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

November 12, 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. 2026 Annual Tentative Tax Levy
5. **Curriculum Committee--Member Calderon-Miranda**
A. School Report Card
B. Curriculum Guide
C. AP Economics Course Proposal
6. **IT Committee--Member Guyton**
A. 2027 Student Chromebook Purchase
7. **Behavior Intervention/Parent-Teacher Advisory Committee--Member Newman**
A. Suspension Reports
Disciplinary Report for October?
B. In District Transition 18yr-21yr Proposal
C. Preliminary Review and Discussion of Board Policy 6:302 Enrollment
8. **Adjourn**

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

MEMORANDUM

Date: November 12, 2026
To: Mr. Ray Williams, Superintendent/Board of Education
From: Tim Stephan- Director of Facilities
Subject: 2027 Construction Projects

Recommended Action

To discuss putting the following construction items out to bid. The board will be asked to take action on the request at the November 24,2026 meeting.

Background

- North-Phase 3- Basement seepage build back North campus.
- North/South- Phase 2 RTU Replacements.
- North- 2nd floor classroom renovations.
- North- Auditorium fly system renovations.
- South – Restroom Renovations.
- South- Shot put /discuss relocation.
- South – Concession stand remodel.

Funding source if applicable: Capital Project Fund/Department of Commerce & Economic Program Grant.

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL DISTRICT 215

Monthly Facilities & Construction Update

Reporting period: October 2026
Prepared by: Timothy Stephan, Director of Facilities

TF NORTH

Major project	Current status / progress	Completion/Target Date
Stadium Renovation Turf	Status/Progress: making repairs to long jump pits. Still waiting for report of camera scan of drainage to try to identify why sink holes keep happening.	Target date: none.
Lower-Level Basement Repairs	Status/Progress: Completed	Target date: Completed

TF SOUTH

Major project	Current status / progress	Next milestone / completion
Rooftop Unit Replacement of rooftop heating and cooling equipment.	Status/Progress: Waiting on training for the building automation system	Target date: none available.

TF CENTER

Major project	Current status / progress	Next milestone / completion
No major project identified for this reporting period.	N/A	N/A

TF ADMINISTRATION

Major project	Current status / progress	Next milestone / completion
Elevator	Status/Progress: Currently inoperable. Waiting for parts.	Target date: none available.

Thornton Fractional High School District 215
Building Rental Report
FY 2026-2027
November 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	$ 143.55	$ 680.00	$ 1,623.55	$ 640.00	$ 983.55
12/16/2023	TFS	11	2023	Ultimate Threat Dance	Commercial	Red Gym	Dance Competition/ Showcase	$ 650.00	$ 67.38	$ 360.00	$ 1,077.38	$ 505.00	$ 572.38
5/27/2026 & 5/28/2026	TFN	3	2026	Schrum Memorial Middle School	Community	Auditorium & Gymnasium	8th Grade Graduation	$ -	$ 4.03	$ 530.00	$ 530.00	$ 450.00	$ 84.03
6/13/2026	TFN	5	2026	City of Calumet City	Community	Auditorium	State of the Calumet City	$ -	$ -	$ 435.00	$ 435.00	$ -	$ -
8/15/2026	TFN	7	2026	T.F. North Booster Club	Community	Purple Gym	T.F. North Alumni Basketball	$ -	$ 4.82	$ 240.00	$ 240.00	$ -	$ 244.82

Final bill sent
Outstanding with interest
Do not rent
Cancelled

Thornton Fractional
HIGH SCHOOL DISTRICT 215
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MEMORANDUM

Date: November 12, 2026
To: Mr. Raymond Williams, Superintendent and Board of Education
From: Tamika McMillian, Executive Director of Finance & Operations/CSBO
Subject: 2026 Annual Tentative Tax Levy

Recommended Action

To discuss the 2026 Tentative Tax Levy. The Board will be asked to approve the 2026 Tentative Tax Levy on November 24, 2026, Board of Education meeting and the 2026 Final Tax Levy on December 15, 2026.

Background

Approval of the Tentative Tax Levy is an annual requirement. The proposed levy will be reviewed and discussed during the Committee of the Whole meeting on November 12, 2026.

Funding source: N/A

Attachments: 2026 Tax Levy Presentation

Thornton Fractional
SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

2026 Tentative Property Tax Levy

November 12, 2026

Presented by: Tamika McMillian, CSBO

Overview

What is a property tax levy, and how is it calculated?

How much is District 215 requesting for 2026?

Why does District 215 need this funding?

How will the proposed levy affect homeowners?

What actions must the Board take, and when?

What is a property tax levy?

A property tax levy is the amount of property tax revenue that the District requests from local property taxes to help fund the operations of the school district. The levy is submitted to the Cook County Clerk's office for processing.

How is the property tax levy calculated?

The property tax levy is determined by using the prior year's tax extension and adding either the Consumer Price Index (CPI) increase of 2.7% or 5%—whichever is lower—to calculate the maximum amount the district can request. This amount is limited by the Property Tax Extension Limitation Law (PTELL). Under PTELL it makes sure that school districts do not request excessive funding.

Calculation

Prior Year's Tax Extension

+

Allowable CPI Growth or 5% (whichever is lower)

+

Allowance for New Property and Other Adjustments

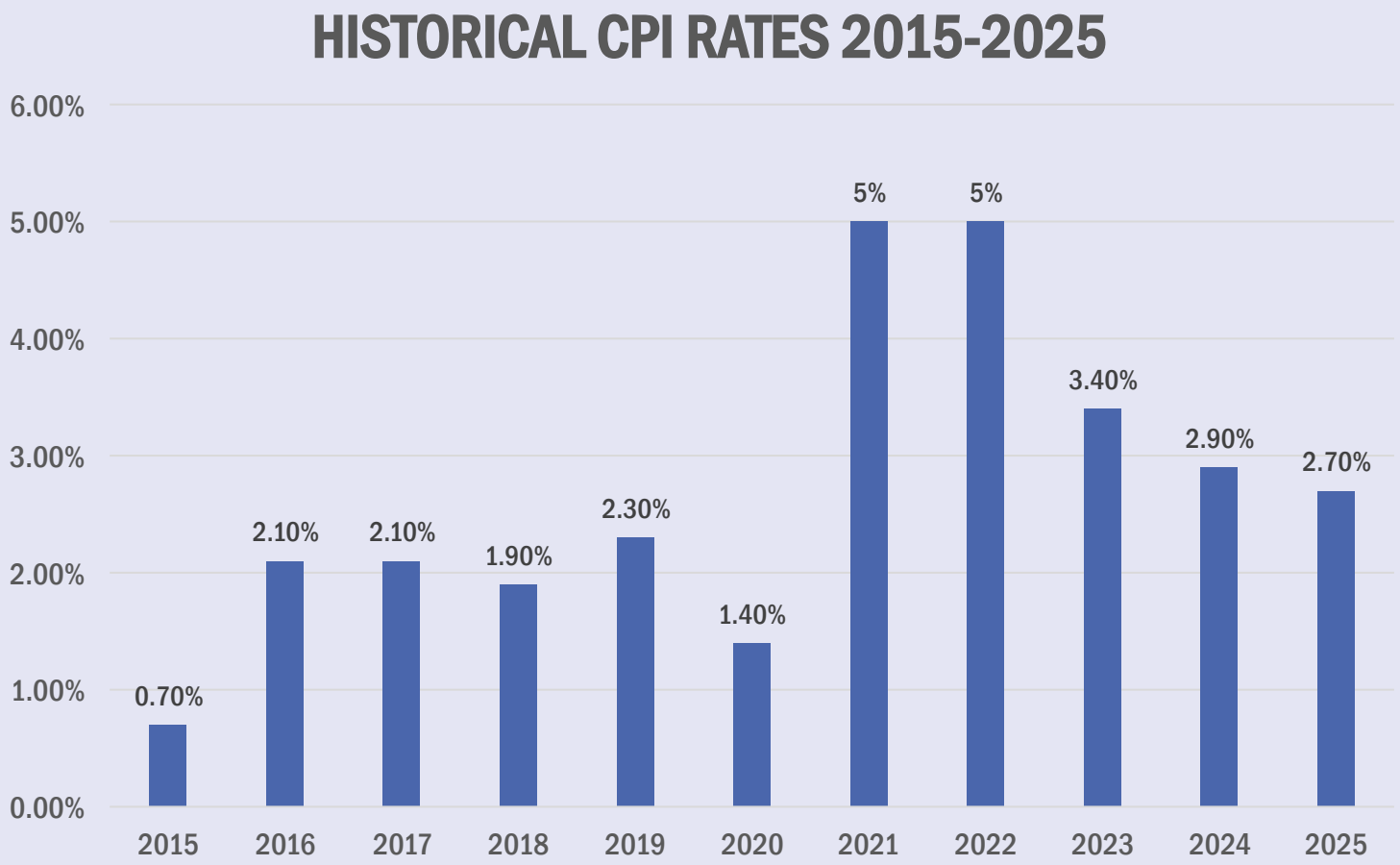
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Proposed Property Tax Levy

How much is District 215 requesting for 2026?

2026 Property Tax Levy Recommendation			
Fund	**2026 Proposed Tax Levy**	**2025 Actual Tax Extension**	**Difference**
EDUCATIONAL	31,390,000	28,939,706	2,450,294
OPERATIONS & MAINTENANCE	3,075,000	2,961,657	113,343
TRANSPORTATION	2,355,000	2,171,881	183,119
WORKING CASH	150,000	177,699	(27,699)
MUNICIPAL RETIREMENT	650,000	789,776	(139,776)
SOCIAL SECURITY	1,100,000	839,136	260,864
TORT IMMUNITY	1,220,000	982,282	237,718
SPECIAL EDUCATION	410,000	394,888	15,112
CAPITAL IMPROVEMENT	2,400,000	2,270,604	129,396
TAX RELIEF ABATEMENT		1,712,931	(1,712,931)
Total	**42,750,000**	**41,240,560**	**1,509,440**

Proposed 2026 Levy Increase **3.66%**



CPI: Consumer Price Index is a measure of inflation used to adjust financial figures annually.

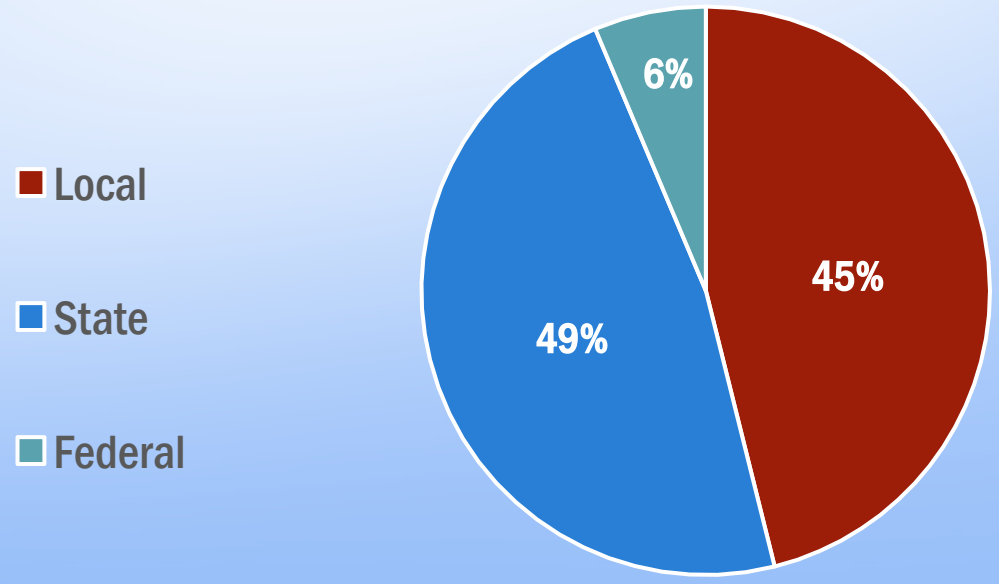
For the 2026 levy, the CPI is 2.7%.

Historical CPI

Why does District 215 need this funding?

Approximately 45% of the District 215's projected revenue comes from local sources, including property taxes. This funding supports teachers and staff, classroom materials, student services, transportation, technology, building maintenance, and other costs associated with operating our schools.

District 215 Projected Revenue FY 2026-2027



How will the proposed levy affect homeowners?

The District's tax levy helps determine the portion of property taxes that are allocated to District 215. It represents an investment into the community's educational system. The following examples show the estimated impact of the proposed levy on homeowners.

District 215 portion of annual property taxes only

Estimated Home Value	2025 Property Tax	2026 Estimated Tax	Annual Change	Monthly Change
$150,000	$1,726.00	$1,762.00	$36.00	$3.00
$200,000	$2,464.00	$2,515.00	$51.00	$4.25
$300,000	$3,939.00	$4,021.00	$82.00	$6.83

Although the District is proposing an increase in its overall tax levy, this does not necessarily mean that individual homeowners will experience the same percentage increase in their property taxes. Actual property tax bills may vary based on changes in assessed property values, exemptions, and the final tax rate established by the Cook County Clerk.



What actions must the Board take?

2026 Levy Timeline

Nov. 12, 2026	Discuss 2026 tentative levy
Nov. 24, 2026	**(Board Action)** - Adopt 2026 Tentative levy resolution
Dec. 1, 2026	Tentative Levy is made available for public inspection, and the required notice is published in the local newspaper (no more than 14 days before the levy adoption, no less than 7 days)
Dec. 15, 2026	**(Board action)** - Adoption of 2026 tax levy (no less than 20 days after tentative levy resolution)
Dec. 16, 2026	File 2026 levy with Cook County Clerk's office (Must be filed by December 29)
June 2027	The final allocation from the County Clerk's office should be known at this time.

Public Act 103-0394 Report

Annual Expenses				
Operational Funds	**FY 2024 Audit**	**FY 2025 Audit**	**FY 2026 Unaudited**	**3-Year Average**
Education (10)	73,603,794	74,092,018	75,558,560	74,418,124
Operations & Maintenance (20)	7,927,317	8,627,754	6,557,482	7,704,184
Transportation (40)	4,240,521	4,745,784	4,837,245	4,607,850
Total	$85,771,632	$87,465,556	$86,953,287	**$86,730,158**

Unaudited Fund Balances – June 30, 2026	
Operational Funds	**Fund Balance**
Education (10)	40,239,393
Operations & Maintenance (20)	4,137,160
Transportation (40)	1,054,086
Total	**$45,430,639**

Fund Balance / Average Expense	
Operational Fund Balance (6/30/26)	$45,430,639
Three-Year Expense Average	$86,730,158
Fund Balance/Average Expense	**52.38%**

This report shows that our operational fund balance is approximately $45.4 million, which represents 52.38% of our average annual operating expenditures over the past three years. Maintaining these reserves is important because property tax revenues are not received evenly throughout the year. These funds allow the District to continue operating, meet payroll obligations, and address unexpected expenses without disrupting services to our students.

Things to Remember

- **2026 Proposed Tax Levy: $42,750,000**
- **Proposed : 3.66% compared to the 2025 tax extension**
- **PTELL (a.k.a. the “Tax Cap”):**
  The Property Tax Extension Limitation Law sets limits on how much districts can ask for. We can only request up to 5% or the CPI rate — whichever is lower, this year it is 2.7%.
- **Tax Levy (Request):**
  This is the amount District 215 requests through the Cook County Clerk to help fund our schools and programs.
- **Tax Extension (Amount Billed):**
  This is the actual amount of property taxes calculated by the Cook County Clerk to be billed to taxpayers to support District 215.



Questions?

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

MEMORANDUM

Date: November 12th, 2026
To: Mr. Raymond Williams, Superintendent/Board of Education
From: Becky Szuba, Assistant Superintendent of Teaching and Learning
Subject: Illinois Report Card Designation

Recommended Action
Information sharing only.

Background
Illinois School Report Card designations were officially released Friday, October 30th. Both North and South campuses have maintained a commendable rating. Below are the direct links to the report card:

- District
- North
- South

Funding source if applicable: N/A

Attachment Profiles of Performance, Presentation

2026 Illinois Report Card
An Overview of Profiles of Performance

What Is a Profile of Performance?

A Profile of Performance provides a clear, useful picture of school performance each year by presenting school-level performance on core, elevating, and student success/school quality indicators. It is designed to support continuous improvement in every school by serving as a starting point for conversations about school improvement.

What Is Included?

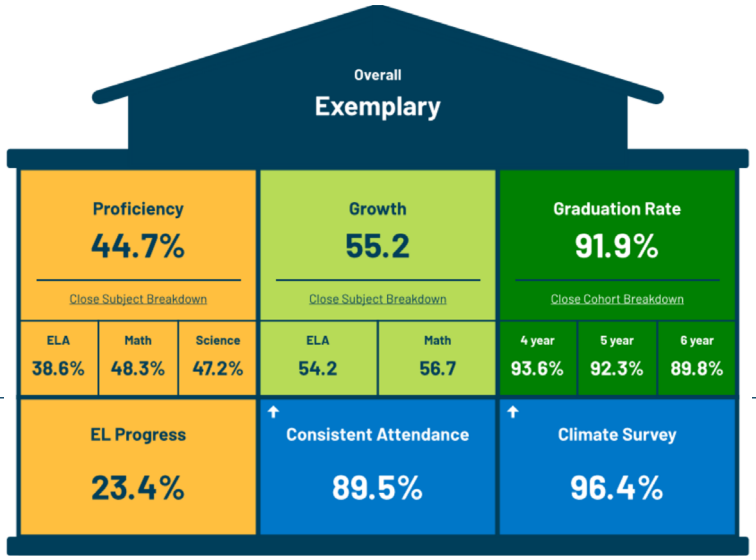
1. **Core academic indicators**
2. **Elevating indicators**
3. **Student group performance**

Profile of Performance

Core Indicators

Core indicators recognize school strengths on critical student outcomes.

Measures student growth, proficiency, and graduation rate



Elevating Indicators*

Strong performance on elevating indicators can raise a school's designation, never lower it.

Metrics that meet Every Student Succeeds Act requirements and support student outcomes

**Graduation rate applies to high schools only.*

www.isbe.net/ReportCard

ILLINOIS STATE BOARD OF EDUCATION

October 2026

Summative Designation

A Profile of Performance is reflected through a summative designation. In particular, the summative designation shows school performance on core, elevating, and student success/school quality indicators.

Performance Levels

1 **Exemplary**

2 **Approaching Exemplary**

3 **Commendable**

4 **Developing**

5 **Comprehensive**

6 **Automatic Comprehensive***

How Summative Designation Is Determined

1 Determine Core Performance – Core performance is the foundation of the overall profile level.

1. Start at the performance level of the strongest core indicator.
   a. High schools whose strongest core indicator is Exemplary Graduation start at Exemplary if either Proficiency or Growth are also Exemplary or Approaching Exemplary. If not, they start at Approaching Exemplary.
2. If any core indicator is Comprehensive, lower the core performance one level.
3. If any applicable core indicator is Automatic Comprehensive, stop the process. The final profile level is Comprehensive.
4. If core performance is Exemplary, skip to Step 3 and consider student group performance.

2 Consider Elevating Indicators – Are elevation criteria met?

1. If core performance is Approaching Exemplary or Commendable and the school has:
   a. Two Exemplary elevating indicators (when two or more are present); or
   b. One Exemplary elevating indicator (when only one is present),

then raise core performance one level.

2. If core performance is Developing or Comprehensive and the school has:
   a. One Exemplary and one Approaching Exemplary elevating indicator (when two or more are present); or
   b. One Approaching Exemplary elevating indicator (when only one is present),

then raise core performance one level.

3. If criteria are not met, hold core performance as is and move to Step 3 to consider student group performance.

**Automatic Comprehensive is a performance level that applies only to core indicators. It limits the ability of other core and elevating indicators to elevate the profile above Comprehensive. (This performance level for Proficiency and Growth applies to elementary and middle schools. This performance level for Graduation Rate only applies to high schools.)*

3 Consider Student Group Performance – Guardrails that ensure success is shared

1. Follow Steps 1 and 2 for all accountability student groups in the school.
2. If no student groups are Comprehensive, the overall Profile of Performance is core + elevation.*
3. If any are Comprehensive, the overall profile is set at Commendable if it would have been Exemplary or Approaching Exemplary, and left as is if it is already Commendable, Developing, or Comprehensive.

How a Profile of Performance Informs Continuous School Improvement

Continuous school improvement is important for every school regardless of summative designation.

A Profile of Performance serves as a starting point for school personnel to identify areas of strength and need, and to guide further investigation of those areas through the lens of teaching and learning practices that enhance student engagement.

By itself, a Profile of Performance is incomplete for purposes of continuous school improvement. Goals identified in continuous school improvement work should be informed by the vision, values, and local knowledge of school, personnel, students, families, and communities.

**If applicable and criteria were met*

Related Resources:
Why Profiles of Performance; How to Read a Profile of Performance; Accountability Indicators Measure by Measure; Using Profiles for Continuous Improvement

Thornton Fractional High School District 215

School Report Card 2025-2026



Newly Designed Illinois School Report Card

- From ranking to clear criteria
- From a rating to a profile of performance
- Clear definition of commendable (approaching exemplary & developing)
- Includes growth for high schools
- From chronic absenteeism to consistent attendance
- English Learner Progress *(includes how much a student has improved based on ACCESS scores over time)*
- Former English Learners added as a metric
- Removed 9th grade on Track as a metric *(but still published on Report Card)*
- PreACT 9 and 10 are part of designations (not just 11th grade ACT)

Core Academic Indicators

- Composite Proficiency (ELA, math, science)
- Composite Growth (ELA and math)
- Graduation Rate (4, 5, and 6 year cohort)

Elevating Indicators



- EL Progress
- Consistent Attendance
- Climate Survey

Annual Summative Designations/Profiles of Performance



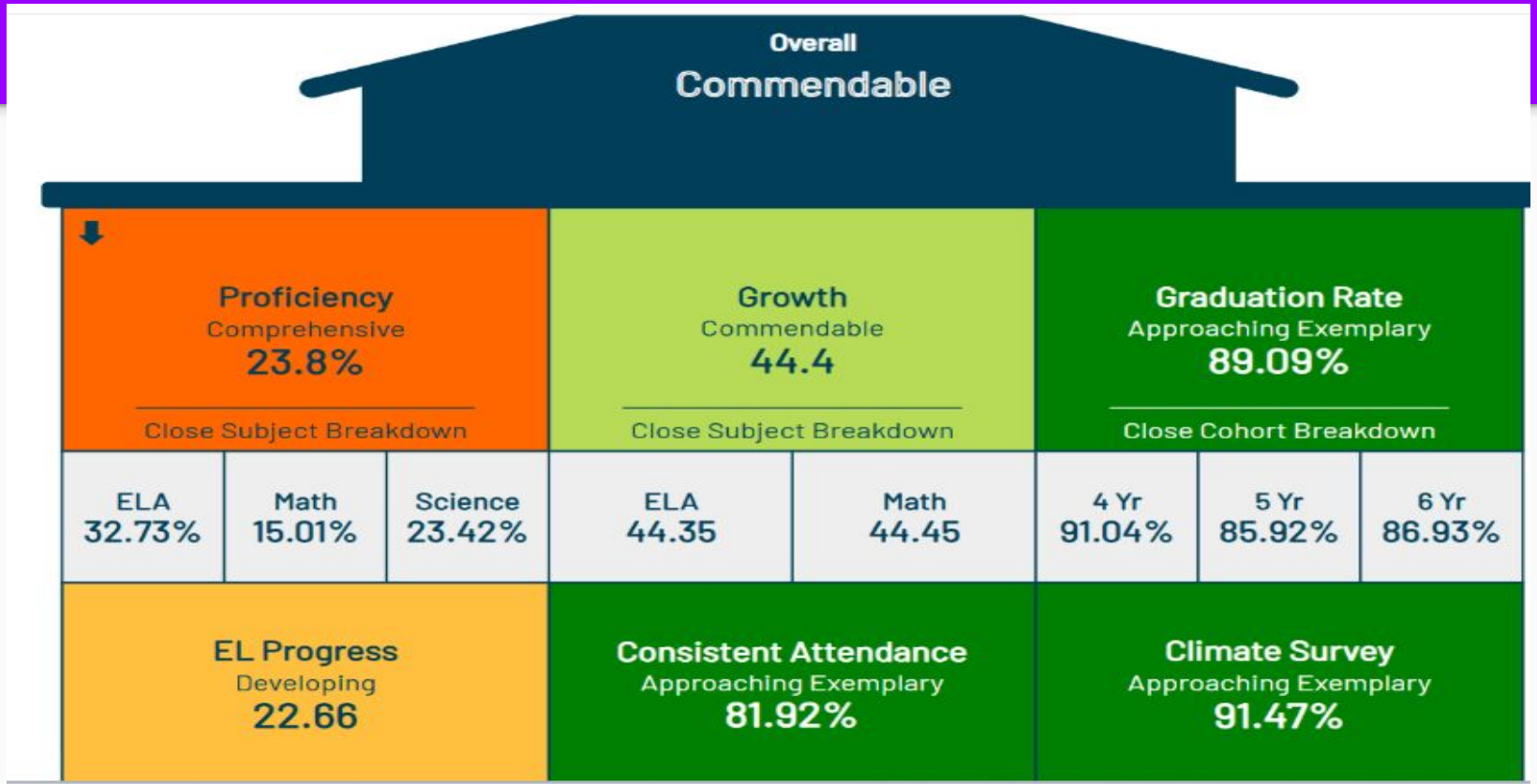
- Exemplary
- Approaching Exemplary
- Commendable
- Developing
- Comprehensive
- Automatic Comprehensive (only applies to graduation)

Rating Criteria

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	**Composite Growth** Student Growth Percentile (SGP)		**Graduation Rate**	**EL Progress**		**Consistent Attendance**		**Climate Survey**
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥85	≥ 95
Approaching Exemplary	≥ 52 < 75	≥ 60 <67.5	≥52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥70 < 85	≥90 < 95
Commendable	≥ 48 < 52	≥ 45 < 60	≥ 43 <52.5	≥ 80 < 88	≥32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 35 < 48	≥ 35 < 45	≥32.5 < 43	≥ 67 < 80	≥ 15 <32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	<13.75 OR	<30	<30	OR <66.67*					

Summary of Profiles of Performance and Indicator Ratings

Thornton Fractional North High School



Thornton Fractional North High School

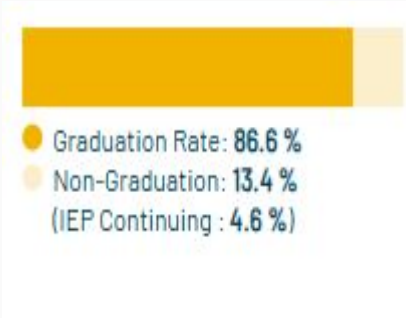
9th Grade on Track increased from 2023 to 2026



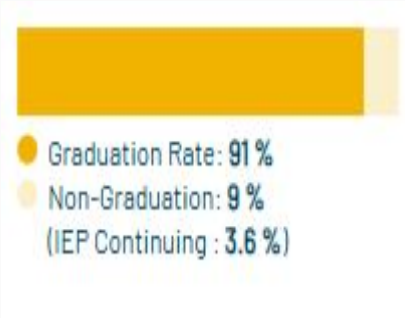
Thornton Fractional North High School

Four-year graduation rate increased from 86.6% to 91%
Surpasses State

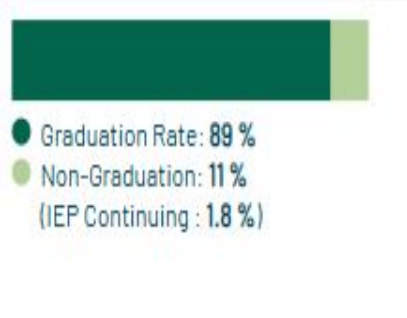
2024-2025 North



2025-2026 North

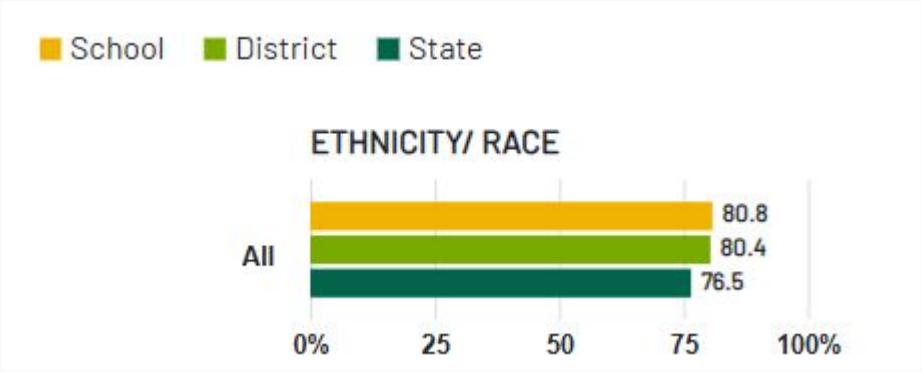


2025-2026 State



Thornton Fractional North High School

82% Consistent Attendance for Students Approaches Exemplary Rating and Surpasses State

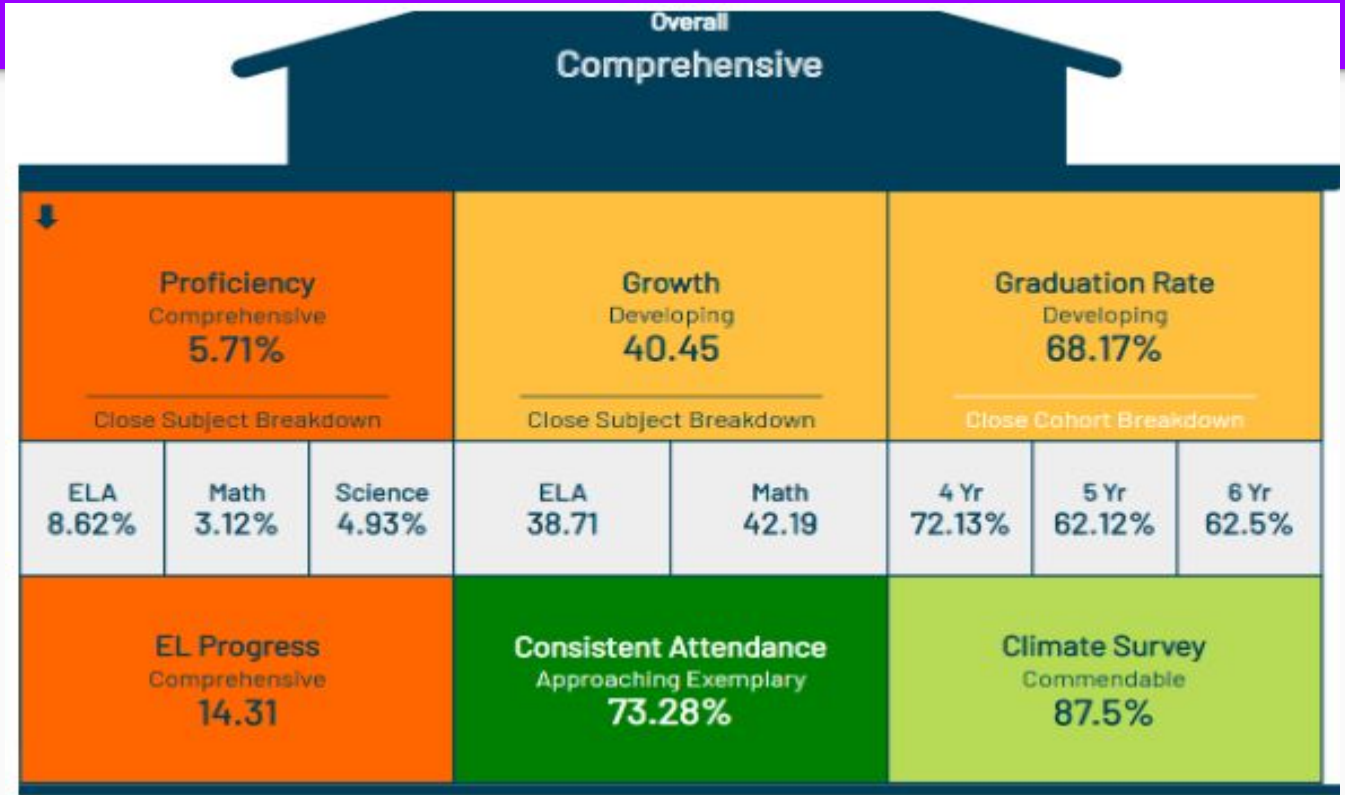


Thornton Fractional North High School

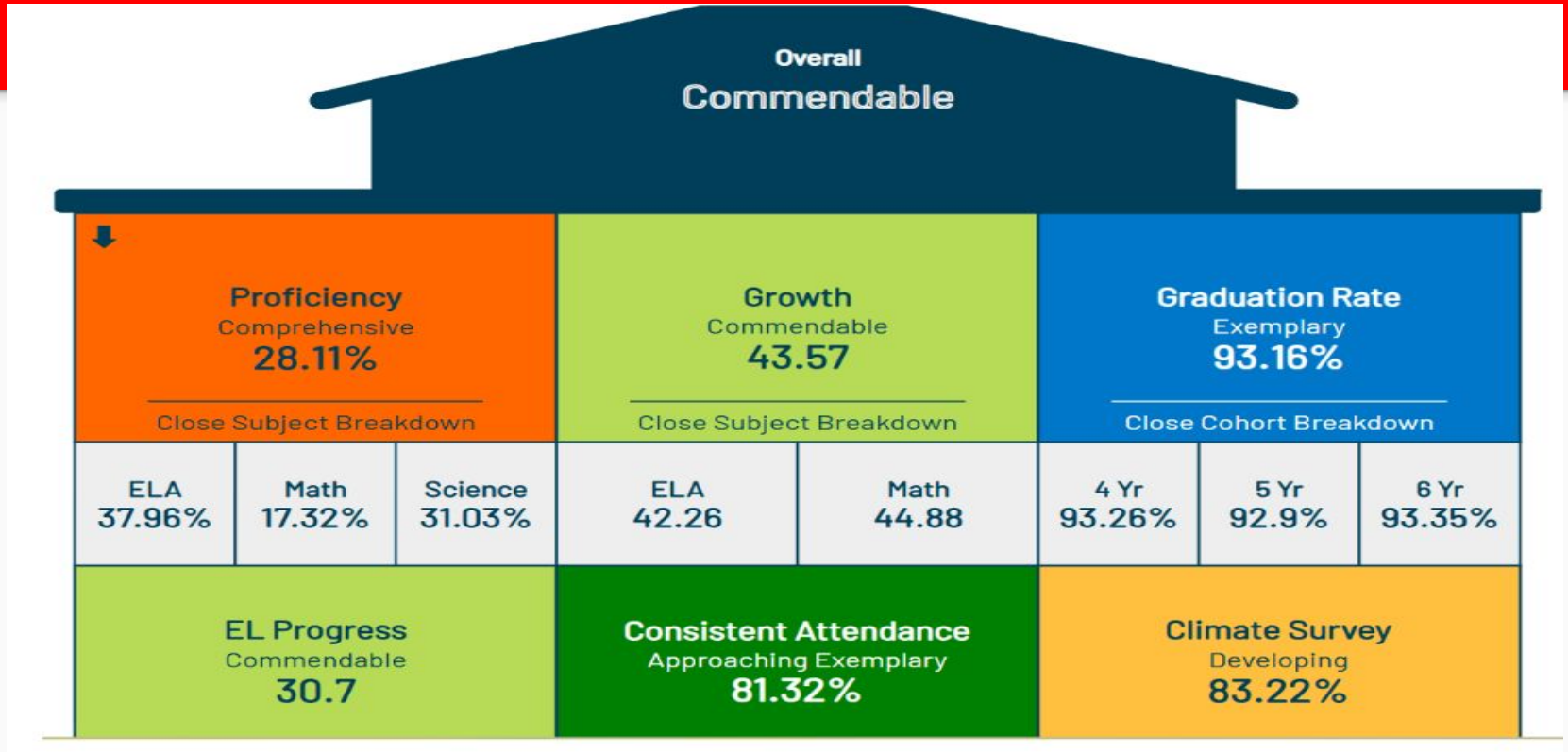
Overall Subgroup Performance

Profile of Performance	Student Group(s)
Approaching Exemplary	Former English Learners
Commendable	Black Hispanic Low Income
Developing	English Learners
Comprehensive	Students with Disabilities

Thornton Fractional North High School



Thornton Fractional South High School



Thornton Fractional South High School

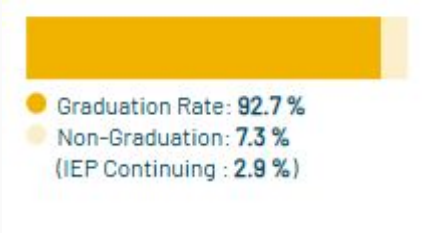
9th Grade on Track increased from 2022-2026 and Surpasses State



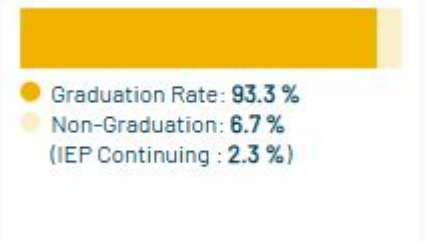
Thornton Fractional South High School

Graduation Rate Surpasses State, Earns Exemplary Rating

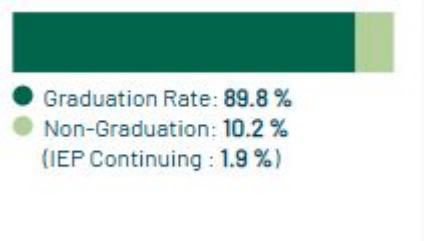
2024-2025 South



2025-2026 South

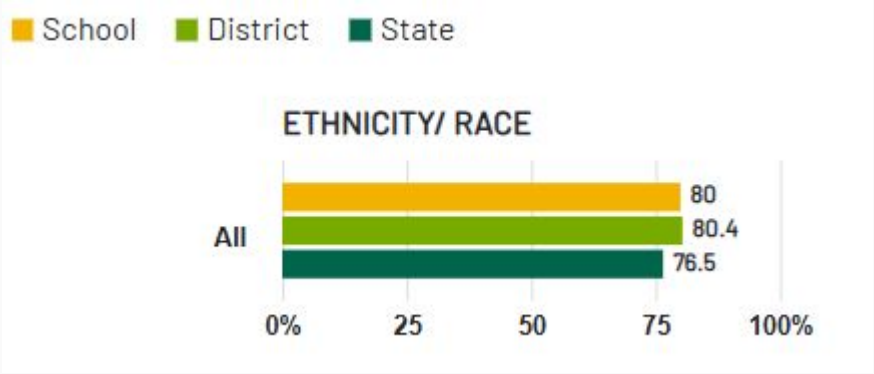


2025-2026 State



Thornton Fractional South High School

81% Consistent Attendance for Students Approaches Exemplary Rating and Surpasses State



Thornton Fractional South High School

Overall SubGroup Performance

Profile of Performance	Student Group(s)
Approaching Exemplary	Former English Learners
Commendable	Black English Learners Hispanic Low Income White
Developing	Students with Disabilities

Thornton Fractional South High School



District Highlights



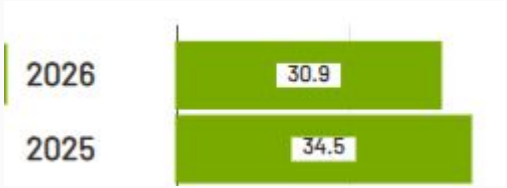
Increased 9th Grade on Track for Subgroups



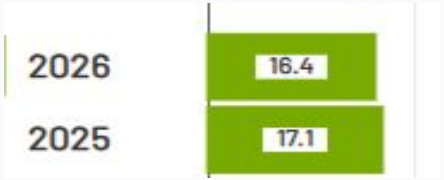


Decreased Truancy and Chronic Truancy Rates

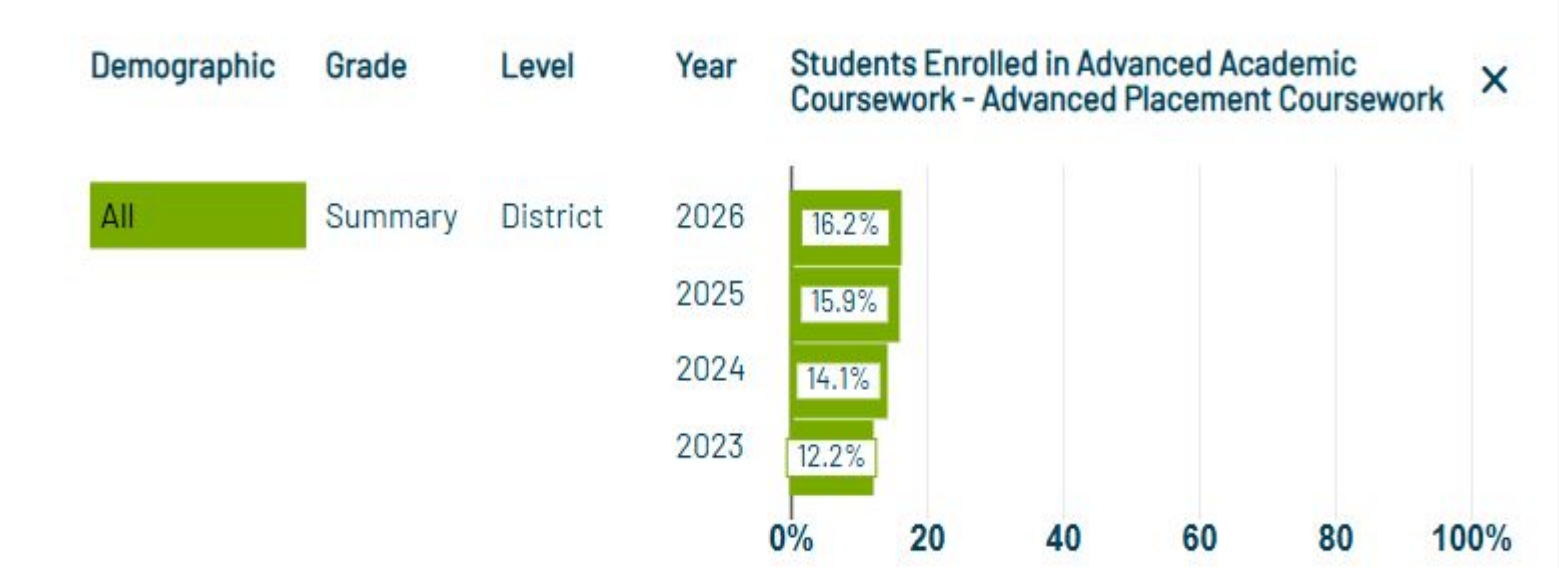
Truancy



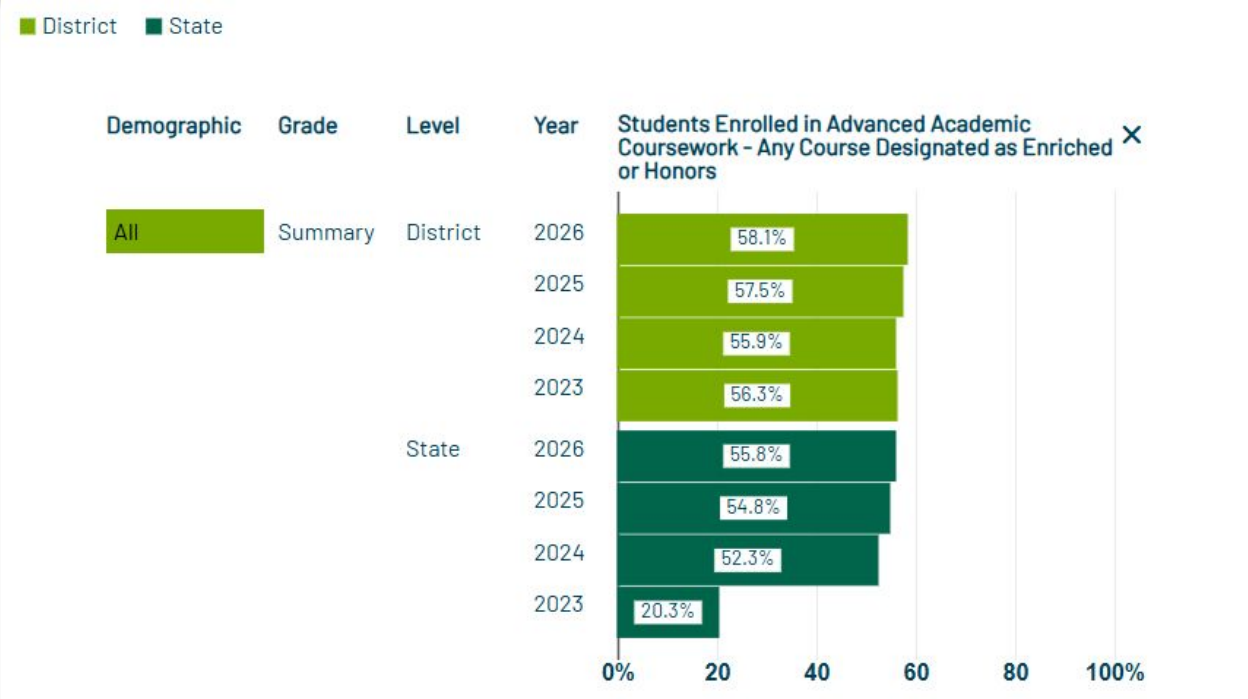
Chronic Truancy



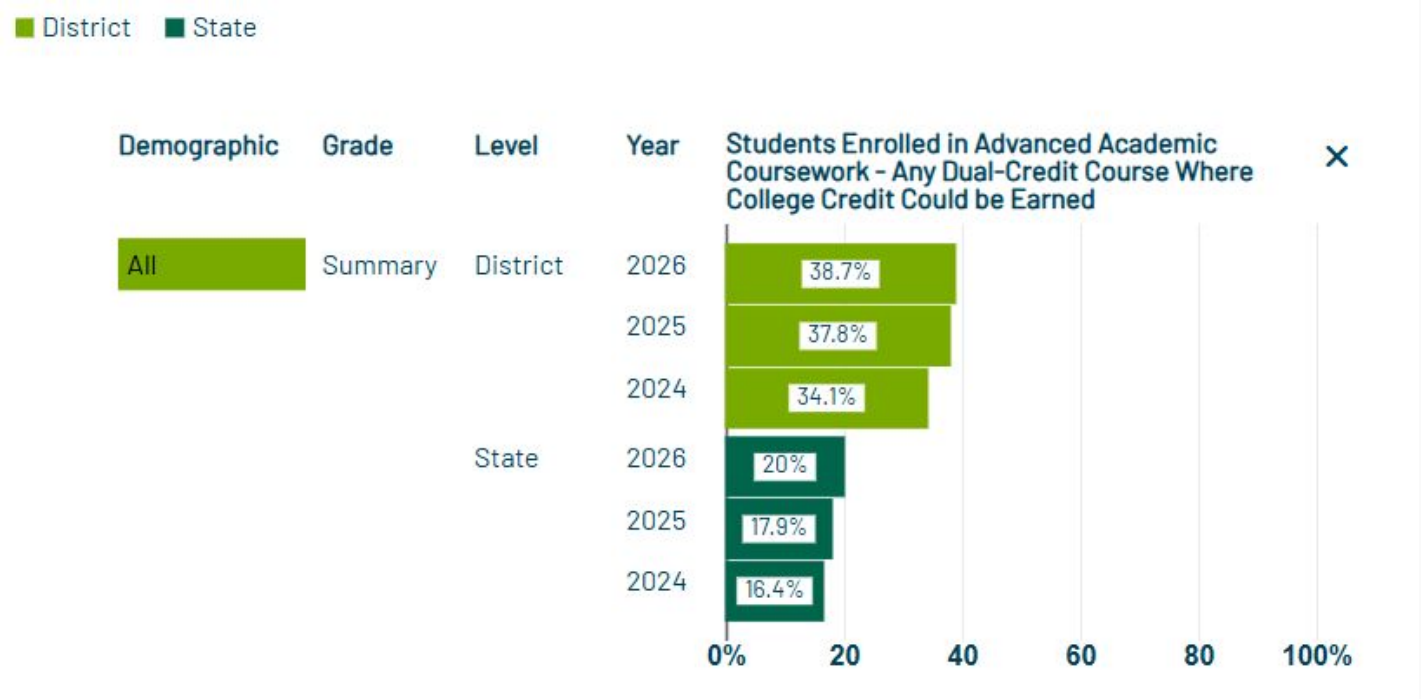
Advanced Placement Enrollments Increase Since 2023



58% of Students are Enrolled in Advanced Coursework Surpasses State



Dual-Credit Course Enrollment Increases Surpasses State



Increased EL Students Progress to Proficiency

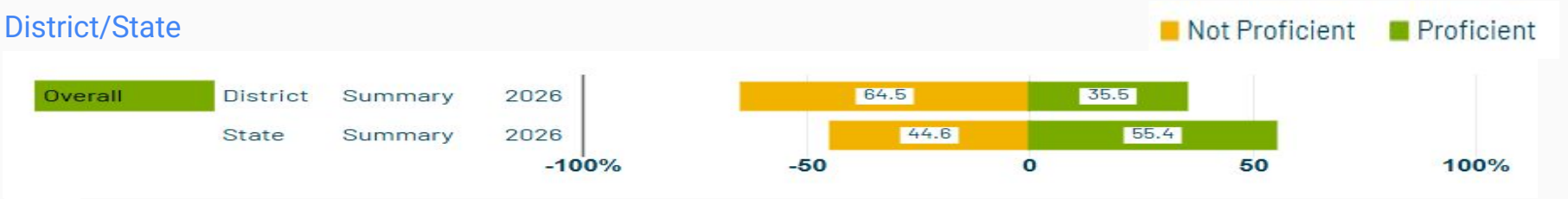
Proficiency Levels	Composite Performance	District 215
Entering	1.0-1.9	10%
Emerging	2.0-2.9	25%
Developing	3.0-3.9	47%
Expanding	4.0-4.9 *4.8 (exit EL)	Increased from 11% to 16%
Bridging	5.0-5.9	
Reaching	6.0	

Areas for Growth

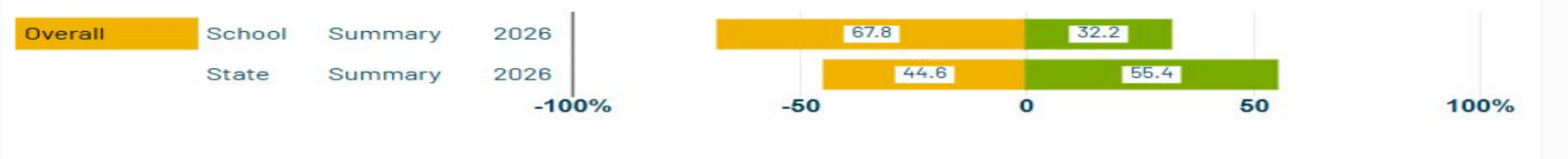


ELA Proficiency

District/State



North

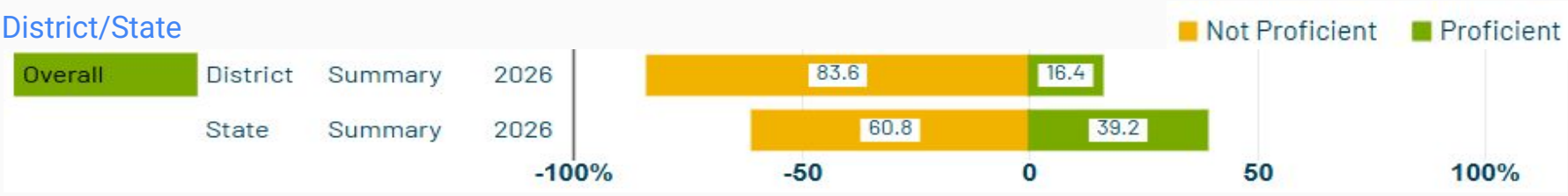


South

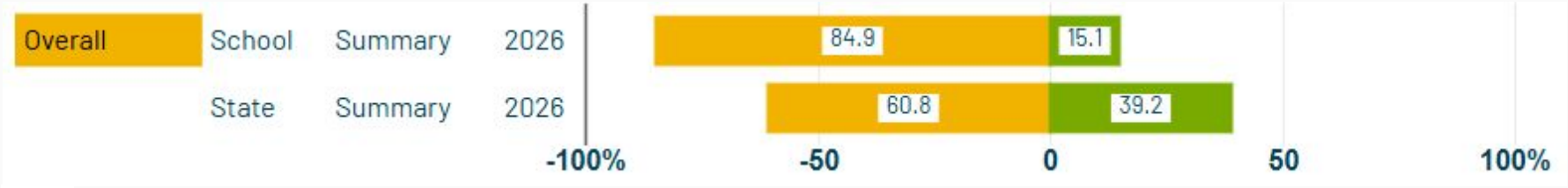


Math Proficiency

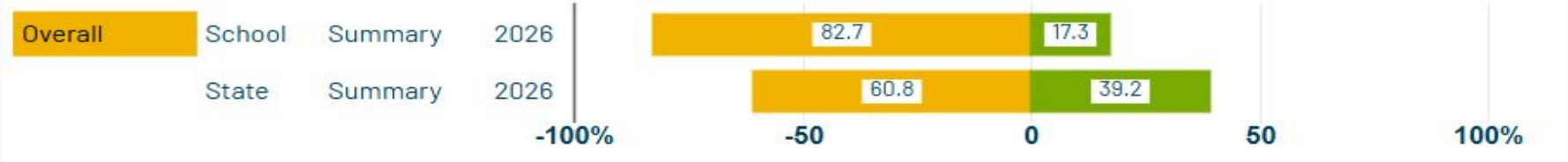
District/State



North

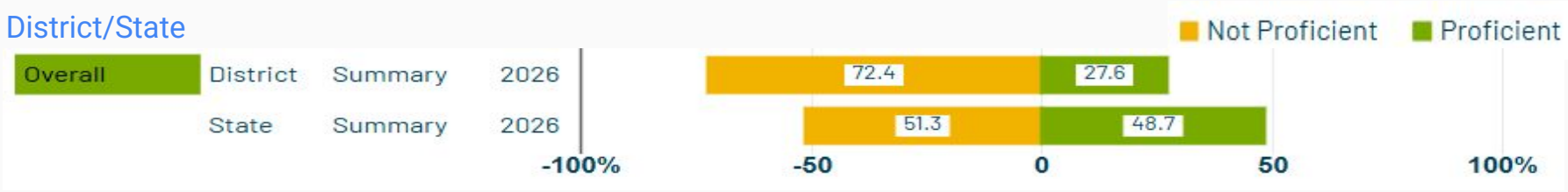


South

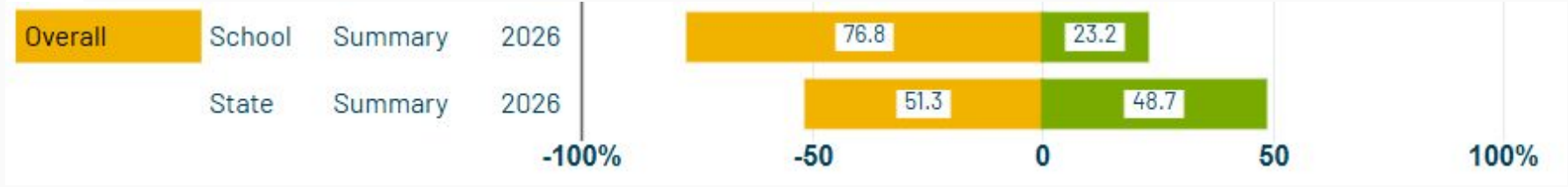


Science Proficiency

District/State



North



South



Climate Survey

TF North

	Response Rate	IL Average
Students	92.2%	91.6%
Teachers	72.6%	74.9%

TF South

	Response Rate	IL Average
Students	83%	91.6%
Teachers	79.1%	74.9%

Next Steps

- District/Building teams drill down (student groups, climate survey)
- Immediate Action
  - ➔ ACT student boot camps/practice tests
  - ➔ Review processes
  - ➔ Attend informational meetings for targeted status- Students with Disabilities (North)
  - ➔ Climate Survey (South)
- Ongoing
  - ➔ Evaluate current interventions and programs
  - ➔ Review School Improvement plans (areas of focus)
  - ➔ Curricular revisions (supports, extensions, ACT alignment)
  - ➔ Focus on high yield instructional strategies (teacher clarity)

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

MEMORANDUM

Date: November 12th, 2026
To: Mr. Raymond Williams, Superintendent/Board of Education
From: Dr. LaQuesha Martin-Dean, Director of Teaching and Learning
Subject: Curriculum Guide

Recommended Action

The Department of Teaching and Learning will be seeking Board approval for the District 215 2027-2028 Curriculum Guide at the November Board meeting.

Background

Student course selections for the 2027-2028 school year will begin in January. Pending approval, the Department of Teaching and Learning will set up course screens for scheduling and publicize the curriculum guide for staff, parents, and students. The following summary includes revisions and changes from last year:

Existing Courses Newly Added to the Curriculum Guide

- **American Sign Language II**
  Course Length: Y Grade Level: 9-12
  Prerequisite: Successful completion of ASL I

  This course builds upon foundational skills developed in level I. Students will interpret (reading/viewing), exchange (signing and reading), and present (signing) information across a range of topics. The curriculum continues to explore the practices, perspectives, and cultural contributions of individuals who are Deaf and Deaf communities, fostering a deeper understanding of ASL as both a language and a cultural experience.

- **College and Career Prep: Composition**
  Course Length: Y Grade Level: 12

  This course focuses on developing skills in reading, critical thinking and analysis, and writing to support student success across majors in college and career pathways. The course includes an exploration of career interests through readings and four essays. Students will receive a grade for their high school transcript each semester as well as an overall course grade for the purpose of portability. A student who earns a D or higher each semester will receive credit with District 215 for the 4th year of English required for graduation. A student who earns a grade of C or higher for the overall course will receive automatic placement in college-level English at all Illinois community colleges within 36 months of graduation, without a placement exam.
  *Placement is subject to specific criteria.

- **PE Leader**
  Course Length: Y or S Grade: 10-12
  Recommended Prerequisite: Completion of Physical Education Leader Training

  The PE leader course provides students with the opportunity to apply leadership skills, promote positive peer interaction, and offer tutorial assistance to peers or to younger students in Adaptive Physical Education or in Foundations of Physical Education. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course.

- **Academic Leadership**
  Course Length: Y or S Grade: 10-12

  This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

Course Removed

This course is being removed from the curriculum guide at the request of the Special Education Department to eliminate confusion regarding student eligibility and appropriate course enrollment. The course will remain available as an enrollment option for students with Individualized Education Programs (IEPs).

Personal Growth & Development (PG&D)

These courses are offered to students enrolled in specific special education programs.

Personal Growth & Development is designed for students with an IEP who require support in social development. The course teaches effective communication, appropriate behavior, and positive work habits through structured skill-building activities. Students may enroll in this course multiple times for elective credit.

Course Renamed

- **Cadet Percussion → Percussion Ensemble**

  Band teachers requested this change to ensure the course title accurately reflects the level of instruction provided. The previous title, *Cadet Percussion*, suggested a beginner-level course and did not appropriately represent the advanced level of instruction, performance expectations, and musical skills required of students enrolled in the course.

- **21st Century Entrepreneurship →Entrepreneurship**

  The Career Development Department requested for this course title change.

- **National Equity Lab → National Education Opportunity Network (NEON)**

  This course title is being updated to reflect the name change of the organization that facilitates partnerships between D215 and participating colleges and universities within their network.

- **Psychology → Introduction to Psychology**

  The course title is being updated to ensure consistency with the existing course title in PowerSchool.

- **Sociology → Introduction to Sociology**

  The course title is being updated to ensure consistency with the existing course title in PowerSchool.

- **Work Program: Interrelated Cooperative Education (ICE) 600110 (ICE Class), 600120 (ICE Job) → Work Program: Cooperative Education 600110 (Class) 600120 (Job)**

  The Career Development Department requested this course title change based on staff concerns regarding potential confusion surrounding the acronym "ICE," given its use in other contexts.

General Revisions:

- Prerequisite Updates:
  - **Physics**: *Recommended Prerequisite: Successful completion of Algebra I with a grade of C or higher*
  - **AP Physics 1**: *Recommended Prerequisite: Successful completion of Algebra I with a grade of C or higher AND Successful completion of Geometry with a grade of C or higher*
  - Removal of any prerequisite courses that are no longer offered.
- Formatting

Funding source if applicable: N/A

Attachment 2027-2028 Curriculum Guide

TFD 215

Thornton Fractional

HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD

2027-28 CURRICULUM GUIDE HANDBOOK

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Thornton Fractional Board of Education

Board of Education

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Charlotte Guyton Member	Dominique Newman Member	Cynthia Perkins Member
Jacqueline Terrazas Member		

District Administration

Raymond Williams	Superintendent	708-585-2309
Becky Szuba	Asst. Superintendent of Teaching & Learning	708-585-2388
Dr. John O'Rourke	Asst. Superintendent of Student Services and Equity	708-585-2315
Eric Mastey	Asst. Superintendent of Career Development	708-585-1116
Tamika McMillian	Executive Director of Finance	708-585-2303
Sabrina Brown	Business Manager	708-585-2334
April Jerger	Chief Human Resources Officer	708-585-2310
Paul Wakefield	Chief Technology Officer	708-585-2377
Phylicia Burford	Director of Food Services	708-585-2338
Miguel Gutierrez	Director of Technology Operations	708-585-2390
Christian Hooper	Director of Technology Services	708-585-9795
Nicolette Lesniak	Director of Special Education	708-585-2383
Dr. LaQuesha Martin-Dean	Director of Teaching & Learning	708-585-2394
Tim Stephan	Director of Facilities	708-585-2316
Michael Zimmerman	Director of Career and Technical Education	708-585-1110

Thornton Fractional Center for Academics & Technology / Alternative Learning

Dr. Brandi Herrod	Principal	708-585-2380
Dawn Walker	Asst. Principal of Pupil Personnel Services	708-585-2380
Cassandra Brackenridge	Asst. Principal of Building Control	708-585-2393
Tameka Fowler	Counselor (A-Z)	708-585-2346
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150

Thornton Fractional North

Brian Rucinski	Principal	708-585-1001
Chelsea Taylor	Asst. Principal of Curriculum and Instruction	708-585-1002
Christin Passarelli	Asst. Principal of Pupil Personnel Services	708-585-1003
Lauren Johnson	Asst. Principal of Building Control	708-585-1004
Dr. Akiva Carson	Student Services Coordinator	708-585-2320
DeVale Stubbs	Athletic Director	708-585-1027
Wendy Bivins	Career Development Coordinator / Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150
Allison Braasch	Counselor (A-D)	708-585-1018
Juanita Medina	Counselor (E-K)	708-585-1032
Lauri Like	Counselor (L-Ri)	708-585-1019
Susan Olson	Counselor (RO-Z)	708-585-1020

Thornton Fractional South

James Thurman	Principal	708-585-2006
Rene Valdez	Asst. Principal of Curriculum and Instruction	708-585-2008
Brian Bergthold	Asst. Principal of Pupil Personnel Services	708-585-2015
Joshua Humphrey	Asst. Principal of Building Control	708-585-1098
Jacalyn Bailey	Student Services Coordinator	708-585-2124
Marc Brewe	Athletic Director	708-585-2063
Wendy Bivins	Career Development Coordinator / Counselor	708-585-1126
Rosalind Scaife	Early College and Program Coordinator	708-585-1150
Matt Johnson	Counselor (A-COF)	708-585-2021
Nicole Burk	Counselor (COG-GRE)	708-585-2023
Jeff Majewski	Counselor (GRI-LEE)	708-585-2014
Angela Shama	Counselor (LEF-OS)	708-585-2196
Marcia James	Counselor (OT-SM)	708-585-2020
Emily Pickett	Counselor (SN-Z)	708-585-2022

District 215 Statements

Mission Statement

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

Vision Statement

To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.

Guiding Principles for Effective Curriculum

- ➔ Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.

- ➔ Learning experiences provide for...
  - o Student voice.
  - o Immediate feedback.
  - o Students' needs to be met through supports, interventions, and extensions.
  - o High expectations.
  - o Integration of reading, writing, and vocabulary development across disciplines.

- ➔ Learning experiences are conducive to...
  - o Cultural responsiveness.
  - o High expectations.
  - o Strategies to engage and motivate students.
  - o The formation of positive relationships with and among students.

- ➔ Learning environments are welcoming, positive, and inclusive.

Equity Statement

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.

Statement of Instructional Excellence

District 215 learning environments engage our community of learners in cognitively challenging and culturally responsive learning experiences.

District 215 Commitment to Diverse Learners

District 215 offers programs to support students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds. This includes, but is not limited to:

- ➔ *A Transitional Bilingual Education program for Spanish-speakers and a Transitional Program of Instruction for students who speak languages other than Spanish*
- ➔ *A transition program with embedded work opportunities for our special education students*
- ➔ *Accelerated learning opportunities through college-credit bearing courses*

GRADUATION REQUIREMENTS

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL REQUIRES STUDENTS TO SUCCESSFULLY COMPLETE 23 CREDITS IN THE FOLLOWING SUBJECT AREAS:

ENGLISH.....4 CREDITS
SOCIAL STUDIES.....3 CREDITS
SCIENCE.....2 CREDITS
MATH.....3 CREDITS
P.E.....3.5 CREDITS
HEALTH .....0.5 CREDITS
ELECTIVES .....7 CREDITS
TOTAL REQUIRED ..... 23 CREDITS



To graduate from Thornton Fractional High School District 215 a student must meet the following criteria, unless otherwise exempted:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-605.
3. Completing all minimum requirements for graduation as specified by State law.
4. Passing an examination on patriotism, principles of representative government, and proper use of the and display of the American flag.
5. Participating in state assessments (Spring ACT) that are required for graduation by Illinois state law.
6. Completion of (1) a Free Application for Federal Student Aid (FAFSA), (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application.

If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

ACADEMIC POLICIES AND DEFINITIONS

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

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

TITLE I PROGRAMS

The Superintendent or designee shall pursue funding under the Elementary and Secondary Education Act (Improving the Academic Achievement of the Disadvantaged) to supplement instructional services and activities in order to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close the educational achievement gaps. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials, instructional supplies, and academic programs shall be provided in a manner that ensures equivalency among the District's schools.

For more detailed information on Title I, please reference our Thornton Fractional High School District 215 Board Policy on the district's website.

ASSIGNMENT OF CREDIT

1. Frame of Reference:
A) All grading and credit shall be based upon a semester organization.
B) Students generally shall be enrolled in a year course for the entire year. To fulfill a graduation requirement, students must receive credit for each semester required.

2. Procedure for Regular Enrollment:
A) Students who successfully complete a semester course shall be awarded one half (.50) credit.
B) Students who must drop a year course at the end of the first semester due to unforeseen circumstances will be awarded one half (.50) credit if they have satisfactorily completed the semester's work.
C) Students who successfully complete both semesters of a full-year course will be awarded one half (.50) credit at the end of each semester.
D) Students who pass the first semester but fail the second semester of a year course will be awarded one half (.50) credit at the end of the first semester and no credit for the second semester unless the student enrolls in and successfully completes a credit recovery option.
E) Generally, If students fail the first semester of a year-long course, they will continue in the course in the second semester and have the opportunity to earn one-half (.50) credit upon successful completion of coursework in the second semester.

3. Other Means to Earn Credit:
A) Credit Recovery
B) Summer School
C) Virtual Success Academy
D) Virtual Academic Recovery
E) High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as a pass with no letter grade for students who demonstrate proficiency according to District 215's academic criteria.
F) High School Credit for Non-District Experiences 6:310
The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the district.

ACADEMIC POLICIES AND DEFINITIONS

ACCELERATED PLACEMENT POLICY

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

COURSE SCHEDULE CHANGES

The master schedule of classes is built based on staffing and student requests during the spring semester of the previous school year. All students are required to take a minimum 3 credits per semester unless a variation is requested in writing by his/her parents, subject to the approval of the principal in writing. Students and parents should familiarize themselves with the district curricular offerings via the District 215 Curriculum Guide and engage with their school counselor and teachers to ensure the student selects courses that are at the appropriate level, follow the appropriate sequence, and align with their postsecondary plans.

Due to the complexities of the scheduling process, the school administration reserves the right to adjust any student schedule during the school year to better meet overall needs. All course selections for the upcoming 2027 - 2028 school year will be considered final after the first Friday in March.

COURSE - ADD or DROP

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

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

COURSE - ADD or DROP- LEVEL CHANGE

District 215 encourages students to engage in the most rigorous coursework available to them. The District offers three different levels of coursework each varying in rigor. The levels are as follows: Advanced Placement(AP), Honors (H), and College and Career preparatory. Level changes can occur up to the end of the 1st quarter or at the end of the semester based on availability within the new course and administrator approval. All requests for course-level changes must follow the established change review process at each campus. Final approval for the change must be granted by AP of Pupil Personnel Services or a designated building administrator.



AP VS DUAL CREDIT

AP (Advanced Placement) courses offer college-level curriculum and exams, allowing high school students to potentially earn college credit based on their AP exam scores. Dual Credit courses, on the other hand, are college-level classes taken at the high school that provide students with both high school and college credits simultaneously. While AP credits are awarded based on exam performance, Dual Credit courses offer immediate college credits upon successful completion of the class.

AP

The Advanced Placement (AP) Program provides students with the opportunity to pursue college level studies while still in high school and to receive advanced placement and/or credit when entering college. Qualified, academically oriented students in ninth through twelfth grades are eligible to participate in Advanced Placement Courses.

DUAL CREDIT

Dual Credit courses offer you the opportunity to earn college credit for successfully completing a course at the high school level. In addition to earning college credit, dual credit courses offers you several benefits:

- You will have first-hand exposure to college-level work while still in high school.
- You can begin college with credits earned while you were in high school.
- You will have a smoother transition to college after the completion of high school due to the preparation a dual credit course will provide you.

AP COURSES

- AP Chemistry
- AP Calculus
- AP European History
- AP English Language & Composition
- AP English Literature & Composition
- AP Psychology
- AP Spanish Language
- AP Spanish Literature and Culture
- AP United States History
- AP Music Theory
- AP Computer Science Principles
- AP Biology
- AP Physics 1
- AP Pre-Calculus
- AP Statistics
- AP Human Geography
- AP African-American Studies

Thornton Fractional District 215
Dual Credit Offerings

WHAT IS THE DUAL CREDIT PROGRAM?

Students enrolled in any of the courses listed to the right are eligible to earn college credit.

Checklist for earning college credit for FREE:

1. Complete the dual credit registration form in class.
2. Provide accurate information, such as mailing address, email & phone number.
3. Finish your high school course with a grade of a "C" or higher.

Earning free college credit is as easy as 1, 2, 3!

See your counselor to sign up for a dual credit course at the high school.

Any questions regarding the Dual Credit Program please contact:

Mrs. Rosalind Scaife
Early College & Career Coordinator
RScaife@tfd215.org or 708.585.1150

Campus Codes
TFN - TF North HS.
TFS - TF South H.S.
TFC - TF Center for Academic & Technology

Entrepreneurship (TFN, TFS, TFC)
- ✓ SSC Course: BUS 130 – *Starting Your Own Small Business* - 4 College Credits

Foundations to Teaching (TFN, TFS)
- ✓ SSC Course: EDU 110 – *Foundation of American Education* - 3 College Credits

Microsoft Office Technology (TFN, TFS)
- ✓ SSC Course: MIS 101 – *Computer Literacy and Applications* - 3 College Credits

Project Lead the Way Introduction to Engineering (TFC)
- ✓ SSC Course: CAD 100 – *Introduction to CADD* - 1.5 College Credits
- ✓ SSC Course: CAD 101 – *Basic Drawing & Design* - 3 College Credits

PLTW Principles of Engineering (TFC)
- ✓ SSC Course: CAD 299 - *Topics in Computer-Aided Design* – 5 College Credits

Health (TFN, TFS)
- ✓ SSC Course: HLT 101 – *Health and Wellness* - 2 College Credits

Barbering I (TFN)
- ✓ SSC Course: BAR 101 - *Introduction to Barbering* -2 College Credits
- ✓ SSC Course: BAR 102 - *Art of Barbering I*– 2 College Credits
- ✓ SSC Course: BAR 103 - *Salon Operations I* – 4 College Credits
- ✓ SSC Course: BAR 113 -*Salon Operations II* – 4 College Credits
- ✓ SSC Course: BAR 202 - *Art of Barbering III* – 2 College Credits
- ✓ SSC Course: BAR 212 - *Advanced Barbering* I – 2 College Credits

Barbering II (TFN)
- ✓ SSC Course: BAR 112 - *Art of Barbering II* – 2 College Credits
- ✓ SSC Course: BAR 114 - *Barber Styling* – 2 College Credits
- ✓ SSC Course: BAR 203 –*Salon Operations III* – 4 College Credits
- ✓ SSC Course: BAR 210 - *Chemical Services I* – 2 College Credits
- ✓ SSC Course: BAR 213 - *Advanced Salon Operations I* – 4 College Credits
- ✓ SSC Course: BAR 220 - *Chemical Services II* – 2 College Credits
- ✓ SSC Course: BAR 223 - *Advanced Salon Operations II* – 4 College Credits
- ✓ SSC Course: BAR 225 - *Barber Management* – 2 College Credits

Cosmetology I (TFN)
- ✓ SSC Course: COS 110- *Introduction to Cosmetology* – 2 College Credits
- ✓ SSC Course: COS 111 - *Health and Safety* – 2 College Credits
- ✓ SSC Course: COS 112 - *Intro to Health Science in Cosmetology* – 3 College Credits
- ✓ SSC Course: COS 113 - *Nail Tech I* – 2 College Credits
- ✓ SSC Course: COS 114 - *Hair Styling I* – 2 College Credits
- ✓ SSC Course: COS 115 - *Hair Styling II* – 2 College Credits
- ✓ SSC Course: COS 121 - *Salon Operations I* - 4 College Credits
- ✓ SSC Course COS 122 - *Salon Operations II* - 4 College Credits
- ✓ SSC Course COS 205 - *Hair Styling III* - 2 College Credits

Cosmetology II (TFN)
- ✓ SSC Course: COS 116 – *Esthetics* – 2 College Credits
- ✓ SSC Course: COS 117 - *Nail Tech II* – 2 College Credits
- ✓ SSC Course: COS 206 - *Chemical Services I* – 2 College Credits
- ✓ SSC Course: COS 221 - *Salon Operations III* – 4 College Credits
- ✓ SSC Course: COS 222 - *Salon Operations IV* – 4 College Credits
- ✓ SSC Course: COS 225 - *Salon Management for Cosmetology* – 2 College Credits

Culinary Arts II Effective SY - 27/28 (TFN,TFC)
- ✓ JJC Course: CA 105 – *Introduction to Culinary Arts Princ/Apps* - 3 College Credits
- ✓ JJC Course: CA 106 – *Applied Food Service Sanitation* - 2 College Credits

Rev.09.22.26

GRADING & REPORTING

Student grade reports are issued at the end of each 9-week period. The semester grade is the only grade recorded on student's permanent record. Semester grades are to be based on averaging 40% for each grading period and 20% for the final examination.

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

GENERAL GRADING & METRICS

REGULAR		HONORS		AP	
A	4.0	A	4.4	A	4.8
B	3.0	B	3.3	B	3.6
C	2.0	C	2.2	C	2.4
D	1.0	D	1.1	D	1.2
F	0.0	F	0.0	F	0.0

Honor Roll with High Distinction

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

Honor Roll with Distinction

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

Honor Roll

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

Grade Point Average (GPA)

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



A
TFD 215

ART DEPARTMENT

ARTS

Freshman	Sophomore	Junior	Senior
Art Fundamentals	Art Fundamentals	Art Fundamentals	Art Fundamentals
	3D Sculpting and Design	3D Sculpting and Design	3D Sculpting and Design
	Painting	Painting	Painting
	Drawing	Drawing	Drawing

Academic Leadership 700600

Course Length Y or S Grade: 10-12

This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

Art Fundamentals 711000

Course Length: Y Grade Levels: 9–12

Art Fundamentals serves as an essential foundation for all subsequent art courses and is a prerequisite for advanced-level classes. The curriculum introduces students to key terminology, materials, and visual experiences across diverse artistic disciplines. Students explore the Elements and Principles of Art, various media and methods, and the organization of visual components. The course emphasizes the development of observational skills, application techniques, and critical thinking related to visual analysis. Additionally, it supports students in interpreting their visual surroundings and expressing personal ideas and emotions through artistic practice.

Drawing 712000

Course Length: Y Grade Levels: 10–12

Recommended Prerequisite: Art Fundamentals

Drawing is an advanced-level course that builds upon the foundational skills acquired in Art Fundamentals. The curriculum guides students through a structured progression of drawing techniques aimed at initiating and enhancing their artistic abilities. Students engage with a variety of media and methods commonly used in the field of drawing. The course fosters familiarity with artistic tools and materials, while emphasizing the development of observational skills and thoughtful responses to visual elements. Through practice and critique, students refine their technical proficiency and deepen their understanding of visual expression.

Painting 713000

Course Length: Y Grade Levels: 10–12

Recommended Prerequisite: Art Fundamentals

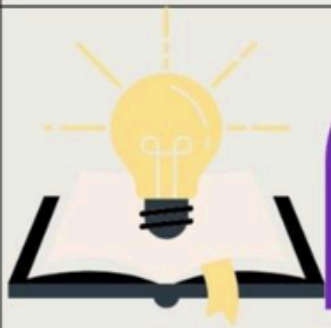
Painting is an advanced-level course that emphasizes a range of painting styles and techniques. Students receive instruction in watercolor, acrylic, and oil painting methods. The curriculum incorporates color theory and brushwork as foundational elements for creating expressive and dynamic compositions. Through analysis and discussion of artistic works, students gain a deeper understanding of stylistic approaches and creative processes essential to successful painting. The course fosters technical skill development and encourages individual artistic expression.

3D Sculpture and Design 717000

Course Length: Y Grade Levels: 10–12

Recommended Prerequisite: Art Fundamentals

3D Sculpture and Design is an advanced-level course that explores spatial concepts through both traditional and contemporary sculptural methods. Students learn to translate ideas into three-dimensional forms using the four fundamental approaches: subtraction, manipulation, addition, and substitution. The curriculum incorporates historical techniques such as carving, modeling, building, assemblage, and casting. A wide range of materials is introduced, including clay, plaster, stone, found objects, and papier-mâché. The course emphasizes creative problem-solving, material exploration, and the development of spatial awareness in artistic practice.



E

TFD 215

ENGLISH

DEPARTMENT

ENGLISH

4 CREDITS

FRESHMAN (9)	SOPHOMORE (10)	JUNIOR (11)	SENIOR (12)
• ENGLISH 9 • ENGLISH LANGUAGE LEARNER I, II, III • HONORS ENGLISH 9	• ENGLISH 10 • ENGLISH LANGUAGE LEARNER I, II, III • HONORS ENGLISH 10	• AP LANGUAGE AND COMPOSITION • AP LITERATURE • ENGLISH 11 • ENGLISH LANGUAGE LEARNER I, II, III • HONORS ENGLISH 11	• AP LANGUAGE AND COMPOSITION • AP LITERATURE • *COLLEGE AND CAREER PREP: COMPOSITION • ENGLISH 12 • ENGLISH LANGUAGE LEARNER I, II, III
ELECTIVES	**ELECTIVES**	**ELECTIVES**	**ELECTIVES**
• SUCCESS SEMINAR- placement only • THEATRE ARTS I	• AFRICAN AMERICAN LITERATURE • MEDIA ANALYSIS • SPEECH • THEATRE ARTS I • THEATRE ARTS II • THEATRE PRODUCTION	• ADVANCED JOURNALISM NEWSPAPER • ADVANCED JOURNALISM YEARBOOK • AFRICAN AMERICAN LITERATURE • CREATIVE WRITING • MEDIA ANALYSIS • SPEECH • THEATRE ARTS I • THEATRE ARTS II • THEATRE PRODUCTION	• ADVANCED JOURNALISM NEWSPAPER • ADVANCED JOURNALISM YEARBOOK • AFRICAN AMERICAN LITERATURE • CREATIVE WRITING • MEDIA ANALYSIS • SPEECH • THEATRE ARTS I • THEATRE ARTS II • THEATRE PRODUCTION

*Placement based on specific criteria.

AP Language and Composition 134400

Course Length: Y **Grade Levels: 11–12**

College Credit Available

Recommended Prerequisite: Successful completion of Honors English 10 or Honors English 11 with a grade of a B or higher.

Advanced Placement Language and Composition is a college-level course that emphasizes rhetorical analysis and the art of argument. The curriculum focuses primarily on nonfiction texts, guiding students in the application of rhetorical concepts and strategies. Instruction includes structured discussion, the writing process, research techniques, and source evaluation to strengthen critical thinking and argumentation skills. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

AP Literature and Composition 144400

Course Length: Y **Grade Level: 11–12**

College Credit Available

Recommended Prerequisite: Successful completion of Honors English 10 or Honors English 11 with a grade of B or higher.

Advanced Placement Literature and Composition provides a rigorous, college-level study of literary texts, emphasizing the historical, cultural, and political contexts that shape them. Students engage in close reading and critical analysis to explore themes, character development, and tone. The curriculum fosters advanced writing and research skills aligned with post-secondary academic standards. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

English 9 113000

Course Length: Y **Grade Level: 9**

English 9 introduces students to foundational English Language Arts skills as they begin their high school academic journey. Through the study of diverse literary genres and multimedia resources, students examine themes of self-identity and personal growth while making connections to broader societal contexts. The curriculum emphasizes reading for depth and meaning, writing for various purposes, vocabulary development, grammar, and public speaking. These skills are reinforced through thematic units focused on relationships, personal interests, and environmental awareness, supporting continued academic development throughout high school.

English 10 123500

Course Length: Y **Grade Level: 10**

English 10 builds upon the foundational exploration of self-identity introduced in English 9 by examining the concept of American citizenship through the lens of American literature. Students analyze a range of literary forms—including drama, short stories, novels, poetry, and nonfiction-to develop critical thinking, analytical writing, vocabulary, grammar, public speaking, and research skills. The curriculum integrates literary study with historical context, emphasizing the natural connections between American literature and American history to deepen students' understanding of societal structures and cultural identity.

English 11 133500

Course Length: Y Grade Level: 11

English 11 explores themes of culture, race, and identity through a diverse selection of global fiction and nonfiction texts. Unlike English 10, which centers on American literature, this course introduces students to literary works from unfamiliar cultures to expand their worldview and foster empathy and cultural awareness. Students engage with memoirs, poetry, and graphic novels while refining their skills in speaking, writing, research, and digital media.

English 12 144500

Course Length: Y Grade Level: 12

English 12 provides a comprehensive survey of literature designed for senior-level students. The course emphasizes the development of academic writing and advanced critical thinking skills. Students analyze contemporary issues through a variety of literary genres, including drama, novels, poetry, and nonfiction. Vocabulary and grammar instruction is integrated throughout the curriculum. Additionally, students engage with critical literary theory to deepen their understanding of texts and their broader implications.

English Language Learner I 111201

Course Length: Y Grade Level: 9–12

English Language Learner I is aligned with English Language Development Standards and is designed to support students with limited English proficiency. Placement is determined by performance on the WIDA Screener and/or ACCESS assessments. The course emphasizes the development of listening, comprehension, speaking, reading, and writing skills to help students succeed in academic content areas and navigate English-speaking environments. Credit earned in this course applies toward District 215 English graduation requirements. This course is intended for newcomers and students performing at or below the developing level of WIDA proficiency.

English Language Learner II 111202

Course Length: Y Grade Level: 9–12

English Language Learner II is aligned with English Language Development Standards and is designed to support students with limited English proficiency. Placement is based on performance on the WIDA Screener and/or ACCESS assessments, as well as teacher recommendation. The course reinforces listening, comprehension, and speaking skills introduced in English Language Learner I, while placing greater emphasis on reading and writing development. Instruction prepares students to succeed in academic content areas and to navigate English-speaking environments. Credit earned in this course applies toward District 215 English graduation requirements. This course is intended for newcomers and students performing at or below the developing level of WIDA proficiency.

English Language Learner III 111203

Course Length: Y Grade Level: 9-12

Prerequisite: Students must have a composite proficiency level below 4.8 on the ACCESS assessment or below 5.0 on the WIDA Online Screener, which qualifies them as Limited-English Proficient (LEP) under Illinois criteria.

This course serves English learner students identified at the "Developing" and "Expanding" levels according to the six WIDA English Language Proficiency (ELP) levels. Instruction is guided by WIDA's English Language Development Standards and Can-Do Descriptors. The curriculum strengthens students' skills in speaking, listening, reading, and writing, building upon competencies acquired in ELL II. The course aims to support academic success across content areas and facilitate effective communication in English-speaking environments. Students engage in learning about the history and culture of the United States, as well as the cultural backgrounds of their families. The instructional goal is to help students progress to the "Expanding" and "Bridging" proficiency levels and demonstrate overall English language proficiency on the ACCESS assessment. Credit earned in this course fulfills part of the District 215 English graduation requirement. Placement is determined by WIDA Online Screener or ACCESS scores, in conjunction with teacher recommendation.

Honors English 9 114023

Course Length: Y Grade Level: 9

Honors English 9 introduces students to the exploration of self-identity through advanced literary study. The course is designed to prepare students for future enrollment in Advanced Placement English by emphasizing higher-level reading, writing, research, and speaking skills. Instruction encourages sophisticated thinking and personal reflection, guiding students to understand their identity and their place within the broader world.

Honors English 10 124023

Course Length: Y Grade Level: 10

Recommended Prerequisite: Successful completion of Honors English 9 or a grade of "B" or higher in English 9

Honors English 10 focuses on the theme of American citizenship as explored through various social structures. Building on the exploration of individual identity in English 9/Honors English 9, students examine their roles as American citizens through the study of American literature and its connections to historical and cultural contexts. The course emphasizes the development of expository, persuasive, and analytical writing skills, along with vocabulary enrichment. Instruction parallels the U.S. History curriculum, offering students a deeper understanding of the social and political issues reflected in literary texts. Analytical writing and research serve as foundational skills for future Advanced Placement coursework. Students also strengthen public speaking and debate abilities through targeted units of study.

Honors English 11 134023

Course Length: Y Grade Level: 11

Recommended Prerequisite: Successful completion of Honors English 10 or a grade of "B" or higher in English 10

Honors English 11 provides students with opportunities to strengthen academic reading and writing skills in preparation for senior-level Advanced Placement coursework. The course focuses on themes of culture, race, and identity through a variety of nonfiction texts from global perspectives. Building on the foundation of American literature studied in Honors English 10, students engage with literature from unfamiliar cultures to broaden their understanding and develop empathy and global awareness. Instruction includes the analysis of memoirs, poetry, and graphic novels, while also emphasizing the development of speaking, writing, research, and digital media skills. Public speaking and debate are integrated into several units of study to enhance communication and critical thinking.

These elective courses do not meet the English graduation requirement for District 215.

Academic Leadership 700600

Course Length: Y Grade Level: 10-12

This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

Advanced Journalism – Newspaper 154100

Course Length: Y Grade Level: 11–12

This two-semester elective course focuses on newspaper production for juniors and seniors. Students may enroll for one or both semesters. The curriculum emphasizes research, writing, editing, interviewing, listening, and communication skills. Students also utilize digital tools and technology to produce the school newspaper.

Advanced Journalism – Yearbook 154200

Course Length: Y Grade Level: 11–12

This two-semester elective course centers on the production of the school yearbook. Students review key yearbook elements and learn to design and prepare pages using specialized software. The course integrates oral communication, listening, writing, photography, research, organization, and collaborative teamwork to support the publication process.

African American Literature 181600

Course Length: S Grade Level: 10–12

This elective course introduces students to a wide range of African American authors and literary works. Students examine the African American experience through historical and social contexts, exploring themes and literary characteristics across various periods and communities.

College and Career Prep: Composition 157300

Course Length: Y Grade Level: 12

This course focuses on developing skills in reading, critical thinking and analysis, and writing to support student success across majors in college and career pathways. The course includes an exploration of career interests through readings and four essays. Students will receive a grade for their high school transcript each semester as well as an overall course grade for the purpose of portability. A student who earns a D or higher each semester will receive credit with District 215 for the 4th year of English required for graduation. A student who earns a grade of C or higher for the overall course will receive automatic placement in college-level English at all Illinois community colleges within 36 months of graduation, without a placement exam.
*Placement is subject to specific criteria.

Creative Writing 157000

Course Length: S Grade Level: 11–12

This elective course develops students' skills in crafting original short stories, one-act plays, and poetry. The curriculum includes the study of writing techniques used by American and European authors, playwrights, and poets to enhance creative expression.

Media Analysis 181700

Course Length: S Grade Level: 10–12

This elective course is designed for students interested in analyzing how films have impacted culture and history. Students will survey the landscape of cinema– from its beginning through modern films–focused on genre. Media Analysis relies on student analysis, discussion, and response writing (essays, critiques, journals) utilizing MLA format.

Speech 183500

Course Length: S Grade Level: 10–12

This elective course prepares students for public speaking in formal and informal settings. Students learn to organize and deliver presentations individually and in groups. The course emphasizes rhetorical theory and persuasive techniques, along with research, structure, and delivery skills.

Success Seminar 12000E

Course Length: Y Grade Level: 9

Success Seminar is designed to support students in developing the academic and personal skills necessary for long-term success. The course emphasizes routines and strategies that foster independence, accountability, and resourcefulness. Students engage in targeted instruction in executive functioning skills including goal setting, time management, and organization. They will also expand their literacy and basic technology knowledge. Additionally, students will have opportunities to reflect on their character through social-emotional lessons. Placement is determined through teacher recommendation, parent request, and/or assessment data.

Theatre Arts I 181100

Course Length: Y Grade Level: 9–11

This elective course introduces students to foundational elements of dramatic arts through acting and directing exercises such as pantomimes, improvisations, group scenes, and play scripts. Emphasis is placed on basic stage techniques and the role of character within the context of the play. Students also explore elements of theatre history and their influence on contemporary drama. Student performances and collaborative group work are essential components of the course.

Theatre Arts II 181200

Course Length: Y Grade Level: 10–12

Prerequisite: Theatre Arts I

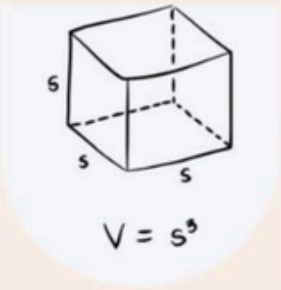
This elective course builds upon the foundational skills developed in Theatre Arts I, focusing on advanced dramatic elements including character development, vocal training, and movement techniques. Students perform scenes from various genres and produce one full-scale production each semester for an external audience. Writing and research assignments are required throughout the course.

Theatre Production 181300

Course Length: Y Grade Level: 10–12

Prerequisite: Theatre Arts I or Instructor Approval

This elective course provides students with hands-on experience in the technical and design aspects of theatre production. Students engage in play analysis, set and costume design, prop construction, and dramaturgy. Course activities include working on actual T.F. South drama productions and preparing for future performances. Writing and research components include daily journaling, play analysis, project evaluations, and a research project.



M
TFD 215

MATHEMATICS

DEPARTMENT

MATHEMATICS

3 CREDITS

FRESHMAN (9)

- ALGEBRA I
- HONORS ALGEBRA I
- HONORS GEOMETRY

SOPHOMORE (10)

- GEOMETRY
- HONORS ALGEBRA II
- HONORS GEOMETRY

JUNIOR (11)

- ALGEBRA II
- **AP COMPUTER SCIENCE
- AP PRE-CALCULUS
- AP STATISTICS
- HONORS ALGEBRA II
- PRE-CALCULUS

SENIOR (12)

- AP CALCULUS
- **AP COMPUTER SCIENCE
- APPLIED MATH
- AP PRE-CALCULUS
- AP STATISTICS
- *COLLEGE PREPARATORY MATH
- PRE-CALCULUS
- STATISTICS

** Placement based on specific criteria.*

***This CTE course (see description on p. 66).*

Academic Leadership 700600

Course Length Y or S Grade: 10-12

This elective course does not meet the Math graduation requirement for District 215.

This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

Algebra I 513000

Course Length: Y Grade Level: 9

Algebra I serves as the foundational course for all future mathematics studies. The curriculum emphasizes expressions, equations, inequalities, graphing, and statistics. Students explore mathematical relationships and represent data using tables, graphs, and algebraic expressions. A graphing calculator is used throughout the course.

Algebra II 533000

Course Length: Y Grade Level: 10–12

Recommended Prerequisite: Successful completion of Geometry

This course focuses on the application of algebraic concepts including statistics, quadratic and exponential expressions, powers and roots, and related functions. Students master logarithmic, rational, radical, polynomial, and other advanced functions, both for their theoretical properties and practical applications in modeling real-world scenarios. A graphing calculator is used throughout the course.

AP Calculus 545000

Course Length: Y Grade Level: 12

Recommended Prerequisite: Successful completion of AP Precalculus or teacher recommendation

College Credit Available
This advanced placement course follows the AP Calculus AB curriculum and emphasizes differential and integral calculus, with a focus on real-world applications. Students are strongly encouraged to take the AP Exam to potentially earn college credit. A graphing calculator is used throughout the course.

AP Precalculus 544200

Course Length: Y Grade Level: 11–12
College Credit Available

Recommended Prerequisite: Successful completion of Honors Algebra II

AP Precalculus prepares students for college-level calculus and supports readiness for advanced mathematics and science courses. The curriculum includes a broad study of function types foundational to careers in mathematics, physics, biology, health science, business, social science, and data science. Students are strongly encouraged to take the AP Exam to potentially earn college credit. A graphing calculator is used throughout the course.

Applied Math 551000

Course Length: Y Grade Level: 12

Recommended Prerequisite: Successful completion of Algebra II

This course provides students with practical mathematical skills essential for success in the trades, technical careers, and everyday life. Students strengthen their understanding of fundamental mathematical concepts, including operations with fractions, decimals, percentages, measurement, unit conversions, and formulas commonly used in technical fields. The curriculum emphasizes financial mathematics, focusing on topics such as wages and compensation, taxes, loans, interest, and personal budgeting. In addition, students prepare for the Armed Services Vocational Aptitude Battery (ASVAB) test by developing the mathematical reasoning and problem-solving skills necessary for success on the exam. Through real-world applications and hands-on problem-solving activities, students learn to apply mathematics as a critical tool for decision-making in both professional and personal contexts.

AP Statistics 543400

Course Length: Y Grade Level: 11–12

College Credit Available

Recommended Prerequisite: Successful completion of Honors Algebra I and Honors Algebra II, or Algebra I and Algebra II with teacher recommendation

AP Statistics is equivalent to a one-semester, non-calculus-based college course in statistics. Students learn key concepts and tools for collecting, analyzing, and interpreting data. The course covers four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

College Preparatory Math 555000

Course Length: Y Grade Level: 12

Required Prerequisite: Seniors who have met the high school math graduation requirement but are not projected ready for college-level math

This course prepares students for college and career pathways requiring general education mathematics competencies in quantitative literacy and statistics. Students strengthen skills in numeracy, estimation, measurement, quantitative reasoning, statistical analysis, and algebraic modeling. Instruction is delivered through authentic, problem-based learning designed to build conceptual understanding and critical thinking. Students who earn a grade of ‘C’ or higher in both semesters receive guaranteed placement into a college-level math course (MATH 115 or MATH 126) at South Suburban College within 18 months of graduation, without a placement exam. *Placement is subject to specific criteria.

Geometry 523000

Course Length Y Grade Level: 10

This course emphasizes logical reasoning and the study of geometric shapes and figures. Real-world applications and previously learned algebraic concepts are integrated throughout topics such as the distance formula, Pythagorean Theorem, right triangle trigonometry, and polygon classification. A graphing calculator and other technologies are used to support instruction.

Honors Algebra I 516023

Course Length: Y Grade Level: 9

This advanced-level course serves as the foundation for high school mathematics and bridges concrete mathematical understanding to abstract reasoning. Topics include simplifying expressions, solving equations and inequalities, systems of equations, and graphing linear functions and relations. Real-world applications, problem-solving, data analysis, mathematical communication, and appropriate use of technology are emphasized throughout the course. A graphing calculator is used regularly.

Honors Algebra II 534023

Course Length: Y Grade Level: 10–11

Recommended Prerequisite: Successful completion of Honors Geometry

This advanced, fast-paced course enhances students' algebraic skills and problem-solving abilities. Students explore quadratic, polynomial, rational, radical, exponential, and logarithmic functions in both real and complex contexts. Technology, including graphing calculators and software, is used for computation and exploration. Real-world applications and abstract reasoning are integrated to reinforce the relevance of algebraic functions.

Honors Geometry 524023

Course Length: Y Grade Level: 9–10

Recommended Prerequisite: Passed 8th Grade Algebra I Proficiency Exam, successful completion of Honors Algebra I, or Algebra I with teacher recommendation

This advanced course develops students' ability to describe, analyze, and understand geometric structures. Through technology, hands-on activities, and investigations, students examine geometric shapes and relationships. Emphasis is placed on reasoning and constructing mathematical arguments using various forms of proof. A graphing calculator is used throughout the course.

Pre-Calculus 544100

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Successful completion of Algebra II

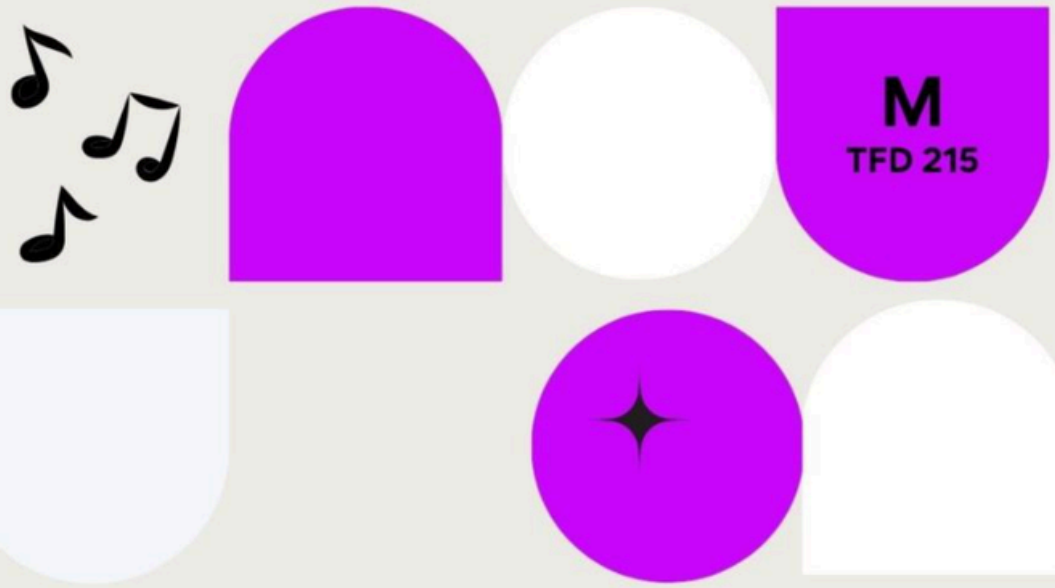
Pre-Calculus provides students with an in-depth exploration of advanced mathematical concepts, including number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry, and analytic geometry. The course emphasizes the use of technology to enhance conceptual understanding and problem-solving skills. Students engage in graphical, numerical, and algebraic modeling of functions, fostering a comprehensive approach to mathematical analysis. This course serves as a foundational preparation for post-secondary studies and careers in mathematics, engineering, medicine, architecture, science, and computer-related fields. A graphing calculator is required.

Statistics 543100

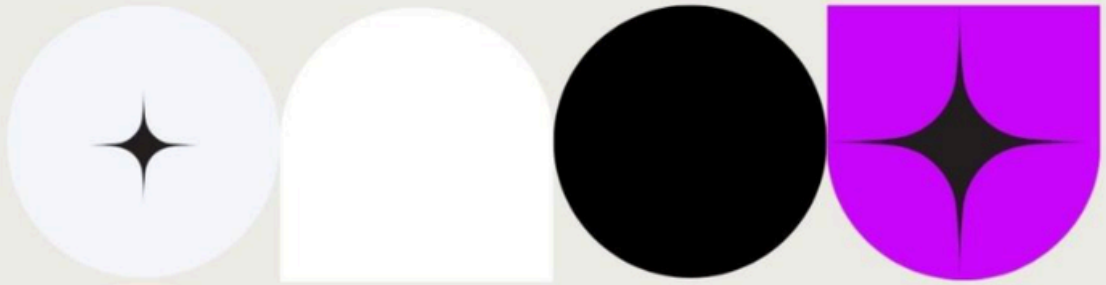
Course Length: Y Grade Level: 12

Recommended Prerequisite: Successful completion of Algebra II

Statistics introduces students to the scientific methods used to interpret and analyze data. The course begins with mathematical modeling, focusing on the analysis of functions and graphs to make data-driven predictions. The latter portion emphasizes practical data analysis, including the study of uncertainty, probability theory, and counting principles. Students learn to organize, summarize, and draw conclusions from data using statistical techniques. This course provides essential preparation for future academic and professional pursuits in business, medicine, architecture, agriculture, social sciences, natural sciences, and applied sciences. A graphing calculator is required.



MUSIC



DEPARTMENT



MUSIC

Performance Ensembles	Exploratory Courses (No Experience Required)	Theory & Advanced Courses
CADET BAND	CONCERT CHOIR	ADVANCED CHOIR
PERCUSSION ENSEMBLE	PIANO	AP MUSIC THEORY
CONCERT BAND	GUITAR	
SYMPHONIC BAND	MUSIC DESIGN AND TECH I & II	
CHORALE		

Academic Leadership 700600

Course Length Y or S Grade: 10-12

This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

Advanced Choir 724900

Course Length: Y Grade Level: 9–12

Prerequisite: Concert Choir, Chorale, or Audition

Advanced Choir is the highest-level vocal ensemble offered. Students continue developing music reading and vocal performance skills introduced in Concert Choir or Chorale, with deeper exploration of music theory and advanced vocal techniques. The curriculum includes traditional choral literature as well as contemporary and popular music. Students perform at school concerts, community events, athletic activities, and vocal competitions.

AP Music Theory 799900

Course Length: Y Grade Level: 10–12

Prerequisite: Ability to read and write musical notation; basic performance skills in voice or instrument are strongly recommended

AP Music Theory is equivalent to one or two semesters of a college-level introductory music theory course. The curriculum covers musicianship, theoretical concepts, musical materials, and compositional procedures. Students develop aural skills through dictation, sight singing, and harmonic analysis. Emphasis is placed on fluency in musical notation and performance through sight singing. Performance is also part of the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

Cadet Band 728800

Course Length: Y Grade Level: 9–10

Cadet Band is designed for students with little or no prior experience in instrumental music and/or percussion. The course provides group instruction in music fundamentals and instrumental techniques, preparing students for advancement into higher-level ensembles. Students also complete a unit on Marching Band fundamentals to support future participation in the performing Marching Band. After-school rehearsals and performances are required. Piano, organ, and guitar are not included in the instructional program.

Percussion Ensemble 728801

Course Length: Y Grade Level: 9–12

This course is for advanced percussion students. Through collaborative performance using traditional percussion instruments, students develop music literacy and ensemble skills. The group performs as the drumline for the Marching Band during football season and transitions to concert and symphonic percussion roles for the remainder of the school year. Participation in Band Camps, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions is required. Piano, organ, and guitar are not included in the instructional program.

Chorale 721900

Course Length: Y Grade Level: 9–12

Prerequisite: Concert Choir or Audition

Chorale is designed for intermediate vocal students. The course reinforces music reading, ear training, and vocal technique through the performance of traditional and contemporary choral literature, including popular, inspirational, and jazz repertoire. Students perform at school concerts, community events, athletic activities and music festivals.

Concert Band 728900

Course Length: Y Grade Level: 9–12

Prerequisite: Audition or Band Director Recommendation

Concert Band is an intermediate-level instrumental ensemble open to students who play woodwind, brass, or percussion instruments. The course focuses on developing fundamental performance skills. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions. Piano, organ, and guitar are not included in the instructional program.

Concert Choir 725900

Course Length: Y Grade Level: 9–12

Concert Choir is open to students of all musical backgrounds and abilities. The course introduces music reading, ear training, and vocal technique through the performance of traditional and contemporary choral literature, including popular, inspirational, and jazz repertoire. Students perform at school concerts, community events, athletic activities, and music festivals.

Guitar 728700

Course Length: Y Grade Level: 9–12

Guitar is an introductory-level course for students with little or no prior musical experience. Students learn the basics of music reading, chord structure, and melodic development using a six-string acoustic guitar, either classical or folk. Electric guitars are not permitted. Through the study of basic music theory, students gain the skills to perform popular or folk songs using chords or melody.

Music Design and Technology I 793100

Course Length: S Grade Level: 9–12

Music Design and Technology I is designed for students with no prior musical experience. The course introduces the elements of music, the nature of sound, and basic music notation. Students explore a wide range of musical genres and engage in creative expression through technology. Using digital tools, students manipulate pre-recorded sounds and create projects involving looping, sequencing, recording, and composing.

Music Design and Technology II 793200

Course Length: S Grade Level: 9–12

Prerequisite: Music Design and Technology I

Music Design and Technology II builds upon the foundational skills developed in Music Design and Technology I. Students advance their proficiency in GarageBand and Audacity, and apply their knowledge to create original projects. These include producing a podcast featuring a teacher from another discipline and developing a music video using iMovie, paired with a song composed by the student.

Piano 791000

Course Length: Y Grade Level: 9–12

Piano is a beginning-level course designed for students with no prior experience. Instruction focuses on basic note reading, fingering techniques, music theory, and introductory piano literature. Students develop reading and performance skills for personal enjoyment and preparation for collegiate music study. The course is taught in a laboratory setting using electronic keyboard stations.

Symphonic Band 729900

Course Length: Y Grade Level: 9–12

Prerequisite: Audition or Band Director Recommendation

Symphonic Band is the most advanced instrumental ensemble offered. Membership is based on playing ability and a demonstrated level of professionalism, including dedication and the ability to work independently and collaboratively. The ensemble performs a wide range of musical styles, including classical and popular genres. The curriculum builds upon concepts introduced in Concert Band with greater depth and complexity. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly rehearsals, and competitions. Piano, organ, and guitar are not included in the instructional program.

PE
TFD 215

PHYSICAL/HEALTH/ DRIVER'S EDUCATION DEPARTMENT

PHYSICAL EDUCATION

3.5 CREDITS

FRESHMAN (9)

- FOUNDATIONS OF PHYSICAL EDUCATION
- HEALTH

SOPHOMORE (10)

- ADVANCED WEIGHT TRAINING AND CONDITONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

JUNIOR (11)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

SENIOR (12)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

DRIVER EDUCATION

SURVEY OF PE WITH DRIVER EDUCATION
(Grade Level 10-12)

Prerequisites for the regular school year classroom enrollment are:

- Age and Grade: Students must be at least 15 years old. Priority is generally given to the oldest eligible students. Exceptions may be made when special circumstances or students need to warrant consideration.
- Academic Requirement: Illinois law requires students to have received a passing grade in at least 8 courses during the previous two semesters before enrolling in Driver Education. Summer school courses do not count toward this requirement.

Accelerated Fitness 817500

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Fitness I

Accelerated Fitness is designed for advanced students seeking to enhance their physical conditioning. The course emphasizes progressive methods of strength training and cardiovascular fitness. Students apply knowledge gained in Fitness I to develop personalized fitness programs. Instruction includes the use of various fitness equipment to improve endurance, strength, and flexibility.

Advanced Weight Training and Conditioning 815810

Course Length: Y Grade Level: 10–12

Recommended Prerequisite: Weight Training I

Advanced Weight Training and Conditioning focuses on the five core components of fitness: muscular strength, muscular endurance, flexibility, body composition, and cardiorespiratory endurance. Strength training occurs in the weight room and includes core exercises and structured lifting routines. Conditioning activities target agility, flexibility, running, balance, plyometrics, reaction time, coordination, and speed development. Daily participation in physical activity is required. Students are strongly encouraged to have prior experience in weight training and to be involved in extracurricular athletics. Students enrolled in Driver's Education may take this course as a semester course.

Fitness I 815410

Course Length: S Grade Level: 10–12

Fitness I promotes health-related physical fitness through activities that enhance cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, balance, rhythm, and positive health behaviors. Students engage in step aerobics, resistance training, circuit training, Pilates, yoga, and stability exercises. The course includes use of the aerobic conditioning lab and fitness center. Fitness data is collected and analyzed to monitor progress.

Foundations of Physical Education 811200

Course Length: S Grade Level: 9

Foundations of Physical Education is a required course for all ninth-grade students. The curriculum introduces wellness concepts and fundamental physical fitness skills through a variety of activities. Units may include volleyball, softball, track and field, fitness assessments such as the AAHPERD Physical Best Program or the President's Challenge, introductory weight training, and related fitness exercises.

Health 821000

Course Length: S Grade Level: 9–10

Health is designed to develop students' critical thinking skills and promote informed decision-making regarding personal well-being. The course provides tools to achieve and maintain total health. Topics include human growth and development, body systems and functions, personal hygiene, exercise, nutrition, substance use and abuse, stress management, mental health, suicide prevention, and communicable and non-communicable diseases, including dental and sexually transmitted diseases.

Individual Sports 817100

Course Length: S Grade Level: 10–12

Individual Sports is designed to improve students' physical skills and fitness levels through participation in leisure activities focused on individual and partner engagement. The curriculum includes three-week units that introduce a variety of lifetime sports and activities. Emphasis is placed on personal development, skill acquisition, and lifelong fitness.

Physical Education Leader 814100

Course Length: Y or S Grade Level: 10–12

Recommended Prerequisite: Completion of Physical Education Leader Training

The PE leader course provides students with the opportunity to apply leadership skills, promote positive peer interaction, and offer tutorial assistance to peers or to younger students in Adaptive Physical Education or in Foundations of Physical Education. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course.

Physical Education Leader Training 814200

Course Length: S Grade Level: 10–11

Recommended Prerequisite: Teacher Recommendation

Physical Education Leader Training develops leadership skills and promotes positive peer interaction. Students learn to coach peers, officiate games, and implement team-building strategies across various physical activities. Successful completion may qualify students to serve as P.E. leaders in future courses such as Adaptive Physical Education or Foundations of Physical Education.

Recreational Sports 817300

Course Length: S Grade Level: 10–12

Recreational Sports enhances students' physical fitness and skill development through participation in informal and leisure-based sports. Activities are organized in three-week units and include sports commonly played beyond high school. The course encourages lifelong engagement in physical activity.

Survey of Physical Education with Driver Education 815500

Course Length: S Grade Level: 10–12

This course is divided into two phases: one quarter focuses on the classroom portion of Driver Education, and the other on Physical Education. Students who successfully complete the classroom phase and meet district prerequisites may participate in Behind-the-Wheel instruction outside regular school hours. The Physical Education portion emphasizes cooperative team and group activities to improve physical skills and fitness.

Driver Education Prerequisites:

- ***Age and Grade:*** *Students must be at least 15 years old. Priority is generally given to the oldest eligible students. Exceptions may be made when special circumstances or students need to warrant consideration.*
- ***Academic Requirement:*** *Illinois law requires students to have received a passing grade in at least 8 courses during the previous two semesters before enrolling in Driver Education. Summer school courses do not count toward this requirement.*

Team Sports 817200

Course Length: S Grade Level: 10–12

Team Sports focuses on improving physical fitness and skill development through cooperative team-based activities. Students participate in three-week units that emphasize teamwork, communication, and fitness. The course promotes lifelong physical activity and encourages students to incorporate fitness into their daily routines.

Weight Training I 815710

Course Length: Y Grade Level: 10–12

Weight Training I provides students with structured opportunities to develop strength and improve overall physical conditioning. The course emphasizes the physiological response of the human body to resistance training. Students learn proper training principles and techniques, and gain practical experience in measuring, evaluating, and interpreting physical progress. Participation in extracurricular athletics is strongly recommended.

Students enrolled in Driver's Education may take this course as a semester course.

S
TFD 215

SCIENCE



DEPARTMENT

SCIENCE

2 CREDITS

FRESHMAN (9)	SOPHOMORE (10)	JUNIOR (11)	SENIOR (12)
• BIOLOGY* • HONORS BIOLOGY*	• CHEMISTRY • HONORS CHEMISTRY	• AP BIOLOGY • AP CHEMISTRY • PHYSICS • AP PHYSICS 1 • ANATOMY & PHYSIOLOGY* • CHEMISTRY • EARTH SCIENCE	• AP BIOLOGY • AP CHEMISTRY • PHYSICS • AP PHYSICS 1 • ANATOMY & PHYSIOLOGY* • EARTH SCIENCE

* Indicates a course that involves dissection. Per policy 6:100, a student may refrain from performing, participating in, or observing dissection. An alternative project may be provided.

Academic Leadership 700600

Course Length Y or S Grade: 10-12

This elective course does not meet the Science graduation requirement for District 215.

This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

Anatomy & Physiology 352000

Course Length: Y Grade Level: 11–12

Anatomy & Physiology provides an in-depth study of the structure and function of the human body, beginning at the cellular level and progressing through organ systems. Students engage in laboratory experiments, dissections, and technology-based activities that prepare them for future studies in health sciences and medical fields.

AP Biology 314400

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Successful completion of Honors Biology and Honors Chemistry, or Biology and Chemistry with teacher recommendation

AP Biology is an introductory college-level course that develops students' understanding of biological concepts through inquiry-based investigations. Topics include evolution, cellular processes (energy and communication), genetics, information transfer, ecology, and biological interactions. At least 25% of instructional time is dedicated to hands-on laboratory work. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

AP Chemistry 324600

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Successful completion of Honors Chemistry with a grade of C or higher, or chemistry teacher recommendation

AP Chemistry is a college-level course designed for students interested in science, engineering, or related fields. The curriculum emphasizes the relationships between elements, compounds, and chemical reactions. Students use advanced laboratory techniques and technology to analyze and synthesize chemical data. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

AP Physics 1 356000

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Successful completion of Algebra I with a grade of C or higher AND Successful completion of Geometry with a grade of C or higher

AP Physics is an algebra-based, introductory college-level course that explores fundamental concepts in physics through inquiry-based investigations. Topics include kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

Biology 323000

Course Length: Y Grade Level: 9

This course aligns with the Next Generation Science Standards and emphasizes three-dimensional learning through phenomenon-based storylines. Students develop critical thinking and decision-making skills by engaging with real-world scientific phenomena. Core concepts include DNA, genetics, and evolution. Students apply their conceptual understanding to new contexts through laboratory investigations, field studies, dissections, and collaborative learning experiences integrated throughout the academic year.

Chemistry 353000

Course Length: Y Grade Level: 10–11

Recommended Prerequisite: Successful completion of Algebra I with a grade of C or higher

This course introduces students to the study of matter, its properties, and composition. It emphasizes scientific inquiry through laboratory experiments, real-world applications, technology integration, and mathematical reasoning. Students enhance their problem-solving and critical thinking skills in a structured and engaging environment.

Earth Science 351088

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Biology

This laboratory-based course covers major topics including astronomy, Earth's physical characteristics, natural resources, landform development, oceanography, Earth's history, weather and climate, and topographic map usage. Students continue to develop inquiry skills through hands-on investigations, technology use, and research-based methodologies.

Honors Biology 314023

Course Length: Y Grade Level: 9

This advanced course follows the Next Generation Science Standards and incorporates three-dimensional learning through phenomenon-based storylines. Students strengthen their critical thinking, decision-making, mathematical computation, and graphical analysis skills by examining real-world phenomena. Key concepts include DNA, genetics, and evolution. The curriculum integrates laboratory investigations, inquiry-based learning, field studies, dissections, collaborative activities, and self-directed projects throughout the year.

Honors Chemistry 324023

Course Length: Y Grade Level: 10

Recommended Prerequisite: Successful completion of an honors-level mathematics course with a grade of 'C' or higher, or a recommendation from a mathematics or science teacher.

Honors Chemistry provides an in-depth exploration of matter and the changes in its composition. The curriculum integrates laboratory experimentation, formal lab reports, and the use of technology to prepare students for advanced science coursework. The course emphasizes mathematical relationships and requires a solid foundation in Algebra.

Physics 355100

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Successful completion of Algebra I with a grade of C or higher

Physics introduces students to a broad range of topics including kinematics, dynamics, energy, momentum and electricity. Instruction is delivered through hands-on laboratory experiments, real-world applications, and technology-enhanced learning experiences. The course fosters problem-solving and critical thinking skills through conceptual and practical engagement.


S
TFD 215
SOCIAL
STUDIES
DEPARTMENT

SOCIAL STUDIES

3 CREDITS

FRESHMAN (9)

- AP HUMAN GEOGRAPHY
- HONORS WORLD HISTORY
- WORLD HISTORY

SOPHOMORE (10)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- HONORS U.S. HISTORY
- U.S. HISTORY

JUNIOR (11)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

SENIOR (12)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

ELECTIVES

- AMERICAN DIVERSITY
- AP PSYCHOLOGY

ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- INTRODUCTION TO PSYCHOLOGY
- INTRODUCTION TO SOCIOLOGY

ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- INTRODUCTION TO PSYCHOLOGY
- INTRODUCTION TO SOCIOLOGY

Academic Leadership 700600

Course Length Y or S Grade: 10-12

This elective course does not meet the Social Studies graduation requirement for District 215.

This course is for students who have demonstrated academic excellence and express a strong interest in serving as tutors to their peers or younger students in English, Math, Social Studies, Science, Art, Music, and/or World Languages. Participants actively engage in tutoring, model effective study habits and strategies, and reinforce academic skills that contribute to success. Academic leaders assist with classroom content and support instructional goals. Students need to speak with their counselor about enrolling in this course and must be matched with a specific teacher/course. Students receive a pass/fail designation on their high school transcript.

AP European History 245000

Course Length: Y Grade Level: 10–12
College Credit Available

AP European History examines the political, diplomatic, economic, social, intellectual, and cultural developments in Europe from the High Renaissance to the present. The course includes a brief review of classical and medieval periods to analyze their influence on modern Europe. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

AP Human Geography 255600

Course Length: Y Grade Level: 9–12
College Credit Available

AP Human Geography introduces students to the systematic study of patterns and processes that shape human understanding, use, and modification of Earth's surface. Students apply spatial concepts and landscape analysis to examine socioeconomic organization and its environmental impacts. The course also explores the tools and methods used by geographers in research and application. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

AP U.S. History 245100

Course Length: Y Grade Level: 10–12
College Credit Available

AP U.S. History is a reading- and writing-intensive course designed for students seeking college credit. The curriculum covers major historical themes from the Pre-Columbian era to contemporary issues. Emphasis is placed on the analysis of primary sources and historical scholarship. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

Civics 232100

Course Length: S Grade Level: 11–12

Meets State and Federal Constitution Requirements

Civics provides students with an understanding of governmental institutions, current societal issues, and democratic processes. The course includes simulations and opportunities for informed civic engagement.

Economics 231500

Course Length: S Grade Level: 11–12

Fulfills Consumer Education Requirement (State of Illinois)

Economics introduces students to key principles of the American economic system and personal finance. The first section focuses on topics such as supply and demand, international trade, market structures, and economic challenges including unemployment, inflation, and taxation. The second section addresses consumer issues including career planning, investments, savings, insurance, banking, and financial literacy.

Honors Civics 235123

Course Length: S Grade Level: 11–12

Meets State and Federal Constitution Requirements

Honors Civics provides students with the opportunity to examine foundational governmental institutions, explore current societal issues, and participate in simulations of democratic processes. The course emphasizes civil discourse, argumentative writing, and informed civic action. It also introduces leadership principles by exploring the qualities of effective leaders and the importance of civic engagement.

Honors Economics 234023

Course Length: S Grade Level: 11–12

Fulfills Consumer Education Requirement (State of Illinois)

Honors Economics enhances students' understanding of two primary content areas: the operation of the American economy and comparative economic systems. Topics include supply and demand, international trade, the market system, and alternative models. Students enrolled at the honors level engage in more rigorous assessments, extended written assignments, and additional readings. The course incorporates research on current economic events and requires students to organize and present findings through various projects.

Honors U.S. History 224023

Course Length: Y Grade Level: 10

Honors U.S. History covers the same historical content as the standard U.S. History course, with increased emphasis on historical analysis, primary sources, college-preparatory writing, and in-depth projects. The course traces political, social, and economic developments from Pre-Columbian America to the present.

Honors World History 214023

Course Length: Y Grade Level: 9

Honors World History explores the same content as the standard World History course, with enhanced focus on primary documents and sources. The course prepares students for continued academic study and active participation in a global society.

U.S. History 223000

Course Length: Y Grade Level: 10

U.S. History introduces students to the nation's development from Pre-Columbian times to the modern era. Students analyze the roles of individuals, groups, and institutions in the pursuit of safety, freedom, equality, and justice. The course emphasizes multiple perspectives, including those of historically underrepresented groups, and explores complex causes of historical events.

World History 213000

Course Length: Y Grade Level: 9

World History examines the historical foundations of global developments and the forces that have shaped the modern world. The course traces major events and transformations from the first transoceanic encounters through the contemporary era, including significant milestones such as the fall of communism. Emphasis is placed on geographic, political, economic, and social factors in alignment with Illinois state standards.

These elective courses do not fulfill the Social Studies graduation requirement for District 215.

American Diversity 231600

Course Length: S Grade Level: 10–12

American Diversity examines the histories, cultures, and contributions of the many communities that have shaped the United States, including African American, Asian American, Arab American, Jewish American, Latino and Hispanic, Native American, and European immigrant communities, and the experiences of women. Students use primary sources, literature, and data to explore migration, identity, civil rights, and educational equity, and practice analyzing multiple perspectives and discussing complex issues respectfully.

AP African American Studies 231800

Course Length: Y Grade Level: 11–12
College Credit Available

AP African American Studies is an interdisciplinary course that explores the diversity of African American experiences through authentic and varied sources. Students investigate key themes from early African kingdoms to contemporary challenges and achievements. The curriculum emphasizes historical, literary, visual, and data analysis skills. The course centers on the study of Black communities in the United States within the broader context of Africa and the African diaspora. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

AP Psychology 255500

(college credit available)
Course Length: Y Grade Level: 10-12

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. Students are strongly encouraged to take the AP Exam to potentially earn college credit.

History of Chicago 261000

Course Length: S Grade Level: 11–12

Recommended Prerequisite: U.S. History

History of Chicago is an elective course that explores the city's development from its founding to the present. Students examine Chicago's economic, political, and cultural evolution through topics such as Fort Dearborn, the Great Fire of 1871, the World's Columbian Exposition of 1893, architectural innovation, and modern-day diversity. The course includes literary analysis of excerpts from The Jungle by Upton Sinclair and The Devil in the White City by Erik Larson.

Introduction to Psychology 255000

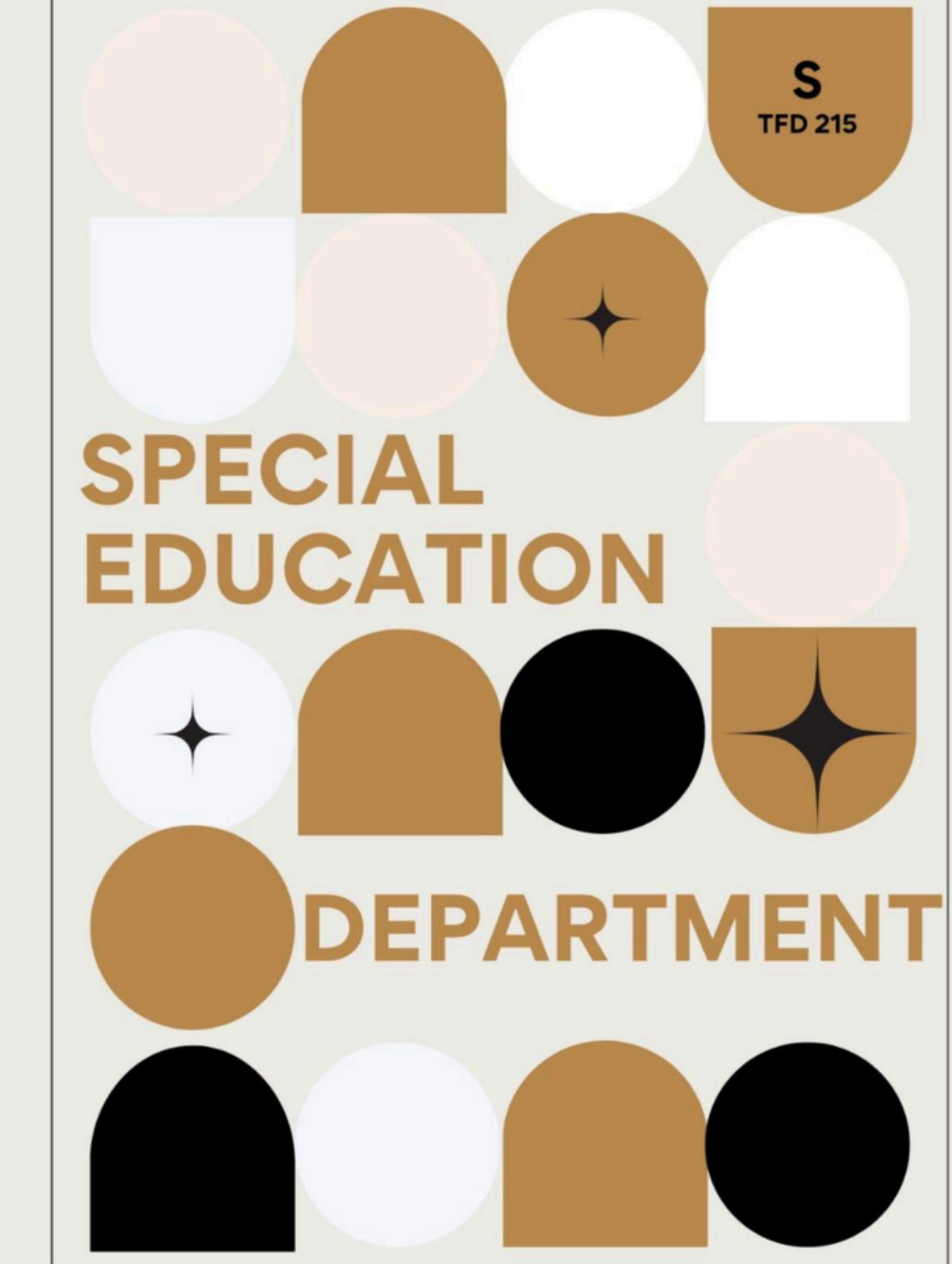
Course Length: S Grade Level: 11–12

Psychology is an elective course that introduces students to the study of human behavior. Topics include scientific investigation, learning principles, nervous system physiology, personality development, and stress management. The course also addresses current issues in psychology and encourages students to apply psychological concepts to their own lives.

Introduction to Sociology 251200

Course Length: S Grade Level: 11–12

Sociology is an elective course that explores the development of individuals within society from birth to death. Students examine how culture, social class, and personality shape human behavior and group dynamics. The course emphasizes life stages, social mobility, and the roles individuals play within various social structures.


S
TFD 215
SPECIAL
EDUCATION
DEPARTMENT

Algebra

Course Length: Y Grade Level: 9–12

This course is offered to students enrolled in specific special education programs.

Algebra introduces students to foundational mathematical concepts including expressions, equations, inequalities, graphing, and exponents. Students explore mathematical relationships and represent data using tables, graphs, and algebraic expressions. Calculators are used when appropriate to support learning.

Career Education: Job Readiness

Course Length: Y Grade Level: 11–12

Career Education: Job Readiness is an elective course designed for junior and senior students with an IEP. The course provides vocational training, functional academic instruction, and social development to support a successful transition from high school to employment, post-secondary education, or other adult settings. Instruction focuses on goal setting, relationship building, college and career readiness, and self-care. Emphasis is placed on personal growth and the development of professional skills.

Consumer Math

Course Length: Y Grade Level: 9–12

Consumer Math focuses on practical mathematical applications essential for independent living. Students engage in real-world scenarios such as earning and managing money, budgeting, paying bills, grocery shopping, clothing purchases, and household management. Calculators are used when appropriate to enhance understanding.

Cooperative Work Training (CWT)

Course Length: Y Grade Level: 12

Cooperative Work Training (CWT) is a senior-level course for students with an IEP. Admission requires an interview and acceptance into the program. CWT combines classroom instruction with work-based learning experiences, including employment, job shadowing, volunteer service, and field trips. These experiences are integrated into classroom discussions, projects, and presentations. The course aims to equip students with marketable skills and career knowledge.

Geometry

Course Length: Y Grade Level: 9–12

Geometry introduces students to the properties and relationships of geometric figures. Topics include perimeter, circumference, area, similar and congruent triangles, coordinate geometry, linear equations, slope, and the identification of parallel and perpendicular lines. Calculators are used when appropriate to support instruction.

Life Skills I

Course Length: Y Grade Level: 10–12

Life Skills I is an elective course designed to support the educational, vocational, and independent living needs of exceptional secondary students. Major topics include verbal and non-verbal communication, written expression, real-world math applications, daily living activities, and health and wellness.

Life Skills II

Course Length: Y Grade Level: 11–12

These courses are offered to students enrolled in specific special education programs.

Life Skills II is an elective course designed to support the academic and vocational development of exceptional secondary students. The course reinforces core academic skills while building essential competencies for independent living and employment. Students expand upon the foundational skills introduced in Life Skills I.

Math Fundamentals

Course Length: Y Grade Level: 9–12

These courses are offered to students enrolled in specific special education programs.

Math Fundamentals introduces students to basic mathematical concepts and operations. Instruction progresses from place value and numeration to introductory algebra and geometry. The course emphasizes the functional application of academic skills, with a focus on transferring knowledge to real-world settings. Calculators (graphing or scientific) are used when appropriate.

Study Skills

Course Length: Y Grade Level: 9–12

Study Skills is an elective course available to students with an IEP who are enrolled in two or more general education core classes. The course provides academic support, assignment completion time, and strategies to improve performance. Instruction also includes career planning, personal development, and mastery of IEP goals as part of the student's transition plan.

U
TFD 215

UNIVERSITY/ COLLEGE OPPORTUNITIES

College Step-Up Program
Chicago State University
(start college early)

Course Length: S Grade Level: 11- 12

Through a partnership with Chicago State University (CSU), District 215 offers eligible juniors and seniors the opportunity to earn college credit tuition-free. Students must have an unweighted grade point average (GPA) of 2.75 or higher to qualify for CSU's non-degree Students-at-Large program. Participants may enroll in one or two courses per semester.
District 215 provides students with an orientation either prior to the start of classes or during the current enrollment period. CSU assigns each student an advisor who serves as a liaison between the university and District 215's Early College Coordinator to monitor academic progress.
Tuition and course fees are fully covered. However, students and/or parents are responsible for the cost of textbooks, lab fees, and any non-tuition-related student fees.
Students receive a pass/fail designation or their high school transcript, while letter grades are recorded on their college transcript.

College Step-Up Program
South Suburban College
(start college early)

Course Length: S Grade Level: 12

Prerequisite: Placement test or qualifying ACT score may be required

District 215 seniors have the opportunity to earn college credit at South Suburban College (SSC) at no or reduced cost. To qualify for tuition waivers, students must place into a 100-level course using either their ACT score or SSC's placement test.
Students and/or parents are responsible for covering the cost of textbooks and student fees.
Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.

National Education Opportunity Network (NEON) (start college early)

Course Length: S Grade Level: 10–12

Prerequisite: College readiness demonstrated through state test benchmarks or submission of a writing sample

District 215 partners with the National Education Opportunity Network to offer eligible students in grades 10 through 12 the opportunity to earn up to 8 college credits at no cost or at a reduced tuition rate. Courses are delivered online through a combination of asynchronous and synchronous instruction during the regular school day. Instruction is provided by university professors and supported by high school faculty.

Course offerings vary by semester and are provided through prestigious institutions such as Howard University, Yale University, Arizona State University, Cornell University, and the University of Pennsylvania. Upon successful completion, students receive both college credit and high school elective credit.

Students who successfully complete NEON's "Essentials of Personal Finance" course fulfill the Consumer Education graduation requirement for District 215 and the State of Illinois.

Students receive a pass/fail designation on their high school transcript, while letter grades are recorded on their college transcript.


W
TFD 215
WORLD
LANGUAGE
DEPARTMENT

WORLD LANGUAGE

American Sign Language	French Language Program	Spanish Language Program	Spanish Heritage Learners
AMERICAN SIGN LANGUAGE I	FRENCH I	SPANISH I	SPANISH LANGUAGE AND CULTURE FOR HERITAGE LEARNERS I
AMERICAN SIGN LAUGUAGE II	FRENCH II	SPANISH II	SPANISH LANGUAGE AND CULTURE FOR HERITAGE LEARNERS II
	FRENCH III	SPANISH III	SPANISH III OR AP SPANISH LANGUAGE
	HONORS FRENCH IV	HONORS SPANISH IV OR AP SPANISH LANGUAGE	
			AP SPANISH LITERATURE AND CULTURE
		AP SPANISH LITERATURE AND CULTURE	

French I 011000

Course Length: Y Grade Level: 9–11

French I introduces students to the foundational elements of the French language and Francophone cultures. Instruction incorporates a variety of interactive strategies to develop listening, speaking, reading, and writing skills. The course is taught using a combination of English and French. Students also engage in cultural traditions and events representative of the French-speaking world.

French II 021000

Course Length: Y Grade Level: 10–12

Prerequisite: French I

French II builds upon the skills acquired in French I, with continued development in listening, speaking, reading, and writing. The course emphasizes practical communication and cultural understanding through projects, research, performances, and assessments. Instruction is delivered using both English and French.

French III 031000

Course Length: Y Grade Level: 11–12

Prerequisite: French II

French III advances students' proficiency in all four language domains, with a focus on conversational fluency and reading comprehension. Students engage with increasingly complex texts supported by vocabulary, grammar, and visual aids to strengthen inferencing skills. Oral presentations may include skits, guided dialogues, and thematic activities. The course also explores French cultural contributions in art, history, and literature. Instruction is primarily in French with limited English support.

Honors French IV 042023

Course Length: Y Grade Level: 12

Prerequisite: French III

Honors French IV is an immersive course designed to refine students' listening, speaking, reading, and writing skills in French. Students explore French literature, culture, and language through project-based learning and express themselves primarily in the target language. Instruction is conducted entirely in French with minimal support.

Honors Spanish IV 043023

Course Length: Y Grade Level: 11–12

Prerequisite: Successful completion of Spanish III

Honors Spanish IV enhances students' listening, speaking, reading, and writing skills. The course emphasizes vocabulary expansion and grammatical accuracy through the study of contemporary topics and Hispanic literature. It prepares students for the academic rigor of Advanced Placement Spanish courses.

Spanish I 013000

Course Length: Y Grade Level: 9–11

Spanish I introduces students to the Spanish language using the American Council on the Teaching of Foreign Languages (ACTFL) communication modes: interpersonal, interpretive, and presentational. Cultural and historical elements are integrated throughout the course. Students participate in projects, events, and activities that promote understanding of Spanish-speaking cultures.

Spanish II 023000

Course Length: Y Grade Level: 9–12

Prerequisite: Successful completion of Spanish I or a passing score on the 8th-grade Spanish proficiency exam

Spanish II builds upon foundational communication skills in interpersonal, interpretive, and presentational modes, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course reinforces practical language use through projects, research, performances, and assessments. Students who completed Spanish I in junior high may enroll in Spanish II upon passing the district's proficiency exam. Instruction integrates cultural and historical elements of Spanish-speaking countries.

Spanish III 033000

Course Length: Y Grade Level: 10–12

Prerequisite: Successful completion of Spanish II

Spanish III continues to develop ACTFL communication skills through guided writing, reading contemporary texts, listening to authentic audio and video materials, and engaging in conversation. Students explore Hispanic art, literature, and history while refining their language proficiency across all modes of communication.

Spanish Language and Culture for Heritage Learners I 0103100

Course Length: Y Grade Level: 9–12

Prerequisite: Placement based on screening process

This course is for students who already speak Spanish and want to build on that foundation in academic reading, writing, and speaking. Instruction focuses on eliminating English interference and improving proficiency in grammar, vocabulary, and cultural understanding. Using historical context, students develop ACTFL communication skills in interpersonal, interpretive, and presentational modes. The course functions as a Spanish language arts class.

Spanish Language and Culture for Heritage Learners II 0103200

Course Length: Y Grade Level: 10–12

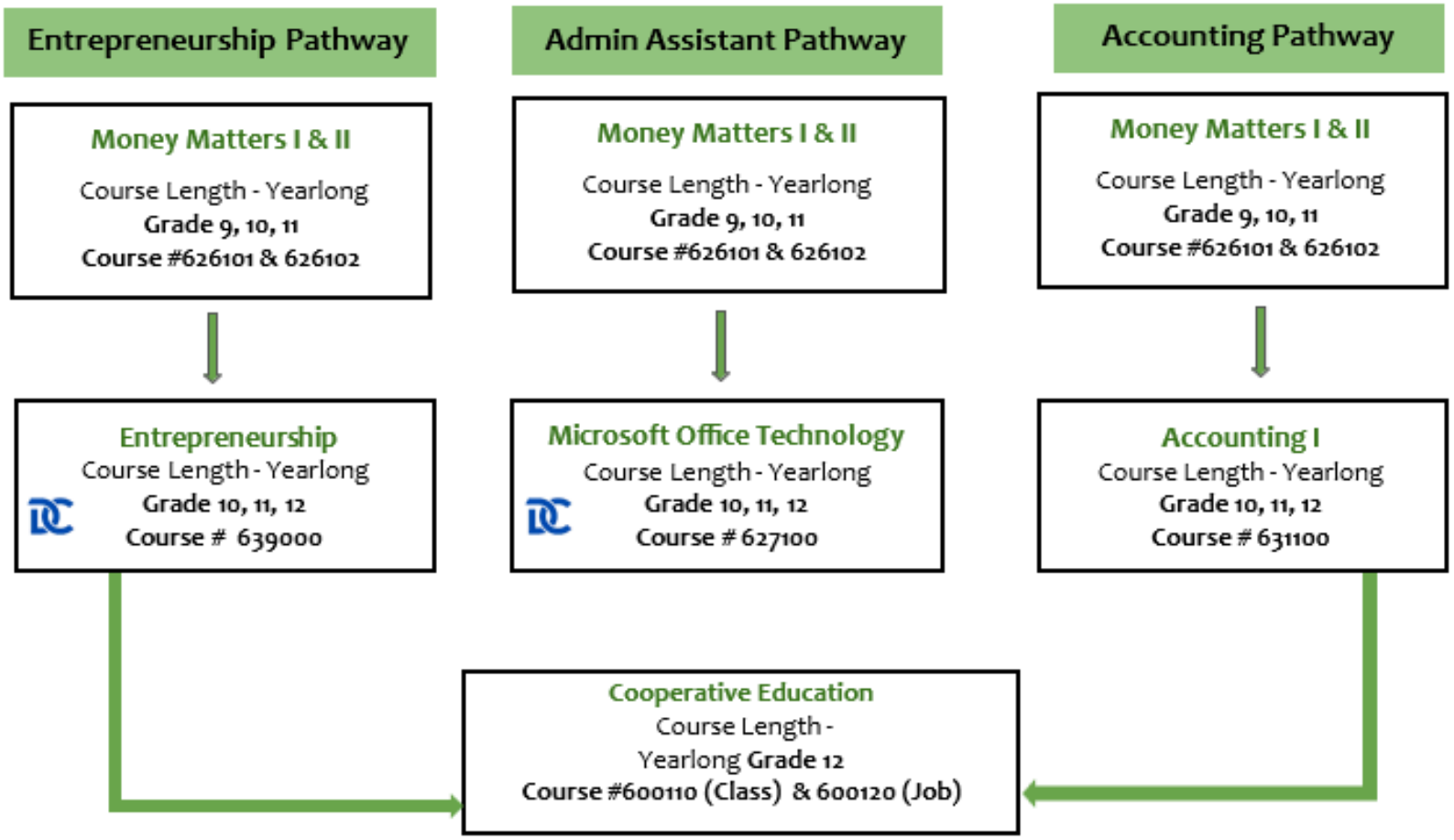
Prerequisite: Successful completion of Heritage Learners I

This advanced course builds on the foundation established in Heritage Learners I, expanding students' proficiency across all communication modes. Instruction emphasizes critical thinking, cultural exploration, and real-world language application. Students engage in writing and speaking activities that incorporate historical context, literature, and vocabulary development. The course deepens understanding of Spanish grammar and syntax and continues to function as a Spanish Language Arts class.

C
TFD 215

CAREER and TECHNICAL EDUCATION DEPARTMENT

Business Management & Administration / Business Finance



Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
639000	DC Entrepreneurship	1	1	Money Matters II	10-12
627100	DC Microsoft Office Technology	1	1	Money Matters II	10-12
631100	Accounting I	1	1	Money Matters II	10-12
600110 600120	Cooperative Education - Class & Job	1	2	Employed by 1st School day in March	12

DC- Dual Credit available

Accounting I 631100

Course Length: Y Grade Level: 10–12

Prerequisite: Money Matters II

Accounting I introduces students to the principles of financial accounting, often referred to as the "language of business." The course focuses on the double-entry accounting system for sole proprietorships and includes real-world applications. Students learn the complete accounting cycle, from transaction analysis to the preparation of financial statements, as well as payroll processing and personal tax calculations. Instruction incorporates online assignments, spreadsheets, assessments, simulations, and computerized accounting software.

Money Matters I 626101

Course Length: S Grade Level: 9–11

The purpose of MONEY MATTERS is to equip students with a well-rounded skill set to succeed in today's dynamic business environment. By blending career readiness, accounting, marketing, and entrepreneurship, the course prepares students to navigate various aspects of business management. It fosters a comprehensive understanding of financial management, strategic marketing, and entrepreneurial thinking while emphasizing the importance of effective communication. Students will gain the practical knowledge and critical thinking skills necessary to pursue careers in diverse industries, start their own ventures, or enhance their existing career paths. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.

Money Matters II 626102

Course Length: S Grade Level: 9–11

Prerequisite: Money Matters I

The second semester of the MONEY MATTERS course builds upon the knowledge and skills acquired in the first semester. Students learn to apply in-depth applications within Microsoft. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills. The course encourages a hands-on, real-world approach to problem-solving, equipping students with the tools to thrive in competitive, fast-paced markets.

Microsoft Office Technology – 627100

Course Length: Y Grade Level: 10–12

Microsoft Office Technology prepares students to become proficient users of the Microsoft Office Suite and to pursue certification as Microsoft Office Specialists. Students learn to create professional documents and publications using Word, Excel, Access, PowerPoint, and Publisher. The course also introduces basic web page development and internet research techniques. Students gain an understanding of network operations and terminology, exploring how technology supports communication in the business world.

Work Program: Cooperative Education
600110 (Class), 600120 (Job)

Course Length: Y Grade Level: 12

Cooperative Education is a two-credit program designed to prepare students for the workforce. One credit is earned through classroom instruction (Class), and the second through supervised work or volunteer experience (Job). Students gain practical experience through employment, job shadowing, volunteer service, and career-related field trips. Classroom activities include discussions, projects, and presentations that connect directly to workplace experiences.

The course emphasizes the development of marketable skills and professional competencies. Students receive instruction in creating cover letters, résumés, reference lists, and electronic portfolios. Interviewing techniques are practiced through mock interviews. Technology and software tools are used to explore career options, plan future education and training, and manage personal finances. Personal development is also emphasized, with a focus on building professional qualities such as self-image, teamwork, interpersonal communication, critical thinking, decision-making, and a strong work ethic.

Entrepreneurship 639000

Course Length: Y Grade Level: 10–12

Prerequisite: Money Matters II

This course prepares students to launch and manage their own businesses. Instruction focuses on business ownership, organizational structure, goal setting, market identification, and financial planning. Students are introduced to key concepts in management, marketing, accounting, and business plan development. The course culminates in a professional business plan presentation modeled after a real-world “Shark Tank” competition.

Arts & Communication

Graphic Design Pathway

Money Matters I & II
Course Length - Yearlong
Grade 9, 10, 11
Course # 626101 & 626102

↓

Graphic Design
Course Length - Yearlong
Grade 10, 11, 12
Course #715000

TV Broadcasting Pathway

Intro to TV Production
Course Length - Yearlong
Grade 9, 10
Course #612000

↓

TV Production I
Course Length - Yearlong
Grade 10, 11
Course #613000

↓

TV Production II
Course Length - Yearlong
Grade 11, 12
Course #614000

Digital Photography Pathway

Money Matters I & II
Course Length - Yearlong
Grade 9, 10, 11
Course # 626101 & 626102

↓

Digital Photography - TFS
Course Length - Yearlong
Grade 10, 11, 12
Course #714100

Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
715000	Graphic Design	1	1	Money Matters II	10-12
714100	Digital Photography – **TFS Only**	1	1	Money Matters II	10-12
612000	Into to TV Production	1	1	None	9-10
613000	TV Production I	1	1	Into to TV Prod	10-11
614000	TV Production II	1	1	TV Prod I	11-12

Digital Photography 714100

(Offered at T.F. South only)

Course Length: Y Grade Level: 10–12

Digital Photography introduces students to the foundational principles of technology-based visual art. Students learn the basic functions of a digital still camera and utilize Adobe Photoshop CS5 to create original, computer-generated projects. The course emphasizes digital imaging techniques and prepares students with the tools and skills necessary for careers in commercial graphic arts.

Graphic Design 715000

Course Length: Y Grade Level: 10–12

Graphic Design focuses on developing design skills through printmaking, commercial design, and computer graphics. Students gain proficiency in Adobe Creative Cloud Suite and explore composition, layout, product design, typography, logo creation, and other visual processes relevant to careers in graphic design.

Introduction to Television Technology 612000

Course Length: Y Grade Level: 9–10

This introductory course provides students with foundational knowledge in video and film production. Students learn to operate television cameras, microphones, lighting equipment, and other studio tools. Instruction includes the use of Apple computers and software such as iMovie, Aperture, and Photoshop to complete digital projects. Key skills developed include lighting, storyboarding, scriptwriting, digital editing, sound recording, music production, special effects, and video mixing. The course also explores the history of film and television, equipment mechanics, and critical viewing techniques.

Television Production I 613000

Course Length: Y Grade Level: 10–11

Prerequisite: Introduction to Television Technology

Television Production I builds on foundational skills and introduces students to industry-standard techniques in camera operation, audio production, lighting, and digital editing using Final Cut Pro. Students produce short news segments, commercials, and documentaries for the District's video network. The course emphasizes advanced production techniques, including cinematic lighting, sound design, competitive editing, and animation. Career opportunities in film and television and critical viewing are also explored.

Television Production II 614000

(Offered at T.F. North only)

Course Length: Y Grade Level: 11–12

Prerequisite: Television Production I

Television Production II serves as the capstone course in the television production sequence. Students function as the primary production team for Meteor News, the school's full-time internet television channel. Instruction includes writing, designing, staging, engineering, filming, performing, and directing. Students produce and edit broadcast-ready stories and build digital portfolios. The course simulates a professional newsroom environment, requiring collaboration and creativity. Students gain hands-on experience in the studio and in the field, both on campus and in the community.

Information Technology

Web Page Design Pathway

Money Matters I & II
Course Length - Yearlong
Grade 9, 10, 11
Course # 626101 & 626102

↓

Coding & APP Development
Course Length - Yearlong
Grade 10, 11, 12
Course # 628200

↓

Advanced Coding & APP Development
Course Length - Yearlong
Grade 11, 12
Course # 628300

Computer Science Pathway

Money Matters I & II
Course Length - Yearlong
Grade 9, 10, 11
Course # 626101 & 626102

↓

AP Computer Science Principles
Course Length - Yearlong
Grade 11, 12
Course # 628400

Course #	Course Title	Year	Credit	Prerequisite	Grade
626101	Money Matters I	.5	.5	None	9-11
626102	Money Matters II	.5	.5	Money Matters I	9-11
628200	Coding & APP Development	1	1	Money Matters II	10-12
628300	Advanced Coding & APP Development	1	1	Coding & App Development	11-12
628400	AP Computer Science Principles	1	1	Money Matters II Successful completion of Algebra I with a 'C' or higher.	11-12

Advanced Coding, Web & App Development 628300

Course Length: Y Grade Level: 11–12

Recommended Prerequisite: Coding, Web & App Development

Advanced Coding, Web & App Development builds on foundational programming skills and introduces students to advanced tools and techniques used in the tech industry. Students design and develop websites, iPhone and Android applications, and web-based apps using current programming languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, and Java. Instruction follows a structured learning path that reinforces and expands students' skills while promoting retention and mastery. The course prepares students to be confident, job-ready candidates for careers in technology and includes the development of a professional portfolio showcasing their work.

Coding, App & Web Development 628200

Course Length: Y Grade Level: 10–12

Prerequisite: Money Matters II

(Business Writing & Technical Concepts or Microsoft Office Technology)
This course introduces students to the fundamentals of coding and web development. Students learn to create websites and applications using industry-standard programming languages such as JavaScript, HTML, and CSS. Instruction follows a step-by-step learning path designed to build and reinforce technical skills. Throughout the course, students develop a personal webpage that highlights their programming abilities and interests.

AP Computer Science Principles 628400

College Credit Available
Course Length: Y Grade Level: 11–12

Prerequisite: Successful completion of Algebra I with a grade of C or higher

AP Computer Science Principles provides a broad overview of the field of computer science. Students learn to design and evaluate solutions, develop algorithms and programs, and apply computational thinking to solve real-world problems. The course emphasizes abstraction, data analysis, and the ethical and societal impacts of computing innovations. Students explore how computing systems and the Internet function and contribute to a collaborative computing culture. Students are strongly encouraged to take the AP Exam to potentially earn college credit. This course qualifies as a math elective credit.

Hospitality & Tourism

Cooking & Culinary Arts Pathway

Introduction to Culinary Arts
Course Length - Yearlong
Grade 9, 10
Course # 685100 – CAT940015



Culinary Arts I
Course Length - Yearlong
Grade 10, 11
Course # 685300 – CAT940015



Culinary Arts II - Fall & Spring
Course Length - Double Period - Yearlong
Grade 11, 12
Course # 685501 & 685502
CAT941017 & CAT-942017

Course #	Course Title	Year	Credit	Prerequisite	Grade
685100 CAT940015	Introduction to Culinary Arts	1	1	None	9-10
685300 CAT940015	Culinary Arts I	1	1	Intro to Culinary Arts	10-11
685501 CAT941017	Culinary Arts II - Fall	.5	1	Culinary Arts I	11-12
685502 CAT-942017	Culinary Arts II - Spring	.5	1	Culinary Arts II - Fall	11-12

-Dual Credit available

Culinary Arts I 685300 / CAT940016

Course Length: Y Grade Level: 10–11

Prerequisite: Introduction to Culinary Arts

Culinary Arts I introduces students to intermediate culinary techniques and industry standards. Students develop skills in fruit and vegetable preparation, practice advanced knife techniques, and explore the fundamentals of soups, stocks, sauces, pasta, rice, and yeast bread cookery. The course emphasizes hands-on learning and builds upon foundational knowledge gained in Introduction to Culinary Arts.

Culinary Arts II 685501 Fall/CAT941017

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Culinary Arts I

Culinary Arts II (Fall) advances students' culinary competencies through industry-based instruction. Students refine skills in entrée preparation, including advanced baking and pastry, poultry, meat, and seafood techniques. The course also covers restaurant dining and table service, purchasing and inventory management, and basic culinary management. Students participate in front- and back-of-house operations and contribute to the daily functioning of a school-based café or restaurant. Instruction integrates workplace ethics, transitional skills, and career readiness through participation in ProStart seminars and industry events. Students continue developing professional portfolios and explore culinary career pathways and scholarship opportunities. Regional competition opportunities may be available.

CULINARY ARTS II 685502 SPRING/CAT942017

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Culinary Arts II – Fall

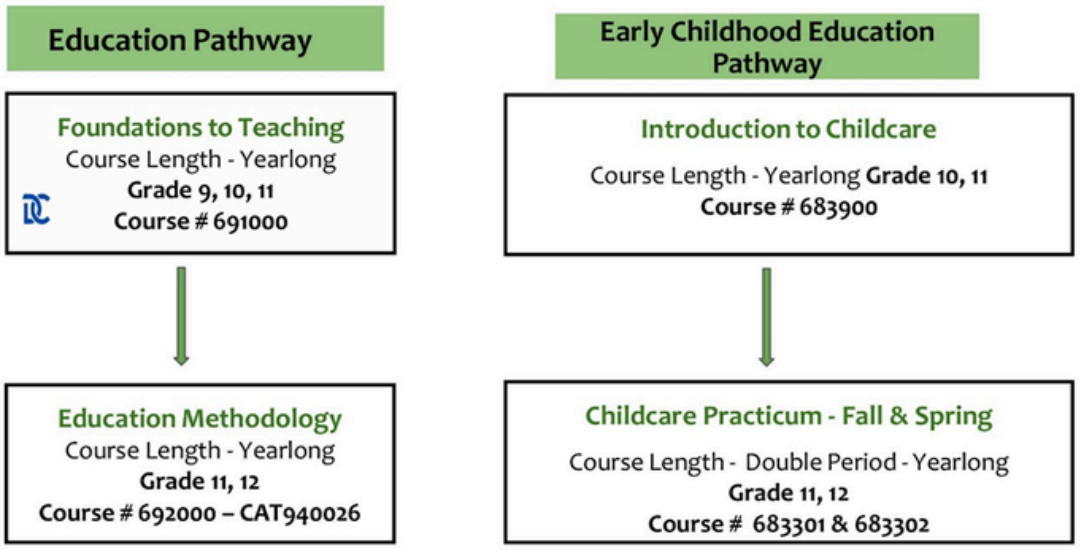
This semester-long, double-period course provides students with practical workplace experience in the restaurant, food, and beverage services industry. Instruction includes both classroom-based learning and hands-on activities aligned with a Career Development Experience. Students participate in a school-based enterprise and a student-led enterprise, applying skills acquired in the fall semester. The curriculum builds upon previously learned competencies to deepen students' understanding and proficiency in culinary arts.

INTRODUCTION TO CULINARY ARTS-685100/CAT940015

Course Length: Y Grade Level: 9–10

This yearlong course introduces students to foundational culinary skills. Instruction covers kitchen safety, equipment operation, knife techniques, cooking methods, and principles of safe food handling. Students also earn their Safe Food Handler Certification as part of the course requirements.

Education & Training



Course #	Course Title	Year	Credits	Prerequisite	Grade
683900	Introduction to Childcare	1	1	None	10-11
683301	Childcare Practicum - Fall	.5	1	Intro to Childcare	11-12
683302	Childcare Practicum - Spring	.5	1	Childcare Practicum - Fall	11-12
691000	Foundations to Teaching	1	1	None	9-11
692000 CAT940026	Education Methodology	1	1	Foundations to Teaching	11-12

-Dual Credit available

Child Care Practicum Fall 683301

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Introduction to Child Care

This course provides students with an immersive preschool teaching experience through active participation in a school-based preschool program. Students design and implement lesson plans tailored to the developmental needs and behaviors of enrolled children. Emphasis is placed on supporting diverse learners and addressing individual needs. This practicum is ideal for students pursuing careers in early childhood education and related fields.

Child Care Practicum Spring 683302

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Child Care Practicum – Fall

This course builds upon the foundational skills developed in the fall practicum. Students gain workplace experience in early childhood education through classroom instruction and participation in a school-based enterprise preschool. The course includes opportunities for student-led initiatives and apprenticeships, aligning with career development experiences. Instruction focuses on applying and expanding skills introduced in the fall semester.

Educational Methodology 692000/ CAT940026

Course Length: Y Grade Level: 11–12

Prerequisite: Foundations to Teaching

This course prepares students to teach and guide others by developing instructional skills and strategies. Students create teaching objectives, design lesson plans, and practice teaching in controlled environments. Topics include instructional methods, learning styles, time management, classroom management, presentation techniques, and evaluation strategies. Students also explore career opportunities in education and enhance their professional portfolios.

Foundations to Teaching 691000

Course Length: Y Grade Level: 9–11

This introductory course explores the principles of teaching and learning, the roles and responsibilities of educators, and effective instructional strategies. Students engage in both classroom and field experiences to gain insight into the education profession. Course content includes instructional planning, learning environments, assessment methods, career pathways in education, and an overview of Illinois teaching regulations and licensure requirements.

Introduction to Child Care 683900

Course Length: Y Grade Level: 10–11

This foundational course introduces students to the physical, social, emotional, and intellectual development of children from birth through preschool age. Students participate in hands-on learning through the Baby Think It Over simulation and practical experience in a preschool setting. Observational activities and guided instruction enhance understanding of child development and behavior. The course is designed for students interested in child development and careers in human services.

Transportation/Distribution/Logistics

Auto-body Collision/Repair Pathway

Introduction to Collision Repair
Course Length - Semester - Double Period
Grade 10, 11
Course # 671600 - CAT940005

↓

Collision Repair I
Course Length - Semester - Double Period
Grade 10, 11
Course # 671700 - CAT940006

↓

Collision Repair II - Fall & Spring
Course Length - Double Period - Yearlong
Grade 11, 12
Course # 671801 & 671802
CAT941007 - CAT-942007

Automobile Mechanics

Introduction to Automotive Tech
Course Length - Double Period - Semester
Grade 10, 11
Course # 671300 – CAT940000

↓

Automotive Technology I
Course Length - Double Period - Semester
Grade 10, 11
Course # 671400 - CAT 940001

↓

Automotive Technology II - Fall & Spring
Course Length - Double Period - Yearlong
Grade 11, 12
Course # 671501 & 671502
CAT941002 - CAT-942002

Course #	Course Title	Year	Credits	Prerequisite	Grade
671600 CAT940005	Introduction to Collision Repair	.5	1	None	10-11
671700 CAT940006	Collision Repair I	.5	1	Intro to Collision Repair	10-11
671801 CAT941007	Collision Repair II - Fall	.5	1	Collision Repair I	11-12
671802 CAT-942007	Collision Repair II - Spring	.5	1	Collision Repair II - Fall	11-12
671300 CAT940000	Introduction to Automotive Tech	.5	1	None	10-11
671400 CAT940001	Automotive Technology I	.5	1	Intro to Auto Tech	10-11
671501 CAT941002	Automotive Technology II - Fall	.5	1	Auto Tech I	11-12
671502 CAT942002	Automotive Technology II - Spring	.5	1	Auto Tech II - Fall	11-12

Automotive Technology I- 671400/CAT940001

Course Length: S Grade Level: 10–11
Double Period

Prerequisite: Introduction to Automotive Technology

Automotive Technology I provides students with advanced instruction following successful completion of Introduction to Automotive Technology. The curriculum focuses on brake system fundamentals, including diagnosis and repair of conventional and ABS systems. Students also study engine theory, minor engine repairs, and automotive support systems. Instruction includes the use of power tools and lifts, battery theory and service, fuel system diagnostics, engine testing and repair, cooling and lubrication systems, and starting and charging systems.

Automotive Technology II – Fall 671501/CAT941002

Course Length: Y Grade Level: 11–12
Double Period

Prerequisite: Automotive Technology I

Automotive Technology II – Fall offers an in-depth continuation of Automotive Technology I. Students engage in advanced studies of engine performance, major engine repairs, clutches, drive trains, and wheel alignments. The course includes hands-on experience simulating real-world automotive service environments.

Automotive Technology II – Spring 671502/ CAT942002

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Automotive Technology II – Fall

Automotive Technology II – Spring provides students with workplace-based learning experiences in vehicle operation and engine service fields. The course integrates classroom instruction with career development experiences, including school-based and student-led enterprises and/or apprenticeships. Instruction builds upon skills and content introduced in the Fall semester.

Introduction to Collision Repair 671600/CAT940005

Course Length: S Grade Level: 10–11
Double Period

Introduction to Collision Repair introduces students to foundational knowledge required for careers in the collision repair industry. Emphasis is placed on safety procedures, proper use of tools and equipment, and handling hazardous materials. Students learn basic techniques for repairing non-structural damage and the fundamentals of automotive painting and refinishing.

Collision Repair I- 671700/CAT940006

Course Length: S Grade Level: 10–11
Double Period

Prerequisite: Introduction to Collision Repair

Collision Repair I provides students with hands-on training in replacing, adjusting, fitting, and aligning sheet metal components. Instruction follows industry standards and includes structural welding, MIG welding, plasma cutting, and refinishing techniques for both structural and non-structural vehicle damage.

Collision Repair II – Fall 671801/CAT941007

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Collision Repair I

Collision Repair II provides students with hands-on experience in repairing vehicle body damage using industry-standard techniques. The curriculum emphasizes the restoration of exterior panels with aluminum replacement parts and the integration of safety components such as airbags. Students apply advanced critical thinking skills to diagnose and repair various types of plastics and composites. Building upon the foundational skills acquired in Collision Repair I, students perform removal and installation of both stationary and movable glass, and engage in advanced MIG welding and refinishing procedures.

Collision Repair II – Spring 671802/CAT942007

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Collision Repair II – Fall

Collision Repair II – Spring extends students' learning through workplace-based experiences in vehicle maintenance and engine services. The course combines classroom instruction with practical application in a career development setting, including participation in school-based and student-led enterprises. All skills and competencies are built upon the content and experiences from the Fall semester, reinforcing and expanding students' technical and professional capabilities.

Introduction to Automotive Technology 671300/CAT940000

Course Length: S Grade Level: 10–11
Double Period

Introduction to Automotive Technology provides students with foundational knowledge in automotive care, maintenance, and shop safety. The curriculum covers essential topics including career exploration, proper use of hand tools, shop safety procedures (including floor jacks and jack stands), measurement techniques, fasteners and gaskets, automotive mathematics, service manual usage, and fluid services (such as fluid checks and changes, belts, and hoses). Students also study tire and wheel maintenance (including balancing and changing), brake system fundamentals, and basic engine components.

Personal Service

Barbering Pathway

Barbering I
Course Length - Yearlong - 4 Periods
Grade 11
Course # 694000 & TFN94003

Barbering II - Fall & Spring
Course Length - Yearlong - 4 Periods
Grade 12
Course # 694101 & 694102
TFN941003 & TFN942004

Cosmetology Pathway

Cosmetology I
Course Length - Yearlong - 4 Periods
Grade 11
Course # 693000 & TFN940011

Cosmetology II - Fall & Spring
Course Length - Yearlong - 4 Periods
Grade 12
Course # 693101 & 693102
TFN941012 & TFN942012

Course #	Course Title	Year	Credits	Prerequisite	Grade
694000 TFN94003	Barbering I	1	4	None	11
694101 CAT941003	Barbering II - Fall	.5	2	Barbering I	12
694102 CAT942004	Barbering II - Spring	.5	2	Barbering II - Fall	12
693000 TFN940011	Cosmetology I	1	4	None	11
693101 CAT941012	Cosmetology II - Fall	.5	2	Cosmetology I	12
693102 CAT942012	Cosmetology II - Spring	.5	2	Cosmetology I - Fall	12

-Dual Credit available

Barbering I 694000 / TFN940003

Course Length: Y Grade Level: 11
(4 periods daily)

Barbering I is the first year of a two-year program designed to introduce students to the foundational principles of barbering. The program is approved and licensed by the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, and complies with all applicable state and federal guidelines.
The curriculum integrates both theoretical instruction and hands-on practice in areas including anatomy, physiology, skin disorders, hygiene and sanitation, the history and laws of barbering, haircutting and styling, shaving, shampooing, permanent waving, massage techniques, and the use of barbering tools.
Instruction aligns with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Students begin accumulating the required hours toward licensure and are prepared for continued study in Barbering II.

Barbering II – Fall 694101 / TFN941003

Course Length: S Grade Level: 12
(4 periods daily)

Prerequisite: Barbering I

Barbering II – Fall is the second phase of the two-year barbering program. It provides advanced theoretical knowledge and practical skill development necessary for licensure. The course expands on prior learning with deeper instruction in anatomy, physiology, skin disorders, hygiene and sanitation, barbering history and law, haircutting and styling, shaving, shampooing, permanent waving, massage, bleaching, tinting, coloring, shop management and operations, and the use of barbering tools.
The curriculum is aligned with the Barber, Cosmetology, Esthetics, and Nail Technology Act and includes instruction on labor and compensation. Practical lab experience is a core component, preparing students for the State Barber Board Examination.

Barbering II – Spring 694102 / TFN942004

Course Length: S Grade Level: 12
(4 periods daily)

Prerequisite: Barbering II – Fall

Barbering II – Spring provides students with real-world experience in barbering-related fields. The course includes both classroom instruction and participation in a Career Development Experience through an apprenticeship within the school-based enterprise, Lavish.
Students apply and expand upon the skills and knowledge acquired in the fall semester, further preparing for licensure and professional practice.

Cosmetology I 693000/ TFN940011

Course Length: Y Grade Level: 11
(4 periods daily)

Cosmetology I introduces students to the foundational requirements for becoming licensed cosmetologists. The program is approved and licensed by the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, and adheres to all applicable state and federal guidelines. Instruction includes both theoretical and practical components in the following areas: tool usage, shampooing, chemical understanding and application, hair types, sanitation, hygiene, skin conditions and diseases, anatomy and physiology, electricity, ethics, nail technology, and esthetics. All content is aligned with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Students begin accumulating hours toward licensure and are prepared for continued study in Cosmetology II.

Cosmetology II – Fall 693101/TFN941012

Course Length: S Grade Level: 12
(4 periods daily)

Prerequisite: Cosmetology I

Cosmetology II builds upon the knowledge and skills acquired in Cosmetology I and provides students with advanced instruction and practical experience. The curriculum includes classroom learning and hands-on practice in chemical applications, hair treatments, hair styling and dressing, hair coloring, salon management, sanitation, and interpersonal relations. Instruction also covers labor and compensation laws and continues to align with the Barber, Cosmetology, Esthetics, and Nail Technology Act. Additional topics may include nail technology, esthetics, individualized skill development, and career planning. This course supports students in progressing toward the 1,500 required hours for licensure and prepares them for the Cosmetology Licensure Examination.

Cosmetology II – Spring 693102/TFN942012

Course Length: S Grade Level: 12
(4 periods daily)

Prerequisite: Cosmetology II – Fall

Cosmetology II – Spring provides students with workplace experience in cosmetology-related fields. The course includes classroom instruction and practical study, and is aligned with a Career Development Experience. Students participate in apprenticeships through the school-based enterprise, Lavish, applying skills and knowledge gained in the fall semester. This course continues to build toward the completion of required licensure hours and supports students in transitioning from school to professional practice.

Architecture & Construction

Construction Trades Pathway

Introduction to Building & Construction
Course Length - Semester - Double Period
Grade 10, 11
Course # 652711– CAT941008

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Building & Construction I
Course Length - Semester - Double Period
Grade 10, 11
Course # 652712 - CAT942008

↓

Building & Construction II - Fall & Spring
Course Length - Yearlong - Double Period
Grade 11, 12
Course # 652901 & 652902
CAT941010 & CAT-942010

Electrician Pathway

Electricity I
Course Length - Yearlong
Grade 11
Course # 663710 – CAT940018

↓

Electricity II
Course Length - Yearlong
Grade 12
Course # 663800 – CAT940019

Course #	Course Title	Year	Credits	Prerequisite	Grade
652711 CAT941008	Intro to Building & Construction	.5	1	None	10-11
652712 CAT942008	Building & Construction I	.5	1	Intro to Bld & Con	10-11
652901 CAT941010	Building & Construction II - Fall	.5	1	Bld & Con I	11-12
652902 CAT942010	Building & Construction II - Spring	.5	1	Bld & Con II - Fall	11-12
663710 CAT940018	Electricity I	1	1	None	11
663800 CAT940019	Electricity II	1	1	Electricity I	12

-Dual Credit available

Building & Construction I- 652712/CAT942008

Course Length: S Grade Level: 10–11
Double Period

Prerequisite: Introduction to Building & Construction

Building & Construction I introduces students to construction terminology and hands-on techniques through the creation of a 4'x4' freestanding floor and wall section. The course covers design methods for floor, wall, and roof systems, as well as basic electrical and plumbing systems. Students engage in a variety of learning activities including reading and interpreting house plans, understanding local building codes, foundation work, framing, plumbing, electrical installation, window and door installation, flooring, siding repair or installation, and deck/patio construction.

Building & Construction II – Fall 652901/CAT941010

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Building & Construction I

Building & Construction II – Fall focuses on structural footings, wall systems, and the physical properties of wood and building materials. Students explore measurement grading and apply their knowledge through hands-on projects, including the framing of a scaled-down residential structure. The curriculum emphasizes practical carpentry skills such as floor, wall, and roof framing, with special attention to stair stringers and rafter layout using a framing square.

Building & Construction II – Spring 652902/CAT942010

Course Length: S Grade Level: 11–12
Double Period

Prerequisite: Building & Construction II – Fall

Building & Construction II – Spring provides students with workplace experience in the construction field. The course integrates classroom instruction with career development opportunities, including participation in school-based and student-led enterprises or apprenticeships. All skills and outcomes build upon the content and experiences from the Fall semester, reinforcing students' technical and professional competencies.

Electricity I 663710/ CAT940018

Course Length: Y Grade Level: 11

Electricity I introduces students to the theory, terminology, equipment, and practical skills required for careers in the electrical field. The curriculum typically includes AC and DC circuitry, safety procedures, and the National Electrical Code. Students gain hands-on experience in building circuits, residential wiring, lighting installation, and working with power circuits and cables.

Electricity II 663800/ CAT940019

Course Length: Y Grade Level: 12

Prerequisite: Electricity I

Electricity II explores energy and power in transportation and industrial applications. Students examine various energy sources and their societal uses, and develop an understanding of energy transfer principles including electricity/electronics, hydraulics, pneumatics, heat transfer, and renewable energies such as wind, nuclear, and solar. The course also covers the transmission and control of power through mechanical and electrical devices such as motors and engines.

Introduction to Building & Construction-652711/CAT941008

Course Length: S Grade Level: 10–11
Double Period

Introduction to Building & Construction provides students with foundational knowledge of the materials and processes used in residential construction. The course places strong emphasis on safety, requiring students to follow proper procedures throughout the shop environment. Students gain hands-on experience using industry-standard power and hand tools. Instruction also includes excavation techniques, foundation systems, and concrete slab construction.

STEM: Science, Technology, Engineering, Math

Engineering Technology Pathway

PLTW Intro to Engineering Design
Course Length - Yearlong - Double Period
Grade 10, 11
Course # 663100 – CAT940023



PLTW Principles of Engineering Design
Course Length - Yearlong - Double Period
Grade 11, 12
Course # 664110 – CAT940024

Course #	Course Title	Year	Credits	Prerequisite	Grade
663100 CAT940023	PLTW Intro to Engineering Design	1	1	None	10-11
664110 CAT940024	PLTW Principles of Engineering Design	1	1	PLTW Intro to Engineering	11-12

-Dual Credit available

PLTW: Introduction to Engineering Design 663100/CAT940023

Course Length: Y Grade Level: 10–11
Double Period

This is the first course in the Project Lead the Way (PLTW) engineering sequence. Students explore the engineering design process and apply a structured problem-solving model to improve existing products and develop new innovations. Working both independently and collaboratively, students design solutions to real-world challenges using industry-standard three-dimensional modeling software. The course emphasizes creativity, critical thinking, and communication within the context of engineering.

PLTW: Principles of Engineering 664110/ CAT940024

Course Length: Y Grade Level: 11–12

Prerequisite: PLTW: Introduction to Engineering Design

This is the second course in the Project Lead the Way (PLTW) engineering sequence. Students engage in a broad exploration of engineering concepts through hands-on, problem-based learning. Topics include mechanisms, structural strength and materials, and automation. Students develop skills in research, design, and problem-solving while learning to document the design process, collaborate effectively, and present their work professionally. The course prepares students for advanced engineering studies and careers in STEM fields.

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

MEMORANDUM

Date: November 12th, 2026
To: Mr. Raymond Williams, Superintendent/Board of Education
From: Dr. LaQuesha Martin-Dean, Director of Teaching and Learning; Becky Szuba, Assistant Superintendent of Teaching and Learning
Subject: AP Economics Course Proposal

Recommended Action

Following further review, the Department of Teaching and Learning may seek Board approval at the December Board meeting to add AP Macroeconomics and/or AP Microeconomics to the 2027–2028 Curriculum Guide. This information is being shared to provide an update on our first new course proposal and to communicate the process for reviewing and advancing new courses for Board consideration.

Background

The Department of Teaching and Learning has received a proposal to offer AP Economics as a potential yearlong course for 11th-grade students beginning in the 2027–2028 school year.

The proposal has been reviewed at both campuses, with the Assistant Principals for Instruction (APIs) gathering feedback from division leaders, students, and administration before submitting their response. Thornton Fractional South supports adding the course, while Thornton Fractional North does not support the proposal currently.

The Department of Teaching and Learning would like to provide the Board with an update on the new course proposal process itself and share additional information and considerations that will be reviewed before making a final recommendation regarding the proposed course offering for the 2027–2028 school year.

Course Name: AP Economics

Description: Are you curious about how the world works, why prices change, or how governments tackle massive financial crises? AP Economics introduces students to the principles of economics that apply to an individual decision-maker, businesses, and the aggregate economic system. This rigorous, college-level program is divided into two distinct areas of study to prepare students for both AP exams in May.

Funding source if applicable: N/A

Attachment
AP Economics Course Proposal Form
Denial Rationale from TFN
TFS AP Economics Student Interest Results
TFN AP Economics Student Interest Results

Survey Link/Data
Survey Link/Data (Google Sheets)

Rationale for Course: Provide a brief description of student/school needs, purpose of the course, benefits, and anticipated outcomes.*

Per District 215 curriculum mandates, students must establish proficiency in macroeconomic principles, national systems, and financial literacy. This course directly answers the need for a highly advanced pathway to satisfy social studies concepts while elevating the scholastic standard of the department. The course equips students to analyze the choices of individual consumer and firm decision-makers (AP Microeconomics), alongside the systemic mechanics of national income, price-level determination, and global stabilization policies (AP Macroeconomics). Graduates of the course will possess a systematic understanding of the American free enterprise system, the banking sector, the business cycle, and how fiscal and monetary policy interventions impact their local and global communities. Enrolled students are projected to build the mastery required to take and succeed on both official College Board AP Economics exams in May. Students will graduate the course capable of applying marginal analysis to real-world scenarios—evaluating costs versus benefits to make highly rational financial and personal decisions.

Course Description (as it would appear in the curriculum guide):*

Are you curious about how the world works, why prices change, or how governments tackle massive financial crises? AP Economics introduces students to the principles of economics that apply to an individual decision-maker, businesses, and the aggregate economic system. This rigorous, college-level program is divided into two distinct areas of study to prepare students for both AP exams in May.

Potential Materials and Resources (include texts, technology tools, supplementary resources, facilities needed, and personnel):*

The successful implementation of AP Economics requires a combination of specialized physical, digital, and instructional resources to support college-level learning. Students will primarily utilize advanced textbooks, such as Krugman's Economics for the AP® Course or McConnell, Brue, and Flynn's Economics, supplemented by official Council for Economic Education workbooks. To facilitate regular graphing practice and data analysis, the course will leverage district-issued student laptops alongside digital platforms like College Board AP Classroom, FRED (Federal Reserve Economic Data), and interactive simulators like EconLowdown. Current media from The Wall Street Journal and The Economist will also be integrated to connect theory to real-world events. These resources will be utilized within a standard classroom equipped with high-speed internet and an interactive smartboard for complex visual modeling. Finally, the course relies on vital personnel, including a certified Social Studies instructor who has

completed College Board AP Summer Institute training, and a building AP Coordinator to manage spring exam logistics.

To what extent does this course conflict with the content and/or student availability of other courses in your department? *

The introduction of AP Economics presents minimal content conflict with existing social studies courses, acting instead as a rigorous, college-level extension of the department's standard economics curriculum. Rather than duplicating material, it expands deeply into distinct microeconomic and macroeconomic theories while fully satisfying the State of Illinois consumer education graduation requirement. Regarding student availability, the course is an elective designed for high-achieving juniors and seniors, meaning it will naturally intersect with required upper-level social studies courses like U.S. Government, Civics, and AP U.S. History. To minimize scheduling bottlenecks within the department and prevent students from having to choose between competing higher-level social science options, the course can be structured sequentially by semester—offering AP Microeconomics in the fall and AP Macroeconomics in the spring. Furthermore, to completely bypass daytime scheduling conflicts for students with packed academic tracks, this class can be offered as an early-bird or zero-hour option, allowing building administrators to maximize student enrollment and accessibility.

To what extent does this course conflict with courses offered in other departments?*

The implementation of AP Economics introduces no content conflicts with courses offered in other academic departments. Because economics is a specialized behavioral social science, its curriculum remains distinct from the quantitative focuses of the Mathematics department and the business-application modules found in Career and Technical Education (CTE) pathways. In terms of student scheduling, potential conflicts are limited entirely to availability, as this high-level elective will attract top-tier juniors and seniors whose schedules are already densely packed with advanced requirements. Consequently, the class will compete for the same daytime schedule slots as advanced courses in departments such as English, Science, and Mathematics. To resolve these inter-departmental scheduling bottlenecks and ensure that high-achieving students do not have to choose between competing upper-level disciplines, this course can be strategically offered as an early-bird or zero-hour option, thereby maximizing student accessibility across all academic pathways.

AP Economics Course Proposal Denial Rationale from TFN

After reviewing student enrollment trends, staffing capacity, scheduling considerations, and department and building admin feedback, the recommendation is to not approve the addition of AP Economics at TF North at this time. Current AP enrollment numbers and limited student interest raise concerns about the sustainability of an additional AP offering. Furthermore, there are currently no teachers interested in completing the necessary AP training, and adding the course would increase existing instructional preparation demands. The proposed course may also compete with established AP and CTE electives, potentially impacting enrollment in those programs. Specifically, the Social Studies Department feedback further supports this recommendation, with eight of nine Social Studies respondents opposing the addition. While a zero-hour offering or shared enrollment opportunity across district schools may provide future alternatives, additional consideration should be given to student demand, staffing feasibility, and alignment with existing course offerings before moving forward. At this time, prioritizing and strengthening current course offerings is recommended over expanding the AP curriculum.

Timestamp	Email Address	ID Number	Year in School	When did you take honors economics?	If you are a senior, would have been interested in AI	If you are a sophomore or junior, would you take AP
8/26/2026 10:18:55	1005847@students.tfd2	1005847	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:19:22	1005775@students.tfd2	1005775	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:19:27	1005910@students.tfd2	1005910	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:19:30	1005366@students.tfd2	1005366	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:19:31	1005402@students.tfd2	1005402	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:19:49	1005938@students.tfd2	1005938	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:19:54	1005421@students.tfd2	1005421	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:20:03	1006188@students.tfd2	1006188	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:20:10	1005413@students.tfd2	1005413	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:20:14	1005429@students.tfd2	1005429	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:21:04	1005434@students.tfd2	1005434	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	No
8/26/2026 10:21:24	1005391@students.tfd2	1005391	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:22:52	1005761@students.tfd2	1005761	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 10:39:53	1005798@students.tfd2	1005798	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 11:31:30	1003124@students.tfd2	1003124	Senior	Spring 2026	No	I am currently a senior.
8/26/2026 11:31:38	1002991@students.tfd2	1002991	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 11:31:44	1004087@students.tfd2	1004087	Junior	Fall 2026	I am currently a sophomore/junior.	No
8/26/2026 11:31:50	1003605@students.tfd2	1003605	Senior	I have not taken honors economics yet.	Yes	I am currently a senior.
8/26/2026 11:31:51	1003654@students.tfd2	1003654	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 11:31:54	1003111@students.tfd2	1003111	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 11:31:56	1004344@students.tfd2	1004344	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
8/26/2026 11:32:03	1003611@students.tfd2	1003611	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 11:32:08	1002984@students.tfd2	1002984	Senior	Fall 2026	Yes	I am currently a senior.
8/26/2026 11:32:10	1003119@students.tfd2	1003119	Senior	Fall 2026	Yes	I am currently a senior.
8/26/2026 11:32:14	1002812@students.tfd2	1002812	Senior	Fall 2026	Yes	I am currently a senior.
8/26/2026 11:32:17	1002618@students.tfd2	1002618	Senior	Fall 2026	No	I am currently a senior.
8/26/2026 11:32:22	1002655@students.tfd2	1002655	Senior	Fall 2026	No	I am currently a senior.
8/26/2026 11:32:22	1002589@students.tfd2	1002589	Senior	Spring 2026	No	I am currently a senior.
8/26/2026 11:32:32	1003107@students.tfd2	1003107	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 11:32:35	1003197@students.tfd2	1003197	Senior	Spring 2026	No	I am currently a senior.
8/26/2026 11:32:40	1003042@students.tfd2	1003042	Senior	Fall 2026	Yes	I am currently a senior.
8/26/2026 11:33:20	1002614@students.tfd2	1002614	Senior	I have not taken honors economics yet.	Yes	I am currently a senior.
8/26/2026 11:33:32	1002596@students.tfd2	1002596	Senior	I have not taken honors economics yet.	Yes	I am currently a senior.
8/26/2026 11:33:44	1003766@students.tfd2	1003766	Senior	Fall 2026	Yes	I am currently a senior.

Timestamp	Email Address	ID Number	Year in School	When did you take honors economics?	If you are a senior, would have been interested in AI	If you are a sophomore or junior, would you take AP
8/26/2026 11:34:46	1004782@students.tfd2	1004782	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 12:16:04	1003172@students.tfd2	1003172	Senior	Spring 2026	Yes	I am currently a senior.
8/26/2026 12:16:39	1003738@students.tfd2	1003738	Senior	Fall 2026	Yes	I am currently a senior.
8/26/2026 12:16:44	1002711@students.tfd2	1002711	Senior	Fall 2026	No	I am currently a senior.
8/26/2026 12:16:48	1004442@students.tfd2	1004442	Junior	Fall 2026	I am currently a sophomore/junior.	No
8/26/2026 12:16:55	1004052@students.tfd2	1004052	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
8/26/2026 12:16:59	1004150@students.tfd2	1004150	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
8/26/2026 12:17:04	1002686@students.tfd2	1002686	Senior	I have not taken honors economics yet.	No	I am currently a senior.
8/26/2026 12:17:19	1004218@students.tfd2	1004218	Junior	Spring 2026	I am currently a sophomore/junior.	No
8/26/2026 12:17:54	1003132@students.tfd2	1003132	Senior	Spring 2026	No	No
8/26/2026 12:18:31	1003047@students.tfd2	1003047	Senior	Spring 2026	No	I am currently a senior.
8/26/2026 12:19:29	1003055@students.tfd2	1003055	Senior	Fall 2026	Yes	I am currently a senior.
8/26/2026 14:11:02	1005843@students.tfd2	1005843	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 14:26:31	1005461@students.tfd2	1005461	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 14:58:36	1005923@students.tfd2	1005924	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 15:23:52	1005764@students.tfd2	1005764	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 18:01:36	1005853@students.tfd2	1005853	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 18:13:26	1005403@students.tfd2	1005403	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/26/2026 22:03:16	1005850@students.tfd2	1005850	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	No
8/26/2026 22:30:45	1005911@students.tfd2	1005911	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	No
8/27/2026 5:20:56	1005528@students.tfd2	1005528	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	No
8/27/2026 8:25:54	1006207@students.tfd2	1006207	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/27/2026 11:54:43	1003050@students.tfd2	1003050	Senior	Spring 2026	Yes	I am currently a senior.
8/27/2026 12:11:26	1003002@students.tfd2	1003002	Senior	Fall 2025	No	I am currently a senior.
8/27/2026 17:07:55	1005836@students.tfd2	1005836	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/27/2026 17:16:27	1005976@students.tfd2	1005976	Sophomore	I have not taken honors economics yet.	I am currently a sophomore/junior.	Yes
8/27/2026 17:31:19	1003092@students.tfd2	1003092	Senior	Fall 2025	Yes	I am currently a senior.
8/27/2026 20:27:39	1002949@students.tfd2	1002949	Senior	Spring 2026	Yes	I am currently a senior.
8/28/2026 10:32:11	1007365@students.tfd2	1007365	Junior	Spring 2026	I am currently a sophomore/junior.	No
8/31/2026 12:02:43	1003060@students.tfd2	1003060	Senior	Fall 2025	Yes	I am currently a senior.
8/31/2026 12:03:11	1003013@students.tfd2	1003013	Senior	Spring 2026	Yes	I am currently a senior.
9/4/2026 10:41:40	1002590@students.tfd2	1002590	Senior	Spring 2026	Yes	I am currently a senior.
9/4/2026 10:43:50	1003028@students.tfd2	1003028	Senior	Spring 2026	Yes	I am currently a senior.
9/4/2026 10:45:21	1004140@students.tfd2	1004140	Junior	I have not taken honors economics yet.	No	No

Timestamp	Email Address	ID Number	Year in School	When did you take honors economics?	If you are a senior, would have been interested in AI	If you are a sophomore or junior, would you take AP
9/4/2026 18:56:12	1002681@students.tfd2	1002681	Senior	Fall 2025	Yes	I am currently a senior.
9/16/2026 8:37:46	1004248@students.tfd2	1004248	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 8:40:07	1004266@students.tfd2	1004266	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 8:51:54	1004229@students.tfd2	1004229	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 8:53:42	1004130@students.tfd2	1004130	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/16/2026 8:56:35	1004404@students.tfd2	1004404	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 8:56:41	1005135@students.tfd2	1005135	Senior	Fall 2026	No	I am currently a senior.
9/16/2026 8:57:22	1004293@students.tfd2	1004293	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/16/2026 8:57:47	1004290@students.tfd2	1004290	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 8:58:22	1004403@students.tfd2	1004403	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:00:20	1004100@students.tfd2	1004100	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:02:34	1004352@students.tfd2	1004352	Junior	Fall 2025	Yes	Yes
9/16/2026 9:02:41	1004292@students.tfd2	1004292	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:04:35	1006397@students.tfd2	1006397	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:04:36	1004906@students.tfd2	1004906	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:28:07	1004427@students.tfd2	1004427	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:35:08	1004430@students.tfd2	1004430	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:36:32	1004074@students.tfd2	1004074	Junior	Spring 2026	I am currently a sophomore/junior.	No
9/16/2026 9:39:09	1004149@students.tfd2	1004149	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:41:10	1004212@students.tfd2	1004212	Junior	Fall 2025	I am currently a sophomore/junior.	No
9/16/2026 9:41:17	1004363@students.tfd2	1004363	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:41:48	1004299@students.tfd2	1004299	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:42:48	1004150@students.tfd2	1004150	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/16/2026 9:43:25	1004950@students.tfd2	1004950	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:43:36	1004184@students.tfd2	1004184	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/16/2026 9:44:18	1004138@students.tfd2	1004138	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:49:17	1003179@students.tfd2	1003179	Senior	Fall 2026	Yes	I am currently a senior.
9/16/2026 9:51:18	1004180@students.tfd2	1004180	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:52:13	1004386@students.tfd2	1004386	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:53:14	1004215@students.tfd2	1004215	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 9:54:11	1004059@students.tfd2	1004059	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 10:37:47	1004312@students.tfd2	1004312	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 11:03:05	1004391@students.tfd2	1004391	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 12:02:08	1004267@students.tfd2	1004267	Junior	Fall 2026	I am currently a sophomore/junior.	No

Timestamp	Email Address	ID Number	Year in School	When did you take honors economics?	If you are a senior, would have been interested in AI	If you are a sophomore or junior, would you take AP
9/16/2026 12:02:57	1004244@students.tfd2	1004244	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 12:03:16	1004309@students.tfd2	1004309	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 12:03:28	1005161@students.tfd2	1005161	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 12:03:38	1004154@students.tfd2	1004154	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 12:06:41	1004377@students.tfd2	1004377	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 12:07:39	1004075@students.tfd2	1004075	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/16/2026 12:53:39	1004408@students.tfd2	1004408	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/16/2026 17:26:28	1004125@students.tfd2	1004125	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/16/2026 18:14:44	1007365@students.tfd2	1007365	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/17/2026 14:48:46	1004111@students.tfd2	1004111	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/19/2026 15:42:47	1004068@students.tfd2	1004068	Junior	Fall 2026	Yes	I am currently a senior.
9/19/2026 15:46:23	1004311@students.tfd2	1004311	Junior	Fall 2026	I am currently a sophomore/junior.	No
9/19/2026 15:46:26	1004245@students.tfd2	1004245	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/20/2026 18:07:33	1004944@students.tfd2	1004944	Junior	Fall 2026	No	No
9/21/2026 9:46:03	1004434@students.tfd2	1004434	Junior	Fall 2026	I am currently a sophomore/junior.	Yes
9/21/2026 9:46:23	1004407@students.tfd2	1004407	Junior	Fall 2026	I am currently a sophomore/junior.	No
10/13/2026 12:43:31	1004372@students.tfd2	1004372	Junior	Fall 2026	I am currently a sophomore/junior.	No
10/14/2026 17:04:07	1004192@students.tfd2	1004192	Junior	Fall 2026	No	Yes
					Yes - Class of 2027	**Yes - Class of 2028/2029**
					28	**58**

AP Economics Student Interest Survey

165 Responses 02:40 Average time to complete Active Status

1. ID Number

165
Responses

Latest Responses

"*1007280*"

"*1005193*"

"*1004898*"

2. Select your current year in school.

Freshman	79
Sophomore	70
Junior	10
Senior	6



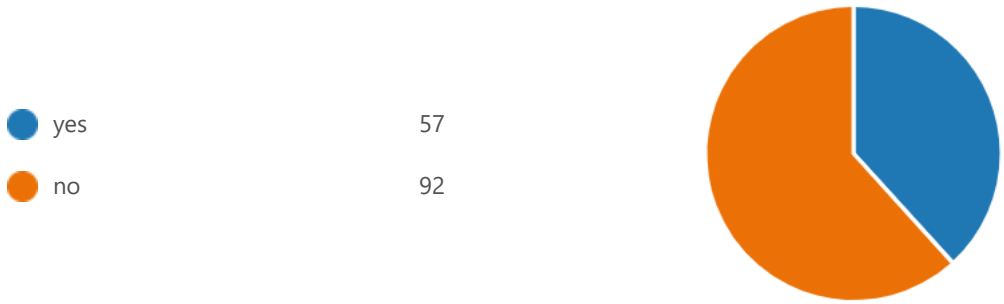
3. As a senior, you had the opportunity to choose four electives. Options included the following:
    - AP Computer Science
    - Art *(Art Fundamentals, Drawing, Painting, 3D Sculpture & Design and/ or Graphic Design, Culinary, Foundations to Teaching, Child Care, Automotive Tech, Collision Repair*
    - Career Technical Education (*Accounting, Money Matters, Microsoft Office Technology, Work Program, 21st Century Entrepreneurship, Graphic Design, Television Production, Coding, App & Web Development, Culinary, Foundations to Teaching, Child Care, Automotive Tech, Collision Repair, Construction, Electricity, Engineering)*
    - English *(African American Literature, Media Analysis, Advanced Journalism, Creative Writing, Speech)*
    - Math *(Applied Math, AP Pre-Calculus, AP Statistics, Pre-Calculus and/ or College Prep Math)*
    - Music *(Band, Choir, Piano, Guitar and/ or AP Music Theory)*
    - Opportunities for College Credit *(College Step-Up and/ or National Equity Lab Program)*
    - Science *(AP Biology, AP Chemistry, Physics, AP Physics, Anatomy & Physiology and/ or Earth Science)*
    - Social Studies *(AP Human Geography, AP U.S. History, AP Psychology, American Diversity, AP African American Studies, Psychology and/ or Sociology)*
    - World Language *(Spanish or French, including AP Spanish Language and/ or AP Spanish Literature and Culture)*

If AP Economics had been an option, would it have been one of your top FOUR choices from all of the above?



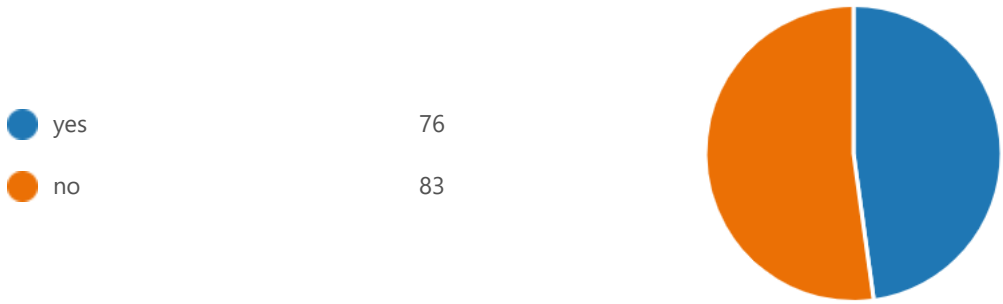
4. As a junior, you will have the opportunity to choose two electives. Options include the following:
    - AP Computer Science
    - Art *(Art Fundamentals, Drawing, Painting, 3D Sculpture & Design and/ or Graphic Design, Culinary, Foundations to Teaching, Child Care, Automotive Tech, Collision Repair*
    - Career Technical Education (*Accounting, Money Matters, Microsoft Office Technology, Work Program, 21st Century Entrepreneurship, Graphic Design, Television Production, Coding, App & Web Development, Culinary, Foundations to Teaching, Child Care, Automotive Tech, Collision Repair, Construction, Electricity, Engineering)*
    - English *(African American Literature, Media Analysis, Advanced Journalism, Creative Writing, Speech)*
    - Math *(Applied Math, AP Pre-Calculus, AP Statistics, Pre-Calculus and/ or College Prep Math)*
    - Music *(Band, Choir, Piano, Guitar and/ or AP Music Theory)*
    - Opportunities for College Credit *(College Step-Up and/ or National Equity Lab Program)*
    - Science *(AP Biology, AP Chemistry, Physics, AP Physics, Anatomy & Physiology and/ or Earth Science)*
    - Social Studies *(AP Human Geography, AP U.S. History, AP Psychology, American Diversity, AP African American Studies, Psychology and/ or Sociology)*
    - World Language *(Spanish or French, including AP Spanish Language and/ or AP Spanish Literature and Culture)*

Would AP Economics be one of your top TWO choices from all of the above?



5. As a senior, you will have the opportunity to choose four electives. Options include the following:
    - AP Computer Science
    - Art *(Art Fundamentals, Drawing, Painting, 3D Sculpture & Design and/ or Graphic Design, Culinary, Foundations to Teaching, Child Care, Automotive Tech, Collision Repair*
    - Career Technical Education (*Accounting, Money Matters, Microsoft Office Technology, Work Program, 21st Century Entrepreneurship, Graphic Design, Television Production, Coding, App & Web Development, Culinary, Foundations to Teaching, Child Care, Automotive Tech, Collision Repair, Construction, Electricity, Engineering)*
    - English *(African American Literature, Media Analysis, Advanced Journalism, Creative Writing, Speech)*
    - Math *(Applied Math, AP Pre-Calculus, AP Statistics, Pre-Calculus and/ or College Prep Math)*
    - Music *(Band, Choir, Piano, Guitar and/ or AP Music Theory)*
    - Opportunities for College Credit *(College Step-Up and/ or National Equity Lab Program)*
    - Science *(AP Biology, AP Chemistry, Physics, AP Physics, Anatomy & Physiology and/ or Earth Science)*
    - Social Studies *(AP Human Geography, AP U.S. History, AP Psychology, American Diversity, AP African American Studies, Psychology and/ or Sociology)*
    - World Language *(Spanish or French, including AP Spanish Language and/ or AP Spanish Literature and Culture)*

Would AP Economics be one of your top FOUR choices from all of the above?



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

MEMORANDUM

Date: November 12, 2026
To: Mr. Ray Williams, Superintendent/Board of Education
From: Paul Wakefield, Chief Technology Officer
Subject: School Year 2027/28 Student Chromebook Purchase

Recommended Action

It is recommended that the Board approve the purchase of 900 Dell Chromebook 11 C1126M devices from Xerox IT Solutions in the amount of $484,200.00, at the Board of Education meeting on November 24, 2026.

Background

In 2023, the District 215 Board of Education adopted a 1:1 Chromebook model for District 215 students and authorized student purchase of devices upon graduation. In accordance with this model 900 Chromebooks are needed to provide to students in the 2027/28 school year. These Chromebooks are provided directly to students as instructional tools and will be used district wide to facilitate student learning. New Chromebooks are primarily provided to incoming freshmen and will stay with that student for their full career in District 215.

The Dell Chromebook 11 C1126M was selected because it provides the best overall value and meets the curricular and technology specifications of the 1:1 model.

Funding source if applicable:

The cost of each Chromebook is $538. This cost includes the Chromebook, Google Admin Licensing, and a four-year accidental damage warranty. The total cost for the recommended Chromebooks, software, and support is $484,200.00 and will be funded using local monies budgeted in the Technology Budget.

Attachment:
Quote-4263125.pdf

xerox IT Solutions

Xerox IT Solutions
N102 W19300 Willow Creek Way,
Suite C
Germantown, WI 53022
www.xerox.com

Quote

Quote Details	
Quote #:	4263125
Date:	10/16/2026
Payment Method:	Net 30 Days
Client PO#:	
Cost Center:	
Shipping Method:	Ground

Bill To:
ACCT #: 550073
Thornton Fractional SD 215
Accounts Payable
18601 Torrence Ave.
Lansing, IL 60438
United States
708-585-2307

Ship To:
Thornton Fractional SD 215
Accounts Payable
18601 Torrence Ave.
Lansing, IL 60438
United States
708-585-2307

Client Contact:
Christian Hooper
(P) 708-585-9795
CHooper@tfd215.org

Client Executive:
Chris Elkendier
Chris.Elkendier@xerox.com

Description: QTY 900 Chromebooks

	Item Description	Part #	Tax	Qty	Unit Price	Total
1	**Dell Chromebook + ChromeCare + Management** Bundle UNSPSC: Unspecified	B25986911	Y	900	$538.00	$484,200.00
2	**Dell Chromebook 11 C1126M** Dell Chromebook 11 C1126M Manufacturer Part #: 210-BWGZ~210-BWGZ UNSPSC: 43211503			900 1 per bundle	Included	Included
	01 634-BUOO|Operating System:ChromeOS 02 338-CVRV|Base Options:Laptop, MediaTek Kompanio 540 (8 cores, up to 2.6Ghz, 4W), 8GB memory, 64GB eMMC, 2x Type-C 03 370-BCDV|Memory:8 GB LPDDR5, 4800 MT/s (onboard) 04 400-BNIB|Storage:64 GB eMMC, on-board 05 391-BKWL|Display:Laptop, 11.6", Non-Touch, HD(1366x768) TN, 220 nits, Anti-Glare, Dual Mic, HD Camera, WLAN 06 583-BNKS|Keyboard:English US non-backlit keyboard 07 555-BNQF|Wireless:MediaTek MT7922SD, 2x2 MIMO, 2400 Mbps, 2.4/5/6 GHz, Wi-Fi 6E (WiFi 802.11ax), Bluetooth 5.3 08 346-BNCR|PalmRest:Laptop, Palmrest, 11", 2 USB C 09 451-BDNJ|Primary Battery:3-cell, 45 Wh 10 492-BDTG|Power Supply:65W USB-C AC adapter 11 450-AMEI|Power Cord:E4 Power Cord 1M for US 12 340-DZMN|Placemat:Quickstart Guide 13 570-AADK|Mouse:No Mouse 14 340-DNBV|Documentation/Disks:Documentation 15 389-FRSZ|Label:Laptop, Non-Touch, 2 USB C 16 340-DZQM|Packaging:Min Packaging , Dell Chromebook 11 C1126M, Laptop 17 800-BBQM|Transportation from ODM to region:Smart Selection Shipment, Chromebook (VS) 18 321-BNBB|Bottom Door:Laptop, Bottom Door, Wlan 19 998-JCTY|FGA Module:C1126M_003/US/BTS 20 556-BBCD|Mobile Broadband:No Mobile Broadband Card 21 389-BKKL|EAN POD label:POD Label, 100% tie to L10 BTS and BTP 22 728-9279|Standard Hardware Support Service:1 Year Mail In Service					
3	**4 Year ChromeCare Warranty with Accidental Damage Protection – (Non-Touch Devices)** Manufacturer Part #: CC-4YR-NT-TH UNSPSC: 43210000			900 1 per bundle	Included	Included
4	**Google Chrome OS Management Console** License - academic Manufacturer Part #: CROS-SW-DIS-EDU-NEW UNSPSC: 43232804			900 1 per bundle	Included	Included

Subtotal:	$484,200.00
Shipping:	$0.00
Tax:	Exempt
TOTAL:	**$484,200.00**

Pricing & Inventory. Xerox IT Solutions is always looking to deliver the lowest cost possible to our clients. This results in fluctuating prices that you will find are lower more often than not. However, prices are subject to increases without notice in the event of a manufacturer or distributor price increase. Available inventory is subject to change without notice.

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By executing this Quote, client acknowledges and agrees to Xerox IT Solutions General Terms and Conditions of Sale, which can be found at https://savvyportal.xerox.com/TermsAndConditions/TermsAndConditions, shall apply to and are incorporated into this Quote.

Printed Name: _____ Title: _____

Authorized Signature: _____ Date: _____

Our Work

Our Proposal

Tonight, we will be sharing information with you about our vision for an in-district transition program for students with disabilities ages 18–22. This program would allow us to provide relevant and individualized transition services within our students' home district and community.

Illinois Center for Transition to Work: Targeted Technical Assistance

We have partnered with the Illinois Center for Transition and Work (ICTW) for Targeted Technical Assistance, which provides expert guidance to districts developing and strengthening transition practices and programming. The ICTW is funded through the Illinois State Board of Education.

Why now?

Historically, District 215 has outsourced transition services to non-district programs, often outside our students' home communities. These placements come at a significant cost to the district while providing limited district oversight of programming, services and student outcomes.

District 215 Mission & Vision

Mission Statement

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

Vision Statement

To provide a **diverse, relevant, and responsive** learning environment in which scholars develop the skills necessary to be **critical thinkers, problem-solvers and productive members of society**.



As we discuss where we are and where we hope to go, we invite you to keep our district's mission and vision in mind.

An Effective Transition Program

Employment

Supports students in developing the skills, experiences and connections needed to pursue meaningful and sustainable employment aligned with their strengths and interests.

Community

Builds confidence and independence navigating the community, accessing resources and participating meaningfully in all aspect of community life.

Daily Living

Develops the practical skills students need to live as independently as possible, from personal care and household tasks to money management and transportation.

Social

Creates opportunities to build meaningful relationships and social connections, while strengthening the skills needed to develop and maintain friendships.

Education

Helps students identify and access continued education or training opportunities that align with their individual goals, interests, and support needs, as appropriate.

Adult Support

Connects students and families with adult services, agencies, and long-term supports before aging out to create a more coordinated transition into adult life.

Kohler's Taxonomy

Kohler's Taxonomy for Transition Programming is a research-based framework that identifies the key practices schools should implement to help students with disabilities successfully prepare for life after high school.

Student-Focused Planning

Uses the student's strengths, preferences, and needs to guide services, while actively involving the student in planning and decision-making.

Interagency Collaboration

Builds partnerships between providers so students experience coordinated services and smoother connections after aging out.

Student Development

Provides opportunities for students to build the skills needed for adult life, like: employment, independent living, social skills and self advocacy.

Program Structure

Establishes a framework for staffing, resource allocation and district-wide systems to deliver and continuously improve transition services.

Family Engagement

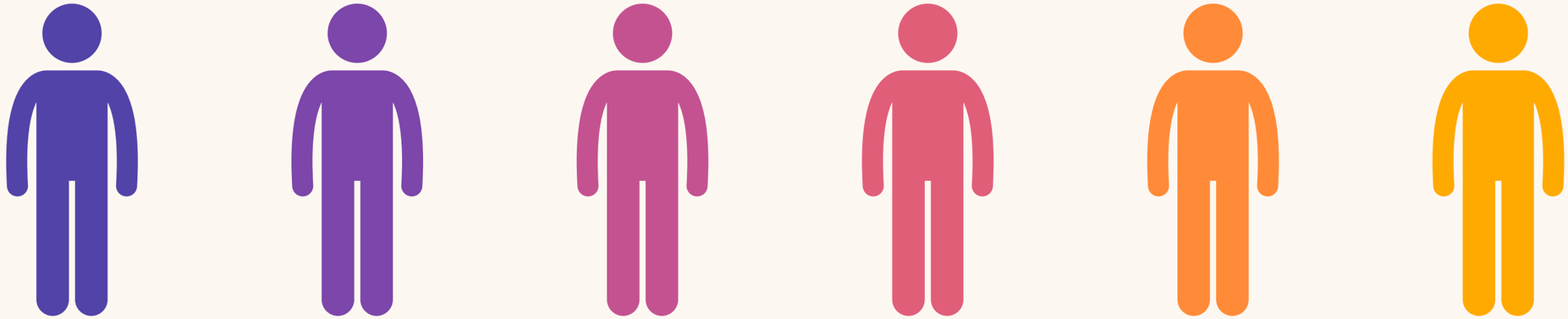
Involves families as active partners by sharing information, incorporating their perspectives and helping them understand postsecondary supports.

What Are Families Saying?

Summer Research

Mrs. Mourousias conducted informal interviews with **six families** whose students exited transition services between 2021 and 2025.

The findings on the next few slides are not intended to represent all students who have participated in transition services through District 215. Rather, they provide valuable firsthand insight into the post-school experiences of district students and identify recurring areas of need that should inform future transition programming.



Employment Outcomes

33% **No Work Experience**

Young adults who were never able to find a job within their community (lack of foundational work readiness skills).

33% **Fired Within 3 Months**

Young adults who were let go within 90 days, and did not find new employment (lack of support, lack of understanding).

33% **Employed, Dissatisfied**

Young adults who have jobs that they are not satisfied with (extremely low hours, long travel distance).

0% **Employed, Satisfied**

Young adults who are gainfully and happily employed within their home community.

Education Outcomes

0% **Adult Education Classes**

Includes community college classes for credit or audit, modified university programs and enrichment/adult learning.

0% **Vocational Training**

Includes vocational certifications, apprenticeships, technical programs and workforce development programs.

0% **Day Services**

Structured programs that provide support in independent living, socialization, community participation and skill development.

Independent Living Outcomes

Financial Literacy

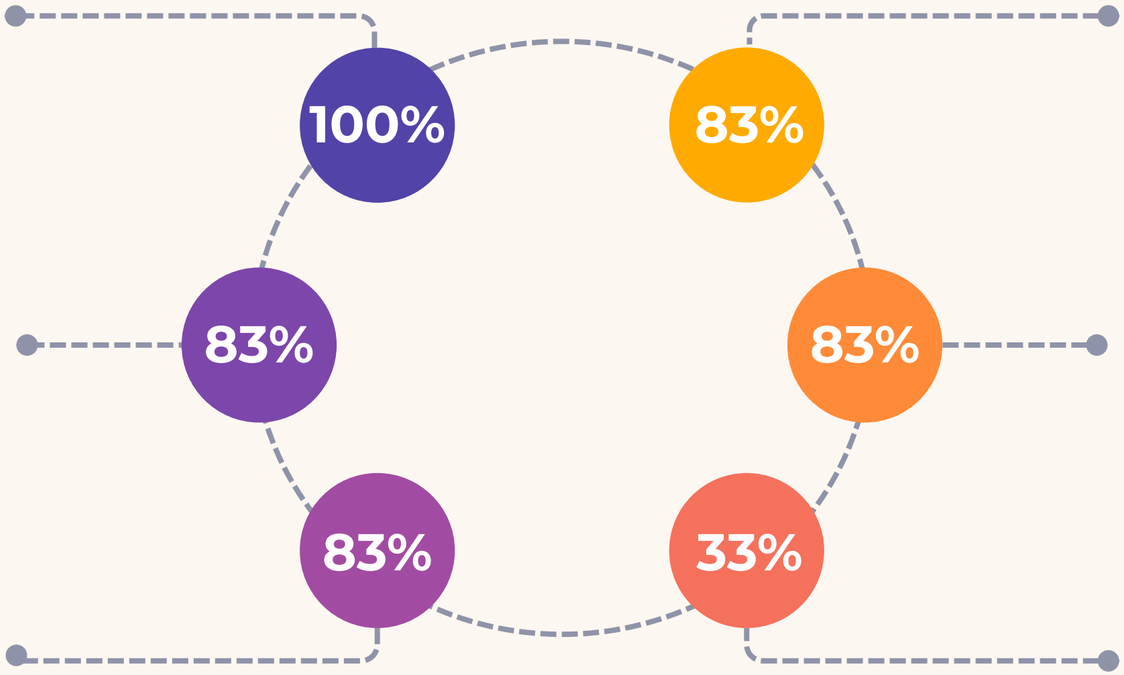
Need support to manage money, like simple budgeting, counting cash or paying for purchases.

Health Management

Need support to tend to health-related needs, like taking OTC medication or communicating with doctors.

Community Navigation

Need support in the community, like finding things in a grocery store or ordering at a restaurant.



Food Preparation

Need support to prepare simple meals and make balanced food choices.

Household Maintenance

Need support to complete basic household chores, like doing the dishes or taking out the trash.

Personal Care

Need support to tend to hygiene needs, like personal grooming or selecting appropriate clothing.

Other Outcomes & Feedback

16% **Maintained Social Connections with Peers**

5 of 6 families reported that their child has limited opportunities for meaningful in-person peer relationships, relying primarily on social media for social connection.

16% **Families Felt Informed About Adult Services**

Only one family reported feeling informed about the adult disability services available to their child and prepared to navigate the transition into adult services.

16% **Families Felt Meaningfully Involved in Planning**

Only one family reported that communication was effective; most families felt they lacked insight into their child's day-to-day programming, progress and how they could support growth at home.

Connecting to Kohler's Taxonomy

Interagency Collaboration

83% of families surveyed reported that they were not familiar with adult service providers and agencies

Our program will **embed** adult services and establish **meaningful connections** before students exit.

Family Involvement

83% of families surveyed reported that they wished they had more parent training throughout transition.

We are committed to positioning families as **active partners** in planning, training and service coordination with adult providers.

Program Structure

Most students age out without secure employment, social connections and the ability to access resources in the community.

Our program will prioritize experiences and connections in our students' **home communities.**

Student Development

Students who have exited transition continue to have major gaps in their independent living skills.

We will develop a robust, **scaffolded functional curriculum** with ongoing **progress monitoring**.

Student-Focused Planning

Employment outcomes are often short-term or unsatisfying.

Our program will incorporate work-based learning experiences with **job coaching support**.

District 215 Mission & Vision

Mission Statement

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

Vision Statement

To provide a **diverse, relevant, and responsive** learning environment in which scholars develop the skills necessary to be **critical thinkers, problem-solvers and productive members of society**.



Are we seeing our district's mission and vision reflected in the lives our students with disabilities are building after high school?

Transition Rate Over Time.

The average rate is all schools not including ECHO, since we are in the co-op we pay a flat rate per the percentage of students enrolled)

Age	2023-2024	2024-2025	2025-2026
18	47	56	39
19	18	16	27
20	16	15	13
21	14	15	16
Total	**95**	**102**	**95**
Average Rate (11 schools)	253	253	253
School Days	176	176	176
Total Tuition	**4, 230, 160**	**4, 541,856**	**4, 230,160**

Mrs. Lesniak compiled these numbers. She will be working with Finance on a detailed report that includes transportation, services, and staffing.

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

MEMORANDUM

Date: November 12, 2026
To: Ray Williams, Superintendent, & Board of Education
From: Mr. Eric Mastey, Assistant Superintendent of Career Development; Dr. John O'Rourke, Assistant Superintendent of Student Services
Subject: Preliminary Review and Discussion of Board Policy 6:302 – Late Enrollment, Late Start Programming, and Student Transfers into District 215

Recommended Action:

Assistant Superintendent of Career Development, Mr. Mastey and Assistant Superintendent of Student Services, Dr. O'Rourke, have engaged in preliminary discussions regarding the potential application and interpretation of Board Policy 6:302 as it relates to the current Late Start programming and student transfers. The intent is to examine how the current policy aligns with existing district practices, student placement procedures, and the academic expectations established for students who participate in Late Start program due to not having grades in progress or a student who transfers into District 215 with grades in progress after the 15th day of school.

The purpose is to initiate discussion and evaluate current practices, not to communicate a change in policy or established procedures. Any potential recommendations or adjustments will be considered through the appropriate administrative review process and communicated accordingly. Our goal is to ensure that policy implementation is consistent, equitable, and aligned with the district's commitment to student access, academic progress, and successful outcomes.

Further discussion and review will take place as we work toward identifying any areas that may benefit from clarification or greater procedural consistency.

Background:

Questions have arisen regarding the appropriate placement and grading practices of students who enroll after the 15th day of school, specifically distinguishing between students who transfer into District 215 with grades in progress and those who enroll in District 215 without established grades in progress for the current semester. These circumstances present different academic and scheduling considerations, particularly when determining whether a student should be placed in a traditional campus schedule or an alternative academic setting.

Funding source:

None.

Attachment:

District Policy 6:302 Enrollment

SECTION 6 - INSTRUCTION

6:302 Enrollment

Classification of Students for Academic and Social Functions

When a student enters the ninth grade, he/she is in his/her first year of high school, and is termed a "freshman". To have sophomore classification, a student must have earned **five (5)** academic credits. To have a junior classification **twelve (12)** academic credits must have been earned. To have a senior classification, a student must have earned **eighteen (18)** academic credits. Should a fourth year student be deficient in credits to the extent that he/she may not graduate within the normal four-year period, his/her parents shall be notified. This notification should be made shortly after the school year begins. The progress of all seniors should be closely monitored by the counselors throughout the school year, with communication being made to the parent about any possibility of not graduating.

Student Load

A full-time student is required to be enrolled in six (6) courses per grade level each semester, plus lunch, unless a variation is requested in writing by his/her parents, subject to the approval of the principal in writing. A full-credit course is one which meets one class period per day, five days each week, for the semester and for which the student receives **one-half** credit.

Placement of Students

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

Students Transferring in During the Year

1. Students transferring in during the year are to be enrolled in the same subjects, to the extent possible, that they were carrying at their former school. Even if a student enrolls a week before the end of the semester, he/she will still be assigned to classes.

2. The semester grade of any transfer student should be determined by averaging the transferred grade in a subject with that earned at Thornton Fractional, using a weight for each equal to the fraction of the semester it represents.
3. Students transferring in during the year must show proof from the sending school that the student is eligible to take the required State assessment or proof that the student has taken the required State assessment.
4. The District 215 student transfer form must indicate whether the student has participated in the required State assessment before the transfer is completed to the sending school.
5. Should a student register for the current semester after the 15th day, the student will be enrolled in the District's Late Start program. The District's Late Start program will be held at an alternative school location with an alternative bell schedule.

ADOPTED: September 28, 2021

Thornton Fractional THSD 215