



Thornton Fractional
HIGH SCHOOL DISTRICT 215
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**February 11, 2026
Committee of the Whole**

6:00 PM

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

1. Welcome

- A. Roll Call
- B. Pledge of Allegiance

2. Communication/Public Comment

3. Buildings Grounds/Safety Committee--Member Williams

- A. Construction Project Update
- B. Life Safety visit update
- C. Building Usage Report

4. Finance Committee--Member Perkins

- A. 2026-27 Student Fees

5. Curriculum Committee--Member Calderon-Miranda

- A. Summer programs

6. IT Committee--Member Guyton

- A. Datacenter Infrastructure Refresh

7. Equity Committee--Member Myers

- A. Student Representation on Board of Education

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

- A. Monthly Suspension Reports

9. Adjourn

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

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

Final bill sent
Outstanding with interest
Do not rent
Cancelled



MEMORANDUM

Date: February 11, 2026

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

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

Subject: Proposed Student Fees and Fee Waivers for the 2026-2027 School Year

Recommended Action

To discuss the proposed 2026-2027 student registration fees as presented in the attached schedule.

Background

- Registration Fees: The attached schedule reflects no increase in student fees.
- Driver's Education Fees: Driver's Education fees will remain the same. The current charge of \$250 represents the maximum amount permitted for District 215.
- Fee Waivers: The fee waiver process will continue to be administered in accordance with Board Policy 4:140 (Waiver of Student Fees).

Attachment: Proposed 26.27 Fees
Board Policy 4.140

**THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL DISTRICT 215
PROPOSED FEES 2026-2027**

Fee Description	Current Fee	Proposed Fee	Assessment	Waiver
	2025/2026	2026/2027		
Curriculum & General Education	\$150	\$150	All Students	Students Qualifying for Free Lunch
Instructional Materials	\$125	\$125	All Students	Students Qualifying for Free & Reduced Lunch
Early Registration: Instructional Materials	\$100	\$100	All Students	Students Qualifying for Free & Reduced Lunch
Technology	\$25	\$25	All Students	None
P.E. Uniform Freshmen/Transfer Students	\$20	\$20	Freshmen & Transfer Students only	None
Senior	\$50	\$50	Seniors	None
Academic/Credit Recovery (fee refunded if student receives passing grade)	\$140	\$140	All Students	Fee refunded if student receives passing grade
Summer School: Resident (fee refunded if student receives passing grade)	\$140	\$140	All Students	Fee refunded if student receives passing grade
Summer School: Non-Resident	\$280	\$280	All Non-Resident Students	None
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	None
Summer Camp	\$25	\$25	All Campers	None
Breakfast and Lunch	Free to all Students			

Policy 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](#), and [5/27-815](#).

[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: December 16, 2025

Thornton Fractional THSD 215



MEMORANDUM

Date: February 11, 2026

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

From: Becky Szuba, Assistant Superintendent of Teaching and Learning; Eric Mastey, Assistant Superintendent of Career Development; and Nicolette Lesniak, Director of Teaching and Learning

Subject: Summer School Programs

Recommended Action

The Department of Teaching and Learning will be sharing the District 215 Summer Program offerings. We will look for Board approval of staff to work the programs later this Spring.

Background

The programs are similar to last summer:

- Non-graduating senior intersession
- Summer school for credit and grade recovery (focus on freshman and sophomore core classes)
- Summer school for math advancement (honors geometry)
- Summer school for Driver's Education (course and behind the wheel)
- Summer Behind the Wheel Instruction--driving hours only for eligible students who completed the course during the school year
- Summer School for Barbering and Cosmetology
- Virtual Academic Recovery (rising seniors only)
- Summer Success Program (formerly known as extended school year for identified special education students)
- Summer Bridge (incoming freshman students)
- AP student boot camp
- Future Teachers Summer Academy (FTSA)

New this year: We will be offering breakfast and lunch to students.

Funding source if applicable: Title funds and local for staffing

Attachment Program descriptions



District 215 Summer Program Offerings 2026

Program #1: 2026 Non Graduating Senior Virtual Success Academy (VSA) Intersession Program

Description: This program is only offered to grade 12 students who failed to meet District 215 graduation requirements. Seniors can enroll in on-line courses and work towards meeting graduation criteria.

Session Dates: May 20th-May 29th (using open seats in VSA program); June 3rd-June 29th (Monday-Thursday 8:00 am-1:00 pm *No class June 18th) ; July 8th-July 30th (Monday-Thursday 8:00 am-1:00 pm)

Class Location: TF Center: On-site and/or remote options

Program Details:

- APEX/Edmentum Virtual Platform is used.
- Students work at their own pace while being supervised by a facilitator who assists and monitors progress.
- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: TBD in February with fee approval

Program #2: 2026 Summer School for credit and grade recovery

Description: This program is offered to students who failed a core level freshman or sophomore course which is required for graduation or to students who are seeking to improve their grade point average for a letter grade which was previously earned in a course.

Session Dates: 1st semester: June 3rd-June 29th (Monday-Thursday 8:00 am-1:00 pm *No class June 18th) ; 2nd semester: July 8th-July 30th (Monday-Thursday 8:00 am-1:00 pm)

Class Location: TF Center

Program Details:

- Students receive traditional in-person instruction to get back on track for graduation and/or to improve their overall grade point average.
- Students will receive a letter grade for courses completed.
- Program will consist of 14 total sessions per semester.



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- Potential course offerings include: Algebra I, Geometry, Biology, Chemistry, World History, US History, English 9 and English 10.
- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: TBD in February with fee approval

Program #3: 2026 Summer School for Math advancement

Description: This program is offered to students who seek to complete Honors geometry during the summer in order to advance further along in the math course sequence thus allowing them to take AP math courses.

Session Dates: 1st semester: June 3rd-June 29th (*Monday-Thursday 8:00 am-1:00 pm *No class June 18th*) ; 2nd semester: July 8th-July 30th (*Monday-Thursday 8:00 am-1:00 pm*)

Class Location: TF Center

Program Details:

- Students receive traditional in-person instruction.
- Students will enroll in both summer sessions (June and July) in order to complete the year-long course.
- Students will receive a letter grade for the courses.
- Program will consist of 14 total sessions per semester.
- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: No fee

Program #4: 2026 Summer School for Driver's Education

Description: This program is offered to eligible District 215 students and eligible private school students within our residency boundaries who wish to complete the classroom instruction portion and the required behind the wheel time for Driver's Education.

Session Dates: 1st semester: June 3rd-June 29th (*Monday-Thursday 8:00 am-1:00 pm *No class June 18th*) ; 2nd semester: July 8th-July 30th (*Monday-Thursday 8:00 am-1:00 pm*) *Note: Once the classroom portion is complete, hours may vary for the behind the wheel portion.

Class Location: TF Center



Program Details:

- Students must be at least 15 years old, with priority given to older students unless special circumstances apply. Students must have at least sophomore status and have earned passing grades in at least eight courses during the previous two semesters.
- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: TBD in February with fee approval, Illinois permit fees also apply

Program #5: Summer School Cosmetology and Barbering

Description: This program is offered to first and second year barbering and cosmetology students to acquire the practicum hours needed for licensure.

Session Dates:

1st semester for first year cosmetology and barbering students and for second year cosmetology students: June 3rd-June 29th (*Monday-Thursday 8:00 am-1:00 pm *No class June 18th*)

2nd semester for first year cosmetology and barbering students and for second year barbering students: July 8th-July 30th (*Monday-Thursday 8:00 am-1:00 pm*)

Class Location: TF North

Program Details:

- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: No fee

Program #6: Virtual Academic Recovery Program

Description: This program is offered only to current junior students who failed a core level or elective course which is required for graduation. Students can enroll in this option if the courses they need are not offered during traditional summer school or if they have multiple credits to recover. The goal is to get students back on track for graduation.

Session Dates: 1st semester: June 3rd-June 29th (*Monday-Thursday 8:00 am-1:00 pm *No class June 18th*) ; 2nd semester: July 8th-July 30th (*Monday-Thursday 8:00 am-1:00 pm*)



Class Location: Remote

Program Details:

- APEX/Edmentum Virtual Platform is used.
- Students work at their own pace while being supervised by a facilitator who assists and monitors progress.
- Curriculum will focus on priority standards and key learning objectives.
- Students will earn a Pass/Fail on their transcript.

Cost: TBD in February with fee approval

Program #7: 2026 Summer Success Program

Description: This program is only offered to special education students within classes using a modified curriculum. Students in grades 9-12 who have demonstrated that they need extra support to maintain their skills over an extended break may qualify. If such services and supports are deemed necessary by the student's educational team, the goal of the Summer Success Program is to provide students with learning experiences that focus on integrated academic and functional life skills critical to student success after high school.

Session Dates: July 8th-July 28th (*Monday-Thursday 8:00 am-1:00 pm*)

Class Location: TF North

Program Details:

- Students receiving specialized services in modified curriculum programs who are determined eligible under IDEA guidelines will be invited to participate.
- Program will consist of 12 total sessions per semester.
- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: No fee

Program #8: Summer Bridge

Description: This program is offered to 9th grade students who will participate in learning experiences that will provide a smooth transition to high school.

Session Dates: July 8th-July 28th (*Monday-Thursday 8:00 am- 1:00 pm*)



Class Location: TF North and TF South

Program Details:

- Principals will send out program information to 8th graders in the Spring.
- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: No fee

Program #9: AP Student Boot Camp

Description: All students who are enrolled in an AP course for the 2026-2027 school year will be invited to participate in this program. Students will engage in team building, skill building, and content-related activities focused on the challenge and rigor of AP courses. It will also allow participants to meet other AP students for potential study groups.

Session Dates: July 22nd, 23rd, 27th, and 28th

Class Location: TF North and TF South

Program Details:

- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: No fee

Program #10: Future Teachers Summer Academy (FTSA)

Description: The Future Teachers Summer Academy equips aspiring educators with the knowledge and hands-on experience needed to succeed in the teaching profession through team building, professional seminars, and project-based learning. Students then apply their skills by tutoring incoming freshmen while receiving mentorship from District 215 teachers, gaining real classroom experience and confidence as future educators.

Session Dates: July 8 – July 30th, 2026

Class Location: CAT, TF North and TF South

Program Details:



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- Summer school busing will be available for students.
- Breakfast and lunch will be available to participants on-site.

Cost: No Fee

Program #11: Summer Behind the Wheel Instruction

Description: Students can register for behind the wheel instruction after completion of the classroom portion of Driver's Education.

Session Dates: Summer driving hours run concurrently with summer school programs (session 1 and session 2 dates).

Class Location: TF North and TF South

Program Details:

- Students are provided a schedule to meet their required behind the wheel hours.
- Students must arrange for their own transportation based on the individual schedule given to them.

Cost: TBD in February with fee approval



MEMORANDUM

Date: February 11, 2026
To: Mr. Ray Williams, Interim Superintendent/Board of Education
From: Paul Wakefield, Chief Technology Officer
Subject: Data Center Infrastructure Refresh

Recommended Action

It is recommended that the Board approve a contract with CDWG for Data Center Infrastructure and Backup System procurement and installation at the regular meeting of the Board of Education, February 25, 2026.

Background

The current data center infrastructure and backup system was installed in 2021 and is nearing the end of its expected useful lifespan of five years. Extending the lifespan of the datacenter would require an investment in hardware and software that is cost prohibitive. During the presentation of the Technology Infrastructure five-year plan at the Committee of the Whole meeting on November 12, 2025, the Board was informed of the need to refresh this equipment in the summer of 2026. The Board authorized the issuance of a Request for Proposals (RFP) at the regular meeting of the Board of Education on November 25, 2026.

A Request for Proposals in line with district procurement procedure was developed to ensure the district received the best overall solution that meets the needs of the district. The RFP specifically included leveraging E-Rate Category 2 funds, as eligible, to offset capital investment using local monies. The RFP specified that the vendor must furnish a turn-key proposal for a hyperconverged datacenter with micro segmentation, including all software licensing, support, and maintenance costs, as well as backup infrastructure, for a period of five years. The anticipated timeline for proposal evaluation, approval, and implementation, shown below, was included in the RFP.

Estimated Selection Process Step	Date(s)
Release and Issuance of the <i>Request for Proposals</i> (RFP)	December 23, 2025
Final Date for Vendors to Submit Questions	January 9, 2026
Date for Publishing Answers to Vendors' Questions	January 16, 2026
Proposals Due	January 28, 2026 - 3:00pm
Final Vendor Selection	February, 2026
Anticipated Board Approval	February, 2026
Anticipated Implementation Start	July, 2026

Multiple parties participated in the RFP process. One proposal was received, from CDWG. The receipt of a single proposal was due to the specific set of specifications that were requested in the proposal and the reseller policies of the technology vendor that met the specifications of the proposal. Cost details of the proposal response are below:

Component	Cost
Data Center Hyperconverged Infrastructure	\$567,442
Hyperconverged Network Infrastructure	\$41,740
Backup Appliance Infrastructure	\$177,122
Professional Installation Services	\$73,020
Total Proposed Cost	\$859,324

Funding source if applicable:

The table below shows a breakdown of the anticipated funding of the project. Some components of this solution provide network security services that are eligible for funding under E-Rate Category 2 services and, as such, a significant portion of the project funding comes from E-Rate monies. This substantially reduces the amount of local funding needed.

Funding Source	Cost
E-Rate	\$342,043
Local Monies	\$517,281
Total Cost	\$859,324

The proposal from CDWG is currently under review. The review will ensure the proposal fully meets the specifications of the RFP. It is anticipated that the review may result in modifications to the final solution that would have impact on the overall cost of the final contract. As such, when the final contract is presented to the Board, it may have a different total cost than the preliminary results in this memo. It is anticipated that a final contract will be presented for approval at the February 24, 2026 meeting of the Board of Education.



Welcome to the School Board Table

Guidance for Student Representatives to the School Board



Welcome to the Table

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

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





Are We Ready?

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

Student Representative Self-Assessment

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

Expectations for the Student Board Representatives

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

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



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



Guidance for Student Board Representatives

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



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

Acknowledgments

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





Bringing Student Representatives to the School Board Table



Why Include Youth on Your School Board?

Nothing about us without us. This slogan has been used by participants in causes to accentuate their need for participation in leadership decisions directly impacting their lives. At the school board level, when youth representation is intentional and supported, school boards benefit from student members' points of view, creative thinking, inquiring natures, and open-mindedness. Fully engaged youth leaders are essential to building a positive school climate, learning about student concerns, and making good decisions as a school board. Student board representatives can meaningfully participate in the governance process of their district, learn essential democratic skills, and represent and advocate for their peers.

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

What Can Student Board Representatives Do?

Student board representatives can:

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

Student board representatives cannot:

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





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

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

Are We Ready?

Readiness Assessment

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

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

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

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

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

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





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

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

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



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

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

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



Delegate responsibilities. Some possibilities for youth member responsibilities include:

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

Board Best Practices for Thriving Youth Involvement

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

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

Acknowledgements

Association of Alaska School Boards

Genoa-Kingston Community Unit School District 424

Leyden Community High School District 212

Oswego Community Unit School District 308

Vermont School Boards Association

Washington Youth Voice Handbook ©2006 by Adam Fletcher

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



Thornton Fractional North OSS Report					January 2026				
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5
Drugs/Alco Poss	Sophomore	F	B	2	Parent Communication	Be Well Restorative Coaching	Conflict Resolution Specialist	No Pass LIst	--
Drugs/Alco Poss	Senior	F	B	1	Parent Communication	ISS	Be Well Restorative Coaching		
Drugs/Alco Poss	Junior	M	B	3	No Pass LIst	Be Well Restorative Coaching	No Pass LIst	BAM	--Alternative to OSS
Fighting	Sophomore	M	B	3	Parent Communication	Be Well Restorative Coaching	Conflict Resolution Specialist	ISS	Banned List/LOP
Drugs/Alco Poss	Senior	F	B	1	Parent Communication	ISS			
Drugs/Alco Poss	Sophomore	M	B	1	Parent Communication	ISS	Be Well Restorative Coaching	Banned List/LOP	Restorative Conversation
Battery	Junior	M	B	3	Parent Communication	Alternative Placement Rec	Banned List/LOP		
Battery	Sophomore	F	B	2	Parent Communication	Stay Away Plan	Be Well Restorative Coaching		
Drugs/Alco Poss	Senior	F	B	1	Parent Communication	ISS			
Fighting	Freshman	F	H	3	Parent Communication	ISS	Stay Away Plan	Be Well Restorative Coaching	
Fighting	Sophomore	F	H	2	Parent Communication	Stay Away Plan	ISS		
Battery	Junior	F	B	3	Parent Communication	Restorative Conversation	MDR Meeting	Re-entry Meeting	Alternative Placement Rec
Drugs/Alco Poss	Freshman	F	B	1	Parent Communication	ISS	Restorative Conversation		
Drugs/Alco Poss	Junior	F	B	1	Parent Communication	ISS	Restorative Conversation		
			Total days	27					

Thornton Fractional North OSS Report

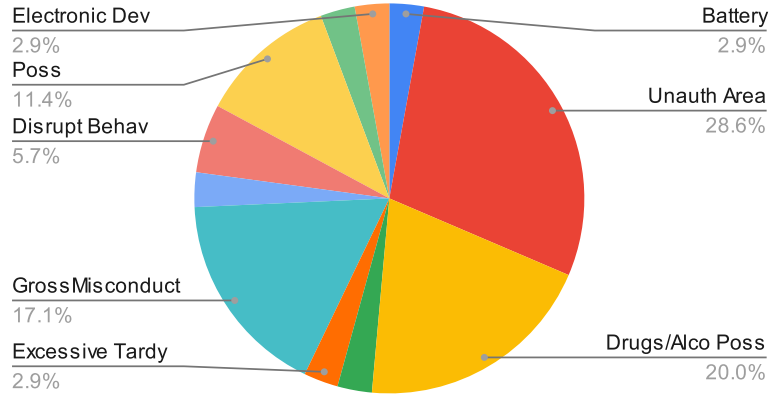
January 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6	Intervention 7
Gross Misconduct	9	M	B	3	Detention	ISS	Parent Communication	Restorative Conversation	--	--	--
Drugs/Alco Poss	9	M	B	3	Restorative Conversation	Parent Communication	ISS	Banned List/LOP	Re-entry Meeting	--	--
Poss/Use Weapon	12	M	H	3	Parent Communication	Detention	ISS	Re-entry Meeting	--	--	--
Poss Smoking/Mc	9	M	B	3	Parent Communication	Banned List/LOP	Detention	ISS	Mediation	No Pass List	Re-entry Meeting
Immoral Behav	10	M	B	3	Parent Communication	Re-entry Meeting	--	--	--	--	--
			Total Days	15							

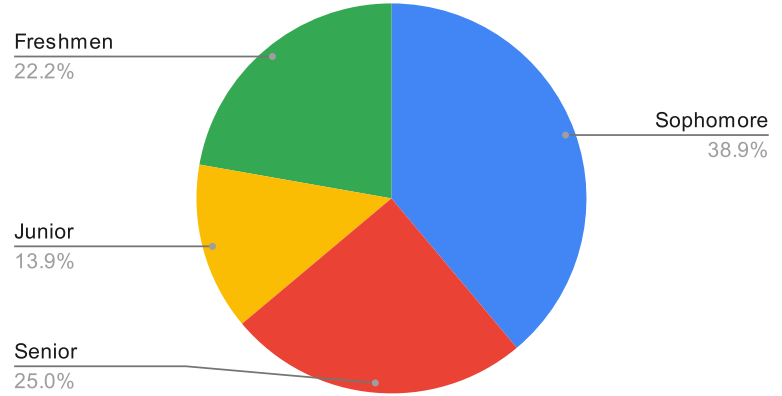
Thornton Fractional North ISS Data January 2026

Total # of ISS Days 47

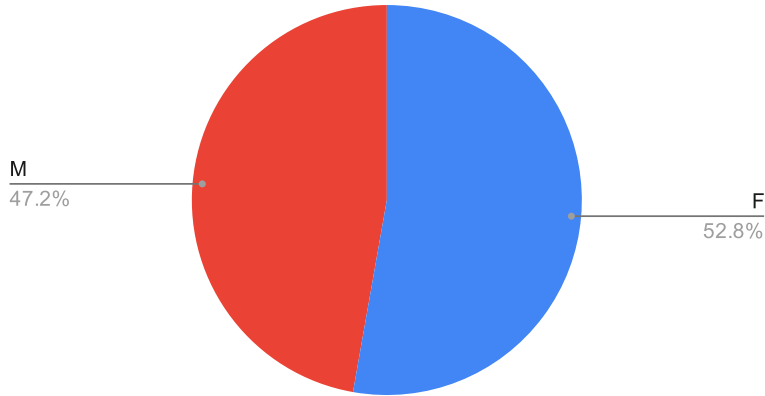
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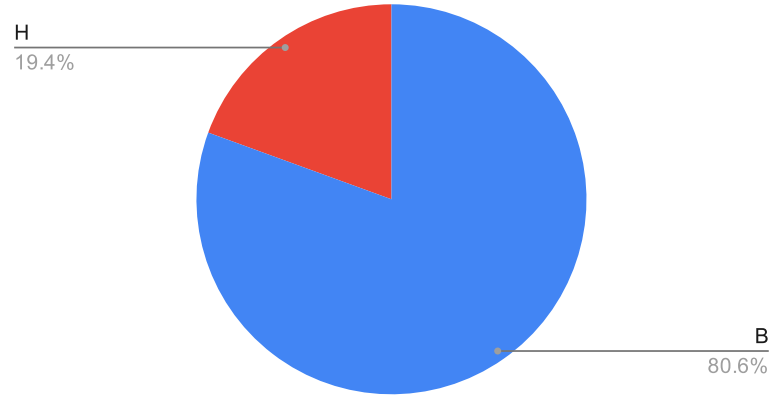
Count by Grade Level



Count by Gender



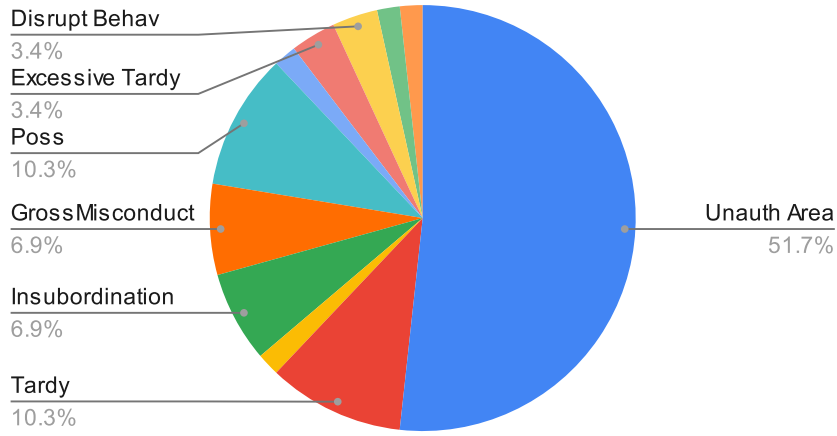
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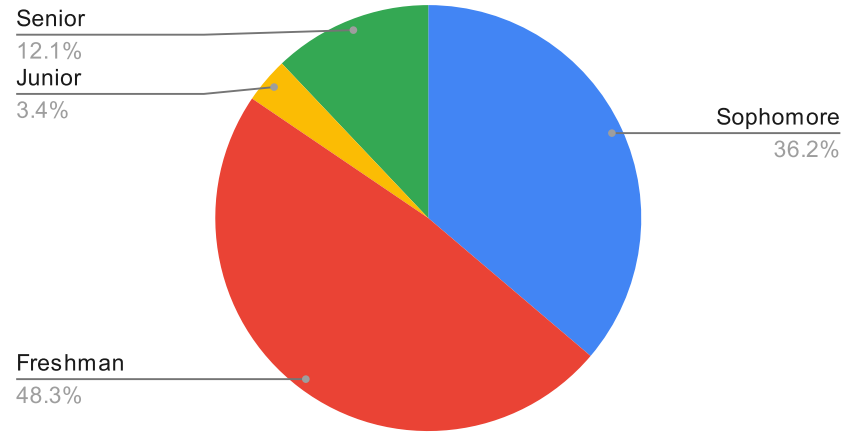
Thornton Fractional North ISS Data January 2025

Total # of ISS Days 73

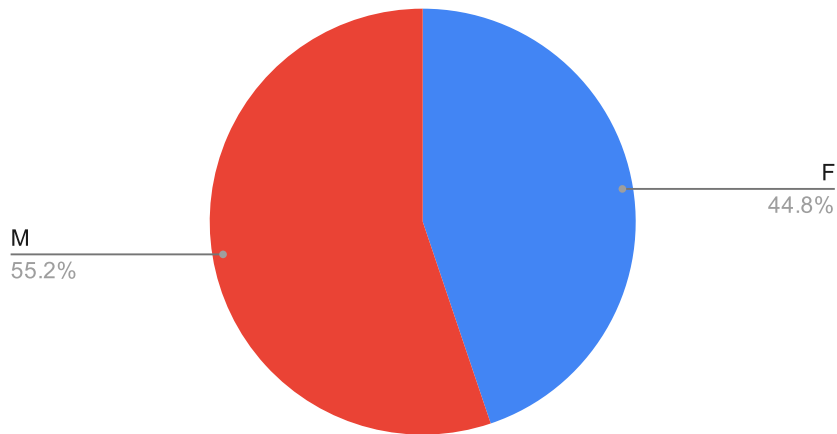
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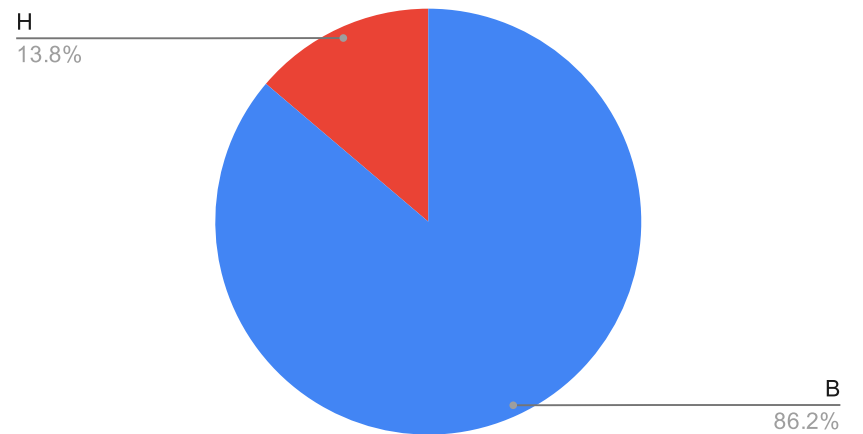
Count by Grade Level



Count by Gender



Count by Ethnicity



Thornton Fractional Center OSS Suspension Report

January 2026

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
GrossMisconduct	Senior	F	B	2	Parent Communication	Restorative Conversation	Be Well Restorative Coaching	Conflict Resolution Specialist	Stay Away Plan	--
GrossMisconduct	Senior	F	B	2	Parent Communication	Restorative Conversation	Conflict Resolution Specialist	Stay Away Plan	--	--
				Total: 4						

Thornton Fractional Center Suspension Report OSS

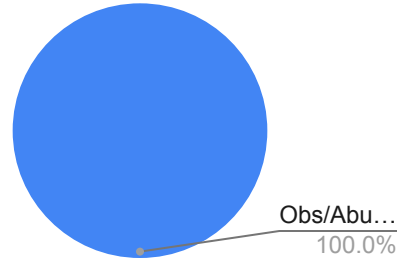
January 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
GrossMisconduct	Senior	M	B	2	Parent Communication	--	--	--	--	--
Assault/Threats	Junior	M	B	3	Parent Communication	Mediation	Threat Assessment	Re-entry Meeting	--	--
Poss Smoking Mat...	Junior	M	B	1	Parent Communication	Re-entry Meeting	--	--	--	--
Poss Smoking Mat...	Junior	M	B	1	Parent Communication	Be Well Restorative Coaching	--	--	--	--
Assault/Threats	Junior	M	B	3	Parent Communication	Threat Assessment	--	--	--	--
Obs/Abus Lang	Junior	M	B	3	Parent Communication	Re-entry Meeting	Restorative Conversation	--	--	--
				Total: 13						

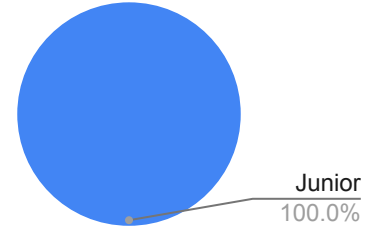
The Center for Academics and Technology January 2026 ISS

Total: 4

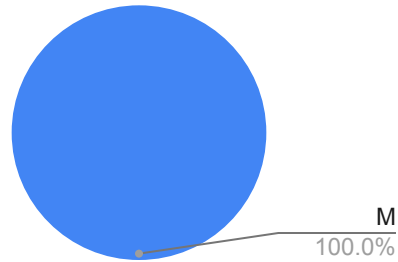
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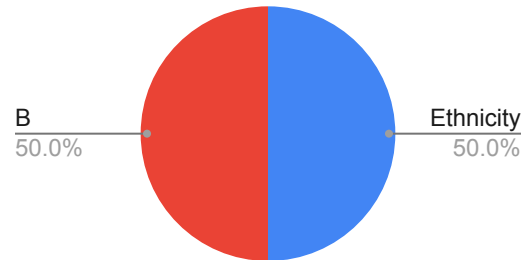
Grade Level



Gender



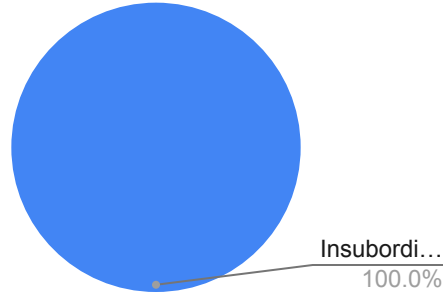
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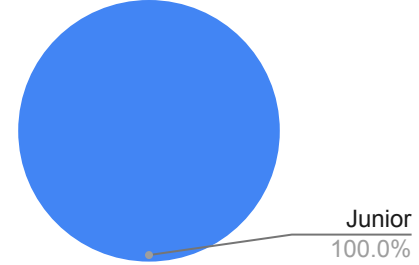
The Center for Academics and Technology January 2025 ISS

Totals: 2

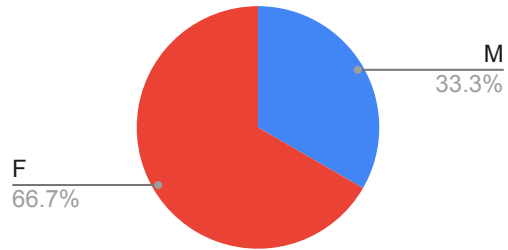
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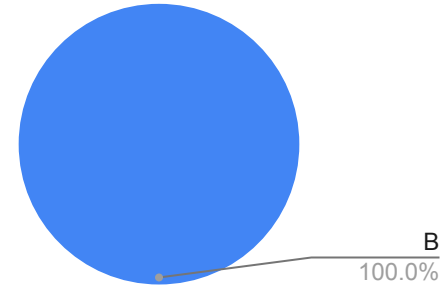
Grade Level



Count of Gender



Ethnicity



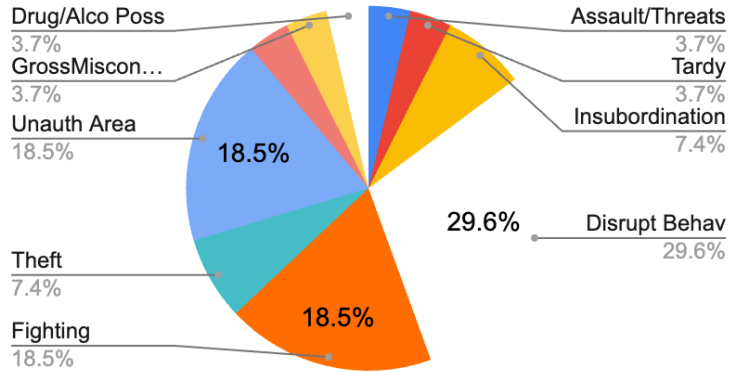
Thornton Fractional South Suspension Report									January 2026	
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Fighting	Freshman	M	B	2	Banned List/LOP	Parent Communication	Re-entry Meeting	Conflict Resolution Specialist	Character Ed	--
Fighting	Freshman	F	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	Conflict Resolution Specialist	Character Ed	
Fighting	Freshman	M	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	Conflict Resolution Specialist	Character Ed	
Drugs/Alco Poss	Sophomore	M	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling	Character Ed	
Fighting	Freshman	F	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	Conflict Resolution Specialist	Character Ed	
Fighting	Sophomore	F	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	Conflict Resolution Specialist	Character Ed	
Drugs/Alco Poss	Junior	M	H	1	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling	Character Ed	
Poss Smoking Material	Freshman	M	B	2	Banned List/LOP	Parent Communication	Re-entry Meeting	SSJC Drug Counseling	Character Ed	
Fighting	Sophomore	F	B	3	Banned List/LOP	Parent Communication	Re-entry Meeting	Conflict Resolution Specialist	Character Ed	
		Total OSS Days		23						

Thornton Fractional South ISS Report				January 2025						
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Gross Misconduct	Senior	M	B	1	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		
Fighting	Sophomore	F	B	3	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		
Fighting	Sophomore	M	B	3	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		
Fighting	Sophomore	F	B	3	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		
Fighting	Sophomore	M	B	3	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		
Drug/Alco Poss	Junior	M	B	3	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching	South Suburban Counsel Referral	
Smoking	Senior	M	B	1	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		
Fighting	Senior	F	B	3	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching		

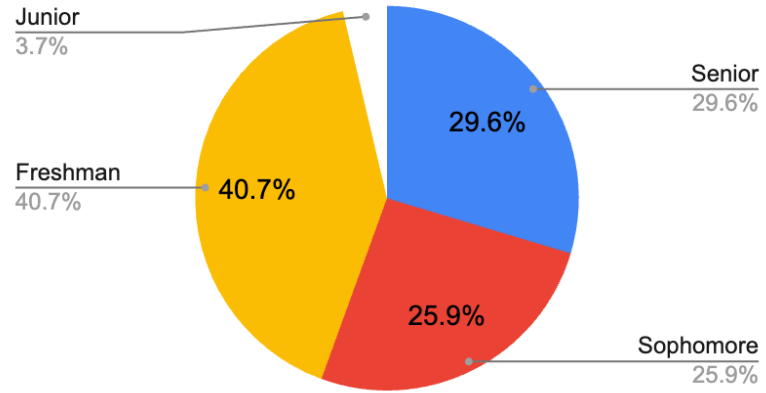
Drug/Alco Poss	Sophomore	M	B	1	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching	South Suburban Counsel Referral	
Drug/Alco Poss	Senior	M	B	1	Parent Communication	Banned List/LOP	Re-entry Meeting	Be Well Restorative Coaching	South Suburban Counsel Referral	
		Total OSS Days		22						

Total Days 32

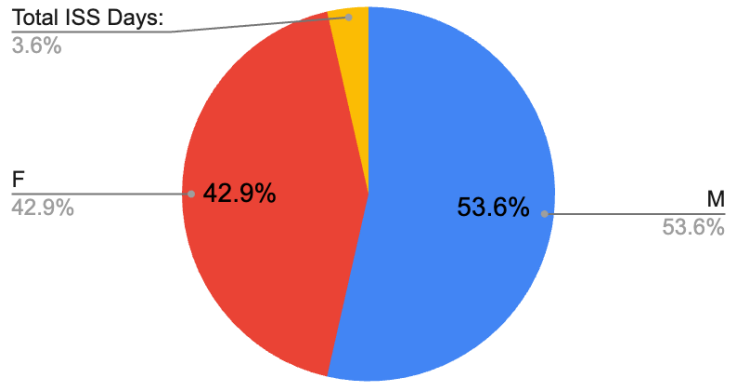
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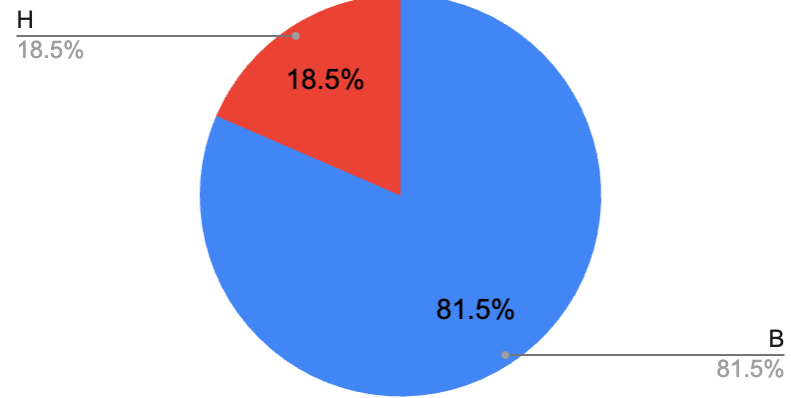
Count of Grade Level



Count of Gender

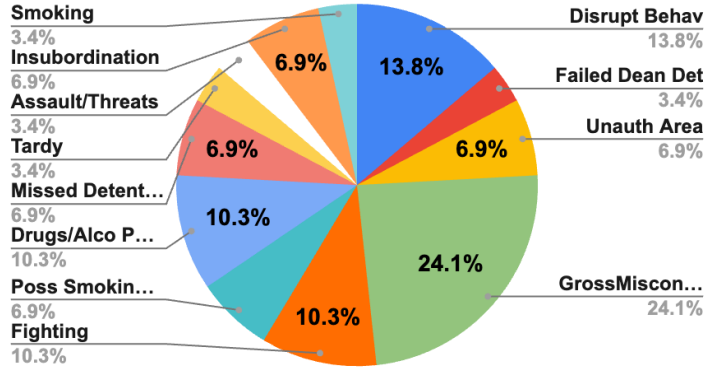


Count of Ethnicity

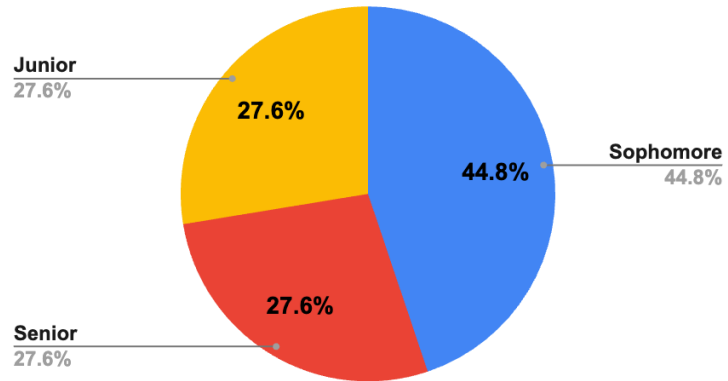


Total Days 36

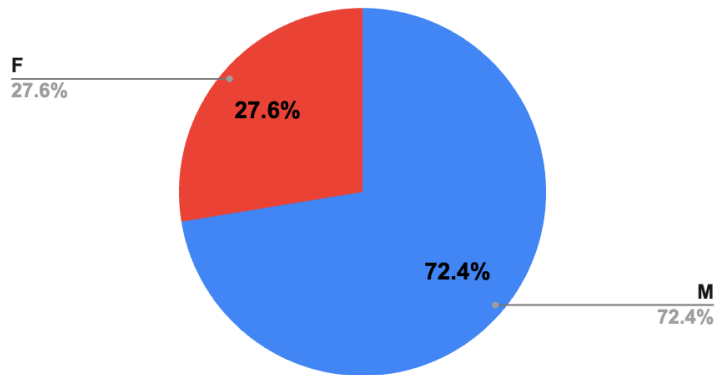
Infraction



Grade Level



Gender



Ethnicity

