



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

February 14, 2024
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 Townsend

- A. Electrical Vault Relocation at North Campus
- B. Additional Office Space for IT Department
Discussion Only

C. 2024-25 Facility Rental Fees

D. Building Usage Report

4. Finance Committee--Member Jackson

A. FY24 Property Tax Relief Grant

B. Student Fees 2024-2025 School Year

C. Permanent Transfer Education Fund and Working Cash Fund to Capital Projects Fund

D. Replacement of 2005 HVAC Rooftop Units

E. Audited Services Request for Proposal

F. Special Education Bus Services Bid Process

5. Curriculum Committee--Member Ballard

A. Draft 2024-25 School Calendar

6. IT Committee--Member Wilson

A. District Social Media Accounts Update

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

A. Draft 2024-25 Student Handbook

B. Discipline Policy/Data Audit Firm

8. Adjourn



MEMORANDUM

Date: February 8, 2023

To: Mr. John Robinzine, Superintendent/Board of Education

From: Mr. Tim Stephan, Director of Facilities

Subject: Approval of fee schedule for Use of School Facilities

Recommended Action

To discuss the required annual approval of the fee schedule by the Board of Education for Use of School Facilities. There are no changes from prior year.

Background

Board Policy 8:20 Community Use of School Facilities requires annual approval of the fee schedule by the Board of Education. Relevant information prompted by recent discussion on this topic is attached.

Attachment: Current Building Rental Administrative Procedures

Conditions for the Use of Buildings and Facilities

- A. The buildings are primarily for the purpose of serving the educational program of the Thornton Fractional Township High Schools. School activities shall take precedent over other group requests. As a result, after the district's own use, priority will be given to non-profit organizations that serve Thornton Fractional Township High School District students. In general, usage is restricted to organizations inside District No. 215 boundaries.
- B. While the buildings, grounds, and facilities of Thornton Fractional Township High School District are primarily to benefit and serve the educational needs of the District's students, they are also a community resource. As a result, the District provides for the short-term or temporary use of the District buildings, grounds and facilities by groups and organizations when such use is of a lawful purpose and does not conflict or interfere with the District's programs, operations, or activities.
- C. While there is no charge for the use of district facilities for district educational programs, fees are charged for community and commercial use of facilities so that district funds intended for the education of children are not used to support other activities.
1. Community--Community refers to local not-for-profit organizations within District boundaries, including booster clubs, local municipality, local park district, local feeder schools (public or parochial), local civic and service clubs, senior citizen groups, and local churches.
 2. Commercial--Commercial refers to non-profit organizations outside the district boundaries, private organizations, commercial groups, business enterprises and any other for-profit activity, where the organization (**for-profit or non-profit**) charges participants tuition or other participation fee.
 3. Rental by an individual will not be granted. Short-term rental to non-government organizations may not exceed 50 days in any one calendar year. Long-term rental to non-governmental organizations will not be approved.
- D. No groups, in any category, are permitted to use any District facilities without a properly executed rental agreement. The amount of time allotted to an individual group may be limited to allow use by other groups. The request for the use of school facilities must be submitted to the building principal or his designee at least thirty (30) days in advance of the request date, by a responsible adult. All unusual requests shall be acted upon by the Board of Education.
- E. Lessee agrees to defend, indemnify and hold harmless Thornton Fractional Township High School District No. 215; its Board of Education, the Members of the Board of Education as individuals, its agents and employees from and against any claim, complaint, cause of action, damage, loss, judgment, liability, costs and expenses (including attorney's fees and costs) caused by, connected with, related to, or arising directly or indirectly, wholly or in part, from any use or operation of the school premises resulting in any manner from the use authorization granted by the Board of Education.
- F. All parties who wish to use school facilities must provide District No. 215 with a copy of a Certificate of Insurance, naming the District as additional insured, covering possible liability for said use. Such insurance shall have limits of not less than \$1,000,000 per occurrence for bodily injury; \$200,000 per occurrence for property damage, shall provide contractual coverage of the indemnification set forth above, and shall be written in the name of the Lessee. Organizations employing individuals, while using District facilities, shall present evidence of Workers' Compensation Insurance for those employed by the organization. This requirement of insurance does not apply to any groups affiliated with Thornton Fractional Township High School District No. 215. The Board of Education shall have the right to waive this insurance coverage for a specific request; however, all such waivers shall be in writing, signed by an authorized signatory of the Board.
- G. The school district reserves the right to reject a request for rental when it is felt that the use would not be in the best interest of the District.
- H. The rental agreement includes only school equipment listed on the contract.
- I. The use of the auditorium or kitchen shall require the presence of the auditorium manager and cafeteria supervisor respectively, or their designee(s), who shall operate the equipment.
- J. The use of the pool requires the presence of persons with Water Safety Instructor credentials (Life Guards).

- K. The lessee is responsible for:
 - 1. confirming activities to the areas contracted
 - 2. adequate adult supervision
 - 3. enforcing the rule that there is to be no use of tobacco, intoxicating beverages or drugs
 - 4. the conduct of the persons in attendance
 - 5. any loss due to damage or breakage
 - 6. lessee agrees to supply a trained Automated External Defibrillator (AED) user as defined in 410 IL CS 4/1/, et.seq/
- L. The serving of food should be confined to the cafeteria, the grand/auditorium lobby and the concession stands.
- M. The use of candles or other fire hazards is prohibited.
- N. The lessee has the responsibility of removing decorations within the rental period and picking up litter caused by their activity leaving the area in a satisfactory condition.
- O. The principal or designee will enforce district policy and regulations, and has the authority to expel an individual or groups violating the rules.
- P. Cancellations must be communicated to the building principal or designee. In the event that such cancellation is within 48 hours of the scheduled use, the lessee will be charged for any costs already expended by the school district.
- Q. Adequate police and fire protection shall be provided by the lessee. A minimum of one officer, per 300 people in attendance, shall be required.
- R. Violation of regulations may result in the forfeiture by the lessee of future use of District No. 215 facilities.
- S. Lessee will provide a trained Automated External Defibrillator (AED) user as defined in 410 ILCSA 4/1, et seq., who will be on the leased premises at all times lessee is using school facilities for physical fitness activities as defined in 210 ILCA 74/52, pursuant to this contract. Lessee shall be solely responsible for the failure to provide a trained AED user, or for the conduct, acts or omissions of the trained AED user, and shall defend, indemnify and hold harmless Thornton Fractional School District No. 215 for same, in accordance with the defense and indemnification provision of this contract.
- T. Estimated rental charges that exceed \$500, will require a 50% deposit with the application. The balance is due within 30 days of the invoice. Invoices will incur a 1% charge per month after 30 days. Invoices which remain unpaid for a period of 180 days will be turned over to our collection agency.

II. Rental Fees District #215 Buildings and Grounds

Facility	Community	Commercial
Auditorium	No charge except actual district costs, including custodial / auditorium staff.	\$900, 4 hours or less. Over 4 hours, \$100 per hour. Rehearsals will be \$100 per session. Includes auditorium manager and technician
Cafeteria	No charge except actual district costs, including custodial / cafeteria staff	\$500, 4 hours or less. Over 4 hours, \$100 per hour. Includes kitchen supervisor
Gymnasium	No charge except actual district costs	\$400, 4 hours or less. Over 4 hours, \$50 per hour. Set-up or practice \$100.
Small Gymnasium	No charge except actual district costs	\$200, 4 hours or less. Over 4 hours, \$25 per hour. Set-up or practice \$100.
Pool	No charge except actual district costs. Renter must provide a pool supervisor with WSI (Water Safety Instructor) Certification and one life guard for every 15 people.	\$200, 4 hours or less. Over 4 hours, \$25 per hour. Renter must provide a pool supervisor with WSI (Water Safety Instructor) Certification and one life guard for every 15 people.
Classroom	No charge except actual district costs	\$100, 2 hours or less. Over 2 hours, \$25 per hour.
Stadium: Football Field & Track	No charge except actual district costs and costs of optional add-ons such as press box, scoreboard, intercom, lights, and booster concession stand. Renter must provide a minimum of one police officer per 300 attendees.	\$1,000, 4 hours or less. Over 4 hours, \$200 per hour. Includes bleachers, restrooms, press box, scoreboard and intercom. Lights - \$100, 4 hours or less; Booster Concession Stand - \$100, 4 hours or less. Renter must provide a minimum of one police officer per 300 attendees.
Soccer Field	No charge except actual district costs	\$200, 4 hours or less. Over 4 hours, \$25 per hour.
Baseball / Softball Diamonds	No charge except actual district costs	\$300, 4 hours or less. Over 4 hours, \$50 per hour.
Tennis Courts	No charge except actual district costs	\$200, 4 hours or less. Over 4 hours, \$25 per hour.

District costs are defined as extra hours generated by the event requiring school personnel to be used from the maintenance staff; custodial staff; cafeteria staff; auditorium staff; pool staff; or any other District employee required to perform services in connection with the event. Rental of indoor facilities will be assessed the district cost for the additional time required by custodial staff for set-up and clean-up, in addition to the event hours. Rental of outdoor facilities will be assessed custodial staff time for clean-up after the event, if any.

Personnel charges will be based upon the prevailing wages paid, workers compensation, and benefits related to the hourly wage. Currently these rates shall be billed as follows:

- Custodial Staff/ Cafeteria Staff - \$40 per hour
- Auditorium Staff (Manager and 2 techs) - \$75 per hour
- School District Security/Liaison - \$30 per hour
- Local Police Officer- \$30 per hour per officer

Estimated rental charges that exceed \$500, will require a 50% deposit with the application.

Invoices for TFD 215 community not-for-profit organizations will reflect a 10% discount.

Equipment Rental: Equipment rental costs will be negotiated upon request.

Approved: February 28, 2023

Building Rentals
2023-2024

2/1/2024

School	MO	YR	Organization	Cat	Facilities	Usage	Date	Facility	Interest	Maintenance/O ther	Total	Paid to date	Balance due
TFN	1	2018	Big Bow, LLC (DEFUNCT)	Commercial	Purple Gym and Band Room	Cheer Competition	2/10/2018	\$ 775.00		\$ 280.00	\$ 1,055.00	\$ 600.00	\$ 455.00
TFN	4	2018	Big Bow, LLC (DEFUNCT)	Commercial	Purple Gym and Gold Gym	Cheer Competition	2/10/18-3/2/18 and 4/21/2018	\$ 2,100.00		\$ 760.00	\$ 2,960.00	\$ 1,950.00	\$ 910.00
TFS	5	2019	Illinois Thunder	Community	Red Gym	Girl's Basketball	6/8/2019	\$ -	\$ 120.00	\$ 360.00	\$ 480.00	\$ 480.00	\$ -
TFS	7	2021	Village of Lansing	Community	Red Gym	Music Program - back-up venue	7/28/2021	-	-	-	-	-	-
TFN	8	2021	Calumet City Thunderbolts	Community	Football Field	Football and cheer program	9/11-9/18/2021	\$ -	\$ -	\$ 720.00	\$ 720.00	\$ 720.00	\$ -
TFN	8	2021	Calumet City Chargers	Community	Football Field	Fall Season Football	9/5, 9/19, 10/3, 10/17	\$ -	\$ -	\$ 1,600.00	\$ 1,600.00	\$ 1,600.00	\$ -
TFN	9	2021	City of Calumet City, IL	Community	Property Tax appeal	Auditorium	9/7/2021	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFN	9	2021	Calumet City Thunderbolts	Community	Football Field	Football and cheer program	9/25/2021 and 10/9/2021	\$ -	\$ -	\$ 880.00	\$ 880.00	\$ 880.00	\$ -
TFS	10	2021	Lansing Knights of Columbus	Community	Swimming Pool and Lockers	Swimming Program	Tuesdays 9/27/21-6/12/22	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFN	12	2021	TFN Booster Club	Community	Purple and Gold Gyms	Bob Hambric Sheetout	Cancelled Refund Issued	\$ -	\$ -	\$ 800.00	\$ 800.00	\$ 400.00	\$ 400.00
TFS	1	2022	TFS Athletic Boosters	Community	Cafeteria	Pancake Breakfast	New Date 3/26/2022	\$ -	\$ -	\$ 520.00	\$ 520.00	\$ 520.00	\$ -
TFS	1	2022	MABAS 24 - Lansing Fire Department	Community	Pool	Fire Rescue Emergency Services Training	2/10, 2/23, 3/8, 3/16, 4/13, 10/18, 11/9, 12/7, 12/12/2022	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFS	3	2022	Lansing Chamber of Commerce	Community	Cafeteria	Pancake Breakfast with the Easter Bunny	4/2/2022	\$ -	\$ -	\$ 400.00	\$ 400.00	\$ 400.00	\$ -
TFN	3	2022	MORE Youth Foundation	Commercial	Purple Gym	Basketball Showcase	3/26-27/2022	\$ 800.00	\$ 100.80	\$ 680.00	\$ 1,580.80	\$ 640.00	\$ 940.80

Building Rentals
2023-2024

2/1/2024

School	MO	YR	Organization	Cat	Facilities	Usage	Date	Facility	Interest	Maintenance/O ther	Total	Paid to date	Balance due
TFS	1	2023	TFS Athletic Boosters	Community	Cafeteria	Annual Pancake Breakfast	2/4/2023	\$ -	\$ -	\$ 520.00	\$ 520.00	\$ 520.00	\$ -
TFS	12	2022	TFN Booster Club	Community	Purple & Gold Gyms, concessions, Rm. 140	Bob Hambric Shootout	1/14-15/2023	\$ -	\$ -	\$ 1,040.00	\$ 1,040.00	\$ 1,040.00	\$ -
TFS	3	2023	MABAS 24 - Lansing Fire Department	Community	Pool	Fire Rescue Emergency Services Training	2/22, 3/9, 3/16, 4/13, 9/20, 10/11, 11/7, 12/13/2023	\$ -	\$ -	\$ 200.00	\$ 200.00	\$ -	\$ 200.00
TFS	4	2023	HMS/D171	Community	Track & Field	Track Practice	4/18/2023	\$ -	\$ -	\$ 200.00	\$ 200.00	\$ -	\$ -
TFN	8	2023	City of Calumet City, IL	Community	Auditorium/ Gym	State of the City	9/30/2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFN	8	2023	City of Calumet City, IL	Community	Auditorium	Board of Review	10/4/2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFN	8	2023	City of Calumet City, IL	Community	Track & Field	Breast Cancer Awarenes Walk	10/14/2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFN	8	2023	TFN Booster Club CANCELLED	Community	Purple Gym	Co-ed Volleyball Tournament	9/9/2023	\$ -	\$ -	\$ 400.00	\$ 400.00	\$ 400.00	\$ 400.00
TFN	9	2023	Calumet City Chargers	Community	Practice Football Field	2023 Football season	9/2 and 10/7/2023	\$ -	\$ -	\$ 960.00	\$ 960.00	\$ 960.00	\$ -
TFS	9	2023	Lansing Knights of Columbus	Community	Swimming Pool	Special Olympics Youth Swim Program	Various dates 9/26/2023 - 6/25/2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TFN	11	2023	Bob Hambrick Shootout	Community	Gym	Basketball Shoot out competition	1/13-14/2024	\$ -	\$ -	\$ 1,040.00	\$ 1,040.00	\$ 520.00	Final waived per T. Stephan

Building Rentals
2023-2024

2/1/2024

School	MO	YR	Organization	Cat	Facilities	Usage	Date	Facility	Interest	Maintenance/O ther	Total	Paid to date	Balance due
TFS	11	2023	Ultimate Threat Dance	Commercial	Red Gym	Dance Competition and Showcase	12/16/2023	\$ 650.00	\$ -	\$ 360.00	\$ 1,010.00	\$ 505.00	\$ 505.00
TFS	1	2024	MABAS 24 - Lansing Fire Department	Community	Pool	Fire Rescue Emergency Services Training	2/15, 3/21, 4/17, 11/13, and 12/4/2024	\$ -	\$ -	\$ -	\$ -	\$ -	waived
TFS	1	2024	TFS Athletic Boosters	Community	Café and Kitchen	Pancake Breakfast	2/3/2024	\$ -	\$ -	\$ 520.00	\$ 520.00	\$ 520.00	\$ -



MEMORANDUM

Date: February 14, 2024

To: Mr. John Robinzine, Interim Superintendent & Board of Education

From: Teresa A. Bishop, Executive Director of Finance/CSBO

Subject: Abatement of 2023 Taxes in Order to Obtain Fiscal Year 2024 Property Tax Relief Grant

Recommended Action

To inform the Board of the FY 2024 Property Tax Relief Grant awarded to District 215. The Board will be asked to approve a resolution at the February 27, 2024 board meeting.

Background

District 215 has applied for and received the FY 2024 Property Tax Relief Grant. The district must abate \$3,758,683 in property taxes against the 2023 levy. In exchange for abating taxes, the district will receive \$3,710,916 through the State of Illinois Evidenced Based Funding Grant.

The abatement will be applied against the 2023 levy (Board approved in December 2023) and will directly benefit District 215 taxpayers.

In the past District 215 taxpayers have received the follow Property Tax Relief Abatements:

- FY 2023 \$3,758,683 Will reduce the 2023 levy
- FY 2022 \$3,760,480 Reduced the 2022 levy
- FY 2021 \$1,752,864 Reduced the 2021 levy
- FY 2020 \$1,749,223 Reduced the 2020 levy
- FY 2019 \$1,779,059 Reduced the 2019 levy
- FY 2018 \$1,939,665 Reduced the 2018 levy

Funding source if applicable: N/A

Attachment: Notice of award



Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

100 N. First Street • Springfield, IL 62777 • isbe.net

January 30, 2024

John Robinzine
THORNTON FRACTIONAL T H S D 215
18601 Torrence Ave
Lansing, IL 60438 2830

Dear John Robinzine:

ISBE staff have completed the fiscal year 2024 Property Tax Relief Grant (PTRG) calculations for the final pool of applicants, and I am pleased to inform you that your district is eligible to receive a grant.

Based on the calculations per 105 ILCS 5/2-3.170, your district is eligible for a grant of \$1,731,540. You will need to abate \$1,751,067 in taxes in each of the next two years in order to receive this grant. In addition, you will need to complete the following steps:

1. Provide your county clerk(s) with an authorized and approved abatement resolution by March 30, 2024.
2. Provide ISBE with a copy of the authorized and approved abatement resolution listing an abatement amount of \$1,751,067 to sff@isbe.net by April 15, 2024. Or mail it to the address below.
3. Provide ISBE with a [Certificate of Abatement Form](#) with the signature and seal of your county clerk(s) by April 15, 2024.

Send the form to:

Attention: State Funding and Forecasting Department
Illinois State Board of Education
100 N. First Street, W-481
Springfield, IL 62777-0001

As an FY 2023 PTRG recipient, also you also required to complete the second year of abatement in order for your FY 2023 PTRG to remain part of your Evidence-Based Funding formula Base Funding Minimum (BFM). Please refer to the memo that was sent to you via email on November 6, 2023. The FY 2023 and FY 2024 abatements should be implemented via two separate board resolutions and certified by your county clerk(s) on two separate Certificate of Abatement Forms.

ISBE will not accept any documentation that combines FY 2023 and FY 2024 abatements.

Your district's abatements for tax year 2023 should be as follows:

Resolution / Certificate of Abatement #1

FY 2023 Second Year of Abatement

Abate: \$2,007,616

Grant to Remain in BFM: \$1,979,376

Resolution / Certificate of Abatement #2

FY 2024 First Year of Abatement

Abate: \$1,751,067

Grant: \$1,731,540

Total Taxes to Abate for Tax Year 2023 = \$3,758,683

Please note: The second FY 2023 abatement board resolution only applies to districts that did not pass a two-year abatement resolution in FY 2023. The second year Certificate of Abatement Form requirement is applicable for all districts regardless of the type of resolution passed in FY 2023.

A copy of the PTRG Finalization Process Map and a copy of the PTRG Finalization Process FAQ are enclosed for your reference.

Please contact State Funding and Forecasting staff via sff@isbe.net or call 217-782-0249 if you have any questions.

Sincerely,

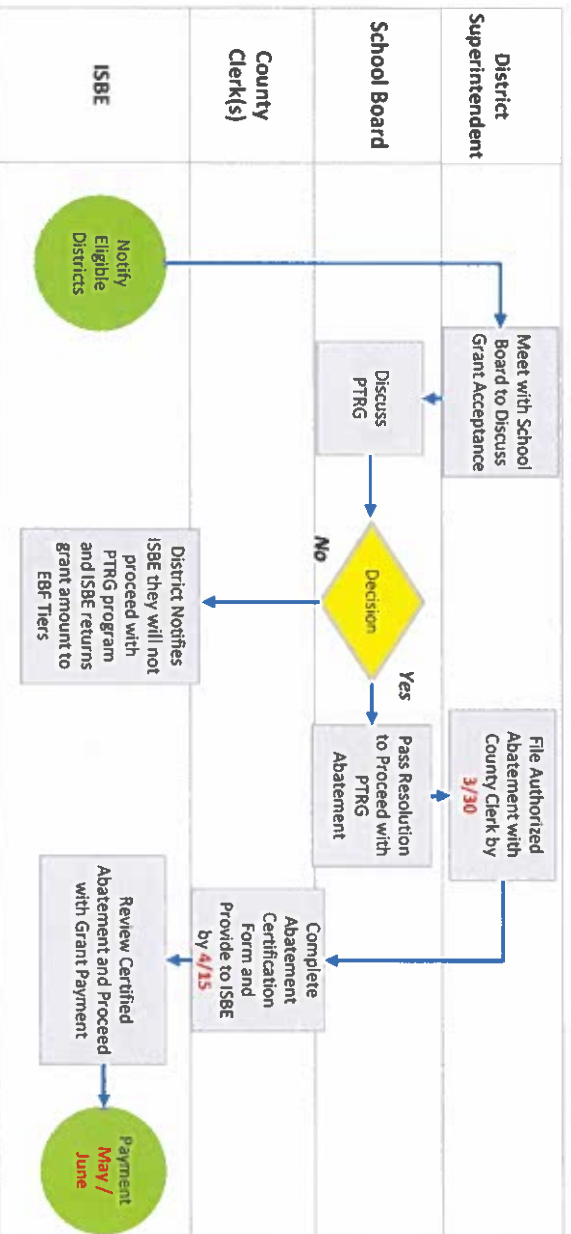


Dr. Tony Sanders

State Superintendent of Education

Enclosure

FY 2024 PTRG Finalization Process



Re: Property Tax Relief Grant Finalization Process Questions and Answers

Below we list common questions from past recipients of the Property Tax Relief Grant (PTRG).

Q: My district applied for PTRG and has been notified that we are eligible. Do we have to proceed with the abatement process, or can we cancel and forfeit the grant?

A: You are not required to proceed with the abatement process if you no longer wish to receive the grant. However, please keep in mind that eligible districts that forfeit the grant have made funds unavailable to other districts that would have been eligible had you not applied. Any forfeited funds will be redistributed in the Evidence-Based Funding tiers by the end of the fiscal year. Please notify ISBE as soon as possible should you decide to not proceed with the abatement process.

Q: Does ISBE have a template my district can use for the resolution that our board must pass and provide to our county clerk to proceed with the abatement?

A: No, every county has different requirements, so ISBE does not provide a template. Please consult with your county clerk and legal counsel to ensure you are meeting the requirements to proceed with the required tax abatement.

Q: What do I need to provide my county clerk to proceed with the required tax abatement?

A: Your district must provide your county clerk(s) with a copy of the signed board resolution by **March 30, 2024**. You must also provide the ISBE [Certificate of Abatement Form](#) found on our website. Your county clerk(s) must complete the form, sign it, affix a seal, and provide it to ISBE by **April 15, 2024**.

Q: My county clerk says the Certificate of Abatement Form is not required. Is that true?

A: Counties have different requirements, but the Certificate of Abatement Form is required by ISBE and must be completed and returned to ISBE by **April 15, 2024**.

Q: What do I need to provide to ISBE as proof of abatement and when do I need to do this?

A: You are required to provide ISBE with a copy of the signed board resolution listing the tax abatement and the original Certificate of Abatement Form completed by your county clerk(s). **This is due no later than April 15, 2024**. Note: You do not need to wait until that date to provide the documents. Get a head start and provide it to ISBE sooner if you can.

Q: My district spans multiple counties. How should we proceed with the abatement?

A: We recommend speaking with your county clerks to get their advice on how to proceed.

Q: Since this is a two-year abatement, do I need to follow this process again next year?

A: We recommend speaking with your county clerk(s) to verify whether they require a resolution each year or will accept a resolution that includes two years of abatement. However, please note that the Certificate of Abatement Form will be required each year as confirmation once the taxes have been abated. This means you will need to submit this form this year and next year. ISBE will not accept a Certificate of Abatement Form completed for two years. If the Certificate of Abatement Form is not provided for Year 2, your district will be considered out of compliance and the PTRG amount will be removed from your district's Base Funding Minimum.

We hope these answers will assist you as you complete the next steps in the PTRG Finalization Process. If you have further questions, please contact State Funding and Forecasting staff via sff@isbe.net or call (217) 782-0249.



MEMORANDUM

Date: February 14, 2024

To: Mr. John Robinzine, Interim Superintendent & Board of Education

From: Teresa A. Bishop, Executive Director of Finance/CSBO

Subject: Proposed Student Fees and Fee Waivers for the 2024/2025 School Year

Recommended Action

To discuss proposed 2024/2025 Student Fees as presented on the attached schedule.

Background

The attached schedule reflects no increase in student fees except for Summer School. The \$140 fee per class reflects the pre-pandemic rate. The district removed this fee during the pandemic due to COVID-19 funding received for this purpose. The \$140 charge will be placed on a student's account upon enrollment but will be removed if the student receives a passing grade. This is a new feature of this fee charge; the goal is to increase student participation and completion of the course.

Credit Recovery fees have been renamed Academic/Credit Recovery. The fee is the same for both. The charge will be placed on a student's account upon enrollment but will be removed if the student receives a passing grade. This is a new feature of this fee charge; the goal is to increase student participation and completion of the course.

Driver's Education fees remain the same. For comparison, attached is a list of select local high school districts and related fee charges.

Fee Waivers:

Policy 4:140 (Waiver of Student Fees) will be followed in the administration of the fee waiver process.

Attachment: Proposed 2024/2025 Fee Schedule
Board Policy 4:140
Driver's Education fees charged – various high school districts

Thornton Fractional Township High School District 215

Proposed Fee Schedule – 2024/2025

Fee Description	Current Fee 2023/2024	Proposed 2024/2025	Assessment	Waiver
Curriculum & General Education	\$150	\$150	All Students	Students Qualifying for Free Lunch
Instructional Materials <i>(If Reg. Completed By The Early Registration Due Date)</i>	\$125 \$100	\$125 \$100	All Students	Students Qualifying for Free & Reduced Lunch
Technology	\$25	\$25	All Students	N/A
P.E. Uniform Freshmen/Transfer Students	\$20	\$20	Freshmen & Transfer Students only	N/A
Senior	\$50	\$50	Seniors	N/A
Academic/Credit Recovery (fee refunded if student receives passing grade)	\$140	\$140	Per Course for Enrolled Students	N/A
Summer School: Resident (fee refunded if student receives passing grade)	\$0	\$140	Per Course for Enrolled Students	N/A
Summer School: Non-Resident	\$280	\$280	Per Course for Enrolled Students	N/A
Driver Education: Resident	\$250	\$250	Students Enrolled in Driver Education	Students Qualifying for Free Lunch
Driver Education: Non-Resident	\$450	\$450	Students Enrolled in Driver Education	N/A
Driver Education: Secretary of State	TBD	TBD	Students Enrolled in Driver Education-Paid Later	N/A
Summer Camp	\$15	\$15	Per Camp	N/A

OPERATIONAL SERVICES

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials as per Illinois law.

Fees for textbooks, other instructional materials, and driver education, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the Superintendent will recommend to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver.

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act ([42 U.S.C. §11434a](#)).

The Superintendent or designee will give additional consideration when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

[42 U.S.C. §11434a](#), McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-20.13](#), [5/10-22.25](#), [5/27-24.2](#), and [5/28-19.2](#).

[23 Ill.Admin.Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

Adopted: February 28, 2023

Thornton Fractional THSD 215

Driver's Ed Fees - Various HS Districts
2023/2024 School Year

Lyons Township 204	167	
Joliet Township 204	250	
CHSD 218	225	
Oak Lawn 229	0	(was \$250 previously)
BHSD228	175	
HF233	100	
BBCHS (Bradley Bourbonnais)	250	
Rich 227	112	
Orland 230	150	
Lockport Township HS 205	170	



MEMORANDUM

Date: February 14, 2024

To: Mr. John Robinzine, Interim Superintendent, & Board of Education

From: Teresa A. Bishop, Executive Director of Finance & Operations/CSBO

Subject: Permanent Transfer from Education and Working Cash Funds to Capital Projects Fund

Recommended Action

To discuss the merits of permanently transferring funds from the Education & Working Cash Funds to the Capital Projects Fund for future district capital projects.

Background

The Board expressed interest at its October 11, 2023 Committee of the Whole meeting to install a turf athletic field at TF North, similar to the one installed at TF South in 2023. Assuming the project is slated for the summer of 2025, planning needs to start as soon as possible. Funding also needs to be determined.

The proposed plan is to permanently transfer \$3,500,000 from the Education Fund and \$500,000 from the Working Cash Fund, with the entire \$4,000,000 going to the Capital Projects fund for future capital projects approved by the Board of Education. **The \$4,000,000 plus additional tax levy receipts in the Capital Projects fund for the next 2 years would provide enough to pay for this project without taking on additional debt of any kind.** The transfer can be achieved by an approved Board Resolution.

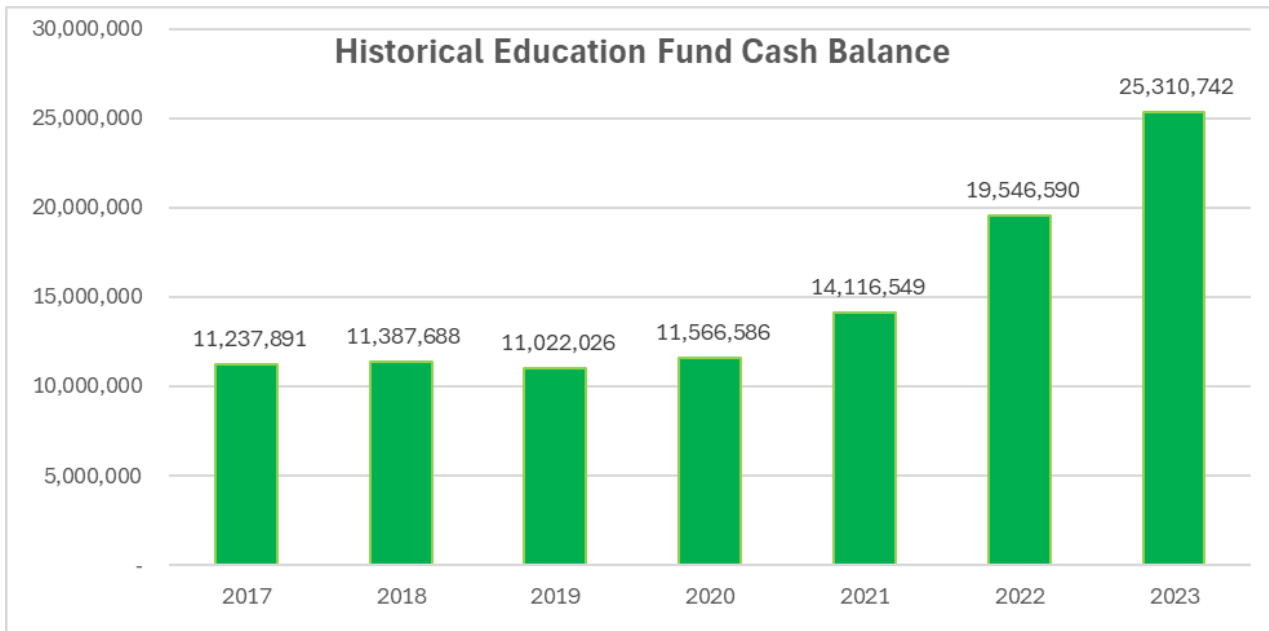
The cost of the TF South project was \$4.8 million plus another \$480,000 for architect and engineering costs, for a grand total of \$5,280,000. Although we won't know the cost until bids are in, we believe the cost of the North field will not exceed \$6,000,000.

Once the funds are transferred, they cannot be transferred back into the operating funds. They must stay in the Capital Projects fund for use. That said, a transfer of this nature requires an analysis of the Education Fund and Working Cash Funds. The following information will show this transfer can be achieved in a fiscally responsible manner, with the appropriate reserves for operating funds being maintained.



EDUCATION FUND ANALYSIS

The Education Fund is the district’s largest fund, and approximately 70% of budgeted expenditures are paid from this fund. Below is a table showing the history of the cash balance of the Education Fund at the end of the fiscal year (June 30) per the audited financial statements.



After the proposed \$3.5 million transfer, the cash balance, adjusted back to June 30, would be \$21,810,742. Board policy 4:20 requires a **minimum** 25% ratio of fund balance to revenues. The table below shows compliance with the policy, even after the transfer.

Total Ed Fund Revenue (FY23)	25% Minimum Per Board Policy 4:20	Adjusted Ed Fund Cash Balance after transfer (6.30.23)
\$63,442,131	\$15,860,533	\$21,810,742

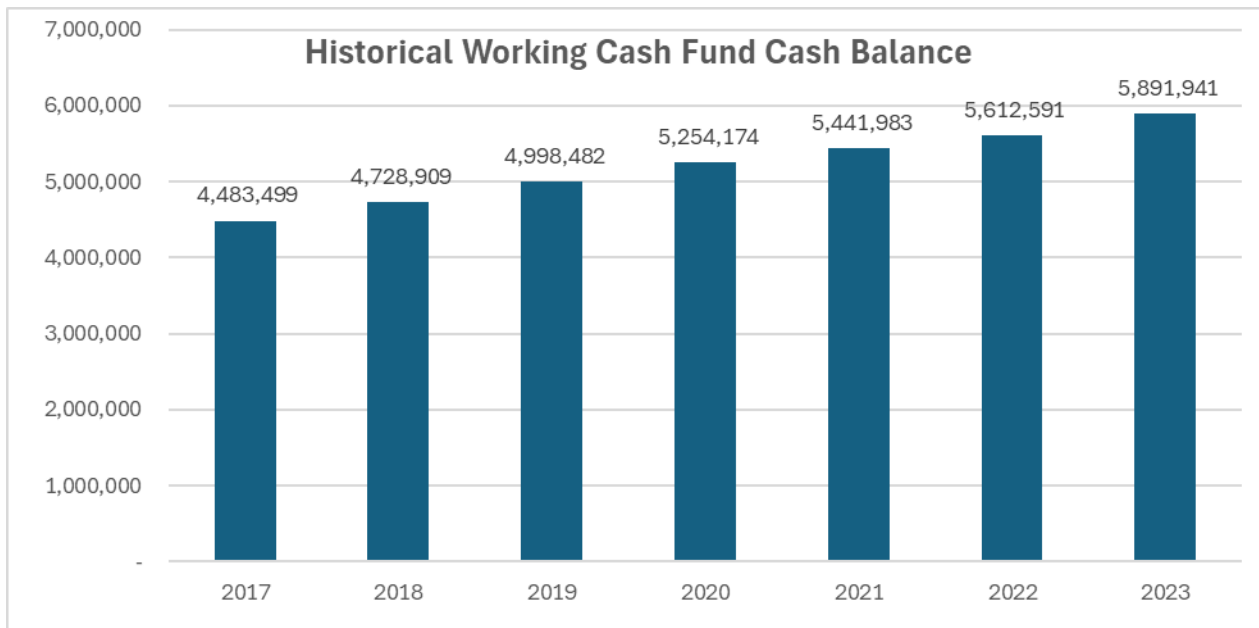
Additionally, it is a good business practice to keep at least 4-6 months of total expenditures in cash on hand for use in times of revenue shortfalls or delays, such as the recent property tax receipt delay. The table below shows we will have nearly five months expenditures on hand, adjusted back to the June 30 audited cash balance, even after the transfer.

Adjusted Ed Fund Cash Balance after transfer (6.30.23) (A)	Total Ed Fund Expenditures FY 23 per audited financial statements	One month Ed Fund Expenditures (1/12 th of total) (B)	Number of months expenditure on hand (A)/(B)
\$21,810,742	\$55,243,697	\$4,606,641	4.74



WORKING CASH FUND ANALYSIS

The Working Cash Fund functions as the district’s “bank.” Cash available in this fund may be loaned to any fund for which taxes are levied. No expenditures are paid from this fund. Below is a table showing the history of the cash balance of the Working Cash Fund at the end of the fiscal year (June 30) per the audited financial statements.



A minimum balance is not required in the Working Cash fund. After the proposed transfer of \$500,000, the balance, adjusted back to June 30, would be \$5,391,941.

Attachment: 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: February 23, 2021

Thornton Fractional THSD 215



MEMORANDUM

Date: February 14, 2024

To: Mr. John Robinzine, Superintendent/Board of Education

From: Becky Szuba, Assistant Superintendent of Teaching and Learning

Subject: 2024-2025 School Calendar

Recommended Action

The Department of Teaching and Learning will be seeking board approval at the February 27th meeting for the 2024-2025 school calendar.

Background

Here is a summary of calendar revisions and/or highlights:

- The early school start is due to keeping the semesters as balanced as possible. Since we always end with Winter Break, we don't want one semester to have more than a two-week difference than the other since we run semester courses.
- August 14th would not be an attendance day for licensed staff. We would have institute days Monday and Tuesday and licensed staff wouldn't report back again until Thursday (1st day of classes). This was put in there to accommodate a freshman orientation day. All freshmen would come for their first day of school Wednesday. We will have specific staff members come in to help run orientation on that day.
- We moved senior finals so they don't fall on a Wednesday when we have shortened class hours.
- We scheduled graduations around state track meets so students don't have to choose.

Funding source if applicable: N/A

Attachment Calendar Draft



Thornton Fractional Township H.S. #215 SCHOOL CALENDAR Year 2024-2025 Draft

July, 2024							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				Total 0

August, 2024							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
				1	2	3	0
4	5	6	7	8	9	10	0
11	TI	TI	NIA	(15	16	17	2
18	19	20	21	22	23	24	5
25	26	27	28	29	30	31	5
							Total 12

September, 2024							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
1	X	3	4	5	6	7	4
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	FPT	NIA	28	3
29	30						1
							Total 18

New Licensed Staff Orientation: Aug. 6, 7, 8
2nd Year Licensed Staff Orientation: Aug. 7
Freshman Orientation/1st day: Aug. 14

Parent Teacher Conference: Sept. 26

October, 2024							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
		1	2	3	4	5	4
6	7	8	9	10	11	12	5
13	X	#15	16	17	18	19	4
20	21	22	23	24	25	26	5
27	28	29	30	31			4
							Total 22

November, 2024							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
					1	2	1
3	4	X	6	7	8	9	4
10	X	12	13	14	15	16	4
17	18	19	20	21	22	23	5
24	25	26	NIA	X	NIA	30	2
							Total 16

December, 2024							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
1	2	3	4	5	6	7	5
8	9	10	11	12	13	14	5
15	16	17	*18	*19	*#20	21	5
22	NIA	NIA	X	NIA	NIA	28	0
29	NIA	NIA					0
							Total 15

83 days in semester

January, 2025							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
			X	NIA	NIA	4	0
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	5
19	X	21	22	23	24	25	4
26	27	28	29	30	31		5
							Total 19

February, 2025							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
						1	0
2	3	4	5	6	7	8	5
9	10	11	12	FTP	NIA	15	3
16	NIA	18	19	20	21	22	4
23	24	25	26	27	28		5
							Total 17

March, 2025							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
						1	0
2	X	4	5	6	7	8	4
9	10	11	12	13	#14	15	5
16	17	18	19	20	21	22	5
23	24	25	26	27	28	29	5
30	31						1
							Total 20

Parent Teacher Conference: Feb. 13

April, 2025							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
		1	2	3	4	5	4
6	7	8	9	10	11	12	5
13	NIA	NIA	NIA	NIA	NIA	19	0
20	NIA	22	23	24	25	26	4
27	28	29	30				3
							Total 16

May, 2025							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
				1	2	3	2
4	5	6	7	8	9	10	5
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	5
25	X	27	*28	*29	*#30	31	4
							Total 21

June, 2025							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
1	2	3	4	5	6	7	0
8	9	10	11	12	13	14	0
15	16	17	18	X	20	21	0
22	23	24	25	26	27	28	0
29	30						0
							Total 0

Senior Exams: 5/12 and 5/13 Seniors Last Day: 5/13

93 days in semester

Graduation: TFN: 5/20 TFS: 5/21

School Opens.....	8.15.2024
School Closes.....	5.30.2024
Pupil Attendance Days (at least 176).....	176
Proposed Emergency Snow Days.....	5
Approved Inst./Parent Teacher Days (Limit of 4 Days).....	4
TOTAL (185 days or more).....	185

CALENDAR LEGEND:	
Labor Day.....	September 2
Indigenous Peoples' Day.....	October 14
Election Day.....	November 5
Veterans' Day.....	November 11
Thanksgiving Day.....	November 28
Christmas Day.....	December 25
New Year's Day.....	January 1
M.L. King's Birthday.....	January 20
Presidents' Day.....	February 17
Casimir Pulaski.....	March 3
Memorial Day.....	May 26

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



MEMORANDUM

Date: February 14, 2024

To: Mr. John Robinzine, Interim Superintendent /Board of Education

From: Paul Wakefield/Anita Howard

Subject: Social Media Accounts

Recommended Action

None required.

Background

The activities and athletics handbooks provide guidelines (see attached) for district staff for any social media accounts which are used “*as a way of promoting their school-sponsored activity or sport.*” In order to ensure compliance with the guidelines, an audit was conducted of known accounts. Of the active accounts, administration worked to make sure they are in compliance. The audit for North and South are attached. The Center had one account not used in five years and no user name/password are known. It is important to note that there may be many dormant “accounts” that have no way of being reviewed or removed. We are working with the principals and the digital media managers to ensure compliance. Additionally, we will be reviewing the social media account guidelines and update as needed including adding the requirement that social media accounts are added to the district’s archival method.

Funding source if applicable: n/a

Attachment:

- Social Media Account Guidelines
- North social media audit
- South social media audit

IN COMPLIANCE			
PROGRAM NAME	SOCIAL MEDIA PLATFORMS	Handle	
T.F. North	Twitter (X), Instagram, Facebook	X: @north_tf Instagram: north_tf Facebook: Thornton Fractional North	
Wrestling	Twitter (X)	@tfnwrestling	
Student Action Team	Instagram	@tfn_actionteam	
NHS	Instagram	@tfn_nhs	
Choir	Instagram	@tfn_choir	
Student Council	Instagram	tfn_studentcouncil	
Future Teachers Club	Twitter (X), Instagram	Instagram Username - FTC_TFN CTE Twitter @CTE_D215	
Competitive Dance	Instagram	IG username: Tfndanceteam	
Football	Twitter (X), Instagram	Twitter & Instrgram. @tfnfootball	
Meteor Marketing	Instagram	@tfn_meteor_marketing	
Chronoscope & Thorntonian	Twitter (X), Facebook, Instagram	1. Instagram, @tfn_chronoscope, 2. Instagram, @tfn_thorntonian 3. Facebook, Thornton Fractional North Thorntonian 4. Facebook, Thornton Fractional North Chronoscope 5. Twitter, @TFN_Chronoscope, 6. Twitter, @TFN_Thorntonian	
Girls Soccer	Twitter (X), Instagram	@TFUnitedGSoccer (Both)	
Dreamers Club, Cross Country, Track and Field, ESL Parent Classes, Math Teacher	Facebook, Instagram	FB - T.F. North Dreamers Club FB - T.F. North Cross Country FB - T.F. North Track and Field IG - @tfntrack IG - @tfnxcountry All FB and IG accounts are managed through a FB Meta Business Account.	
Boys Soccer	Twitter (X), Instagram	Username: @TFUnitedSoccer (Both)	
Band	Youtube, Facebook, Instagram	Instagram, @tfnband; Youtube, @tfnorthmusic7985; Facebook, TF North Band; Twitter, @Bandtfn	
Athletic Department	IG & X	@tfnmeteors (Both)	
Art	Twitter, Instagram	@TFNArt	
SOAR/SUCCESS	Facebook	District 215 - Family Support Network	
Girls Basketball	X, IG, TikTok	X (Twitter) -Username: tfngbb, IG Username: tfngbb	
Weight Training	Instagram	@tfn_strength	
PPS	Twitter	@TFNGuidance	
Girls Volleyball	Instagram	@tfn girlsvolleyball	
Speech	Instagram	Instagram: @tfn speech	
Drama	Facebook, Instagram	Instagram - Username: TFNorthTheatre, Facebook - Username: TF North Theatre	
OUT OF COMPLIANCE			
PROGRAM NAME	SOCIAL MEDIA PLATFORMS	Handle/Password	REASON
Boys Bowling	Twitter (X)	@TFNorth Boys Bowling	Coach is working to tranfer log in information to district email.
Speech	TikTok	Tiktok: @tfn speechposley2324	The account does not use a supported social media platform. (TikTok)
Drama	TikTok	Tik Tok - Username: TFNorthTheatre	The account does not use a supported social media platform. (TikTok)
Girls Basketball	TikTok	Tiktok Username: tfngbb	The account does not use a supported social media platform. (TikTok)

Activity/Sport/Event	Staff Member	Linked Email	Link to Social Media	Notes
Athletics Dept.	Marc Brewe	mbrewe@tfd215.org	Twitter - @TFSo_Athletics	
Baseball	Matt Tiffy	mtiffy@tfd215.org	Twitter - @TFSSouthBaseball Facebook - T.F. South Baseball Instagram - @tfsbaseball	
Cheerleading	Shannon Sinde	ssinde@tfd215.org Shannon Sinde Youtube - tfscheerleadingcoach@gmail	Instagram - @tfscheer Facebook - TF South Cheerleading YouTube - TFS Cheer	
Choir	Julie Potsic	jpotsic@tfd215.org	Facebook - TFS High School Choirs	
Costa Rica Spanish Immersion	Hannah Berridge	hberridge@tfd215.org	Instagram - @tfd215incr Twitter - @tfd215incr	
Dance	Vi Donald	VPoomDuang-Donald@tfd215.org Vi Donald	Instagram - @tfsouthdance Facebook - TF South Dance Team Twitter - @TFSouthDance	
Drama	Ann Wolpert	awolpert@tfd215.org	Instagram - @tfsdramaclub	
Dreamers	Alejandra Garcia	agarcia@tfd215.org	Instagram - @tfsdreamers Facebook - T.F. South Dreamers Twitter - TFS Dreamers Club	Digital media Manager does not have password for Instagram or Twitter account despite requests
Football	Bob Padjen	rpadsjen@tfd215.org	Twitter - @SouthTFFootball Facebook - T.F. South Football	
Garden	Dan Drewno	jdrewno@tfd215.org	Facebook - TF South Garden	
Girls' Basketball	Darion Payne	Dpayne@tfd215.org	Twitter - @TFS_GirlsHoops	
Girls' Soccer	Aaron Zambrano	azambrano@tfd215.org	Twitter - @TFUnited_girlss	
Golf	Matt Johnson	mjohnson@tfd215.org	Twitter - @golftfs	
Guidance Dept.	John O'Rourke	jourourke@tfd215.org	Twitter - @TFSGuidDept Instagram - tfsguiddept Facebook - South Guidance Facebook - BPAC	
History Club	Chris Roberts	croberts@tfd215.org	Facebook - T.F. South Veterans Project	
Latin Dance Crew	Hannah Berridge	hberridge@tfd215.org	Instagram - @tfs_latindance Twitter - @tfs_latindance	
National Honors Society	Kim Praser	kpraser@tfd215.org	Instagram - TFS_Natl_Honors_Society	
Nurse's Office	Bonnie Gaspar	bstokes@tfd215.org	Twitter - @TFSouthNurse	Digital Media Manager does not have password/account access despite requests
Parent Advisory Board	Darvell Stinson	dstinson@tfd215.org	Facebook - TF South Parent Advisory Board	
Pep Club	Tim Sullivan	tsullivan@tfd215.org	Instagram - tfs_pepclub	
Senior Class	Giena Palmer-Reed	gpalmer-reed@tfd215.org	Instagram - Class of 2023	
Softball	Haley Corona	Haley.corona@valpo.edu	Twitter - @TfsSoftball	Not linked to a TFD email
Student Council	Jamie Sawyer	jsawyer@tfd215.org	Instagram - @tfs_studentcouncil	
Television Production	Tony Paulauski	tfsvideoproduction@gmail.com	YouTube - TF South Video Production	Not linked to a TFD email - sponsor says he cannot change it without losing the existing content
TFS Official Account	Jake Gourley and Gail Meyer	kgourley@tfd215.org gmeyer@tfd215.org	Twitter - @TFSRedWolves Facebook - Thornton Fractional South HS	
Track (Boys and Girls)	Elli Belli and Tim Sullivan	ebelli@tfd215.org tsullivan@tfd215.org ebelli@tfd215.org	Twitter - @TFSouthTF Twitter - @TFSthrows Instagram - https://www.instagram.com/tfsouthtrack/	

Accounts that exist but we cannot access (unknown creator; creator no longer with district; password incorrect; etc)			
Facebook	Instagram	Twitter	
TFS NHS	tfsyearbook20	TFS Girls Basketball	
TF South Badminton	tfsouthjvmbb	tfsgrounds	
	TF South Girls Club	tfsbands	
	TFS Pep Club	tfs_apcalc	
	https://www.instagram.com/tfs.studentcouncil	TFS_STEAM	
	TFS SEL	TFSSC [Student Council 2021]	
	https://www.instagram.com/TfsPepClub/	TFS Student Council [2018]	
		DeanCollinsTFS	
		TFS Yearbook [2018]	
		TFS Choir	
		TFSCCBoys	
		TFS Pep Club [2014]	
		TFS GSA	
		TF South Football	
		TFS Girls Club	
		TF South SophVB	
		TFS girls volleyball	
		TF South Softball	
		rebel2k18	
		Tfs2k17	
		@tfs2en1orclass	
		https://twitter.com/tfs2en1orclass	
		@Tfsdramaclub	

Student Handbook Updates (February CoW 2024)

Section	Changes
Throughout document	Updated edition and school year Added guardian where parent is listed (i.e. parent/guardian)
Table of Contents	Sections updated
Superintendent letter	To be updated
Board of Education	Board members names and positions
District App	Removed-will not renew
District Administration	Updated names and phone numbers
School information	Updated names and phone numbers
	Academics Policies and Definitions
Pg.2	Academic Eligibility section Updated language removing he/she pronoun
Pg. 3	Changes in course selection section Removed duplicate sentence
Pg.3	Current Classification of Student section Added language for VSA
Pg. 3	Grade Scale section Added the work Weighted in front of Grade Scale
Pg. 4	Grading System section Honor Roll-deleted language
Pg. 4	Incomplete Grades section Updated language
Pg. 5	Placement of Students section Changed word (insists to requests)
Pg.5	Rank in Class section Updated language
Pg. 6	Instructional Materials Fee section #5 reworded to remove pronouns
Pg. 6	Transferring in During the Year section changed language
	Activities and Clubs
Pg. 11	Transfer section #2 he/she replaced with student
	Pupil Personnel Services (PPS)
Pg. 24	Clinic Procedures section #4 updated language/pronouns removed
Pg. 26	Advanced Placement Test section Course names updated
	Student Behavior Code
Pg. 28	Philosophy section Changed <i>regulations</i> to <i>expectations</i> ; Changed <i>antagonistic to</i> [^] <i>interferes with</i>
Pg. 28	Student Responsibilities section

	-2 nd bullet point Observe changed to Respect -7 th and 8 th bullet points: word <i>refrain from</i> removed and word order changed Moved paragraph to below Student Expectations section
Pg. 28	Student Expectations section -7 th bullet point-added <i>social workers</i> -8 th bullet point-added <i>when applicable; also changed remote learning to e-learning</i>
	Attendance and Truancy
Pg. 29	Definitions section Daily absence wording updated
Pg. 30	Truancy Policy section Added Dean's Office
Pg. 30	Student Discipline Procedures Due Process- <i>charges</i> changed to <i>allegations</i> , wording rearranged
Pg. 31-34	Student Infractions <i>Dean's Office</i> added throughout 1 st paragraph- <i>observe</i> changed to <i>respect</i> Bullying -added policy # and school code reference; added sentence on how to report it Cheating -sentence about artificial intelligence (AI) added Disruptive Classroom Behavior -wording updated Face masks - <i>required</i> changed to <i>optional</i> Dress code enforcement -replaced <i>to code during...</i> with <i>appropriately</i> Electronic Devices -removed <i>are not allowed</i> and added <i>should not be visible</i> Food and Drink -added word <i>items</i> -removed <i>personal gain</i> added <i>profit</i> Weapons -added additional weapon types
Pg. 35-36	Intervention Definitions 1 st paragraph-sentence added Alternative to Out-of-school suspension - removed and added language for clarity Behavior contract - wording added New intervention added -Conflict resolution Detentions -language consolidated (teacher and Dean's detention merged) Out-of-school-suspension -removed and added language for clarity New intervention added -Peer advisory
pg. 36	Interventions and Consequences section Conflict resolution added at Level 2 and 3
	General Information
Pg. 39	Classroom section Sentence added
Pg. 40	Visitors section Updated language
School calendar	To be updated



Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

Student Handbook

~~2023-2024~~ 2024-
2025



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STUDENT HANDBOOK ACCEPTANCE FORM

This is to acknowledge that a copy of the Student Handbook has been made available to my family, via the school website (www.tfd215.org). 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.

Student: _____ **Date:** _____ **Student Name:** _____
(Signature) (Print Name)

Student ID: _____

As the parent/guardian of _____, I will share the contents of this book with my child.

Parent/Guardian Signature: _____ **Date:** _____ **Parent/Guardian Name:** _____
(Signature) (Print Name)



MEDIA CONSENT AND RELEASE AGREEMENT FORM

INTRODUCTION

Students who attend school in Thornton Fractional Township High School District 215 are occasionally asked to be a part of school and/or school district publicity, publications and/or public relations activities. In order to guarantee student privacy and to ensure your permission for your student to participate, the school district asks that you sign this form.

The agreement below indicates approval for the student's name, picture, work, voice or verbal statement to appear in school publicity or school district publications and, videos or on the school district's website. For example, pictures of students and articles about school activities may appear in local newspapers or district publications. These pictures and articles may or may not personally identify the student, and the pictures and/or videos may be used by the school district in subsequent years.

Pictures of Students Taken By Non-School Agencies

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

Pictures of Unnamed Students

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 sign the consent below. Please complete and sign this form to allow the school to publish and otherwise use photographs and video recordings, with your child identified, while he or she is enrolled in this school.

AGREEMENT

I grant consent to the School District to identify a picture of my child, by full name and/or the school he or she attends, in any school sponsored material, publication, video recording, or website. This consent is valid for the entire time my child is enrolled in the District. I may revoke this consent at any time by notifying the Building Principal.

Student _____

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date



Dear Thornton Fractional High School District 215 Students and Families,

Welcome to the 2023-24 school year which promises to be one filled with excellence, excitement, and fun. I encourage all of you to be in control of your academic journey. You decide the path that you want to take but know you are not alone. The administration, teachers, and staff of TFD 215 are here to assist you in any way to be successful in your journey. Additionally, this handbook serves as a guide to ensure that you know your rights, responsibilities, and the expectations of the school district. It is important that you become familiar with the entire handbook and especially the student code of conduct. It is time for us to move post-covid which brings everyone back together in the same space.

Making sure we provide a safe space for all students/staff is paramount focus. Starting with the 2023-24 school year, all students and staff must always visibly wear their District 215 issued identification tag while on campus. Visitors will also continue to be required to check in and must wear a visitor's identification tag. Please remember as you begin the school year that District 215 encourages use of the anonymous "See Something Say Something" Form on the website to report student safety and well-being concerns. I strongly encourage students and families to use caution with social media use, keeping in mind that threats and illegal activity on social media can result not only in disciplinary action, but legal ramifications. Many student conflicts are often traced back to social media comments.

Parents and guardians, the school district recognizes that parental and family involvement is essential to the success of every student in our school district. Thus, we remain committed to creating a welcoming environment for all families. If you have a concern, it is always important to address that concern at the building level first. Please do not hesitate to reach out to your child's teachers and administrators and explore our district website (tfd215.org) to learn more about the great things occurring in Thornton Fractional High School District 215 and how you can engage in our school activities.

Thanks to the input we have received from so many people including students, parents/guardians, staff and community members, the district's new strategic plan will be released this August. This 3–5-year plan will serve as the compass, along with our building school improvement plans in moving the district from "commendable to exemplary."

I am excited to continue our partnership in achieving our mission of "providing diverse learning opportunities that inspire all students to become life-long learners who contribute to their community." Our school district thrives because of this collective effort, focus and commitment of our Thornton Fractional High School students, staff, board of education members, parents, and community partners. I look forward to the work we will accomplish this school year, and I am humbled and honored to continue to serve as your superintendent.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sophia Jones-Redmond'.

Dr. Sophia Jones-Redmond
Superintendent



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

STUDENT HANDBOOK, 87th 88th EDITION
2023-2024 2024-2025 SCHOOL YEAR

BOARD OF EDUCATION

EMAIL

Richard Dust	Patricia Stepp	President	rdust	pstepp@tfd215.org
Patricia Stepp	Marcie Wilson	Vice President	pstepp	mwilson@tfd215.org
Andrea Ballard		Secretary	aballard	@tfd215.org
Diana Jackson		Member	djackson	@tfd215.org
Marcie Wilson		Member	mwilson	@tfd215.org
Dominique Newman		Member	dnewman	@tfd215.org
Jacqueline Terrazas		Member	jterrazas	@tfd215.org
Charles Townsend		Member	ctownsend	@tfd215.org

The Board of Education of School District 215 holds regular monthly meetings the fourth Tuesday of the month. The dates, times, and locations are posted in *The Times of Northwest Indiana* and *Southtown Star*, on the web page and Quick Notes, and in each school. Correspondence to Board Members may be directed to the District 215 Administration Center, 18601 Torrence Ave., Lansing IL. 60438, or to the District 215 website: <http://www.tfd215.org>

DISTRICT APP: Download The District App (Thornton Fractional District 215) to receive daily push notifications and access to school information.

DISTRICT ADMINISTRATION

18601 Torrence Avenue
Lansing, IL. 60438

Superintendent	Dr. Sophia Jones Redmond	John Robinzine	585-2309
Assistant Superintendent of Teaching and Learning	Becky Szuba		585-2388
Assistant Superintendent of Student Services & Equity	Dr. Rena Whitten		585-2312
Assistant Superintendent of Career Development	John Robinzine		585-1116
Director of Career and Technical Education	Ricardo Johnson	Carol Brooks	585-1110
Director of Teaching and Learning	LaQuesha Martin-Dean		585-2394
Chief Technology Officer	Paul Wakefield		585-2377
Executive Director of Finance/CSBO	Teresa Bishop		585-2334
Executive Director of Human Resources	April Jerger		585-2310

CENTER FOR ACADEMICS AND TECHNOLOGY (CAT)

1605 Wentworth Avenue
Calumet City, IL. 60409

CENTER FOR ALTERNATIVE LEARNING (CAL)

1601 Wentworth Avenue
Calumet City, IL. 60409

Principal	Raymond Williams	585-2378
Assistant Principal	Lauren Gladu	585-2393
Assistant Principal	Dawn Walker	585-9402

IMPORTANT PHONE NUMBERS

Attendance	585-9401
Counselor	585-2346
Dean	585-2314
Main Office (CAT)	585-2378
Main Office (CAL)	585-9401
School Health Assistant	585-2355

THORNTON FRACTIONAL NORTH HIGH SCHOOL

755 Pulaski Road
 Calumet City, IL 60409

Principal.....	Brian Rucinski.....	585-1001
Assistant Principal.....	Vermeisha Gair Mychael Webb	585-1002
Assistant Principal.....	Christin Passarelli.....	585-1003
Assistant Principal.....	Lisa Bouler Daniels.....	585-1004
Athletic Director	DeVale Stubbs.....	585-1027
Activities Director.....	Michael Kawa	585-1028

IMPORTANT PHONE NUMBERS

Attendance.....	585-1007
Counselors.....	585-1008
Dean.....	585-1013
Main Office	585-1000
Nurse	585-1011
Career Development.....	585-1132
Career Resources.....	585-1187

THORNTON FRACTIONAL SOUTH HIGH SCHOOL

18500 Burnham Avenue
 Lansing, IL 60438

Principal.....	Jacob Gourley.....	585-2006
Assistant Principal.....	Paula Nardi.....	585-2008
Assistant Principal.....	John O'Rourke	585-2025
Assistant Principal.....	Cassandra Brackenridge.....	585-2039
Athletic Director	Marc Brewe	585-2063
Activities Director.....	Nicole Streit.....	585-2062

IMPORTANT PHONE NUMBERS

Attendance.....	585-2040
Counselors.....	585-2015
Deans' Office	585-2038
Main Office.....	585-2000
Nurse.....	585-2050

ACADEMIC POLICIES AND DEFINITIONS

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

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

TITLE I PROGRAMS

District 215 pursues funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements.

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain:

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

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

ASSIGNMENT OF CREDIT

1. Frame of Reference:
 - A) All grading and credit shall be based upon a semester organization.
 - B) Students normally shall be enrolled in a year course for the entire year. To fulfill a graduation requirement, students must receive credit for each semester required.
2. Procedure for Regular Enrollment:
 - A) Students who successfully complete a semester course shall be awarded one half (.50) credit.
 - B) Students who must drop a year course at the end of the first semester, due to unforeseen circumstances, will be awarded one half (.50) credit if they have satisfactorily completed the semester's work.
 - C) Students who successfully complete both semesters of a full year course will be awarded one half (.50) credit at the end of each semester.
 - D) Students who pass the first semester, but fail the second semester of a year course will be awarded one half (.50) credit at the end of the first semester and no credit for the second semester, unless the student enrolls in and successfully completes a credit recovery option.
 - E) As a general rule If students fail the first semester of a year-long course, they will continue in the course second semester and have the opportunity to earn one half (.50) credit upon successful completion of coursework second semester.
3. Other Means to Earn Credit:
 - A) Credit Recovery
 - B) Summer School
 - C) Virtual Success Academy
 - D) Virtual Academic Recovery
 - E) Student who demonstrates proficiency according to District 215's academic criteria: High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as pass with no letter grade.
 - F) High School Credit for Non-District Experiences
The student seeding credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which if any non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.

CURRICULUM & INSTRUCTION

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

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

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

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

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified by State law.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by State law.
6. Completion of the free financial aid application FAFSA.

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.

ACADEMIC ELIGIBILITY - ATHLETIC/ACTIVITIES

Academic Criteria for Participation: Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. Students must take and pass a minimum of five courses during the time they participate in an athletic/extracurricular activity. Failure to pass five classes at the end of semester will make students ineligible for the whole next semester. Failure to comply with this rule during a semester will cause students to become ineligible for the whole next semester. Failure to comply with this rule during a semester will cause students to become ineligible to participate in any athletic/extracurricular activity program until they demonstrate that they are passing the five courses.

In addition, students must maintain a GPA of 2.0 at the end of the 1st, 2nd, 3rd and 4th nine week grading periods and at the conclusion of the 1st and 2nd semester in order to participate on an athletic team or extra-curricular club/organization. **Failure to achieve a 2.0 GPA at the end of the 1st and 3rd quarter will result in the student being ineligible until he/she has raised the cumulative GPA for the current semester has raised to a 2.0 GPA or higher. The student will be ineligible for a minimum of 1 week and must attend homework center. Failure to achieve a 2.0 GPA at the end of a semester will result in the student being ineligible for a minimum of 3 weeks. If after the three-week period, the student is achieving a cumulative GPA for the current semester of 2.0 or higher, the student will regain their eligibility.**

ACCELERATED PLACEMENT PROGRAM

The Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student. Parents/Guardians and students who are interested in this program should contact the students' Guidance Counselor.

Beginning with the ~~2023-2024~~ **2024-2025** school year and beyond, any student who meets or exceeds state standards in ELA, Math, or Science will be automatically enrolled in the next most rigorous level of coursework or will be given the option to enroll in coursework that better aligns with the students' post-secondary goals.

ADVANCED PLACEMENT PROGRAM

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

ALTERNATIVE LEARNING OPPORTUNITIES

District 215 has developed a program for students at risk of academic failure or dropping out of school. The program includes education and support services addressing individual learning styles, career development, and social needs. Some of the services and programs include, but are not limited to the following:

1. Parent-teacher conferences
2. Counseling services by social workers and/or guidance counselors
3. Counseling services by psychologists
4. Psychological testing
5. Alternative school placement

CHANGES IN COURSE SELECTION

~~Because of the complexities of balancing class sizes, staffing, room allocations, etc., the school reserves the right to adjust any student schedule to better meet overall needs. The master schedule of classes is determined by completed registration requests from students and is considered by the administration to be final. Communication about student course selections are sent out via the Pupil Personnel Services department. Students entering grade 10 should select a three-year sequence in a particular area of career and technical education. All programs and course selections should be discussed by the student, parent/guardians and home school counselors. Therefore, changes in course requests or class assignments will not be accepted for any reasons other than: (a) computer error; (b) rescheduling due to failures; (c) rescheduling to accommodate courses completed in summer school, and (d) Administrator approval.~~ Because of the complexities of balancing class sizes, staffing, room allocations, etc., the school reserves the right to adjust any student schedule to better meet overall needs. The master schedule of classes is determined by completed registration requests from students and is considered by the administration to be final. Communication about student course selections are sent out via the Pupil Personnel Services department. All programs and course selections should be discussed by the student, parent/guardians and home school counselors. Therefore, changes in course requests after the student selection window has closed will not be permitted unless it is for one of the following reasons: (a) rescheduling due to failures (b) rescheduling to accommodate courses completed in summer school (c) rescheduling due to selection for a specialized program (d) rescheduling due to a course that will not be offered or (e) administrator approval. Once the new school year begins, a student may drop a course and transfer to another course up to the 1st ten school days of the semester with parent/guardian permission, teacher consultation and approval by the Principal or designee pending availability in other courses. Administration may transfer a student after 10 days in extenuating circumstances. Level changes are typically done at semester, but can be made prior to the conclusion of the 1st quarter of the semester. All level changes are reviewed and require parent/guardian, teacher, and counselor input. In addition, seating capacity for level changes need to be considered. Building administrators must approve all level changes.

CREDIT CLASSIFICATION OF STUDENTS

Freshman: Student's classification upon entrance to 9th grade.
Sophomore: Completion of 5 academic credits. Students who have not earned 10 credits by the end of their Sophomore year will be enrolled in the Junior Academic Scholastic Institute (JASI) offered at the Center for Academics and Technology for the full academic year.
Junior: Completion of 12 academic credits. **Students who have not earned 16 credits by the end of their Junior year will be enrolled in the Virtual Success Academy (VSA) offered at the Center for Academics and Technology for the full academic year.**
Senior: Completion of 18 academic credits

FINAL EXAMS

Only under extenuating circumstances can final exams be taken at times other than the scheduled exam date. Requests to take a final exam at times other than the scheduled time must be made in writing to the principal and must be approved.

GRADE POINT AVERAGE (GPA)

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

GRADE SCALE **WEIGHTED** GRADE SCALE

Grade	AP	Honors	Regular
A	4.8	4.4	4.0
B	3.6	3.3	3.0
C	2.4	2.2	2.0
D	1.2	1.1	1.0
F	0.0	0.0	0.0

GRADING SYSTEM

Grading System

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

Grading Scale:

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

2. Grades

- 4 = A
- 3 = B
- 2 = C
- 1 = D
- 0 = F

Other grades that may be given include:

- Medical
- Withdrawn
- Pass
- Incomplete

3. Weighted Credit

A weighting multiplier is used in calculating rank-in-class (see E):

Advanced Placement Courses	1.2
Honors Courses	1.1
Regular Courses	1.0

Honor Roll with High Distinction

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

Honor Roll with Distinction

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

Honor Roll

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

~~Students who do not meet these criteria and have extenuating circumstances may appeal to the principal for consideration to be placed on one of the above honor rolls. Level changes are typically done at semester.~~

INCOMPLETE GRADES

Any incomplete grade must be made up during the succeeding two weeks 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 Guidance Office to be recorded.

LEARNING RESOURCE CENTER

The LRC is open during school hours and dependent on building and staff availability, may be open before/after school. Library policies and procedures may be obtained from the librarian upon request. Students will be charged a replacement fee based on the value of the book for materials not returned by the end of the school year. All library fees will be added to the student's account.

PLACEMENT OF STUDENTS

Student placement in courses and/or programs should be based upon criteria developed cooperatively with review by academic departments and administrators with review by the guidance department. The appropriate procedures should include the provision that, when a parent/guardian insists requests that a student take a particular course against the recommendations of a teacher and/or the counselor, such request shall be made in writing.. This request will be placed in the student's file. Every student will have a four-year educational plan which includes all courses required to prepare them for their selected post high school programs.

QUALIFYING FOR A THORNTON FRACTIONAL DIPLOMA

The following shall apply relative to students qualifying for a Thornton Fractional diploma:

1. All graduation requirements must be met
2. Minimum attendance defined as one semester prior to graduation.
3. 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.
4. To participate in commencement exercises, students must meet all requirements for a diploma.

RANK IN CLASS

~~Rank in class is determined by using the Honor Roll scale. The total number of quality points is the sum of quality points for academic subjects only. (Marching Band/Lunch, and Driver Education are excluded.) The total of points is divided by the number of credits attempted, (only academic subjects). The result is called the Grade Point Average (GPA). The highest GPA is ranked # 1, the second highest # 2, etc.~~

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.

REPEATING COURSES

1. Students who are at-risk of failing a course or who have failed a course are strongly encouraged to participate in one of the credit recovery programs offered during the school year or during a summer school session. (See "Assignment of Credit" Part 3B)
2. Failed Courses: If a student repeats and passes a previously failed course, the failing grade (F or WF) will be replaced by "R" (repeat) on the student's transcript and the failing grade will be dropped from the G.P.A. The course title and new grade will be recorded in the semester that the course is repeated and passed; and the student will receive appropriate credit and grade points in the G.P.A.
3. Passed Course for a Higher Grade: If a student repeats a course for which a passing grade and credit have been previously earned, the highest grade earned in that course is recorded in the semester earned. The lower grade(s) is replaced by "R" (repeat) on the student's transcript and the lower grade will be dropped from the G.P.A. The student will receive appropriate credit and grade points.

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 web site for the **Illinois Sex Offender Registry** is: <http://www.isp.state.il.us/sort/>. 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/>

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.

STUDENT LOAD

A full-time student is required to be enrolled in (6) courses per grade level each semester, plus lunch, unless a variation is requested in writing by his/her parent/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 **one-half** credit.

SCHOOL FEES

The Board of Education has the right to establish and collect fees from students. Furthermore, the Board of Education 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)

While the Board of Education will waive and/ or reduce charges for instructional materials and other fees for children whose families are unable to afford them, including children eligible for the federal free lunch and breakfast program, and for any other extenuating circumstances for which the board will waive and/ or reduce fees as communicated in adopted policy, all fees not waived become the obligation of the student.

The District may refund relevant fees to a student in accordance with procedures associated with this policy

Fee Payments

Fees are assessed and payable upon registration to a grade.

Fee Refunds/Assessments

If a student withdraws from school, a student or parent/guardian may be entitled to apply for a refund of fees paid or a reduction of fees assessed. If a student withdraws from school before the start of school, or is a no-show, no fees will be assessed and the student may request a full refund of fees pre-paid. Once school begins and the student attends class, assessments or refunds will be prorated by semester.

SCHOOL WELLNESS

School wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. A district-wide school wellness plan will be created and assessed at various intervals. The community will be invited to make suggestions for improvement and enhancement of the school wellness plan.

INSTRUCTIONAL MATERIALS FEE

The following practices will be followed for instructional materials:

1. An instructional materials fee will be charged to each student. This fee will cover instructional resources including, but not limited to textbooks, e-books, novels, and other instructional materials.
2. Each student will continue to be responsible for paying all other fees.
3. The instructional materials fee will be waived for a student(s) who qualifies for the free/reduced lunch program.
4. The curriculum/general education fee and driver's education fee, excluding the Secretary of State permit fee, will be waived for a student who qualifies for the free lunch program.
5. A student must pay the replacement cost of the instructional material/book if ~~he/she loses the item~~ **it is lost**, severely damaged ~~it~~, or **if the student** defaces **the item** or removes the bar code label.
6. Each student must return all textbooks/instructional materials, to the appropriate school personnel prior to the end of the semester the course ends for the student. When the student returns in the fall, all charges must be cleared.
7. If student has not returned books/instructional materials, the student will be charged the replacement cost and be referred to the Collection System.
8. A student who obtains schedule changes during a term must return any books/instructional materials checked out to the dropped course before obtaining books for the added course.

TRANSCRIPTS

A fee will be charged for each transcript. Requests for official transcripts should be made using the online portal located on our website.

TRANSFERRING IN DURING THE YEAR

1. Students transferring in during the year are to be put in the same subjects, to the extent possible, that they were carrying at their former school. ~~Classes will be assigned, Even~~ **Classes will be assigned**, ~~if a student enrolls a week before the end of the semester, he/she will be assigned to classes.~~ **if a student enrolls a week before the end of the semester, he/she will be assigned to classes.**
2. The semester grade of any transfer student should be determined by averaging the transferred grade in a subject with that earned at Thornton Fractional, using a weight for each equal to the fraction of the semester it represents.

TRANSPORTATION

Bus service is provided for the transportation of students living more than 1 ½ miles from school. Time schedules vary to meet current demands. Students should note the current schedules as announced by the school office. The yearly bus schedule is distributed on the first day of school. Bus schedules and passes are handled by the Dean's Office. Students must display a current I.D. card to board a bus.

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

WITHDRAWALS

Only parents or legal guardians may withdraw a student from a Thornton Fractional High School. The following procedure must be followed:

1. The withdrawal form is obtained from the Guidance Office. This form must be signed by a parent/guardian.
2. The withdrawal form must be signed by the attendance office, nurse, Learning Resource Center, bookstore, and dean indicating that all obligations have been cleared.

ACTIVITIES AND CLUBS

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 (N), South (S), or the Center for Academics and Technology (C), Center for Alternative Learning (CAL).

ACTIVITIES OFFICE

The Activities Office is the center for all functions that pertain to students in different school organizations. Activity fundraising may not be promoted by any organization without the approval of the Activities Director and Building Administration.

Occasionally, student photos, and/or video image may be used for internal, and/or external publication purposes. Please complete and return the Media Release and Consent Agreement form provided at the front of the Student Handbook.

The student programs are divided into four areas:

Campus	Category I – Performance
N S	Scholastic Bowl # ●
N S	Chess # ●
N S	Drama
N S	Group Interpretation # ●
N S	Mathletes ●
N S	Speech # ●
N S	Band # ●
N S	Choir # ●
S	Contest Play # ●
S	Mock Trial Team #
N S	E-Sports Team # ●
Campus	Category II - Co-Curricular
N S	Newspaper # ●
N S	Yearbook # ●
C	CAD Club @ N
C	CWT @ S
C	Auto Mechanics @ N
C	Auto Collision @ N
Campus	Category III - Special Interest
N	Freshman Class
S	Freshman / Sophomore Class
N	Sophomore Class
N S	Junior Class
N S	Senior Class
S	Art Club ●
N	Brother 2 Brother
S	Drama Club
N S	Creative Arts / Literary Magazine ●
N S	Environmental / Science ●
N	STARS Girls Club
N S	TV Production
N	Power Lifting
N	Monogram
N S	Student Council ●
N S	NHS ●
S	Pep Club
N S	SADD
S	World Language / Cultural Exploration
N S	Best Buddies
N S	History Club
S	GSA Gay Straight Alliance
N	P.R.I.D.E.
N S	Peer Mediators
S	Senior Ambassadors
N S	Dreamers Club
S	Science/Forensics

N	Visual Arts ●
S	Girls Club
N	Student Action Team
N S	Future Teachers Club
N S	Student Equity Leadership Club
N	Connections
N S	E-Sports Club
S	Latin Dance Crew
Campus	Category IV – Non Paid -2 Year Probation
S	Anime Club-year 2

● SSC Conference Required # IHSA Competition @ N of S Bookkeeper REVISED 9.19.22

ATHLETICS

District 215 offers a wide variety of sports for both male and female athletes. Listed below are the sports that are available at each school. (Co-op - this sport is represented by a cooperative team that is comprised of players and coaches from Thornton Fractional North and Thornton Fractional South high schools.

Athletic Offerings (as recognized by the IHSA)

Boys'	Boys'	Girls'	Girls'
Baseball	Soccer (Co-op)	Badminton	Softball
Basketball	Swimming (Co-op)	Basketball	Swimming (Co-op)
Bowling	Tennis (Co-op)	Bowling	Softball
Cross-Country	Track	Cheerleading	Tennis
Football	Volleyball (Co-op)	Cross Country	Track
Golf	Wrestling	Dance	Volleyball
		Soccer (Co-op)	

ATHLETIC ELIGIBILITY REQUIREMENTS

AGE:

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:

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.

AMATEUR STATUS:

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 \$75 fair market value. There is no limitation on the value of your school letter.
3. If you violate the amateur rule, you become ineligible in the sport in which you violate. You must be reinstated by the Executive Director before you may compete again.
4. Schools may provide an individual or teams that win an IHSA state championship, a ring/memento not to exceed \$200 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.

ATHLETIC ELIGIBILITY RULES:

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 Associations 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 parent/guardians, your coaches, your athletic director and your principal to thoroughly understand the IHSA eligibility by-laws and how they relate to you.

ATTENDANCE:

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. 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:

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.

MISBEHAVIOR DURING CONTEST:

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:

1. After becoming a student in ninth (9th) grade, the student shall not be eligible for more than four (4) consecutive school years of competition in any sport.
2. Your 7th and 8th semesters of high school attendance must be consecutive.
3. 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:

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:

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 sport 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:

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:

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) if 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:

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.

SCHOOL TEAM SPORTS SEASONS:

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 penalty to you and/or to your school's coaching personnel

TRANSFER:

1. In all transfer cases, both the principal of the school from which you transfer and the principal of the school into which you transfer must concur with the transfer in writing on a form provided by the IHSA Office. **You cannot be eligible when you transfer until this form is fully executed and on file in the school office.**
2. **After the official start date of and 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 ~~he/she~~ **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 ~~he/she~~ **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
 - 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:

You may not appear at a contest in the uniform of your school while you are ineligible. This means that you may not dress or sit on the bench if you are not eligible to play. Also, you may not compete as an "exhibition" contestant if you are not eligible.

T.F. High School District 215: Athletic /Activity Co-Curricular Pledge **2023-24-2024-25**

THIS POLICY SHALL BE APPLICABLE DURING THE ENTIRE SCHOOL YEAR,
INCLUDING THOSE TIMES THE STUDENT IS NOT PARTICIPATING.

- 1. General Habits and Conduct:** I understand that by taking part in the athletic /co-curricular activity program I must meet the ideals for good sportsmanship, good conduct, and citizenship when in school events and in the community. I understand that it is a privilege to participate in athletics/co-curricular activities and that I should be committed to being a model student athlete/participant. I understand that athletics/co-curricular activities are designed to develop me physically, mentally, and socially. I understand that physical development is easy to understand and easy to see, but mental and social development are just as important and the hardest to develop.
- 2. Academic Eligibility:** To be eligible for semester 2, I must pass five classes the previous semester. If not, I will be ineligible for the entire next semester. Also, I must maintain passing grades in five classes on a weekly basis. In addition, I must maintain a GPA of 2.0 at the end of the 1st, 2nd, 3rd and 4th nine week grading periods and at the conclusion of the 1st and 2nd semester in order to participate on an athletic team or extra-curricular club/organization. Failure to comply with this will cause me to become ineligible to participate in athletics/activities (i.e., athletic events-games, state band competition, club meetings, etc.). Failure to achieve a 2.0 GPA at the end of the 1st and 3rd quarter will result in me being ineligible until I have raised my cumulative GPA for the current semester to a 2.0 GPA or higher. I will be ineligible for a minimum of 1 week and must attend homework center. Failure to achieve a 2.0 GPA at the end of a semester will result in me being ineligible for a minimum of 3 weeks. If after the three-week period, I am achieving a cumulative GPA for the current semester of 2.0 or higher, I will regain my eligibility. During the week(s) I am ineligible, I must attend a mandatory study hall established to help with academics. I will be required to attend the homework session that has been established for Monday, Tuesday and Thursday from 3:30-4:30 p.m. Any missed study sessions must be made up before I can once again become eligible.
- 3. 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.
- 4. School Attendance:** I understand that I must be in attendance for at least half of the school day (two and one-half clock hours of instruction) in order to participate in practice or in a contest or activity. School-sponsored field trips and activities do not count as absences.
- 5. School 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.
- 6. Alcohol & Tobacco Products:** I understand that if I use, possess, or sell any alcohol or tobacco product, I will be suspended from athletics/co-curricular activities for ten consecutive days. A repetition of such an incident will result in my suspension from all athletics/co-curricular activities for the remainder of the school year.
- 7. Possession, Sale or Use of Drugs:** I understand that if I am in possession of controlled substances, illegal drugs or drug paraphernalia or involved in the sale, purchase, or use of drugs (other than a valid prescription written for me and exclusively used by me), I will be suspended from any athletic/co-curricular activities for the remainder of the school year.
- 8. Stealing:** I understand that if I am involved in stealing of any nature, I will be suspended from athletics/co-curricular activities for the first incident for a minimum of ten consecutive days and will make restitution for anything stolen. A repetition of a similar incident will result in my suspension from all athletics/co-curricular activities for the remainder of the school year as well as being required to make restitution for anything stolen.
- 9. Destruction or Damage of Property:** I understand that any destruction or damage of property associated with a school activity or an athletic/co-curricular activity will result in my suspension for a minimum of ten consecutive days as well as payment of damages. A second such incident, or first if aggravated, will result in my suspension from all athletics/co-curricular activities for the remainder of the school year as well as requiring me to pay for damages and restitution.
- 10. Team/Activity Rules:** I understand that if I violate specific approved and distributed athletic/co-curricular activity rules other than those stated in this pledge, it will be handled by the coach/sponsor in charge of the athletic/co-curricular activity.
- 11. Appeal of Suspension:** I understand that I have a right to appeal all suspensions. I must first appeal suspensions to the Athletic / Activity Director. Further appeal may be made to the Principal who may have the matter considered by a co-curricular review board designated by the Principal.
- 12. 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.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



DIVISIONS I AND II INITIAL-ELIGIBILITY REQUIREMENTS

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA

CORE COURSES

VISIT ELIGIBILITYCENTER.ORG/CORSELIST FOR A FULL LIST OF YOUR HIGH SCHOOL'S APPROVED CORE COURSES. COMPLETE 16 CORE COURSES IN THE FOLLOWING AREAS

NCAA Division I requires completion of 10 NCAA core courses (including seven in English, math or natural/physical science, before your seventh semester.:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of Social Science.
- 4 years of additional courses (from any area above, World Language or comparative)

NCAA Division II currently requires:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 year of additional English, mathematics or natural/physical science.
- 2 years of Social Science
- 4 years of additional courses (from any area above, World Language or comparative)

Test Scores

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9999) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will use the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low-test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/student-athletes/future/test-scores.

GRADE-POINT AVERAGE

THE NCAA ELIGIBILITY CENTER CALCULATES YOUR GRADE-POINT AVERAGE (GPA BASED ON THE GRADES YOU EARN IN NCAA-APPROVED CORE COURSES.

- DI REQUIRES A MINIMUM 2.3 GPA
- DII REQUIRES A MINIMUM 2.2 GPA

Concussion Policy:

- **Definition of Concussion**

A concussion is an injury to the brain that results in a temporary loss in brain function. A concussion can be caused by either a direct blow to the head, neck, face or somewhere else on the body that causes force to be transmitted to the head. It is also characterized by the rapid onset of cognitive impairment. In some cases, symptoms and signs may evolve hours after initial injury. A concussion may result in neuropathological changes, but abnormality is often not seen on standard imaging studies. The effect of a concussion can vary from student to student with a graded set of symptoms that may or may not involve a loss of consciousness. Recovery time can vary greatly from case to case, but typically lasts from 1-4 weeks if the process of treatment and recovery is managed well.

After sustaining a concussion, a student may experience different kinds of symptoms. The symptoms can be classified into four main types: cognitive, physical, emotional and sleep. Every student is unique and their symptoms of concussion will also be unique, including some or even all of the symptoms as defined in the chart below. It is the job of the Concussion Management Team (comprised of TFD 215 staff, local medical professionals and the family) to work with the student to identify and manage the symptoms so that the concussion will resolve quickly and comfortably.

- **Symptoms Associated with Concussion**

Cognitive	Physical	Emotional	Sleep
Feeling Mentally Foggy	Headache	Irritability	Drowsiness
Difficulty Concentrating	Nausea/Vomiting	Sadness	Sleeping Less Than Usual
Difficulty Remembering	Balance Problems	More Emotional	Sleeping More Than Usual
Repeats Questions	Numbness/Tingling	Nervousness	Trouble Falling Asleep
Feeling Mentally Slowed Down	Sensitivity to Light/Noise		
Forgetful of Recent Information	Dizziness		
Confused About Recent Events	Dazed or Stunned		
Answers Questions Slowly			

- **Key Concepts and Terms**

Key Concepts	
Return to School	A general concept that means that the student is <i>free from all symptoms</i> during academic and sports activities <i>and</i> normal routines are reestablished
Return to Learn	Goal of full academic activities with no symptoms
Return to Play	Goal of full academic and physical/sports activities with no symptoms
Cognitive Activity	Any activity that involves mental stimulation; includes social interactions, reading, video games, television, writing, music
Cognitive Rest	Limited cognitive activities to prevent symptoms from surfacing
Tolerance of Activities	Tolerating certain activities post-concussion means participating without <i>exacerbating</i> symptoms

- **Returning to School**

Returning to School is a concept that goes beyond the student just attending school, or going back to school after a day of rest. A full return to school means that the student is symptom free for at least 12-24 hours from any symptoms caused by academic, cognitive, emotional or physical activity. There are two main components for a full Return to School: Return to Learn and Return to Play.

- **Return to Learn (RTL) and Return to Play (RTP)**

Return to Learn (RTL) is the gradual process of recovery and reentry to academic studies following concussion, while Return to Play (RTP) is the process of returning to athletic activities post-concussion. Although the concept of RTP may be more widely known, **Illinois Public Act 099-0245** states that a protocol for RTP and RTL needs to be established within all schools. Furthermore, a student cannot return to the classroom until the RTL protocol has been met and cannot return to interscholastic athletics unless both protocols have been met (regardless if the concussion took place within the school setting or during interscholastic athletic activities). These protocols are meant to protect students and if strictly followed, have been successful for preventing future injury and excessive time spent out of school and sports.

- **Academic Accommodations for Post-Concussion**

For students returning to school post-concussion, academic accommodations may help in reducing the cognitive load and facilitating the Return to Learn. Adjustments made to the school schedule, work assignments, and how information is presented will help optimized recovery time and minimize post-concussion symptoms. Below are various school accommodations that may benefit students during recovery.

- **Attendance**

- No school for ____ school day(s)
- Part time attendance for ____ school day(s) as tolerated
- Full school days as tolerated
- Tutoring homebound/in school as tolerated
- No school until symptom free or significant decrease in symptoms

- **Breaks**

- Allow student to go to the nurses' office if symptoms increase
- Allow student to go home if symptoms do not subside

- **Visual Stimulus**

- Allow student to wear sunglasses in school
- Pre-printed notes for class material or note taker
- No smart boards, projectors, computers, TV screens, or other bright screen
- Enlarge font when possible

- **Auditory Stimulus**

- Allow student to leave class 5 minutes early to avoid noisy hallway
- Lunch in a quiet place
- Audible learning (discussion, reading out loud, text to speech programs)

- **Workload/Multi-tasking**

- Reduce overall amount of make-up work, class work, and homework when possible
- No homework
- Limit homework to ____ minutes a night
- Prorate workload when possible

- **Testing**

- No testing
- Extra time to complete tests
- No more than one test a day
- Oral testing
- Open book testing

- **Physical Exertion**

- No physical exertion/athletics/gym
- Begin Return to Play guidelines prior to returning to gym or athletics

- **Guidelines for Return to Learn**

Below is a table outlining stages of recovery that help a student with a concussion balance rest and tolerance of activities. The athletic and medical teams work together through all stages of Return to Learn. The Guidelines for Return to Learn can also be found on the District 215 website.

Stage	Activity	Next Steps
1. No school/limited cognitive activity	Cognitive rest and good sleep	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 2 No- Continue rest and monitoring
2. Gradual reintroduction of daily activities; "not too much, not too little"	Slowly lift previous restrictions on activities and add them back for short periods of time (5-15 minutes at a time)	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 3 No- Return to stage 1
3. Cognitive tasks at home	Assignments, Reading, screen time, on devices in longer increments (20-30-minute increments) of homework at home	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 4 No- Return to stage 2
4. Modified (if applicable) school return	Flexible school schedule with accommodation after 1-2 cumulative hour (20-30-minute increments) of homework at home	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 5 No- Return to stage 3
5. Full reintegration into school	Increase to full day of school (without physical education) and include accommodations	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 6 No- Return to stage 4
6. Resume pre-injury school schedule and activities	*Resume full academic/cognitive workload adjustments (or return to normal, pre-injury scheduling)	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue with stage 6 and begin <i>Return to Play</i> guidelines if returning to athletic/physical education activities No- Return to stage 5

- **Student Athletes and Return to Play**

Once students can tolerate all pre-injury academic activities and schedules, they may then consider returning to athletic activities. The RTP protocol outlines special considerations for students and student-athletes returning to physical activities and sports activities and further explains the concept of Return to Play. The athletic and medical teams are primarily responsible for monitoring the RTP protocol and also return to PE or other organized physical activities. *A copy of the Guidelines for Return to Play can be found on the District 215 website.*

Stage	Activity	Next Steps
1. Complete Guidelines for Return to Learn	Resume full academic/cognitive workload without adjustments (or return to normal, pre-injury, scheduling)	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 2 No- Return to stage 5 of Return to Learn
2. Light aerobic exercise	Walking, swimming, stationary cycling (Heart rate: <70% for 15 mins)	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 3 No- Return to stage 1 with physical rest and monitoring
3. Sport specific exercise	Skating drills, running drills, cycling (Heart rate: <80% - 45 mins) *NO head impact activities	Able to tolerate activities without symptoms for 12-24? Yes- Continue to stage 4 No- Return to stage 2 and monitoring
4. Non-Contact training drills	Progress to complex training drills, resistance training, increased exercise, coordination, and attention (Heart rate: <90% - 60 mins)	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 5 No- Return to stage 3 and monitoring
5. Full Contact Practice with Caution	With medical clearance, return to normal training activities	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 6 No- Return to stage 4
6. Resume pre-injury athletic activities	Normal game play with monitoring and increased awareness of further injury	Able to tolerate activities without symptoms for 12-24 hours? Yes- Continue to stage 6 and normal scheduling/activities No- Return to stage 5

- Clearance to Play and Required Forms**
 The Illinois High School Association (IHSA) Post-Concussion Form needs to be completed by a physician, parent/guardian, and the student as part of clearance to return to Play. Final clearance and Return to Play will be the decision of the team Physician of the respective school and/or the Athletic Trainer of that school. Furthermore, TFD 215 Athletic Trainers and administration reserve the right to exclude any student-athlete from participation in sport *in any capacity* and recommend specific academic accommodations until the student-athlete has completed all requirement of the TFD 215 Concussion Protocol.
- Further Considerations for Students and Student-Athletes:** The Concussion Management Team (CMT) will assist students in receiving support through the appropriate resources at their respective schools. Recommendations regarding altering and/or limiting schoolwork, allowing breaks throughout the day, and excused absences will be made by the CMT and District 215 on a case-by-case basis. Student-athletes that have been diagnosed with a concussion are to be removed from any and all physical activity and activities that exacerbate symptoms, including but not limited to: show choir, band, and P.E. class. Students will be allowed to visit the school nurse to rest when symptoms are active during the school day. Ongoing monitoring and reassessment of activities will be made based on present symptoms and individual progress.

RESIDENCY REQUIREMENTS

Definition of Residency

Illinois laws indicate that a school district must establish free schools to accommodate all students who reside within the district. Boards of Education have a statutory duty to charge tuition to non-resident students. The district allows a dependent of United States military personnel who is housed in temporary housing located outside of the district to enroll if the dependent will be living within the district within 6 months after the time of initial enrollment and the military personnel seeking to enroll the dependent under this exception provides proof that the dependent will be living within the boundaries of the district within 6 months.

The general rule for residency is that a student is considered a resident of the school district in which his/her parent/guardians live unless the parent/guardians have legally relinquished complete custody and control of the student to someone else. Residency is established through physical presence and intent to make that location a permanent residence. A person cannot have a permanent residence in two places at the same time.

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

Verification of Residency

Parents or legal guardians must prove residency in District 215 each year during student registration. Guidelines have been established to verify that students who attend schools within District 215 boundaries are residents of the district. District 215 utilizes a variety of tools to determine the residency of its families which may include asking families to provide proof of residency by submitting documents during the registration process.

Proof of Residency

Before a child can be officially enrolled, proof of residency must be established. Verification of residency includes review of documents from each of the following two categories:

A driver's license or State ID must be provided by all individuals attempting to register a student. Additionally, families will be asked to present the following:

CATEGORY I (one item)

- ~ A homeowner's warranty deed, trustee's deed or real estate tax bill, mortgage*
- ~ A signed renter's lease that is valid for the entire school year and includes the landlord's name and phone number, or a valid sublease listing your name as occupant and includes the landlord's name and phone number**

CATEGORY II (two items)

- ~ Home/apartment insurance bill or policy
- ~ Current Gas bill
- ~ Current Electric Bill
- ~ Village water bill
- ~ Vehicle registration card
- ~ Public Aid Card (if applicable)

* If registrant is living with another household, the homeowner must provide a driver's license or State ID, one item from Category I, two items from Category II and the signed District 215 Affidavit Form for Persons Seeking to Enroll a Student While Living with a District resident.

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. 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 student 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 during the time the student was enrolled.

Change of Address

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.

District 215 Residency Hotline

708-585-7000

District 215 maintains a Residency Hotline which may be contacted 24 hours a day. Parent/guardians and community members are encouraged to contact this hotline if they suspect someone is attending district schools as a non-resident. All hotline tips should include detailed information that will be investigated confidentially. Parent/guardians' and community members' active cooperation in this manner will help to assure that the T F District 215 Residency Policy is being fully implemented.

Proof of Custody or Legal Guardianship

At the time of enrollment, the adult enrolling the child must show proof of legal custody document and provide a registered birth certificate of the child and proof of completion of eighth grade curriculum.

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 student must also have a legal residence within the district and provide proof of residency upon enrolling the student.

MCKINNEY VENTO ELIGIBLE STUDENTS

No student will be denied enrollment in violation of the *Education for Homeless Children Act* or the *McKinney-Vento Homeless Education Assistance Act*. Enrollment of homeless students will not be denied or delayed due to a lack of any documentation normally required for enrollment. Parent/guardians of homeless students are only required to provide an address or other contact information in the event of an emergency, and such information is not for residency purposes. Parent/guardians should contact the Homeless Liaison at the home school.

McKinney Vento - District 215 complies with the Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) which mandates that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. The Student Service Coordinator serves as the main contact for communication for each campus.

McKinney-Vento Eligible students shall not be denied or have their enrollment process delayed for failure to produce any of the necessary documents.

HOME SCHOOLING (DETERMINATION OF CREDIT)

1. Home schooled students will be admitted to District 215 schools following the enrollment and residence Policy #7:50.
2. 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 successful completion of an approved curriculum.
3. Upon admission, the Assistant Principal for Pupil Personnel Services will give students an academic placement test to facilitate appropriate class selections.
4. 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.

PUPIL PERSONNEL SERVICES (PPS)

Counselors at Thornton Fractional High Schools serve as a link between the individual student and the total school environment. Any problem important to the student is considered important by the School Counselor. These problems may be personal in nature or they may be school related, such as course selection, course failure, and post-high school plans. Each school maintains a PPS Office available to students and parents/or guardians for support services. Each student is assigned a counselor who is available throughout the school day. Students can make appointments before, during passing periods or after school by QR code and email.

EXTENDED ABSENCE HOMEWORK REQUEST

If a student has been absent for two or more days, the parent/or guardian may call the Guidance Department to make arrangements for homework. Teachers must be given 24 hours' notice to prepare homework assignments. If a student is absent two or more weeks, the parent/guardian may call the Social Worker to make arrangements for homebound tutoring.

FEDERAL GUIDELINES

Students/Parents/Guardians are encouraged to report claims or incidences of bullying, teen dating violence, harassment, sexual harassment or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Building Assistant Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make a good faith complaint will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Building Assistant Principal or Dean of Students for appropriate action.

The Nondiscrimination Coordinator and Complaint Managers for District 215:

John Robinzine, Assistant Superintendent of Career Development-755 Pulaski Rd., Calumet City, 708-585-1116

Dr. Rena Whitten, Assistant Superintendent of Student Services & Equity -18601 Torrence Ave, Lansing, 708-585-2312

NOTIFICATION OF RIGHTS

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.

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 15 school 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 copy rights 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. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. 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 request removal from the student's academic transcript one or more scores received on college entrance examinations.**

A parent/guardian or eligible student may ask the District to remove certain scores of college entrance exams from their student's academic transcript. Students often take college entrance examinations multiple times in order to improve their results. Test publishers provide the results from each examination taken to the student's high school. Schools must include each of these scores on the student's transcript, which may result in academic transcripts having multiple scores from a single college entrance exam. A parent/guardian or eligible student may not want certain scores to be sent to postsecondary institutions to which the student applies. To request the removal of scores on college entrance examinations, the parent/guardian or eligible student must submit a written request 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 removed.

3. **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 person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); 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. 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; 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; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. **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.

5. **The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to:

Name / Address / Gender / Grade level / Birth date and place

Parent/guardian names, addresses, electronic mail addresses, and telephone numbers 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 and 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. No directory information will be released within this time period, unless the parent/guardian or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent/guardian or student, as applicable; and no image on a school security video recording shall be designated as directory information.

6. **The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers 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 students' names, addresses, and telephone numbers, unless the student's parent (guardian) or a 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 where your student is enrolled for further instructions.

7. **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.

8. **The right to file a complaint with the U.S. Dept. 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

PHOTOGRAPH OR VIDEO RECORDING OF A STUDENT

Pictures of Unnamed Students

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.

PRIVACY RIGHTS

Surveys: Surveys administered to students will be related to the District's educational objectives or assist students with college and career choices. Parents/Guardians may request to view the tools used for these purposes.

PEER (STUDENT AND ADULT) MEDIATION PROJECT

The basic purpose of mediation involves an attempt to solve problems between students with a minimum amount of intervention by school personnel. Mediation is a process which provides additional structure to process information used by students and teachers on a regular basis. Mediation supports the purpose of discipline by seeking to resolve problems rather than to decide on punishment.

Faculty and staff members as well as students are given wide discretion regarding the use of mediation as a proactive solution to student problems. The recommendation for mediation may be made for students at any level of the school organization. These recommendations may be made informally by students themselves, by classroom teachers, counselors, deans, or administrators.

PSYCHO-EDUCATIONAL GROUPS

Students can be referred to participate in psycho-educational 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.

SCHOLARSHIP AND FINANCIAL AID

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 website. Some scholarships are based on the total educational record, but most are based on financial need.

SCHOOL-AGE PARENTS/GUARDIANS

Students who are married and/or pregnant are allowed to remain in school and participate in the regular educational program and extra-curricular activities. Independent study or correspondence courses are also fee/tuition-based options available at cost to the student.

SCHOOL NURSE

Health Record Requirements

Important Notice to Parents/Guardians:

Beginning with the 2022-2023 registration window, all required health examinations and immunizations must be submitted for the student's registration to be considered.

*All students are required by Illinois School Code section 27-28, to submit to the school a completed physical and immunization records **before entering the ninth grade** and at the **time of enrollment** into an Illinois high school. The physical and immunization history may be submitted to the School Nurse anytime between January 1st and May 20th. **Incoming freshman and new students will not be allowed to complete registration, attend school or participate in book pick-up unless their completed physical and immunization records are turned in during the registration process.** If needed, you can obtain a copy of your student's immunization records from the junior high school nurse before eighth grade graduation. **Returning grade 12 students will not be allowed to complete registration if proof of immunization against meningococcal disease is not provided.***

To be in compliance for admission to high school the student must have:

A complete physical examination:

- a. Physical results must be recorded on the **current Illinois State Certificate of Child Health Examination** form.
- b. The physical must be dated within one year of starting high school (first day of school). For students transferring from out of state, within one year of transferring to an Illinois High School.
- c. The **Health History** portion **must be completed and signed by the parent or guardian.**
- d. The **diabetes risk assessment** must be documented by examining physician, APN or PA.
- e. The Physical Education and Sports eligibility section, found at the bottom of the physical form, must be completed by the physician, APN or PA.
- f. The physical form must be signed and dated by a **licensed physician (MD or DO).**
- g. Completed dental examination. (9th grade students, effective 2020-21 school year)

A complete and updated immunization history:

The immunization section of the physical must be *signed and dated by a Licensed and Health Care Provider.*

Immunization records must include:

One (1) Meningococcal (MCV4) Vaccine one dose on or after the 11th birthday for 9th, 10th, and 11th graders. Senior students need proof of one vaccine after their 16th birthday.

Two (2) Varicella (Chicken Pox) Vaccines given on or after the first birthday. There must be a minimum of 28 days between dose one and two. Physician diagnosed or verified history of having had the disease is acceptable.

One (1) Tdap (tetanus, diphtheria and pertussis). Three (3) DTP/DTap or TD with last dose given after 4th birthday and qualifying as a booster. Minimum interval: between series doses is 4 weeks, between series and booster 6 months.

Three (3) Hepatitis B Vaccines. There must be a 28day interval between the first and second vaccine and a 56day interval between the second and the third vaccine.

Three (3) or more Polio Vaccines. The last dose must be given on or after the fourth birthday. Minimum interval: between series doses is 4 weeks, between series and booster 6 months.

Two (2) Measles, Mumps and Rubella (MMR)Vaccines. The first vaccine must be given after the 1st birthday with at least 28 days between the 1st and 2nd dose.

Proof of a Dental examination is required for all freshman students by May 15th of their Freshman Year.

Cook County Department of Public Health – 708-232-4500

Asthma

In accordance with Public Act 099-0843, Thornton Fractional Township High School District 215 is requesting the parent/guardian of a student with an asthma diagnosis to submit an Asthma Action Plan completed by the student’s healthcare provider to the Nurse’s Office of their child’s school. The Asthma plan provides the school with detailed instructions on how to treat and/or control your child’s Asthma symptoms and should be written and developed by your child’s medical provider. The plan must be submitted annually and will be kept in your child’s student health file.

Public Act 099-0843 also requires school districts to adopt an “Asthma Emergency Response Protocol” which are procedures designed to guide school staff in assisting students who are experiencing asthma related symptoms. Both the *Asthma Action Plan* and the *Asthma Episode Emergency Response Protocol* can be found on the Thornton Fractional Township High School District 215 website. Please contact the school nurse at your child’s school for assistance with this matter.

School Nurse/School Health Assistant Contact Information:

Thornton Fractional North - Gretchen Hogan	Email: ghogan@tfd215.org	(708) 585-1011
Thornton Fractional South - Bonny Stokes	Email: bstokes@tfd215.org	(708) 585-2050
The Center for Academics and Technology– Kristi Smith	Email: ksmith@tfd215.org	(708) 585-2355
The Center for Alternative Learning - Kristi Smith	Email: ksmith@tfd215.org	(708) 585-2355

Clinic Procedures

1. All ill or injured students must have permission from a parent or guardian and nurse to be sent home. A list of students excused by the nurse is given to the Attendance Office at the end of the day. Parents or guardians are responsible for picking up students or giving them permission to drive home.
2. Any student who has a fever or is suspected of having a contagious condition, will be sent home from school. If a fever is present the student should remain out of school for 24 hours after the fever dissipated without medication.
3. All students with an undiagnosed rash must be sent home for a diagnosis by the family doctor. A written statement by the doctor will be required for readmission.
4. **Any student who** if a student cannot take part in the regular physical education program, he/she should report at the beginning of each year or at the beginning of their convalescence, to the school nurse with a written order from their Primary Health Care Provider. This medical order must indicate the length of convalescence. (for the school year, the semester, for 3 weeks). A new order from the doctor is required each semester.
5. **ALL STUDENTS ABSENT FIVE CONSECUTIVE DAYS OR MORE ARE REQUIRED TO HAVE A WRITTEN NOTE FROM THEIR HEALTH CARE PROVIDER STATING THAT THEY ARE NOW ABLE TO RETURN TO SCHOOL.**

Non-Prescription Medication

Administration of all non-prescription medication will be made at the written request of a parent or guardian. The written non-prescription medication order form must be on file in the nurse's office before any non-prescription medication can be administered to a student. The school nurse or designated building administrator retains authority to exercise medical judgment in the best interest of the student in each individual case. The non-prescription medication is to be brought to the school nurse in the original container, including the manufacturer's original label with the ingredients listed. The student's name must be affixed to the container. Non-Prescription forms are available on the school web site under "Nurse's Office" in the Parent pull down.

Prescription Medication

Prescription medication shall be administered only by the school nurse or a designated building administrator. However, the school nurse or designated building administrator retains authority to exercise medical judgment in the best interest of the student in each individual case. All medication must be given to the nurse before a student attends classes.

1. A written medication orders from the prescribing health care provider is required for all prescription medications. The orders should detail the name of the drug, dosage, and the time interval in which the medication is to be taken. These orders are to be renewed every school year and when any changes are made.
2. Medications should be brought in the original prescription container, labeled appropriately by the pharmacist or licensed prescriber.
3. In addition to the licensed prescriber's order, parents/guardians should provide a written request that medication be given during school hours. The request must include the name of the student, the parent/guardian's name and phone number in case of emergency. It is the parent/guardian's responsibility to ensure that the licensed prescriber's order, written request and medication are brought to the school.
4. If medication is a multi-dose inhaler or Epi-Pen the medication may be carried and self-administered by student. In case of an emergency additional medication should be kept in the Nurses' office.
5. The school district retains the right to reject requests for the administration of medicine.
6. Prescription order forms are available on the school web site under "Nurse's Office" in the Parent pull down.

SPECIAL SERVICES

Special education programs, in compliance with state and federal laws, are available for students with special needs. Thornton Fractional High Schools offer a range of special education services to meet the varied needs of district students. The degree of services varies from contact by a specialist on a consultation basis to a full instructional program. Students most often attend regular classes and receive individualized assistance from special education personnel through resource or study skills services. Students whose skills do not permit them to successfully attend regular classes may receive instruction in alternate classes for all or a portion of their course work.

To be eligible for special education services, a student must have: 1) a disability as determined by state and federal law, 2) the student's disability must adversely affect his/her educational performance, and 3) the resulting educational needs must require special education services. A parent/guardian, teacher, or a professional in the community who is concerned about a student's performance may refer that student to his/her guidance counselor for possible assessment by a screening committee. The screening committee determines whether or not an evaluation for special education eligibility is appropriate. The following services are also available:

English Language Learners. District 215 will provide language and other special support services for students from linguistically and culturally diverse backgrounds who have been identified English Language Learners (ELL). 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 helps to identify the students who need their English language proficiency tested. Students who are identified as ELL are eligible for English as a Second Language classes, tutoring and other forms of instructional support. Students who are identified as LEP are eligible for English Learner (EL) services such as the English as a Second Language class, tutoring and/or other forms of instructional support. Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

Homebound Teaching. 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.

Instructional Program. When the student's level of functioning is such that increased support and intervention is necessary to derive educational benefit, an instructional class may be suggested. These classes are offered in select subject areas and provide increased modification for students whose delays significantly affect their ability to succeed in the comparable regular class.

Resource Program. Students who have been identified as having a learning disability, traumatic brain injury, other health impairment, emotional disorder, or behavioral concerns may benefit from assistance in the resource room, if the level of intervention which they require is minimal. The amount of resource room assistance will be determined at the student's Individualized Education Planning conference.

School Psychologist. School psychological services may include assessment, individual or group counseling, consultation, and program development to meet individual needs. The psychologist works with students and consults with educators at the Thornton Fractional High Schools to address student learning and behavioral issues within the educational environment.

Section 504. 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.

Social Work. Social work services are available during the basic school term for regular and special education students in need. The social worker coordinates services with those of the counselors and other specialists on staff at the Thornton Fractional High Schools.

Speech and Language Therapy. Speech therapy services are available for students who have a 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.

Other Programs. Support is available to the Thornton Fractional High Schools students with physical, vision, or hearing impairment, as well as other medical and cognitive disabilities. Programs for severely disabled students are available on a case-by-case basis, as determined by individual student need.

TESTING

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

Grade 8/9- Advanced Placement, PSAT

Grade 10 - Advanced Placement, PSAT

Grade 11 - Advanced Placement, NMSQT/ACT/SAT

Grade 12 - Advanced Placement, ASVAB

STATE ASSESSMENT

ISA (Illinois Science Assessment): In compliance with federal testing requirements, students will be required to take standardized state assessments in accordance with federal and state testing requirements. Illinois will administer a science assessment to students enrolled in a public - school district in grades 5, 8, and once in high school. ISA is a general science assessment based on the Illinois Learning Standards in Science, incorporating the Next Generation Science Standards (NGSS). Additionally, all students must take the SAT (Scholastic Aptitude Test), unless the student qualifies for the DLM-AA (Dynamic Learning Maps Alternative Assessment). This test is based on College and Career Readiness standards. Any student who is identified as Limited English Proficient must take the ACCESS (Assessing Comprehension and Communication in English State-to-State) test yearly until proficiency is reached.

STANDARDIZED TESTING

The primary purpose of these tests (given in the junior or senior year) is to provide test scores and related information to colleges. This data will be used for admissions counseling, scholarship selections and placement in class sections. Students planning to enter a college or university after graduation should plan to take 1 or more of the following tests:

SAT – (Scholastic Aptitude Test) -***Note: Currently, it is an Illinois State requirement that all students take this test before graduating.

and

ACT – (American College Testing Program) -

Additional testing includes:

ASVAB – The Armed Services Vocational Aptitude Battery is an abilities test given to juniors or seniors with consent of their parents or guardians. The test compares a student's abilities with various occupations and academic areas. The results of the ASVAB may be used to help students choose classes. By utilizing the results of this test students may be made more aware of career goals.

Advanced Placement Test – 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 examinations in: **AP pre-calculus, AP Physics, AP African-American Studies**, Biology, Human Geography, Computer Science, Statistics, Music Theory, Spanish Literature, Spanish Language, Calculus, English Literature, U.S. History, European History, Physics, Chemistry, and English Language. Consult your counselor about details.

VOTER REGISTRATION

Students who are currently 18 years old or who will be 18 years old by the time of the Consolidated or General Election may be eligible to vote. Visit: www.elections.il.gov/ to learn more about registration qualifications and the voter registration process.

WORK PERMIT PROCEDURE

Students under 16 years of age, who are going to work in Illinois, must bring the following original documents to the Guidance 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.

STUDENT BEHAVIOR CODE

Thornton Fractional Township High School District 215
2023—2024-2024 - 2025

This handbook supersedes any previously published materials pertaining to the student behavior code.

STUDENT BEHAVIOR CODE

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 ~~regulations~~ **expectations** of the school. Behavior which tends to conflict with the educational environment or which is ~~antagonistic to~~ **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 as 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.

Student Responsibilities:

Thornton Fractional District 215 students have the responsibility to:

- Attend school regularly and to be on time
- ~~Observe~~ **Respect** the rights of other people
- Report hazardous or dangerous situations to an adult
- Treat others with respect and civility regardless of their racial/ethnic origin, age, sex, sexual orientation, religion, or disability
- Maintain academic honesty
- Maintain self-control and proper conduct at all times
- ~~Refrain from~~ **Using** and/or possessing any controlled substances, illegal drugs, or drug paraphernalia on school property or school related events on school grounds **is prohibited**
- ~~Refrain from~~ **Bringing** any type of weapon on school property, transportation or to any school related events **is prohibited.**
- Be truthful
- Express proper care of equipment, textbooks, and facilities

~~In dealing with violations of the rules and regulations~~ **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.

Student Expectations:

Thornton Fractional District 215 students can expect:

- A safe and orderly learning environment
- To be treated with dignity, civility and respect
- To be informed of the rules of conduct
- Freedom from discrimination and harassment
- Academic grades based on academic performance
- To express opinions and personal points of view
- Assistance from teachers, guidance counselors, **social workers**, deans, and administrators
- All students are expected to follow District 215 expectations during ~~remote~~ **e-learning (when applicable)**

In dealing with violations of the rules and ~~regulations~~ **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.

ATTENDANCE AND TRUANCY

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years of age (unless the child has graduated from high school), or (b) who is enrolled in any of grades, 9 through 12, in the public school regardless of age. Subject to specific requirements in state law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program. The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, Release During School Hours (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee.

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. **Students absent from school for more than TEN (10) consecutive school days may be administratively withdrawn.**

A chronic or habitual truant shall be defined as a child subject to compulsory school attendance and who has been absent without valid cause from attendance for 5% OR MORE OF THE PREVIOUS 180 REGULAR ATTENDANCE DAYS.

DEFINITIONS

Absence:

Any day or period of non-attendance. **It is the parent's/guardian's responsibility to notify the school of absences on the day of the absence.** School personnel will determine the status (excused/unexcused) of the absence. Reasons for excused absences are defined by the Illinois School Code as illness, mental health days (5 allowed per school year), religious observances, death in the family, family emergency, or other situations beyond the control of the student, and must be approved by school personnel. The student is entitled to full make-up privileges for excused absences. The student must meet make-up deadlines established by the teacher. Approved school related activities are not considered absences.

Extended Illness:

Any student who is absent for five consecutive days must present a medical statement from a licensed physician. If the student will be absent for more than five days, the statement should indicate how long the illness is expected to last. Parents **or guardians** are to communicate with the SCHOOL SOCIAL WORKER in cases of extended illness to determine if Homebound Services are warranted.

Excessive Absences and Medical Documents:

Excessive absences are defined as more than **5% or more of the previous 180 regular attendance days (9 days per school year)**. The school administration may require excessively absent students to provide medical documentation indicating the nature of the illness and specific dates to be excused. Failure to provide medical documentation will cause the student to be considered truant. See "Truancy Consequences." Student will be placed on the appropriate step.

Truancy:

Truancy is any day or period of non-attendance which is determined by school personnel as unexcused.

Extenuating Circumstances:

Upon approval of the assistant principal for pupil personnel services, instruction may be provided through homebound tutoring in cases of extended illness. Homebound tutoring will constitute continuous instruction.

Daily Absences

If a student is absent from school, his/her parent/guardian must call the school each day the student is absent. Calls are required no later than 2:30p.m. on the day of the absence. If the school does not receive the call as required, the absence is considered unexcused. A 24-hour phone service is available at the following numbers:

CAT 585-9401

CAL 585-9401

NORTH 585-1007

SOUTH 585-2040

Any student who decides to stay home AFTER the parent (or guardian) has left for work has the responsibility of contacting a parent/guardian to inform him that he/she is home so that the parent/guardian can **notify the school of the absence** call before 2:30 P.M. on the day of the absence.

TARDY POLICY

Punctuality is a student responsibility. Failure to enter the classroom prior to the final ringing of the tardy bell will be recorded as a tardy or as stipulated in writing by the teacher and signed by all students as classroom procedures.

The building administration may prohibit student admission to class when a student is tardy. Such a measure may be necessary either on a selected or continuing basis to ensure that tardiness does not disrupt the educational process.

Students detained by a teacher must obtain a pass from that teacher before attempting to be admitted to their next class. Students may not leave a class to which they are tardy in an attempt to solicit a pass.

All tardies will be reported to the Deans'/Attendance office on the day of the tardy. Students accumulating multiple tardies, per class, per semester, will be counseled and/or receive intervention (s).

TRUANCY POLICY

Students are expected to remain in the building during their regularly scheduled school day. Under no circumstances are students to leave the building without the permission of administration, the dean, or school nurse. To do so will be treated as truancy. If a student becomes ill during the school day and receives permission from the nurse to go home, he or she will be given a pass from the nurse. This pass should be turned in to the Attendance Office before leaving school. Students will be released to the custody of their parents or guardians in the Attendance Office. If no parents or guardians are available, permission must be received from an assistant principal before the student is released.

Requests to leave school for other reasons must be verified by a telephone call from the parent/guardian, and official, written verification that the appointment occurred (e.g. doctor/dentist note, verification of court date or college visit). An excuse from school will be granted by the **Dean's Office** for only those matters that cannot be scheduled at any other time than during the school day.

Truancy is any day or period of non-attendance which is determined by school personnel as unexcused.

Single Period Truancy

The first single class absence starts the student in the truancy process.

Full Day Truancy

Full day truancy is defined as an absence without excuse from three or more periods. Students accumulating 9 days per year or more full day truanies in the previous 180 school days will be considered chronic and habitual truants. In addition, police issuance of a municipal citation for truancy may be issued to the parent/guardian.

STUDENT DISCIPLINARY PROCEDURES

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~~ **may** remove students from the classroom for disruptive behavior. More disciplinary interventions may be administered for infractions directed against school personal, 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.

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. A student must be provided with the following due process in connection with any suspension from school:

1. Oral or written notice of the ~~charges~~ **allegations** and explanation of ~~evidence~~ supporting **evidence**. ~~the charges~~.
2. If the charges are denied, a student must be given an opportunity to explain their version of the events to the school official.
3. Suspensions (except from riding a bus for safety reasons) may not exceed 10 days, if warranted.
4. 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: specific reasons as to why removing the student from the learning environment is in the best interest of the school; a rationale as to the specific duration of the suspension; what if any appropriate and available support services will be provided to the student during the length of his or her suspension, and 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.
5. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. The request must be made in writing and emailed to the office of the Superintendent at appeals@tfd215.org.
6. Any decision rendered must be based upon the evidence.
7. With respect to any out of school suspension invoked, the student has a right to be informed of the beginning and ending dates. The rules regulating the suspension of 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.

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.

The following due process procedures will be followed:

1. Parent or guardian will be requested to be present at the hearing.
2. The parent or guardian will be provided a copy of the hearing documents.
3. The student and parent/**guardian** will be given an opportunity to give their version of the facts. They are allowed to offer the testimony of other witnesses and other evidence.

4. The student will be allowed to know of evidence offered against him/her.
5. A record shall be kept of the hearing.
6. The Board of Education will, within a reasonable time after the hearing, notify the parent or guardian of its decision. The notice will be in writing and state whether or not the student is guilty of the conduct charged and what action will be taken by the Board.

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

District 215 expects every student to exhibit positive behaviors that lead to successful experiences in and out of the classroom. Students are expected to comply with expectations of the school, to obey promptly all directions of the school staff, to ~~observe~~ **respect** good order, and to conduct themselves at school or at school-related activities, in such a manner that their conduct will neither harm nor bring discredit to the schools of the district. 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.

Access of Social Network Pages. Illinois state law (PA 09-0129), the Right to Privacy in the School Setting Act, allows school administration or building designees to request that a student cooperate in an investigation that includes social media misconduct and only if there is specific information about activity on the student's account that violated a school disciplinary infraction or policy. The student may be required to share content that is reported to help the school make a factual determination that will assist in the investigation and in determining appropriate student disciplinary interventions.

The act defines "social networking websites" as internet-based websites that allow users to: 1) create public or semi-public profiles within the site; 2) create a list of other users within the system that they share connections with; and 3) view and search the profiles of others within the system whether or not they have connections with one another. Examples of social networking sites include, but are not limited to, Facebook, Twitter, Instagram, Pinterest, Snapchat, Tik-Tok, Parlor, Discord, Reddit and others.

Email is explicitly not included in the law's definition of a "social networking website". This law enables schools to access a student's profile on a social networking website if there is just and reasonable cause that there is evidence on that the account of a violation(s) of the school's rules and disciplinary codes. Posts that involve threats of violence against others, bullying and harassment, alcohol and/or substance abuse, the use of weapons, and other content that creates a substantial disruption to the educational environment and represents violations of student codes of conduct will result in disciplinary intervention.

Assault – 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 cyber bullying 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, a Compliant Manager, or any staff member with whom the student is comfortable speaking.** 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.

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.**

Controlled Substances Possession of, Sale of, or 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. 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. 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. Ill. Rev. Stat. 105 ILCS/5.

Criminal Trespass – 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 persons, 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.

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 ~~at the beginning of~~ **throughout** the school year.

Disruptive Items – Possession or use of any items that could be considered disruptive to the educational process are not allowed.

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 Shirt (with fabric in the front, back, and on the sides under the arms), **AND and** Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND and** Shoes.

Students May Wear, as long as these items do not violate the definition above:

- Religious headwear.
- Hoodie sweatshirts (hoods cannot be worn on heads).
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans."
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps.
- Athletic attire
- Face Masks (~~Required~~ **Optional**)

*****According to the Illinois Department of Public Health, face shields have not been deemed effective for source control and are only to be used when other methods of protection are not available or appropriate.**

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 creates 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 – coats, lined jackets, lined hoodies, vests, gloves, scarves, sunglasses, backpacks, over-sized purses, book bags and sports bags.

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. Students in violation of those sections will be provided three (3) options to be dressed more to code during appropriately for the school day:

- 1) Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- 2) Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- 3) If necessary, students' parents/guardians may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

Electronic Devices – Electronic devices will be defined as, but not limited to, cellular phones and portable internet devices. All electronic devices should remain on the silent mode to minimize potential disruptions to the educational environment. Cellphones ~~are not allowed~~ **should not be visible** in the classrooms except:

- 1) Used during passing periods and lunch
- 2) Included as part of pre-approved classroom and/or school-sponsored activities.

Refusal to surrender an electronic device to the deans' office may result in a school intervention/consequence. District 215 is not responsible for lost or stolen electronic devices.

Electronic Device Recording – The act of recording/videoing fighting, inappropriate incidents, or academic work/assessments involving students is not permitted.

Face Coverings: (Effective June 23, 2020) Per the Illinois State Board of Education (ISBE) and Illinois Department of Public Health IDPH), face coverings may be worn at all times in school buildings, even when social distance is maintained. All individuals in a school building must wear face coverings, i.e., face masks except while eating and during band. Face masks must be worn unless an individual has a medical contraindication, trouble breathing, or in the event an individual is unconscious, incapacitated, or unable to remove the face covering without assistance. It is required that any individual unable to wear face coverings due to medical reasons provide medical documentation to the school district.

The requirements for all individuals in a school building to wear face coverings is subject to change based on further guidance from the Illinois State Board of Education, School District 215, and other public health agencies.

False Fire Alarm/Setting a Fire or Tampering with Fire Extinguishers – Such student action will result in immediate school interventions/consequences and conferences with parent/guardian. The local police department will be informed.

Fighting – Fighting is considered gross misconduct and will result in the 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 and/or issuance of a municipal citation for disorderly conduct or simple battery; a parent conference. Recurring incidents of fighting will be considered in the application of disciplinary interventions. Students are strongly encouraged to report any and all instances of verbal or physical harassment on school property to the **Dean's Office** immediately. Students may anonymously report tips related to bullying/harassment/school violence using the process on the school's website under the student tab. (See something, Say something).

Food and Drink – Students are not allowed to bring food or drink into the classroom, hallways, and or auditorium. Failure to comply will be considered insubordination. 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 use of delivery services such as Grub Hub, Door Dash, Uber Eats.

- Selling of candy or other **items for personal gain-profit** is prohibited on school grounds. These items will be confiscated. Confiscated items will only be returned to a parent or guardian.

Forgery and/or Unauthorized Possession of School Property or School 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. School Board Policy 7:190.

Hallway Usage – Loitering or standing in the halls during class is not permitted. During class time, a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass may result in school interventions/consequences.

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 or demeaning, or endangers the health and safety of the person. Hazing included 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. 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.

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 or Abusive Language – Obscene, profane, or vulgar language either written, oral, electronic, or expressed by symbols

1. Between Students
2. Against 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 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.

Smoking; 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, 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 and athletic fields.

Student I.D. Card – All students will be provided with a student identification card (I.D. card) upon enrolling in school. The student must wear this school I.D. card while attending school every day. Students that attend school without an I.D. will need to purchase a temporary I.D. Students failing to present an I.D. card when boarding a bus may be denied transportation. Lost, damaged, or defaced I.D. cards must be replaced immediately at a cost of five dollars (\$5.00) to the student. All students must present their I.D. card upon request by any school personnel.

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 Area – 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.

INTERVENTION DEFINITIONS

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.**

Activity Ban: Students shall not attend and/or participate in school and/or district sponsored activities including but not limited to sporting events, clubs, and activities.

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 towards 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 a designated room, supervised by a staff member for a specified time period. 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 ~~beginning at the end of the school day the suspension was issued, until the beginning of the school day the student is expected to return~~ **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. Depending on the severity of the infraction, the police may be notified.

Attendance Intervention Plan: A positive reinforcement intervention created by members of the Dean's and/or PPS Offices and used to improve student behavior. The 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 student and families and includes check-points 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 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.

Conferences (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.

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, absence, and address behavior that is considered disruptive to the educational process. **There are two types of detentions: 1. Teacher detentions are up to 25 minutes and 2. Dean detentions are served before school, during a portion of the student's lunch, or after school.** Students are required to make arrangements to attend. Students are also responsible to provide their own transportation to or from a detention.

Teacher Detention (up to 25 minutes): ~~When assigning student detentions, teachers give the student a detention slip that allows for student and parent/guardian notification. Teachers will be responsible for scheduling and supervising their own detentions. Failure to serve a teacher detention will result in further disciplinary action.~~

Dean Detention: ~~Dean detentions are served before school, during a portion of the student's lunch, or after school. An assigned student is given written notice as to the date, time, place, and expectations. Failure to serve or removal from a dean's detention will result in further disciplinary action.~~

Expulsion: According to School Board Policy Number 7:190, there are offenses of such a nature that will result in immediate suspension and recommendation for probable expulsion. Students guilty of ~~flagrant~~ or 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: 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. The days in the ISS program do not count as out-of-school suspension days.

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 deans, social worker, 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. The Student Mediation process involves the invitation of the affected parties to participate in mediation. Students may elect to have either adult or student mediators. Trained mediators question the disputants on the nature and causes of their disagreement. The mediators look for a solution to the problem which will resolve the concerns of all parties. 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.

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

Multi-Tiered Systems of Support: 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 ~~until the beginning of the school day the student is expected to return.~~ **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: 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 Conference: A mandatory meeting between the student and parent/**guardian** and school staff to discuss the successful return / re-engagement of a student to the school environment following out of school suspension, expulsion, or returning from an alternative school setting.

Referral to PPS/MTSS: The student's information is provided to members of the PPS team to determine the need for additional supports.

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 issued by the Deans' Office and signed by a student or students that prohibit 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.

District 215 will follow a ladder of 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.

Suicide Prevention Hotline – Students who are thinking about suicide, are worried about a friend or loved one, or would like emotional support, should call the National Suicide Prevention Lifeline 988 (800-784-7433) or (800) 273-TALK (800-273-8255) or by texting the Crisis Text Line (Text HOME to 741741). This information can also be found on the Student I.D. Cards.

Anonymous Tip Line: See district website to See something, Say something.

INTERVENTIONS AND CONSEQUENCES

<p><u>Level One</u> Behavior Contract (Teacher) Behavior Replacement Plan Detention (Teacher) Mediation Restorative Practices Student Conference (staff, teacher, student and/or parents/guardians) Teacher/Student/Parent/Guardian Contact Warning/Reprimand</p>	<p><u>Level Two</u> Attendance Intervention Plan Behavioral Contract Behavior Replacement Plan Community Service Conflict Resolution Deans Detention ISS (Intervention Center) Mediation Mentoring PPS /MTSS Referral Restorative Practices Stay away Plan Student Conference (staff, teacher, student and/or parents/guardians)</p>
<p><u>Level Three</u> Activity Ban Alternative to Suspension Program (AOS) Attendance Intervention Plan Behavior Modules Behavior Replacement Plan Community Service Conflict Resolution ISS No pass list PPS /MTSS Referral Restorative Practices 1-3 days of suspension</p>	<p><u>Level Four</u> Activity Ban Alternative Placement Alternative to suspension program (AOS) PPS/ MTSS Referral Restorative Practices 4-day suspension</p>
<p><u>Level Five</u> Alternative to suspension program (AOS) Alternative Placement Expulsion Restorative Practices 5 or more days of suspension</p>	

GENERAL INFORMATION

BUS TRANSPORTATION INFORMATION

1. Students must show their student identification card (I.D. card) to board the bus. Students who do not present their current student I.D. when boarding buses will be denied transportation.
2. Students will board the bus in the morning and exit the bus in the afternoon at the stop closest to their home. Students may only ride their assigned bus. Permission will not be granted to ride the bus to other locations.
3. Students have a responsibility to be at the designated stop on time. If a student misses the bus, it is the responsibility of the parent/**guardian** to provide transportation to or from school.
4. For reasons of safety and health, the following items are not allowed on a school bus:
 - Glass objects; bottles, jars, etc.
 - Inflated balloons
 - Oversized objects and instruments; those that cannot fit safely in the seat with the student
 - Weapons, look alike weapons, and/or Explosive(s)/Fireworks
 - Skate boards or any item which cannot be transported easily or which creates a safety concern

Buses are equipped with a video and audio monitoring system for the purpose of monitoring and promoting safe student bus behavior. District 215 has the exclusive rights to use the footage as deemed necessary by authorized school employees.

STUDENT BEHAVIOR ON THE BUS

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 drivers' directions.
2. Ride on 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.

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.

Step 1 – Five to Ten Day Bus Suspension/ Parent/guardian Conference

The Dean's Office will notify the parent/guardian of the 10-day bus suspension. A parent/guardian conference may be required to determine a behavior plan before the student can continue riding the bus. Parent/guardians and students must abide by the rules of a suspension. Should parents/guardians or students ignore the dates of bus suspension, transportation privileges will be suspended for the remainder of the school year and possible contact of the proper authorities.

Step 2 – Bus Suspension for the Year

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

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. 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. Students should go out of their way to help maintain a clean and orderly 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.

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/exit.
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 on-going 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.

HALL PASS PROCEDURES/EXPECTATIONS

Hall Pass Procedures - 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 assignment will be returned to their regularly assigned classroom. Serious misbehavior will be referred to the dean who shall assess the appropriate intervention/consequence.

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 a limited use of the locker solely in accordance with this policy.

- Each student is responsible for the contents of his/her assigned locker.
- The only items that may be placed in the lockers are articles of clothing, school books 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 class rooms.
- 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.
- A student, once assigned a locker, is to use only his/her assigned locker. Student who share lockers or store contents in lockers not assigned to them are subject to appropriate interventions/consequences.
- Any student who has a problem with his/her locker should contact the Deans' Office immediately.
- Any student having information concerning locker tampering should report it to the Deans' Office. This action will insure the safety of lockers and contents.
- Lockers must be locked at all times with school issued hall locks. The school is not responsible for purchase of new locks and/or lost or stolen property. Any student given a replacement lock will be assessed a fine.

LOST AND FOUND

The Lost and Found Department 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 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. without a valid reason and proper supervision. Loitering is not permitted. Those apprehended may be charged with criminal trespass to state-supported property.

SCHOOL CAMERAS

As a safety issue, school cameras are located throughout the building and on buses. The footage from the cameras can be used to investigate inappropriate behavior.

VISITORS

~~Parent/guardians interested in the school's program are welcome to visit the school. Students from other schools or friends of students will not be allowed to visit while classes are in session.~~ 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.

Student Driving and Parking of Motor Vehicles Policy

Limited parking facilities require that students be urged to walk or ride the bus to school. The student parking area is designated at each school. Student driven vehicles are required to be parked on school property in student designated lot(s). STUDENTS ARE NOT PERMITTED TO PARK IN THE STAFF PARKING AREA.

Driving/parking at District 215 schools is a privilege. All vehicles driven to any District 215 campus by students and parked in the student parking lot must be registered in the Deans' Office. After a vehicle is registered and a permit is issued, the permit must be displayed properly in the lower right corner of the rear window. When driving/parking on school property, students agree to avail access to vehicles upon request of the administration or security. District 215 is not responsible for damage to vehicles or theft of the contents of the vehicle.

- **ELIGIBILITY** - Students classified as seniors will have first priority for available parking permits. Because of the limited parking facilities, parking permits will be issued to seniors with a cumulative 2.0 grade point and in good disciplinary standing. Students classified as juniors will be eligible to receive parking permits on the same criteria, if space allows.
- Eligible students will be able to place their names on a waiting list in the Deans' Office once all spaces are assigned.
- Revocation of parking permits - Because driving to school is a privilege, continued good academic and disciplinary standing are required. Permits may be revoked for disciplinary infractions.

VEHICLE REGISTRATION - All vehicles are driven to school by "permitted" students and parked in the school parking lot must be registered in the Deans' Office. Parking lot vehicle permits must be purchased at a cost of \$5. Students must present a valid driver's license, their current student ID, Illinois Registration and insurance for all vehicles in order to obtain a permit. Students must also present a signed Parent Agreement form prior to receiving a permit. Students must park in the area designated by their permits. Vehicles that are not properly registered and do not display a current permit are subject to being towed at the owner's expense. Any student found not in possession of a valid parking permit will be subject to an intervention or consequence up to the vehicle being towed at owner's expense.

- Consequences for driving without a valid parking permit:
 - 1st Offense:** Warning, parent/guardian notification that the next offense will result in the vehicle being towed at the owner's expense, and two-hour detention.
 - 2nd Offense:** Three-hour Detention and parent/guardian notification.
 - 3rd and Subsequent Offenses:** The vehicle will be towed at the owner's expense and possible issuance of out of school suspension days.
- District 215 is not responsible for loss or damage to any vehicle parked on school property and/or towed for violating the parking rules and regulations.
- **DRIVING/PARKING VIOLATIONS** - Students who drive to school are expected to exhibit safe driving habits at all times. Speeding or reckless driving on school property will not be tolerated. All posted signs and traffic patterns must be obeyed. Students driving inappropriately, recklessly, or unsafe; are subject to a detention and loss of driving privileges.
- **ARRIVAL AT SCHOOL** - All students who drive to school are expected to park properly in the designated student area and exit their vehicles immediately upon arrival. All car doors must be locked. Absolutely no cruising or loitering is permitted in the parking lot at any time. No student is permitted in the parking lot at any time during the school day (7:00 AM -3:25 PM) without permission from the assistant principal-building support. Students observed in the school parking lot during school hours without permission may be considered truant.
- **DEPARTURE FROM SCHOOL** - Upon dismissal from school, student drivers are to enter their vehicles and are not permitted to loiter in the parking lot. Students who have not exited the parking lot prior to the departure of the school buses must allow all buses to depart before proceeding out of the parking lot. No vehicle is permitted to cut into the line of school buses at any time.
- **CENTER FOR ACADEMICS AND TECHNOLOGY PARKING REQUIREMENTS** - Students attending the Center for Academics & Technology may request authorization to park at the Center by submitting a Driving Permission Form to the Center's principal. Disciplinary procedures for driving violations at the Center are detailed on the permission form.
- **ACCIDENTS** - Any student who has been involved in an accident or has sustained damage to his/her vehicle must report as soon as possible to the school security and/or administration.

****Any vehicles parked in a fire lane or improperly parked will be ticketed and towed by either the Calumet City or Lansing police department at the owner's expense.**

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/ 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. 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 and 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 its 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 cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy 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 to 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 maintain age-appropriate relationships with students, parent/guardians and staff, and others by demonstrating your professionalism in your word choices, subject matter, and overall tone.

Responsible: Publishing content that is copy written (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 parent/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
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- 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

MISSION STATEMENT

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

Bell Schedules

Regular Bell Schedule

0	7:25AM-8:20AM
1	8:25AM-9:20AM
2	9:25AM-10:25AM
3	10:30AM-11:25AM
4	11:30AM-12:25PM
5	12:30PM-1:25PM
6	1:30PM-2:25PM
7	2:30PM-3:25PM

Early Release Days (Wednesdays)

0	7:25AM-8:20AM
1	8:25AM-9:05AM
2	9:10AM-9:55AM
3	10:00AM-10:40AM
4	10:45AM-11:25AM
5	11:30AM-12:10PM
6	12:15PM-12:55PM
7	1:00PM-1:40PM

Two-Hour Delay Schedule

0	Cancelled
1	10:25AM-11:00AM
2	11:05AM-11:45AM
3	11:50AM-12:30AM
4	12:35AM-1:15AM
5	1:20AM-2:00PM
6	2:05PM-2:45PM
7	2:50PM-3:25PM



**Thornton Fractional Township H.S. # 215
2023-2024 School Year Calendar**

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	FPT	NIA	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	NIA	23	NIA	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	NIA	NIA	NIA	NIA	30
31						

KEY

	=	First/Last Day of School
	=	Legal Holiday
	=	Not in Attendance Day
	=	Full Day PT Conference

- 14, 15, 16 New Staff Orientation
- 15 2nd Year Teacher Orientation
- 17, 18 Teacher Institute Days
- 21 School Begins
- September**
- 4 Labor Day (No School)
- October**
- 5 Parent Teacher Conference (No School)
- 6 Not in Attendance Day (NIA)
- 9 Indigenous Peoples' Day (No School)
- 20 End of Grading Period
- November**
- 22 Not in Attendance Day (NIA)
- 23 Thanksgiving Day (No School)
- 24 Not in Attendance Day (NIA)
- December**
- 20, 21, 22 Semester Exams
- 22 End of 1st Semester/Grading
- 25 Christmas Day
- 26-29 Winter Break (NIA)
- January**
- 1 New Years Day
- 2-5 Winter Break (NIA)
- 8 Classes Resume
- 15 Martin Luther King Day (No School)
- February**
- 15 Parent Teacher Conference (No School)
- 16 Not in Attendance Day (NIA)
- 19 Presidents' Day (No School)
- March**
- 4 Casimir Pulaski Day (No School)
- 8 End of Grading Period
- 29 Good Friday (No School)
- April**
- 1-5 Spring Break (NIA)
- May**
- 14-15 Senior Exams
- 15 Seniors' Last Day
- 21 TFS Graduation
- 22 TFN Graduation
- 27 Memorial Day (No School)
- 29-31 Final Exams
- June**
- 3-7 Make-up days-if needed
- 7 End of 2nd Semester/Grading
- 19 Juneteenth (No School)

JANUARY

S	M	T	W	T	F	S
		NIA	NIA	NIA	NIA	6
7	8	9	10	11	12	13
14		16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	FPT	NIA	17
18		20	21	22	23	24
25	26	27	28	29		

MARCH

S	M	T	W	T	F	S
					1	2
3		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		30
31						

APRIL

S	M	T	W	T	F	S
	NIA	NIA	NIA	NIA	NIA	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

JUNE

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18		20	21	22
23	24	25	26	27	28	29
30						



MEMORANDUM

Date: February 14, 2024
To: Board of Education
From: Mr. John Robinzine, Interim Superintendent
Subject: Follow-up discipline data audit firm

Recommended Action

None required.

Background

We reached out to the firm as discussed at the January Committee of the Whole meeting. Attached are documents outlining the firm and its services. At this time, it is my recommendation that we continue our internal interventions and if needed, reconsider the utilization of this firm at a later time.

Funding source if applicable: n/a

Attachment:

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February 8, 2023

Superintendent John Robinzine and Board Member Dominique Newman
Thornton Fractional High School District 215
18601 Torrence Ave.
Lansing, IL 60438
(708) 585.2300

Dear Superintendent Robinzine and Board Member Newman:

Thank you for reaching out to Tressler to find out more information about conducting an audit on Thornton Fractional High School District 215's disciplinary practices. As discussed with Board Member Newman and Ms. Howard-Sobkoviak, Tressler is thrilled to work with Thornton in conducting an assessment/audit of current disciplinary procedures. This work begins with Tressler attorneys meeting with the Superintendent and any other relevant school staff/board members to determine areas of concern. Based on these areas of concern, we would conduct a review of current disciplinary data, student handbooks, written disciplinary policies/procedures and potentially interview staff. Upon completion of this review, we will draft a report identifying our findings and pointing out any potential areas of improvement. The report will also contain suggested steps to be taken to help address the identified areas of need. These suggestions may include revisions to the handbook to ensure that it aligns with policy and actual practice, development of forms and notices to align with legal requirements and staff training.

We are grateful that you reached out to us about conducting this work. Enclosed please find a brochure about our practice and an engagement letter that lists our billing practices because we cannot put together a formal budget until we have a better understanding of the scope of the work.

If you have any questions about our qualifications, please do not hesitate to contact me. Thank you for your consideration. We look forward to hearing from you soon.

Very truly yours,

/s/ Elizabeth Wagman

Elizabeth F. Wagman
TRESSLER LLP

Enclosure

Education Practice

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Tressler | LLP



Tressler LLP Education



Tressler's Education Practice Group includes attorneys with decades of experience in representing school districts, charter schools and special education cooperatives.

The attorneys who comprise Tressler's Education Practice Group have represented a variety of school districts in the state of Illinois and can support districts in the following areas:

- **Students** – Tressler's Education Practice Group has the ability to address legal matters that a school district may face pertaining to their students.
 - **Student Discipline** – Tressler attorneys have decades of experience advising clients on a plethora of student discipline issues. This work includes drafting policies, student handbooks, student codes of conduct, creating forms/waivers, providing professional development and day-to-day guidance on individual student matters. Tressler attorneys are also well-versed in advising school districts on manifestation determination reviews and expedited due process hearings for students with disabilities and whether a student with disabilities can be suspended and/or expelled. Tressler attorneys have participated in expulsion committee meetings to assist school districts in determining whether expulsion is appropriate for any student and what alternative education opportunities exist. Additionally, Tressler acts as a Board appointed expulsion hearing officer for its clients which includes conducting expulsion hearings and drafting decisions for the Board's review. Tressler attorneys have provided extensive training on SB100, "Pipeline to Prison" and disciplining of students with disabilities.
 - **Special Education** – Tressler attorneys can support a school district through the complexity of due process including responding to the due process complaint, working collaboratively with school district employees to assess potential liabilities, attending mediations, providing support during resolution sessions, to defending a special education matter in federal or state court. Tressler attorneys also have been successful in defending a school district in Illinois State Board of Education (ISBE) administrative hearings. Tressler attorneys are also adept at responding to ISBE state complaints and U.S. Department of Education Office for Civil Rights complaints on behalf of school districts.
 - **Homeless Students** – Tressler attorneys have represented school districts in hearings before ISBE regarding students who are homeless and the district's compliance with the Illinois Education for Homeless Children's Act and McKinney-Vento. Tressler attorneys also assist school districts regarding issues of student residency including representing the district at administrative hearings and appeals to circuit court.
- **Investigations and Audits** – Often clients seek to have Tressler's Education Practice Group attorneys conduct investigations or audits to better understand the credibility of allegations and/or potential legal liabilities. Tressler attorneys pride themselves on being able to gather information as part of their investigation/audit in a manner that does not disrupt the educational environment but obtains valuable and nuanced information from various individuals and information outlets. Tressler has conducted numerous investigations/audits surrounding issues pertaining to student discipline including implementation of discipline for students with disabilities, employee harassment claims, bullying, employee misconduct claims, special education complaints pertaining to services/supports.

Tressler LLP Education



- **Administrative Hearings** – Tressler’s Education Practice Group has decades of experience assisting school districts in administrative cases involving students.
 - **Expulsion Hearings** – Tressler attorneys have acted as a Board appointed expulsion hearing officer for its clients which includes conducting expulsion hearings and drafting decisions for the Board's review. Tressler attorneys also have a great deal of experience representing school districts in expulsion hearings which include representing Chicago Public Schools as an “Expulsion Hearing Prosecutor” prior to SB 100.
 - **Due Process Hearing** – Tressler attorneys have experience representing large urban districts in due process hearings regarding a variety of issues including the implementation of student disciplinary practices, appropriateness of manifestation determination review meetings and emergency removals of students.
 - **Residency Hearings** – Tressler attorneys have worked with their clients to represent school districts in residency hearings. At times, these hearings have disciplinary and truancy implications.
 - **504 Implementation Hearings** – Tressler attorneys have represented school districts in matters surrounding the implementation of student 504 plans before administrative hearing officers. This representation included supporting issues of student discipline, accommodations and manifestation determination reviews for students with 504 plans.
- **Litigation** – Tressler attorneys have extensive experience in handling litigation-related matters affecting school districts from the inception of the case through discovery, motions practice, settlement, trial and appeal. For example, Tressler attorneys have handled hundreds of cases in the following areas:
 - **Federal Civil Rights Litigation** – Section 1983 Fourth Amendment search and seizure and excessive force, Section 1981, First Amendment, Fourteenth Amendment Due Process and Equal Protection, Title VII, Title IX, McKinney-Vento, Family Education Rights and Privacy Act, Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act including appropriateness of exclusionary discipline.
 - **Employment Litigation** – Title VII, Americans with Disabilities Act, Age Discrimination in Employment Act, Family Medical Leave Act, Pregnancy Discrimination Act, Whistleblower actions.
 - **State Court Litigation** – Tort immunity, premises liability, supervision, bullying, wrongful death, sexual assault and harassment, Freedom of Information Act, Open Meetings Act, Illinois School Student Records Act, Illinois Education for Homeless Children Act.
 - **Class Actions** – Tressler attorneys have handled complex class action lawsuits involving the IDEA, McKinney- Vento, students who are incarcerated, Chapter 1 funding and desegregation.
 - **Equitable Remedies** – Tressler attorneys have vast expertise in handling matters involving temporary restraining orders, preliminary injunctions and other requests for equitable relief.

Tressler LLP Education



- **Manuals/Policies** – Tressler attorneys have drafted numerous board policies; procedural manuals and guidelines concerning Student Discipline, Title IX, special education, Section 504, service animals, various medical conditions, transgender students, medical cannabis use, search and seizure rights, student and personnel electronic use; student handbooks; student discipline codes of conduct; and employee manuals.
- **Trainings** – Tressler attorneys can provide school districts with staff trainings on a plethora of topics including Student Discipline, the IDEA, Section 504, McKinney-Vento, Title IX compliance, sexual harassment and pregnancy discrimination, student discipline, student confidentiality, transgender/non-binary/gender nonconforming, physical restraints and isolation, student and personnel electronic use, tort immunity, and the myriad of other laws applicable to schools.

Tressler’s goal is to work with its clients in a cost-effective and proactive manner so that educational missions can be attained and to ensure compliance with current laws.



Elizabeth F. Wagman

Partner

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Elizabeth Wagman is a seasoned attorney practicing in the area of education law. She started her career prior to the passing of SB100 as an Expulsion Hearing Prosecutor for the Chicago Board of Education where she represented CPS schools in hundreds of expulsion hearings in front of a Board appointed administrative expulsion hearing officer.

After graduating law school, Elizabeth took on a position at Chicago Public Schools as a due process attorney within the Office of Special Education Services. In this role, she represented CPS schools in due process hearings and other special education legal matters. Elizabeth took on a great deal of responsibilities in this role and grew into the position of Director of Due Process and Mediation. As the Director of Due Process and Mediation, Elizabeth was responsible for supervising a team of due process attorneys, addressing state complaints and requests for mediation and providing daily guidance on discipline as it pertains to students with disabilities.

Currently, Elizabeth is the lead attorney practicing in the area of school law for Tressler LLP. As such, she supports various school districts, charter school and other educational entities in all school based matters. Elizabeth is experienced in counseling schools on student discipline matters. Beyond reviewing and revising student handbooks, she also provides professional development on student discipline. Furthermore, she acts as Board appointed expulsion hearing officer. She conducts investigations about individual student complaints surrounding student discipline, as well as, global district/schoolwide student disciplinary responses. Additionally, she is contracted with the Illinois State Board of Education to conduct investigation and at times, act as an administrative hearing officer. Throughout her practice, she finds joy in helping clients address pressing matters and find solutions that fit the individual needs of their community.

Tressler^{LLP} Education



Kathleen M. Gibbons

Senior Counsel

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Kathleen Gibbons brings more than three decades of experience to Tressler’s Local Government Practice Group. Kathleen’s practice focuses on education, special education, litigation and general services for government clients. Prior to joining Tressler in 2020, Kathleen was Senior Assistant General Counsel for the Board of Education of the City of Chicago for more than 26 years. During her tenure at the Chicago Board, Kathleen litigated over 150 multi and single plaintiff employment discrimination cases. She has handled cases at the IDHR, EEOC, IHRC and courts involving ADA, FMLA and ADEA issues. In addition to litigating, a primary focus of Kathleen’s work at the Chicago Board was providing legal advice regarding the federal and state laws and regulations concerning students with disabilities and students who were homeless. Kathleen was also on the CTU Special Education Monthly Committee to proactively work with the union on potential labor disagreements involving the CBA. She was also on the SPED negotiating team for the CTU contract. Kathleen has actively handled collective bargaining member dismissals and associated hearings.

In her role as Senior Assistant General Counsel, Kathleen oversaw the Chicago Board’s implementation of and compliance with two special education and one homeless class action consent decrees, which impacted all 600+ Chicago Public Schools (CPS) schools, including all charter schools, and affected the education of the approximately 400,000 CPS students, 54,000 students with disabilities and 15,000 students who are homeless each school year. Kathleen wrote several manuals and guidance documents regarding the IDEA, Section 504, various chronic health conditions and service animals. She also drafted several Chicago Board policies and provided staff development trainings to thousands of CPS employees on such topics as the IDEA, Section 504, ADA, McKinney-Vento, student confidentiality, Title IX and sex discrimination.



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Student Discipline: Your Role in the Expulsion Process



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November 18, 2023



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In Loco Parentis

- Illinois School Code Sections 24-24 and 34-84a:
Teachers, other certificated educational employees and any other person, whether or not a certificated employee, providing a related service for or with respect to a student shall maintain discipline in the schools. In all matters relating to the discipline in and conduct of the schools and the school children, they stand in the relation of parents and guardians to the pupils. This relationship shall extend to all activities connected with the school program, including all athletic and extracurricular programs, and may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians.
- Illinois Supreme Court affirmed sections 24-24 and 34-84a have the effect of extending the limited form of parental immunity to teachers and other certificated educational employees wherein students can not maintain actions for mere negligence but need to prove willful and wanton misconduct
Kobylanski v. Chicago Board of Education, 63 Ill. 2d 165 (1976), *Gerrity v Beatty*: 71 Ill.2d 47 (1978) and *Thomas v. Chicago Board of Education*, 77 Ill. 2d 165 (1979)

Due Process and Discipline

- Historically, courts have given a broad discretion to schools as it pertains to the determining appropriate responses to student behavior.
- Due Process:
 - 1960s start to see first regulations of the use of out-of-school suspensions as a method to reduce student behavioral infractions.
 - 1975 - *Goss v. Lopez*, 419 U.S. 565, the Supreme Court held students facing a temporary suspension from a public school have property and liberty interests that qualify for protection under the Due Process Clause of the Fourteenth Amendment. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term (10 days or more) suspension or expulsion.
 - 1988 - *Honig v. Doe*, 484 U.S. 305, the Supreme Court extends this due process right to students with disabilities.
 - 1997- Individuals with Disabilities Education Act (IDEA) codified *Honig* and 10-day rule

Zero Tolerance Policies

- **War on Drugs**

- Drug Free Schools and Communities Act of 1986
- Anti-Drug Abuse Act
- Drug Free America Act

- **Gun-Free Schools Act of 1994**

Requirement that all states receiving federal funding develop discipline policies that addresses expulsion from school for at least one year for bringing a gun to school.

Zero Tolerance Policies – Continued

- **Educate America Act**
 - Set out 8 goals for the education system to reach by 2000
 - Goal 6: Disciplined Environment Conducive to Learning – Schools free of drugs, violence, weapons, and alcohol
- **Impact of Columbine**
 - Schools begin to expand zero-tolerance policies to include dress code violations, truancy, insubordination, disrespect
- **Expanded Beyond School Setting**
 - Speech, Threats/Assault, Bullying/Hazing, Weapons/Drugs/Alcohol

SB 100: Public Act 99-0456

- Signed into effect on August 24, 2015 by Governor Rauner
- Requires School Districts and Charter Schools to remove zero tolerance policies
- Provides guidance for when and how schools can use out-of-school expulsions as disciplinary responses for student behavior
- Allows students the right to make up work while on suspension
- Addresses providing access to school when students are suspended from bus services
- Prohibits schools from charging fees as response to student behavior
- Outlines the need for professional development

What's New Since SB 100?

- **Post SB 100**
 - Reporting requirements
 - Limitations on police interviews
 - Searches in school setting
- **The Role of School Resource Officers (SROs)**
- **July 20, 2021 - SB 64 signed into law:**
 - Encourages the use of restorative justice practices by providing that participation in such practices and anything said or done during the practice is privileged and may not be used in any future proceeding unless the privilege is waived by the informed consent of the party or parties covered by the privilege.

U.S. Department of Education

Office for Civil Rights (OCR) Dear Colleague Letters:

- 2014- Nondiscriminatory administration of school discipline.
- 2018- Rescinded the 2014 Guidance following a report issued by 2018 Federal Commission on School Safety.
- 2021- Notice to solicit information on changing school practices as they relate to discipline and how to support schools in promoting positive, inclusive, safe, and supportive school climates in a non-discriminatory manner.



REVIEW OF BEST PRACTICES

Best Practices That Have Been Used to Promote Progressive Discipline:

1. Students in the school should experience four positive interactions (collectively, from adults, peers, or themselves) for every negative interaction (4:1)
2. Students are largely motivated through positive, proactive, and incentive-oriented means;
3. When consequences are necessary, the mildest possible consequence needed to motivate students' appropriate behavior is used;
4. Consequences, not punishments, are used;

*Adapted from Project Achieve's Behavioral Matrix

REVIEW OF BEST PRACTICES – Continued

Best Practices That Have Been Used to Promote Progressive Discipline:

5. When consequences are over, students must still practice the previously expected pro social behavior at least three times under simulated conditions;
6. Staff must differentiate and respond strategically to skill-deficit versus performance-deficit students; and
7. Staff must recognize that incentives and consequences must remain stable because previous inconsistencies may have strengthened some students' inappropriate behavior.

*Adapted from Project Achieve's Behavioral Matrix

Restorative Systems in Schools

- Creation of the position of Culture and Climate Coordinator
- Peace Room
- Restorative Conferences
- Family Group conference
- Circles
- Peer Ambassadors
- Boys Town Education
- Model(Coaching and Support of Teachers) S.E.L. Curriculum

DISCIPLINE:
SUSPENSION
AND
EXPULSION



When Considering Exclusionary Discipline

Before issuing exclusionary discipline, i.e., suspension or expulsion, the School Board should ask what **interventions** were attempted?

- Examples of interventions include: restorative conversations, peer conferences, loss of privileges, targeted social skills instruction, check-in/check-out
- Did the school try more than one intervention? If so, what were the interventions? How long were they implemented? Were they implemented as planned/with fidelity?
- What evidence/documentation demonstrates the interventions that were used?

When Considering Exclusionary Discipline

Before issuing exclusionary discipline, the School Board should determine what **data** was collected:

- What intervention data was collected to document outcomes and changes in programming?
- Did school official meet with the student before exclusionary discipline is imposed?
The student must be given the opportunity to speak on their own behalf before the school determines what violation was committed and the disciplinary response.
- Were all students, teachers, staff and witnesses interviewed?
- What contributory factors exist?
- Are there any factor to be considered in mitigation, including the student's status as a parent, expectant parent, or victim of domestic or sexual violence.
- Is there existing data, like disciplinary referrals and prior interventions attempted, that are relevant and should be considered?

When Considering Exclusionary Discipline: Students with Disabilities

Manifestation Determination Review (“MDR”) – is only required when a school wants to refer for expulsion or the out of school suspension days constitutes a “change of placement”, i.e. more than 10 days in a school year.

Parent(s)/guardian(s) received 3 business days notice for an MDR. A business day is Monday – Friday, except State and Federal holidays.

The incident must occur within 10 school days of the disciplinary action to determine if the behavior was directly and substantially related to the student’s disability.

An MDR is an IEP conference and must include the parent, regular education teacher, special education teacher, district representative, evaluation representative, and any other relevant team members.

When Considering Suspension

- School Boards may authorize by policy the superintendent, building principal, assistant building principal, or dean of students to suspend students guilty of gross disobedience or misconduct from school, including all school functions. 105 ILCS 5/10-22.6(b).
 - See Press Policy 7:190, Student Behavior, for this authorization.
- Upon Request of the parent/guardian, a review of the suspension may be conducted by a hearing officer appointed by the School Board. The School Board will take such actions it deems appropriate after reviewing the hearing officer's report.

When Considering Expulsion: Hearing Notice

Before a student may be expelled, a written request to appear at a hearing to determine whether the student should be expelled must be sent to the student and their parent/guardian by registered or certified mail, return receipt requested.

The request must:

1. Include the time, date, and place for the hearing.
2. Briefly describe what will happen during the hearing.
3. Detail the specific act of misconduct resulting in the decision to recommend expulsion.
4. List the student's prior suspension(s).
5. State that the Illinois School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
6. Ask that the student or parent/guardian or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney, and if so, the attorney's name and contact information.

When Considering Expulsion: Hearing

- The hearing proceeds regardless whether the student and the parent/guardian are present.
- The Hearing Officer hears evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
- School Officials must provide:
 1. Testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and
 2. Evidence of the threat or disruption posed by the student.
- The student and parent/guardian may be represented by counsel, offer evidence, present and cross-examine witnesses, and present reasons why the student should not be expelled.
- The Hearing Officer reports to the School Board the evidence presented at the hearing.
- The School Board decides the issue of guilt and takes such action as it finds appropriate.

When Considering Expulsion: Board's Decision

- If the School Board decides to expel the student, its written expulsion decision must:
 1. Detail the specific reason why removing the student from their learning environment is in the best interest of the school.
 2. Provide a rationale for the specific duration of the recommended expulsion.
 3. Document how school officials determined that all behavioral and disciplinary interventions were exhausted by specifying which interventions were attempted and/or whether school officials determined that no other appropriate and available interventions existed for the student.
 4. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, and/or (2) substantially disrupt, impede, or interfere with the operation of the school.
- Upon expulsion, the School District may refer the student to appropriate and available support services.

When Considering Exclusionary Discipline: Take-Aways for School Board Members

- Develop policies that support alternative school discipline models district-wide.
- Review existing student code of conduct (SCC) to ensure that they are appropriate and effective.
- Monitor implementation to ensure fair and equitable administration of the SCC.
- Monitor the school district's progress on eliminating or reducing exclusionary discipline by examining disaggregated data based by student subgroups. Also monitor progress by school, grade level, type of infraction and the number of days of missed instruction that resulted from such removals.

When Considering Exclusionary Discipline: Take-Aways for School Board Members

- Allocate resources to support and implement positive alternatives to exclusionary practices.
- Provide ongoing professional development for teachers, administrators and other school staff that emphasizes the importance of evidenced-based positive school discipline, behavior management, cultural relevancy and responsiveness, and social justice and equity to meet school district goals.
- Develop comprehensive student behavioral handbooks that outline the responsibilities for every student, parent/guardian, teacher, and administrator, that provide clear guidelines regarding the types of supports or interventions that must be used prior to exclusionary discipline.

Let's Hold
an
Expulsion
Hearing



Thank You, Questions?



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February 8, 2023

Superintendent Robinzine and Board Member Newman
Thornton Fractional High School District 215
18601 Torrence Ave.
Lansing, IL 60438

RE: *Engagement Letter*

Dear Superintendent Robinzine and Board Member Newman:

Thank you for reaching out to me to discuss the opportunity to work together to review Thornton Fractional High School District 215's student discipline practices. We are committed to providing top quality legal representation and services customized to meet the needs of your community, and we look forward to working with you.

I. Professional Undertaking

Tressler LLP will conduct a comprehensive audit of student disciplinary practices, including but not limited to reviewing student data, meeting with District staff and other individuals (as identified by the District), review district policies/procedures/student handbooks and any other information deemed appropriate as part of the disciplinary audit, and gather any other relevant information to complete the audit. Upon completion of the audit, Tressler attorneys will draft a final report for the District's review. Per your direction, we will assist with special projects responsive to findings/recommendations made as part of the disciplinary audit, including but not limited to, creating training materials and presenting professional development; creating guidance documents to ensure compliance with District policies and State/Federal law; and conducting any other legal work per your request.

II. Professional Staffing

We will do our utmost to serve you effectively and efficiently. Your legal representation will be provided primarily by Elizabeth Wagman and Kathleen Gibbons. Additional services will be rendered on an "if and as needed" basis by other attorneys, paralegals, and professional staff in our office.

III. Fee Understanding

1. Fees. The primary factor used in billing is a schedule of hourly rates, and the billing statement reflects the hours of work multiplied by the hourly rates for

attorneys or paralegals that perform the work. We will provide legal services at a rate of \$250/hour for partners and senior counsel, \$225/hour for associates and \$100/hour for paralegals/law clerks. If there are any other specific projects that are a flat rate amount for the project, we will confer and agree on the specific amount before the work begins.

2. Retention Retainer. There is no retainer required for this engagement.
3. Invoicing. Our statements will be prepared and mailed to you during the month following the month in which such services are rendered and/or expenses are incurred. If you have concerns or questions regarding any statement, please communicate them to us without delay and we will address them promptly. The amount owed is due and payable upon receipt of our statement.
4. Tax Identification Number. Tressler LLP's Tax Identification Number is 36-3447958.

IV. Termination

You have the right to terminate our representation at any time. We will also have the same right to cease our representation of you, subject to our ethical obligation to provide you with reasonable notice.

V. Binding Engagement

We welcome the beginning of a new relationship with Thornton Fractional High School District 215 as a client and look forward to partnering with you. If the terms of this engagement letter are acceptable to you, please sign/date it and return it to me at your earliest convenience.

Please feel free to contact us if you have any questions. We appreciate the confidence that you have expressed and look forward to working with you.

Very truly yours,

TRESSLER LLP

/s/ Elizabeth Wagman

Elizabeth F. Wagman

I have read the foregoing agreement and understand its contents.

APPROVED AND AGREE THIS _____ DAY OF _____ 2024.

Authorized Representative of Thornton Fractional High School District 215