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

May 13, 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 Guyton**
A. Construction Project Update
B. Building Usage Report
4. **Finance Committee--Member Perkins**
A. School Employees Loss Fund (SELF) Workers Compensation Proposal 2026-27
B. Athletic Training Contract 2026-28
C. Strength and Conditioning Contract 2026-28
D. First Student Transportation Contract for 2026-2029
E. DCEO 2025-26 Grants
5. **Curriculum Committee--Member Calderon-Miranda**
A. Consolidated District Plan
B. Student Tracker National Student Clearinghouse
6. **Behavior Intervention/Parent-Teacher Advisory Committee--Member Newman**
A. Social & Emotional Support Offerings 25-26
B. Suspension Reports
7. **Adjourn**

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

Event Date:	School	MO	YR	Organization	Cat	Facilities	Usage	Facility	Interest	Maintenance/Other	Total	Paid to date	Balance due
3/26-27/2022	TFN	3	2022	MORE Youth Foundation	Commercial	Purple Gym	Basketball Showcase	$ 800.00	$ 101.81	$ 680.00	$ 1,581.81	$ 640.00	$ 941.81
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	$ 2,130.00	$ -
12/16/2023	TFS	11	2023	Ultimate Threat Dance	Commercial	Red Gym	Dance Competition/ Showcase	$ 650.00	$ 35.71	$ 360.00	$ 1,045.71	$ 505.00	$ 540.71
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	$ -	$ -	$ 180.00	$ 180.00	$ 180.00	$ -
4/17/2026	TFS	1	2026	Heritage Middle School	Community	Track & Field	Team Practice on Track	$ -	$ -	$ -	$ -	$ -	$ -
3/21/2026	TFS	2	2026	Lan Oak Park District	Community	Red Gym	Basketball Tournament	$ -	$ -	$ 252.00	$ 252.00	$ -	$ -
4/26/2026	TFS	3	2026	Village of Lansing	Community	Red Gym	Red Cross Blood Drive	$ -	$ -	$ 288.00	$ 288.00	$ -	$ 288.00
3/28/2026 & 3/29/2026	TFS	3	2026	Village of Lynwood	Community	Gyms	Basketball Camp	$ -	$ -	$ 576.00	$ 576.00	$ 576.00	$ -

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

5/27/2026 & 5/28/2026	TFS	3	2026	Schrum Memorial Middle School	Community	Auditorium & Gymnasium	8th Grade Graduation	$ -	$ -	$ 450.00	$ 450.00	$ -	$ 450.00
5/20/2026	TFN	4	2026	Dolton School District 149	Community	Auditorium & Gymnasium	9th Grade Graduation	$ 1,300.00	$ -	$ 200.00	$ 1,500.00	$ 750.00	$ 750.00

Final bill sent
Outstanding with interest
Do not rent
Cancelled

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

MEMORANDUM

Date: May 13, 2026
To: Mr. Raymond Williams, Interim Superintendent, & Board of Education
From: Tamika D. McMillian, Executive Director of Finance & Operations/CSBO
Subject: Approval of School Employees Loss Fund (SELF) Workers Compensation Proposal for 2026-2027

Recommended Action

To discuss the 2026-2027 School Employees Loss Fund (SELF) Workers Compensation proposal in the amount of $315,237, which represents an increase of 25.5% from the prior year. The Board of Education will be asked to approve the renewal at the May 26, 2026 board meeting.

Background

District 215 is a member of the School Employees Loss Fund (SELF) Workers Compensation Pool. SELF is a cooperative risk-sharing organization comprised of 84 Illinois school districts that pool resources and services to manage workers compensation coverage and related claims. SELF is not an insurance company, but it is a collaborative organization designed to provide cost-effective and comprehensive workers compensation services to member districts. District 215 has participated in the SELF program for more than 10 years.

The pool manages each fiscal year separately to ensure that adequate funds are available to cover claims, losses, and related expenses for that coverage period.

District 215's workers compensation costs for the past five years are listed below:

- 2025-26 $234,868
- 2024-25 $153,627
- 2023-24 $164,807
- 2022-23 $199,769
- 2021-22 $285,132

Funding source if applicable: Tort Fund

Attachment: SELF Proposal 2026-2027

SCHOOL EMPLOYEES LOSS FUND
Workers Compensation Program

Member Proposal of Insurance
July 1, 2026 to June 30, 2027

Presented to:

Thornton Fractional SD #215

Dated:

May 5, 2026

Presented by:

Samuel Ding Program Director RPA/Gallagher 2850 Golf Rd Rolling Meadows, IL 60008 Phone: (617) 678-5360 Samuel_Ding@rpadmin.com	**Marcus Henthorn** Program Director RPA/Gallagher 2850 Golf Rd Rolling Meadows, IL 60008 Phone: (630) 694-5152 Marcus_Henthorn@rpadmin.com	**Tyler Mackenzie** Account Executive – Key Accounts RPA/Gallagher 2850 Golf Rd Rolling Meadows, IL 60008 Phone: (630) 694-5165 Tyler_Mackenzie@rpadmin.com

SELF Executive Summary (2026-2027)

The SELF workers compensation renewal for 2026-2027 continues to show increased loss developments amid the hardening trend of Workers Compensation. Loss development continues to rise, at a controlled level, due to the continuous increase in overall payroll, average cost per claim, and claimant litigation rate. Despite the challenging trends in the current market, SELF remains its premier performance as an overall program.

In preparing for the 7/1/2026-2027 renewal SELF and the Executive Committee rely on several key items including:

- Program Loss Development – the SELF actuary reviews total pool losses from the current and prior years to predict the "ultimate" cost to SELF. Using this ultimate loss calculation the actuary can select or pick the loss rate needed to fund losses for the coming 2026-2027 period. With in-depth analytics on loss performances, SELF then adopts additional programs (like Nurse Triage) and enhance program inefficiencies (through our TPA RFP) to help our members and program proactively improve in the long run.
- Member Loss Development – the cost of open claims is on the rise due to increasing medical costs and the litigious culture. SELF uses a "loss sensitive" approach when calculating individual member contributions. As in previous years, member losses from the most recent three complete years are used to calculate the Individual district "Experience Modification" factor.
- SELF Fixed Costs – these costs include claims administration, program administration, excess insurance premium, loss control and various legal and professional fees. For 2026-2027, the SELF Executive Committee completed a TPA RFP for SELF's Claims Administration to replace Sedgwick with Comprehensive Risk Services (CRS). The RFP was deemed necessary due to negative member feedback on Sedgwick's communication, along with additional operational oversights and team structuring inefficiencies. Over months of careful reviews, the SELF Executive Committee has selected CRS (out of four candidates) effective 7/1/2026 to replace Sedgwick, given their dedicated team structure, K-12 expertise, strong client references, and aligned business model.
- Excess Insurance – SELF continues to purchase stop loss protection excess of a $1,000,000 retention. For 2026-2027, SELF remains with our current insurance provider, Safety National Casualty Corporation, for their excess insurance. Coming off a very favorable two-year rate lock, SELF negotiated another rate lock at an additional 5% reduction despite the increase trend in the market, and the waiving of estimated payroll structure effective 2027.
- Investment Income – SELF's unique structuring allows the program to retain investment income. As SELF continues to return surplus to offset our member premiums, investment income becomes hugely beneficial as it also helps initiate value-added programs that greatly improve our member losses in the long run.
- Loss Fund Confidence Levels – with stable investment income and increasing loss development SELF continues to fund future losses at a 60% confidence level in 2026-2027. This results in a total pool loss fund of $9,119,332.

SELF's member equity, or surplus, remains very strong with around $28 million as of March 2026. Member equity is achieved through lower-than-expected losses in previous years and interest income. Over the years, SELF has returned member equity to active members in the form of a premium offset.

SELF's commitment and high importance that it places on risk management and other cost reduction programs continues to contribute to the favorable financial results of the pool. Several of these programs have been in place now for many years and are having a significant impact on minimizing members' total cost of risk. Programs include:

- Safety Grant Program – this program assists member districts through providing funds to purchasing loss conscious equipment specifically designed to reduce loss leading injuries. The individual member allowance for the program was further increased in 2025 to help place new safety equipment in schools and improve different areas of losses for our members. SELF Grant Program achieved a **99%** member participation in 2025-2026.
- Monthly claim roundtable and settlement meeting – this arrangement continues to result in favorable settlement and case wins. SELF members are invited to attend these meetings to review open claims in their District.
- Nurse Triage claim reporting – As of 7/1/2026, SELF is mandating Nurse Triage as its primary form of claims reporting. The Nurse Triage Piloting Districts produced undeniable results over the past year, with an average lag time of 1.2 days. This enhancement will revolutionize our members' ease and timely reporting and have proven results in lowered claim costs, faster Return-to-Work, and more efficient adjudication.
- Educational Resources – education and training continue to be provided by SELF. Districts have access to GCN educational webinars and bi-annual in-person loss control seminars to help inform and educate members on market updates and rising perils. Better protecting our members from a holistic view.

For the 2026-2027 program period SELF remains committed to conserving member assets through risk management and loss reduction activities and protecting our members through this hardening workers compensation market.

SCHOOL EMPLOYEES LOSS FUND

July 1, 2026 to June 30, 2027

Thornton Fractional SD #215

Coverage Summary

LIMITS	
Workers Compensation	Statutory
Employers' Liability	
• Bodily Injury by Accident, Each Accident	$2,000,000
• Bodily Injury by Disease, Policy Limit	$2,000,000
• Bodily Injury by Disease, Each Employee	$2,000,000

COVERAGE ENHANCEMENTS
• Broad Form All States Endorsement – U.S.A. and District of Columbia
• Foreign Voluntary Workers Compensation Coverage
• Automatic Waiver of Subrogation – If Required by Written Contract
• Voluntary Compensation Endorsement

SCHOOL EMPLOYEES LOSS FUND

July 1, 2026 to June 30, 2027

Thornton Fractional SD #215

Estimated Exposures

PAYROLL & RATE COMPARISON	07/01/2025 to 6/30/2026	7/01/2026 to 6/30/2027	% Change
8868 Professional Employees Estimated Payroll	$40,573,581	$42,500,900	4.8%
8868 Rate Per $100	$0.24	$0.27	12.9%
9101 School – All Other Employees Estimated Payroll	$2,745,906	$2,781,618	1.3%
9101 Rate Per $100	$2.48	$2.39	-3.7%
7380 Commercial Drivers Estimated Payroll	$0	$0	0.0%
7380 Rate Per $100	$6.33	$6.46	2.1%
Total Estimated Payroll	$43,319,487	$45,282,518	4.5%

MODIFIERS	07/01/2025 to 6/30/2026	7/01/2026 to 6/30/2027	% Change
Experience Modification Factor (E-Mod)	1.30	1.40	7.7%
SELF Pool Modification Factor (P-Mod)	1.05	1.10	4.8%

QUOTATION

SCHOOL EMPLOYEES LOSS FUND

Thornton Fractional SD #215

July 1, 2026 to June 30, 2027

CLASSIFICATION	ESTIMATED PAYROLL[1]	RATE/$100	MANUAL PREMIUM
8868: Professional Employees (This includes all teachers, teachers' aides, administrative personnel, clerical, cafeteria employees, lunchroom/classroom supervisors or monitors)	$42,500,900	$0.27	$115,177
9101: School- All Others (Custodial or maintenance workers)	$2,781,618	$2.39	$66,425
7380: Commercial Drivers (Full-time and part-time bus drivers)	$0	$6.46	$0
Total Manual Premium		$181,602	

PRICING FACTORS	2025-2026	2026-2027	% CHANGE
Total Payroll	$43,319,487	$45,282,518	4.5%
Experience Modification Factor	1.30	1.40	7.7%
Total District Experience-Modified Premium	$215,118	$254,243	18.2%
SELF Pool Experience-Modification Factor	1.05	1.10	4.8%
Total P-Modified Premium	$225,873	$279,668	23.8%
Member Percent of Pool for Contribution[2]	2.56%	2.98%	16.4%

	POOL TOTAL	MEMBER CONTRIBUTION
Program Fixed Cost	$2,341,884	$69,776
SELF Loss Fund Contribution (60% Funding)	$9,119,332	$271,710
TOTAL CONTRIBUTION 2026-2027	$11,461,216	$341,487
Return of Contributions – FY 2004-2024	$1,500,001	($21,580)
District Payroll Audit (Credit/Debit) from 2024-2025	($4,670)	
TOTAL Estimated Deposit Contribution with Adjustments for 2026-2027	$315,237	

DO NOT PAY FROM THIS QUOTATION

YOUR 2026-2027 SELF INVOICE WILL FOLLOW WITH PAYMENT INSTRUCTIONS IN JUNE

[1] Audtiable payroll

[2] Member P-mod premium compared to overall program total P-mod premium

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

MEMORANDUM

Date: May 13, 2026
To: Mr. Raymond Williams, Interim Superintendent, & Board of Education
From: Tamika D. McMillian, Executive Director of Finance & Operations/CSBO
Subject: Athletic Trainer Agreement 2026-2027

Recommended Action

To discuss the proposed agreement with Trademark Performance Corporation for athletic trainer services for the 2026-2028 school years. The Board of Education will be asked to approve this contract at the May 26, 2026 Board meeting.

Background

Trademark Performance Corporation has provided on-site athletic trainer services to District 215 for over 10 years and has a proven track record of providing reliable and consistent support.

The proposed agreement will continue these services at TF North and TF South for a two-year term, beginning in June 2026 with the start of summer practices and ending on June 1, 2028 or at the completion of the 2028 spring sports season.

The cost of services will be based on an hourly rate of $52 for the 2026-27 school year and $55 for the 2027-28 school year. This is an increase from the prior year rate of $42 per hour. This increase reflects rising salary costs for both new and existing athletic trainers and rising market rates over the past two years.

Funding source if applicable: Education Fund

Attachment: Trademark Performance Contract – Athletic Trainer Services

ATHLETIC TRAINING SUPPORT AGREEMENT

This is an agreement, dated as of April 17, 2026, by and between, Trademark Performance. (referred to within this Agreement as the “Company” or “Employer”) and District 215 (referred to within this Agreement as the “Team”). Trademark Performance agrees to provide an Athletic Trainer to District 215 (The Team) in exchange for reimbursement as set forth in this contract.

WITNESSETH

Witness that Trademark Performance, is a performance and sports medicine corporation, which shall provide Athletic Trainer(s) to the Team during the 2026-2027 and 2027-2028 school years.

Witness that Trademark Performance is aware of Faith’s Law as amended July 1, 2023, and will comply with all provisions of the law. A comprehensive resource and FAQ guide can be accessed at https://www.isbc.net/documents/Faiths-Law-Guidance-FAQ.pdf

Witness that The Team will receive Athletic Training in exchange for financial consideration.Trademark Performance is responsible for providing general liability and professional liability insurance for its services provided under this statement of relationship, including all reasonable services provided by an Athletic Trainer.

Trademark Performance shall provide

Certified Athletic Trainers who hold at least a Bachelor’s Degree, have passed the certification exam, have passed background checks, and are licensed or eligible for licensure NATA certification requires training in the following specific areas:

1. Prevention of Athletic Injuries
2. Recognition and evaluation of athletic injuries
3. Management and treatment of athletic injuries
4. Rehabilitation of athletic injuries
5. First Aid
6. Nutrition
7. Organization and administration of an athletic training program
8. Education and counseling of athletes

Certified Athletic Trainer on-site duties will include:

1. Pre-practice and pre-game taping and stretching.
2. Emergency and First Aid care.
3. Injury evaluation and assessment.
4. Game coverage.
5. Determination of the athlete’s ability to participate in practice and games.
6. Referral for further medical treatment.

7. Communication with coaches and the management regarding the athlete's condition.

District 215 shall provide:

1. The Team shall provide and maintain an appropriate level of athletic training supplies.
2. The Team shall provide adequate spaces for Athletic Trainer(s) to perform his/her duties.
3. The Team shall provide appropriate space and appropriate equipment for the development of preventative programs.
4. The Team is responsible for providing general liability and professional liability insurance for the activities of its employees, agents, and students.

Both Trademark Performance and District 215 shall:

1. **Trademark Performance:** Trademark Performance shall indemnify, defend and hold harmless District 215, its officers, agents, and employees from and against any and all liability, suits, claims, losses, damages, costs, and expenses whatsoever, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act of omission of Trademark Performance, its Strength and Conditioning Specialist, and any other of its agents or employees, in performing this Agreement.

2. **District 215**: District 215 shall indemnify, defend, and hold harmless, Trademark Performance, its officers, agents, and employees, including Trademark Performance's Athletic Trainer(s), from and against any and all liability, suits, losses, damages, costs and expenses, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act or omission of District 215, its staff, and any other of its agents or employees, in performing this Agreement.

3. Trademark Performance will provide the Athletic Trainer coverage for events specified by this contract, and may provide team performance training at the teams' request. Changes may be made as agreed upon by both parties

4. Trademark Performance will arrange coverage of events and practices with the Director of Athletics, on an as needed basis, and at the Athletic Trainers availability.

5. This statement of relationship for the 2026-2027 and 2027-2028 seasons shall become effective the day that both parties have signed this agreement and shall be effective until June 1, 2028, or the completion of the sports season.

6. This statement of relationship may be amended, revoked, changed or modified at any time by either party, with or without cause, by providing ninety days advance notice.

LENGTH OF CONTRACT:

This contract shall extend for a period of two (2) years beginning June 2026 (upon the commencement of summer practices) and ending after the completion of the 2028 spring sports season.

AMOUNT OF CONTRACT:

Trademark Performance shall be compensated for the next two (2) years at the following rates:

$52.00 per hour for all services rendered during the 2026–2027 school year. $55.00 per hour for all services rendered during the 2027–2028 school year.

District 215 will receive an invoice according to the district's billing department schedule. The total will be due upon receiving this invoice. Each invoice shall include the purchase order number of the purchase order provided by the district. No services shall be provided or invoiced without the Director of Athletics approval and a district purchase order.

RULES FOR TERMINATION BY EITHER PARTY:

Either party may terminate this contract upon providing ninety days (90) prior written notification, via certified mail, to the other party, without any intentional interruption or decrease in the level of services provided during such notice. Failure to remit payments on time may result in termination of services.

_____

Beth Braviere
VP of Operations
Trademark Performance Corporation

_____

Board President

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

MEMORANDUM

Date: May 13, 2026
To: Mr. Raymond Williams, Interim Superintendent & Board of Education
From: Tamika D. McMillian, Executive Director of Finance & Operations/CSBO
Subject: Strength & Conditioning Agreement 2026-2027

Recommended Action

To discuss the proposed agreement with Trademark Performance Corporation for strength and conditioning services for the 2026-2027 school year. The Board of Education will be asked to approve this contract at the May 26, 2026 Board meeting.

Background

Trademark Performance Corporation has provided on-site, after school strength and conditioning services to District 215 for over five years and demonstrated a consistent record of reliable support.

The proposed agreement will continue these services at TF North and TF South for two-year term, beginning in June 2026 with the start of summer practices and ending on June 1, 2028, or at the completion of the 2028 spring sports season.

The cost of services will be based on an hourly rate of $42 for the 2026-27 and the 2027-28 school year, which reflects no increase from the prior year.

Funding source if applicable: Education Fund

Attachment: Trademark Contract – Strength & Conditioning

STRENGTH AND CONDITIONING SUPPORT AGREEMENT

This is an agreement, dated as of April 17, 2026, by and between, Trademark Performance. (referred to within this Agreement as the "Company" or "Employer") and District 215 (referred to within this Agreement as the "Team"). Trademark Performance agrees to provide a Strength and Conditioning Specialist (S&Cs) to both Thornton Fractional North High School (TFN) and Thornton Fractional South High School (TFS) of District 215 (The Team) in exchange for reimbursement as set forth in this contract.

WITNESSETH

Witness that Trademark Performance, is a performance and sports medicine corporation, which shall provide Strength and Conditioning Specialist(s) to the Team during the 2026-2027 and 2027-2028 academic school years. There is also the option for Summer of 2026 or Summer 2027 (June and July) S&C Services upon request, for a maximum of 12 hours per week, per school.

Witness that Trademark Performance is aware of Faith's Law as amended July 1, 2023, and will comply with all provisions of the law. A comprehensive resource and FAQ guide can be accessed at https://www.isbc.net/documents/Faiths-Law-Guidance-FAQ.pdf

Witness that The Team will receive S&Cs at each campus in exchange for financial consideration.

Trademark Performance is responsible for providing general liability and professional liability insurance for its services provided under this statement of relationship, including all reasonable services provided by the S&Cs.

Trademark Performance shall provide

A S&C is to work with designated sports teams and their athletes at both TFN and TFS. The S&Cs will work under direct supervision of each school(s) Director of Athletics.

Both Trademark Performance and BHS shall:

1. **Trademark Performance:** Trademark Performance shall indemnify, defend and hold harmless District 215, its officers, agents, and employees from and against any and all liability, suits, claims, losses, damages, costs, and expenses whatsoever, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act of omission of Trademark Performance, its Strength and Conditioning Specialist, and any other of its agents or employees, in performing this Agreement.

2. **District 215**: District 215 shall indemnify, defend, and hold harmless, Trademark Performance, its officers, agents, and employees, including Trademark Performance's S&C(s), from and against any and all liability, suits, losses, damages, costs and expenses, including but not limited to reasonable attorney's fees and court costs, caused by or as a result of any act or omission of District 215, its staff, and any other of its agents or employees, in performing this Agreement.

3. Trademark Performance will provide the S&Cs at both TFN and TFS.

4. Trademark Performance will arrange training sessions for a maximum of 30 weeks during the 2026-2027 and 2027-2028 school years, with each school's Director of Athletics.

5. This statement of relationship for the 2026-2027 and 2027-2028 school years shall become effective the day that both parties have signed this agreement.

6. This statement of relationship may be amended, revoked, changed or modified at any time by either party, with or without cause, by providing ninety days advance notice.

LENGTH OF CONTRACT:

This contract shall extend for two (2) school years, during the 2026-2027 and 2027-2028 year, at a maximum of 450 hours per school year per school for a maximum of 30 weeks.

AMOUNT OF CONTRACT:

Trademark Performance shall receive $42.00 per hour for all services provided. District 215 will receive an invoice according to the district's billing department schedule. The total will be due upon receiving this invoice. Each invoice shall include the purchase order number of the purchase order provided by the district. No services shall be provided or invoiced without the Director of Athletics approval and a district purchase order.

RULES FOR TERMINATION BY EITHER PARTY:

Either party may terminate this contract upon providing ninety days (90) prior written notification, via certified mail, to the other party, without any intentional interruption or decrease in the level of services provided during such notice. Failure to remit payments on time may result in termination of services.

_____

Beth Braviere
VP of Operations
Trademark Performance Corporation

_____

Board President

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

MEMORANDUM

Date: May 13, 2026
To: Mr. Raymond Williams, Interim Superintendent, & Board of Education
From: Tamika D. McMillian, Executive Director of Finance & Operations/CSBO
Subject: Regular Education Transportation Contract

Recommended Action

To discuss the proposed contract with First Student for regular education student transportation services for a three-year term renewal, covering the 2026-2027 through 2028-2029 school years, with the option for two additional one-year renewals. The Board of Education will be asked to approve this contract at the May 26, 2026 board meeting.

Background

First Student has served as the district's transportation provider for regular education students for the past three years. The district also utilizes First Student for charter services, after-school activity routes, and field trips.

The proposed pricing for the 2026–2027 school year reflects a 5.5% increase over the 2025–2026 rates. This increase is driven by higher starting wages for drivers, inflation, fuel costs, and increased insurance premiums. For the 2027–2028 and 2028–2029 school years, the annual increase will be 3.3%.

Regular education transportation costs are partially offset through a reimbursement from the Illinois State Board of Education, which typically covers approximately 45–50% of eligible expenditures on a prorated basis.

Funding source if applicable: Transportation Fund

Attachment: First Student Contract Reg Transp 26-29

FIRST AMENDMENT AND EXTENSION OF TRANSPORTATION SERVICES FOR REGULAR EDUCATION STUDENTS AGREEMENT BETWEEN THORNTON FRACTIONAL HIGH SCHOOL DISTRICT 215 AND FIRST STUDENT, INC.

THIS AMENDMENT is made and entered into as of the ___ day of April, 2026 by and between Thornton Fractional High School District 215 with principle offices at 18601 Torrence Avenue, Lansing, IL 60438 ("DISTRICT") and First Student, Inc. with its national headquarters at 191 Rosa Parks Street, 8th Floor, Cincinnati, OH 45202 and local business offices for purposes of this Agreement located at 16951 State Street, South Holland, IL 60473 ("Contractor" and, collectively, the "Parties").

WHEREAS, the parties entered into that certain Transportation Services Agreement dated April 25, 2026 (hereinafter the "Agreement"); and

WHEREAS, the parties desire to further extend the term of the Agreement and amend certain portions thereof;

NOW, THEREFORE, the parties mutually agree as follows:

1. **TERM.** The term of the Agreement shall extend for three (3) additional years commencing August 1, 2026 and continuing through July 31, 2029; thereafter this agreement may be extended on a year to year basis by mutual agreement of the parties. Either party may terminate this agreement for convenience upon not less than 180 days' notice as of the end of the then current contract year.

2. **COMPENSATION** Commencing August 1, 2026, the rates of compensation payable hereunder during the ensuing Contract Year shall be set forth in Exhibit "A" and are based on current number of routes.

   Contractor will submit to District a monthly invoice for its services rendered during the prior month. District shall pay all undisputed amounts due to the Contractor on or before the 10th business day following the date on which the invoice has been submitted.

   If any portion of the billed service in the invoice is disputed by District or the District seeks a revised invoice, District shall deliver written notice specifying the disputed amount or requested revisions to the Contractor within five (5) business days of receipt of the statement by District. In the absence of District timely providing said written notice, District waives any right to dispute said invoice or reject the invoice in the future. All disputes shall be resolved pursuant to the Dispute Resolution clause of this Agreement.

3. **NOTICE TO PARTIES** All notices to be given by the parties to this Agreement shall be in writing and serviced by depositing same in the United States Mail, certified mail.

   Notices to DISTRICT shall be addressed to:

   Thornton Fraction High School District 215
   Mr. Raymond Williams
   Superintendent
   18601 Torrence Avenue
   Lansing, IL 60438

Notices to CONTRACTOR shall be addressed to:

Mr. Richard Nowicki
Region Vice President
First Student, Inc.
3015 E New York Street
Suite A2-262
Aurora, IL 60504

With a copy to:

General Counsel
First Student, Inc.
191 Rosa Parks Street
8th Floor
Cincinnati, OH 45202

Except as amended herein, all other terms and conditions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, this Agreement has been signed and executed in duplicate on behalf of the parties hereto by persons duly authorized on the day and year first written above.

THORNTON FRACTIONAL HIGH SCHOOL DISTRICT 215	**FIRST STUDENT, INC.**
By:_____	By:_____
Title:_____	Title:_____
ATTEST:	**ATTEST:**
By:_____	By:_____

EXHIBIT A

Rates

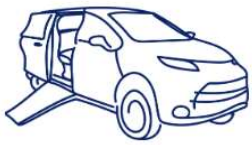
Thornton Fractional High School District 215

Transportation Services for Regular Education Students

	2026-27	2027-28	2028-29
Routes	**Cost per Bus**		
Regular routes arriving at 8:10 am*	$ 105.13	$ 108.81	$ 112.62
Regular routes departing at 3:35 pm (buses must arrive by 3:25 pı	$ 105.13	$ 108.81	$ 112.62
Zero period routes arriving at 6:55 am (2 buses each for North and South)	$ 105.13	$ 108.81	$ 112.62
pm (2 buses each for North and South)	$ 210.25	$ 217.61	$ 225.23
CTE Program routes leaving home campus at 8:10 am for TFC (1 bus eah for North and South)	$ 105.13	$ 108.81	$ 112.62
Shuttle Service	$ 64.44	$ 66.70	$ 69.03
Barber/Cosmetology AM	$ 105.13	$ 108.81	$ 112.62
Barber/Comsetoloty PM	$ 105.13	$ 108.81	$ 112.62
* The regular route rates above assume First Student can share the bus with a neighboring school district. In the event that a partner cannot be found the route rate will be billed at an hourly rate with a minimum charge of 2.5 hours per AM or PM route	$ 90.00	$ 93.15	$ 96.41
Credit Recovery Transportation	**Cost per Bus**		
TF South Credit Recovery Lansing & Lynwood (Saturday)	$ 349.56	$ 361.79	$ 374.45
TF North Credit Recovery (M,T,R)	$ 116.80	$ 120.89	$ 125.12
TF North Credit Recovery (Saturday)	$ 349.56	$ 361.79	$ 374.45
TF Center Credit Recovery (T,R)	$ 116.80	$ 120.89	$ 125.12
Extracurricular Trips	**Cost per Bus**		
Field Trip	$ 78.41	$ 81.15	$ 83.99
Athletic Trip	$ 78.41	$ 81.15	$ 83.99
Each of the above are the hourly rates, each trip has a 2 hour minimum per bus			

PRICING OVERVIEW: FIRSTALT

FirstAlt's pricing matrix includes the associated fees for the following vehicle types:



WHEELCHAIR VAN

SEDAN

MINIVAN

SUV

PROPOSED PRICING	
BASE TRIP ELEMENTS	**CHARGE**
Trip Minimum	$76.00
Mileage Included in Trip Minimum	8 miles
Cost Per Mile > Miles Included	$2.75
ADDITIONAL TRIP ELEMENTS – AS NEEDED	**CHARGE**
Equipment Service Fee (Car Seat, Booster, Safety Vest, Buckle Guard, Etc.)	$5.00
Camera Fee (If needed/requested)	$2.50
Wheelchair Service Fee	$40.00
Monitor Fee (Per hour, 2-hour minimum)	$25.00
District Approved Wait Time (Per hour, billed in 15-minute increments)	$60.00
Late Cancel (Less than two hours prior to scheduled pick-up time)	Full Price of Trip
No-Show (100% of the students on a trip are not present)	Full Price of Trip

TRIP ELEMENTS AND PRICING DEFINITIONS

All pricing is applied per one-way trip and not per student. The trip minimum also includes as many students as can be routed into the vehicle. Most vehicles carry one to four students.

As additional students are added to existing routes there is no additional charge other than any additional mileage over the included mileage or needed equipment. Vehicle type and capacity are determined by student requirements and vehicle availability.

The district will only be charged for miles incurred while a student or monitor is on board the vehicle. When no student or monitor is on board the vehicle, no mileage charges will be assessed.

Trip Charges

One-way transportation from home-to-school (inbound trip) or school-to-home (outbound trip) with a student or monitor continually on board. A trip is a collection of students combined into one vehicle with all pick up/drop off and other needs accounted for. Customers are billed on a per trip basis. A trip may contain any of the following: a single student, multiple students, monitor, special equipment. Billable elements of a trip may include - a trip minimum fee, trip mileage, monitor, equipment, and any other applicable considerations. The total number of trips a district is charged for is determined by adding together each of the one-way trips.

Trip Minimum

The minimum charge for any trip regardless of miles, equipment, etc.

Mileage Charges

The district will only be charged for miles incurred while a student or monitor is on board the vehicle. When no student or monitor is on board the vehicle, no mileage charges will be incurred. Mileage charges are calculated on driving distance through a third-party provider such as Google or MapQuest. We determine the mileage based on the most efficient route for the district and students. The total mileage is rounded up to the next whole mile. All mileage will be calculated based on approved student and school addresses provided by the district. When monitors are riding on the vehicle the mileage rate will continue until the monitor is returned to their point of origin.

Miles Included

The number of miles included in the trip minimum. If additional students are added to a trip and the miles remain under the “miles included” number, no additional charge will be incurred.

Wheelchair Vehicle

An additional cost is charged when a wheelchair vehicle is required, the cost is applied per wheelchair.

Student Equipment

Per student/per trip cost for students requiring additional equipment such as a car seat, safety vest, etc.

Monitor

If the district provides the monitor, there is no additional monitor charge, other than any additional mileage that might be added to the trip. A monitor charge (per trip) will be applied for any monitor supplied by FirstAlt, in addition to any added mileage to the trip.

Standard Wait Time

Drivers will wait three minutes past the regular scheduled pick-up time if students are not ready for pick-up at the scheduled pick-up time. If the students are still not ready after the three minutes of wait time, the student will be marked as a no-show and the driver will move on to their next scheduled stop.

When returning home, if the parents or responsible party are not available to receive the student, we will contact the responsible party by phone for further instructions. If they are unavailable, we will contact the school district for instructions. If we are directed to return the student to school or are unable to reach either party, we will return the student to a school district representative at the student's school.

If we contact the school district and are advised to wait onsite, we will then bill according to the school district's approved wait time.

District Approved Wait Time

Wait time will only be charged upon the district's request and/or approval. Wait time will be billed per hour, in 15-minute increments. Wait time is utilized when a district requests a driver to wait at the home or school beyond the scheduled pick-up/drop-off time.

No-Shows and Late Cancels

Late Cancel

A late cancel charge is incurred when FirstAlt has been notified of a trip cancellation less than two hours prior to the scheduled pick-up time.

No-Shows

A no-show is incurred once the driver has arrived at the pick-up location within the scheduled pick-up window and having waited the designated time to pick-up the student, no student is present. A trip is marked as a no-show when 100% of the students on a trip are not present. All trips will remain active unless the district indicates otherwise.

Travel Time

Per most school district and state standards, the expected travel time for students we are transporting will not exceed one hour for each one-way trip unless approved by the school district. However, we fully understand some children may live quite a distance from school, have adverse weather, traffic or other unusual conditions, and therefore will need more than one hour of travel time.

ADDING AND REMOVING STUDENTS

We recognize that a district's student transportation needs are constantly changing. Examples include new students needing transportation, students moving out of the district or to a new address within the district, students no longer needing transportation, etc. When it becomes necessary to make changes to a previously routed trip, FirstAlt will provide the district with the updated details including the updated cost of trip, the new order of student pick-ups and the updated pick-up times. FirstAlt will then await district approval of the cost impact before proceeding.

New student transportation requests or changes to existing trips often take up to two (2) business days, and at times may take up to three (3) business days to implement. If FirstAlt staff believes the requested addition or change could take more than three (3) business days, we will communicate with the school district to determine a reasonable amount of time.

STUDENT CANCELLATIONS

There are two types of student cancellations, temporary and permanent.

Temporary Student Cancellation

If a student is sick or will not be attending school temporarily (5 days or less), the parent or district can reach out to FirstAlt directly to make this request. If a student is a single rider and is temporarily cancelled there will be no trip charge. If the student is part of a multiple rider trip, the district will be charged the normal trip rate.

Permanent Student Cancellation

The permanent cancellation of a student from a trip requires district notification and approval. If the student is a single rider, then the trip will be permanently cancelled, and no additional costs will be incurred by the district. If the student is part of a multi-rider trip, FirstAlt will consolidate the route, remove any mileage or equipment charges associated with the cancelled student and provide the district with the updated trip and cost information.

HARD TO SERVICE TRIPS

If a particular trip is determined to be "hard to service," FirstAlt will work closely with the district to determine the best method to service these trips and what additional costs will be needed to assist drivers in servicing these trips. Examples might include students that urinate or vomit on a regular basis during the trip, trips that are in remote service areas, etc. The purpose of this additional pricing is to provide FirstAlt and the district with a method and approach to service trips that include exceedingly challenging circumstances.

AMENDMENT OF RATES

Rates for services provided under this agreement shall be adjusted at an increased rate of 3% each year.

FUEL SURCHARGES

When the average fuel price exceeds $5.00 per gallon, the mileage rate will be increased by calculating 50% of the fuel price that exceeds $5.00 and adding it to the base mileage rate. Thus, if the price of fuel, according to the average fuel price index, is $5.60, the increase would be 50% of the 60 cents or 30 cents. Such surcharges apply for the miles included in the ride base price. The fuel price index to be used shall be found under the category of "[Your Specific State or Region] U.S. and an Average Fuel Prices (dollars per gallon) to be calculated from the following website: https://www.eia.gov/dnav/pet/pet_pri_gnd_dcus_sca_w.htm

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

MEMORANDUM

Date: May 13, 2026
To: Mr. Raymond Williams, Interim Superintendent, & Board of Education
From: Tamika D. McMillian, Executive Director of Finance & Operations/CSBO
Subject: Approval of DCEO grants

Recommended Action

To discuss the award of four grants from the Illinois Department of Commerce and Economic Opportunity (DCEO). These grants are intended to strengthen the state's economy, promote a clean environment, and enhance the quality of life across Illinois. The Board will be asked to approve these grants at the May 26, 2026 board meeting.

Background

District 215 has been awarded four grants from the Illinois Department of Commerce and Opportunity (DCEO), totaling $850,000. These funds will support a variety of capital improvement projects at both TF North and TF South High Schools.

The projects to be funded include:

- TF North Track and Field Improvements - $200,000
- TF North Roofing Project - $150,000
- TF North Classroom Renovations - $250,000
- TF South RTU Replacement Project - $250,000

The grant funds are available for use over a two-year period.

Funding source if applicable: Illinois Department of Commerce and Economic Opportunity

Attachment: DCEO Grants

Illinois Grant Accountability and Transparency
Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION	
State Award Identification	Name of State Agency (Grantor): Commerce And Econ Opp Department/Organziation Unit: OGM for Project HD250172
State Award ID Number (SAIN)	1758-62325
State Program Description	The Governor and the General Assembly direct the Department of Commerce and Economic Opportunity (DCEO) to administer grants for specific miscellaneous purposes to bolster the state's economy, promote a clean environment, and improve the overall quality of life throughout the state of Illinois. This grant program is available to any entity named in a direct line item appropriation. Eligible costs for this program are bondable costs associated with site improvements. This includes demolition; grading/earthwork; landscaping; sidewalks; replacement of bridges; construction and/or upgrade of roads, parking lots, curb and gutter, parks and other open spaces as well as structures within them; etc. This may include associated streetscaping.
Announcment Type	Initial
Agency (Grantor) Contact Information	Name: David E. Parr Phone: 217-524-5199 Email: david.parr@illinois.gov

GRANTEE INFORMATION	
Grantee / Subrecipient Information	Name: Thornton Fractional School District 215 Address: 18601 Torrence Avenue, Lansing, IL 60438 Phone: 708-585-2300 Email: jrobinzine@tfd215.org
Grantee Identification	GATA: 673132 UEI: CN6XBH2RGL69 FEIN: 366004406
Period of Performance	Start Date: 12/1/2025 End Date: 11/30/2027

FUNDING INFORMATION

FUND	CSFA	CFDA	AMOUNT
971	1758		$200,000.00
TOTAL			$200,000.00

(M) Currently used by State of Illinois for "Match" or "Maintenance of Effort" (MOE) requirements on Federal Funding. Funding is subject to Federal Requirements and may not be used by Grantee for other match requirements on other awards.

TERMS AND CONDITIONS	
Grantee Indirect Cost Rate Information	Rate: N/A Base: Period:
Research & Development	No
Cost Sharing or Matching Requirements	No
Uniform Term(s)	CODE of FEDERAL REGULATIONS Title 2: Grants and Agreements PART 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200) Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 Illinois Administrative Code
Grantor-Specific Term(s)	This Notice of State Award (NOSA) is not an agreement. This NOSA is not a guarantee of an agreement. Grantor-Specific Terms that will be included in the final grant agreement can be found by clicking on "Uniform Grant Agreement Template" under the Grant Agreement Overview section at: https://dceo.illinois.gov/aboutdceo/grantopportunities/learning-library.html
Program-Specific Term(s)	N/A THE FOLLOW ARE GATA EXCEPTIONS AND ARE NOT REQUIRED FOR THIS PROGRAM: INDIRECT COST RATE Bond-funded, and Indirect Costs are not bondable. MERIT BASED REVIEW line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable. NOTICE OF FUNDING OPPORTUNITY line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review.

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - FISCAL AND ADMINISTRATIVE

The nature of the addtional requirements

GATA Conditions:

None

Agency Adjustments / Explanation:

None.

The reason why the additional requirements are being imposed

GATA Conditions:

None

Agency Adjustments / Explanation:

None

The nature of the action needed to remove the additional requirement, if applicable

GATA Conditions:

None

Agency Adjustments / Explanation:

None

The time allowed for completing the actions, if applicable

GATA Conditions:

None

Agency Adjustments / Explanation:

None

The method for requesting reconsideration of the additional requirements imposed

GATA Conditions:

None

Agency Explanation:

None

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - PROGRAMMATIC

The nature of the addtional requirements

Agency Adjustments / Explanation:

None.

The reason why the additional requirements are being imposed

Agency Adjustments / Explanation:

The nature of the action needed to remove the additional requirement, if applicable

Agency Adjustments / Explanation:

The time allowed for completing the actions, if applicable

Agency Adjustments / Explanation:

The method for requesting reconsideration of the additional requirements imposed

Agency Explanation:

SIGNATURE PAGE

Circle one: Accept NOSA / Reject NOSA

Thornton Fractional High School District 215

Institution / Organization

Tamika McMillian

Signature

Tamika McMillian

Name of Official

Executive Director of Finance and Operations/CSBO

Title (Chief Financial Officer or equivalent)

12/2/2025

Date of Execution

Illinois Grant Accountability and Transparency
Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION	
State Award Identification	Name of State Agency (Grantor): Commerce And Econ Opp Department/Organziation Unit: OGM for Project HD250173
State Award ID Number (SAIN)	1771-61595
State Program Description	The Governor and the General Assembly direct the Department of Commerce and Economic Opportunity (DCEO) to administer grants for specific miscellaneous purposes to bolster the state's economy, promote a clean environment, and improve the overall quality of life throughout the state of Illinois. This grant program is available to any entity named in a direct line item appropriation. Eligible costs for this program are bondable costs associated with new construction and/or renovation of buildings, additions, or structures, including associated parking lots, sidewalks, driveways, etc. This includes exterior work to surface, structure, or foundation to extend useful life; roof work – limited to removal of the system to the decking as well as stone, metal, or other work to control water damage or ice formation; as well as – if done as part of a larger bondable grant-funded project – interior work such as painting, plastering, sanding, replacement of electrical and light fixtures, handicapped accessible improvements, fire alarms, smoke detectors, automatic door closures, etc.
Announcment Type	Initial
Agency (Grantor) Contact Information	Name: David E. Parr Phone: 217-524-5199 Email: david.parr@illinois.gov

GRANTEE INFORMATION	
Grantee / Subrecipient Information	Name: Thornton Fractional School District 215 Address: 18601 Torrence Avenue, Lansing, IL 60438 Phone: 708-585-2300 Email: jrobinzine@tfd215.org
Grantee Identification	GATA: 673132 UEI: CN6XBH2RGL69 FEIN: 366004406
Period of Performance	Start Date: 10/1/2025 End Date: 9/30/2027

FUNDING INFORMATION

FUND	CSFA	CFDA	AMOUNT
971	1771		$150,000.00
TOTAL			$150,000.00

(M) Currently used by State of Illinois for "Match" or "Maintenance of Effort" (MOE) requirements on Federal Funding. Funding is subject to Federal Requirements and may not be used by Grantee for other match requirements on other awards.

TERMS AND CONDITIONS	
Grantee Indirect Cost Rate Information	Rate: N/A Base: Period:
Research & Development	No
Cost Sharing or Matching Requirements	No
Uniform Term(s)	CODE of FEDERAL REGULATIONS Title 2: Grants and Agreements PART 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200) Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 Illinois Administrative Code
Grantor-Specific Term(s)	This Notice of State Award (NOSA) is not an agreement. This NOSA is not a guarantee of an agreement. Grantor-Specific Terms that will be included in the final grant agreement can be found by clicking on "Uniform Grant Agreement Template" under the Grant Agreement Overview section at: https://dceo.illinois.gov/aboutdceo/grantopportunities/learning-library.html
Program-Specific Term(s)	N/A THE FOLLOW ARE GATA EXCEPTIONS AND ARE NOT REQUIRED FOR THIS PROGRAM: INDIRECT COST RATE No indirect costs or reimbursements allowed for Bondable funds. MERIT BASED REVIEW line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable. NOTICE OF FUNDING OPPORTUNITY line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable.

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - FISCAL AND ADMINISTRATIVE

The nature of the addtional requirements

GATA Conditions:

None

Agency Adjustments / Explanation:

None.

The reason why the additional requirements are being imposed

GATA Conditions:

None

Agency Adjustments / Explanation:

None

The nature of the action needed to remove the additional requirement, if applicable

GATA Conditions:

None

Agency Adjustments / Explanation:

None

The time allowed for completing the actions, if applicable

GATA Conditions:

None

Agency Adjustments / Explanation:

None

The method for requesting reconsideration of the additional requirements imposed

GATA Conditions:

None

Agency Explanation:

None

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - PROGRAMMATIC

The nature of the addtional requirements

Agency Adjustments / Explanation:

None.

The reason why the additional requirements are being imposed

Agency Adjustments / Explanation:

The nature of the action needed to remove the additional requirement, if applicable

Agency Adjustments / Explanation:

The time allowed for completing the actions, if applicable

Agency Adjustments / Explanation:

The method for requesting reconsideration of the additional requirements imposed

Agency Explanation:

SIGNATURE PAGE

Circle one: Accept NOSA / Reject NOSA

Thornton Fractional High School District 215

Institution / Organization

Tamika McMillian

Signature

Tamika McMillian

Name of Official

Executive Director of Finance and Operations/CSBO

Title (Chief Financial Officer or equivalent)

10/6/2025

Date of Execution

Illinois Grant Accountability and Transparency
Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION	
State Award Identification	Name of State Agency (Grantor): Commerce And Econ Opp Department/Organziation Unit: OGM for Project BC260022
State Award ID Number (SAIN)	1771-65386
State Program Description	The Governor and the General Assembly direct the Department of Commerce and Economic Opportunity (DCEO) to administer grants for specific miscellaneous purposes to bolster the state's economy, promote a clean environment, and improve the overall quality of life throughout the state of Illinois. This grant program is available to any entity named in a direct line item appropriation. Eligible costs for this program are bondable costs associated with new construction and/or renovation of buildings, additions, or structures, including associated parking lots, sidewalks, driveways, etc. This includes exterior work to surface, structure, or foundation to extend useful life; roof work – limited to removal of the system to the decking as well as stone, metal, or other work to control water damage or ice formation; as well as – if done as part of a larger bondable grant-funded project – interior work such as painting, plastering, sanding, replacement of electrical and light fixtures, handicapped accessible improvements, fire alarms, smoke detectors, automatic door closures, etc.
Announcment Type	Initial
Agency (Grantor) Contact Information	Name: David E. Parr Phone: 217-524-5199 Email: david.parr@illinois.gov

GRANTEE INFORMATION	
Grantee / Subrecipient Information	Name: Thornton Fractional School District 215 Address: 18601 Torrence Avenue, Lansing, IL 60438 Phone: 708-585-2300 Email: rwilliams@tfd215.org
Grantee Identification	GATA: 673132 UEI: CN6XBH2RGL69 FEIN: 366004406
Period of Performance	Start Date: 5/1/2026 End Date: 4/30/2028

FUNDING INFORMATION

FUND	CSFA	CFDA	AMOUNT
971	1771		$250,000.00
TOTAL			$250,000.00

(M) Currently used by State of Illinois for "Match" or "Maintenance of Effort" (MOE) requirements on Federal Funding. Funding is subject to Federal Requirements and may not be used by Grantee for other match requirements on other awards.

TERMS AND CONDITIONS	
Grantee Indirect Cost Rate Information	Rate: N/A Base: Period:
Research & Development	No
Cost Sharing or Matching Requirements	No
Uniform Term(s)	CODE of FEDERAL REGULATIONS Title 2: Grants and Agreements PART 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200) Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 Illinois Administrative Code
Grantor-Specific Term(s)	This Notice of State Award (NOSA) is not an agreement. This NOSA is not a guarantee of an agreement. Grantor-Specific Terms that will be included in the final grant agreement can be found by clicking on "Uniform Grant Agreement Template" under the Grant Agreement Overview section at: https://dceo.illinois.gov/aboutdceo/grantopportunities/learning-library.html
Program-Specific Term(s)	N/A THE FOLLOW ARE GATA EXCEPTIONS AND ARE NOT REQUIRED FOR THIS PROGRAM: INDIRECT COST RATE No indirect costs or reimbursements allowed for Bondable funds. MERIT BASED REVIEW line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable. NOTICE OF FUNDING OPPORTUNITY line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable.

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - FISCAL AND ADMINISTRATIVE

The nature of the addtional requirements

GATA Conditions:

05 - Audit
Grantee must submit, at least semi-annually, documentation to support the status of implementation of corrective action for audit findings.

Agency Adjustments / Explanation:

Please disregard the "05 Audit requirement" from the ICQ (FISCAL AND ADMINISTRATIVE) section of the NOSA. This specific condition seems to be immaterial to the program and will not be included in Exhibit E of the eventual Grant Agreement.

The reason why the additional requirements are being imposed

GATA Conditions:

05 - Audit
Medium to high risk will result in repeated audit findings, potential questioned cost, and increase of administrative and programmatic specific conditions that will increase the cost of managing the grant program.

Agency Adjustments / Explanation:

None

The nature of the action needed to remove the additional requirement, if applicable

GATA Conditions:

05 - Audit
Implementation of grantee's corrective action plan.

Agency Adjustments / Explanation:

None

The time allowed for completing the actions, if applicable

GATA Conditions:

05 - Audit
When corrective action is complete.

Agency Adjustments / Explanation:

None

The method for requesting reconsideration of the additional requirements imposed

GATA Conditions:

05 - Audit
When corrective action is complete.

Agency Explanation:

Written request.

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - PROGRAMMATIC

The nature of the addtional requirements

Agency Adjustments / Explanation:

1. Financial Stability: Requires more detailed and more frequent programmatic reporting.

The reason why the additional requirements are being imposed

Agency Adjustments / Explanation:

1. Medium or High Risk increases likelihood of non-compliance.

The nature of the action needed to remove the additional requirement, if applicable

Agency Adjustments / Explanation:

1. Entity must demonstrate ability to comply with requirements.

The time allowed for completing the actions, if applicable

Agency Adjustments / Explanation:

1. Agency re-examines annually.

The method for requesting reconsideration of the additional requirements imposed

Agency Explanation:

1. Written Request.

SIGNATURE PAGE

Circle one: Accept NOSA / Reject NOSA

Thornton Fractional High School District 215

Institution / Organization

Tamika McMillian

Signature

Tamika McMillian

Name of Official

Executive Director of Finance & Operations/CSBO

Title (Chief Financial Officer or equivalent)

5/5/2026

Date of Execution

Illinois Grant Accountability and Transparency
Notice of State Award

STATE OF ILLINOIS GRANT INFORMATION	
State Award Identification	Name of State Agency (Grantor): Commerce And Econ Opp Department/Organziation Unit: OGM for Project BC260021
State Award ID Number (SAIN)	1771-65385
State Program Description	The Governor and the General Assembly direct the Department of Commerce and Economic Opportunity (DCEO) to administer grants for specific miscellaneous purposes to bolster the state's economy, promote a clean environment, and improve the overall quality of life throughout the state of Illinois. This grant program is available to any entity named in a direct line item appropriation. Eligible costs for this program are bondable costs associated with new construction and/or renovation of buildings, additions, or structures, including associated parking lots, sidewalks, driveways, etc. This includes exterior work to surface, structure, or foundation to extend useful life; roof work – limited to removal of the system to the decking as well as stone, metal, or other work to control water damage or ice formation; as well as – if done as part of a larger bondable grant-funded project – interior work such as painting, plastering, sanding, replacement of electrical and light fixtures, handicapped accessible improvements, fire alarms, smoke detectors, automatic door closures, etc.
Announcment Type	Initial
Agency (Grantor) Contact Information	Name: David E. Parr Phone: 217-524-5199 Email: david.parr@illinois.gov

GRANTEE INFORMATION	
Grantee / Subrecipient Information	Name: Thornton Fractional School District 215 Address: 18601 Torrence Avenue, Lansing, IL 60438 Phone: 708-585-2300 Email: rwilliams@tfd215.org
Grantee Identification	GATA: 673132 UEI: CN6XBH2RGL69 FEIN: 366004406
Period of Performance	Start Date: 5/1/2026 End Date: 4/30/2028

FUNDING INFORMATION

FUND	CSFA	CFDA	AMOUNT
971	1771		$250,000.00
TOTAL			$250,000.00

(M) Currently used by State of Illinois for "Match" or "Maintenance of Effort" (MOE) requirements on Federal Funding. Funding is subject to Federal Requirements and may not be used by Grantee for other match requirements on other awards.

TERMS AND CONDITIONS	
Grantee Indirect Cost Rate Information	Rate: N/A Base: Period:
Research & Development	No
Cost Sharing or Matching Requirements	No
Uniform Term(s)	CODE of FEDERAL REGULATIONS Title 2: Grants and Agreements PART 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR 200) Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 Illinois Administrative Code
Grantor-Specific Term(s)	This Notice of State Award (NOSA) is not an agreement. This NOSA is not a guarantee of an agreement. Grantor-Specific Terms that will be included in the final grant agreement can be found by clicking on "Uniform Grant Agreement Template" under the Grant Agreement Overview section at: https://dceo.illinois.gov/aboutdceo/grantopportunities/learning-library.html
Program-Specific Term(s)	N/A THE FOLLOW ARE GATA EXCEPTIONS AND ARE NOT REQUIRED FOR THIS PROGRAM: INDIRECT COST RATE No indirect costs or reimbursements allowed for Bondable funds. MERIT BASED REVIEW line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable. NOTICE OF FUNDING OPPORTUNITY line item appropriation to specific named entity for specific $ amt & purpose, so waiver of need for posting NoFO therefore no need for Merit Review. Also Bond-funded, and Indirect Costs are not bondable.

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - FISCAL AND ADMINISTRATIVE

The nature of the addtional requirements

GATA Conditions:

05 - Audit
Grantee must submit, at least semi-annually, documentation to support the status of implementation of corrective action for audit findings.

Agency Adjustments / Explanation:

Please disregard the "05 Audit requirement" from the ICQ (FISCAL AND ADMINISTRATIVE) section of the NOSA. This specific condition seems to be immaterial to the program and will not be included in Exhibit E of the eventual Grant Agreement.

The reason why the additional requirements are being imposed

GATA Conditions:

05 - Audit
Medium to high risk will result in repeated audit findings, potential questioned cost, and increase of administrative and programmatic specific conditions that will increase the cost of managing the grant program.

Agency Adjustments / Explanation:

None

The nature of the action needed to remove the additional requirement, if applicable

GATA Conditions:

05 - Audit
Implementation of grantee's corrective action plan.

Agency Adjustments / Explanation:

None

The time allowed for completing the actions, if applicable

GATA Conditions:

05 - Audit
When corrective action is complete.

Agency Adjustments / Explanation:

None

The method for requesting reconsideration of the additional requirements imposed

GATA Conditions:

05 - Audit
When corrective action is complete.

Agency Explanation:

Written request.

SPECIFIC CONDITIONS ASSIGNED TO GRANTEE - PROGRAMMATIC

The nature of the addtional requirements

Agency Adjustments / Explanation:

1. Financial Stability: Requires more detailed and more frequent programmatic reporting.

The reason why the additional requirements are being imposed

Agency Adjustments / Explanation:

1. Medium or High Risk increases likelihood of non-compliance.

The nature of the action needed to remove the additional requirement, if applicable

Agency Adjustments / Explanation:

1. Entity must demonstrate ability to comply with requirements.

The time allowed for completing the actions, if applicable

Agency Adjustments / Explanation:

1. Agency re-examines annually.

The method for requesting reconsideration of the additional requirements imposed

Agency Explanation:

1. Written Request.

SIGNATURE PAGE

Circle one: Accept NOSA / Reject NOSA

Thornton Fractional High School District 215

Institution / Organization

Tamika McMillian

Signature

Tamika McMillian

Name of Official

Executive Director of Finance and Operations/CSBO

Title (Chief Financial Officer or equivalent)

5/5/2026

Date of Execution

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

MEMORANDUM

Date: May 13, 2026
To: Interim Superintendent Mr. Raymond Williams and Board of Education
From: Becky Szuba, Assistant Superintendent of Teaching and Learning
Subject: Consolidated District Plan

Recommended Action
The Department of Teaching and Learning will be seeking Board approval for the 2026-2027 Consolidated District Plan at tonight's meeting.

Background
In order to expedite the grant approval process, it is strongly recommended to submit our Consolidated District Plans as early as possible. The plan goes through five levels of review before it can be approved and the District cannot get the Title grant application approved until we have an approved Consolidated District Plan.

The Consolidated District Plan (CDP) addresses the planning portion of the grant application process. **Districts that intend to apply for any of the twelve specified grants must have an approved CDP with ISBE before submitting the grant application.** State grants are not included in the CDP.

District 215 currently receives the following federal grants:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Preparing, Training and Recruiting High Quality Teachers, Principals, and other School Leaders
- Title III – Language Instruction Education Program (LIEP)
- Title IV, Part A – Student Support and Academic Enrichment
- IDEA, Part B - Flow through

The CDP template requires districts to complete aligned goals to the following four categories:

- Student Achievement and Timely Graduation
- College and Career Readiness
- Professional Development: Highly Prepared and Effective Teachers and School Leaders
- Safe and Healthy Learning Environments

District 215 used feedback from various school community members to review current district data points/initiatives. Feedback was gathered from the following groups/meetings/surveys: District Cabinet Team, District Teaching and Learning Committee, Discipline Committee, 5 Essentials survey (parents, staff, students), homeless liaisons, and parent liaisons. As a result, a summary of the five Consolidated District Plan Goals is as follows:

2026-2027 CDP Goals

Goal 1: Student Achievement
All District 215 students will demonstrate academic growth through "composite student growth percentiles" as set by the redesigned accountability system for the 2026-2027 school year. Success with this goal will be demonstrated by the "all" student group meeting or exceeding the student growth percentile for commendable.

Goal 2: Graduation Rate
By June of 2027, at least 93% of the students in District 215 will maintain "on track" to graduation status throughout their high school career. For this goal, students are expected to meet requirements based on their year in high school by the end of the school year: a) Freshman students will earn 5 or more credits by the end of the

school year. b) Sophomore students will earn 11 or more credits by the end of the school year. c) Junior students will earn 17 or more credits by the end of the school year. d) Senior students will earn a diploma within four years.

Goal 3: Professional Development
Each school in District 215 will provide a minimum of three professional learning opportunities for all teachers that align with one of the four rungs of teacher clarity (Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning), the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and/or the effective integration of instructional technology.

Goal 4: School-Community Partnerships
District 215 will strengthen school-community partnerships by hosting at least 12 purposeful engagement events throughout the year, designed to increase meaningful participation from students, families, and community members. Success will be measured by meeting the following criteria: a) Ten percent of families attend an event during the school year. b) Twenty percent or more parents participate in the Five Essentials Survey.

Goal 5: Instructional Technology
Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

Funding source if applicable: N/A

Attachment Summary of Plan

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

At-A-Glance Consolidated District Plan

Goal 1: Student Achievement

All District 215 students will demonstrate academic growth through "composite student growth percentiles" as set by the redesigned accountability system for the 2026-2027 school year. Success with this goal will be demonstrated by the "all" student group meeting or exceeding the student growth percentile for commendable.

Goal 2: Graduation Rate

By June of 2027, at least 93% of the students in District 215 will maintain "on track" to graduation status throughout their high school career. For this goal, students are expected to meet requirements based on their year in high school by the end of the school year: a) Freshman students will earn 5 or more credits by the end of the school year. b) Sophomore students will earn 11 or more credits by the end of the school year. c) Junior students will earn 17 or more credits by the end of the school year. d) Senior students will earn a diploma within four years.

Goal 3: Professional Development

Each school in District 215 will provide a minimum of three professional learning opportunities for all teachers that align with one of the four rungs of teacher clarity (Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning), the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and/or the effective integration of instructional technology.

Goal 4: School-Community Partnerships

District 215 will strengthen school-community partnerships by hosting at least 12 purposeful engagement events throughout the year, designed to increase meaningful participation from students, families, and community members. Success will be measured by meeting the following criteria: a) Ten percent of families attend an event during the school year. b) Twenty percent or more parents participate in the Five Essentials Survey.

Goal 5: Instructional Technology

Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

Summary of Consolidated District Plan 2026-2027

General Education Provisions

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

Equal educational and extracurricular opportunities shall be available for all Thornton Fractional High School District 215 staff and students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age,

physical or mental disability, gender identity, status of being homeless, order of protection status and actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against staff or students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policies Relating to Building and Properties. Any staff member or student may file a discrimination complaint by using Board Policy - Uniform Complaint Procedure.

District 215 will ensure that students and/or staff members with disabilities have equal access to a quality education and/or professional development. The district provides appropriate supports and services designed to minimize the impact of the identified disability on a student's academic progress and/or a staff member's ability to perform his/her duties. District 215 ensures equitable access and participation through continuous evaluation of its programs, services and staff development needs.

Needs Assessment and Programs

Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part by the funding of these programs.

District 215 utilizes the federal resources to provide supplemental services to students, professional development opportunities to staff, parental programs to improve parent engagement/involvement, partner with community agencies to foster community connections, to improve school conditions for learning, and additional resources including but not limited to technology in order to support activities that we would not otherwise be able to offer to our school community members. Resources will be utilized to provide all children with the opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps. Additionally, these resources will be utilized to improve methods and instructional strategies that strengthen our academic programs, increase the amount and quality of learning time, and assist in providing an enriched and accelerated curriculum.

Provide a Summary of the LEA's needs assessment

District 215 continues to use both quantitative and qualitative data from various resources to assess current needs in regard to student achievement, learning conditions and elevating educators. Based on ACT state testing results from 2025, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap continues to exist between White and minority students as well as proficiency rates for students with IEPs and English Language Learners.

According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%.

In reviewing freshman on track trends, the District has been steadily climbing (2023- 72.8%; 2024- 76%; and 2025- 83%) but is still below the State average of 89.3%. Before this upward trend, there was a decrease from 2021

(78.3%) to 2023 (72.8%). Two subgroups that are areas of focus include English learners with a 9th grade on track rate of 77% and Male students at 79.9%.

In reviewing credits attained for sophomores through seniors on each campus, only 67.7% of sophomores, 77.6% of juniors and 89.8% of seniors were on track for graduation with credit attainment at the completion of semester 1 on the North campus. On the South campus, 67.7% of sophomores, 74.3% of juniors, and 83.3% of seniors were on track.

Based on both the quantitative and qualitative data, District 215 established 5 overarching goals in the areas of student achievement, curriculum design, development, and implementation, family engagement, implementation of instructional technology, and professional development to address these identified needs:

Goal 1: Student Achievement

All District 215 students will demonstrate academic growth through "composite student growth percentiles" as set by the redesigned accountability system for the 2026-2027 school year. Success with this goal will be demonstrated by the "all" student group meeting or exceeding the student growth percentile for commendable.

Goal 2: Graduation Rate

By June of 2027, at least 93% of the students in District 215 will maintain "on track" to graduation status throughout their high school career. For this goal, students are expected to meet requirements based on their year in high school by the end of the school year: a) Freshman students will earn 5 or more credits by the end of the school year. b) Sophomore students will earn 11 or more credits by the end of the school year. c) Junior students will earn 17 or more credits by the end of the school year. d) Senior students will earn a diploma within four years.

Goal 3: Professional Development

Each school in District 215 will provide a minimum of three professional learning opportunities for all teachers that align with one of the four rungs of teacher clarity (Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning), the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and/or the effective integration of instructional technology.

Goal 4: School-Community Partnerships

District 215 will strengthen school-community partnerships by hosting at least 12 purposeful engagement events throughout the year, designed to increase meaningful participation from students, families, and community members. Success will be measured by meeting the following criteria: a) Ten percent of families attend an event during the school year. b) Twenty percent or more parents participate in the Five Essentials Survey.

Goal 5: Instructional Technology

Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

Plan Specifics

For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

Title I, Part A- Improving Basic Programs

Here are the 5 District Goals that were developed based on our needs assessment:

Goal 1: Student Achievement

All District 215 students will demonstrate academic growth through "composite student growth percentiles" as set by the redesigned accountability system for the 2026-2027 school year. Success with this goal will be demonstrated by the "all" student group meeting or exceeding the student growth percentile for commendable.

Goal 2: Graduation Rate

By June of 2027, at least 93% of the students in District 215 will maintain "on track" to graduation status throughout their high school career. For this goal, students are expected to meet requirements based on their year in high school by the end of the school year: a) Freshman students will earn 5 or more credits by the end of the school year. b) Sophomore students will earn 11 or more credits by the end of the school year. c) Junior students will earn 17 or more credits by the end of the school year. d) Senior students will earn a diploma within four years.

Goal 3: Professional Development

Each school in District 215 will provide a minimum of three professional learning opportunities for all teachers that align with one of the four rungs of teacher clarity (Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning), the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and/or the effective integration of instructional technology.

Goal 4: School-Community Partnerships

District 215 will strengthen school-community partnerships by hosting at least 12 purposeful engagement events throughout the year, designed to increase meaningful participation from students, families, and community members. Success will be measured by meeting the following criteria: a) Ten percent of families attend an event during the school year. b) Twenty percent or more parents participate in the Five Essentials Survey.

Goal 5: Instructional Technology

Teachers will leverage instructional technology to increase student engagement and achievement. Success will be measured by 90% of the teachers earning a rating of excellent on the aligning element in the evaluation rubric (1d).

District 215 referenced the following data to arrive at Goal 1 (student achievement), goal 2 (graduation rate), and goal 3 (professional development): Based on ACT state testing results from 2025, District 215 students are lagging behind the state averages on State accountability assessments. Additionally, an achievement gap continues to exist

between White and minority students as well as proficiency rates for students with IEPs and English Language Learners.

According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%.

In reviewing freshman on track trends, the District has been steadily climbing (2023- 72.8%; 2024- 76%; and 2025- 83%) but is still below the State average of 89.3%. Before this upward trend, there was a decrease from 2021 (78.3%) to 2023 (72.8%). Two subgroups that are areas of focus include English learners with a 9th grade on track rate of 77% and Male students at 79.9%.

In reviewing credits attained for sophomores through seniors on each campus, only 67.7% of sophomores, 77.6% of juniors and 89.8% of seniors were on track for graduation with credit attainment at the completion of semester 1 on the North campus. On the South campus, 67.7% of sophomores, 74.3% of juniors, and 83.3% of seniors were on track.

This assessment informs programs such as: extended day credit recovery, summer bridge for freshmen, academic assistance in ELA, math, social studies, and science, paraprofessionals, summer school, alternative learning programs, curriculum revisions and realignment, professional development for staff to develop curriculum and implement research based strategies in the classroom, and supplemental materials and technology.

Goal 3 focuses on professional development specifically with an emphasis on teacher clarity, the Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and instructional technology. Goal 5 specifically emphasizes leveraging instructional technology for student engagement and achievement. These were created based on the following data:

During the 2024-2025 and 2025-2026 school years, qualitative data was collected via various entities such as parent meetings, curriculum student and staff feedback surveys, building and district administrative meetings, Committee of the Whole meetings, and Strategic Planning meetings. In the Fall of 2021, our District assembled a Mobile Learning Initiative Committee (MLIC) which was made up of administrators, teachers, librarians and technology staff members to analyze the aspects of what great teaching and learning looks like in a technology rich and diverse environment. The MLIC met on five separate occasions and developed seven recommendations for effectively integrating instructional technology into our district. As we continue to build on those recommendations, we recently sent a survey out to parents/guardians and staff regarding communication and technology. Based on recommendations from the Mobile Learning Initiative (consisting of teachers, administrators, and library/media specialist) and the most recent surveys, District 215 should invest in, and continuously evaluate, digital tools and resources for staff and students that are intentionally aligned and integrated with the District's ever-evolving curriculum. The District should provide specific, relevant, ongoing and meaningful coaching on how to best integrate these technological resources. Finally, the District should evaluate a common learning platform to ensure a well-supported, consistent and reliable digital learning environment. This needs assessment informs supplemental digital subscriptions, interactive teacher laptop computers, professional development for technology platforms, updated classroom interactive technology, and technical assistants' staff. During this school year, a needs survey

helped to refine last year's goal to specifically focus on leveraging technological resources to increase student engagement and achievement.

Goal 4 (school-community partnerships) is based on the data from the 5 essentials survey as well as parent meetings and surveys. This assessment informs the stipends for parent liaisons and associated workshops.

Title II, Part A- Preparing, Training and Recruiting

District 215 continues to rely on the historical data from our partnership with Curriculum Management Solutions, inc., which has been on-going for 8 years: A curriculum audit conducted in the fall of 2018 revealed a preponderance of teacher-led, teacher-centered instruction. Part of the audit included 49 classroom visits, during which students were seen mostly listening to teachers and working on low level Depth of Knowledge (DOK) work. In 30% of the classrooms observed, students were listening, in 23% students were participating in low-level writing activities and 89% of student tasks were at DOK level one or two. 68% of classrooms were whole-group, teacher-centered. Furthermore, auditors did not see evidence of differentiation of content and did not see differentiation in the product or process of 82% of classrooms visited. Additionally, in reviewing evaluation data, it is evident that Principals need more training on recognizing and collecting data that captures the domains of "classroom environment and teacher instruction." Informal walk-through data also demonstrates that classroom instruction continues to lack engagement with standards-aligned, rigorous, relevant curriculum for students. Despite rewriting the majority of our core courses, our proficiency rates still fall below the State average. According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%. Finally, the 5 Essentials survey reveals neutral feelings for ambitious instruction and low expectations for teachers who share a sense of responsibility for student development, school improvement, and professional growth. Goals three and five are developed to address these deficiencies. Goal three was refined from last year's professional development goal to focus on Teacher Clarity (John Hattie's effect size studies), the Guiding Principles of Effective Curriculum, Data-Informed Instructional Decision Making, and Integration of Technology. While we have a rigorous, revised curriculum in the majority of our core courses, we aren't witnessing the implementation with fidelity to help students achieve and exceed the State standards. Our two-year mentoring program and robust, continuous embedded professional development program addresses goals 1 (student achievement), 2 (graduation rate), 3 (professional development), and 5 (instructional technology). Providing specific professional development sessions for Principals (assistant principals) also addresses the needs assessment. A continued subscription for completing evaluations and gauging professional development needs also addresses goal 3 (professional development). Goal 5 centers around the integration of instructional technology through digital platforms and resources that increase student engagement and achievement.

Title III-LIEP

According to the Illinois School Report Card, District 215 continues to experience increases in our English Learner (2024 12.2%, 2025 12.9%), with only 13.3% of those students in the expanding and/or bridging performance level on the ACCESSS assessment. This performance falls below the State level and is 1.5 percent lower than last year's performance. Meanwhile, 47.8% of students who took the ACCESS received scores placing them in the developing range, which is higher than the state's % students achieving performance level. The students in District 215

continue to need a TBE program that offers supports and services to address their language and learning needs. Our program will emphasize providing teachers access to a database that provides easy access to student ACCESS performance data, a profile of the student based on WIDA can-do statements, and targeted differentiated professional learning opportunities.

The district and school program goals will benefit English Learners and Emergent bilingual students if the following ways: resources allocated to support newcomers, targeted reading initiatives to improve performance in courses and on the standardized state assessment, access and opportunity to courses and programs to increase post-secondary readiness, and culturally relevant curricula supported by professional learning for staff that increases their ability to meet the needs of diverse learners. The program will also emphasize integration of technology to enhance the teaching and learning experience. The District intentionally engages with families through the BPAC to determine their needs relative to navigating the school environment, supportive parenting, and personal enrichment.

The district will address the needs of English Learners by providing supplemental resources such as translation devices, textbooks in the students' native language, dedicated staff in newcomer classes that speak the majority native language of students, and staff training in instructional strategies to make content accessible to English Learners (ex. Engaging learners in structured talk such as Question, signal, stems, share and assess, daily writing opportunities with sentence frames and stems, mentor texts, interactive word walls, modeled writing, and quick writes, valuing all language and literacy (provide some resources in the first language, learn words in students' primary languages, and use of visuals).

Additionally, Title 3 funds will be used to offer parent ESL classes and parent workshops, and to support the implementation of a data system specific to instructional strategies, ACCESS score to instruction connections, and to offer enrichment activities to students.

Title IV- Student Support and Academic Enrichment

District 215 referenced the following data to arrive at Goal 1 (student achievement), goal 2 (graduation rate), Goal 3 (professional development), and goal 5 (instructional technology): According to the state ACT Math results, only 16.6% of students showed proficiency. 29.6% of those demonstrating proficiency were White, 20.7% were Hispanic, and 14% of Black students. There were only 9.7% of English learners who demonstrated proficiency and 1% of students with disabilities. In addition, when looking at the state ACT ELA results, 34.4% demonstrated proficiency overall. 44.4% of White students were proficient, 43.5% of Hispanic students and only 29.2% of Black students. There were 8.2% of students with disabilities that demonstrated proficiency and English learners were at 25.2%. District 215 had a proficiency rate of 26.5% for science. 44.4% White students demonstrated proficiency in comparison to 30.9% Hispanic and 23.6% Black students. English learners demonstrated 20.4% proficiency and Students with disabilities were even lower at 7.1%. In reviewing credits attained for sophomores through seniors on each campus, only 67.7% of sophomores, 77.6% of juniors and 89.8% of seniors were on track for graduation with credit attainment at the completion of semester 1 on the North campus. On the South campus, 67.7% of sophomores, 74.3% of juniors, and 83.3% of seniors were on track. Students need access to rigorous course work and support in completing it. AP student boot camps and the National Education Opportunity Network programs will be funded. Additionally, the 5 essentials survey revealed low ratings on school safety. As a result, school resource officer stipends will be used. The staff needs assessment technology survey also revealed the need for additional technology resources to supplement the curriculum and increase student engagement, as well as the professional development to deploy them with fidelity in the classroom.

IDEA Part B Flow-Through

A Needs Assessment is annually conducted by the ECHO Cooperative, which considers the needs of 13 surrounding districts. The results of the Needs Assessment are used to identify professional development and programmatic needs. This process supports the specific needs of District 215. Additionally, District 215 conducts an ongoing needs assessment based on classroom performance, state assessment, and behavioral data trends. The district uses a cohort professional learning model to support the professional learning of teachers across the placement continuum, as well as observations to determine appropriate professional learning for other school staff. District 215 also reviews the disability and placement data of its students to determine programmatic or placement process changes to ensure students have access to robust educational programming.

Plan Specifics: Stakeholders

Describe activities/strategies LEA will implement for effective parent and family engagement. Include EL engagement:

The following activities/strategies will be implemented for effective parent and family engagement:

1. Parent liaisons will be used to assist in the recruitment of increasing active membership within our Parent Advisory Boards.
2. Parent Advisory Board meetings will take place on a monthly basis.
3. Parent feedback will be solicited via surveys.
4. The district is committed to hosting the following events to promote engagement: Open House, Advanced Placement Showcase, College Social, Freshman orientation (parent meeting and meet and greet), Financial Aid Night, Career and Trades Fair, Parent Workshops, Parent/Teacher Conferences.
5. The district is committed to using technology to increase and improve the communication process with families. Social media outlets and apps will be utilized to enhance communication. Additionally, a new learning management system was implemented two years ago. We are looking into a potential communication app for the upcoming year.
6. BPAC for Emergent Bilingual parent/families will be held quarterly during the school year.
7. The Family Outreach specialist will host parent workshops for course selection, safety, and financial aid (English and Spanish). This person will also promote activities within our school community.
8. The Transition specialist will hold listening sessions for parents of students with IEPs.
9. The Family Outreach specialist completes home visits.

Plan Specifics: Student Achievement

Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement:

District 215 is a comprehensive high school district with graduation requirements that exceed the Illinois state-imposed requirements for graduation. The district requires that a student successfully completes 23 credits for graduation during full-time attendance. These credit requirements consist of four years of English, three years of Social Studies and Math, two years of Science, four years of PE or Health, and a combination of electives. Elective choices include offerings in Art, CTE, English, World Language, Music and Social Studies. To meet the needs of all students, courses are offered at a variety of levels including special education instructional, special education co-taught, College Preparatory, Honors, Advanced Placement, Career and Technical pathways, dual credit and dual enrollment. In addition, English Learner students benefit from a transitional bilingual education program with bilingual courses, co-taught courses, sheltered instruction and additional support inside and outside of the classroom. District 215 partnered with Curriculum Management Systems Incorporated (CMSi) to conduct a comprehensive review of District 215 curriculum framework documents and policies. The purpose was to reveal the

extent to which officials and professional staff of the District have developed and implemented a sound, valid, and operational system of curriculum management. The program-specific Curriculum Audit was an intensive review of the design, delivery, and alignment of curriculum documents and accompanying assessment documents. District 215 is using the 4 major findings from the curriculum audit to drive the development and implementation of a new curriculum to meet the academic needs of all students.

- Finding 1: Students were mostly listening to teachers and working on low level Depth of Knowledge (DOK) work.
- Finding 2: District 215 students are lagging behind the state averages on high stakes testing. In addition, a gap exists among African American and Hispanic students' success rate on high stakes tests.
- Finding 3: Lack of coordinated plans, due to the lack of policy development has contributed to fragmentation within the District.
- Finding 4: Equity, providing additional resources to students who are not performing on level with their peers, is a factor. African American students represent two thirds of the student population, and this group is underrepresented in both honors and Advanced Placement courses.

To address these deficiencies, District 215 has engaged in the following:

1. Development of a Curriculum re-write process: Writing teams, consisting of administrators and educators, attend week-long trainings with CMSi focusing on the following:

- Reviewing the audit results and recommendations
- Establishing the foundation for the curriculum including cultural capital and deep alignment concepts
- Understanding the importance of curriculum design to support delivery
- Developing a framework for curriculum, which emphasizes clarity in regard to student engagement and instruction as well as a Mastery Learning Model and Unit design and development
- Aligning curriculum and lessons to the Guiding Principles for Effective Curriculum and the Curriculum CARE (Content, Assessment, Response, Extension) Plan.
- Continuing to analyze student curriculum feedback, teacher curriculum feedback, informal observations, and performance-based assessments to continually revise and update curriculum that has already been rewritten since the audit.

Writing teams are trained every year (since 2019) and over 45 courses have been revised/rewritten. This includes the majority of the core as well as some electives. Writing Team 9 will be trained in June and July of 2026. Curriculum Review for sophomore courses will take place in June of 2026.

2. Implementation of Equity Action Steps

In Spring of 2020, an equity committee was established and developed goals to address 5 key focus areas: student achievement, teaching and learning, beliefs and biases, family and community engagement, and diversifying staff. The following goals with actions steps were established:

- All students will have access to high quality-rigorous, culturally relevant instruction, curriculum, and educational experiences.
- All staff will engage in professional learning that examines racial and cultural identity and its impact on teaching, learning, and belief systems.
- The District will increase community partnerships and family involvement in the educational environment.
- The District shall ensure hiring practices effectively recruit diverse candidates and develop supports for staff retention.

3. Revision of all Board of Education policies

During the 2020-2021 school year, the District partnered with the Illinois Association of School Boards (IASB) to update and customize policies through PRESS Plus. Additionally, a sub-committee has been created to continually revisit and update Board policy. For the past three years, the District has started to review and align procedures with policy. This work will continue in 2026-2027.

4. Strategic Plan

During the 2022-2023 school year, the District began the Strategic planning process to address the following areas: student supports, building professional capacity, climate and culture, family and community partnerships, and data. This plan continues for 2026-2027.

In order to support the aforementioned work, District 215 has established professional learning partnerships with: Dr. Holly Kaptain - Curriculum Management Solutions, Inc. (CMSi); Savanna Flakes- Inclusion for a Better Future; Schoology, Learning Management System, Evaluwise, and Power School Unified Insights and Data Analytics. Continued partnerships with these companies and/or other research-based similar companies will continue next year. Through these entities, on-site coaching is provided in the areas of Teaching Emergent Bilingual Students, Increasing Rigor in the Classroom, Specially Designed Instruction, Differentiated Instruction, Performance Based Assessments, Effective Co-Teaching Models, Standards-Aligned instruction, implementing instructional technology effectively, data-informed instructional decision-making, teacher clarity, the Guiding Principles for Effective Curriculum, and task analysis and alignment.

List and describe the measures the District takes to use and create identification criteria for students at risk of failure (low-income, EL, sped, neglected/delinquent)

District 215 utilizes the following criteria for students at-risk failure:

- 8th Grade Assessment Scores in core content areas
- Feeder School Articulation Meetings to assist identification of incoming 9th grade students
- State and Local Assessment Testing Scores which support College Readiness Levels (ACT, Pre ACT, DLM, performance-based assessments) to identify students' academic strengths and weaknesses
- MTSS Program which focuses on running 3-week failure reports to identify struggling students and enroll them in an academic support program
- 9th and 12th grade on track data reports
- Monthly Attendance and Discipline reports
- Counselor/ dean referrals from teachers
- Unified Insights/Data Analytics Power School to identify trends of at-risk students
- ELLevate to identify needs and proficiency or growth areas for EL students

Describe the supplemental educational assistance (resources/programming) to be provided to individual students needing to meet challenging state and academic programs include ELs.

District 215 has established the following Multi-Tiered System of Support (MTSS) programs in order to help individual students meet State academic standards:

- A course to strengthen literacy skills: Students identified as needing reading assistance are enrolled in a Success Seminar course.

- Co-taught classes: Students with IEPs are enrolled in co-taught courses for science, English, math, and social studies. Teachers implement Specially Designed Instruction (SDI) for students with an IEP.
- Study skills course for identified students with IEPs in the core general education curriculum program
- Supports, Extensions, and Interventions are integrated in the new curricula units.
- Homework Center: Students attend homework center and receive tutorial help from certified staff members for academic assistance in classes. Extra assistance for Limited English Proficient students as well as students with IEPs is provided.
- Extended Library hours: The library is open before and/or after school to provide students with a safe and conducive learning environment in order to complete homework assignments, make up tests, complete college applications, and have computer access.
- Math intervention during the day: Students have the opportunity to remediate skills during the day in algebra. Topics include: Solving one and two step equations, inequalities, writing equations of lines (and slope), graphing lines, systems substitution/elimination, polynomials, factoring, and quadratic solving.
- English Intervention during the day: Students have the opportunity to remediate skills during the day in English. Topics include: writing mechanics and structure, reading comprehension and analysis, and assistance with essay development.
- Lunch time Tutoring: Licensed staff members, paraprofessionals, and students are available to assist students who might be struggling in an academic area.
- Credit Recovery: A program has been established in order to help credit-deficient students get back on track academically in order to meet graduation requirements.
- Summer Bridge: Incoming 9th grade students are enrolled in a Summer Transitional Program which runs in July and August.
- Freshman Orientation: Incoming 9th graders attend school a day prior to upperclassmen to participate in transition activities.
- Mentoring Groups: Formal and informal groupings are established to assist students academically, socially, and emotionally. Specific groups will target the social and academic needs of immigrant students.
- Social-Emotional lessons for identified groups of students
- ACT prep sessions: These sessions include practice exams in order to identify areas of deficiency. After analyzing the data, individualized tutoring sessions are implemented.
- Developmental Guidance Instruction which focuses on meeting with students who are off-track and need academic assistance
- Emergent Bilinguals are enrolled in bilingual, co-taught and/ or sheltered-instruction courses with certified staff.
- Alternative Learning Program for identified students. This program utilizes a web-based learning platform to support academic, social and emotional lessons.
- Junior Academic Scholars Academy: Supports the needs of students in their third year of high school who are credit deficient.
- Sophomore Academic Scholars Academy: Supports the needs of students in their second year of high school who are credit deficient.
- Ellevation: A platform to help with data and instructional planning to enable teachers to make data-driven decisions for English Learner student achievement and success. There is an emphasis on helping EL students in math with academic language.
- English learners and/or immigrant students will have access to targeted tutoring, as well as credit recovery opportunities during the day if needed.
- The family outreach specialist will provide events specifically for families of immigrant students and also for English learner students. Home visits will take place if needed.

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

Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. (include ELs)

District 215 has developed and continues to focus on a variety of instructional and educational strategies to strengthen academic programs and improve school conditions for student learning. Areas of focus include standards-aligned objectives and task alignment, language objectives, gradual release of responsibility, depth of knowledge, checks for understanding, culturally-responsive teaching, student voice, effective co-teaching models, specially designed instruction, Teacher Clarity, the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, and the utilization of technology to transform teaching and learning. Tier I instructional strategies designed to strengthen academic programs for English learners and immigrants include the aforementioned along with the following: Engaging learners in structured talk such as question, signal, stems, share and assess; daily writing opportunities with sentence frames and stems, mentor texts, interactive word walls, modeled writing; using visuals; creating a culture of collaboration (jigsaw and literature circles), and sentence stems with targeted academic vocabulary. In addition, all curriculum is planned with the Guiding Principles of Effective Curriculum in mind, which emphasizes "engagement in cognitively challenging work," learning experiences that have "high expectations and student voice," and learning environments that are "welcoming, positive, and inclusive." Classroom visits by administration, as well as on-site coaching partnerships and professional development opportunities, help in monitoring and strengthening implementation of strategies. Course groups meet at least once a month to use the Curriculum CARE (content, assessment, response and extension) plan to drive discussion and instructional decision-making.

To further strengthen academic programs and improve school conditions for student learning, students are offered enrichment opportunities during the summer to strengthen their skills in core content areas. For example, the Summer Bridge program for incoming freshmen exists to help prepare students for the transition to high school and the rigor of the content. Students attend Summer School in an effort to recover course credit, to enhance academic skills, and/or to seek courses for advancement. An AP student boot camp is also offered in the summer to help support students with the rigor. During the school year, an ACT prep course is offered to 11th grade students. This course individualizes instruction for students based on pre-assessment, as well as focusing on test-taking strategies. During the 2024-2025 and 2025-2026 school years, our district partnered with ELLevate and Inclusion for a Better Future to provide professional development training sessions in the following areas: Teacher Clarity, Collective Equity, and addressing the needs of diverse learners. These sessions were specifically developed to assist our staff members in reaching our Emergent Bilingual students and Students with IEPs. This work continues under the leadership of Savanna Flakes, Inclusion for a Better Future, the Director of Teaching and Learning, and the Student Service Coordinators.

The following enhance post-secondary success for our students:

- Dual-credit opportunities, which allow students to earn college credit while enrolling in specific high school courses such as 21st Century Entrepreneurship, Health, Barbering I and II, Culinary Arts II, Engineering I and II, Cosmetology I and II, and Foundations to Teaching.
- National Education Opportunity Network, which allows students to enroll in courses at elite institutions such as Harvard, Yale, Howard and Stanford and earn transferable college credit.
- College Step-Up program, which allows students to enroll in courses at South Suburban College and Chicago State University and earn transferable college credit
- College Preparatory Math Course, which was articulated with South Suburban College and provides students an opportunity to immediately enroll in a credit-bearing math course at any community college and selected universities with no need for remedial coursework

- College Preparatory English Course, which was articulated with South Suburban College and provides students an opportunity to immediately enroll in a credit-bearing English course at any community college and selected universities with no need for remedial coursework.
- In Fall 2021, District 215 added four CTE programs that enhance students' employability through licensure and credentials (Cosmetology, Barbering, Electricity & Teacher Education).
- In 2025-2026, District 215 implemented American Sign Language.
- In 2025-2026, District 215 began writing a course in Applied Math, which will cover work-based math (CTE-welding, construction, etc.), financial literacy, and build upon the foundation of algebraic skills.
- In 2026-2027, District 215 will implement a Money Matters course within the CTE pathways as an entry level course.
- Advanced placement opportunities for underrepresented student populations which allow students to earn college credit upon successful completion of the exam. Three new courses were added in the 2024-2025 school year: AP physics, AP African American Studies, and AP Precalculus.

The district will address the needs of English Learners by providing a dedicated class to newcomers at 3 different levels and by providing staff training in instructional strategies to make content accessible to English Learners (ex. Engaging learners in structured talk such as Question, signal, stems, share and assess, daily writing opportunities with sentence frames and stems, mentor texts, interactive word walls, modeled writing, and quick writes, valuing all language and literacy (provide some resources in the first language, learn words in students' primary languages, and use of visuals). For immigrant students, home visits will take place if needed by the family outreach specialist to improve school conditions for student learning. Immigrant students will have targeted tutoring, as well, as credit recovery opportunities during the school day as/if needed. Specific mentoring groups will target the social and academic needs of immigrant students. Teachers will receive culturally responsive pedagogy training to support immigrant families.

Explain the process through which the district will identify and address any disparities low-income/minority being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

All District 215 licensed staff members are licensed in the content areas in which they teach. Furthermore, all teachers (on and off cycle) receive multiple informal observations, which include a formalized feedback form. Any teacher that is at risk of a needs improvement in any area meets with building administration to discuss this area further and develop a plan for improvement. District 215 utilizes a customized version of the Charlotte Danielson model for licensed staff evaluations. Each year, the Deans' Office and/or building administration offers professional development in the areas of classroom environment (establishing rapport, developing a positive classroom climate, classroom management). All new teachers are invited to be a part of our 2-year mentoring program. This program allows for peer observations, collective lesson planning, data analysis, and a coaching cycle. All new teachers also participate in a two-day orientation prior to the start of the school year and attend monthly meetings during the school year to ensure academic expectations are clear. Furthermore, the District provides membership to one professional organization related to their teaching field. All second-year teachers participate in a one- day orientation prior to the start of the school year to continue professional development in regard to our School Improvement initiatives. They are also invited to take place in the 2nd year of our mentoring program, which emphasizes a full coaching cycle. In 2024-2025, the District implemented a digitized evaluation process on a platform, which has allowed us to better track professional development needs for teachers.

Describe the measures the district takes in assisting schools in developing effective library programs.

The district ensures that all librarians are licensed and have the necessary qualifications and endorsements to be school library media specialists. This allows our librarians to interact with students in developing digital literacy

skills. Additionally, each library has a paraprofessional who can assist students and teachers. In order to provide the best in online databases to its students, District 215 provides the financial resources and allows the autonomy of its media specialists to stay informed of and subscribe to online databases that are both user-friendly and will be used later in higher education. Moreover, the media specialists provide interactive and hands-on instruction to students regarding how to use the databases and other online resources in a discerning manner, teaching them to make informed decisions about the materials they access. The district supports flexible scheduling in its media centers. Flexible scheduling has been shown in multiple studies to increase both student and teacher access to the library and its resources.

Additionally, the librarians/media specialists create student presentations for digital literacy which are offered through Summer bridge programs, freshman orientation and English/Social Studies classes.

Describe how the district will identify and serve gifted and talented.

In order to identify and serve gifted and talented students, District 215 begins the identification process through the administration of college readiness assessments (PreACT/ACT Suite and Illinois Assessment of Readiness), which begins with the students' 8th grade year. There is articulation with feeder schools which includes individual student performance feedback from the 8th grade core content instructors on this placement. Once identified, students are enrolled in Honors and AP level courses. Additionally, AP Potential Reports are utilized to increase enrollment opportunities. District 215 is also committed to increasing enrollment in the gifted programs through other methods which include teacher recommendations, summer enrichment courses (some with the local community college), and parent input. Throughout a student's tenure in the district, counselors and teachers recruit and encourage students to enroll in these courses. Additionally, there is a specific career counselor that coaches and supports students with dual credit and dual enrollment. Gifted and talented students can enroll in the following curriculum course offerings: Honors English 9, Honors English 10, Honors English 11, Honors Spanish IV, Honors French IV, Honors World History, Honors US History, Honors Economics and Honors Government, Honors Biology, Honors Chemistry, Honors Physics, Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus. In addition, the following Advanced Placement courses are offered: AP Literature, AP Language and Composition, AP Spanish Language, AP Spanish Literature, AP Human Geography, AP US History, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Pre-Calculus, AP Calculus AB, AP Statistics, AP Music Theory, AP Computer Science Principles, and AP African American Studies. District 215 also offers a College Step-Up Program through partnerships with Joliet Junior College, Chicago State University, and South Suburban College, which allows students to take courses on the college campus and earn college credit. There are also dual credit courses offered on the high school campus. Through an established partnership with National Education Opportunity Network , students can enroll in transferable college credit-bearing courses from elite universities such as Harvard, Yale, Howard, and Stanford.

Plan Specifics: College and Career

Describe how the district will facilitate transitions from middle grades to high school and high school to postsecondary through coordination with institutions of higher education, employers, local partners, increased student access to college, high school, career counseling, etc.

At District 215, we take pride in maintaining a strong articulation process with both our feeder school districts and post-secondary partners. This collaboration among district leaders, school-level curriculum teams, teachers, and support staff ensures that our curriculum, expectations, and student readiness are aligned across all levels of education. To support students as they transition into high school, we work closely with our feeder districts and community partners to offer a variety of programs and events for incoming 8th graders and freshmen. These experiences are designed to help students feel confident and prepared for secondary education, while also exposing

them to the academic programs, extracurricular opportunities, and student support available in each of our schools. Our efforts are strengthened by the active participation of a wide range of stakeholders, including teachers, staff, administrators, community partners, municipalities, pupil personnel services, and Board of Education members, all of whom help make these transitions as smooth as possible.

Before the school year begins, we host Freshman Orientation and Open House events for incoming 9th graders and their families. These events give students the chance to tour the building, meet staff, and become familiar with school routines. Senior students often help lead tours, providing guidance and support to new students. At Thornton Fractional South High School, we also host "Future Red Wolves" Night, which allows incoming students and their families to explore courses, activities, athletics, academic supports, and the enrollment process. A gallery walk highlights academics, clubs, and programs, giving middle school students a glimpse of high school life and the opportunities available to them. We also offer a Summer Bridge program for incoming freshmen, including those from our feeder middle schools. This program supports both academic and social transitions to high school and includes classroom instruction and activities that prepare students for 9th grade while building their confidence before the first day of school.

Career and Technical Education is another area where we provide early exposure to students. Through CTE showcases, incoming freshmen can learn about the career pathways and high school programs available to them, helping them make informed decisions about their academic plans.

For the 2025-26 school year, our postsecondary partnerships have grown significantly. In addition to South Suburban College, Chicago State University, and Joliet Junior College, students continue to have access to nationally accredited institutions through the National Education Opportunity Network (formerly known as National Equity Lab). This allows qualified students to take college-credit-bearing courses from top-tier universities such as Yale, Harvard, Stanford, and Howard. The National Education Opportunity Network provides equitable access to high-quality college coursework, particularly for students historically underrepresented in higher education, and helps us give students early exposure to rigorous academics while building their post-secondary readiness.

Our Guidance Department, in partnership with Career Development, continues to use Naviance to support students in setting goals, exploring interests, and developing personalized postsecondary plans. Monthly workshops rotate across campuses, ensuring that students have ongoing support as they navigate and refine their four-year plans.

Students also benefit from a wide range of post-secondary readiness experiences, including on-site college admission workshops and fairs, financial aid nights, and targeted sessions to help families through the application and funding process. College representatives regularly visit our schools to meet directly with students, and each high school organizes annual field trips to major college access events such as HBCU fairs, Infinite Scholars, the National Hispanic Spring College and Career Fair, and the Chicago National College Fair. These experiences help students expand their awareness of postsecondary options and career pathways.

Our Career Development Department continues to focus on providing meaningful career preparation, hands-on training in high-skill, high-demand fields, and clear pathways to employment. The Early College and Career Coordinator remains a central link between colleges, community partners, schools, students, and families, helping align secondary and postsecondary experiences while ensuring access to early college programs, industry certifications, and career-connected learning opportunities.

All of these programs and partnerships work together to ensure that students in District 215 have a well-rounded, supported transition from middle to high school, while gaining exposure to academic, extracurricular, and nationally recognized postsecondary opportunities.

If applicable, describe the district's support for programs that coordinate and integrate the following: academic and career and tech education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and academic credit.

Dual College Credit can be earned with the following courses:

- 21st Century Entrepreneurship
- Barbering I and II
- Foundations to Teaching
- Health
- Microsoft Office Technology
- Engineering
- Cosmetology I and II

Industry Certifications can be earned in the following CTE courses:

- Microsoft Office Specialist Certifications - Business Writing & Technical Writing; Microsoft Office Technology, Accounting, Work Programs
- Solidworks Certification - Engineering 2
- Sanitation Certification - Culinary Arts
- Coding Certification Badges via Treehouse - Coding, Web & App Design
- Java Script (Coding App & Web Development)
- OSHA 10 (Automotive Tech, Building Construction, Collision Repair)
- S/P 2 Collision Repair
- ServSafe Food Handler (Culinary)
- ServSafe Managers (Culinary II)

Licensure Certification can also be earned in the following CTE courses:

- Cosmetology and Barbering
- Educator Pathway courses- Paraprofessional Licensure

Hands-on Learning Opportunities include:

- World of Wheels - Collision Repair and Automotive Technology
- Student Run Daycare - Childcare Practicum and Child Care I
- Skills USA competition
- South Suburban College Video Competition - TV Production
- Chicago Architectural Tours – Engineering
- Industry Recognized Software - Microsoft Office Suite, QuickBooks, ArchiCAD, Solidworks, and Coding Languages such as JAVA, Python, Ruby, etc.
- Trade Show - All CTE areas.
- Shark Tank-Entrepreneur students
- Mock Interviews-Work-Based Learning students
- Future Teachers & Diverse Learners Conference-Foundations to Teaching and Child Care Students

In addition, we offer students the following work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit:

- District 215 work-based programs include: Interrelated Cooperative Education (ICE), Career-to-Work Training (CWT), and Career Exploration.
- Each Work Program, ICE & CWT is a two-credit program: one credit for classroom preparation (ICE/CWT Class); one credit for work or volunteer experience (ICE/CWT Job); both designed to prepare students for the world of work.
- Experience is gained through employment, job shadows, volunteer service, meaningful field trips and/or industrial professional guest speakers that are related to animated classroom discussions, projects, and presentations.
- Extensive instruction is given to create cover letters, resumes, references, electronic portfolios, and financial literacy. Students will receive the necessary tools to generate & practice successful interviewing strategies during our Mock Interviews with industry professionals, use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances.
- Students are also provided with the opportunity to earn their Microsoft Office Certifications throughout the school year.
- Students enrolled in the Educator Pathway Courses will be provided practicum experience in local schools.
- District 215 work-based programs include: Interrelated Cooperative Education (ICE), Career-to-Work Training (CWT), and Career Exploration.
- Each Work Program, ICE & CWT is a two-credit program: one credit for classroom preparation (ICE/CWT Class); one credit for work or volunteer experience (ICE/CWT Job); both designed to prepare students for the world of work.
- Experience is gained through employment, job shadows, volunteer service, meaningful field trips and/or industrial professional guest speakers that are related to animated classroom discussions, projects, and presentations.
- Extensive instruction is given to create cover letters, resumes, references, electronic portfolios, and financial literacy. Students will receive the necessary tools to generate & practice successful interviewing strategies during our Mock Interviews with industry professionals, use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances.
- Students are also provided the opportunity to earn their Microsoft Office Certifications throughout the school year.
- If students are unable to fit the yearlong work program into their schedule, they can enroll in the course 21st Century Business Communications which is a semester version of the ICE Class or Career Exploration.
- Students enrolled in the Educator Pathway Courses will be provided practicum experience in local schools.

Plan Specifics: Professional Development

For each program for which funding is anticipated for 2026-2027, provide a brief description of PD activities. Also include how private schools will be included.

Title I- Improving Basic Programs

District 215 will offer professional development sessions on: Teacher Clarity, the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, the effective integration of instructional technology, Standards-aligned Instruction and Assessment, Task Analysis & Alignment,

Cultural Competency, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, curriculum writing, professional learning communities, parent engagement, strategies for inclusion of all, addressing the needs of diverse learners, ACT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation.

Title II- Preparing, Training, and Recruiting

District 215 will offer professional development sessions on: Teacher Clarity, the District's Guiding Principles for Effective Curriculum Implementation, Data-Informed Reflection for Instructional or Curricular Changes, the effective integration of instructional technology, Standards-aligned Instruction and Assessment, Task Analysis & Alignment, Cultural Competency, Addressing Sensitive Content in the Classroom, High Impact Instructional Strategies for Student Engagement, curriculum writing, professional learning communities, parent engagement, strategies for inclusion of all, addressing the needs of diverse learners, ACT/SAT, advanced placement, and/or Culturally Responsive Practices and/or Differentiation. Additionally, there will be a focus on lesson-planning, problems of practice, and instructional coaching through the mentoring program. There will be an emphasis on providing Principals (assistant principals) and associated leadership roles with sessions on effective leadership; aligning standards, assessments, and classroom instruction within the curriculum; and other relevant sessions to improve instructional and leadership knowledge.

Title III-LIEP

District 215 will offer professional development sessions on: standards-aligned instruction and assessment, data-informed instructional decision-making, and cultural competency. EL teachers will receive training in understanding ACCESS scores and embedding supports for students' success, as well as training in reading strategies for newcomers.

Title IV- Student Support and Academic Enrichment

District 215 will offer professional development sessions focusing on curriculum writing, school safety, the effective integration of instructional technology, ACT/SAT and advanced placement, High Impact Instructional Strategies for Student Engagement, and Data-Informed Reflection for Instructional or Curricular Changes.

IDEA

District 215 will offer professional development sessions on: Standards-aligned Instruction and Assessment, Data-informed Instructional decision-making, Task Analysis & Alignment, Cultural Competency, Integration of Instructional Technology, leveraging Specially designed instruction and High Impact Instructional Strategies for Student Engagement. The district will offer coaching opportunities to teachers and classroom paraprofessionals designed to increase the integration of IEP goals into instruction and effective ways to progress monitor student performance.

Plan Specifics: Safe Learning Environment

Describe the process through which the District will: reduce incidences of bullying and harassment; reduce the overuse of discipline practices that remove students from the classroom, and reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup as defined below:

- *Each major racial and ethnic group*
- *Economically disadvantaged students as compared to students who are not*

- *Children with disabilities as compared to students without*
- *English proficiency status*
- *Gender*
- *Migrant status*

District 215 implements a progressive discipline framework grounded in restorative and instructional practices that prioritize keeping students engaged in the classroom and school community. The District's approach emphasizes reducing out-of-school suspensions, delivering direct instruction in social-emotional competencies, and fostering mentorship relationships to address and mitigate adverse behaviors. To support academic achievement and ensure alignment with State academic standards for all students, the District has adopted strategies designed to minimize the loss of instructional time while implementing evidence-based interventions that promote social-emotional wellness. Ongoing professional development for staff focuses on high-impact instructional strategies that strengthen student engagement and support positive school climates. Students are provided with opportunities to participate in peer mediation, conflict resolution programming, and peer-led initiatives aimed at reducing bullying and harassment while promoting positive behavior. District 215 will add an anti-violence campaign for the 26-27 school year led by students who have been trained in restorative practices. The effectiveness of these interventions is monitored through monthly reviews of building- and district-level discipline data to identify trends and inform responsive supports. Data analyses include disaggregated subgroup information, including gender, race, special education status, English Learner (EL) services, Section 504 status, Emergent Bilingual designation, migrant status (as applicable), and low-income status.

To promote healthy student relationships and awareness, the District provides assemblies and targeted presentations addressing bullying, harassment, teen dating violence, stress management, healthy relationships, social media safety, and responsible decision-making. Staff receive direct support and resources to address behaviors that interfere with teaching and learning. The District continues to implement the "See Something, Say Something" reporting process, allowing students and community members to report concerns anonymously.

Additionally, the District has adopted the Safe2Help Illinois program and continues to strengthen its safety and security protocols. Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment, and other actual or threatened acts of violence. All reports are promptly investigated to determine whether the matter falls within the District's jurisdiction; when appropriate, referrals are made to external agencies or the proper legal authorities.

In order to limit the use of out-of-school suspension, District 215 maintains a comprehensive menu of behavioral interventions. Student misconduct is addressed on a case-by-case basis, with consideration given to the nature and severity of the behavior as well as the student's prior disciplinary history. The District provides the Board of Education with monthly reports of disaggregated out-of-school suspension data, including a summary of interventions utilized. This level of oversight promotes accountability and ensures the District remains focused on implementing appropriate, supportive interventions while carefully monitoring the use of exclusionary discipline. Annually, a committee comprised of staff, parents, and students convenes to review and update related practices and policies to ensure continued alignment with best practices and community expectations.

Describe the services the District will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with services the District is providing under the McKinney-Vento Homeless Assistance Act.

District 215 seeks out and supports entities and partnerships with outside agencies in an effort to provide its students with the necessary mental and behavioral health supports. The District emphasizes the social-emotional, physical, health and wellness, psychological, and essential needs of our students. Some of the partnerships include

Southland Juvenile Justice Council, CEDA, Midwest Family Support Services, BeWell Aunt Martha's, Thornton Township, local churches, and Walgreens. Additionally, we have provided support to families through workshops related to mental health wellness and knowing your community supports. The District maintains a partnership with Hartgrove Behavioral Health to offer mental health services to students and family members.

We continue to provide physical education uniform waivers, transportation to and from school, including after-school activities such as homework center, athletics, and clubs, to ensure students have access to the full high school experience. Additionally, we provide classroom essential supplies (pens/pencils, folders, textbooks). We connect families with community organizations to assist with housing, medical (immunizations), and other needs as appropriate. The District hosts on-site school physicals, immunizations, and dental screenings 2-3 times per year.

IDEA

How was the comprehensive needs assessment information used for planning grant activities?

The ECHO Cooperative, which considers the needs of 13 surrounding districts, including District 215, conducts an annual needs assessment survey and plans strategic PD around the results for all districts. The results of the Needs Assessment are used to identify professional development and programmatic needs. This process supports the specific needs of District 215. Additionally, District 215 conducts an ongoing needs assessment based on classroom performance, state assessment, and behavioral data trends. The district uses a cohort professional learning model to support the professional learning of teachers across the placement continuum, as well as observations to determine appropriate professional learning for other school staff. District 215 also reviews the disability and placement data of its students to determine programmatic or placement process changes to ensure students have access to robust educational programming.

Summarize the activities and programs to be funded with this grant application.

Funds from the grant will be used for the following purposes:

- Increase teacher capacity through a variety of learning experiences designed to incorporate effective strategies into instruction, increase focus on priority standards, incorporate social emotional learning strategies into content areas, improve educational programming, and enhance teacher and staff effectiveness.
- Purchase supplemental materials and supplies to increase student access to the general education curriculum. Software programs, electronic devices, assistive technology, and classroom supplies may be purchased.
- Purchase materials, supplies, and electronic devices to support student assessment and evaluation for special education services.
- Increase administrator capacity to evaluate and improve instructional programming, increase knowledge on special education and other school related matters, and support teacher growth.
- Materials and supplies to support professional development sessions.
- Employ a transition specialist coordinator to assist students in identifying and participating in post-secondary programs.
- Provide professional development to program supervisors, including the Assistant Superintendent, Director of Special Education, Principals and Assistant Principals, and Student Services Coordinators in strategies to enhance programs, increase compliance, and best practices related to instruction and student engagement.

The Consolidated District plan also includes a Youth in Care Stability Plan which addresses student placement and transportation and a Bilingual Service Plan which addresses the components of the Transitional Bilingual Education and the Transitional Program of Instruction.

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

MEMORANDUM

Date: May 13, 2026
To: Mr. Ray Williams, Superintendent/Board of Education
From: Mr. Eric Mastey, Assistant Superintendent of Career Development
Subject: National Student Clearinghouse: Student Tracker

Recommended Action

The purpose of this memorandum is to recommend that the Board of Education approve and adopt the agreement with the National Student Clearinghouse for participation in the StudentTracker service.

Background

The National Student Clearinghouse StudentTracker is a widely used service that provides school districts with access to postsecondary enrollment, persistence, and completion data for their graduates. This tool enables districts to better understand student outcomes beyond high school and evaluate the effectiveness of college and career readiness initiatives.

Participation in StudentTracker aligns with the district's strategic goals of improving student achievement, strengthening postsecondary readiness, and using data-driven decision-making to inform policy and practice.

Currently, the district relies heavily on self-reported survey data to track postsecondary outcomes. These methods often result in incomplete or inconsistent information. Approval of the StudentTracker service will provide reliable, longitudinal data that enables the district to more accurately assess the effectiveness of its academic programs and college and career readiness initiatives.

Benefits to the District

- Access to comprehensive, verified postsecondary data
- Ability to evaluate program effectiveness (e.g., Advanced Placement, dual enrollment, career pathways)
- Improved data-driven decision-making and strategic planning
- Identification of trends in student enrollment, persistence, and completion
- Enhanced ability to meet state and federal reporting requirements

Benefits to Students

- Improved college and career readiness programming
- More targeted academic and counseling support
- Identification and reduction of equity gaps among student groups
- Stronger alignment between high school preparation and postsecondary expectations

The StudentTracker service allows the district to disaggregate data by student demographics and program participation. This supports the district's commitment to equity by identifying opportunity gaps and informing targeted interventions to improve outcomes for all students.

The National Student Clearinghouse adheres to strict data privacy and security standards, ensuring compliance with all applicable laws and regulations regarding student information.

Funding source if applicable: Locally Funded

Attachment :
National Student Clearinghouse Agreement

StudentTracker for High Schools Agreement for Districts or High Schools

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the National Student Clearinghouse ("Clearinghouse"), a not-for-profit corporation organized under the laws of the Commonwealth of Virginia and the undersigned high school or high school district ("School") agree as follows:

NATIONAL STUDENT CLEARINGHOUSE	Thornton Fractional South High School
Signature	Signature Date
Print Name	Print Name
President Title	Title (legal notices will be sent to this individual)
Date	Street Address
www.studentclearinghouse.org	City/State/Zip
Fax: 703-742-4234	Telephone
Email: contracts@studentclearinghouse.org	Email

Contract Type:

☐ Single High School – account resides at the high school level

☐ School District – full or partial traditional school district

☐ Consortium of Schools –a group of schools from various locations, cities, states, etc.

The terms of this agreement incorporate Paragraphs 1 through 26 and all attachments.

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

StudentTracker for High Schools Agreement (District/School)

1. The Clearinghouse provides a nationwide, central repository of information on student enrollment, degrees, diplomas, certificates and other educational achievements.

2. The School wants to obtain information on the attendance of its former students in postsecondary institutions. The School wishes to use the services of the Clearinghouse to evaluate the School's programs, improve instruction, and assist in the functions as described below and in the Attachments added hereto and made part hereof. School's research will be ongoing in order to provide a longitudinal study on student outcomes. Individual attachments may be added, deleted or modified by mutual written agreement.

3. The School will transmit to the Clearinghouse lists of its graduates ("Graduates"). Initially, it may transmit a historical list of Graduatesand, thereafter, will submit lists of new graduates each year after conferral of diplomas. The School agrees that it will submit its Graduates files electronically and that they will contain the data elements and configuration reasonably required by the Clearinghouse.

4. Upon request, the Clearinghouse will compare the School's Graduates with its database and provide the School with data on the subsequent enrollment and educational achievements of its students at postsecondary institutions for up to eight (8) years of historical data submitted on Graduates. In addition to the Graduates file, the School may also submit lists of graduates and other former students in a format reasonably required by the Clearinghouse ("StudentTracker Request Files"), and the Clearinghouse will provide data on the subsequent enrollment and educational achievements of these students at postsecondary institutions.

5. The Clearinghouse will not release any personally identifiable information except as specifically provided under this Agreement, including Exhibits . The Clearinghouse may not in any way use or supply student personally identifiable information obtained hereunder beyond the specific purposes set forth in this agreement, specifically including, but not limited to any marketing of products or services.

6. School represents that it has signing authority for its participating educational entities, and that it is signing on behalf of the educational entities listed as Partcipating High Schools in Attachment 1 to this Agreement as regarding those services.

7. The Clearinghouse will verify the diplomas of School's graduates as described in Attachment 4 (which, upon such election, shall become part of this Agreement).

8. Both parties acknowledge that the security of the information exchanged is of critical importance. Both parties will comply with all applicable laws and regulations concerning the security and dissemination of the information exchanged hereunder including, but not limited to, The Higher Education Act and related federal regulation, FERPA and related federal regulation, Gramm-Leach-Bliley and related federal regulation and any applicable state laws concerning the privacy and security of the information to be shared hereunder. The Clearinghouse will maintain an information security program including technological, physical, and operational safeguards, a copy of a summary of which will be available to School on request. Such program will include technical and operational safeguards as required under the above referenced laws. The Clearinghouse shall not store any school provided personally identifiable in its custody outside of the United States.

   In the event either party determines that an event has occurred that reasonably leads it to believe that there has been an unauthorized or improper disclosure of the information exchanged under this agreement that party will promptly notify the other unless specifically directed not to make such notification by law enforcement. Such notification will include the nature of the incident, the information compromised and the action taken. The parties will cooperate and keep each other fully informed until the incident is resolved. Either party shall have the right to immediately suspend service under this Agreement until the resolution of such incident.

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

The Clearinghouse agrees to indemnify and hold the School harmless from any direct loss, cost, damage or expense suffered by the School as a direct result of the Clearinghouse's failure to comply with its obligations under this Agreement. The Clearinghouse will maintain insurance covering errors and omissions in its data processing operations in the amount of at least two million dollars ($2,000,000).

9. In consideration of the services provided by the Clearinghouse under this Agreement the School agrees to pay the Clearinghouse a fee in accordance with the Clearinghouse's published Schedule of Fees for Secondary Schools. The Clearinghouse agrees to provide School with ninety (90) days prior written or electronic notice of any increase in the fee for this service. The School agrees to submit payment of applicable fees within forty-five (45) days of receipt of a bill from the Clearinghouse. If the School is a school district, it will submit a list of the names of the high schools covered by this Agreement on Attachment 1.

10. The Clearinghouse uses its best efforts to review, interpret, and follow publicly disseminated guidance on FERPA in the development and operation of its services and provides for the release of only unblocked directory information unless FERPA authorizes release without consent. The School is solely responsible for its compliance with FERPA, and the Clearinghouse is not liable for any errors or omissions by the School that may give rise to FERPA violations. Both the Clearinghouse and the School agree to comply with all applicable Federal, State, and local statutes, regulations, and other requirements pertaining to the security, confidentiality, and privacy of information exchanged with and maintained by the Clearinghouse.

11. The School agrees that it shall not use data provided by the Clearinghouse for any purpose not authorized by this Agreement. The School agrees that it may only disclose the data provided by the Clearinghouse to school boards and school officials whom it has determined to have legitimate educational interests. The School agrees that it will not release data provided by the Clearinghouse to any other individuals, institutions, or organizations, other than those identified above, either in student or postsecondary institution identifiable form, without the Clearinghouse's express written permission and payment of any additional fees that may be required.

12. In the event the School is required to disclose any data provided hereunder (specifically including, but not limited to, information which could potentially identify individuals or specific postsecondary institutions) pursuant to any applicable statute, law, rule or regulation of any governmental authority or pursuant to any order of any court of competent jurisdiction, the School must provide the Clearinghouse prompt notice of such request for disclosure and reasonably cooperate with the Clearinghouse's efforts to obtain a protective order. The parties further agree that any exclusion effected pursuant to this provision is authorized only to the minimum extent necessary to allow the School to comply with a legal rule or order compelling the disclosure of information and shall not constitute a general waiver of the obligations of confidentiality under this Agreement.

13. The School will institute and maintain reasonable controls to ensure that the information it provides to the Clearinghouse under this Agreement is complete and accurate. The School agrees that the Clearinghouse will not be responsible for actions, errors or omissions of the School.

14. The School agrees to:
    a. Ensure that only authorized personnel whom it has determined to have legitimate educational interests will be provided with access to the Clearinghouse's secure website, and that such access will be immediately terminated when those personnel leave the School's employment. Take all necessary steps to ensure that authorized personnel do not share their Clearinghouse website user names and passwords with other individuals or entities.

15. The Clearinghouse will institute and maintain reasonable controls to ensure the integrity and security of its database and data transmission systems so that it releases information solely to authorized Requestors in

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

accordance with the terms of this Agreement and applicable law. Such controls will adhere to best practices and standards within the education community related to information security and will include technical, operational and physical controls which will be reflected in a comprehensive information security policy. The Clearinghouse will provide periodic security training to its employees who operate or have access to the database and data transmission systems. The Clearinghouse agrees to indemnify and hold the School harmless from any direct loss, cost, damage or expense suffered by the School as a direct result of the Clearinghouse's failure to comply with its obligations under this Agreement. The Clearinghouse will maintain insurance covering errors and omissions in its data processing operations in the amount of at least two million dollars ($2,000,000).

16. The School may audit the performance by the Clearinghouse of its duties and obligations hereunder at the Clearinghouse offices during normal business hours but no more frequently than annually. Audits require 30 days advanced notice and will be scheduled at a mutually convenient date.

17. The Clearinghouse will not retain or release personally identifiable information provided by the School except as specifically authorized under this Agreement. The Clearinghouse may retain or release information received from the School under this Agreement that is in aggregate or statistical form and does not contain Social Security numbers or other personally identifiable information. The School retains full ownership rights to the information in the education records it provides to the Clearinghouse. Upon termination of this agreement, the Clearinghouse will immediately discontinue use of any information that has been provided to it by the School. The Clearinghouse agrees to destroy all information provided under this Agreement: (1) at the School's request; (2) when the data is no longer needed to achieve this Agreements's purposes, (3) upon termination of this Agreement, or (4) as otherwise required by State or Federal law. School agrees that Clearinghouse may maintain data provided by the State, when such data is needed to satisfy audit or other State and Federal legal and regulatory requirements. Certification of this destruction will be at the School's request per the Clearinghouse's data deletion policy, or as otherwise may be required by the School.

18. Both parties understand that the purpose of this study includes a longitudinal evaluation of the outcomes of the School's programs, and as such there is no firm end date for the study. School agrees that, on an annual basis, it will review the need for data received under this Agreement and destroy all personally identifiable information received from Clearinghouse when the data is no longer needed to achieve this Agreement's purposes.

19. In the event School is required by law or regulation to provide parents or eligible students, access to, or correction of student data, Clearinghouse agrees to facilitate access and correction of data shared under this Agreement

20. The Clearinghouse agrees that data provided by the School under the agreement may not be sold by Clearinghouse, or be used by the Clearinghouse to amass a student profile or conduct targeted advertising.

21. The School agrees to acknowledge in all internal and external reports, presentations, publications, press releases, and/or research announcements that utilize StudentTracker data that the source of the data is the StudentTracker service from the National Student Clearinghouse.

22. The School agrees to provide all notices to the Clearinghouse under this Agreement to:

National Student Clearinghouse
2300 Dulles Station Blvd., Suite 220
Herndon, VA 20171
Attn: Contracts Manager
Electronically: contracts@studentclearinghouse.org
Fax: 703-742-4234

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

23. The Clearinghouse agrees to provide all notices under this Agreement to the School to the signatory and address on Page 1 of this Agreement unless otherwise instructed in writing by the School. The Clearinghouse considers the signatory to this Agreement as its primary contact for all operational and systems issues unless otherwise instructed in writing by the School.

24. The effective date of this Agreement is the date by which it is signed by both parties. This Agreement will remain in effect until terminated by either party by providing sixty (60) days written notice to the other party. The parties agree that any subsequent modifications to this Agreement will be made only in writing. The Clearinghouse may assign this Agreement without consent to a successor or wholly owned subsidiary.

25. All representations, warranties, disclaimers of liabilities, indemnifications, and covenants between the parties will survive the termination of this Agreement for any reason and in any manner and will remain in full force and effect between the parties.

26. This Agreement and all related exhibits and Attachments, constitutes the sole and entire agreement of the parties to this Agreement with respect to the subject matter contained herein and therein, and supersedes all prior contemporaneous understandings, agreements, representations, and warranties, both written and oral, with respect to such subject matter.

27. To the extent applicable under California law:
    a. Should an event rise to the level of a security breach, both parties to this Agreement shall reasonably cooperate together to fulfill either party's requirements under California data breach notification laws. The Clearinghouse shall follow its breach notification policy, which is in compliance with applicable federal and California laws. Notifications will include, written in plain language, the Clearinghouse's name and information about who to contact at the Clearinghouse, a list of the personal information we reasonably believe to have been the subject of a breach, a general description of the breach incident, and the steps we are taking to mitigate; and
    b. Except as otherwise provided in this Agreement, both parties agree that they may not disclose data obtained under this Agreement with any third party. Furthermore, both parties shall take all reasonable steps to ensure that third parties are prohibited from using identifiable information in pupil records to engage in targeted advertising.

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

Attachment 1 (for Districts)
StudentTracker for High Schools Agreement

District Name (only if district account)	
Date	

School Name	Address	ACT Code	Enrollment

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

Attachment 2:
StudentTracker for High Schools Agreement

NATIONAL STUDENT CLEARINGHOUSE
SCHEDULE OF FEES FOR SECONDARY SCHOOLS
Published July 15, 2024 and Effective Until Further Notice

High schools high school consortiums and/or high school districts will pay an annual subscription fee for participation in the StudentTracker for High Schools program equal to $595.00 per high school.

The program will be provided at **no charge** to high schools that meet the following criteria:

- Have a total enrollment of less than 200 students, AND
- Are located in a district where four or more high schools pay the full annual StudentTracker for High Schools subscription fee.

The program will be eligible for an additional $100 discount for each school for which it pays the full annual StudentTracker for High Schools subscription fee after the first calendar year for each renewal period if it meets the following criteria:

- Program permits the Clearinghouse to provide diploma verifications; **AND**
- Program has submitted at least 10 years of historical graduate data during year one.

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

Attachment 3

STUDENTTRACKER FOR HIGH SCHOOLS
CONTACT LIST

School/District Name:

*Executive Contact
(Primary point of contact other than signee)

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

*Billing Contact
(Person to receive billing invoice)

Name: _____ Title: _____

Billing Address: _____

Email Address: _____ Phone Number: _____

*Technical Contact(s)
(Person(s) responsible for creating, sending and receiving file data)

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

Secondary SIS used: _____

*DiplomaVerify Technical Contact

Name: _____ Title: _____

Email Address: _____ Phone Number: _____

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

Attachment 4

DiplomaVerify℠

1. Defined Terms. For purposes of this Attachment, capitalized terms not defined in this Attachment shall have the meaning given them in the StudentTracker for High Schools Agreement, and the following terms shall have the following meanings:

a. "**Authorized Requestor**" means a third party that has received an express representation from an individual concerning one or more data elements constituting Graduation Information, and that seeks to verify the same.

b. "**Graduation Information**" means that information regarding an individual's high school graduation required to be submitted by School to the Clearinghouse, including but not limited to whether the individual graduated from high school, the year of their graduation, and the high school from which they graduated.

c. "**DiplomaVerify Service**" or "**Service**" means the verification of Graduation Information to Authorized Requestors by the Clearinghouse, as described in this Attachment 4.

d. **"Directory Information"** means the data elements designated by the School as Directory Information, except that if the School notifies the Clearinghouse that a Student has opted-out of the disclosure of his/her Directory Information, then that Student's Education Record shall not be Directory Information.

e. "**Education Record File**" means an electronic file sent by the School to the Clearinghouse containing Education Records.

f. "**School Official**" means a contractor, consultant, volunteer, or other party to whom the School has outsourced school services or functions provided that they are performing a School service or function for which the School would otherwise use employees and is under the direct control of the School with respect to the use and maintenance of Education Records.

g. **"Student"** means a person who is attending or attended the School and whose Graduation Information has been provided to the Clearinghouse under this Agreement.

2. School Obligations

a. The School shall ensure the Clearinghouse's performance of the Services meet the criteria of School Official set forth in the Schools annual notification of FERPA rights, unless another valid FERPA exception applies that permits the disclosure of Education Records by the School to the Clearinghouse. In its appointment as a School Official, the Clearinghouse shall be under the direct control of the School with respect to its use and maintenance of Education Records provided by the School.

b. The School will transmit to the Clearinghouse an Education Record File consisting of Graduation Information on each of its graduates within thirty (30) days of the conferral of a diploma, in a configuration reasonably required by the Clearinghouse. The School may provide Education Record Files containing historical Graduation Information at its discretion. StudentTracker for High Schools Graduate Files satisfy this requirement.

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

c. The School agrees to respond to any dispute over the accuracy of the information it provides within 20 calendar days of receiving notice of such dispute. In the event School is required by law or regulation to provide parents or eligible students, access to, or correction of student data, Clearinghouse agrees to facilitate access and correction of data shared under this Agreement.

d. The School shall be responsible for the accuracy of the Graduation Information, and agrees to promptly provide the Clearinghouse updated or corrected Graduation Information in the event that it becomes aware of any errors or omissions in the data. Such updates or corrections shall be submitted in a manner reasonably required by the Clearinghouse.

e. No fee will be charged to the School for the DiplomaVerify Service.

f. To the extent applicable, the School will comply with all applicable laws and regulations, including FERPA, Fair Credit Reporting Act (15 U.S.C. §§ 1681 *et seq.*), and any applicable state, federal, or international laws concerning the privacy and security of the Confidential Information to be shared hereunder.

3. Clearinghouse Obligations

a. The Clearinghouse will compare the information provided by Authorized Requestors to the School's Graduation Information and will respond to requests for Graduation Information on a timely basis for those graduates who have reached the age of seventeen (17), provided such requests meet the conditions contained herein. The Clearinghouse may charge each Authorized Requestor a transaction fee for this Service.

b. The Clearinghouse will require that Authorized Requestors certify that the individual for whom a request for Graduation Information is submitted (i) has applied for employment, military service, a workforce or educational certification or credential, or acceptance to an educational program of study, and (ii) has expressly consented in writing to the disclosure by the Clearinghouse of the specific elements of Graduation Information requested by the Authorized Requestor, or in the case of a graduate under the age of 18 that the parent or legal guardian of the graduate has so consented. The Clearinghouse shall require that Authorized Requestors maintain such written consent for a period of two years from the date of the consent.

c. The Clearinghouse agrees to maintain a detailed record of each request for Graduation Information that is attempted or completed, which shall at a minimum contain the individual's name, the purpose of the request, the specific elements of Graduation Information disclosed, if any, and the date on which the Clearinghouse responded to the request ("Request Record"). The Clearinghouse will maintain the Request Record for review at any time by the School. In addition, the Clearinghouse may disclose to an individual any Request Records regarding verification of that individual's Graduation Information.

d. The Clearinghouse shall contractually prohibit all Authorized Requestors from re-disclosing information received under this Service except as necessary to achieve the legitimate educational or employment purpose for which the Authorized Requestor is utilizing the DiplomaVerify Service.

 Copyright 2024 National Student Clearinghouse®. All rights reserved.

Thornton Fractional High School District 215

Social / Emotional Support Offerings
2026-2027

Tier I	Tier II	Tier III
1 on 1 Individual Conference	Becoming a Man (BAM)	Ingalls
Conflict Resolution Specialist	Conflict Resolution	Learn Well
Mental Health Screens	Men of Character (MoC)	River's Edge
PPS Self Referral	Small Group	Hartgrove
PPS Anonymous Referral	Restorative Coaching	Montrose Behavioral Health
Small Group	Urban Male Network	
Wayfinder	Southland Juvenile Justice Council - Vaping	
	When Girls Get Together	

Becoming A Man (BAM) - provides one on one, as well as group counseling to male students at Thornton Fractional North.

Elyssa's Mission - provides support during our mental health screens during Semester 1 and Semester 2.

Hartgrove - Individual counseling

Learn Well - Residential mental health support

Men of Character - provides group counseling to at-risk male freshman students at Thornton Fractional South

Montrose Behavioral Health - parent universities; residential mental health support

River's Edge - residential mental health support for students in crisis
Sertoma - individual counseling; group counseling through the use of Medicaid

SGA Youth & Family Services (New!)

1. Firearm Violence Prevention Calumet City Cluster
2. 1 on 1 counseling for incarcerated youth
3. Working with Summer Bridge - civic, leadership, and community
4. Small groups w/ wrap around social services and mental health support provided to families

Southland Juvenile Justice Council - through state grants, District 215 partners with Urban Male Network, When Girls Get Together, Vaping Prevention

STOP Grant (New!)

1. Student Focused Interventions
2. Staff trainings
3. Parent seminars
4. Community seminars

Urban Male Network - provides one on one, as well as group counseling to male students at the Center for Academics & Technology (CAT) / Center for Alternative Learning (CAL)

Vaping (New!)

1. My Life, My Quit
2. Stanford Reach Lab
3. Truth Initiative
4. Addiction support / services

Wayfinder (New!) - a social/emotional support educational programming offered at all three campuses

Thornton Fractional South OSS Report						April 2025		Total OSS Days:	17	
Infraction	**Grade**	**Gender**	**Ethnicity**	**OSS Days**	**Intervention 1**	**Intervention 2**	**Intervention 3**	**Intervention 4**	**Intervention 5**	**Intervention 6**
Disrupt Behav	10	F	B	2	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed		
Fighting	10	F	B	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed	Be Well Restorative Coaching	
Fighting	10	F	B	3	Restorative Conversation	Parent Communication	South Suburban Counsel Referral	Character Ed	Be Well Restorative Coaching	
Disrupt Behav	9	F	B	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed	Be Well Restorative Coaching	
GrossMisconduct	10	F	B	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed	Be Well Restorative Coaching	
Disrupt Behav	12	F	B	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed		
GrossMisconduct	10	F	B	1	Restorative Conversation	Parent Communication	South Suburban Counsel Referral	Character Ed	Be Well Restorative Coaching	

Drugs/Alco Poss	10	M	B	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed	Mediation	Be Well Restorative Coaching
Drugs/Alco Poss	11	M	H	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	Banned List/LOP	
GrossMisconduct	11	M	H	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed	Mediation	Be Well Restorative Coaching
Drugs/Alco Poss	12	M	B	3	Restorative Conversation	Parent Communication	South Suburban Counsel Referral	Character Ed	Be Well Restorative Coaching	--
Drugs/Alco Poss	11	M	B	1	Restorative Conversation	Parent Communication	Re-entry Meeting	Character Ed	Mediation	Be Well Restorative Coaching

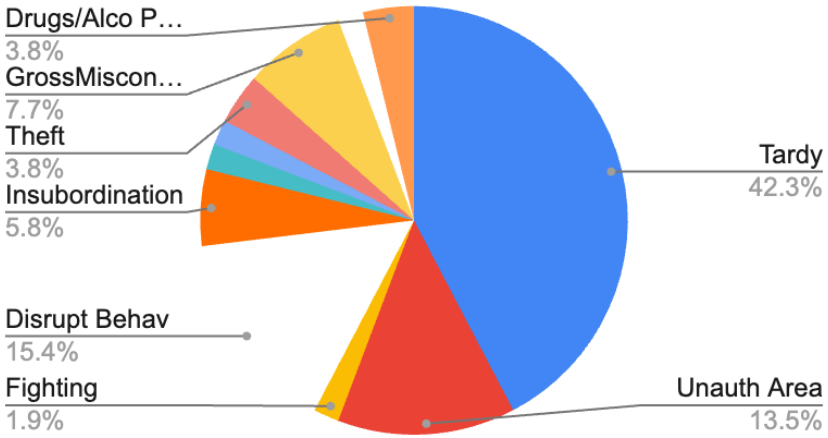
Thornton Fractional South OSS Report						April 2026		Total OSS Days:	85	
Infraction	**Grade**	**Gender**	**Ethnicity**	**OSS Days**	**Intervention 1**	**Intervention 2**	**Intervention 3**	**Intervention 4**	**Intervention 5**	**Intervention 6**
GrossMisconduct	10	M	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
GrossMisconduct	10	F	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Fighting	11	M	B	2	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Fighting	11	M	B	6	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	--	
Weapon/Lookalike	9	M	B	10	Parent Communication	Restorative Conversation	Banned List/LOP	SRO Int	SSJC Drug Counseling	Character Ed
Fighting	12	F	B	3	Parent Communication	Re-entry Meeting	Banned List/LOP	SRO Int	--	--
FireAlarm/Arson	11	M	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	--	--	
Weapon/Lookalike	11	M	B	3	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Mediation	Character Ed
Weapon/Lookalike	11	M	H	3	Parent Communication	Re-entry Meeting	Banned List/LOP	Character Ed	Be Well Restorative Coaching	SSJC Drug Counseling

GrossMisconduct	11	M	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Fighting	9	F	B	13	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Fighting	10	F	B	6	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Mediation	Character Ed
Fighting	10	F	B	6	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	--	
Drugs/Alco Poss	9	M	B	3	Parent Communication	Restorative Conversation	Banned List/LOP	Be Well Restorative Coaching	Re-entry Meeting	
Drugs/Alco Poss	9	M	B	2	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Immoral Behav	9	M	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	SRO Int	Recc for Alt Placement	--
Fighting	9	M	B	4	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Fighting	9	M	B	1	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed
Fighting	9	M	B	1	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Mediation	Character Ed

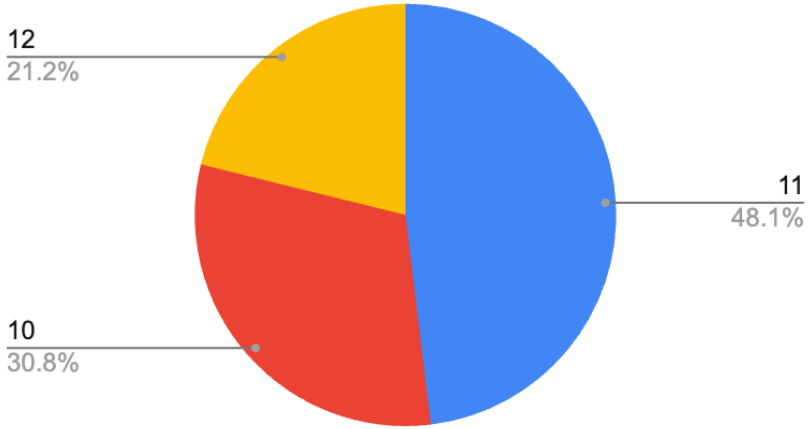
Fighting	10	M	B	2	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Mediation	--
Battery	11	F	B	1	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Mediation	Character Ed
Fighting	10	M	B	13	Parent Communication	Re-entry Meeting	Banned List/LOP	Be Well Restorative Coaching	Mediation	Character Ed
Poss SmokingMaterial	10	M	H	1	Parent Communication	Restorative Conversation	Banned List/LOP	SSJC Drug Counseling	Re-entry Meeting	Character Ed

Thornton Fractional South ISS Report	April 2025	Total OSS Days: 78	

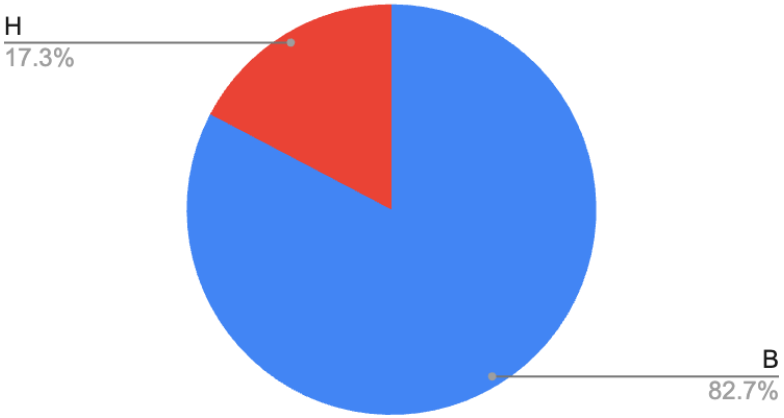
Infraction



Grade Level



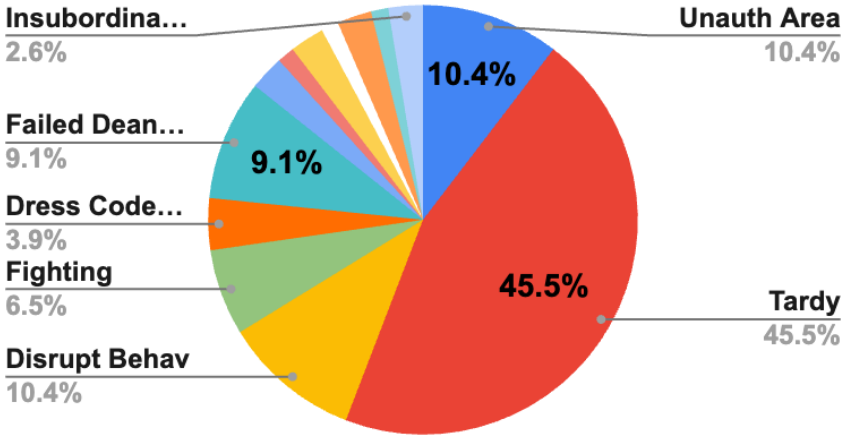
Ethnicity



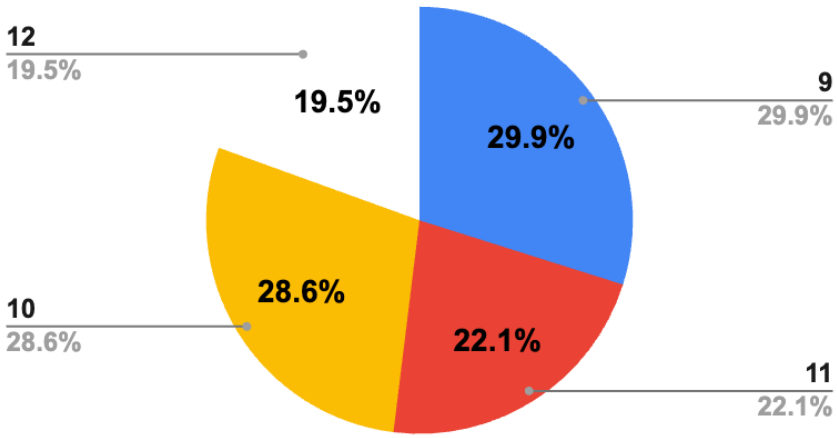
Gender

Thornton Fractional South ISS Report	April 2026	Total OSS Days: 95	

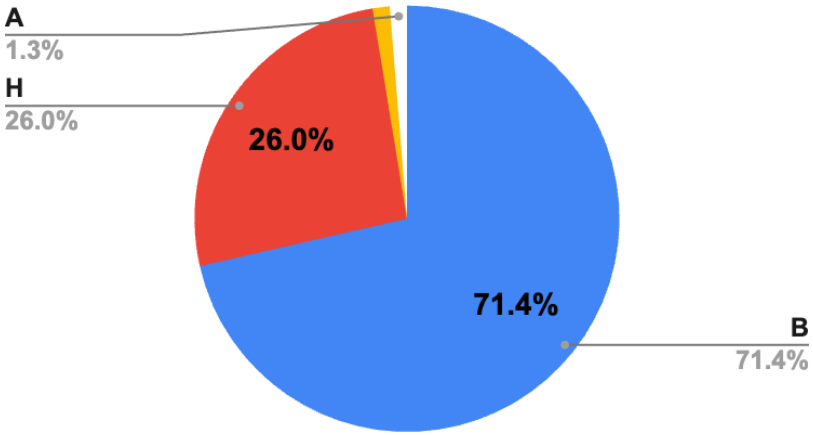
Infraction



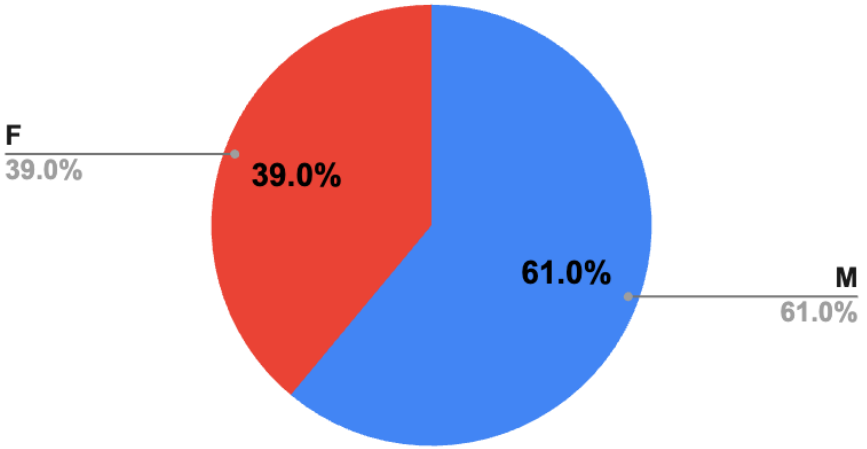
Grade



Ethnicity



Gender



Thornton Fractional Center OSS Suspension Report

April 2025

Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Total Students: 0										
Total Days: 0										

Thornton Fractional Center OSS Suspension Report

April 2026

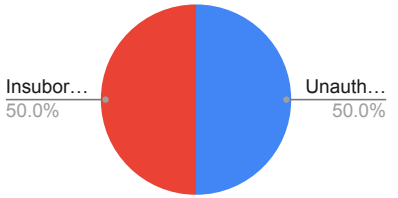
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6
Disrupt Behav	Sophomore	M	B	1	Parent Communication	Restorative Conversation	Mentor Assigned	--	--	--
Poss Smoking Mat…	Senior	M	B	3	Parent Communication	Restorative Conversation	ISS	--	--	--
GrossMisconduct	Junior	M	B	4	Parent Communication	Restorative Conversation	ISS	--	--	--
WEX (Weapon/Lo…	Junior	M	H	4	Parent Communication	Restorative Conversation	Re-entry Meeting	--	--	--
WEX (Weapon/Lo…	Junior	M	B	4	Parent Communication	Restorative Conversation	Re-entry Meeting	--	--	--
Smoking	Junior	M	H	3	Parent Communication	Restorative Conversation	ISS	Re-entry Meeting	--	--
Unauth Area	Junior	F	H	1	Parent Communication	Restorative Conversation	--	--	--	--
Total Students: 7										
Total Days: 20										

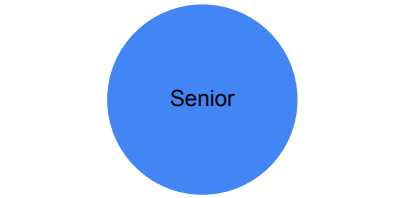
Thornton Fractional Center ISS Suspension Report

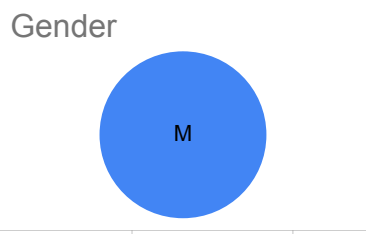
April 2025

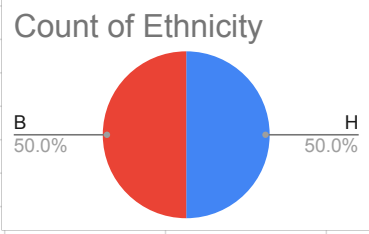
Total Days: 3

Total Students: 2







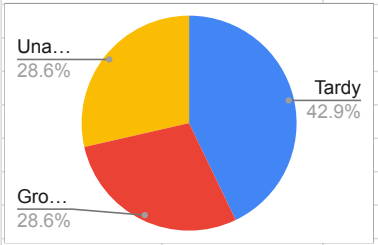


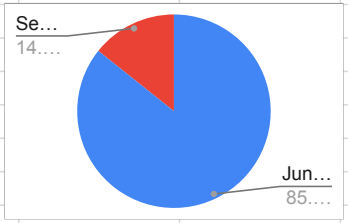
Thornton Fractional Center ISS Suspension Report

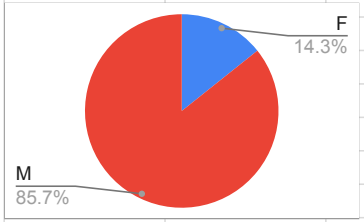
April 2026

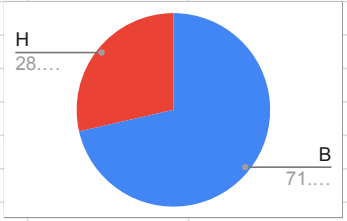
Total Days: 10

Total Students: 7









Thornton Fractional North OSS Report — April 2026

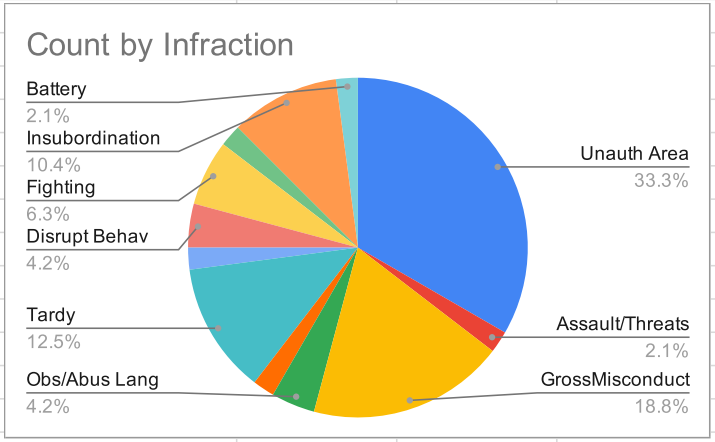
Infraction	Grade Level	Gender	Ethnicity	OSS Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5
Immoral Behav	Freshman	M	B	5	BAM	Parent Communication	Re-entry Meeting	Be Well Restorative Coa	ISS
Obs/Abus Lang	Freshman	M	B	1	ISS	Alternative to Suspension	BAM	Parent Communication	
Fighting	Freshman	M	B	3	Alternative to Suspension	Parent Communication	Stay Away Plan	Re-entry Meeting	Conflict Resolution
GrossMisconduc	Sophomore	M	B	2	Parent Communicatio	Banned List/LOP	Re-entry Meeting		
Reckless Endar	Freshman	M	B	3	Parent Communicatio	Re-entry Meeting	PPS Referral		
Mob Action	Freshman	F	B	2	Mediation	Parent Communication	ISS	Restorative Conversation	
Fighting	Freshman	F	B	2	Parent Communicatio	Mediation	ISS		
Immoral Behav	Freshman	F	B	3	Parent Communicatio n	ISS	Restorative Conversation	Re-entry Meeting	Mediation
Fighting	Freshman	F	B	4	Parent Communicatio n	Conflict Resolution Specialist	Stay Away Plan	ISS	MDR Meeting
Poss SmokingM	Sophomore	M	B	1	Parent Communicatio	Be Well Restorative Coaching	BAM	Re-entry Meeting	ISS
Fighting	Freshman	F	B	3	Parent Communicatio	Mediation	Re-entry Meeting	Restorative Conversation	--
Mob Action	Freshman	F	B	2	Parent Communicatio	Conflict Resolution Specialist	Re-entry Meeting	Mediation	ISS
Mob Action	Freshman	F	B	5	Parent Communicatio	Conflict Resolution Specialist	Re-entry Meeting	Mediation	ISS
Fighting	Sophomore	F	B	3	Parent Communicatio n	Conflict Resolution Specialist	Re-entry Meeting	Mediation	PPS Referral
Fighting	Freshman	M	H	2	Parent Communicatio	Conflict Resolution Specialist	Restorative Conversation	Mediation	Re-entry Meeting
GrossMisconduc	Freshman	M	B	7	Parent Communicatio	Conflict Resolution Specialist	BAM	Mediation	ISS
Drugs/Alco Pos	Junior	M	B	3	Parent Communicatio	BAM	Restorative Conversation	Parent Communication	Re-entry Meeting
Drugs/Alco Pos	Junior	M	B	3	Parent Communicatio	BAM	Restorative Conversation	Parent Communication	Re-entry Meeting
			Total Days	**54**					
			Total Students	**17**					

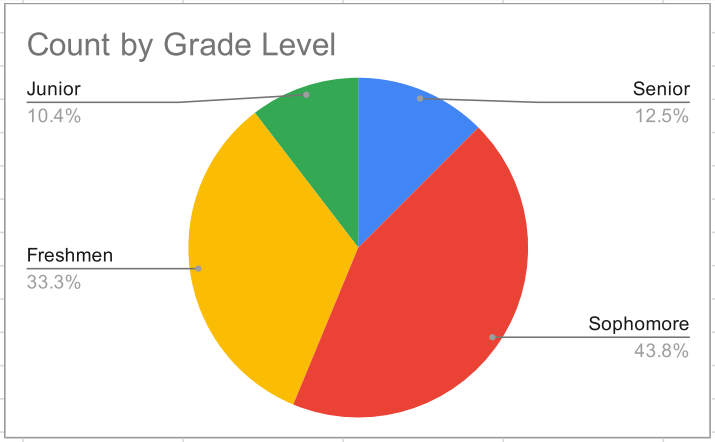
Thornton Fractional North OSS Report — April 2025

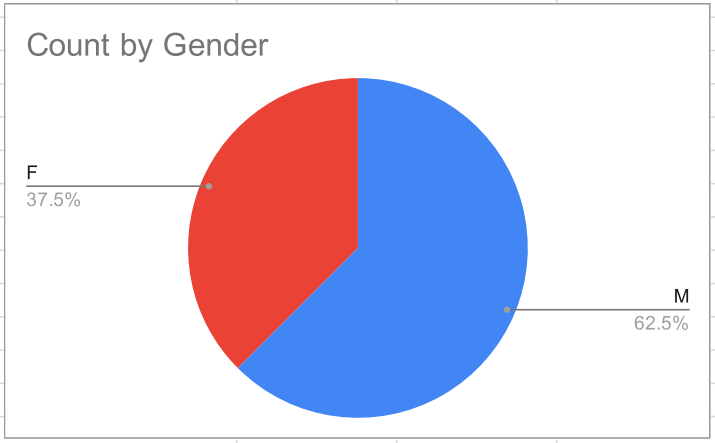
Sub Type	Gender	Ethnicity	Days	Intervention 1	Intervention 2	Intervention 3	Intervention 4	Intervention 5	Intervention 6	Intervention 7
Battery	F	B	1	Parent Communicatio	Conflict Resolution Specialist	Re-entry Meeting	ISS	--	--	--
Fighting	F	B	3	Parent Communicatio	Parent Communication	PPS Referral	--	--	--	--
Fighting	M	B	2	Parent Communicatio	Restorative Conversation	Re-entry Meeting	Conflict Resolution Specialist	--	--	--
Fighting	M	B	2	Parent Communicatio	Conflict Resolution Specialist	Re-entry Meeting	--	--	--	--
GrossMisconduct	M	B	1	Parent Communicatio	Be Well Restorative	Re-entry Meeting	BAM	ISS	Restorative Conversation	--
GrossMisconduct	M	B	3	Parent Communicatio	Mediation	Restorative Conversation	ISS	Restorative Conversation	Parent Communication	--
Fighting	F	B	3	ISS	Mediation	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	--	--
GrossMisconduct	F	B	3	Mediation	Parent Communication	Conflict Resolution Specialist	ISS	Restorative Conversation	Re-entry Meeting	--
Poss SmokingMaterial	M	B	1	ISS	Parent Communication	Restorative Conversation	Re-entry Meeting	Conflict Resolution Specialist	--	--
GrossMisconduct	F	H	2	ISS	Restorative Conversation	Re-entry Meeting	Be Well Restorative Coaching	PPS Referral	Parent Communication	Mediation
GrossMisconduct	M	B	3	Parent Communicatio	BAM	Re-entry Meeting	ISS	Be Well Restorative Coaching	Restorative Conversation	--
Poss SmokingMaterial	F	H	1	ISS	Parent Communication	--	--	--	--	--
GrossMisconduct	M	B	1	Parent Communicatio	BAM	ISS	Detention	--	--	--
Bullying	F	B	1	PPS Referral	ISS	Parent Communication	--	--	--	--
Poss SmokingMaterial	F	B	3	Parent Communicatio	Detention	ISS	Restorative Conversation	Be Well Restorative Coaching	Conflict Resolution Specialist	--
Fighting	M	B	3	ISS	Parent Communication	Re-entry Meeting	Be Well Restorative Coaching	Restorative Conversation	--	--
GrossMisconduct	M	B	1	Parent Communicatio	Restorative Conversation	ISS	Conflict Resolution Specialist	--	--	--
Smoking	M	B	2	Conflict Resolution	ISS	Re-entry Meeting	Restorative Conversation	--	--	--
GrossMisconduct	F	B	1	Parent Communicatio	Restorative Conversation	ISS	--	--	--	--
Fighting	M	B	3	Parent Communicatio n	Re-entry Meeting	Mediation	--	--	--	--
Mob Action	F	B	3	Conflict Resolution	Mediation	Restorative Conversation	Parent Communication	ISS	Stay Away Plan	--
GrossMisconduct	F	B	2	Conflict Resolution	Mediation	Restorative Conversation	Parent Communication	Stay Away Plan	--	--
Mob Action	F	B	3	Conflict Resolution	Mediation	Restorative Conversation	Parent Communication	ISS	--	--
Mob Action	F	B	3	Parent Communicatio	Restorative Conversation	Conflict Resolution Specialist	--	--	--	--
Mob Action	F	B	3	Parent Communicatio n	Restorative Conversation	--	--	--	--	--
Mob Action	F	B	3	Parent Communicatio	Conflict Resolution Specialist	Mediation	Restorative Conversation	--	--	--
Mob Action	F	B	3	Parent Communicatio	ISS	Restorative Conversation	--	--	--	--
Insubordination	F	B	2	Parent Communicatio	ISS	Be Well Restorative Coaching	Re-entry Meeting	Restorative Conversation	--	--
				Total Days	**62**					
				Total Students	**28**					

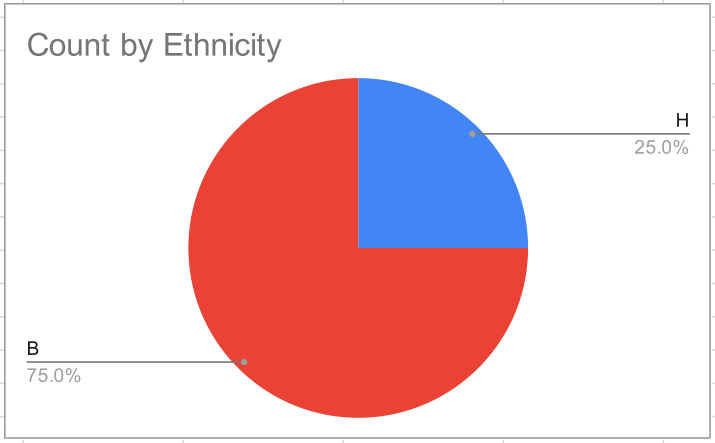
Thornton Fractional North ISS April 2026

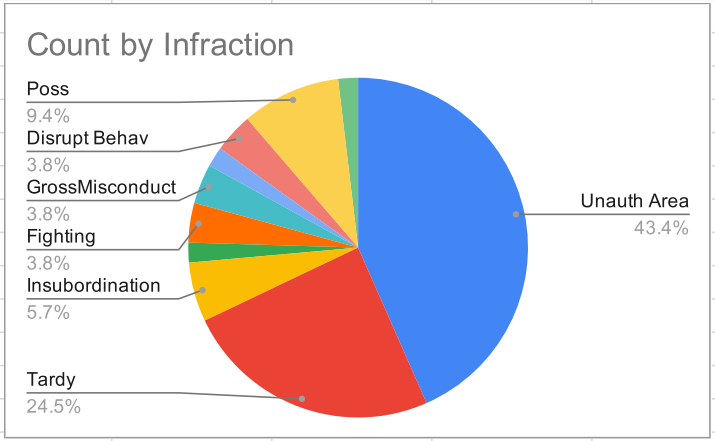
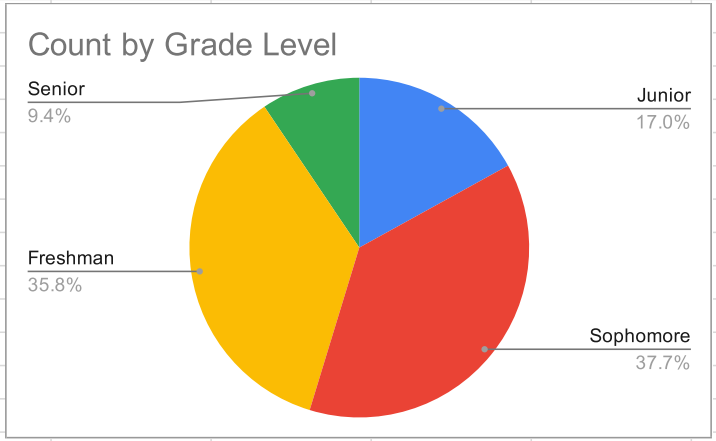
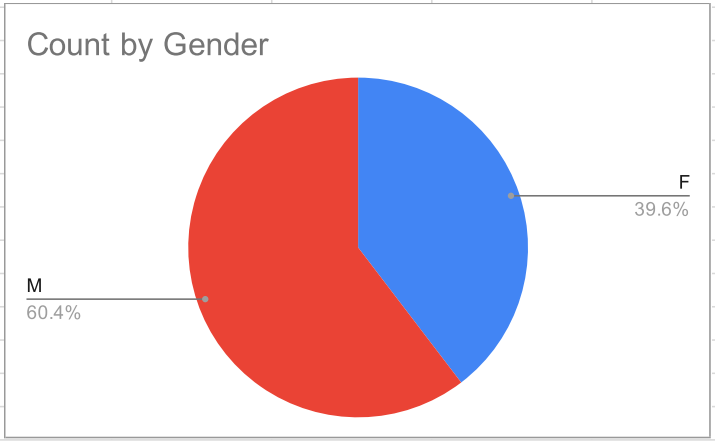
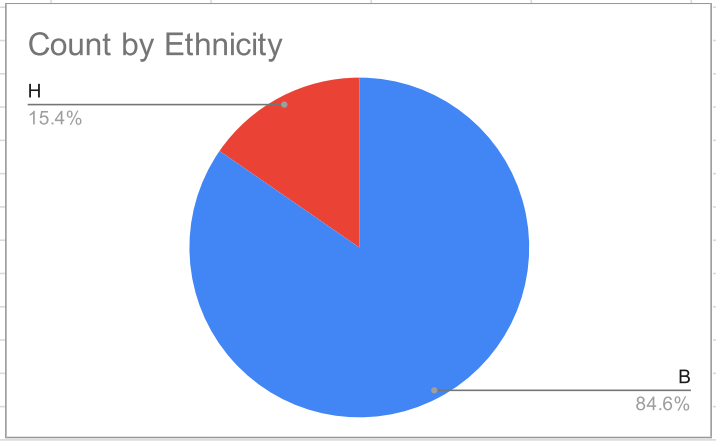
Total # of Days:	**82**
Total # of Students:	**48**









Thornton Fractional North ISS April 2025

Total # of Days:	**68**
Total # of Students:	**53**