Includes a District 215 philosophy about our athletic programming

Identifies the offerings by season and campus

Updated IHSA Eligibility Requirements with bylaws

Removed concussion protocols

Removed NCAA Division I Clearinghouse criteria

Separated Activities and Athletics

Updated content in the Athletic Pledge to comply with SB 100

Created an Athletic Code of Conduct

Created a Co-Curricular and Extra-Curricular Activities Pledge

Stipulated District 215 procedures for attending dances such as homecoming, winter formal, and prom

Forms

Current Student Handbook

Forms are located at the front of the Student Handbook without explanation.

2026 - 2027 Student Handbook

Forms have been moved to the back the Student Handbook

Summation of Student Handbook Update

Thornton Fractional

High School District 215



Student Handbook
2026 - 2027



DIRECTORY OF KEY CONTACTS

Thornton Fractional High School District 215 Board of Education

Jacquelin Terrazas, President

Dominique Newman, Vice President

Millie Myers, Secretary

Vanessa Calderon-Miranda,
Member

Charlotte Guyton,
Member

Cynthia Perkins,
Member

Glenn Williams,
Member

District Administration

18601 Torrence Avenue, Lansing, IL 60409

(708) 585-2300

Raymond Williams, Superintendent

(708) 585-2309

Becky Szuba,
Assistant Superintendent of Teaching
and Learning (708) 585-2388

LaQuesha Martin-Dean,
Director of Teaching &
Learning (708) 585-2394

Dr. John O'Rourke,
Assistant Superintendent of Student
Services (708) 585-2312

Paul Wakefield,
Chief Technology Officer (708) 585-2377

Eric Mastey,
Assistant Superintendent of Career
Development (708) 585-1132

Tamika McMillian,
Executive Director of
Finance & CSBO (708) 585-2334

Michael Zimmerman,
Director of Career & Technical
Education (708) 585-1110

April Jerger,
Executive Director of
Human Resources (708) 585-2310

North Campus

755 Pulaski Road, Calumet City, IL 60409
(708) 585-1000

Brian Rucinski, Principal	(708) 585-1001
Mychael Webb, Assistant Principal	(708) 585-1002
Christin Passarelli, Assistant Principal	(708) 585-1003
Joshua Humphrey, Assistant Principal	(708) 585-1004
DeVale Stubbs, Athletic Director	(708) 585-1027
Michael Kawa, Activities Director	(708) 585-1028

North Campus Offices

Attendance	(708) 585-1007
Athletics Office	(708) 585-1036
Deans' Office	(708) 585-1008
Main Office	(708) 585-1013
Nurse's Office	(708) 585-1011
School Counselors	(708) 585-1008

Academics & Technology Campus

1605 Wentworth Avenue, Calumet City, IL 60409
(708) 585-2378

Dawn Walker, Principal	(708) 585-2378
------------------------	----------------

Campus Offices

Attendance	(708) 585-9401
Deans' Office	(708) 585-2314
Main Office CAL	(708) 585-9401

South Campus

18500 Burnham Avenue, Lansing, IL 60438
(708) 585-2000

Lisa Bouler, Principal	(708) 585-2006
Rene Valdez, Assistant Principal	(708) 585-2008
Brian Bergthold, Assistant Principal	(708) 585-2025
Casandra Brackenridge, Assistant Principal	(708) 585-2039
Marc Brewe, Athletic Director	(708) 585-2063
Susan Lessner-Diversey, Activities Director	(708) 585-2062

South Campus Offices

Attendance	(708) 585-2040
Athletics Office	(708) 585-2062
Deans' Office	(708) 585-2038
Main Office	(708) 585-2007
Nurse's Office	(708) 585-2050
School Counselors	(708) 585-2015

Alternative Learning Campus

1601 Wentworth Avenue, Calumet City, IL 60409
(708) 585-9408

Lauren Johnson, Assistant Principal	(708) 585-2393
-------------------------------------	----------------

Main Office CAT	(708) 585-2378
School Counselor	(708) 585-2346
School Health Assistant's Office	(708) 585-2355

TABLE OF CONTENTS

Campus Information		Student's Rights & Responsibilities	
Important Dates			
Campus Maps			
Superintendent's Letter to Students and Parents			
Mission Alignment			
Communication Protocol			
Student Services			
School Counseling Services			
School Counseling Teams			
Post Secondary Counseling			
Testing Policy			
Testing Programs			
Social Work Services			
Psychological Services			
Support Groups			
Partnerships			
Student Assistance Programs			
Special Education			
Residency and Attendance			
Student Residency			
Attendance			
Attendance Call Off Procedures			

For the most up-to-date information please visit the campuses websites.

CAMPUS INFORMATION

ATTENDANCE POLICY

The District 215 Board of Education requires all students to follow their programs as established by school authorities and to attend classes as indicated on the student class schedule. A student found in violation of the District 215 attendance policy will be subject to receive consequences aligned to the Student Behavior Code and Senate Bill 100.

BELL SCHEDULES

Start Time	End Time	M	T	Start Time	End Time	W	Start Time	End Time	TH	F
7:25 AM	8:20 AM	0	0	7:25 AM	8:20 AM	0	7:25 AM	8:20 AM	0	0
8:25 AM	9:20 AM	1	1	8:25 AM	9:05 AM	1	8:25 AM	9:20 AM	1	1
9:25 AM	10:25 AM	2	2	9:10 AM	9:55 AM	2	9:25 AM	10:25 AM	2	2
10:30 AM	11:25 AM	3	3	10:00 AM	10:40 AM	3	10:30 AM	11:25 AM	3	3
11:30 AM	12:25 PM	4	4	10:45 AM	11:25 AM	4	11:30 AM	12:25 PM	4	4
12:30 PM	1:25 PM	5	5	11:30 AM	12:10 PM	5	12:30 PM	1:25 PM	5	5
1:30 PM	2:25 PM	6	6	12:15 PM	12:55 PM	6	1:30 PM	2:25 PM	6	6
2:30 PM	3:25 PM	7	7	1:00 PM	1:40 PM	7	2:30 PM	3:25 PM	7	7

CLOSED CAMPUS

A student is not to leave campus during any part of the school day. A student found in violation of the District 215 attendance policy will be subject to receive consequences aligned to the Student Behavior Code and Senate Bill 100.

COLLEGE VISITATIONS

Many junior and senior students benefit from visiting college campuses in their search for an institution for their post-high school education. While we encourage such visits, we ask that students make their arrangements on days that they are released from school so that they do not miss valuable academic time at Thornton Fractional District 215. Such days include Labor Day, Fall Break, Conferences and Institute Days, Lincoln's Birthday, Indigenous Peoples' Day, Presidents' Day, and Spring Break.

DELAYED STARTS

Information about emergency school closings and delayed starts will be displayed on the District 215 websites, relayed to families through the District 215 automatic calling system and via e-mail, and communicated to local television and radio media outlets. On days when inclement weather creates hazardous travel conditions between 7:00 a.m. and 8:30 a.m., a delayed start may be announced.

EARLY DISMISSAL (WEDNESDAYS)

Students will be dismissed at 1:40 p.m. every Wednesday throughout the school year. Students must leave campus and not loiter.

EXTENDED NON-MEDICAL ABSENCE

The Assistant Principal of Building Control and Assistant Principal of Pupil Personnel Services must review any non-medical absence of more than ten consecutive school days. Parents should contact the appropriate school counselor to arrange a conference.

SCHOOL FEES

The Board of Education (BOE) has established that fees are payable by a student as a prerequisite of the student's participation in any curricular or extracurricular program operated by the District (i.e. sporting events, plays, prom, graduation, field trips).

The district does not lower grades, exclude from any curricular or extra-curricular program of the school district, or withhold a student's records, grades, transcripts, or diploma because of an unpaid balance on the student's school account. **(NEW!)**

Please refer to the Thornton Fractional District 215 [Finance Department](#) to review the fee schedule for the 2026 - 2027 school year. Please contact your student's campus Bookstore to discuss all fee related matters.

SENIOR TRANSCRIPTS

The Class of 2027 should submit all official transcript requests through EDocs within Naviance for current seniors.

SIGN OUT PROCEDURES

For partial day absences, students are required to sign in and out in the Attendance Office.

If students become ill during the school day, the School Nurse will meet with the student and contact EMERGENCY NUMBER to communicate with the parent/guardian. If the student needs to go home, the student will sign out in the Attendance Office.

STUDENT ENTRANCES

For safety and security, students are expected to use one of three designated entrances during the school day:

CAL Back Door	CAT N3	TF North N5	TF South E1
------------------	-----------	----------------	----------------

It is essential that students do not open other doors for anyone during school hours. All visitors must check in through the appropriate entrance and follow the school's sign-in procedures.

Adhering to these guidelines helps maintain a safe and secure environment for everyone on campus.

WEAPONS DETECTION SYSTEMS

To ensure a safe and secure learning environment, Thornton Fractional District 215 has implemented a weapons detection system at all of our campuses. This system is designed to enhance safety for all students, staff, and visitors.

Upon entering campus, please be aware of the following expectations:

- All items are subject to search during the screening process.
- Leave unnecessary items at home to minimize delays and avoid potential concerns.
- Follow all staff directives promptly and respectfully while entering the building
- Students found in violation of District 215 Code of Conduct will be subject to disciplinary interventions.

IMPORTANT DATES

2026 - 2027 School Year Calendar

For the most current listing of academic, athletic, and extracurricular events throughout the year, please consult our online calendar.

2026

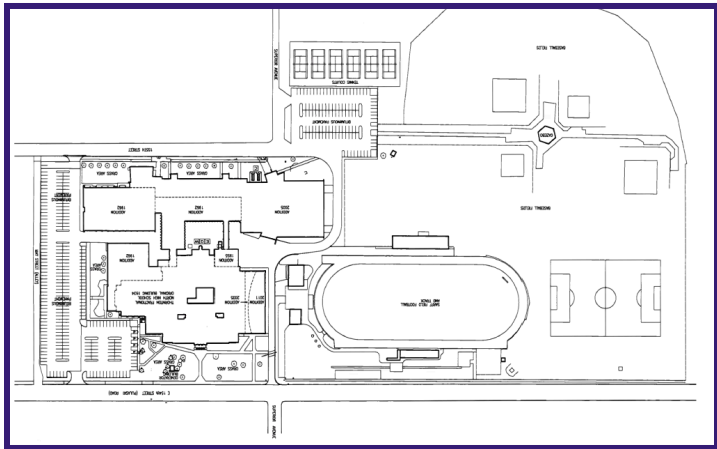
2027

AUGUST			JANUARY		
11-12		Teacher Institute	4		Institute Day
13		Freshman Orientation	5		Start of 2nd Semester, Classes Resume
14		First Day of School	18		MLK Day - No School
SEPTEMBER			FEBRUARY		
7		Labor Day	15		Presidents' Day - No School
17		Parent Teacher Conferences			
18		No School	MARCH		
18		North v. South Rivalry Week	1		Pulaski Day
26		TFN Homecoming	#		End of Quarter 3
OCTOBER			26		Spring Break Begins - No Classes
2		TFS Homecoming	APRIL		
12		Indigenous Peoples Day - No School	5		Classes Resume
#		End of Quarter 1			State Testing
NOVEMBER			MAY		
3		General Election - No School			Senior Exams
11		Veterans' Day - No School			Senior Last Day
25 - 27		Thanksgiving Break - No School			Graduation
DECEMBER					Graduation
16 - 18		S1 Final Exams	25 - 27		Final Exams
18		End of Semester 1	27		End Semester 2
19 -		Winter Break			

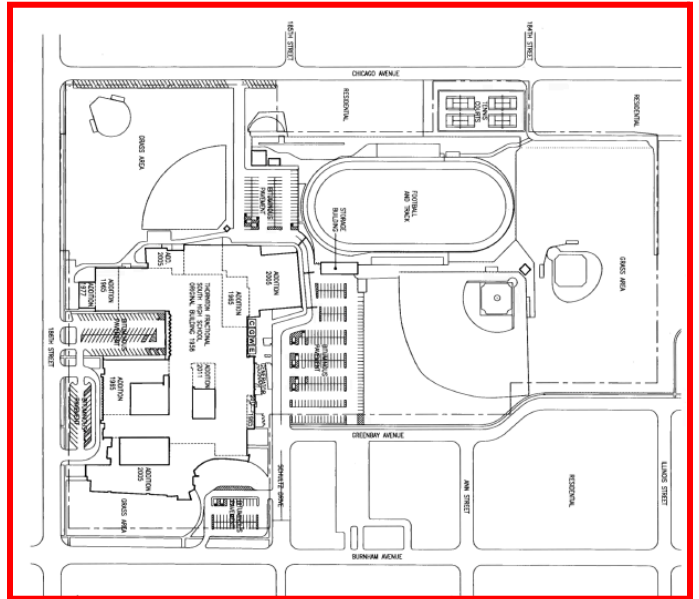
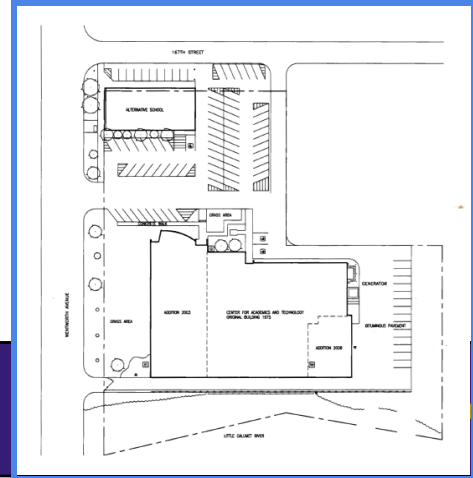
CAMPUS MAPS

Center for Academics & Technology Campus

Center for Alternative Learning Campus



Thornton Fractional South Campus





Superintendent's Letter to Students and Parents

Thornton Fractional High School District 215

Dear District 215 Students and Families,

It is my great honor to welcome you to the 2026–2027 school year. Although I have proudly served the District 215 community for many years, this is my first year in the role of Superintendent, and I am both humbled and excited to continue our shared journey from this new position.

Our district has a long tradition of excellence, resilience, and community pride. Over the years, I have seen firsthand the dedication of our students, the commitment of our families, and the passion of our teachers and staff. These qualities are the foundation of our success, and they inspire me daily as we work together to provide an exceptional educational experience for every student who walks through our doors.

This student handbook is designed to support you throughout the year by outlining our expectations, resources, and opportunities. It reflects our collective responsibility to create safe, supportive, and engaging learning environments in which all students can thrive. I encourage you to review it carefully and revisit it often as a guide to stay informed and prepared.

As we begin this new school year, I look forward to strengthening the partnerships that make District 215 such a special place. Together, we will continue to empower our students, elevate our schools, and honor the strong community spirit that defines us.

Thank you for your continued trust and collaboration. I wish each of you a successful, fulfilling, and inspiring school year.

Warm regards,

Mr. Raymond Williams
Superintendent
Thornton Fractional High School District 215

MISSION ALIGNMENT

Thornton Fractional District 215 is committed to providing diverse and rigorous learning opportunities that inspire all students to become lifelong learners who contribute meaningfully to their community. The district encourages every student to pursue the most challenging programs aligned with their abilities, interests, and aspirations. Throughout their time in District 215, students engage in both theoretical and real-world learning experiences designed to build the knowledge, skills, and confidence necessary for success beyond high school. Whether their post-secondary path leads to college, career, or military service, District 215 ensures that all students are prepared to excel and make a positive impact in the world.

MISSION (what WE do)

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

VISION (what WE aspire to be)

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.

MOTTO (what WE develop)

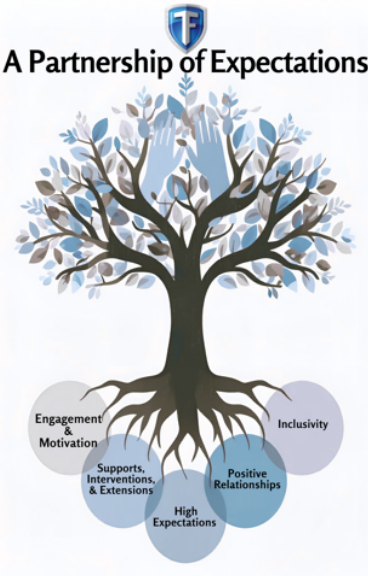
A partnership of expectations

GUIDING PRINCIPLES (what WE create)

- 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, supporting students' needs, holding high expectations, and the integration of cross-curricular development.
- Learning experiences reflect cultural responsiveness, high expectations, strategies to engage students, and create positive relationships.
- Welcoming learning environments.

COMMUNITY (where IT happens)

At the heart of our work is a shared belief that community is where learning happens. Guided by our mission to provide diverse learning opportunities that inspire all students to become lifelong learners who contribute meaningfully to their community, we design every aspect of our curriculum to reflect this collective purpose. Our vision—to create a diverse, relevant, and responsive learning environment in which scholars develop the skills needed to be critical thinkers, problem solvers, and productive members of society—anchors our daily practices and long-term goals. Through a partnership of expectations, we commit to guiding principles that ensure students are consistently engaged in cognitively challenging work, fully aware of their learning, and empowered to build self-efficacy. Our curriculum embraces student voice, offers immediate and meaningful feedback, and supports individual needs while upholding high expectations for every learner. It is intentionally cross-curricular, culturally responsive, and relationship-driven, fostering environments where students feel welcomed, valued, and motivated to succeed. Together—with families, educators, and the broader community—we create learning experiences that not only reflect who our students are but also shape who they will become, ensuring that the community strengthens curriculum, curriculum advances mission, and mission brings our vision to life.



COMMUNICATION: OUR INTENTIONS & PURPOSE

BUILDING STUDENT ADVOCACY

Thornton Fractional District 215 thrives because of its dedicated and compassionate school community. We understand that student learning is a collective effort built on strong collaboration among students, families, school leadership, teachers, support staff, coaches, and activity sponsors. Within District 215, we affirm that every member of this collaborative network upholds a shared commitment to clear communication, mutual respect, and a unified focus on supporting the growth and achievement of all students.

OUR PURPOSE

The goal of our communication is to ensure that students are supported through transparent and meaningful dialogue. All interactions will be carried out with courtesy, professionalism, and mutual respect. When challenges occur, all parties will work to gain insight into one another's viewpoints in order to find fair and constructive resolutions while sustaining strong, positive relationships.

OUR PHILOSOPHY

As students work to build a strong and healthy sense of identity, they learn to face challenges and transitions with resilience, adaptability, and determination. They take ownership of their actions and show consideration for those around them. For this reason, students are expected to take the lead in communicating with staff and engaging in problem-solving. Although there may be moments when collaboration between parents and staff is necessary to support a student's involvement in the process, students are encouraged to seek guidance from trusted adults who can help them develop their own voice and self-advocacy skills. In learning to navigate difficulties, students may need to manage moments of discomfort and recognize that some concerns may not be addressed immediately or resolved exactly as they wish.

OUR PROTOCOLS

Thornton Fractional District 215 believes that concerns are best handled at the most straightforward and direct level. Students are encouraged to address and resolve issues on their own whenever appropriate. Because of the supportive structure within the district, students and/or parents and guardians are encouraged to keep the student's designated support staff informed and to seek their guidance when navigating concerns or determining the proper channels for communication. For instance, if a student has a question or concern related to their grade in a class or extracurricular activity, their school counselor can offer advice on how to approach the teacher, coach, or sponsor to discuss the matter. If the concern cannot be resolved through that initial conversation and requires additional follow-up, the student—often with assistance from their support staff—may be directed to the next appropriate individual, such as an Activities Sponsor, Athletic Director, or administrator. When necessary, a parent or guardian may be included in the discussion. Throughout this process, students are expected to remain active participants in all conversations. All individuals involved should maintain reasonable expectations regarding how frequently communication occurs and the time needed for an appropriate response.



GENERAL INFORMATION

ACADEMICS

Thornton Fractional High School District 215 students will generally be enrolled in a year-long academic course S1 and S2 in which .5 credits is awarded for successful completion of coursework based on sound grading practices. Students will have the opportunity to enroll in Advanced Placement (AP), Honors (H), or College and Career Preparatory (CP) courses in their tenure in District 215.

BUS EXPECTATIONS

Students are expected to behave in a safe manner at the bus stop and while riding the bus. All students will be expected to treat each bus rider and their possessions with respect. Please see the Student Code of Conduct.

CAFETERIA

District 215 is a closed campus, and as such, students may not leave the building for lunch. During assigned lunch periods, students are expected to report directly to the cafeteria. Students will need to scan in with their digital I.D. or have a hard copy of their I.D. to receive lunch. They may buy their lunch or bring it from home. In compliance with Department of Agriculture regulation for a Class “A” school lunch program, it is prohibited to bring in, order delivery of, or otherwise supply competing prepared foods. Therefore, brown bag lunches are the only food students are permitted to bring into the building. These lunches shall be eaten in the cafeteria during the student’s assigned lunch period unless given a directive by school personnel. Students are to maintain an efficient, clean, and enjoyable cafeteria. Students are expected to clean up as directed by the cafeteria supervisor. Running, fighting, loud talking or shouting is not appropriate behavior. No food is to be taken out of the cafeteria unless given a directive by school personnel. Students who leave school during lunch periods are considered truant.

CARE OF SCHOOL PROPERTY

The appearance of the building reflects the pride students have in their school. Damage to or destruction of school property will not be tolerated and will result in disciplinary action and restitution of damages by parents/guardians. The students shall not tamper with the lighting, the windows, the shades, heating equipment, P.A. system, or lockers.

CHANGE OF ADDRESS OR CONTACT INFORMATION

Parents and guardians are asked to immediately report any change of address or other directory information to the Registrar at the child's school. Changes to residency will require families to update residency verification documents. Updating phone numbers, email address, and any other contact information will ensure timely communication between home and school.

North Campus	South Campus
Mrs. B. Rising Registrar brising@tfd215.org (708) 585-1144	Mrs. C. Akers Registrar cakers@tfd215.org (708) 585-2018

CLASSROOM

Classroom procedures are under the direct control and are the responsibility of the classroom instructor. The student shall have books, paper, pencil, pen, a fully charged Chromebook, etc., and all other necessary materials for each class period.

EMERGENCY DRILLS

Emergency drills are held during the school year. Students should be familiar with the traffic pattern posted in each of the classrooms, and the emergency alarm signal. The following instructions are to be carried out: 1. Students are to walk quickly and orderly to the designated areas/exits. 2. Students are to return to classes quickly and quietly when the recall bell sounds. 3. Students should follow the instructions of school personnel.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are privileges extended by the district to students who want to participate and agree to comply with the student behavior code, as well as the rules and regulations established for the respective activity. Compliance allows for ongoing participation in the particular activity. The failure to comply with the rules and regulations shall result in appropriate sanctions that may include but will not be limited to students being prohibited from attending school dances, games, prom, and/or graduation. Because these activities are regarded as privileges and not property interests of the student, only those procedural and substantive considerations as provided for within this handbook shall be afforded the student when a disciplinary sanction must be considered. As such, all rules and regulations of the school shall apply to ANY school sponsored activity-both on and off campus.

GRADING PERIODS

Thornton Fractional District 215 grading periods consist of (4) quarters, final exams, and (2) semesters. The following chart will indicate the ending of each grading period and semester for the 2026-2027 school year.

Fall	Winter	Winter	Spring
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Semester 1		Semester 2	

HALL PASS PROCEDURES/EXPECTATIONS

Students are not to be in the halls during class hours. The only exceptions are those students who have been given a hall pass from one of the following appropriate sources: • Deans'/Attendance Office • Guidance Office • Nurse's Office • Administrator • Teacher Hallway Expectations - Appropriate expectations include, but are not limited to: • Walk at all times. • Use appropriate tone and language. • Respect the authority of school personnel. • Respect other students and their rights. • Keep the halls (and campus) free of litter.

LEARNING RESOURCE CENTER REGULATIONS

Conduct in the LRC shall include common courtesy to the staff and fellow students. In the event that students abuse their LRC privileges, the librarian may deny admission to the LRC for a specified period of time. Students not utilizing the LRC for research or other classroom assignments will be returned to their regularly assigned classroom. Serious misbehavior will be referred to the dean who shall assess the appropriate intervention/consequence.

LOST AND FOUND

The Lost and Found is located in the Deans' Office/Attendance Office.

PESTICIDE APPLICATION NOTICE

Before pesticides are used on District premises, the superintendent or designee shall notify employees and parents/guardians of students at least four business days before application.

POLICE LIAISON OFFICER

In partnership with the Calumet City and Lansing Police Departments, police liaison officers are assigned to all District 215 campuses. These officers work in partnership with the Deans' Offices to maintain a safe and positive learning environment in all buildings.

SCHOOL CAMERAS

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

SCHOOL HOURS/LOITERING

The school day is defined as the student's schedule. After regular school hours, students are encouraged to participate in all of those extracurricular activities for which they have an interest and are eligible. Students are not to be on school property after 3:40 P.M. or on early dismissal Wednesdays without a valid reason and proper supervision. Loitering is not permitted. Those found in violation may be charged with criminal trespass to state-supported property.

SPANISH LANGUAGE INTERPRETER & FAMILY OUTREACH SPECIALIST

District 215 notes the importance of effective communication between the district, schools, and community. This position supports effective communication between Spanish-speaking families and the school. This role includes interpreting during meetings and events, translating school documents, helping families understand school processes and resources, and strengthening connections between home and school to support student success.

Mrs. M. Suarez
Spanish Language Interpreter &
Family Outreach Specialist
(708) 585-2337

VISITORS

Upon entering the building, all visitors must provide a valid ID, secure and wear a visitor's pass. Violators will be considered as criminal trespassers and will be prosecuted accordingly.

CAL Back Door	CAT N3	TF North N5	TF South E1
-------------------------	------------------	-----------------------	-----------------------

WEAPONS DETECTION SYSTEM

To ensure a safe and secure learning environment, Thornton Fractional District 215 has implemented a weapons detection system at all of our campuses. This system is designed to enhance safety for all students, staff, and visitors.

Upon entering campus, please be aware of the following expectations:

- All items are subject to search during the screening process.
- Leave unnecessary items at home to minimize delays and avoid potential concerns.
- Follow all staff directives promptly and respectfully while entering the building.
- Students found in violation of District 215 Code of Conduct will be subject to disciplinary interventions.



STUDENT SERVICES

The Student Services Team strives to strengthen the essential connection between school, family, and students. The Student Services Team at Thornton Fractional District 215 has always emphasized this connection, and with the introduction of this team, students and families will have multiple staff members providing consistent and targeted support, throughout a student's high school career.

In District 215, we believe in the power of community and collaboration, and the Student Services Team embodies these principles. We are here to support, celebrate successes, and help students navigate challenges. The Student Services Team consists of the following members and positions:

- **Assistant Principal:** The Assistant Principal plays a vital role in coordinating the team's efforts and ensuring effective support for all students.
- **Administrative Assistants:** The Admin Assistants are essential team members and collaborate with the team to provide crucial administrative support, ensuring seamless communication and coordination.
- **Dean of Students:** a school leader responsible for supporting student behavior, attendance, and overall well-being. The dean works to maintain a positive, safe school environment by addressing discipline issues, building relationships with students and families, coordinating interventions, and collaborating with teachers and staff to promote student success and a respectful school culture.
- **EL Coordinator:** oversees programs and services for Multi-Language Learners (MLs). This role includes supporting teachers with instructional strategies, ensuring compliance with language-learning regulations, coordinating assessments, monitoring student progress, and collaborating with families to promote students' English development and academic success.
- **Mental Health Specialist:** A Mental Health Specialist (MHS) provides individual and group counseling as well as crisis intervention to students to support their social emotional well-being. MHS assesses student needs, collaborating with teachers/staff members, making referrals to community partners and providing preventative programming.
- **MTSS Teams :** The teams work closely to implement and track targeted interventions and academic support for students who may need additional assistance.
- **School Counselor:** The School Counselor focuses on guiding students and families through post-graduation planning, including college and career preparation.
- **School Psychologist:** The School Psychologist contributes valuable insights to support students' mental well-being and academic success through testing, assessing, and evaluation.
- **School Nurse:** a licensed health professional who supports student well-being by managing health needs, administering medications, providing first aid, monitoring chronic conditions, promoting health education, and helping ensure a safe and healthy school environment.
- **Social Worker:** A Social Worker is part of the team, providing expertise and assistance in addressing students' social and emotional needs.
- **Student Services Coordinator:** oversees the delivery of special education services to

ensure students with disabilities receive appropriate support.

- **Special Education - Case Manager:** The case manager ensures that appropriate accommodations and resources are provided for students following an Individualized Education Plan.

SCHOOL COUNSELORS & CONTACT INFORMATION

Center for Alternative Learning	Center for Academics & Technology	TF North	TFS South
<p>Mrs. T. Fowler School Counselor tfowler@tfd215.org (708) 585-2346</p>		<p>Mrs. A. Braasch School Counselor (A-D) abraasch@tfd215.org (708) 585-1018</p>	<p>Mr. M. Johnson School Counselor (A - Co) mjohnson@tfd215.org (708) 585-2021</p>
		<p>Mrs. J. Medina School Counselor (E-K) jmedina@tfd215.org (708) 585-1032</p>	<p>Mrs. N. Burk School Counselor (Cog - Gre) nburk@tfd215.org (708) 585-2023</p>
		<p>Ms. L. Like (L-Ri) llike@tfd215.org (708) 585-1019</p>	<p>Mr. J. Majewski School Counselor (Gri - Lee) jmajewski@tfd215.org (708) 585-2014</p>
		<p>Mrs. S. Olson (Ro - Z) solson@tfd215.org (708) 585-1020</p>	<p>Mrs. A. Shama School Counselor (Lef - Os) ashama@tfd215.org (708) 585-2196</p>
		<p>Mrs. W. Bivens Career & Technical Ed wbivens@tfd215.org (708) 585-1126</p>	<p>Ms. M. James School Counselor (Ot-Sm) mjames@tfd215.org (708) 585-2020</p>
			<p>Ms. E. Pickett (Sn - Z) epickett@tfd215.org (708) 585-2022</p>

SCHOOL COUNSELING

The school provides a guidance and counseling program for students. The school's counselors are available to those students who require additional assistance. Under Illinois law, any student 12 years of age or older may receive counseling services without consent of the student's parent/guardian. However, until the consent of the student's parent/guardian has been obtained, counseling services provided to a student under the age of 17 are generally limited to no more than eight 90-minute sessions.

The school counseling program is available to assist students in identifying career options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives.

High school juniors and seniors have the opportunity to receive college and career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

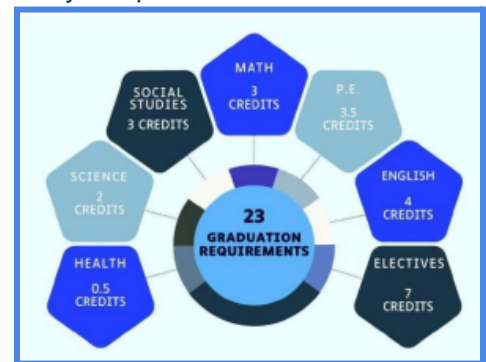
HIGH SCHOOL CURRICULUM

The courses a student takes and the grades they earn represent the most important criteria considered by admission personnel. In general, colleges prefer a traditional and classical college preparatory curriculum, including English (literature and composition courses), mathematics, science (laboratory courses), social studies, and foreign language. Colleges also look favorably on courses that supplement a strong academic program, such as computer/information technology, fine and performing arts, business, family and consumer sciences, and career and technical education.

GRADUATION REQUIREMENTS

Thornton Fractional Township High School requires students to successfully complete 23 credits in the following subject areas:

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



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

Policy 6:310. Please refer to full Graduation Requirements in Grading and Promotion under Graduation Requirements.

Colleges and universities have different general requirements. Although specific prerequisites may change, the following **minimum guidelines** exist:

Public universities/Private 4-year colleges and universities:

Subject	TFD 215 Graduation Requirements	Years
English	4 credits	4 years
Mathematics	3 credits	3-4 years
Science	2 credits	3-4 years
Social Studies	3 credits	3-4 years
Foreign Language	2 credits	4 years
Electives	7 credits	2 years

*District 215 awards .5 credits for successful completion of each course.

Highly selective colleges/universities:

Subject	TFD 215 Graduation Requirements	Years
English	4 credits	4 years
Mathematics	3 credits	4 years
Science	2 credits	3-4 years
Social Studies	3 credits	3-4 years
Foreign Language	2 credits	4 years
Electives	7 credits	2 years

*District 215 awards .5 credits for successful completion of each course.

ACADEMICS

ACADEMIC LEVELS

Advanced Placement (AP) provides District 215 students the opportunity to engage with college-level coursework that challenges students to immerse in rigorous academic study while developing advanced analytical, writing, and problem-solving skills. Successful completion of AP exams may also provide students with the opportunity to earn college credit or advanced standing. Advanced Placement (AP) courses are offered by the CTE, English, Mathematics, Music, Science, and Social Studies, and World Language departments.

The Advanced Placement (AP) Program provides students with the opportunity to pursue college-level studies while still in high school. A student may receive college credit for a score of 3 or higher on AP examination. Students who enrolled in these courses are expected to sit for the exams in early May. Exam fees are assessed per year.

Weighted Grade Scale for Advanced Placement

Grade	A	B	C	D	F
Weight (1.2)	4.8	3.6	2.4	1.2	0

Honors (H) offers academically advanced students an accelerated and enriched course of study designed to promote critical thinking, deeper content exploration, and higher-level skill development. These courses provide rigorous preparation for future Advanced Placement or college-level coursework. Honors courses are offered by English Mathematics, Music, Science, and Social Studies departments.

Weighted Grade Scale for Honors

Grade	A	B	C	D	F
Weight (1.1)	4.4	3.3	2.2	1.1	0

College and Career Preparatory (CP) equips students with the academic skills, practical experience, and real-world competencies necessary for success in postsecondary education and the workforce. Coursework emphasizes critical thinking, communication, and career exploration to support informed planning for future goals.

Grade Scale for College and Career Preparatory

Grade	A	B	C	D	F
Weight (1.0)	4.0	3.0	2.0	1.0	0

CREDIT, COURSE LOAD, AND GPA CALCULATION

Thornton Fractional High School District 215 students will generally be enrolled in a year-long academic course S1 and S2 in which .5 credits is awarded for successful completion of coursework based on sound grading practices. To fulfill graduation requirements, a student must receive 3 credit hours for 8 consecutive semesters to be considered on-track for graduation.

CREDIT ATTAINMENT

Thornton Fractional High School District 215 students will generally be enrolled in a year-long academic course S1 and S2 in which .5 credits is awarded for successful completion of coursework based on sound grading practices. Successful completion and passing of a course, a student shall be awarded one half .5 credits per course, per semester. A student who successfully completes and passes both semesters of a full-year course will be awarded .5 credits at the end of each semester.

A student who must drop a year course at the end of the first semester due to unforeseen circumstances will be awarded .5 credits if they have satisfactorily completed the semester's work.

CREDIT FAILURE

While academic failure is strongly discouraged during each semester at District 215, a student who passes the first semester but fails the second semester of a year course will be awarded .5 credits at the end of the first semester and no credit for the second semester.

As a general rule, if a student fails the first semester of a year-long course, they will continue in the course in the second semester and have the opportunity to earn .5 credits upon successful completion of coursework in the second semester.

A student who is unsuccessful in completing core and elective subjects and is off-track to graduate will be strongly encouraged to enroll in one of the following programs:

HIGH SCHOOL CREDIT & JUNIOR HIGH PROFICIENCY EXAMS

High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as a pass with no letter grade for students who demonstrate proficiency according to District 215's academic criteria.

HIGH SCHOOL CREDIT & NON-DISTRICT EXPERIENCE

The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the district.

A student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested.

The Superintendent or designee shall determine which, if any, non-District courses or experiences will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the district.

RECOVERING CREDIT

Credit Recovery in a Traditional Setting is an educational program that allows Grade 9 through Grade 11 students to retake or make up a course they previously failed or did not complete in core subject areas, so they can earn the required credits for graduation. Credit recovery will take place in a traditional classroom with a certified teacher who provides targeted instruction, flexible learning options, and support to help students stay on track academically. **A student must pass with a 60% or higher to be awarded a Pass (P) on their transcript and .5 credits. This has no impact on a student's grade point average.**

Summer School in a Traditional Setting provides instructional programming in core subject areas during summer break. Courses run Monday–Thursday for seven weeks, with each session meeting five hours per day. District 215 offers both Semester 1 and Semester 2 courses. Students may enroll in Summer School to recover failed credit, strengthen academic skills, or to accelerate their academic progress. **Upon successful completion and passing, the student will earn .5 credits, and the new letter grade will replace the previous failing grade on the transcript. The grade will be factored into the student's cumulative GPA.**

Virtual Academic Recovery is for senior students who need to retake or make up a course previously failed or did not complete in core or elective areas, so they can earn the required credits for graduation. Credit recovery is done in a virtual setting with a certified staff member who provides targeted guidance, goal setting, and support to help students stay on track academically. **A student must pass with a 60% or higher to be awarded a Pass (P) on their transcript and .5 credits. This has no impact on a student's grade point average.**

COURSE LOAD

A full-time student is required to be enrolled in 3 credits per grade level each semester, plus lunch, unless a variation is requested in writing by his/her parent/guardian, subject to the approval of the principal in writing.

A full-credit course is one which meets one class period per day, five days each week, for the semester, and for which the student receives one-half credit.

GRADE POINT AVERAGE AND CALCULATION

Term Grade Point Average (GPA) is calculated using the current term (Q1, Q2, Q3, or Q4) grades only.

Cumulative Grade Point Average (GPA) is calculated using ALL semester grades earned. It is recalculated at the end of each semester. It is the GPA that appears on your transcript, and it is what colleges, trade schools, and employers request.

Calculation of Grade Point Average (GPA)

How to calculate Term GPA? To calculate a term GPA on a 4.0 scale, convert each course grade to its 4.0 value (A=4, B=3, C=2, D=1, F=0). Add the grade values for all courses taken during the term, then divide that total by the number of courses. The result is your term GPA.

How to calculate Cumulative GPA? To calculate cumulative GPA on a 4.0 scale, convert all final course grades from every semester to their 4.0 values. Add all the grade values together, then divide by the total number of courses taken. The result is your cumulative GPA.

COURSE SCHEDULE CHANGES

The master schedule of classes is built based on staffing and student requests during the spring semester of the previous school year. All students are required to take a minimum 3 credits per semester. Students and parents should familiarize themselves with the district curricular offerings via the [District 215 Curriculum Guide](#) and engage with their school counselor and teachers to ensure the student selects courses that are the appropriate level, follow the appropriate sequence, and align with their postsecondary plans.

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

All course selections for the upcoming 2026 - 2027 school year will be considered final after the **first Friday in March**.

ADD OR DROP A COURSE

A student may request to add/drop a course within the first 5 days of school based on the following criteria:

- a. The student or parent discovers either a mistake or error on the student's schedule.
- b. The student is an upperclassman who needs a schedule change to add a course to meet graduation requirements.
- c. The student, parent, and counselor, as a result of an individual academic success conference which reviews the needs of the student, a determination is made to allow a schedule change.

All requests for course-level changes must follow the established change review process at each campus. Final approval for the change must be granted by AP of Pupil Personnel Services or a designated building administrator.

LEVEL CHANGE

District 215 encourages students to engage in the most rigorous coursework available to them. Level changes can occur up to the end of the 1st quarter or at the end of the semester based on availability within the new course and administrator approval. All requests for course-level changes must follow the established change review process at each campus. Final approval for the change must be granted by AP of Pupil Personnel Services or a designated building administrator.

NON-RECOMMENDED LEVEL CHANGE

When a parent/guardian requests that a student take a particular course against the recommendations of a teacher and/or the counselor, such requests shall be made in writing. The Non-Recommended Course Level Request Form should be completed and include any of the provisions that supports District 215's position. The request will be placed in the student's

file. Final approval for the change must be granted by AP of Pupil Personnel Services or a designated building administrator.

ENROLLMENT REQUIREMENTS FOR DUAL CREDIT COURSES

Students enrolled in Thornton Fractional District 215 dual credit courses are required to register for dual college credit through South Suburban College or other accredited dual credit partnerships. Completion of the dual credit registration process will be included in the course grading system for all dual credit courses. Parents will be provided with a registration opt out and must complete an opt out form if college credit is not sought. All opt out requests will be reviewed and addressed directly with the parent by the Career Development Department. Failure to register for dual credit through an accredited dual credit partnership will result in a student failing

POST-SECONDARY COUNSELING

STUDENT PATHWAYS

Throughout a student's tenure in District 215, a student will be prepared to select a college, career, or military pathway. The following definitions define the available opportunities:

4-year College Pathway – students enroll in a four-year college or university to pursue a bachelor's degree. This pathway emphasizes strong academic preparation, advanced coursework, and college-readiness skills, leading to broader academic specialization and expanded career opportunities after graduation.

2-year College Pathway - prepares students to attend a two-year community college where they can complete general education courses, earn an associate degree, or obtain career-focused certificates. This pathway often provides an affordable option with opportunities to transfer to a four-year university or enter the workforce with practical, industry-aligned skills.

Career Pathway – provides students with the skills, certifications, and experiences needed to enter the workforce directly after high school in a chosen career field.

Military Pathway – students choose to enlist in a branch of the Armed Forces.

Trade/Technical Pathway – emphasizes hands-on training and specialized skills that lead directly to skilled trades or technical careers, often through apprenticeships or vocational programs.

SENIOR TRANSCRIPTS

A senior should submit all official transcript requests through EDocs within Naviance for current seniors.

FREE APPLICATION FOR STUDENT AID (FAFSA)

The following individual(s) has/have been designated by the school to assist senior students with questions related to the Free Application for Federal Student Aid (known as FAFSA) or to refer senior students to other appropriate resources.

The school offers a variety of services aimed at helping senior students complete FAFSA paperwork, including the opportunity to receive help during the school day in completing the student's portion of the FAFSA application.

Please contact your student's school counselor for more information regarding the FAFSA representative for the 26-27 school year. In addition, please see the [Illinois Student Assistance Commission \(ISAC\)](#) for assistance or questions at (800) 899-4722.

SCHOLARSHIPS

District 215 does not award any scholarships. The school acts as an agent for organizations offering scholarships by publishing information as to the availability of such awards and assisting students in completing the appropriate application forms. Scholarship information is available on the Guidance Office website. Some scholarships are based on the total educational record, but most are based on financial need.

MILITARY RECRUITERS & INSTITUTIONS OF HIGHER LEARNING

Upon their request, military recruiters and institutions of higher learning will be given access to students' names, addresses and telephone numbers. Parents who do not want their child's name to be released (or students over the age of 18 who do not want their name released) should answer "NO" to the question during online registration in PowerSchool. If you have any questions, please contact your student's Pupil Personnel Services Department.

TESTING PROGRAMMING

Based on a student's interests, the following assessments and tests are required for enrollment, enlistment, and graduation in the state of Illinois.

Grade Level	FALL	SPRING	SPRING
Grade 9		Pre ACT9	Advanced Placement*
Grade 10	NMSQT	Pre ACT 10	Advanced Placement*
Grade 11	NMSQT	ACT / DLM*	Advanced Placement*
Grade 12	ASVAB*	ASVAB*	Advanced Placement*

**student must qualify or be enrolled in course work to participate in examinations*

NATIONAL ASSESSMENTS & TESTS

Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-choice test used by the United States military to determine enlistment eligibility and identify suitable military jobs, measuring aptitude in verbal, math, science, and technical areas, with results impacting career options and benefits. Please click on [ASVAB Enlistment Testing](#) for more information.

The **ACT** and **SAT** are standardized tests required by colleges and universities for undergraduate admissions.

The College Board is an association of some 5,400 colleges, schools, universities, and other educational organizations throughout the country. The College Board offers the following:

- **Advanced Placement Exams (AP Exams)** Students who want to apply for college credit for areas in which they feel they are proficient may take an Advanced Placement test after enrolling in an Advanced Placement class. Currently, District 215 offers advanced placement courses and examinations in: chemistry, calculus, European History, English Language and Composition, English Literature and Composition, Psychology, Spanish Language, Spanish Literature, United States History, Music Theory, Computer Science Principles, Biology, Physics 1, Pre-Calculus, Calculus AB, Statistics, Human Geography, and African-American Studies. Consult your AP Coordinator for more information.
- **PSAT/NMSQT** the National Merit Scholarship Qualifying Test taken by juniors to qualify for the [National Merit Scholarship Program](#). Students who score in the top percentile can become National Merit Scholars, receiving recognition and scholarship awards
- **SAT** tests students' readiness for college by measuring skills in reading, writing, and math. It assesses a student's ability to comprehend and apply knowledge in these areas, with sections focused on evidence-based reading, writing and language, and math, including areas like algebra and data analysis. The test is developed by the College Board and is used by many universities for college admissions.
- Please refer to the College Board website for more information on the [SAT](#).

ACT INC. is a private testing agency associated with colleges throughout the country. It offers the following:

- ACT The ACT is a test of English, mathematics, reading, and science skills. It is administered six times a year. Scores range from 1-36. Scores range from 1-36 and are not included in the composite score.
- ACT is an Illinois State requirement that all students take this prior to graduating.
- Please refer to [ACT](#) website for more information.

Dynamic Learning Maps - Alternative Assessment (DLM)

The Dynamic Learning Maps-Alternate Assessment is the required state assessment for students, in Grade 11, with the most significant cognitive disabilities. As determined by the IEP, students with the most significant cognitive disabilities may take the DLM if participation in the state's regular assessments is not appropriate, even with accommodations.

STATE ASSESSMENTS & GRADUATION REQUIREMENTS

Students will be required to take standardized state assessments in accordance with federal and state testing regulations. All 11th-grade students or 12th-grade students without a valid test score on file with the State must take the American College Testing Program (ACT) assessment unless the student qualifies for the Dynamic Learning Maps Alternative Assessment (DLM-AA). This test is based on College and Career Readiness standards.

SPRING STATE ASSESSMENT OFFERED AT DISTRICT 215

The counseling department supervises the administration of academic and career tests to all students over a two-day test window. The results are used to properly assess achievement and career interest. The information is used by school counselors throughout the year as part of the comprehensive counseling curriculum. The following tests and surveys are administered throughout the school year:

Grade Level	FALL	SPRING	SPRING
Grade 9		Pre ACT9	Advanced Placement*
Grade 10	NMSQT	Pre ACT 10	Advanced Placement*
Grade 11	NMSQT	ACT / DLM*	Advanced Placement*
Grade 12	ASVAB	ASVAB	Advanced Placement*

**student must qualify or be enrolled in course work to participate in examinations*

Grade 12 students will also be required to complete a comprehensive exit survey detailing their school counseling experience, Naviance curriculum, post-secondary decision, and scholarships awarded.

MULTI-LANGUAGE LEARNERS

District 215 will provide language and other special support services for students from linguistically and culturally diverse backgrounds who have been identified as Multi-Language Learners (ML). These services are funded by the state and federal government and help students become English proficient, lifelong learners.

The state requires the school district to conduct a Home Language Survey with every new student. This information is used to count the students whose families speak a language other than English at home. It also assists District 215 staff to identify the students who need their English language proficiency tested. Students who are identified as EL are eligible for English as a Second Language classes, tutoring, and other forms of instructional support.

Students who are identified as Multi-Language Learners (ML) are eligible for educational services such as the English as a Second Language class, tutoring, and/or other forms of instructional support.

Parents/guardians of Multi-Language Learners will be informed how they can:

1. Be actively involved in the education of their children,
2. Participate in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students, and
3. Serve as members of the Bilingual Parent Advisory Committee.

ACCESS TESTING

Any student who is identified as Limited English Proficient must take the Assessing Comprehension and Communication in English State-to-State (ACCESS) test yearly until proficiency is reached.

ACTFL TESTING -

ASSESSMENT OF PERFORMANCE TOWARD PROFICIENCY IN LANGUAGES (AAPPL)

Provides administrators with a nationally recognized framework for developing, evaluating, and supporting high-quality language programs. ACTFL standards and proficiency guidelines help ensure curriculum alignment, promote consistent expectations across levels, guide professional development for teachers, and support data-driven decisions that improve student language outcomes. By using AAPPL, high school administrators can measure real-world language skills, provide data for the Seal of Biliteracy, guide instruction, and offer objective proof of bilingualism for future higher education. ACTFL framework allows District 215 to strengthen world language instruction, gauge proficiency growth, and expand opportunities for students to become proficient, culturally competent global citizens.

ELLEVATION

District 215 has equipped ML teachers with Ellevation, an educational database and resource that provides key insights and skills needed to drive meaningful change in the classroom. By utilizing this platform and the strategies, educators can enhance their ability to differentiate instruction, creating a more effective learning environment. This powerful solution transforms the way our teachers both teach and support their EL students across the district.

TBE INSTRUCTION (TBE)

A high school district has an enrollment of 20 or more English Learners of the same language classification, the school district must establish a transitional bilingual education program for each language classification.

TPI INSTRUCTION (TPI)

A high school district has an enrollment of 19 or fewer English Learners of the same language classification, the school district must establish a transitional bilingual education program for each language classification.

SEAL OF BILITERACY

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. This recognition must be designated on a student's transcript and high school diploma with a receipt of the State Seal of Biliteracy, provided that all conditions and requirements for the program have been met.

Visit the [Illinois State Board of Education](#) website for more information.

SPECIAL EDUCATION AND SERVICES

504 PLAN

A student who has an impairment which substantially limits his/her functioning in the educational setting, but who is not eligible under state and federal law for special education services, may be considered for a Section 504 Educational Plan if such accommodations are needed in order for that student to derive benefit from his/her education. Referral for services under this plan would follow the same procedure as that detailed above.

INDIVIDUALIZED EDUCATION PLAN (IEP)

To qualify for services, students suspected of having a disability must be evaluated. School staff and/or the student's parent/guardian may request the evaluation. When a parent/guardian makes a request for an evaluation, the team has up to 14 school days to respond.

The request for an evaluation must be in writing and signed and dated by the person asking for the evaluation. If there are any medical concerns, a doctor's report must be

submitted, along with a release of information so that the team can speak with the provider. The following chart is provided to support you in this process.

The written request must be submitted to the Student Service Coordinators at each campus for review and approval.

TF North Campus	TF South Campus
Dr. Akiva Carson studentservices-tfn@tfd215.org	Mr. Dwight DeRamus studentservices-tfs@tfd215.org

SPEECH LANGUAGE THERAPY

Speech therapy services are available for students who have speech or language dysfunction. Referrals for speech and language evaluations may be made through the counselor or directly to the therapist. A speech and language evaluation must be completed prior to the delivery of service.

TRANSITION SERVICES

The state requires that annual consideration be given regarding post-secondary opportunities for all students with special education eligibility. The student's personal vision for his/her future is discussed. Thornton Fractional High Schools follow this state procedure. School programming is to address the student's vision and educational needs in light of his/her vocational aspirations.

ADDITIONAL SPECIAL EDUCATION PROGRAMMING

Support is available to Thornton Fractional High School students with physical, vision, or hearing impairment, as well as other medical and intellectual disabilities. Specific programs for students are available on a case-by-case basis, as determined by individual student need and the Student Services team.

FREQUENTLY ASKED QUESTIONS OF SCHOOL COUNSELORS

What does the School Counseling Department do?

The School Counseling Department supports students' academic planning, social-emotional well-being, and post-secondary preparation, including college, career, and personal goals.

Who is my school counselor?

Students are typically assigned a counselor based on student's last name. The Guidance Office can confirm who your counselor is.

How do I make an appointment with my counselor?

Students should email their counselor to request an appointment.

Why might I need to meet with my counselor?

Common reasons include course selection, academic concerns, personal issues, conflict resolution, college and career planning, mental health support, and accessing school resources.

Can my counselor help me with college planning?

Yes. Counselors assist with exploring options, applications, financial aid, scholarships, recommendation letters, and planning for college entrance exams.

What if I'm struggling academically?

The Guidance Department can help identify challenges, connect you with tutoring or support services, adjust course schedules when appropriate, and help create a plan for improvement.

Are conversations with my counselor confidential?

Yes, with a few exceptions for safety concerns. Counselors are required to share information if a student is at risk of harm to themselves or others.

Can the Guidance Department help with mental health concerns?

Yes. School counselors provide support, coping strategies, and referrals to mental health professionals when needed. Students are encouraged to reach out anytime they feel overwhelmed or anxious.

What if I need help with my schedule or want to change a class?

Students can request schedule changes during designated periods. Counselors will review the request and determine if adjustments are possible based on graduation requirements and class availability.

How can families contact the Guidance Department?

Parents/guardians may call, email, or schedule an appointment. The department encourages regular communication to support each student's success.

Does the Guidance Department handle transcripts and records?

Yes. Students and families can request transcripts, enrollment verification, or records through the Guidance Office.

How does the Guidance Department support career planning?

Counselors help students explore career pathways, understand labor market information, discover interests, connect with internships, and learn about technical or trade programs.



HEALTH & SERVICES

HEALTH REQUIREMENTS & DOCUMENTS

HEALTH EXAMINATIONS AND IMMUNIZATION RECORDS

A student entering 9th grade at District 215 will be required to submit a completed school physical on the State of Illinois Child Health Exam Form and up-to-date immunization record at the time of enrollment. The physical exam must be dated within one year of the first day of school. A transfer student will provide a completed school physical on the State of Illinois Child Health Exam form and an up-to-date immunizations record at the time of enrollment. The IHSA Sports Physical form will not be accepted as the school physical for enrollment. Documentation of an eye examination will be required for any student entering Illinois schools for the first time. These requirements are in accordance with rules and regulations of the Illinois State Board of Education and Illinois Department of Public Health

The physical and immunization history may be submitted to the School Nurse's Office at the start of 2nd semester through the first week of August, 2026.

No student will be allowed to complete enrollment, attend school, or participate in extracurricular activities unless their completed school physical and immunization records are submitted at the time of enrollment.

INCOMING FRESHMAN

Incoming 9th grade students are required to submit proof of a dental exam by a dentist prior to May 15th of the school year. The dental exam must be completed within 18 months prior to the May 15th deadline. While District 215 receives records from feeder schools, it is the responsibility of the parent/guardian to ensure that all student medical records are submitted by the required deadline. Documents received from the feeder schools are not always up to date. Please confirm with the school nurse that the medical documents meet the requirements for the State of Illinois and Thornton Fractional District 215.

RETURNING STUDENT IN GRADE 12

Returning Grade 12 students will not be allowed to complete registration if proof of immunization against meningococcal conjugate (MENACWY/MCV4) is not submitted by the first week of August.

The immunization record must be signed and dated by a licensed health care provider. If the documentation is not signed or determined a forgery, student enrollment will cease.

EXCLUSION FROM SCHOOL

For students' health and safety, school health examination forms and immunization records must be approved by the first day of school.

Failure to comply will result in exclusion from school until the required health forms are provided to the District. During a student's exclusion from school for noncompliance, the student's parents/guardians will be considered in violation of Section 26-1 of The School Code of Illinois and subject to any penalty imposed by Section 26-10.

To establish a date before October 15 state non-compliant exclusion date, school districts are required to provide parents/guardians notification 60 days prior to the start of the school year. Thornton Fractional THSD 215 will give parents/guardians a 60-day notice that the required health examinations and immunizations must be submitted in order for the student to be registered within the school district.

Per 77 Ill Admin Code Part 690, in the event of any reported case of vaccine preventable communicable disease (such as measles) in the school, susceptible students would need to be excluded from school for the minimum period set forth by the Illinois Department of Public Health. During that period, the school is under no obligation to provide homebound tutoring unless, of course, the student were to become ill.

MEDICAL OR RELIGIOUS EXEMPTION

If a student is exempted from an immunization for medical reasons, a licensed health care provider must provide written documentation addressing the medical contraindication. If a parent or guardian objects to a physical examination or immunizations on religious grounds, the Illinois Department of Public Health's Certificate of Religious Exemptions form must be completed and signed by a parent or guardian and the licensed health care provider responsible for performing the child's health examination.

STUDENT HEALTH NEEDS & PLANS

STUDENT HEALTH NEEDS

Parents/Guardians should notify the School Nurse of any student with a health need prior to that student starting school or as a health issue develops. Health information may be sensitively shared with faculty and staff members when necessary to provide for safe daily care and to guide emergency procedures.

An elevator pass will be provided with a doctor's orders or at a nurse's discretion. Confidentiality will be maintained in accordance with state and federal laws. Public Act 100-0726, 105 ILCS 5/22-30(c), 105 ILCS 145/27, and Public Act 103-0348).

MEDICAL MANAGEMENT PLANS

Asthma, allergy, diabetes, seizure, and emergency medical management plans are requested to guide procedures for the best student care. All medical management plans must be submitted to the School Nurse prior to the beginning of each school year.

HOSPITALIZATION / EXTENDED MEDICAL ABSENCE (Illness, Injury, Surgery)

Parents/guardians of any student recovering from extended medical absence must provide the School Nurse with a written order signed, dated, and stamped by a licensed health care provider. This medical order must indicate the duration of recovery. Once the student is cleared by a licensed health care provider to return to school or Physical Education, the parent/guardian must provide the school nurse with a written order signed, dated, and stamped by a physician stating the release of the student to return to school and/or Physical Education.

A new order from the doctor is required each semester of the medical absence.

Any student absent for five consecutive days or more are required to have written documentation from the physician stating that the student is cleared to return to school.

ILL OR INJURED STUDENTS

Students exhibiting signs of illness should be cared for at home to prevent the spread of illness to other students. Students who become ill or injured at school will not be sent home without prior contact with a parent/guardian or authorized emergency contact. Local paramedics may be called in the event of a medical emergency.

INFECTIOUS AND COMMUNICABLE DISEASES

The school will observe recommendations of the Illinois Department of Public Health regarding communicable diseases.

1. Parents are required to notify the school nurse if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent or guardian.
3. The school will provide written instructions to the parent and guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent or guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease act with a parent/guardian or authorized emergency contact.

MEDICATION

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request

that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed [School Medication Authorization Form](#) (SMA Form) is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

SELF-ADMINISTRATION OF MEDICATION

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an SMA Form.

The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a qualifying plan, provided the student's parent/guardian has completed and signed an SMA Form. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan.

Parents/guardians are responsible for ensuring the student has access to authorized self-carry and self-administered medication, equipment and supplies listed in this section during extracurricular activities.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

SCHOOL DISTRICT SUPPLY OF UNDESIGNATED EPINEPHRINE INJECTORS

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

SCHOOL DISTRICT SUPPLY OF OPIOID ANTAGONISTS

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. Opioid antagonist means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. Undesignated opioid antagonist is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

ADMINISTRATION OF MEDICAL CANNABIS

The Compassionate Use of Medical Cannabis Program Act allows a medical cannabis infused product to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a designated caregiver to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a medical cannabis infused product to a child who is a student on the premises of his or her school or on his or her school bus if:
 - Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - a. Copies of the registry identification cards are provided to the District;
 - b. That student's parent/guardian completed, signed, and submitted a School Medication Authorization Form - Medical Cannabis; and
 - c. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.

2. A properly trained school nurse or administrator, who shall be allowed to administer the medical cannabis infused product to the student on the premises of the child's school, at a school sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product. Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

SCHOOL NURSE & CONTACT INFORMATION

Center Campus	North Campus	South Campus
Mrs. K. Smith School Nurse (708) 585-2355 ksmith@tfd215.org	Mrs. C. Doody School Nurse (708) 585-1188 cdoody@tfd215.org	Mrs. B. Gaspar School Nurse (708) 585-2050 bgaspar@tfd215.org

STUDENT EMERGENCY CONTACT INFORMATION

Student emergency contact information must be submitted by parents/guardians of students entering Thornton Fractional High School District 215. Student contact and emergency information is used by the School Nurse's Office to reach a parent/guardian or authorized contacts as needed. Students who become ill or injured at school may be sent home after contact is made with the parent/guardian or emergency contact.



SOCIAL EMOTIONAL SUPPORT SERVICES & TEAM

A Social Emotional Wellness Support Team provides guidance, resources, and interventions to help individuals manage emotions, build healthy relationships, and cope with challenges. The team promotes well-being by supporting mental health, fostering resilience, and creating a safe, supportive environment for personal and social growth. Members of this team are

School Counselor: The School Counselor focuses on guiding students and families through social and emotional growth during their tenure. A school counselor supports social emotional development of students through a collaborative effort.

Mental Health Specialist: a mental health specialist (MHS) provides individual and group counseling as well as crisis intervention to students to support their social emotional well-being. MHS accesses student needs, collaborating with teachers/staff members, making referrals to community partners and providing preventative programming.

School Psychologist: the school psychologist provides direct support and interventions to students, consult with teachers, families, and other school-employed mental health professionals (i.e., post high school counselors, school social workers) to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services.

Social Worker: a social worker is part of the team, providing expertise and assistance in addressing students' social and emotional needs.

SUPPORT SERVICES & CONTACT INFORMATION

Center for Alternative Learning	Center for Academics & Technology	TF North	TF South
Mrs. M. Marcotte Social Worker (708) 585-2366 mmarcotte@tfd215.org		Ms. M. Chavez Social Worker (708) 585-1066 mchavez@tfd215.org	Ms. A. Zachary Social Worker (708) 585-2041 azachary@tfd215.org
		Ms. T. Carter Social Worker (708) 585-2073 tcarter@tfd215.org	Ms. T. Carter Social Worker (708) 585-2088 tcarter@tfd215.org
			Mrs. C. Natschke Mental Health Specialist (708) 585-9716 cnatschke@tfd215.org
		Ms. L. Knox-Lindsay School Psychologist (708) 585-1155 llindsay@tfd215.org	Mrs. Y. Beard School Psychologist (708) 585-2088 ybeard@tfd215.org

PSYCHO-EDUCATIONAL SERVICES & GROUPS

SERVICES & SUPPORTS

A Continuum of Care for Mental Health & Wellness		
Tier I - Universal & Preventive Supports		
Mental Health Screens	School Based Counseling	Psycho-Social Group Counseling
Tier II - Targeted Supports		
Mentoring	Community Agencies	Community Partnerships
Tier III - Intensive & Specialized Supports		
Risk Assessment	Threat Assessment	Referrals for Community Based Support

Students can be referred to participate in psycho-social groups designed to help students better understand issues and develop strategies to manage issues of concern to them that may, if not addressed, interfere significantly with the students’ educational progress or school adjustment.

Counseling options for students who are affected by sexual abuse, along with options for victims of sexual abuse to obtain assistance and intervention will be identified by school personnel. Students in a group who present significant concern and for whom therapeutic services must be considered will be referred for individual consultation.

MENTAL HEALTH SERVICES

Mental Health services are available during the basic school term for students in need. The SEL Team coordinates services with those of the counselors and other specialists on staff at the Thornton Fractional High Schools.

The Mental Health team are comprised of specialists in identifying and intervening with mental or behavioral health. The team is able to provide the following support throughout the school year: assessment; individual and group counseling; consultation and collaboration with school personnel; consultation with parents/guardians; crisis intervention; mandated reporting; student advocacy; development of school wide interventions; and community outreach and referrals.

When providing counseling services, the focus is on issues that have had a significant impact on a student’s functioning in the school setting and the SEL team will follow the guidelines of the

Illinois Mental Health and Development Disabilities Confidentiality Act (740 ILCS 110/1 et seq.) and in Board Policy 7:290.

HOMEBOUND SERVICES

A student confined to a hospital or to the home for more than two weeks who presents medical certification that this confinement is mandatory will be eligible for homebound tutoring upon completion of a home/hospital educational plan. The parent or guardian should call the school's social worker for additional information and to determine if their particular circumstances qualify the student for homebound instruction. Documentation from a physician or certified health care provider is required.

SUICIDE AWARENESS & PREVENTION

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

National Suicide Prevention Lifeline	988
Crisis Text Line	Text HOME to 741741
Safe2Help Illinois Helpline	844-4-SAFEIL

MENTAL HEALTH AWARENESS & SUPPORT

The purposes of developing procedures for crisis intervention may include but are not limited to:

- providing assistance to the student as a way to prevent self-harm or harm to others;
- providing assistance to parents/guardians so they can fulfill their role in supporting, protecting, and providing for their student;
- providing support and direction to staff members working with students who may be at risk; and
- ensuring District compliance with statutory responsibilities.

PROCEDURES FOR CRISIS INTERVENTION

Any staff member with reason to believe a student is in danger or is a danger to self or others should contact School Counselor, Mental Health Specialist, School Worker, or School Psychologists immediately. Concerns related to a student's danger to self might

be related to such issues as suicidal ideation, bullying, threats or acts of violence, self-injury, family violence, disordered eating, and/or substance abuse.

When a student self-reports or is reported to be a danger to self, the Social Worker, Mental Health Specialist, School Psychologist, or School Counselors should be notified immediately. The staff member who has become aware of this information must assume direct responsibility for reporting the information. When possible, the student about whom there is concern should be escorted to the Pupil Personnel Services Department. A PPS staff member will interview the student to assess imminent danger, moderate risk, or low risk; provide support to the student; and inform the student that concern for their safety will be shared with the parents/guardians. If social work cannot access the student, the parents/guardians will be contacted and a social worker will follow-up the next school day.

After interviewing the student, the PPS staff member will determine if the student is in imminent risk of harm. If the student is assessed to be safe, a member of the department will follow up with the referral source, the Assistant Principal, and the student's parents/guardians.

If the student is assessed to be a danger to self or others, the team member will either:

1. Request that the parents/guardians pick up the student from school and seek assistance from a community resource or
2. have the student transported to a hospital emergency room and have the parents/guardians meet the student there (per recommendation of SASS evaluation). If unable to reach either parent/guardian, the social worker will call the other people listed on the student's emergency contacts. If no one can be reached, it will be at the discretion of staff to have the student taken to a hospital emergency room by local Emergency Medical Services. A building administrator will meet the student at the emergency facility and will remain with the student until parents/guardians/emergency contacts arrive, the student is admitted to the medical facility, or local authorities assume control over the student.

The PPS Department will contact the student's school counselor and Assistant Principal, Mental Health Specialist, and School Nurse to share pertinent details of the situation and determine whether the student's teachers should be informed. Confidentiality is respected. Faculty will be informed only on a "need-to-know" basis.

After the intervention, the Student Services team will:

- contact the parents/guardians to ascertain medical interventions and request a signed Consent for Release of Information Form to allow the Mental Health Specialist to contact the referral resources to coordinate services;

- conduct a re-entrance conference along with the school counselor, Assistant Principal, student, and parent/guardian (documentation is requested from a licensed mental health professional stating the student is safe from harm to self/others and able to attend classes);
- work with the family to determine an ongoing support plan;
- collaborate with the outside medical/therapeutic professional involved in the case if parental/guardian consent is provided; and
- apprise the team of the case details and information.

If the parent/guardian does not follow up with a referral, the Assistant Principal may file a report with the Illinois Department of Family Services (DCFS) for abuse or neglect. In addition, if the District is concerned that a student may harm themselves or others in the school setting, then that student may be referred to a mental health professional for a safety evaluation.

The purpose of this evaluation is to determine whether the student is safe to return and/or remain in the school setting and/or to determine if any special supports are needed in the school setting. If this evaluation is done at the District's expense, the District will select the evaluator. Failure to comply with evaluation requirements may also result in a report to DCFS.

A student who engages in self-injurious behaviors or suicidal/homicidal ideations in the school setting may be excluded from school until he/she has been evaluated by a licensed mental health professional and deemed safe to return. If an evaluation is completed at District expense, the District has the right to select the evaluator.

DOCUMENTATION

The appropriate school employee will document pertinent information relative to an intervention for a student at risk. A confidential written report will be on file in the Pupil Personnel Department. A copy of the documentation from the intervening mental health professional will be kept on file with the Assistant Principal.



RESIDENCY & ATTENDANCE

RESIDENCY REQUIREMENTS

BOUNDARIES OF THORNTON FRACTIONAL DISTRICT 215

Thornton Fractional Township High School District #215, was organized as a legal township high school district on April 12, 1926. It was organized and is governed under the township high school laws as set forth in the statutes of the State of Illinois.

Thornton Fractional Township High School District #215, Cook County, Illinois, incorporates portions of the Village of Burnham, City of Calumet City, Village of Lansing, and the Village of Lynwood. The district boundaries are:

- North: Northern city limits of the Village of Burnham
- East: State Line
- South: Center line of 201st Street
- West: Center line of Torrence Avenue

District #215 also includes the part of the District 205 which was annexed on January 4, 1960 which is bounded on the north by the right-of-way of the Kingery Expressway, to the Calumet Expressway, on the southwest by the north side of the right-of-way of the Grand Trunk Railroad, on the west by the center line of Locust Street, and on the south by the center line of 186 Street from Locust Street to Torrence Avenue. The 1996 annexation extended the center line of the Locust Street west boundary to the center line of Stony Island.

Beginning with the school year 1960-61 and hereafter, students whose residence lies north of the Little Calumet River, will attend the Thornton Fractional North High School; and all students whose residence is south of the Little Calumet River, and attend the Thornton Fractional South High School.

STUDENT RESIDENCY

Residents who live within the District 215 boundaries have the right to attend Thornton Fractional High Schools tuition free. For general education students, residence is generally based on the residence of the adult with legal custody of the student.

A student does not have the right to attend school tuition-free solely for the purpose of attending a specific school.

For students, legal custody exists in the following situations under the Illinois School Code:

- The student resides with a natural or adoptive parent who has custody of the student.

- The student resides with a person other than a parent for reasons other than to have access to the educational programs of the District, and that person has been granted custody (not guardianship) by a court of competent Jurisdiction.
- An adult who has been granted short-term guardianship, so long as the student is not living with the adult for access to the educational programs of the District. The adult is required to obtain a court order granting permanent guardianship within three hundred sixty five days.
- The student resides with an adult caretaker relative receiving aid under the Illinois Public Aid Code for the student, as long as the student is not living with the adult for access to the educational programs of the District.

Students may also attend school tuition-free in the following circumstances:

- Students who are wards of the state and are placed with a foster parent or in another type of child care facility in the district will be permitted to attend school on a tuition-free basis. Tuition-free attendance will also be permitted if the Department of Children and Family Services has guardianship of a student who no longer resides in the District and that agency determines that it is in the student's best interests to continue enrollment in District 215.
- Students whose change of residence is due to the military service obligation of a person who has legal custody of the student will be considered to be residents of the District in which they resided immediately before the change of residence caused by the military service obligation upon the written request of the person having legal custody of the student. A school district is not responsible for providing transportation to or from school for a student whose residence is determined under this provision.
- If at the time of enrollment, a dependent of United States military personnel is housed in temporary housing located outside of the district, but will be living within the District within 60 days after the time of initial enrollment, the child will be allowed to enroll and will not be charged tuition.
- Foreign students accepted into a District 215 approved foreign exchange program and subsequently accepted by District 215 through a prior agreement with the foreign exchange agency may attend school tuition-free if domiciled in the District.
- The reason is part of an intergovernmental agreement.

HOMELESS STUDENTS

Students who lack a fixed, regular, adequate nighttime abode based on exigent circumstances will be immediately admitted to New Trier under the McKinney-Vento Act and the Illinois Education for Homeless Children Act (IEHCA) if one of the following conditions is met:

- One of the District 215 campuses was the school in which the student was enrolled when last permanently housed;
 - One of the District 215 campuses was the school in which the student was last enrolled;
- or

- The student lives in the attendance area of Thornton Fractional District 215 defined boundaries.

Homeless students will be enrolled immediately even if the student or student’s parent/guardian lack records that are normally required to establish residency or enroll in school. District 215 may require parents or guardians of a homeless child to submit an address or such other contact information as the District may require from parents or guardians of non-homeless children. District 215 will then immediately contact the school last attended by the student to obtain relevant academic and other records. If the student needs immunizations or to provide immunization and medical records, the student will immediately be referred to the Student Services Coordinator who will assist in obtaining this information

[McKinney Vento Qualifications](#)

Parents/guardians should contact the Residency Coordinator at the district office.

District Office
<p>Ms. L. McAfee Residency Coordinator lmcafee@tfd215.org (708) 585-2355</p>

Thornton Fractional District will ensure that each student eligible under the McKinney Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act has equal access to the same free, appropriate public education as other District 215 students. When a homeless student seeks enrollment at Thornton Fractional and at least twice annually when the student is enrolled, the district will provide the student and the student’s parents/guardians written notice of rights as required by law. The district will provide transportation in accordance with the McKinney-Vento Act and the IEHCA.

Whenever a child and their parent/guardian who initially share the housing of another person due to the loss of housing, economic hardship, or a similar hardship continue to share the housing, the District 215 Residency Coordinator will, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

NONRESIDENT TUITION STUDENTS

The Board of Education does not permit enrollment of nonresident students on a tuition basis. Rare exceptions may be made at the discretion of the Superintendent where extenuating circumstances exist and space permits. The Superintendent’s decision is final.

In cases of divorced or separated parents, when only one parent has legal guardianship or custody, the district in which the parent having legal guardianship or custody of the student resides is the resident district.

When both parents retain legal guardianship or custody, the resident district is the district in which the parent has been provided legal custody.

The resident district is the school district in which the student resides when:

- The parent has legal guardianship but the location of the parent is unknown; or
- An individual guardian has been appointed but the location of the guardian is unknown; or
- The student is 18 years of age or older and no legal guardian has been appointed; or
- The student is legally an emancipated minor; or
- An Illinois public agency has legal guardianship and such agency or any court in this State has placed the student residentially outside of the school District in which the parent lives.

In cases where an Illinois public agency has legal guardianship and has placed the student residentially outside of Illinois, the last school district that provided at least 45 days of educational service to the student will continue to be the district of residence until the student is no longer under guardianship of an Illinois public agency or until the student is returned to Illinois.

PROOF OF CUSTODY OR LEGAL GUARDIANSHIP

At the time of enrollment, the adult enrolling the child must show proof of legal custody documents.

If the adult registering the child is not the parent/guardian, proof of the transfer of custody must be provided. Such proof must be in the form of a Court Order transferring custody and control, including the reasons for the order. The adult who has legal custody or has legal guardianship of a student must also have a legal residence within the district and provide proof of residency upon enrolling the student. In the event that temporary guardianship is sought, the State of Illinois appointment of short-term guardian form must be completed and notarized. This appointment shall terminate 365 days after the effective date, unless it terminates sooner. If legal guardianship is not obtained before the 365 days, the student will be dropped from the active attendance rolls.

RESIDENCY INVESTIGATIONS

When questions arise about the residency of students already enrolled, District 215 may conduct an investigation. The investigation may include review of public records, observations by investigators of the student coming and going from school, home visits, and inquiries with landlords and neighbors which will be conducted in a manner that balances the needs for the information with respect for the privacy of the student.

During the course of a residency investigation, the parent or legal guardian may be required to prove residency again. The parent or legal guardian will be issued a formal letter requiring proof to be submitted to the Residency Officer, 10 days from receipt of the letter. If residency requirements are not submitted within the designated timeframe, or if it is determined that residency with District 215 boundaries cannot be established, students will be withdrawn from school immediately. Additionally, the parent or legal guardian of a student determined to be a non-resident of the district may be required to reimburse the district for tuition per student.

RESIDENCY HEARING PROCEDURES

Within 10 calendar days after receipt of the notice, the person who enrolled the pupil may request a hearing to review the determination of the school board. The request shall be sent by certified mail, return receipt requested, to the district superintendent. Within 10 calendar days after receipt of the request, the board shall notify, by certified mail, return receipt requested, the person requesting the hearing of the time and place of the hearing, which shall be held not less than 10 nor more than 20 calendar days after the notice of hearing is given.

At least 3 calendar days prior to the hearing, each party shall disclose to the other party all written evidence and testimony that it may submit during the hearing and a list of witnesses that it may call to testify during the hearing. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed to the other party at least 3 calendar days prior to the hearing are barred at the hearing without the consent of the other party. The board or a hearing officer designated by the board shall conduct the hearing. The board and the person who enrolled the pupil may be represented at the hearing by representatives of their choice. At the hearing, the person who enrolled the pupil shall have the burden of going forward with the evidence concerning the pupil's residency.

If the hearing is conducted by a hearing officer, the hearing officer, within 5 calendar days after the conclusion of the hearing, shall send a written report of his or her findings by certified mail, return receipt requested, to the school board and to the person who enrolled the pupil. The person who enrolled the pupil may, within 5 calendar days after receiving the findings, file written objections to the findings with the school board by sending the objections by certified mail, return receipt requested, addressed to the district superintendent. Whether the hearing is conducted by the school board or a hearing officer, the school board shall, within 30 calendar days after the conclusion of the hearing, decide whether or not the pupil is a resident of the district and the amount of any tuition required to be charged under Section 10-20.12a as a result of the pupil's attendance in the schools of the district. The school board shall send a copy of its decision within 5 calendar days of its decision to the person who enrolled the pupil by certified mail, return receipt requested. This decision must inform the person who enrolled the pupil that he or she may, within 5 calendar days after receipt of the decision of the board, petition the regional superintendent of schools to review the decision. The decision must also include notification that, at the request of the person who enrolled the pupil, the pupil may continue attending the schools of the district pending the regional superintendent of schools' review of the board's decision but that tuition shall continue to be assessed under Section 10-20.12a of this

Code during the review period and become due upon a final determination of the regional superintendent of schools that the student is a nonresident.

Within 5 calendar days after receipt of the decision of the board pursuant to this subsection (c) of this Section, the person who enrolled the pupil may petition the regional superintendent of schools who exercises supervision and control of the board to review the board's decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the regional superintendent of schools and the district superintendent.

Within 5 calendar days after receipt of the petition, the board must deliver to the regional superintendent of schools the written decision of the board, any written evidence and testimony that was submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript of the hearing or verbatim record of the hearing in the form of an audio or video recording documenting the hearing. The board may also provide the regional superintendent of schools and the petitioner with a written response to the petition. The regional superintendent of schools' review of the board's decision is limited to the documentation submitted to the regional superintendent of schools pursuant to this Section.

Within 10 calendar days after receipt of the documentation provided by the school district pursuant to this Section, the regional superintendent of schools shall issue a written decision as to whether or not there is clear and convincing evidence that the pupil is a resident of the district pursuant to this Section and eligible to attend the district's schools on a tuition-free basis. The decision shall be transmitted to the board and the person who enrolled the pupil and shall, with specificity, detail the rationale behind the decision.

Pending a final decision by the Board following a hearing, or by the regional superintendent if applicable, the student will be permitted to continue attending school on a tuition-free basis. If the Board or regional superintendent, if applicable, determines that the student is not a resident, the person enrolling the student will be responsible for paying all tuition owed through the date of disenrollment. At its option, the Board may consider whether to permit the student to continue attending school if tuition is paid.

A person who **knowingly** or **willfully** presents to Thornton Fractional District 215 any false information regarding the residency of a student for purposes of enabling that student to attend any school in the district without payment of the non-resident tuition charge will be guilty of a Class C misdemeanor.

ESTABLISHING RESIDENCY AT THE TIME OF ENROLLMENT

The enrollment process will establish residency through the review and verification of documents from each of the following two categories and a driver's license or state I.D. The submission of documentation must demonstrate that Category I and Category II items are valid, current, and paid within 30 days. The residency proof must be in the name of the parent or guardian that is enrolling the student.

Category I. One item will be needed.	Category II. Two items will be needed.
A homeowner's warranty deed, real estate tax bill, or mortgage.	Home or apartment insurance bill or policy
A signed renter's lease that is valid for the entire school year and includes the name of the landlord and phone number.	Current utility bill (gas, water, electric) Cable and/or internet bill Vehicle registration card Voter's card
A valid sublease listing your name as an occupant and includes the name of the landlord and phone number.	Current pay stub from employer Bank statement

In situations where the district receives information that indicates a student may have been enrolled in one of its schools fraudulently, the district will employ various measures to determine the validity of such a claim.

STUDENT TRANSFERS INTO THE DISTRICT

Students seeking admission to the district must satisfactorily meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by the School Code of Illinois and the district.

The school district from which the student is transferring is responsible for sending the student's records within 10 school days of notice from the parent. A transfer student may be referred by the school designee to a school counselor for necessary transcript review and a recommendation for appropriate class or grade level assignment. It is within the authority of the school designee to assign a student to a learning setting other than that recommended by the transferring school.

The district will request that the student present their records, including the unofficial records of grades and current mathematics and language arts placement levels, health records, most current set of standardized test reports, and the Illinois State Board of Education Student Transfer Form or good standing form for school outside of Illinois. The student's inability to present the records will not prohibit their admission to District 215.

The following procedures will be followed in the enrollment of all transfer students:

- Parents/Guardians completes the online registration form in its entirety on the school websites under About US > Enrollment & Registration.
- Registrar will contact parents/guardians with an explanation of registration process:
 - a. certified copy of the student's birth certificate (must be a physical copy);
 - b. unofficial transcript from previous school(s);
 - c. if necessary, proof of court-appointed guardianship;
 - d. physical examination and immunization report (These forms must be presented by the first day of student's attendance.); and
 - e. documentation of residence within the district.
- Parents/Guardians complete District 215 online registration in PowerSchool.
- School counselors will contact parents/guardians regarding student schedule and start date.
- During August/September, registration may take up to 72 hours.

STUDENT TRANSFERS DURING OUT OF SCHOOL SUSPENSION / RECOMMENDATION FOR EXPULSION

All transfer students serving terms of suspension or expulsion from any public or private out-of-state or Illinois school from which a student is transferring must serve the entire duration of the suspension or expulsion before being admitted to District 215. Where the duration of the transferring student's suspension or expulsion is not indicated, Thornton Fractional High School District 215 will determine the duration of the suspension or expulsion. Expulsions of indefinite duration will not exceed two years from the date of the expulsion.

Parents may request a review of their child's expulsion from a transferring school only when the prior expulsion was issued by a private school and the prior expulsion was based on incidents or occurrences unrelated to the student's misconduct or disciplinary record, or, alternatively, the prior expulsion was based on an offense not considered grounds for expulsion under the policies of Thornton Fractional High School District 215.

The request for such a review must be made to the Superintendent, who may recommend to the Board of Education that the student be enrolled before the expiration of the expulsion.

Where an appropriate program is available, the District may, at its discretion, place the transfer student in an alternative program for the duration of the student's suspension or expulsion.

STUDENT TRANSFER OUT OF THE DISTRICT (WITHDRAWAL)

To transfer from the District, the student and parent/guardian must:

- provide written notification by the student's parent/guardian to the Guidance Office;
- pay outstanding fees or fines;
- provide a parent/guardian signature on the STUDENT WITHDRAWAL FORM; and
- return all school-owned property.

Parents/guardians will be given the opportunity to review the student's temporary and permanent records.

Within 10 school days of notification that the student will be leaving the district, a copy of the student's permanent and temporary records will be sent to the district to which the student will transfer, including:

- an unofficial record of the student's grades;
- the student's current placement levels;
- the student's health records;
- the student's most current standardized test reports and the student's attendance record;
- the student's Section 504 or IEP records, if applicable;
- information regarding serious disciplinary infractions if of continuing relevance to the student; and
- a completed Illinois State Board Student Transfer Form.

Records will be transferred whether or not the student's fees and fines are paid. An official transcript will be transferred within 10 days after the student has paid any fines, fees, or tuition due.

Psychiatric and psychological reports received from other agencies, institutions, and individuals will not be released without written permission from the parent/guardian or student.



RESIDENCY & ATTENDANCE

ATTENDANCE

ATTENDANCE REQUIREMENTS

Attendance Matters!

Thornton Fractional High School District 215 is committed to immersing students in diverse, engaging learning environments that nurture curiosity, promote academic growth, and empower all learners to become responsible, contributing members of their communities. Consistent with our mission, regular school attendance is not only encouraged but essential. In accordance with Illinois Compulsory Student Attendance Law (105 ILCS 5/ Article 26), students are expected to attend school daily to fully benefit from the instructional opportunities provided to them.

Research supports the value of strong attendance. According to a 2021 study conducted by the U.S. Department of Education, student achievement and overall success improve significantly when learners miss fewer than two (2) days of school per month. Regular attendance builds a strong academic foundation, supports positive peer relationships, and reinforces the skills and habits necessary for success beyond high school.

District 215's attendance expectations are designed to uphold this commitment by fostering an effective learning environment, cultivating a positive school culture, and ensuring a safe, supportive climate in which students can grow and thrive throughout their high-school experience. We recognize that every day in the classroom is an opportunity for students to expand their knowledge, build confidence, and work toward their personal and academic goals.

We encourage all District 215 students to be *physically* and *mentally* present to **Every Period. Every Class. Every Day.** Your consistent attendance is key to unlocking your full potential and ensuring a successful and meaningful high-school journey.

CLASS ATTENDANCE

The District 215 Board of Education requires all students to follow their programs as established by school authorities and to attend classes as indicated on the student class schedule. Students are not to leave campus during any part of the school day except when authorized to do so.

DEFINITIONS

ADMINISTRATIVE WITHDRAWAL

A student who is absent from school for (15) consecutive days or exceeds 5% of school days unexcused will be considered for administrative withdrawal.

CHRONIC OR HABITUAL TRUANT

A chronic or habitual truant is a student who has missed 5% OR MORE OF THE PREVIOUS 180 REGULAR ATTENDANCE DAYS due to truancies (unconfirmed absences and absences due to an invalid reason).

A student is identified as “Chronic Traunt” when they miss 10% or more of the current school year for any reason (excused absences, unexcused absences, and out-of-school suspensions).

DROP OUT

A student whose name has been removed from the District enrollment roster for any reasons other than death, extended illness, expulsion, graduation, or completion of a program of studies and who has not transferred to another public or private school.

FULL DAY TRUANCY

- A truancy is when a student is absent 3 or more periods AND the parent/guardian did not report the absence.
- Absent without “valid cause” for more than 1% but less than 5% of the past 180 school days.
- Students with three or more truancies will enter the multi-tiered systems of support.
- Students who miss 20% or more of the last 180 days of enrollment in the district due to unexcused absences/truancy may be administratively withdrawn for a semester.

SINGLE PERIOD TRUANCY

- A single period absence is when a student is absent from a single period without valid reason.
- Students who miss 20% or more of a single period during a semester due to unexcused absence or class skips may be administratively withdrawn following student services interventions.
- Unexcused absence also requires a parent/guardian call on the day of, or within 24 hours, of absence.

TRUANT

A student who is subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof.

TRUANT MINOR

A chronic truant to whom supportive services, including prevention, diagnostic, interventional and remedial services, alternative programs, and other school and community resources have been provided and have failed to result in the cessation of chronic truancy or have been offered and refused.

VALID CAUSE

An excused absence, as defined by the Illinois State Board of Education (ISBE), is a student's absence for a "valid cause" such as illness, observance of a religious holiday, death in the immediate family, or family emergency. It also includes situations beyond the student's control or circumstances causing "reasonable concern" to the parent/guardian for the student's health or safety, as determined by the building administration.

TRUANCY

Truancy or repeated tardiness is incompatible with the state's compulsory school attendance requirements. Students, parents/guardians and District 215 staff are encouraged to work together to identify and alleviate student attendance problems.

When confronted with a student attendance problem, campus Attendance Teams will determine if the student is a truant, chronic or habitual truant, or a truant minor. For class truancies, progressive disciplinary will be imposed including, but not limited to, grade reduction and loss of credit for the course in which the truancies occur. No punitive action, including out of school suspensions, expulsions, or court action, will be taken against a chronic truant for their truancy unless available supportive services and other school resources have first been provided to the student.

Should a student, seventeen years of age or over, be chronically absent, the student and parents/guardians will be asked to decide about the student's choices of regular attendance, withdrawal from school, or administrative withdrawal.

EXCUSED ABSENCE

Thornton Fractional District 215 recognizes the following as valid reasons for excused absences:

- Illness
- Mental Health (up to 5 times/yr)
- Funeral
- Medical/Dental
- Doctor's note indicating student ill/injured and cannot participate in PE
- Religious Observance
- Court
- Family Emergency

- Death in student's immediate family or of a close friend or relative
- Chronic illness with medical documentation and/or 504 plan documentation

Absences taken to accommodate family travel and college visits should be limited. Absences of this nature are regarded as contrary to the best interest of students and the school. If the family considers an absence of this nature absolutely necessary, the student should make arrangements at least one full week in advance of the intended absence.

- Family Travel
- College Visit

Students are provided 5 mental health days, 5 absences during Semester 1 and 5 absences during Semester 2. A total of 15 absences. Students with excessive excused absences within a semester may be requested to supply a medical certificate to the Attendance Office.

UNEXCUSED ABSENCE

District 215 does NOT recognize the following as a valid reason for excused absences. Examples include, but are not limited to:

- Student is on campus and not in scheduled classes
- Over sleeping
- Illness during the school day (not excused by School Nurse)
- Leaves campus without signing out in the Attendance Office
- Leaving for appointments prior to school related events
- Mental Health absences beyond 5 days of school
- All absences, beginning with the 10th absence, will be considered unexcused without a doctor's note.

A student in District 215 who misses 20% (36 days) or more of the last 180 days of enrollment in the district due to unexcused absences/truancy may be considered for administrative withdrawal from school.

When a student misses a class period, multiple periods, or the entire school day without school authorization, it is classified as an unexcused absence. Students will be issued a consequence per unexcused class period. Students will be issued an academic and behavioral consequence per unexcused class period. If a pattern of unexcused absences begins to emerge, the Attendance Team will communicate with the family to determine the supportive measures.

As referenced in the Attendance Handbook, a parent cannot excuse a student from one class to stay at school and study for another class. If a student is in the building, they must attend all scheduled classes. When a student is in the building, any absences from scheduled classes will be considered unexcused.

STUDENT WORK

If a student's absence is excused or if a student is suspended from school, he/she will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. Students who are unexcused from school will not be allowed to make up missed work.

CLASS GRADE

Any student removed from a class and assigned a 'WF' grade (withdraw failing) for class truancies will be encouraged to repeat the course. If the course is successfully repeated prior to graduation, the original course and 'WF' grade will be removed from the student's transcript file.

HOW TO REPORT FULL AND PARTIAL DAY ABSENCES

Every absence, for every student, must be called in within 24-hours of absence. Voicemails may be left on the 24-hour bi-lingual voicemail. If the school does not receive the call as required, the absence is considered unexcused.

The first 9 absences of the school year do not require documentation as long as a parent/guardian calls. These absences can be a combination of the identified reasons for excuses as defined by the Illinois School Code (also listed above).

Beginning with the 10th absence a medical note will be required to excuse all additional absences.

A 24-hour phone service in English and Spanish is available at the following numbers:

CAL / CAT Campus	North Campus	South Campus
(708) 585-9401	(708) 585-2007	(708) 585-2040

Student absence must be reported before 2:30 P.M. on the day of the absence.

Absences will be documented as excused, unexcused, or truant.

ATTENDANCE INTERVENTIONS

Students who miss more than 10% of the school year will enter a Multi-Tiered System of Support to address chronic absenteeism concerns.

All students will be notified by letter when they have reached five absences, whether excused or unexcused. The "5-Day Letter" notifies that parent/guardian and student they have utilized half of their allotted absences.

Once a student has accumulated 9 absences, excused and/or unexcused, the parent/guardian will be notified by letter they have reached the limit of their allotted absences.

Beginning with the **10th absence** documentation will be required (doctor's note, legal paperwork, etc) for the absence to be excused.

Teachers are not required to allow make-up work or assessments for unexcused absences.

Attendance interventions will follow our Tiered Interventions listed under Student Code of Conduct. The purpose of our tiered interventions is to increase a student's attendance and academic success.



RIGHTS & RESPONSIBILITIES

ACADEMICS

ACADEMIC INTEGRITY

Thornton Fractional District 215 is committed to upholding the highest standards of academic integrity. Students are expected to complete their own work, use sources and technology—including Artificial Intelligence (AI) tools—responsibly, and demonstrate honesty in all academic activities. Cheating, plagiarism, unauthorized collaboration, and any form of academic misconduct that undermines learning and will not be tolerated. By adhering to these expectations, our students help maintain a culture of trust, fairness, and accountability that supports meaningful learning and prepares them for future success.

ACCELERATED PLACEMENT POLICY

Public Act 103-0743 amended the Accelerated Placement Act in 2024 New Proficiency Benchmarks were set in August 2025 Public Act 103-0743, effective Aug. 2, 2024, amended the Accelerated Placement Act to clarify that students who exceed state standards in English Language Arts (ELA), mathematics, or science on a state assessment administered under Section 2-3.64a-5 will automatically be enrolled into the next most rigorous level of advanced coursework offered by the high school in ELA, mathematics, science, social studies, humanities, or related subjects. Public Act 103-0743 clarifies that students that meet state standards will be given the option to enroll in the next most rigorous level of advanced coursework offered by the high school. However, no later than the 2027-28 school year, school districts must amend their accelerated placement policy to allow automatic eligibility for any student who meets state standards in ELA, mathematics, or science on a state assessment administered under Section 203.64a5 into the next most rigorous level of advance coursework.

https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf

ARTIFICIAL INTELLIGENCE & ACADEMIC WORK

Artificial intelligence” or “AI” is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

The use of artificial intelligence as a substitute for original thought/content undermines the purpose for writing which is to provide students with an opportunity to practice essential skills and express their individual voice and understanding. Therefore, the use of artificial intelligence as a substitute for original thought/content is academic dishonesty (National Council of Teachers of English).

1. AI tools may be used for educational purposes, including research, learning, assessment accommodation, and modification for the purpose of meeting accessibility needs (ie: translation or modification of passages), in accordance with school guidelines and ethical considerations.

2. AI must not be used to engage in unethical behavior, such as cheating on assignments or tests. This includes, but is not limited to, the use of AI to generate answers for homework, manipulate data or results, or provide unfair assistance during assessments.
3. Users must respect data privacy principles when using AI tools. Unauthorized data collection or misuse of personal information is strictly prohibited.
4. The school administration reserves the right to monitor the usage of AI tools to ensure adherence to this policy. Any violation may result in consequences.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

1. Plagiarism, the act of presenting someone else's work, ideas, or words as your own without giving proper credit, is a serious offense.
2. Plagiarism includes copying work generated by AI without proper citation. AI-generated content should be acknowledged appropriately, similar to how one would cite a human author.
3. With all written content, students must understand and follow proper citation practices. The school will provide guidance and resources to facilitate this understanding.
4. Any instance of plagiarism, once confirmed by the content area Division Head, will be documented in the student information system and may lead to consequences as per the school's Academic Integrity procedures.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP). Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

BULLYING, INTIMIDATION, & HARASSMENT

BULLYING, INTIMIDATION, AND HARASSMENT

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications.

Cyberbullying includes: (1) the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying; (2) the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying; and (3) the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of

property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

ERIN'S LAW

"Erin's Law" requires that all public schools in Illinois implement a prevention oriented child sexual abuse program that teaches: Students in grades PreK-12th grade age-appropriate techniques to recognize child sexual abuse and tell a trusted adult. If you see something, tell someone! Report concerns to Advisers, Adviser Chairs, Administration, or the School Resource Officer.

FAITH'S LAW

Employee Conduct Standards. School districts are required to include in their student handbook the District's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be found on the District's website or requested from the Superintendent's office.¹

HARRASSMENT

No person, including a school district employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity 1; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

RETALIATION PROHIBITED

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under this procedure is prohibited.

REPORTING

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. Please refer to Title IX in this section to find the Nondiscrimination Coordinator and Complaint Managers for the district.

STUDENT LEGAL

DISTRIBUTION OF WRITTEN MATERIALS, CIRCULATION OF PETITIONS, SIGNS, & SIGNALS

Students may distribute noncommercial handbills, leaflets, and other written materials; collect signatures or petitions concerning either school or nonschool matters or issues, and carry or wear placards, buttons, badges, or armbands on campus in compliance with the requirements of Board policy 7:315.

Such conduct must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the conduct is endorsed by the School District.

Students are prohibited from such conduct if it:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous slanderous or obscene, invades the privacy of others, infringes on a copyright, or is bullying or harassing in nature;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by Board of Education policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Violates or incites other students to violate any Board policies.

“On-campus” includes school property and at school-related activities as well as other times and locations when the school would reasonably be expected to regulate student conduct and there is a material nexus or connection to the High School District 215.

A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

For purposes of distribution, students must seek approval from the Student Activities Coordinator at least 2 weeks in advance of the proposed activity to determine time, place, and manner of conducting the activity.

The school administration may designate certain times for the conduct of during lunch periods, to prevent interference with school programming. The school administration may designate certain places for the conduct of such activities to assure the normal flow of traffic within the school or on the school premises. The school administration may determine the manner of conducting such activities to prevent undue levels of noise, or to prevent the use of coercion or unreasonable interference with any individual or group of individuals.

DUE PROCESS

The school has the responsibility to see that due process is practiced at all times and to insist that the individual rights of all students are preserved. All decisions must be made on sound practices and evidence that proves the nexus of events and supports reasonable suspicion.

A student must be provided the opportunity to explain their involvement in connection with any assigned intervention from school, but especially in circumstances which warrant exclusionary interventions, recommendation for short-term and long-term placement, and/or expulsion.

Please refer to due process and appeal procedures under the Student Code of Conduct.

EQUAL EDUCATION OPPORTUNITIES (NEW!)

Citizenship and Immigration Status

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs.
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22- 105(c)(3).
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-105(c)(3).

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.

Equal Educational Opportunities. Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination complaint by using Board policy 2:260, Uniform Grievance Procedure, or in the

case of discrimination on the basis of race, color, or national origin, Board policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.

Sex Equity. No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Any student may file a sex equity complaint by using Board policy 2:260, Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center Executive Director (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8). Any student may file a sexual harassment complaint by using Board policy 2:265, Title IX Grievance Procedure. Administrative Implementation The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator.

The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

MEDIA CONSENT - PHOTOGRAPH OR VIDEO RECORDING OF A STUDENT

Pictures of Unnamed Students may occasionally appear in photographs and video recordings taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity. **Pictures of Named Students** sometimes the school may want to identify a student in a school picture. For example, school officials want to acknowledge those students who participate in a school activity or who deserve special recognition. In order for the school to publish a picture with a student identified by name, one of the student's parents or guardians must provide consent during the registration process.

HANDBOOK & SIGNATURE

I understand that I can access general school information, policies, and the Student Behavior Code at any time and that, as a student, it is my responsibility to access and read this information. It is also necessary for my parents/guardians to familiarize themselves with the school regulations to eliminate misunderstandings and to join in the effort to maintain a quality educational program. I understand that at any time I may request a hard copy of the Student Handbook. I understand that I will be held accountable for the behavior and consequences outlined in the District 215 Student Behavior Code and the Instructional Technology Acceptable Use Policy through my electronic signature requested during PowerSchool Registration.

STAFF CONDUCT & EMPLOYEE EXPECTATIONS (NEW!)

District 215 is committed to establishing and upholding high standards and clear expectations for all staff through its Employee Code of Professional Conduct policy. Please click on the Thornton Fractional High School District 215 [Employee Code of Conduct](#) to review the policy.

USE OF DISTRICT 215 TECHNOLOGY

Signing an acceptance for students of the Student Handbook or for staff of the Administrative Handbook of Policies and Procedures will signify that all parties agree to follow and comply with the terms and conditions of the District 215 Acceptable Use Policy for Electronic Communications.

STUDENT INSURANCE

STUDENT INSURANCE

The school cannot be held responsible for accidents to students during the school year. In order to relieve the student and parent/guardians of financial burden, student insurance is available to all students through the bookstore. Every student is urged to take advantage of this program, especially athletes. In the event of an accident, claim forms may be secured at the bookstore. The insurance agency will then make the adjustment with the student and parent/guardians. Again, students are urged to purchase this insurance as a protection against accidents that can result in medical, dental, and hospital bills. If an athlete declines purchase of the insurance, a waiver must be signed. Insurance fees are not refundable under any circumstances.

STUDENTS WITH SPECIAL NEEDS

STUDENTS WITH DISABILITY & CERTIFICATE OF COMPLETION

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

STUDENTS WITH DISABILITIES & INTERVENTIONS

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special

education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven effective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

STUDENTS WITH DISABILITIES & RELATED SERVICE LOGS

For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

TITLE I & EDUCATIONAL PROGRAMMING

TITLE I PROGRAMS

Thornton Fractional District 215 pursues funding under Title I of the Elementary & Secondary Education Act to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close the educational achievement gaps.

TITLE I PROGRAMS District 215 pursues funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services or enrolled in programs under Title I.

These programs, activities, and procedures are described in District-level and School-level compacts. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements.

This School-Level Parent and Family Engagement Compact shall contain:

1. A process for continually involving parents/guardians in its development and implementation
2. How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement
3. The means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and
4. Other provisions as required by federal law.

Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services or enrolled in programs under Title I.

SCHOOL SAFETY

TARGETED SCHOOL VIOLENCE PREVENTION PROGRAM

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure environment is an important goal of the School and District. While it is not possible to completely eliminate threats, the School and District maintain a Targeted School Violence Prevention Program and a Threat Assessment Team to reduce these risks to its environment.

Parents/guardians and students are encouraged to report any expressed threats or behaviors that may represent a threat to the community, School, or self. Reports can be made to any school administrator, law enforcement authorities, or the Safe2Help Illinois helpline (www.safe2helpil.com/).

Students and parents are urged to participate in behavioral threat assessment and intervention programs if the Behavioral Threat Assessment Team believes that intervention is necessary to prevent a student from harming themselves or others. However, if for some reason there is a reluctance to participate in the process by the threat maker(s) or parent/guardian(s), the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

For further information, please contact the building principal.

UNSAFE SCHOOL CHOICE OPTION

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education; and
2. Any student who is a victim of a violent criminal offense that occurred on school grounds during regular school hours or during a school-sponsored event.

VIDEO AND AUDIO MONITORING SYSTEMS

A video and/or audio monitoring system may be in use on school buses and a video monitoring system may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

WEAPONS DETECTION SYSTEMS

To ensure a safe and secure learning environment, Thornton Fractional District 215 has implemented a **weapons detection system** at all of our campuses. This system is designed to enhance safety for all students, staff, and visitors.

Upon entering campus, please be aware of the following expectations:

- All items are subject to search during the screening process.
- Leave unnecessary items at home to minimize delays and avoid potential concerns.
- Follow all staff directives promptly and respectfully while entering the building.
- Students found in violation of District 215 Code of Conduct will be subject to disciplinary interventions.

STUDENT EMPLOYMENT & PERMITS

WORK PERMIT PROCEDURE

Students under 16 years of age, who are going to work in Illinois, must bring the following original documents to the PPS office at the South Campus and the Main Office at the North Campus before they can be issued a work permit in Illinois ONLY: (Copies will be made, and the originals will be returned.)

1. A birth certificate (or a transcript) issued by the County or any other official birth record.
2. A statement of intention to employ signed by the sponsor or employer or by someone duly authorized by the employer. This statement must describe the specific nature of the occupation in which the employer intends to employ such minor, and the exact hours of

the day and number of hours per day and days per week during which the employer intends to employ such minor, and the location and nature of the work establishment.

3. An original Social Security card.
4. A report of a physical examination or note from an MD on prescription paper that indicates the student is healthy and able to work. The report or note cannot be more than one year old.

If a student under 16 years of age is going to work in Indiana, the student will take the birth certificate and letter of employment to the *Guidance Office of Hammond High School, 5926 Calumet Avenue, Hammond, Indiana*, to secure his Indiana work permit. Once these items are submitted, the work permit will be completed and ready for pick up in 24 hours.

TRANSPORTATION

BUS TRANSPORTATION

The district provides bus transportation to and from school for all students living 1.5 miles or more from the school. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct.

Please see Bus Transportation under Student Conduct for more information.

Questions? Please contact the Deans' Office at your student's campus.

DRIVING & PARKING

Student parking areas are provided at all campuses. Students who drive to school must apply for vehicle registration in the Dean's Office.

Please see Driving & Parking under Student Code of Conduct for more information and the District 215 Parking Permit Application.

TITLE IX & SUPPORT SERVICES

STUDENTS WHO ARE PARENTS, EXPECTANT PARENTS, OR VICTIMS OF DOMESTIC OR SEXUAL VIOLENCE

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important school and district goals and are required by law.

REQUESTING SUPPORT SERVICES

To facilitate the full participation of Article 26A Students, the school district provides in-school support services and information regarding non-school-based support services. Article 26A Students are also able to make up work missed on account of circumstances related to their status as a parent, expectant parent, or victim of domestic or sexual violence.

In-school support services include, but are not limited to, enabling a student to meet with counselors or other service providers, excusing the student from class as necessary for circumstances consistent with their Article 26A status, and assisting students with the development of a student success plan.

A Student (Article 26A) and/or their parent/guardian may request a complete copy of the District's policies related to Article 26A Students and information on support services by contacting the Article 26A Resource Person listed below.

FILING A COMPLAINT

An Article 26A Student and/or their parent/guardian may file a complaint for violations of this procedure with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

NONDISCRIMINATION COORDINATOR & TITLE IX COORDINATOR

Lauren Johnson, Assistant Principal
1605 Wentworth Avenue, Calumet City, IL 60409
ljohnson2@tfd215.org
(708) 585-2393

COMPLAINT MANAGERS

Lisa Boulter, Principal
18500 Burnham Avenue, Lansing, IL 60438
lboulter@tfd215.org
(708) 585-2007

Mychael Webb, Assistant Principal
755 Pulaski Road, Calumet City, IL 60409
mwebb@tfd215.org
(708) 585-1002

SEXUAL HARASSMENT PROHIBITED (TITLE IX)

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

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in or stalking as defined in District policy and federal law.

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

SEX OFFENDER REGISTRATION ACT

Public Act 94-0994, which was passed by the State of Illinois General Assembly, amends the Sex Offender Registration Act and requires school districts to notify parents/guardians that information about sex offenders is available to the public as provided for in the Act. The website for the Illinois Sex Offender Registry is <http://www.isp.state.il.us/sor/>. Click on "I Agree" at the bottom of the page to access the search page. To view a map of registered sex offenders, please go to: <http://www.familywatchdog.us/>



DEANS' OFFICE

PHILOSOPHY

Thornton Fractional High School District 215 is committed to maintaining positive, safe, and supportive teaching and learning environments. The goal of the Student Behavior Code is to outline expectations for appropriate behavior and provide members of the school community with an understanding of the conditions necessary for staff and students to ensure an optimal learning environment where respect, relationships, and passion for learning thrives. Appropriate student behavior is expected in order to ensure the education of others is not hindered. Each student has the responsibility to know and abide by the expectations of the school. Behavior which tends to conflict with the educational environment or which interferes with the welfare of other students and faculty will not be tolerated. The provisions of this handbook reflect the current status of the rules, practices, and procedures currently practiced and are subject to change upon recommendation of the District Discipline Committee and approval by the District 215 Board of Education. The District reserves the right to implement progressive discipline measures (up to and including expulsion) with students who engage in negative behaviors and for instances of misconduct not specifically described in the Student Behavior Code.

In dealing with violations of the rules and expectations of the school, staff will seek to resolve problems with the cooperation of the student and parent or guardian. The following pages are presented so that both parents/guardians and students will be aware of the rules, regulations, and expectations of the schools. Parents/guardians and students are required to sign indicating receipt/review of the discipline code. Parents/guardians and students are responsible for becoming familiar with this code. The purpose of this code is to modify student's behavior by providing fair, equitable, and progressive interventions and disciplinary consequences for all students

BEHAVIOR INTERVENTION TEAM

In District 215, we believe in setting high behavioral expectations for our students and holding them accountable for their actions. The Behavior Intervention Team embodies these principles. We are here to support, intervene when appropriate, and help students navigate challenges. The Behavior Intervention Team in the Deans' Office consists of the following members and positions:

- **Assistant Principal:** The Assistant Principal plays a vital role in coordinating the team's efforts and ensuring effective behavioral initiatives, interventions, and support for all students.
- **Administrative Assistants:** The Admin Assistants are essential team members and collaborate with the team to provide crucial administrative support, ensuring seamless communication and coordination.
- **Conflict Resolution Specialist:** a licensed clinician who is trained to help students and staff resolve disagreements peacefully. This role involves mediating conflicts, teaching

communication and problem-solving skills, promoting positive relationships, and supporting a safe, respectful school environment.

- **Deans' Assistant:** school support staff member who helps the deans maintain a safe, orderly learning environment. Responsibilities typically include assisting with student supervision, managing office communication, coordinating student passes and records, supporting behavior management processes, and helping ensure daily operations at the campuses run smoothly
- **Dean of Students:** a school leader responsible for supporting student behavior, attendance, and overall well-being. The dean works to maintain a positive, safe school environment by addressing discipline issues, building relationships with students and families, coordinating interventions, and collaborating with teachers and staff to promote student success and a respectful school culture.
- **MTSS Teams:** The teams work closely to implement and track targeted interventions for attendance and behavioral support for students who may need additional assistance.
- **Mental Health Specialist:** A Mental Health Specialist provides individual and group counseling, crisis intervention to students to support their social emotional well-being. MHS accesses student needs, collaborating with teachers/staff members, making referrals to community partners and providing preventative programming.
- **School Counselor:** The school counselor focuses on guiding students and families through post-graduation planning, including college and career preparation.
- **School Nurse:** a licensed health professional who supports student well-being by managing health needs, administering medications, providing first aid, monitoring chronic conditions, promoting health education, and helping ensure a safe and healthy school environment.
- **School Psychologist:** The School Psychologist contributes valuable insights to support students' mental well-being and academic success through testing, assessing, and evaluation.
- **Social Worker:** A Social Worker is part of the team, providing expertise and assistance in addressing students' social and emotional needs.
- **Student Services Coordinator:** oversees the delivery of special education services to ensure students with disabilities receive appropriate support.
- **Special Education - Case Manager:** The case manager ensures that appropriate accommodations and resources are provided for students following an Individualized Education Plan.

DUE PROCESS

STUDENT DUE PROCESS PROCEDURES

The school has the responsibility to see that due process is practiced at all times and to insist that the individual rights of all students are preserved. All decisions must be made on sound practices and evidence that proves the nexus of events and supports reasonable suspicion.

A student must be provided the opportunity to explain their involvement in connection with any assigned intervention from school, but especially in circumstances which warrant exclusionary interventions, recommendation for short-term and long-term placement, and/or expulsion.

- A Dean of Students or building administrator will provide due process through oral and/or written notice of the allegations and explanation of supporting evidence.

- Then, the student will be provided an opportunity to construct a written response to the allegations through the construction of a Student Statement or oral response. Oral responses will be dictated by a staff member.
- If the charges are denied, a student must be given an opportunity to explain their version of the events to the school official. Please refer to the previous bullet point as to the way a student can document their denial.
- A student who forgoes their due process by refusing to write or provide an oral statement is still subject to disciplinary interventions.
- A student found falsifying their account, involvement or responsibility in an allegation may be cited for Obstructing a School Investigation.

STUDENT DUE PROCESS & INTERVENTIONS

- Out of School Suspensions for disciplinary infractions may not exceed 10 days.
 - a. the student has a right to be informed of the beginning and end dates,
 - b. a student receiving special education services or accommodations under Section 504 are different; therefore, ***the disposition*** will depend upon the facts presented in each case.
- All prudent and reasonable attempts will be made to have a student's parents or guardian immediately receive a notice of out-of-school suspension.
- Depending upon the length of the out-of-school suspension the notice will include:
 - a. specific reasons as to why removing the student from the learning environment is in the best interest of the school;
 - b. a rationale as to the specific duration of the suspension;
 - c. what if any appropriate and available support services will be provided to the student during the length of his or her suspension, and
 - d. whether other behavioral and disciplinary interventions were attempted or whether it was determined that there were no other appropriate and available interventions and a notice of right to review/hearing.

APPEAL OF ASSIGNED INTERVENTION (7.20)

- Parents/guardians may appeal a suspension, long-term placement, or expulsion recommendation.
- A written request of the parents/guardians should be emailed to the Office of the District 215 Superintendent at appeals@tfd215.org.
- At which time, a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
- A final decision will be rendered by the Board of Education.
- The parents/guardians will be notified of whether the intervention was upheld, reduced, or rescinded.

DEANS' OFFICE FLOWCHART

Assistant Principal of Building Control			
Dean of Students	Dean of Students	Dean of Students	Dean of Students
Attendance Office	Truancy Team	Conflict Resolution Specialist	Administrative Assistants
<i>Deans' Assistant</i>	<i>Deans' Assistant</i>	<i>Deans' Assistant</i>	<i>Deans' Assistant</i>
<i>Deans' Assistant</i>	<i>Deans' Assistant</i>	<i>Deans' Assistant</i>	<i>Deans' Assistant</i>

The Deans' Office proactively addresses, intervenes, and supports the following topics during the school year:

Attendance Office	Behavioral Infractions	School Bus Transportation	Conflict Resolution	Locker Issues
Parking Permits	Restorative Practice	Social Media	Tardiness	Truancy

DEANS' OFFICE CONTACT INFORMATION

Center for Alternative Learning Campus	Center for Academics & Technology Campus	North Campus	South Campus
<p>Mrs. L. Johnson Assistant Principal ljohnson2@tfd215.org (708) 585-2393</p> <p>Mr. R. Smith Dean of Students rsmith@tfd215.org (708) 585-2314</p>		<p>Mr. J. Humphrey Assistant Principal juhumphrey@tfd215 (708) 585-1004</p>	<p>Ms. C. Brackenridge Assistant Principal cbrackenridge@tfd215.org (708) 585-2036</p>
		<p>Mr. B. Evancho Dean of Students (A - Go) bevancho@tfd215.org (708) 585-1015</p>	<p>Ms. M. Townes-Hudson Dean of Students (A - Dor) mtowneshudson@tfd215.org (708) 585-3055</p>
		<p>Mrs. S. Hunt Dean of Students (Gr - O) shunt@tfd215.org (708) 585-1013</p>	<p>Mr. C. Simich Dean of Students (Dos - Lak) csimich@tfd215.org (708) 585-2328</p>
		<p>Mr. S. Posley Dean of Students (P - Z) sposley@tfd215.org (708) 585-1014</p>	<p>Mr. P. Massat Dean of Students (Lan - Ric) pmassat@tfd215.org (708) 585-2035</p>
			<p>Mrs. C. Taylor Dean of Students (Ril - Z) ctaylor@tfd215.org (708) 585-9753</p>

FREQUENTLY ASKED QUESTIONS

What does the Deans' Office do?

The Deans' Office supports student safety, behavior, and attendance. It helps maintain a positive school climate and works with students, families, and staff to resolve issues and promote success.

When should a student go to the Deans' Office?

Students may be sent to the Deans' Office for behavior concerns, conflicts, attendance issues, or to speak with a dean about personal or school-related challenges.

Can students go to the Deans' Office on their own?

Yes. Students may visit voluntarily if they need support, need help resolving a conflict, or want to report a concern.

Who works in the Deans' Office?

Typically, the office includes Deans of Students, Deans' Assistants, Conflict Resolution specialists, and Administrative Assistants who ALL support school climate and safety.

What happens when a student is referred to the Deans' Office for behavior?

A Dean of Students speaks with the student to understand the situation, determine appropriate support or interventions, and effectively communicates with teachers and families.

Are parents or guardians notified if a student visits the Deans' Office?

Parents/guardians are contacted when the situation involves safety concerns, ongoing issues, or interventions that require family involvement.

How does the Deans' Office help with conflict resolution?

Deans and trained staff can mediate disputes, help students talk through disagreements, and teach strategies for managing conflict in healthy ways.

What role does the Deans' Office play in attendance?

The office monitors attendance, supports students with chronic absences or tardiness, and works with families to address barriers to consistent attendance.

Can the Deans' Office help students who feel unsafe or worried about something?

Yes. Students can report safety concerns, bullying, or situations where they or others feel uncomfortable. The office responds promptly and confidentially. *See Something, Say Something*

How can families contact the Deans' Office?

Families may call, email, or schedule an appointment. The office encourages open communication to support student well-being.



STUDENT CODE OF CONDUCT

PHILOSOPHY

Thornton Fractional High School District 215 is committed to maintaining positive, safe, and supportive teaching and learning environments. The goal of the Student Behavior Code is to outline expectations for appropriate behavior and provide members of the school community with an understanding of the conditions necessary for staff and students to ensure an optimal learning environment where respect, relationships, and passion for learning thrives. Appropriate student behavior is expected in order to ensure the education of others is not hindered. Each student has the responsibility to know and abide by the expectations of the school. Behavior which tends to conflict with the educational environment or which interferes with the welfare of other students and faculty will not be tolerated. The provisions of this handbook reflect the current status of the rules, practices, and procedures currently practiced and are subject to change upon recommendation of the District Discipline Committee and approval by the District 215 Board of Education. The District reserves the right to implement progressive discipline measures (up to and including expulsion) with students who engage in negative behaviors and for instances of misconduct not specifically described in the Student Behavior Code.

In dealing with violations of the rules and expectations of the school, staff will seek to resolve problems with the cooperation of the student and parent or guardian. The following pages are presented so that both parents/guardians and students will be aware of the rules, regulations, and expectations of the schools. Parents/guardians and students are required to sign indicating receipt/review of the discipline code. Parents/guardians and students are responsible for becoming familiar with this code. The purpose of this code is to modify student's behavior by providing fair, equitable, and progressive interventions and disciplinary consequences for all students.

DUE PROCESS PROCEDURES

The school has the responsibility to see that due process is practiced at all times and to insist that the individual rights of all students are preserved. All decisions must be made on sound practices and evidence that proves the nexus of events and supports reasonable suspicion.

A student must be provided the opportunity to explain their involvement in connection with any assigned intervention from school, but especially in circumstances which warrant exclusionary interventions, recommendation for short-term and long-term placement, and/or expulsion.

- A Dean of Students or building administrator will provide due process through oral and/or written notice of the allegations and explanation of supporting evidence.
- Then, the student will be provided an opportunity to construct a written response to the allegations through the construction of a Student Statement or oral response. Oral responses will be dictated by a staff member.
- If the charges are denied, a student must be given an opportunity to explain their version of the events to the school official. Please refer to the previous bullet point as to the way a student can document their denial.

- A student who forgoes their due process by refusing to write or provide an oral statement is still subject to disciplinary interventions.
- A student found falsifying their account, involvement or responsibility in an allegation may be cited for Obstructing a School Investigation.

STUDENT DUE PROCESS & INTERVENTIONS (7.20)

- Out of School Suspensions for disciplinary infractions may not exceed 10 days.
 - a. the student has a right to be informed of the beginning and end dates,
 - b. a student receiving special education services or accommodations under Section 504 are different; therefore, *the disposition* will depend upon the facts presented in each case.
- All prudent and reasonable attempts will be made to have a student's parents or guardian immediately receive a notice of out-of-school suspension.
- Depending upon the length of the out-of-school suspension the notice will include:
 - a. specific reasons as to why removing the student from the learning environment is in the best interest of the school;
 - b. a rationale as to the specific duration of the suspension;
 - c. what if any appropriate and available support services will be provided to the student during the length of his or her suspension, and
 - d. whether other behavioral and disciplinary interventions were attempted or whether it was determined that there were no other appropriate and available interventions and a notice of right to review/hearing.

APPEAL OF ASSIGNED INTERVENTION (7.20)

- A parents/guardian may appeal a suspension, long-term placement, or expulsion recommendation.
- A written request of the parent(s)/guardian(s) should be emailed to the Office of the Superintendent at appeals@tfd215.org.
- At which time, a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
- A final decision will be rendered and the parents/guardians will be notified.

In all cases of administrative recommendation for expulsion and non-district alternative placements, a hearing shall be conducted by the Board of Education or their designee, which provides an opportunity for the student and his/her parents/guardians to exercise their right of due process. The Board of Education shall base its decision only on evidence presented at the hearing.

In the event of an out of school suspension, the student shall have the opportunity to make up work for equivalent academic credit and a plan for re-engagement back into the school environment.

STUDENT INFRACTIONS

The following list of infractions is not intended to be all-inclusive but rather exemplifies the types of misconduct that are prohibited and will result in some form of disciplinary action. These disciplinary actions are intended to protect the welfare of the school community, as well as assist the individual student in developing self-discipline.

ASSUALT

Assault is any threat which causes a reasonable apprehension by the victim of receiving bodily/physical harm.

BATTERY

Battery is any unlawful activity causing physical injury to another and/or knowingly touching another with intent to injure.

BULLYING

Bullying is a series of cruel or hostile behaviors involving one or more persons. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic is prohibited in each of the following situations:

1. during any school-sponsored education program or activity;
2. while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; or,
3. through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the educational process or orderly operation of a school.
4. after school hours, outside of school property to students of District 215.

Furthermore, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student including verbal or written extortion, that has or can be reasonably predicted to have the effect of one or more of the following:

1. placing the student in reasonable fear of harm to the student's person or property;
2. causing a substantially detrimental effect on the student's physical or mental health;
3. substantially interfering with the student's academic performance; or,
4. substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the District.

Bullying, intimidation and/or harassment may take various forms, including, without limitation, the following: threats, stalking, physical violence, the electronic posting of mean-spirited

messages about a student often done anonymously and defined as cyberbullying and/or the sending of sexually explicit messages or images by cell phone defined as sexting, sexual harassment, teen dating violence, sexual violence, theft, public humiliation, destruction of property or retaliation for asserting or alleging an act of bullying. 105 IL CS 5/27-23.7, SB POLICY 7180

Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, Complaint Manager, or any staff member with whom the student is comfortable speaking (Please see Student's Rights & Responsibilities).

All reported acts of bullying will be investigated to determine if the act is within the scope of the district or school, and if not, a process for referral outside the school and to the appropriate jurisdiction will be recommended. Students may anonymously report tips related to bullying/harassment/school violence using the See Something, Say Something process on each school's website under the student tab. Students should click on the Bullying Prevention and Awareness tab for more details.

BUS MISCONDUCT

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following: a) Violating any school rule or school district policy, b) Willful injury or threat of injury to a bus driver or to another rider, c) Willful and/or repeated defacement of the bus, d) Repeated use of profanity, e) Repeated willful disobedience of a directive from a bus driver or other supervisor, and f) Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupant.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

CHEATING

Student cheating, plagiarism, and electronic device sharing are prohibited and will be handled by the classroom teacher. Plagiarism is defined as "the wrongful appropriation, close imitation, or purloining and publication, of another author's language, thoughts, ideas, or expressions, and the representation of them as one's own "original work". It is also considered plagiarism if a student misrepresents the source of the works of others, including the works of generative AI resources, as their own.

CHRONIC & FLAGRANT BEHAVIOR

Chronic and flagrant is defined as repetitive misbehavior which does not change in response to interventions. Students identified as engaging in chronic and flagrant misbehaviors have exhausted all interventions through Level V.

CONTROLLED SUBSTANCE - POSSESSION OF, USE OF, AND/OR INVOLVEMENT WITH CONTROLLED SUBSTANCES

A controlled substance is defined as an illegal drug that can have a detrimental effect on a person's health and welfare. Possession of drug paraphernalia, or involvement in the sale, purchase, or use of drugs, including medical cannabis, edibles, marijuana and hashish, and/or alcoholic beverages, look-alike controlled substances, paraphernalia, vapor pens or intoxicating substances on school or school-sponsored activities is prohibited.

Students are prohibited from emitting the odor of any illegal drugs/alcohol while on school premises, as such conduct disrupts the educational environment and violates established school policy regarding involvement with controlled substances.

The school reserves the right to take disciplinary action, including removal from class, school, and/or school-sponsored events.

Drug use resulting in incapacitation that requires transportation to the hospital by emergency medical personnel or refusal to accept such transportation when it is recommended by emergency medical personnel can trigger further disciplinary consequences.

Local authorities will be informed unless deemed unnecessary by the Deans' Office.

During the parent conference, the parent/guardian will be informed that the District has a drug procedure policy. III. Rev. Stat. 105 ILCS/5.

While the use of medical cannabis has been legalized in the state of Illinois, students must follow the procedures outlined in the Student Handbook or Board Policy 7:270.

CRIMINAL TRESSPASS

Criminal trespass is being on school property without proper permission from school personnel. Persons considered as trespassers are students on suspensions, expelled students, and any persons who appear on school grounds without legitimate reason. All visitors are required to check in at the designated visitor entrance. Any student found opening a door for any person, then such student action will result in immediate interventions/consequences.

Damage to Property/Vandalism/Graffiti – Any act of attempting or succeeding in damaging or misusing school property.

DAMAGE TO PROPERTY

Any damage to school property, staff or student personal property due to willful and inappropriate behavior will result in behavioral interventions and restitution.

DISRUPTIVE CLASSROOM BEHAVIOR

Any behavior during class time that disrupts the learning environment and/or goes against the classroom expectations set out by the teacher throughout the school year. Disruptive Items – Possession or use of any items that could be considered disruptive to the educational process are not allowed.

DISRUPTIVE ITEMS

Possession or use of any items that could be considered disruptive to the educational process are not permitted.

DRESS CODE

The school expects all students to dress in a manner that is appropriate for a school day and which will not substantially disrupt the educational process and climate or be a safety or health concern. Clothing must be worn in such a way that genitals, buttocks, and breasts are fully covered with opaque fabric. At a minimum, all students must wear the following: a full shirt (with fabric in the front, back, and on the sides under the arms) and pants or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), and shoes.

Students Cannot Wear or carry to class

- Violent language or images.
- Hats, hoods as headwear, bonnets, durags, berets, visors, helmets, and caps.
- Shirts that show midriffs or tube tops.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Images or language depicting hate speech, profanity, pornography.
- Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that reveals visible undergarments
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance, medical reasons, or state health mandate).
- Outerwear within ten minutes of arrival or dismissal: students are not permitted to wear the following...coats, lined jackets, lined hoodies, vests, gloves, scarves, sunglasses, backpacks, over-sized purses (i.e., totes), book bags, and sports bags, slippers and/or house shoes without hard bottoms

This is not an all-inclusive list. Administrative discretion will apply in all cases.

DRESS CODE ENFORCEMENT

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. Students will only be removed from spaces, hallways, or classrooms as a result of dress code violations as outlined in the Dress Code sections above.

ELECTRONIC DEVICE USAGE (NEW!)

Electronic Signaling Devices

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

Cell Phones and Other Electronic Devices

The possession and use of cellular phones, including smartphones, and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker, unless use is authorized by the teacher or for the reasons in number two, below. [1]
2. They must be turned **off or silenced** during the regular school day unless: (a) the supervising teacher grants permission for them to be used; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) the device is used during the student's lunch period; or (d) the device is needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
4. They may not be used for *sexting*, as defined in Board policy 7:190, *Student Behavior*. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher; e.g., Bring Your Own Technology (BYOT) programs.

Examples of electronic devices that are used as study aids include: devices with audio or video recording, MP3 players, some cellular phones, smartphones, laptop computers, Chromebooks?, and tablet computers or devices, e.g., iPads?.

Examples of electronic devices that are **not** used as study aids include: hand-held electronic games, MP3 players used for a purpose other than a study aid, global positioning systems (GPS), radios, and cellular phones, including smartphones (with or without cameras), used for a purpose other than a study aid.

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use his or her electronic device while at school. Using technology at all other times must always follow the established rules for cellular and smartphones and other electronic devices at school.

The act of electronically recording audio and/or video of instances of, including but not limited to, fighting, inappropriate or unlawful acts, academic work/assessments involving students, situations where the recording violates the rights of others, or situations where the recording disrupts the educational environment are not permitted. Students found in violation are subject to disciplinary intervention.

The School District is not responsible for the loss or theft of any electronic device.

NOTICE REGARDING RIGHT TO PRIVACY IN THE SCHOOL SETTING

Illinois State Law (105 ILCS 75), the Right to Privacy in the School Setting Act, requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of social networking websites and platforms include Facebook, Instagram, X, TikTok, and Snapchat.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school behavior rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

FALSE FIRE ALARM/SETTING A FIRE OR TAMPERING WITH FIRE EXTINGUISHERS

Such student action will result in immediate school interventions/consequences and conferences with parents/guardians. The local police department will be informed.

FIGHTING

Fighting is considered gross misconduct and will result in immediate school interventions; loss of privileges including but not limited to, students being prohibited from attending school dances, games, prom, and/or graduation; police arrest or disorderly conduct or simple battery; a parent conference. Recurring incidents of fighting will be considered in the application of disciplinary interventions.

FOOD AND DRINK

Students are not allowed to bring food or drinks into the hallways, or auditorium. Failure to comply will be considered insubordination. Students are allowed to bring the school-provided breakfast or lunch into the classroom during their breakfast or lunch hour to complete work.

Cafeteria vending machines are only allowed for use during assigned lunch periods and after school.

FOOD DELIVERY SERVICES

During regular school hours deliveries of any kind will not be accepted or given to students. This includes but is not limited to food, school or personal items, and the use of delivery services such as Grub Hub, Door Dash, and Uber Eats.

After-school hours, food deliveries for students will be accepted but must be brought to the front desk for staff to distribute.

FORGERY / UNAUTHORIZED POSSESSION OF SCHOOL PROPERTY OR FORMS

Such student action will result in immediate school interventions/consequences. Police will be notified unless deemed unnecessary by the deans.

GAMBLING

Any form of gambling is strictly prohibited at Thornton Fractional Township High Schools. Playing cards, dice, or other types of gambling devices are prohibited on school property.

GANG ACTIVITY

District 215 prohibits any form or participation in gang activity. No student on school property or at any school activity: 1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang. 2. Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership or affiliation in a gang. 3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to A) soliciting others for membership in any gang. B) requesting any person to pay protection or otherwise intimidating or threatening any person. C) inciting other students to act with physical violence upon any other person.

GROSS MISCONDUCT

Gross misconduct shall include any conduct, behavior, or activity that causes or may reasonably lead school authorities to believe substantial injury or disruption, or material interference with school activities or the rights of other students or school personnel may occur. Police will be notified unless deemed unnecessary by the Deans' Office.

HARASSMENT

No person, including a District employee, or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; nationality; sex; sexual orientation; gender identity; gender-related identity, or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or, any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, teen dating violence, or bullying, whether verbal, physical, or visual, that affects the tangible benefits of education, unreasonably interferes with a student's educational performance, or creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, play fighting, horse playing, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

HAZING

Any act committed against someone, whether conducted on or off District 215 property, who is joining or becoming a member or maintaining membership in any organization that is humiliating, intimidating, demeaning or endangers the health and safety of the person. Hazing includes active or passive participation in such acts and occurs regardless of the willingness to participate in the activities. The term "hazing" includes but is not limited to any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk or harm or that adversely affects the mental or physical health and safety of the student.

No person, including a District employee, agent, volunteer, or student, shall plan, direct, encourage, aid, or engage in hazing.

Students are strongly encouraged to report alleged acts of hazing via *See Something, Say Something* on the campuses websites.

A student tip line has been made available for free download through the Thornton Fractional District 215 app at the Apple App Store and Google Play.

IMMORAL / OBSCENE BEHAVIOR

Any behavior offensive to common propriety or decency, including, but not limited to, indecent exposure, sagging pants, unwanted offensive/inappropriate touching, possession, distribution, or display of obscene or “hate” material, or similar behavior.

INSUBORDINATION

Refusal to obey established and well-defined rules and school regulations and failure to comply with a reasonable request by a staff member are considered acts of insubordination. Repeated violation of any rule constitutes insubordination.

LOCKERS

All District 215 students have been provided with individual lockers and shall be subject to the following provisions. For the safety and welfare of students, ownership of the locker is maintained by the school district, and the student is granted limited use of the locker solely in accordance with this policy.

LOITERING

Loitering in the halls during class is not permitted. During class time, a student must have a hall pass via 5 Star to be outside the classroom for any purpose. Failure to obtain a pass may result in school disciplinary interventions.

MOB ACTION

The assembly of two or more persons for the purpose of creating a disturbance, participating in an act of violence, and/or damaging property.

OBSCENE AND ABUSIVE LANGUAGE

Obscene, profane, or vulgar language either written, oral, electronic, or expressed by symbols directed between Students or directed at School Personnel and/or Agents of the Schools.

OBSTRUCTING A SCHOOL INVESTIGATION

Any student who knowingly gives false information or intentionally fails to give information in an investigation conducted by staff personnel.

PUBLICATION/DISTRIBUTION OF MATERIALS

Students, staff members, and the general public, may not use school facilities in any manner for the promotion of any group or vested interest. Also, materials of any kind not directly related to class work may not be distributed on the school premises without the approval of the school administration. Disseminating, posting, or in any other way communicating information unrelated to school activities is prohibited. Possession of literature which promotes any activity that is unlawful, immoral, or inappropriate is prohibited.

RECKLESS ENDANGERMENT

A student who intentionally or unintentionally jeopardizes the safety or well-being of others.

SELLING OF NON-SCHOOL ITEMS FOR PROFIT (INCLUDES FOOD AND DRINKS)

Selling of candy or other items for profit is prohibited on school grounds. These items will be confiscated.

SMOKING (VAPING); USE OF SMOKELESS TOBACCO; POSSESSION OF SMOKING MATERIALS

Smoking in the building, on the grounds or while being transported is prohibited at all times. This includes the use of electronic cigarettes, hookah pens, vape pens or vapor cigarettes. Smoking paraphernalia, including but not limited to lighters, matches, cartridges including CBD or THC oils, rolling papers, etc. Tobacco in any form is not to be brought on school property and will be confiscated. The “school grounds” is interpreted as all property owned by District 215, including parking lots, rest rooms, and athletic fields.

STUDENT IDENTIFICATION CARD (ID)

All students will download a digital I.D. in 5 Star upon enrolling in school. All students must present their digital I.D. upon request by any school personnel. If a student does not have a cell phone, they will receive a hard copy I.D. to maintain and keep on their person. This I.D. can be picked up in the Attendance Office.

TARDY DEFINITION

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

Zero Period	After 8:25 a.m.	After 8:45 a.m.	Period 2 -7
If the student is not in the classroom by the final ringing at 7:25 a.m. as stipulated on the student's schedule.	If the student is not in the classroom by the final ringing at 8:25 a.m. as stipulated on the student's schedule.	And detained from first period and coded as truant to class.	If the student is not in the classroom by the final ringing of the tardy bell as stipulated by the bell schedule.

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

All tardies will be reported to the Deans' Office on the day of the tardy. Students will be held accountable. Students accumulating multiple tardies, per class, per semester will be held to the standard of the tardy step process outlined in the District 215 Handbook.

A student amassing excessive tardies to a class period may be considered for a withdrawal from the class and a failing grade assigned to the student transcript.

A student will be dropped from a particular class period after an extensive review of the student portfolio by building administration.

TARDY STEPS

A student not in the classroom by the final ringing of the tardy bell is subject to the following interventions. Please click on Tardy Steps to review the current steps, Tiered Interventions, and consequences.

Tardy 1	Level I	Teacher Intervention 1
Tardy 2	Level I	Teacher Intervention 2
Tardy 3	Level I	Teacher Intervention 3
Tardy 4	Level II	1 hour Deans' Detention, Character Education
Tardy 5	Level III	2 hour Deans' Detention, Character Education
Tardy 6	Level III	1 day ISS, Character Education, & Parent Meeting
Tardy 7	Level IV	15 day loss of privilege (LOP) or community service (CS), Character Education, & Restorative Coaching 1
Tardy 8	Level IV	2 days of ISS, Character Education, & Restorative Coaching 2
Tardy 9	Level V	30 day LOP or CS, Character Education, & Restorative Coaching 3
Tardy 10	Level V	Consideration for W/F from course, ISS placement for period, & LOP is instated through the semester

TARDY SWEEPS

Building administration may conduct targeted tardy sweeps when deemed appropriate either on a selected or continuing basis to ensure that tardiness does not disrupt the educational process. Administration may prohibit student admission to class when a student is found in the hallway without permission after the tardy bell.

TECHNOLOGY VIOLATIONS

A student found in violation of acceptable use policy is subject to behavioral interventions. Please see District 215 Acceptable Use Policy for more detailed information.

THEFT

Theft, attempted theft or being in possession of items belonging to another student enrolled and/or staff member employed in District 215 schools. The student may face prosecution by civil authorities. All thefts should be reported to the Deans' Office as soon as possible.

UNAUTHORIZED AREAS

Students who are in a location without permission or who leave class without permission are considered to be in an unauthorized area. Those areas include but are not limited to, loitering in washrooms, corridors, parking lots, etc., during a student's regular schedule.

WEAPONS (Possession and/or use of Stun Guns, Knives, Pepper Spray, Box Cutters, Mace, Tasers, Weapons/Objects as weapons/Look Alike Weapons and/or Explosive(s)/Fireworks)

Such student action will result in out-of-school suspension with parent/guardian conference and possible recommendation for expulsion. As mandated by the Gun-Free Schools Act of 1994, possessing, using, or attempting to use dangerous weapons will result in a mandatory recommendation of expulsion for a period of at least one calendar year and possible contact of authorities.

STUDENT INTERVENTION DEFINITIONS

The following disciplinary procedures and interventions will be used in Thornton Fractional High Schools. Faculty and staff may use reasonable means, as needed, to maintain safety, self-defense, or defense of property and may remove students from the classroom for disruptive behavior. More disciplinary interventions may be administered for infractions directed against school personnel, agents of the school, or agent's property and/or for infractions occurring in places other than in the classroom. Corporal punishment is prohibited in District 215. Behavior incidents will result in disciplinary action according to the school's disciplinary procedures.

The following list of interventions are intended to assist, correct, and/or alter behaviors so students can demonstrate safe and respectful behavior. These interventions often involve support staff and aim to engage the Student Service Department in helping students modify their inappropriate or disruptive behavior. These interventions will be implemented based on student needs and staff discretion.

ALTERNATIVE PLACEMENT

Short- or long-term changes in the location where the student is educated. This can include schools located inside or outside of District 215 boundaries. Programs will allow the student to obtain credits toward graduation.

ALTERNATIVE TO OUT OF SCHOOL SUSPENSION (AOS)

An alternative to out-of-school suspension (AOS), is served at an assigned school building within District 215 (TFN, TFS, TFC), in the In-School-Suspension room. Students will have the opportunity to make up work for equivalent academic credit.

During an AOS, the student will remain away from their home campus for the duration assigned. Failure to do so will be treated as criminal trespass to state-supported property (Credit Recovery attendance is an exception).

Students who have been assigned to AOS are not allowed to attend or participate in any extra-curricular activities, including athletics and athletic events.

When a student is assigned to AOS, his/her parents/guardians will be notified as quickly as possible. A mandatory parent/guardian conference is required at the discretion of the Administrator.

ATTENDANCE INTERVENTION PLAN

A positive reinforcement intervention created by members of the Dean's and/or PPS Offices and used to improve student behavior. Attendance Intervention Plan is designed to identify barriers to daily, on-time attendance a student may have, and outline multiple strategies/support needed to improve poor attendance. The plan is reviewed with input from students and families and includes checkpoints built into the plan to monitor improvement.

BEHAVIOR CONTRACT

A positive-reinforcement intervention used to change student behavior. The behavior contract is an agreement between a staff member and a student that spells out in detail the behavioral expectations for the student, the conditions in which the behavior will occur, and the rewards and/or additional support or consequences the student receives. The student agrees to the terms of the contract.

BEHAVIOR INTERVENTION PLAN (BIP)

A plan designed by PPS to address student behavior based on the results from a functional behavioral assessment (FBA). This BIP targets specific behaviors and specific strategies to change the behavior along with the desired outcomes.

BEHAVIOR MODULES

Short lessons or units related to various topics designed to promote student understanding of inappropriate behavior in order to decrease its occurrence.

Community Service: Programs that permit the students to perform a required amount of supervised activities outside of the normal school day. Assigned activities may take place on or off the school campus.

BUS SUSPENSION

The school bus is considered an extension of the classroom. Therefore, the bus driver has the same authority as school personnel. All school board policies that apply to student conduct and other student-related activities apply to the school bus. Rules also apply to field trips and shuttles. Students are expected to behave in a safe manner at the bus stop and while riding the bus. All students will be expected to treat each bus rider and their possessions with respect.

To ensure the safety of all riders, students will need to abide by the following expectations:

1. Follow the bus driver's directions.
2. Ride on the assigned bus.

3. Remain seated at all times.
4. Keep all of your body in the bus.
5. Use appropriate language.
6. Maintain a safe environment for other passengers and for the driver.
7. Keep your neighborhood and bus clean. Garbage cans are provided at the front of the bus.

The consequences for misconduct on the school bus are listed below. School Personnel have the authority to accelerate consequences up to and including suspension from bus service and or suspension from school based on the severity of the incident.

Five to Ten Day School Bus Suspension

The Dean's Office will notify the parent/guardian of the bus suspension. A parent/guardian conference may be required to determine a behavior plan before the student can continue riding the bus.

Parents/guardians and students must abide by the rules of a suspension. Should the determination be ignored the dates of bus suspension and transportation privileges will be suspended for the remainder of the school year and possible contact of the proper authorities.

Removal from the School Bus

Students will be suspended and removed from the bus for the remainder of the school year. Additional interventions consistent with the Student Handbook may occur.

CHARACTER EDUCATION DEVELOPMENT PROJECT (CEDP)

CED Project: A multi-media presentation created by the student to reduce the amount of out of school suspension days earned due to misconduct. The project is created to help the student reflect on poor decisions that were made and how he/she can restore relationships that may have been harmed due to inappropriate behavior.

CONFERENCE (Parent/Guardian, Student, Staff)

A meeting between multiple parties to address student behavior or academic concerns. A conference can take many forms.

CONFLICT RESOLUTION

A positive-reinforcement intervention used to change student behavior and brings students together to figure out a solution to a problem or issue. The solution is mutually agreed upon as a means to avoid both parties from engaging in negative behavior towards one another. The final resolution is written as a contract between the disputants. In the event that a violation of the student mediation contract occurs, the disputant(s) in violation will be referred to the Dean's Office for disciplinary interventions.

DETENTIONS

Students may be required to come before the regular school hour, during lunch, or remain beyond the school day. Detentions are designed to allow the students the opportunity to make up school work missed due to tardiness or absence and address behavior that is considered disruptive to the educational process.

There are three types of detentions:

1. **Teacher detention** is a disciplinary measure given directly by a teacher when a student does not meet classroom expectations. It usually takes place before school, after school, or during a free period for up to 25 minutes. The purpose is to hold the student accountable for their behavior, such as talking out of turn, not completing assignments, or being disruptive. The student is typically required to stay under the teacher's supervision and may have to complete work, reflect on their behavior, or perform another assigned task.
2. **Lunch detention** is a type of school disciplinary action where a student is required to stay in a designated area (often a classroom or office) **during their usual lunch period** instead of going to the cafeteria or having free time. Failure to serve a teacher detention will result in a referral to the Dean of Students.
3. **Deans' detention** is a school disciplinary consequence in which a student is required to remain on campus for an additional period outside of regular class time. During this period, the student may be expected to complete schoolwork, reflect on their behavior, or follow specific instructions. The purpose of a Deans' detention is to address misconduct, reinforce school expectations, and encourage responsible decision-making. Detentions are 1 hour or 2 hours in length. Failure to serve a Deans' detention will result in an additional intervention and/or loss of privilege.

EXPULSION

According to School Board Policy Number 7:190, there are offenses of such nature that will result in immediate suspension and recommendation for probable expulsion. Students guilty of chronic violation(s) of the rules or gross disobedience or misconduct may be recommended for expulsion. These offenses are defined as, but not limited to, any conduct, behavior, or activity which causes substantial injury or disruption, or material interference with school activities or the rights of other students or school personnel. The parents/guardians will be notified by letter of the time and place of the Board hearing, along with documents and notice of the right to be represented by counsel.

IN-SCHOOL SUSPENSION (ISS)

In-School Suspension (ISS) is served at the school building in a designated room, supervised by a staff member for a specified time period. The ISS program, as an alternative program to out-of-school suspensions, will allow students to receive earned credit during the school day.

LOSS OF PRIVILEGES (LOP)

Students shall not attend and/or participate in school and/or district-sponsored activities, including but not limited to sporting events, clubs, and activities for a specified amount of time. Mediation Process: The Thornton Fractional Mediation program will attempt to resolve problems between students with a minimum amount of intervention by school personnel. Students who are made to feel uneasy by the actions of other students may request mediation through the 36 deans, social workers, counselors, or trained peers. The parents/guardians of all students participating in the mediation will be contacted and made aware of the request for mediation and its outcome.

MEDIATION

A process involves the invitation of the affected parties to participate in mediation. Deans' Office staff question the disputants on the nature and causes of their disagreement. The parties work

toward a solution that is mutually agreed upon. The resolution is written as a contract between the disputants. In the event that a violation of the student mediation contract occurs, the disputant(s) in violation will be referred to the Dean's Office for disciplinary interventions.

MENTORING

Students are assigned to an adult or peer to assist in the development of identified skills and positive behavior replacements.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

A framework used to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.

OUT-OF-SCHOOL SUSPENSION (OSS)

During a suspension, the student will remain away from the school grounds beginning at the end of the school day the suspension was issued and lasting for the duration of the suspension. Failure to do so will be treated as criminal trespass to state supported property (Credit Recovery attendance is an exception). Students who are suspended are not allowed to attend or participate in any extra-curricular activities including athletics and athletic events. When a student is suspended, his/her parents/guardians will be notified as quickly as possible. A parent conference may be required at the discretion of the Dean.

During an out-of-school suspension, it is the students'/parents'/guardians' responsibility to request any missed work. Students will have the opportunity to make up work for equivalent academic credit.

Depending on the severity of the infraction, police may be notified.

PEER ADVISORY

Trained students that assist with minor conflicts among peers.

PUPIL PERSONNEL SERVICES (PPS) GROUPS

The student is assigned to a member of the PPS team (Social Worker, School Counselor, School Psychologist, Speech Pathologist) for participation in targeted intervention sessions in identified areas (e.g., anger management), or to work through problems or issues that negatively affect the student's participation in the school environment.

RE-ENTRY MEETING

A mandatory meeting between the student and parent/guardian and school staff to discuss the successful return / reengagement of a student to the school environment. A student will be required to meet stipulated benchmarks in the areas of academics, attendance, and behavior. Failure to meet these benchmarks could result in a failed re-entry and extended loss of privilege.

REFERRAL TO PPS/MTSS TEAM

The student's information is provided to members of the PPS team to determine the need for additional support.

RESTORATIVE PRACTICES

The basic principles of Restorative Practices are to help students recognize the harm that was caused by their behavior, and participate in activities to repair the harm that was done as well as prevent future occurrences.

STAY AWAY PLAN

A written agreement requiring the parent's signature will be issued by the Deans' Office and signed by a student or students that prohibits an individual from harassing, threatening, accosting, or contacting another individual through face-to-face contact, media platforms, or any other means.

WARNING / REPRIMAND

The student is provided a verbal or written warning to improve behavior prior to the issuance of a consequence/intervention.

TIERED INTERVENTIONS & SUPPORTS

Thornton Fractional High School District 215	
<i>Tiered Interventions</i>	
Tier I - Universal	
Teachers Parent Contact Student Support Services Communication Student Support Services Referral Student Parent Conference Request Student Conversation Teacher Detention	Student Support Services Conflict Resolution Group Counseling Individual Counseling Mediation Mentorship MTSS Referral Reprimand / Warning Restorative Conversation
Tier II - Supplementary	
Teachers Parent Contact Student Conference Student Conversation Student Support Services Communication Student Support Services Referral Student Parent Conference Request	Student Support Services Attendance Intervention Plan Behavior Contract Conflict Resolution Detention Group Counseling Individual Counseling In School Suspension (ISS) Mediation Mentorship MTSS Referral Restorative Conversation Stay Away Plan
Tier III - Supplementary	
Teachers Parent Contact Student Conversation Student Support Services Referral (Disciplinary / Social and Emotional) Student Parent Conference Request	Student Support Services and Administration Academic & Behavioral Review meeting Alternative to Suspension Attendance Intervention Plan Character Education modules Community Service Detention Group Counseling Individual Counseling In School Suspension (ISS) Loss of Privilege (Activity Ban) Manifestation Determine Meeting (IEP Only) Mentorship

Re-entry Meeting Restorative Coaching Restorative Practices	
Tier IV - Intensive	
Teachers Parent Contact Student Support Services Referral (Disciplinary / Social and Emotional) Student Parent Conference Request	Student Support Services and Administration Academic & Behavioral Review meeting Alternative to Suspension (AOS) Attendance Intervention Plan Character Education modules Community Service Functional Behavioral Assessment/ Behavior Intervention Plan Manifestation Determination Meeting (IEP only) Group Counseling Individual Counseling In School Suspension (ISS) Loss of Privilege (Activity Ban) Mentorship MTSS Individual Plan Out of School Suspension Re-entry Meeting Restorative Coaching Restorative Practices
Tier V - Intensive	
Student Support Services and Administration Alternative Placement Recommendation / Hearing / Placement Expulsion Recommendation / Hearing / Placement Withdraw / Failure Recommendation Administrative Withdrawal	

District 215 will follow a Tiered Intervention & Supports to hold students accountable for their behavior. Student misbehavior will be handled on a case by case basis.

In all cases, implementation of appropriate interventions/consequences will take into account a number of factors including the nature and severity of the misbehavior. Infractions are grouped into five levels based on the severity of the misbehavior. In some cases, the use of teacher/staff responses and/or the use of social service interventions may be most suitable. In other cases, a student's misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with social service interventions.

SEARCHES & SEIZURES

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

SEARCHES OF STUDENT LOCKERS

1. Each student is responsible for the contents of his/her assigned locker.
2. The only items that may be placed in the lockers are articles of clothing, schoolbooks or supplies related to school use, lunches, and personal items which students are legally entitled to have in their possession. No book bags or gym bags may be taken to classrooms.
3. According to State law, **the school owns and controls student lockers**. Thornton Fractional Township High School District 215 reserves the right to conduct periodic inspections of lockers, with possible assistance from police canine units.
4. A student, once assigned a locker, is to use only his/her assigned locker. Students who share lockers or store contents in lockers not assigned to them are subject to appropriate interventions/consequences.
5. Any student who has a problem with his/her locker should contact the Deans' Office immediately.
6. Any student having information concerning locker tampering should report it to the Deans' Office. This action will ensure the safety of lockers and contents.
7. Lockers must be locked at all times with school-issued hall locks.
8. Any student given a replacement lock will be assessed a fine.

SEARCHES OF SCHOOL PROPERTY & EQUIPMENT

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

STUDENT SEARCHES OF PERSONAL PROPERTY

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a **reasonable suspicion** that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies.

The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

SEIZURE OF PROPERTY

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

SEARCHES OF TECHNOLOGY

As outlined in the District's Technology and Acceptable Use Policy, students do not have an expectation of privacy in the District's technology or the Internet, including any communications made through the District's technology or the Internet, such as electronic messaging (text messaging), electronic mail communications, and the use of social networking websites and other websites, as well as any materials downloaded by users. Users consent to monitoring and inspection by school administration of all use, including personal use, of District technology and the Internet without individualized notice, including use through personal computers or devices.

The District may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. The District may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination and may be disciplined for failure to provide requested information.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy.

In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination.

School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

AGENCY & POLICE INTERVIEWS

INTERVIEW BY ILLINOIS DEPARTMENT OF CHILDREN & FAMILY SERVICES

The Principal or designee will:

1. Examine and verify the agent's credentials and any papers pertaining to a legal process.
2. If the DCFS agent does not wish to have a parent/guardian present at or notified prior to the interview, this stipulation must be put in writing and signed by the DCFS agent.
3. Unless the DCFS agent prepares and executes a written stipulation as discussed in Item 2, the Principal or designee will make reasonable efforts to contact the student's parents/guardians and inform them that the student is subject to an interview. The

parents/ guardians will be given the opportunity to be present and be represented by legal counsel at their own expense.

4. Interviews will be conducted in a private setting. If the parents/ guardians are absent, the student will be given the opportunity to have the Principal or another adult witness present during the interview, unless the interview is taking place pursuant to a court order, in which case, the presence of the principal or other adult is at the discretion of the DCFS agent.
5. The student may be removed from school by the DCFS agent if case circumstances warrant. The Principal or designee will request that the DCFS or law enforcement agent sign an appropriate document memorializing that the agent is taking temporary or temporary protective custody of the student and the authority for the action and make a copy of any authorizing documentation. An officer of a local law enforcement agency, designated employee of the DCFS, or a physician treating a student may take or retain temporary protective custody of the student without the consent of the student's parents/guardians if:
 - a. There is reason to believe that the circumstances or conditions of the student are such that continuing in their place of residence, or in the care and custody of the parents/guardians presents an imminent danger to that student's life or health; and
 - b. There is not time to apply for a court order under the Juvenile Court Act for temporary custody of the student.

The person taking or retaining a student in temporary protective custody will immediately make every reasonable effort to notify the student's parents/guardians and will immediately notify the DCFS. The DCFS will promptly initiate proceedings under the Juvenile Court Act for the continued temporary custody of the student. No District employee may act as a DCFS agent.

INTERVIEW BY SCHOOL RESOURCE OFFICER (SRO) OR POLICE

1. The Principal or designee will examine and verify the police officer's credentials. The Principal or designee will examine any legal papers such as warrants for arrest, search warrants, or subpoenas to be served. The principal or designee will request that an officer have training in promoting safe interactions and communications with youth is present during the questioning, if practicable.
2. The Principal or designee will attempt to contact the student's parents/guardians and inform them that the student is subject to an interview. Except in extenuating circumstances, the parents/guardians will be provided the opportunity to be present and be represented by legal counsel at their own expense. The Principal or designee will document the time and manner of notification or attempted notification. Extenuating circumstances means a reasonable person would believe that urgent and immediate action is necessary to prevent bodily harm or injury to any person, apprehend an armed or fleeing suspect, prevent the destruction of evidence, or address an emergency or other dangerous situation.
3. Interviews will be conducted in a private setting.
4. The Principal or designee will document the interview proceedings and include such notes.

5. If the parents/guardians cannot be present during questioning, the Principal or designee will ensure that a school staff member, preferably a mental health professional or staff member who is familiar with the student, is present.
6. If the student's parent/guardian is not present for the interview and the student is not taken into police custody after the interview, the Principal or designee will contact the parents/guardians again after the interview. An individual designated by the Principal will release the student only to the parent/guardian or their designee.
7. These procedures do not limit the authority of a police officer to make an arrest on school grounds and do not apply when a police officer issues a ticket for a municipal violation (smoking, vaping, etc.).
8. If the student is under 18 and suspected of criminal activity, the officer will ensure compliance with P.A. 101-047.

EXPECTATIONS FOR SHARED SPACES

CAFETERIA RULES & CLOSED CAMPUS

Students may not leave campus during lunch, except with permission granted by administration or authorized staff. During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall remain seated until the lunch tone rings, at which point they shall clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location. Students shall follow all cafeteria rules during lunch as follows:

1. Students shall not save seats for other students.
2. Loud talking, yelling, screaming, and other disruptions are prohibited.
3. Students shall not throw food or drinks.
4. Students shall not trade food.
5. Vending machines are provided for student convenience. Students shall not misuse, abuse, attempt to dismantle or cheat the machine, and must wait in line to use the machines. Students may not save spots in line, cut in line, or otherwise cheat or intimidate their way into line.
6. Students shall not save places in line, cut in line, or otherwise cheat or intimidate their way into line for food service.
7. Students shall not leave the cafeteria until after the appropriate tone rings, or otherwise directed by staff.
8. Students shall follow the instructions of the cafeteria aides and other staff and show proper respect toward all cafeteria personnel.
9. Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
10. Students shall report spills and broken containers to cafeteria staff immediately.

DRIVING & PARKING

Student parking areas are provided at all campuses. Students who drive to school must apply for vehicle registration in the Dean's Office. Parking fee is \$25.00. Students who do not have a parking sticker displayed are subject to tow at their own expense. Students who park on school property are also subject to search if the Deans' Office and administration have reasonable suspicion related to an incident or investigation. Please click on the link below to access requirements and documentation needed to apply for a parking application.

[DISTRICT 215 PARKING PERMIT APPLICATION](#)

HALL PASS PROCEDURES/EXPECTATIONS

Students are not to be in the halls during class hours. The only exceptions are those students who have been given a hall pass from issued via 5 Star from one of the following sources:

• Deans'/Attendance Office • Guidance Office • Nurse's Office • Administrator • Teacher Hallway

Expectations. Appropriate expectations include, but are not limited to: • Walk at all times. • Use appropriate tone and language. • Respect the authority of school personnel. • Respect other students and their rights. • Keep the halls (and campus) free of litter.



GRADING & PROMOTION

ASSIGNMENT OF CREDIT

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

ACADEMIC CREDIT ATTAINMENT

Thornton Fractional High School District 215 students will generally be enrolled in a year-long academic course S1 and S2 in which .5 credits is awarded for successful completion of coursework based on sound grading practices. Successful completion and passing of a course, a student shall be awarded one half .5 credits per course, per semester. A student who successfully completes and passes both semesters of a full-year course will be awarded .5 credits at the end of each semester.

A student who must drop a year course at the end of the first semester due to unforeseen circumstances will be awarded .5 credits if they have satisfactorily completed the semester's work.

HIGH SCHOOL CREDIT & JUNIOR HIGH PROFICIENCY

High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as a pass with no letter grade for students who demonstrate proficiency according to District 215's academic criteria.

HIGH SCHOOL CREDIT & NON-DISTRICT EXPERIENCE

The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the district.

HOME SCHOOLING (DETERMINATION OF CREDIT)

- Home schooled students will be admitted to District 215 schools following the enrollment and residence Policy #7:50.
- Students who have followed an approved curriculum and who have a transcript will be awarded credit. Students who do not have a transcript will have each completed course evaluated.
 - a. The Assistant Principal for Pupil Personnel Services will administer the final

- exam for the course to the student and/or
- b. The Assistant Principal for Pupil Personnel Services will evaluate the student's portfolio to verify the successful completion of an approved curriculum.
- Upon admission, the Assistant Principal for Pupil Personnel Services will give students an academic placement test to facilitate appropriate class selections.
 - Students who have been home-schooled at the primary grade level and request to be admitted to District 215 as incoming freshmen must provide a certificate of 8th-grade completion prior to enrollment.

COURSE LEVELS

Student placement in courses and/or programs should be based upon criteria developed cooperatively with parent involvement, as well as review by academic departments and administrators with review by the guidance department. Every student will have a Four-Year Educational Plan, which includes all courses required to prepare them for their selected post-high school programs.

The district offers three different levels of coursework each varying in rigor. The academic levels are as follows:

ADVANCED PLACEMENT (AP) provides District 215 students the opportunity to engage with college-level coursework that challenges students to immerse in rigorous academic study while developing advanced analytical, writing, and problem-solving skills. Students enrolled in Advanced Placement courses are expected to sit for the AP exams in May. Students who register for the AP exam, but do not show will be charged the standard AP exam fee.

Students who attain a 3 or higher on the AP exam may also be awarded the opportunity to earn college credit or advanced standing upon enrollment in a post-secondary institution.

HONORS (H) offers academically advanced students an accelerated and enriched course of study designed to promote critical thinking, deeper content exploration, and higher-level skill development. These courses provide rigorous preparation for future Advanced Placement or college-level coursework.

COLLEGE & CAREER PREPARATORY (CP) equips students with the academic skills, practical experience, and real-world competencies necessary for success in postsecondary education and the workforce. Coursework emphasizes critical thinking, communication, and career exploration to support informed planning for future goals.

COURSE LOAD & CREDIT STANDING

COURSE LOAD

A full-time student is required to be enrolled in six courses per grade level each semester, plus lunch, unless a variation is requested in writing by his/her parents/guardians, subject to the approval of the principal in writing.

A full-credit course is one which meets one class period per day, five days each week, for the semester, and for which the student receives .5 credits.

CLASSIFICATION OF CREDIT STANDING

- **Incoming Freshman** - entering from the 8th grade with a diploma, letter of promotion, and/or 15 years of age upon enrollment,
- **Freshman** - a District 215 student who has attained 5.5 academic credits after (2) semesters,
- **Sophomore** - a District 215 student who has attained 12 academic credits after (4) semesters,
- **Junior** - a District 215 student who has attained 18 academic credits and after (6) semesters,
- **Senior** - a District 215 student who has 19 academic credits at the start of their 7th consecutive semester of high school,
- **Graduate** - an individual who has accumulated 23 academic credits in all required subject areas, completed the ACT exam, and successfully submitted the [Free Application for Federal Student Aid](#) (FAFSA) in 8 semesters.

GRADING PROCEDURES

DISTRICT ANNUAL REPORT CARD

District 215 disseminates an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by 20 U.S.C. §6311(h)(2)(C) of ESSA.

FINAL EXAMS

The final exam serves as a comprehensive assessment that measures students' mastery of key concepts and skills learned throughout the course. The final exam is worth 20% of a student's semester grade. Each course exam is 70 minutes in length. The final exam schedule is as follows:

Time	Wednesday	Thursday	Friday
08:25 am - 09:35 am	Period 1	Period 5	Period 3
09:40 am - 10:50 am	Period 2	Period 7	Period 4
10:55 am - 12:05 pm	Period 0	Period 6	
12:10 pm - 01:10 pm	Make-up Exams	Make-up Exams	Make-Up Exams

Requests to take a final exam at times other than the scheduled time must be approved by building administration.

GRADE POINT AVERAGE

A District 215 High school grade point average (GPA) is a numerical measurement of a student's overall academic performance, calculated by averaging the point values assigned to their course grades.

GRADE SCALE

Thornton Fractional District 215 utilizes a standard 4.0 College and Career Preparatory grade scale. Each student is awarded .5 credits for each successfully passed course. A weighted grade scale is awarded to students enrolled in Honors (1.1) or Advanced Placement (1.2) courses.

Grade	Percentage	College & Career Preparatory	Honors	Advanced Placement
A	100 - 90	4.0	4.4	4.8
B	89 - 80	3.0	3.3	3.6
C	79 - 70	2.0	2.2	2.4
D	69 - 60	1.0	1.1	1.2
F	59 - 0	0.0	0.0	0.0
Other Semester Grades				
INC*	Incomplete			
MED*	Medical		-	-
P	Pass		-	-
R	Recover			
WF*	Withdraw Failure			

*The following academic marks on a transcript will require a student to recover all academic courses and credits during a future semester.

GRADING SYSTEM

A District 215 student is assessed on 9-week quarter reports, final exam scores, and semester grades. A student grade report is issued at the end of each 9 week grading period. The semester grade is the only grade recorded on the student's transcript.

Duration	Weight
Quarter (9 Weeks)	40%
Quarter (9 Weeks)	40%
Final Exam	20%
Semester Grade	Final Grade Percentage

INCOMPLETE GRADES

Any incomplete grade must be made up during the succeeding 10 days after returning to school. Any extension to this deadline due to extenuating circumstances must be approved by the building Principal and/or designee. If the work is not completed during the specified time, a failing grade is given for the missing work. The semester grade is determined by the teacher and reported to the building Principal and then, the Guidance Office.

STUDENT TRANSFER IN GRADES

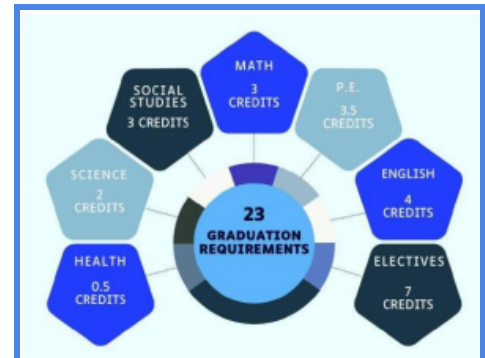
A student who transfers in during the school year should, whenever possible, be enrolled in the same subjects they were taking at their previous school, and class placements will be made even if the student arrives as late as one week before the end of the semester. The semester grade for any transfer student will be calculated by averaging the grade from the previous school with the grade earned at Thornton Fractional, with each portion weighted according to the fraction of the semester completed at each school.

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

Thornton Fractional Township High School requires students to successfully complete 23 credits in the following subject areas:

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



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

To graduate from Thornton Fractional High School District 215 a student must meet the following criteria, unless otherwise exempted:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-605.
3. Completing all minimum requirements for graduation as specified by State law.

4. Passing an examination on patriotism, principles of representative government, and proper use of the and display of the American flag.
5. Participating in state assessments (Spring ACT) that are required for graduation by Illinois state law.
6. Completion of a) a Free Application for Federal Student Aid (FAFSA), b) an application for State financial aid, or c) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application.

If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if:

1. The student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances,
2. The Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and
3. The student has met all other requirements

GRADUATING WITH A DIPLOMA

In order for a student to qualify for a Thornton Fractional High School District 215 diploma the following criteria and conditions must be met:

- All academic and state graduation requirements must be met,
- Minimum attendance is defined as one semester prior to graduation,
- Credits will be accepted for seniors who must transfer to another school provided arrangements are made through the counselor at Thornton Fractional and the new school, and
- To participate in commencement exercises, a student must meet all District 215 and State of Illinois requirements for a diploma.

RANK IN COHORT

Students are ranked based on their weighted GPAs. Students are awarded grade points for each semester grade earned according to the weighted grading scale. Weighted GPA is the sum of all grade points divided by the total number of semester classes completed. Pass/Fail courses are not awarded grade points and are excluded from the calculation of class rank. The highest GPA is ranked # 1, the second highest # 2, etc. • The salutatorian of a graduating class will be the senior with the second-highest cumulative grade point average(s) for eight semesters. • The valedictorian of a graduating class will be the senior with the highest cumulative grade point average(s) for eight semesters.

HONORS & RECOGNITION

HONOR ROLL

Honor Roll	Honor Roll with Distinction	Honor Roll with High Distinction
3.0 GPA - 3.49 GPA	3.50 GPA - 3.99 GPA	4.0 GPA or higher
No failing course grades	No failing course grades	No failing course grades
Enrolled in 5 or more academic credit courses	Enrolled in 5 or more academic credit courses	Enrolled in 5 or more academic credit courses

REPEATING COURSEWORK

While academic failure is strongly discouraged during each semester at District 215, a student who passes the first semester but fails the second semester of a year course will be awarded .5 credits at the end of the first semester and no credit for the second semester.

As a general rule, if a student fails the first semester of a year-long course, they will continue in the course in the second semester and have the opportunity to earn .5 credits upon successful completion of coursework in the second semester.

A student who is unsuccessful in completing core and elective subjects and is off-track to graduate will be strongly encouraged to enroll in one of the following programs:

Credit Recovery in a Traditional Setting is an educational program that allows Grade 9 through Grade 11 students to retake or make up a course they previously failed or did not complete in core subject areas, so they can earn the required credits for graduation. Credit recovery will take place in a traditional classroom with a certified teacher who provides targeted instruction, flexible learning options, and support to help students stay on track academically. **A student must pass with a 60% or higher to be awarded a Pass (P) on their transcript and .5 credits. This has no impact on a student's grade point average.**

Summer School provides instructional programming in core subject areas during summer break. Courses run Monday – Thursday for 14 sessions, with each session meeting five hours per day. District 215 offers both Semester 1 and Semester 2 courses. Students may enroll in Summer School to recover failed credit, strengthen academic skills, or to accelerate their academic progress. **Upon successful completion and passing, the student will earn .5 credits, and the new letter grade will replace the previous failing grade on the transcript. The grade will be factored into the student's cumulative GPA.**

Virtual Academic Recovery is for senior students who need to retake or make up a course previously failed or did not complete in core or elective areas, so they can earn the required

credits for graduation. Credit recovery is done in a virtual setting with a certified staff member who provides targeted guidance, goal setting, and support to help students stay on track academically. **A student must pass with a 60% or higher to be awarded a Pass (P) on their transcript and .5 credits. This has no impact on a student's grade point average.**

ALTERNATIVE LEARNING OPPORTUNITIES

The following alternative academic options are for students who are identified as extremely at-risk academically, intensive academic support, and require a smaller academic setting. Students are identified and selected by Student Service Teams and administration from the Center for Academics and Technology.

ALTERNATIVE LEARNING

Junior Academic Scholastic Institute (JASI). An academic support program offered at the Center for Alternative Learning for credit deficient individuals entering their third year of high school.

Late Start. A student without grades in progress will be enrolled in this academic programming after the 15th day of the semester at the Center for Academics & Technology.

Virtual Success Academy. It is designed to offer an alternative method for students to attain credits necessary for graduation. The VSA program is an excellent opportunity for fourth year students who are excessively credit deficient and struggling to find success in a traditional academic setting. This academic alternative provides students the opportunity to recoup missing credits, attain new credits, and engage in career exploration in this computer-based program. Students in this program are to have and maintain employment.

Virtual Success Academy w/ Supports.

This program is designed to offer an alternative method for students with an IEP to attain credits necessary for graduation. The VSA program is an excellent opportunity for fourth year students who are excessively credit deficient and struggling to find success in a traditional academic setting. This academic alternative provides students the opportunity to recoup missing credits, attain new credits, and engage in career exploration in this computer-based program. Students in this program are to have and maintain employment.



STUDENT RECORDS

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings (including electronic recordings made on school busses) that are created in part for law enforcement, security, or safety reasons or purposes, though such electronic recordings may become a student record if the content is used for disciplinary or special education purposes regarding a particular student. The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 10 business days of the day the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copyrights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. In certain circumstances, the District may request an additional 5 business days in which to grant access. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript.

Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought.

If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district,[2] any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; to

the Ill. Department of Human Services (DHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with the rules adopted by the DHS; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Name
- Address
- Grade level
- Birth date
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

MILITARY RECRUITERS & INSTITUTIONS OF HIGHER LEARNING

Upon their request, military recruiters and institutions of higher learning will be given access to students' names, addresses and telephone numbers. Parents who do not want their child's name to be released (or students over the age of 18 who do not want their name released) should mark NO during the online registration and/or contact the Pupil Personnel Services Department.

SCHOOL RECORD

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

STUDENT TRANSCRIPTS

The Class of 2027 should submit all official transcript requests through EDocs within Naviance for current seniors. All graduates requesting transcripts should complete the Parchment online application located on the Guidance webpage.

SURVEYS

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.



ACTIVITIES & CLUBS

PHILOSOPHY

District 215’s activities and co-curricular programs have a proud and storied history of excellence, marked by numerous awards, high-achieving organizations, and students who consistently demonstrate leadership and creativity. From academic clubs to performance groups, our programs have long supported well-rounded development and provided meaningful opportunities for students to explore their interests, strengthen their skills, and represent the district with distinction.

We invite all students to become part of this tradition by joining one or more of our many activities and co-curricular offerings. Participation opens the door to new friendships, personal growth, and memorable experiences that enrich both the high school journey and life beyond the classroom. Whether you’re continuing a passion or discovering a new one, District 215 welcomes you to contribute to our legacy of dignified, motivated, and accomplished student participants.

Participation in activities in school and in the community enhances the high school experience and broadens a student’s knowledge. Many colleges see the quality and depth of a candidate’s commitment to athletics, clubs, organizations, employment, and community service to be significant to the admission decision.

District 215 offers a wide range of extra-curricular activities. Listed below are clubs that are available. Please note that some clubs may be offered only at North Campus (N), South Campus (S), or the Center Campus (CAT/CAL).

ACTIVITIES OFFICE & CONTACT INFORMATION

The Activities Office serves as the central hub for all functions related to student involvement in school organizations. No activity-related fundraising may be initiated or promoted by any organization without prior approval from the Activities Director and Building Administration.

From time to time, student photographs and/or video images may be used for internal or external publication. Please complete and return the Media Release and Consent Agreement form provided at the front of the Student Handbook.

TF North	TF South
Mr. M. Kawa Activities Director mkawa@tfd215.org	Mrs. S. Lessner-Diversey Activities Director slessner@tfd215.org

ACTIVITIES CATEGORIES

The programming is divided into four distinct areas:

Performance Category I	Co-Curricular Category II
Special Interest Category III	Probationary (New!) Category IV

ACTIVITIES & CLUBS PROGRAMMING

District 215 may provide the following activities and clubs for the 2026-2027 school year. Please reference the campus website for more updated information about activities and clubs offered at the campuses.

ACADEMIC

Environmental	History Club	Mathletes	Mock Trial	Scholastic Bowl
---------------	--------------	-----------	------------	-----------------

COMPETITION

Chess	E-Sports	Power Lifting		
-------	----------	---------------	--	--

CULTURAL

Cultural Exploration	Dreamers Club	Gay Straight Alliance (GSA)	P.R.I.D.E.	World Language
Latin Dance Crew				

FINE ARTS

Art Club	Band	Choir	Creative Arts & Literary Magazine	Anime	Visual Arts
----------	------	-------	-----------------------------------	-------	-------------

HONORS SOCIETIES

National Honors Society	Spanish Honors Society			
-------------------------	------------------------	--	--	--

LEADERSHIP

Freshman Class	Sophomore Class	Junior Class	Senior Ambassadors	Senior Class
StudentAction Team	Student Council	Future Teachers Club	Student Equity Leadership	

MENTORING

Best Buddies	Brother 2 Brother	Girls Club	STAR Girls Club	
--------------	-------------------	------------	-----------------	--

PERFORMING ARTS

Contest Play	Drama	Drama Club		Group Interpretation	Speech
TV Production					

SPIRIT

Monogram Club	Pep Club			
---------------	----------	--	--	--

ACTIVITIES RULES

ACTIVITIES PLEDGE

All students participating in an activity or club must adhere to the stipulations outlined in the Code of Conduct. Any behavior contrary to the expectations could result in behavioral interventions administered by the Deans' Office and/or removal from the activity or club by the sponsor. Please refer to the Activities Code of Conduct for more detailed information.

ATTENDANCE AT SCHOOL SPONSORED DANCES

Attendance at school-sponsored dances is a privilege.

Only students who attend the school may attend school-sponsored dances, unless the principal or designee approves a student's guest in advance of the event. A guest must be "age appropriate," defined as by the principal or designee.

All school rules, including the school's discipline code and dress code are in effect during school-sponsored dances. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.



ATHLETICS

PHILOSOPHY

District 215’s Athletic Department is proud to uphold a storied tradition of excellence, marked by decades of championship titles, individual recognitions, and outstanding team achievements. Our programs have produced scholar-athletes who exemplify dedication, perseverance, and school pride—both on and off the field. This legacy reflects not only athletic success, but also the strength of our coaches, staff, and community partnerships that have consistently supported student growth.

Participation in IHSA athletics in school and in the community enhances the high school experience and broadens a student’s knowledge. Many colleges see the quality and depth of a candidate’s commitment to athletics, clubs, organizations, employment, and community service to be significant to the admission decision.

We invite all students to join this tradition and become part of a respected community of District 215 student-athletes. Participation in athletics offers opportunities to build leadership skills, foster lifelong friendships, and represent our district with dignity and integrity. Whether you are continuing your athletic journey or trying something new, we welcome you to contribute to our proud history and help shape the future of District 215 athletics.

	Boys' Fall	Boys' Winter	Boys' Spring	Girls' Fall	Girls' Winter	Girls' Spring
North Campus	Cross Country	Basketball	Baseball	Swimming*	Basketball	Badminton
	Football	Bowling	Tennis*	Volleyball	Bowling	Soccer*
	Golf	Swimming*	Track & Field	Tennis	Cheerleading	Softball
South Campus	Soccer*	Wrestling	Volleyball*	Cheerleading	Wrestling	Track & Field
				Cross Country	Dance	
				Dance		
				Tennis		

*Thornton Fractional District 215 Cooperative Team - composed of student-athletes from the North campus and South campus.



ATHLETIC ELIGIBILITY REQUIREMENTS

AGE (IHSA Bylaw 3.060)

A student shall be eligible through age nineteen (19) unless the student shall become twenty (20) during a sport season, in which event eligibility shall terminate on the first day of such season.

ALL STAR PARTICIPATION (IHSA Bylaw 3.120)

No student at a member school shall participate on an all-star team in basketball, football, soccer or volleyball during the student's high school career until completing their interscholastic athletic eligibility in that particular sport. A student may participate in no more than three (3) all-star contests in a sport.

AMATEURISM / NAME, IMAGE, & LIKENESS (IHSA Bylaw 3.080)

1. If you win or place in actual competition, you may accept a medal or trophy for that accomplishment, without limit to its cost.
2. For participation in competition in an interscholastic sport, or for athletic honors or recognition in a sport, you may receive any type of award (except cash, check or legal tender) that does not exceed \$150 fair market value. There is no limitation on the value of your school letter.
3. Schools may provide an individual or teams that win an IHSA state championship, a ring/memento not to exceed \$300 in fair market value. Businesses, booster clubs or other organizations desiring to make contributions toward the purchase of a championship ring/memento must make those contributions to the school.
4. A student in a member school may earn compensation for the use of the name, image, and likeness ("NIL Activity"), subject to these By-laws and Board Policy 35. For the purpose of the By-law, "NIL Activity" means any activity for which a student in a member school performs work, service, endorsement, or makes any appearance, in exchange for compensation or other remuneration as determined by the Board of defined in the Board Policies.
5. Violation of the provisions of By-laws 3.081, 3.082, 3.083, 3.084, or 3.085 shall cause ineligibility in the sport in which the violation occurred. An official ruling must be secured from the Executive Director before any student who violates these rules may be reinstated to eligibility.

ATHLETIC ELIGIBILITY RULES (IHSA Bylaw 3.020)

When you become a member of an interscholastic athletic team at your high school, you will find that both your school and the IHSA will have rules you must follow in order to be eligible for interscholastic sports participation. The Illinois High School Association's rules have been adopted by the high schools, which are members of IHSA as part of the Association's constitution and by-laws. They must be followed as minimum standards for all interscholastic athletic competition in any member high school. Your high school may have additional requirements, but they may not be less stringent than these statewide minimums.

The principal of your school is responsible to see that only eligible students represent the school in interscholastic athletics. Any question concerning your athletic eligibility should be referred to your principal, who has a complete copy of all IHSA eligibility rules, including the Association's due process procedure. Only the IHSA Executive Director is authorized to make formal rulings on eligibility, so if your principal has questions or wishes assistance in answering your questions, contact should be made to the IHSA Office.

Information contained here highlights only the most important features of the IHSA by-laws regarding interscholastic athletic eligibility. It is designed to make you aware of major requirements you must meet to be eligible to compete in interscholastic athletics. The information here is only a general description of major by-law provisions and does not contain the statement of the by-laws in their entirety.

You will lose eligibility for interscholastic athletics if you violate IHSA by-laws. Therefore, it is extremely important that you review this material with your parents/guardians, your coaches, your athletic director and your principal to thoroughly understand the IHSA eligibility by-laws and how they relate to you.

ATTENDANCE (IHSA Bylaw 3.010)

1. You may represent only the school you attend. Participation on a cooperative team of which your school is a member is acceptable.
2. You must be enrolled and attending classes in your high school no later than the beginning of the 11th school day of the semester.
3. If you have a lapse in school connection for ten (10) or more consecutive school days during a semester, you are subject to ineligibility for the rest of the semester. The specific terms of your extended absence must be reviewed by the Executive Director to determine if it is a "lapse in school connection" or not.

COACHING SCHOOLS (IHSA Bylaw 3.110)

1. A coaching school, camp or clinic is defined as "any program sponsored by an organization or individual which provides instruction in sports theory and/or skills; which does not culminate in competition, and which is attended by more than two (2) persons from the school which the student attends."
2. During any time of the calendar year, any number of students from a member school may attend a coaching school, camp, or clinic provided no person who is a coach at the students' member school is involved in any respect with the coaching school, camp, or clinic. If a coach at a member school is involved in any respect with a coaching school, camp, or clinic, the number of students from a member school who can attend the coaching school, camp, or clinic shall be limited to 2 students from the coach's school.
3. You may attend a coaching school, camp or clinic during the summer (that period between the close of school in the spring and the opening of school in the fall) within the following criteria:
 - a. You may not attend a coaching school, camp or clinic for any sport after Saturday of week No. 4 in the IHSA Standardized Calendar.

CONCUSSION & HEAD INJURIES (IHSA Bylaw)

Student athletes must comply with Illinois' Youth Sports Concussion Safety Act and all protocols, policies and bylaws of the Illinois High School Association[1] before being allowed to participate in any athletic activity, including practice or competition.

A student who was removed from practice or competition because of a suspected concussion shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the Thornton Fractional High School District 215 return-to-play and return-to-learn protocols.

HAZING (IHSA Bylaw 7.240)

Hazing is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a detrimental effect on the student's or students' physical or mental health;
3. Interfering with the student's or students' academic performance; or
4. Interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

MISBEHAVIOR DURING CONTEST (IHSA Bylaw 3.140)

1. If you violate the ethics of competition or the principles of good sportsmanship, you may be barred from interscholastic athletic contests, as a participant or spectator or both.
2. If you are ejected from a contest for unsportsmanlike conduct, you will be ineligible for your team's next contest. You are also subject to other penalties.
3. Any other person(s) found to be in violation of the ethics of competition or principles of good sportsmanship may also be barred from interscholastic athletic contests.

PARTICIPATION LIMITATIONS (IHSA Bylaw 3.050)

1. After becoming a student in ninth (9th) grade, the student shall not be eligible for more than (8) consecutive semesters of competition in any sport (3.052)
2. After you enroll in ninth (9th) grade, you will not be eligible for more than four (4) years of competition in any sport. You are not guaranteed four (4) years of competition, but that is the maximum amount of competition you may have.

PARTICIPATION UNDER AN ASSUMED NAME (IHSA Bylaw 3.090)

If you compete under a name other than your own, your principal will immediately suspend you from further competition and you and any other person(s) who contributed to the violation of this by-law will be subject to penalties.

INDEPENDENT TEAM COMPETITION (IHSA Bylaw 3.100)

1. During the time you are participating on a school team in a sport at your high school, you may neither play on a non-school team nor compete in non-school competition as an individual in that same sport.
2. If you participate in non-school competition during a sports season and subsequently wish to join the school team in the same sport, you will not be eligible.

3. You may try out for a non-school team while you are on your school's team in that same sport, but you may not practice, receive instruction, participate in workouts, or participate in competition with a non-school team in that same sport until you cease being a member of your school's team when the team(s) of which you are a member terminates for the school year.
4. You will become ineligible if you participate on, practice with, or compete on any junior college, college or university team during your high school career.

RECRUITING OF ATHLETES (IHSA Bylaw 3.070)

1. The by-laws prohibit recruiting of high school students for athletics. If you are solicited to enroll in or transfer to a school to participate in athletics, you are being illegally recruited and your eligibility is in jeopardy.
2. You will lose your eligibility if you enroll in or transfer to a school in response to recruiting efforts by any person or group of persons, connected with or not connected with the school, related to athletic participation.
3. You will lose your eligibility if you receive special benefits or privileges as a prospective student-athlete, which are not uniformly made available to all students who attend your school.
4. You may not receive an "athletic scholarship" or any other special benefit from your school, because you participate in athletics.
5. It is a violation for any student-athlete to receive or be offered remuneration or any special inducement, which is not made available to all applicants who apply to or enroll in the school. Special inducement includes, but is not limited to:
 - a. Offer or acceptance of money or other valuable consideration such as free or reduced tuition during the regular year or summer school by anyone connected with the school.
 - b. Offer or acceptance of room, board or clothing or financial allotment for clothing.
 - c. Offer or acceptance of pay for work that is not performed or that is in excess of the amount regularly paid for such service.
 - d. Offer or acceptance of free transportation by any school connected person.
 - e. Offer or acceptance of a residence with any school connected person.
 - f. Offer or acceptance of any privilege not afforded to non-athletes.
 - g. Offer or acceptance of free or reduced rent for parents/guardians.
 - h. Offer or acceptance of payment of moving expenses of parents/guardians or the assistance with the moving of parents/guardians.
 - i. Offer or acceptance of employment of parent(s) or guardian(s) in order to entice the family to move to a certain community if someone connected with the school makes the offer.
 - j. Offer or acceptance of help in securing a college athletic scholarship.
6. It is also a violation to induce or attempt to induce or encourage any prospective student to attend any member school for the purpose of participation in athletics, even when special remuneration or inducement is not given. Please remember that you may not be offered or receive any benefit, service, privilege or opportunity, which is not also provided or made available to all prospective students at that school.

RESIDENCE (IHSA Bylaw 3.030)

Your eligibility is dependent on the location of the residence where you live full time with your parent/guardians, parent/guardian who has been assigned custody by the court, or court appointed legal guardian. Residency arrangements not previously approved, may be subject to special provisions. Check with your principal to be sure you are eligible before you participate.

Public School Students:

1. Students attending public member schools shall be eligible at the public high school in which they enroll, provided: 3.031.1 They reside full time with their parents, custodial parent or guardian appointed by a judge of a court having proper jurisdiction, or they currently and for at least the last two years prior to the student's enrolling in high school, have lived with another family member or relative who has provided full support and adult supervision for the student, as though they were the guardian, within the boundaries of the attendance area of the high school they attend.
2. They reside full time with their parents, custodial parent or guardian appointed by a judge of a court having proper jurisdiction, and have attended a minimum of the seventh and eighth grades as tuition-paying nonresident students in the district in which the high school they attend is located.
3. They reside full time with one birth or adoptive parent or other relative without assignment of custody or legal guardianship by the court, provided:
 - a. their residence is in the district in which the member school they attend is located; and
 - b. they attended that member school the previous school term.
 - c. as a freshman, they attended both seventh and eighth grade in the district. parent teaches.
4. In all other cases, students shall not participate until a ruling on their eligibility is made by the Executive Director.

SCHOLASTIC STANDING (IHSA Bylaw 3.020)

1. You must pass twenty-five (25) credit hours of high school work per week. Generally, twenty-five (25) credit hours is the equivalent of five (5) "full credit" courses.
2. You must have passed and received credit toward graduation for twenty-five (25) credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester.
3. A District 215 student-athlete must maintain a 2.0 GPA at the end of each quarter (1st and 3rd) and each semester (1st and 2nd).

SCHOOL TEAM SPORTS SEASONS (IHSA Bylaw 5.000)

1. Each sport conducted by IHSA member schools has a starting and ending date. Your school may not organize a team, begin practice or participate in contests in a given sport until the authorized starting date. Your school may not continue to participate, or participate in contests, after the authorized ending date. This means that:
 - a. You may not participate on a non-school team coached by any member of your school's coaching staff unless it meets specific criteria established by the IHSA Board of Directors.
 - b. No school coach may require you to participate in an out-of-season sport program as a requirement for being a member of a school team.

Violation of the sport season by-laws will result in a penalty to you and/or to your school's coaching personnel.

TRANSFER (IHSA Bylaw 3.040)

1. In all transfer cases, the official representative of the school from which the student transfers and the school to which the student transfers must approve of the transfer and execute a form provided by the IHSA Office. This form is to be initiated and signed by the official representative of the school to which the student transfers and provided to the official representative of the school from which the student transfers for signature by that official representative. The concurrence of the official representative accepting a transfer shall not be determinative of eligibility or binding on the Executive Director and/or the Board of Directors who shall have the discretion to investigate the accuracy of such conclusion and to override the acceptance of a transfer if evidence of violation or avoidance of non-compliance with any by-law, or recruiting in connection with the transfer is found. A student is not eligible to participate in an interscholastic contest until the transfer form, fully executed by official representatives, is on file in the offices of the school to which the student transfers.
2. After the official start date of an IHSA sport season for the current school year, if a student changes attendance from that high school to another high school, the student shall be ineligible for the remainder of the school year in any sport in which the student participated or was participating in a practice interscholastic contest in the current school year at the school from which the transfer occurs; or once classes begin in a school for the current school year, if a student changes attendance from that high school to another high school, the student shall be ineligible for a period of thirty days, commencing on the first day of attendance at the new high school, in any sport in which the student was not participating or had not participated during the current school year at the school from which the student transferred.
3. If you transfer attendance from one high school to another high school, you will be ineligible unless:
 - a. Your transfer is in conjunction with a *change in residence* by both you and your parents, custodial parent or court appointed guardian from one public school district to a different public-school district;
 - b. Your transfer is between high schools within a public-school district and both you and your parents, custodial parent or court appointed guardian *change residence* to the district attendance area for the school to which you transfer;
 - c. In the event the student transfers attendance from any high school to any other high school, and the transfer is not in conjunction with a change in residence by both the student and his or her parents, custodial parent, surviving parent, or guardian to a residence outside the boundaries of the public school district attendance area the family originally resided in, the Executive Director may grant eligibility based on documentation that the transfer met one of the following conditions:
 - The student is enrolling for the first time in the student's home public member high school with boundaries,
 - Change in family's financial position,
 - Extenuating circumstances documented by the sending school's principal or official representative, or
 - Limited eligibility may be granted when the student transfers schools prior to the beginning of the student's sophomore year
4. If you transfer in conjunction with a change in legal guardianship, a ruling on your eligibility must be obtained from the IHSA Office.

5. If you transfer attendance from one school to another while you are ineligible for any reason, the period of ineligibility imposed prior to your transfer will be enforced at the school to which you transfer, even if you are otherwise in compliance with the by-laws.
6. Any questions about your eligibility in any of these instances must be resolved by a formal ruling from the IHSA Executive Director.
7. In all other transfer situations, a ruling by the IHSA Executive Director is necessary to determine your eligibility. This ruling must be obtained in writing by the principal of the school into which you transfer before you participate in an interscholastic athletic contest.

USE OF PLAYERS (IHSA Bylaw 3.130)

Only students who are currently eligible to participate in an interscholastic athletic contest shall appear at the contest in the uniform of the school. Only bona fide students of a school may participate in a practice session for any interscholastic team sponsored by the member school.



Thornton Fractional High School District 215

Co-Curricular and Extracurricular Activities Pledge

Participation in co-curricular and extracurricular programs at Thornton Fractional District 215 is a privilege extended to students who demonstrate a commitment to academic achievement, personal integrity, and responsible citizenship. As representatives of their respective schools, District 215 students are expected to uphold the highest standards of conduct in all areas of school life and the community.

I. Academic Commitment

- I recognize that my primary responsibility as a student is to maintain satisfactory academic progress.
- I will meet all eligibility requirements established by my school and governing organizations.
- I will manage my time and priorities to ensure that academic obligations are met before participation in activities.

II. Conduct and Character

- I will conduct myself in a manner that reflects positively upon Thornton Fractional High School District 215, my teammates, coaches, sponsors, and community.
- I will demonstrate honesty, respect, and responsibility in all interactions.
- I will refrain from any behavior, in or out of school, that discredits my team, organization, or school community.
- A violation of the Student Behavior Code as stipulated in the District 215 Handbook, National Honors Society or Spanish Honors Society may impact my continued participation in extracurricular activities.
- The Co-Curricular and Extracurricular Activities Code of Conduct provides minimum guidance when addressing certain conduct of a student. It does not enumerate every situation or conduct for which discipline may be imposed on a student. A violation of the Activity Code of Conduct, and any disciplinary consequences imposed for a violation, will be determined by a case-by-case basis, considering the particular facts and circumstances and egregious nature, if any, of the violation.

III. Sportsmanship and Respect

- I will show respect for all participants, officials, sponsors, advisors, and spectators.
- I will compete and participate with fairness, humility, and integrity.
- I will accept the outcomes of contests and performances with dignity and demonstrate grace in both victory and defeat.

IV. Leadership and Citizenship

- I will promote inclusion, respect, and a positive school climate.
- I will act as a role model for peers and younger students by demonstrating ethical behavior and sound judgment.
- I will support school initiatives and represent Thornton Fractional High School District 215 with pride and distinction.

V. Acknowledgment

I acknowledge that participation in co-curricular and extracurricular activities is a privilege that carries responsibilities. I have read, understand, and agree to abide by the District 215's pledge and all related school policies. I understand that failure to meet these expectations may result in disciplinary intervention, loss of privilege, and removal from participation.

Student Name (Print)

Student Signature Date

Parent/Guardian Name (Print)

Parent/Guardian Signature Date



Athletic Code of Conduct

Thornton Fractional District 215

2026 - 2027

The Athletic Code of Conduct shall be applicable during the entire school year including times the student-athlete is not participating.

General Habits and Conduct. I understand that by participating in the athletic and co-curricular activity program, I am expected to demonstrate good sportsmanship, conduct, and citizenship both at school events and within the community. I recognize that participation in athletics and co-curricular activities is a privilege, and I am committed to upholding the standards of a model student-athlete or participant. I acknowledge that these programs are designed to promote my physical, mental, and social development. While physical development is more visible and easier to recognize, I understand that mental and social growth are equally important and often more challenging to achieve.

Academic Eligibility. To remain eligible for athletics and extracurricular activities, I must meet all academic requirements as outlined by the school. To qualify for Semester 2, I must have passed at least five classes during the previous semester; otherwise, I will be ineligible for the entire upcoming semester. I am also required to maintain passing grades in at least five classes on a weekly basis. In addition, I must maintain a minimum GPA of 2.0 at the end of each nine-week grading period and at the conclusion of each semester to participate in any athletic team or extracurricular club or organization. Failure to achieve a 2.0 GPA at the end of the 1st or 3rd quarter will result in a minimum of one week of ineligibility, during which I must attend the Homework Center, and I will remain ineligible until my cumulative GPA for the current semester reaches 2.0 or higher. Failure to achieve a 2.0 GPA at the end of a semester will result in at least three weeks of ineligibility, after which I will regain eligibility once my cumulative GPA for the current semester is 2.0 or higher. During any period of ineligibility, I am required to attend mandatory study hall sessions, including Homework Center on Monday, Tuesday, and Thursday from 3:30–4:30 p.m., and any missed sessions must be made up before I can become eligible again.

Physical Examination. I understand that I must have a physical examination by a licensed physician before I can start practice or tryouts. I further understand that by participating in an athletic/co-curricular activity, I allow my physician(s) to release any information about my health condition and/or treatment to the school. A copy of sport physical must be uploaded to SNAP and on file with the athletic trainer. A sports physical is only valid for 395 days per the *IHSA Bylaw 2.150*.

School Attendance. I understand that I must be in attendance for at least half of the school day in order to participate in practice or in a contest or activity. School-sponsored field trips and activities do not count as absences.

Behavior Code Infraction. Any school infraction which results in suspension from school will require that I be suspended from all athletics/co-curricular activities at least until I am properly reinstated in a timely fashion in school.

- Violation of Behavior Code (Tier I - Tier II), I will serve the consequence issued by the Deans of Students which may result in a loss of privilege.
- Violation of Behavior Code (Tier III), I will serve the consequence issued by the Deans of Students. I understand that I am not eligible to practice (LOP) until my re-entry meeting is held and I am permitted to attend my regular class schedule. I still may be subject to additional interventions under the team rules and at the discretion of Head Coach and Athletic Director.
- Violation of Behavior Code (Tier IV - Tier V), I will serve the consequence determined by the Board of Education. I understand that I will forfeit my rights to be eligible to participate in District 215 athletic offerings (LOP).
- Violation of the Team Rules, I understand that if I violate specific approved and distributed team rules other than those stated in this pledge, it will be handled by the Head Coach and/or Athletic Director.

Team/Activity Rules. I understand that if I violate specific approved and distributed athletic rules other than those stated in this pledge, it will be handled by the coach/sponsor in charge of the athletic/co-curricular activity.

Appeal of Suspension. I understand that I have a right to appeal all athletic suspension to the Athletic Director relating to a violation of team rules. I must first appeal suspensions to the Athletic Director in writing. Further appeal may be made to the Principal.

Awards. I understand that awards for athletics/co-curricular activities may be withheld, refused or cancelled, if I do not follow all the rules and regulations for a particular athletic/co-curricular activity, including these rules.

Participating In One Activity or Co-Curricular Activity. I understand that I should show loyalty to my athletic/co-curricular activity and coach/sponsor and fellow students by completing the season. If I quit an athletic/co-curricular activity during the season, without reasonable and approved cause, I cannot participate in another athletic/co-curricular activity unless the Athletic/Activity Director gives written permission.

Medical Excuse. I understand that if I am excused from physical education classes because of medical reasons, I may not compete in practice or interscholastic athletic competition until released by my physician.

Service Learning. I will demonstrate my commitment to the community by contributing no less than three hours of work to an approved activity. Service learning activities may include collection of food for the needy, meals or entertainment for the elderly, public property cleanup for the community, fund-raising for a charitable cause, or another worthy community project. All service learning must be approved by the Athletic/Activity Director.

Uniform Modification. I understand that I can modify my athletic/team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of my religion, cultural values or modesty preferences. The modification of the uniform may include, but is not

limited to, the wearing of a hijab, an undershirt or leggings. If I make alterations to the uniform, I understand that I am responsible for all costs associated with the modifications and/or replacement of a school issued uniform.

The District 215 Athletic Code of Conduct will govern my participation in a particular athletics for the entire school year. I may not participate in any athletics until signed copies of this pledge and any athletic rules governing my conduct are on file with the Athletic Director's Office.

As a THORNTON FRACTIONAL District 215 student-athlete, I agree to abide by the preceding Athletic Code of Conduct during the calendar year in which I am participating.

Student-Athlete Name Print

Student-Athlete Signature Date

We, as his/her guardians, agree to encourage and help our child to abide by these rules while participating in the school athletic /co-curricular activity program.

Parent / Guardian Name Print

Parent / Guardian Signature Date

DISTRICT 215 FORMS



This section of the Student Handbook includes important Thornton Fractional Township High School District 215 forms that must be reviewed and completed by students and families. These documents include the Handbook Acknowledgement Form, Home Language Survey, Driving Permit Application, Instructional Technology and Acceptable Use Agreement, and Student Data Privacy information. Each form ensures compliance with district policies, state and federal requirements, and supports clear communication between the school and families regarding student rights, responsibilities, and services.

A Partnership of Expectations



THORNTON FRACTIONAL DISTRICT 215
STUDENT HANDBOOK

Name of Student: _____

District 215 Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student Handbook and District 215 policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

Student Signature

Date

District 215 Parent/Guardian Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the Student Handbook and School Board policy on student behavior. I have read these materials and understand all rules, responsibilities and expectations.



I understand that the Student/Parent Handbook and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

Parent/Guardian Signature

Date

Thornton Fractional District 215

Student Parking Permit Regulations

Student parking on District 215 campuses is a **privilege**, not a right. Due to limited parking availability, students are encouraged to walk or ride the bus whenever possible.

Parking Requirements

- Students may park only in designated student parking areas and assigned spaces.
- Parking in staff parking areas is strictly prohibited.
- All student vehicles parked on campus must be registered in the Deans' Office and display a valid parking permit.
- Permits must be displayed in the lower right corner of the rear window.
- District 215 is not responsible for vehicle damage or theft.
- Students agree to allow administrative or security access to their vehicles upon request.

Eligibility and Permits

- Seniors receive first priority for parking permits; juniors may be eligible if space allows.
- Once spaces are filled, eligible students may be placed on a waiting list in the Deans' Office.
- Parking permits cost \$25.
- To obtain a permit, students must provide:
 - Valid driver's license
 - Current student ID
 - Vehicle registration and insurance
 - Signed Parent Agreement form
- Permits may be revoked for academic or disciplinary violations.

Vehicle Registration and Enforcement

- All vehicles driven by permitted students must be registered.
- Vehicles without a valid permit are subject to intervention, loss of privileges, or towing at the owner's expense.
- District 215 is not responsible for loss or damage to vehicles that are improperly parked or towed.
- Driving Application can be found under Driving & Parking in the Deans' Office section.

Driving and Parking Violations

Students are expected to drive safely and obey all traffic signs and school rules.

- Reckless driving, speeding, unsafe behavior, or failure to have a permit on file may result in disciplinary action and loss of parking privileges. Administrative discretion applies in a case by case basis.

Arrival and Departure Procedures

- Upon arrival, students must park properly, lock vehicles, and exit immediately.
- No cruising or loitering is permitted in the parking lot.
- Students are not allowed in the parking lot during school hours (7:00 AM–3:25 PM) without permission from the Assistant Principal–Building Control.
- At dismissal, students must leave promptly and yield to all school buses. Cutting into the bus line is prohibited.

Center for Academics & Technology Parking

- Students attending the Center may request parking authorization by submitting a Driving Permission Form to the Center's main office.
- Driving violations at the Center are governed by procedures outlined on the permission form.

Accidents and Improper Parking

- Any accident or vehicle damage must be reported immediately to school security or administration.
- Vehicles parked in fire lanes or improperly parked will be ticketed and towed by local police at the owner's expense.
- Accidents or incidents might result in the revoking of the student parking pass for semester, year or permanently.



THORNTON FRACTIONAL DISTRICT 215

Instructional Technology & Acceptable Use Policy

Signing an acceptance for students of the Student Handbook or for staff of the Administrative Handbook of Policies and Procedures will signify that all parties agree to follow and comply with the terms and conditions of the District 215 Acceptable Use Policy for Electronic Communications.

Access to technology available in District 215 is a privilege and not a right. Student access to all forms of technology will be monitored and restricted as determined by school personnel. Access to the Internet is part of the school's curriculum and not a public forum for general use. Parent/guardian permission is required for students to access the Internet but not to use other computers or other forms of technology. All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication.

These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

TERMS AND CONDITIONS

Acceptable Use

Access to the District's electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges

The use of the District's electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions

regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. c. Downloading of copyrighted material for other than personal use;
- d. Using the networks for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the networks for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and m. Using the networks while access privileges are suspended or revoked.

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in the cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism

Vandalism will result in the cancellation of privileges and other disciplinary actions. Vandalism is defined as any malicious attempt to harm or destroy the data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers without explicit written permission.

- a. For each re-publication (on a Web site or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.

- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.
- d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and the student.

Use of Electronic Mail

The District’s electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
- e. Use of the School District’s electronic mail system constitutes consent to these regulations.

Internet Safety

Internet Access is limited to only those acceptable uses as detailed under the Terms and Conditions section of this document. Internet safety is almost assured if users do not engage in unacceptable uses, as detailed under the Terms and Conditions sections of this document. Staff members shall supervise students to ensure proper use of the internet provided by the District. Each District computer with Internet access has a filtering device that blocks content deemed obscene, pornographic, or otherwise harmful/inappropriate as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee. Internet access shall be monitored by District 215 staff.

Social Media Safety

Any information posted online may be indexed by search engines and made permanently available on the internet for anyone to see. Therefore, we encourage all District 215 employees to ensure they uphold the highest standards of professionalism and their online behavior when using social media sites is **SMART**.

Safe. Preserve your privacy and the privacy of everyone in your network while using social networking sites. Make sure your privacy settings are enabled so that you control the content that others see.

Moderate. Monitor and review all comments, videos, and photos that are posted on your pages. Address any inappropriate messages and content immediately and contact the Superintendent with serious incidents involving inappropriate activity.

Appropriate. Established and maintained age-appropriate relationships with students, parents/guardians, staff, and others by demonstrating your professionalism in your word choices, subject matter, and overall tone.

Responsible. Publishing content that is copywritten (without the author's permission), abusive, sexually explicit, profane, derogatory, or harassing in nature is not acceptable.

Transparent: Remember all electronic communication between staff and students or their parents/guardians may be considered public record and could potentially be accessed, viewed, and printed by others.



Student Data Privacy Notice to Parents about Educational Technology Vendors

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as: basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number.

Demographic information	Assessment data, grades, and transcripts	Conduct/behavioral data
Enrollment information	Academic/extracurricular activities	Food purchases
In-application performance data	Attendance and class schedule	Student-generated work
Transportation information	Health information	Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
Online communications	Application metadata and application use statistics	Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

Instruction in the classroom or at home (including remote learning)	Administrative activities
Collaboration between students, school personnel, and/or parents/guardians	Other activities that are for the use and benefit of the school district



Encuesta del Idioma en el Hogar

El estado requiere que el distrito recoja información en una Encuesta del Idioma que se Habla en el Hogar (Home Language Survey o HLS por sus siglas en inglés) para cada estudiante nuevo. Esta información se usa para contar a los estudiantes cuyas familias hablan en el hogar un idioma que no es el inglés. También ayuda a identificar a los estudiantes que necesitan ser evaluados para la fluidez en el idioma inglés.

Por favor, conteste las preguntas a continuación y devuelva esta encuesta a la escuela de su niño.

Nombre del estudiante:

1. ¿Se habla en su casa otro idioma que no es el inglés? Sí _____ No _____

¿Cuál? _____

Firma del Padre/Madre/Encargado/Tutor Legal

Fecha

2. ¿Habla su niño(a) un idioma que no es el inglés? Sí _____ No _____

¿Cuál? _____

Si la respuesta a cualquiera de las preguntas es “Sí”, la ley requiere que la escuela evalúe la fluidez de su niño en el idioma inglés.

Firma del Padre/Madre/Encargado/Tutor Legal

Fecha

Infraction	Grade	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5
Fighting	11	F	H	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist
Fighting	11	F	H	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist
GrossMisconduct	10	F	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
GrossMisconduct	10	F	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	11	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
GrossMisconduct	12	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	

Drugs/Alco Poss	11	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	12	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	12	M	H	2	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	10	M	H	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	11	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	12	M	H	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Obs/Abus Lang	12	M	H	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	

Poss SmokingMaterial	10	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Poss SmokingMaterial	12	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Poss SmokingMaterial	10	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Battery	10	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	11	M	B	2	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Fighting	11	M	H	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist
Fighting	11	M	H	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist

Fighting	11	M	H	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	10	M	B	2	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Drugs/Alco Poss	12	M	B	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
GrossMisconduct	10	M	B	2	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	
Fighting	10	F	H	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist
Fighting	10	F	H	1	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist
Fighting	12	M	B	3	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Character Ed	Conflict Resolution Specialist

Total Days: 45

Infraction	Grade	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5
Drugs/Alco Poss	10	M	B	1	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	SSJC Drug Counseling
Drugs/Alco Poss	11	M	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	SSJC Drug Counseling
Drugs/Alco Poss	12	M	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	SSJC Drug Counseling
Disrupt Behav	11	M	B	1	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	
Fighting	9	M	B	3	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	Conflict Resolution Specialist
Drugs/Alco Poss	9	M	B	1	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	SSJC Drug Counseling

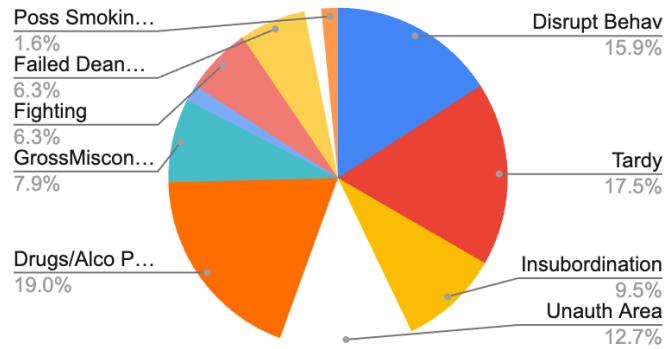
Mob Action	11	M	H	5	Recc for Expulsion				
Disrupt Behav	10	F	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	
GrossMisconduct	9	F	B	1	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	
Disrupt Behav	12	M	B	1	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	
Mob Action	10	M	B	5	Recc for Expulsion				
Fighting	11	M	H	3	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	Conflict Resolution Specialist
Fighting	9	M	B	3	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	Conflict Resolution Specialist
Drugs/Alco Poss	10	M	B	10	Recc for Alt Placement				

Disrupt Behav	9	F	B	1	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	
Mob Action	10	M	B	5	Recc for Expulsion				
Poss Smoking Material	11	M	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Banned List/LOP	SSJC Drug Counseling
Fighting	9	M	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Banned List/LOP	Conflict Resolution Specialist
Fighting	10	M	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Banned List/LOP	Conflict Resolution Specialist
Mob Action	9	M	B	5	Recc for Expulsion				
Fighting	10	M	B	10	Recc for Alt Placement				
Fighting	9	F	B	3	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	Conflict Resolution Specialist

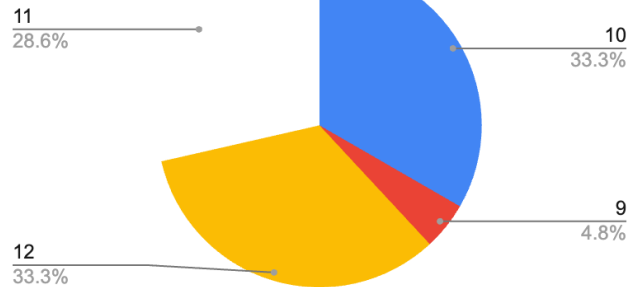
Fighting	9	F	B	3	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	Conflict Resolution Specialist
GrossMisconduct	9	F	B	2	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	
Fighting	10	M	B	10	Recc for Alt Placement				

Total Days: 85

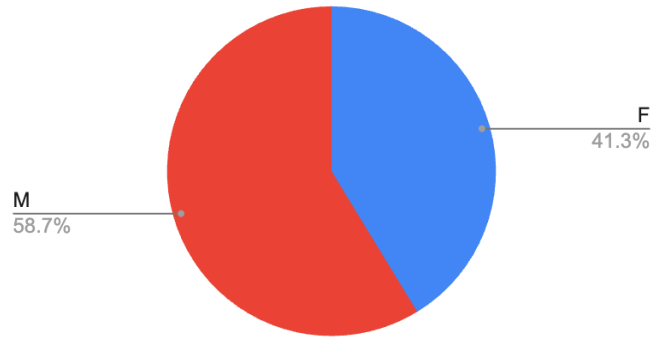
Infraction



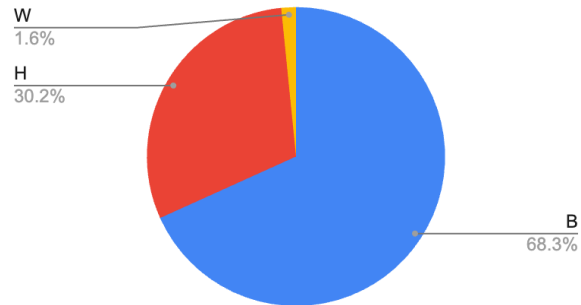
Grade Level



Gender

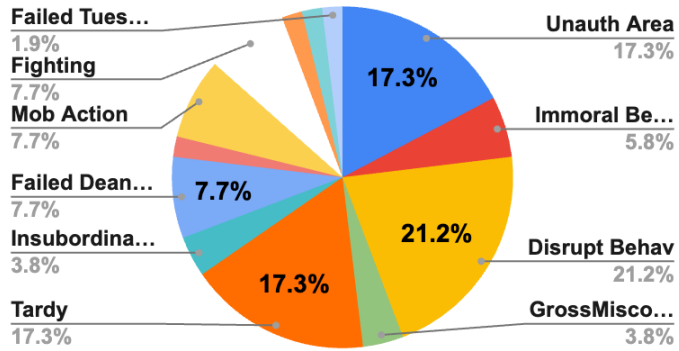


Ethnicity

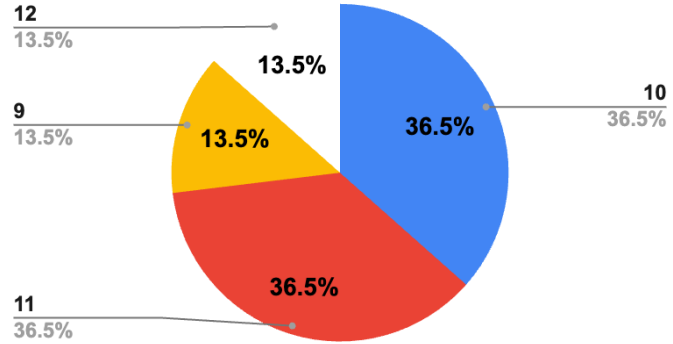


Total Days: 92

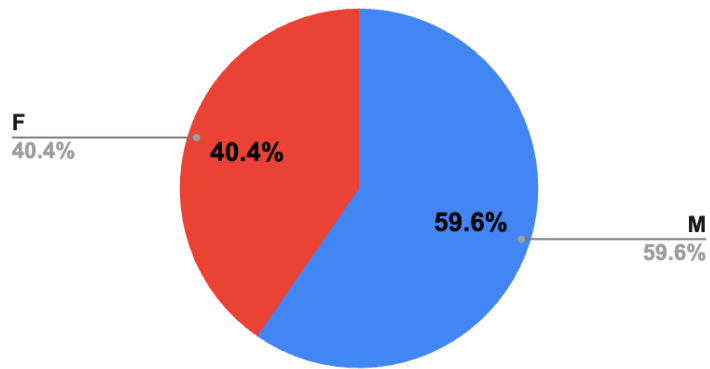
Infraction



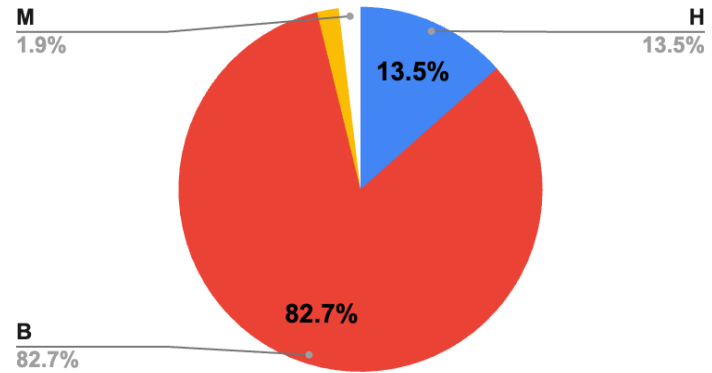
Grade Level



Gender



Ethnicity



Total Days: 84

Thornton Fractional North OSS Report					February 2026					
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	
Battery	Sophomore	F	B	1	Parent Communication	Stay Away Plan	Be Well Restorative Coaching	Banned List/LOP	Re-entry Meeting	--Alternative to OSS
Battery	Freshman	F	H	3	Parent Communication	ISS	Stay Away Plan	Be Well Restorative Coaching	Re-entry Meeting	
Fighting	Freshman	M	B	3	Parent Communication	Be Well Restorative Coaching	Banned List/LOP	BAM	--Alternative to OSS	
Drugs/Alco Pos	Freshman	F	H	1	Parent Communication	ISS	PPS Referral			
Drugs/Alco Pos	Senior	M	B	1	Parent Communication	Banned List/LOP	ISS	Re-entry Meeting	--Alternative to OSS	
Smoking	Senior	M	B	2	Parent Communication	ISS	Restorative Conversation	Re-entry Meeting	--	
Gross Misconduct	Senior	F	B	1	Parent Communication	ISS	Re-entry Meeting	--		
Battery	Senior	F	B	2	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	Conflict Resolution Specialist	Stay Away Plan	
Battery	Junior	M	B	1	Parent Communication	ISS	Re-entry Meeting	Be Well Restorative Coaching	BAM	
Drugs/Alco Pos	Senior	M	B	1	Parent Communication	ISS	Re-entry Meeting	Be Well Restorative Coaching	BAM	
Drugs/Alco Pos	Sophomore	F	B	2	Parent Communication	Alternative to Suspension	Re-entry Meeting	Be Well Restorative Coaching	Restorative Conversation	
Battery	Sophomore	M	B	2	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting	ISS	Banned List/LOP	
Disrupt Behav	Junior	M	B	1	Parent Communication	Alternative to Suspension	Re-entry Meeting			
Disrupt Behav	Sophomore	M	B	1	Parent Communication	Alternative to Suspension	Re-entry Meeting			

Drugs/Alco Pos	Freshman	F	M	1	Parent Communication	ISS	Be Well Restorative Coaching	Restorative Conversation	Re-entry Meeting	
GrossMiscondu	Junior	M	B	1	Parent Communication	ISS	--			
GrossMiscondu	Freshman	F	B	1	Parent Communication	ISS	Mediation	Conflict Resolution Specialist	Re-entry Meeting	
Fighting	Freshman	M	B	3	Parent Communication	BAM	PPS Referral	Alternative to Suspension	Conflict Resolution Specialist	
			Total Days	28						

Thornton Fractional North OSS Report

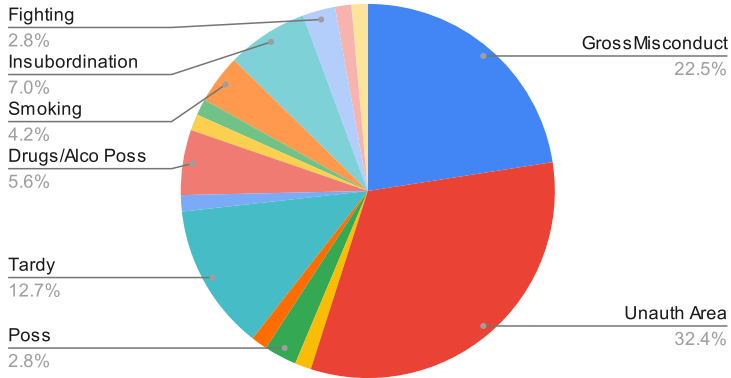
February 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6	Intervention 7
GrossMisconduct	9	M	B	2	Banned List/LOP	Be Well Restorative Coaching	ISS	Mediation	Parent Communication	Re-entry Meeting	BAM
Battery	9	M	B	2	Parent Communication	ISS	Re-entry Meeting	Conflict Resolution Specialist	--	--	
GrossMisconduct	12	F	B	2	Parent Communication	Conflict Resolution Specialist	ISS	Re-entry Meeting	--		
GrossMisconduct	11	F	B	1	Parent Communication	Restorative Conversation	Re-entry Meeting	--	--		
Bullying	10	F	B	2	Be Well Restorative Coaching	ISS	Mentor Assigned	Parent Communication	Re-entry Meeting		
Bullying	10	F	B	2	Be Well Restorative Coaching	ISS	Mentor Assigned	Parent Communication	Re-entry Meeting		
Fighting	10	F	B	2	Parent Communication	ISS	Re-entry Meeting	Conflict Resolution Specialist	--		
Fighting	9	F	B	2	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting	--	--		
GrossMisconduct	9	M	B	3	Banned List/LOP	ISS	Mediation	PPS Referral	Parent Communication	BAM	
Fighting	9	F	B	2	Parent Communication	Conflict Resolution Specialist	Re-entry Meeting		--		
			Total Days	20							

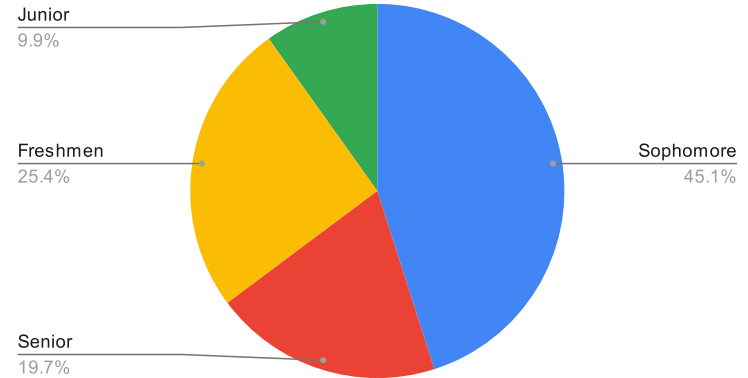
Thornton Fractional North ISS February 2026

Total # of Days: 86

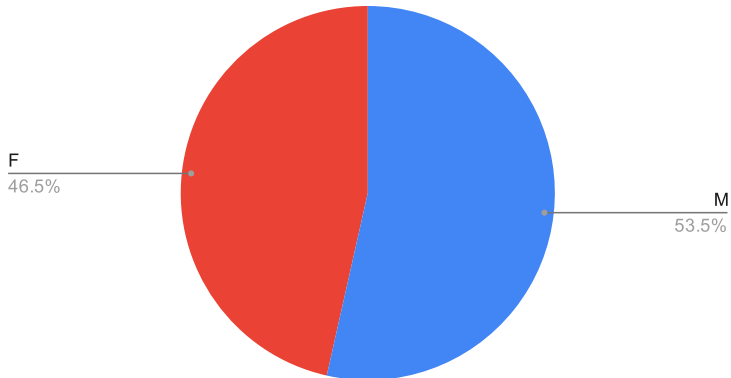
Count by Infraction



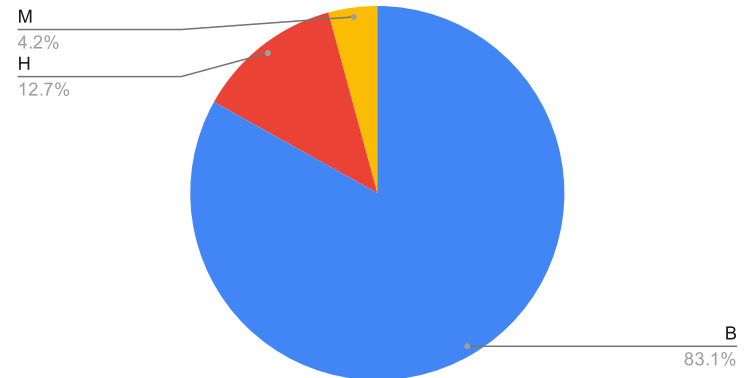
Count by Grade Level



Count by Gender

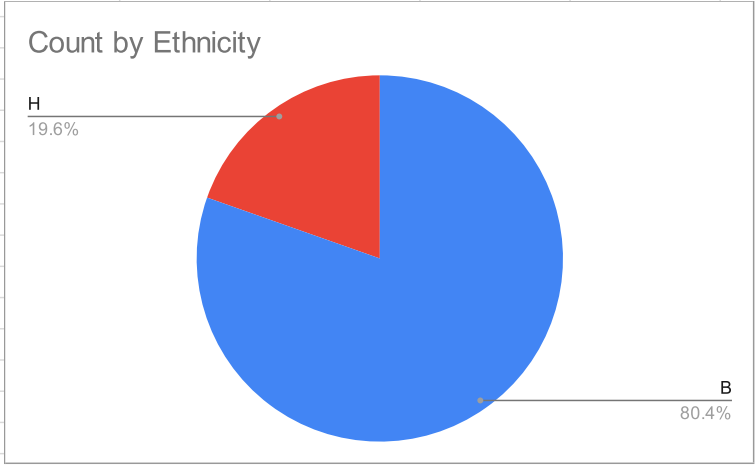
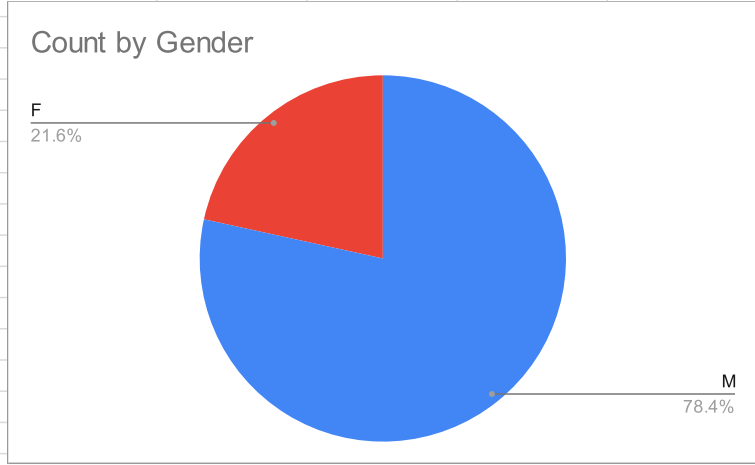
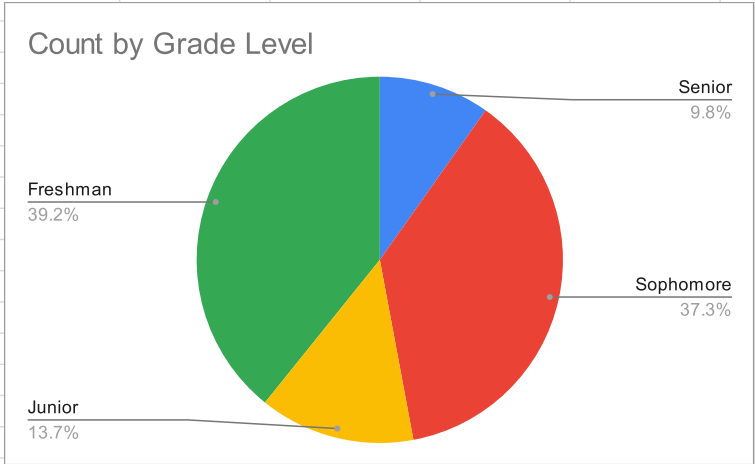
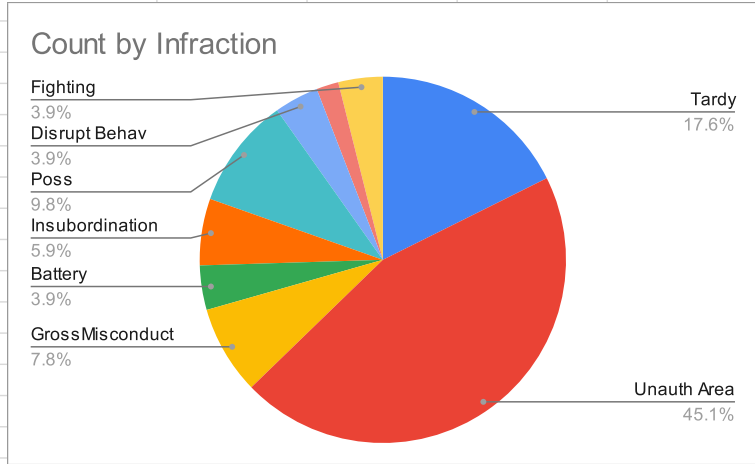


Count by Ethnicity



Thornton Fractional North ISS February 2025

Total # of Days: 68



Thornton Fractional Center Suspension Report OSS

February 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Insubordination	Junior	F	B	1	Parent Communication	Restorative Conversation	--	--	--	--
GrossMiscon...	Junior	F	B	3	Parent Communication	Stay Away Plan	Conflict Resolution Specialist	Be Well Restorative Coaching	--	--
GrossMiscon...	Junior	F	B	1	Parent Communication	Stay Away Plan	Conflict Resolution Specialist	Be Well Restorative Coaching	--	--
Obs/Abus Lang	Junior	M	B	3	Parent Communication	Restorative Conversation	--	--	--	--
				Total: 8						

Thornton Fractional Center ISS Suspension Report

February 2026

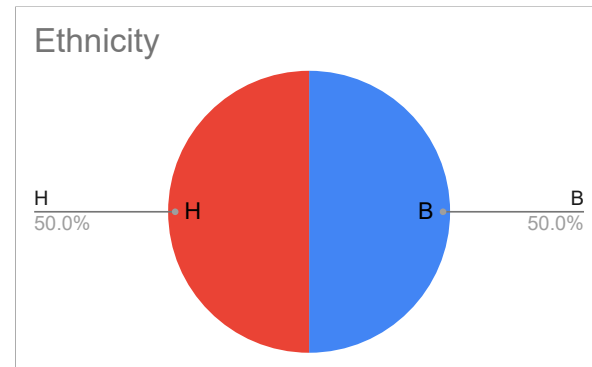
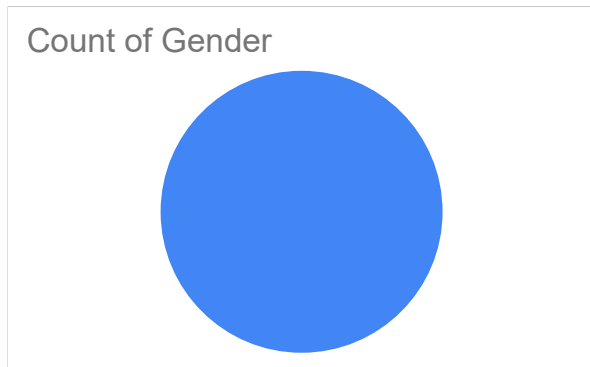
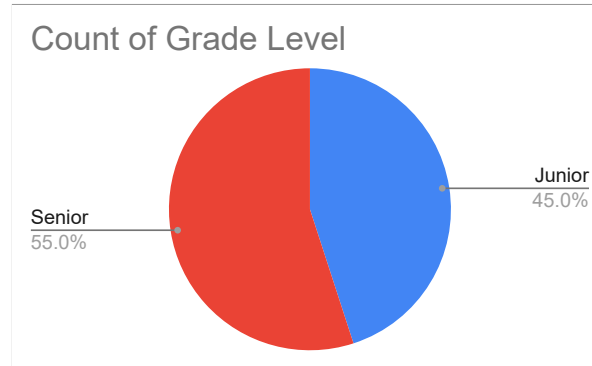
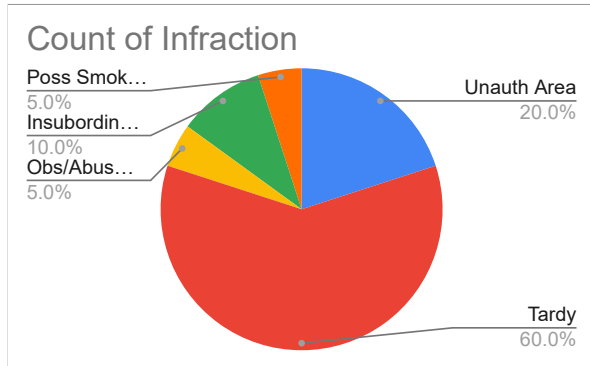
Infraction	Grade Level	Gender	Ethnicity	ISS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
	Junior	M			Parent Communication	Restorative Conversation	ISS	--	--	--
Obs/Abus Lang			B	2				--	--	--

Total: 2

Thornton Fractional Center Suspension Report ISS

February 2025

Total: 27



Thornton Fractional Center ISS Suspension Report

February 2026

Total: 7

