




# Parent - Teacher Advisory Committee

JOLIET TOWNSHIP HIGH  
SCHOOL



*JANUARY 20, 2026*



# Committee Information

## Meeting Dates

- 9/18/2025
- 9/25/2025
- 10/9/2025
- 11/6/2025
- 11/20/2025
- 12/4/2025

## Committee Membership

- 3 Administrators
- 4 Deans
- 4 Teachers
- 1 Nurse
- 2 Staff
- 3 Students
- 7 Parents

# Committee Purpose

105 ILCS 5/10-20.14

JTHS Board Policy 2:150 Committees

- Assist in development of student behavior policy and procedure
- Provide information and recommendations
- Review the following:
  - Administering medicine at school (7:270)
  - Reciprocal reporting between JTHS and JPD regarding criminal offenses (7:190 AP2)
  - Student behavior and intervention Guidelines (7:190e)
  - School bus safety procedures (7:220)
  - Dissemination of student conduct information (Handbook Language)





7:270

## Administering Medicines to Students

- The committee would like the district to consider adding undesignated Epi Pens and Asthma Inhalers to the Policy and keeping them on hand in case of emergencies.
- Upon Board approval of the policy change, Nurses and Administrators will implement procedures in alignments with ISBE Guidance.

7:190 AP2

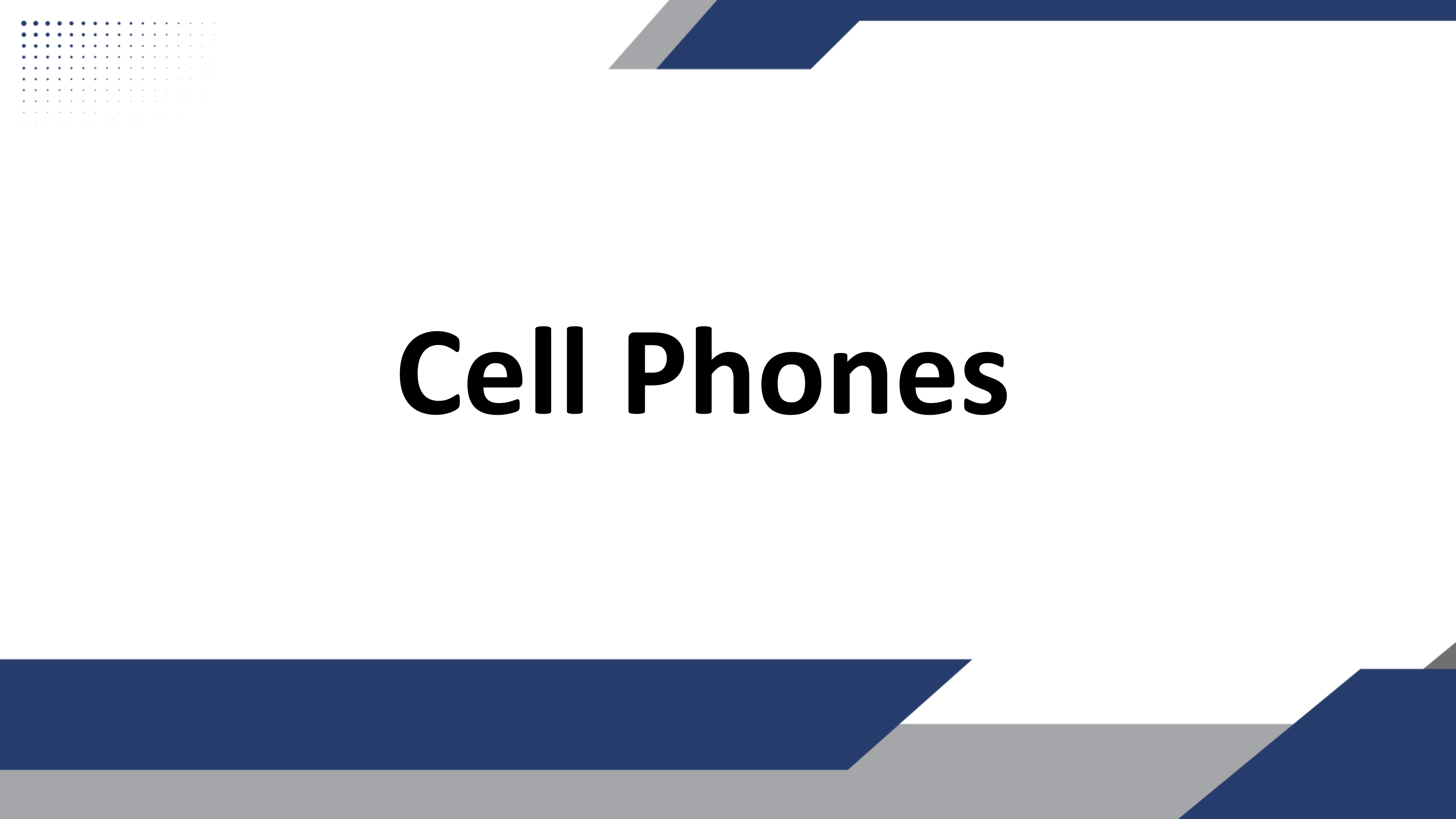
## Student Behavior

- No recommendations

7:220

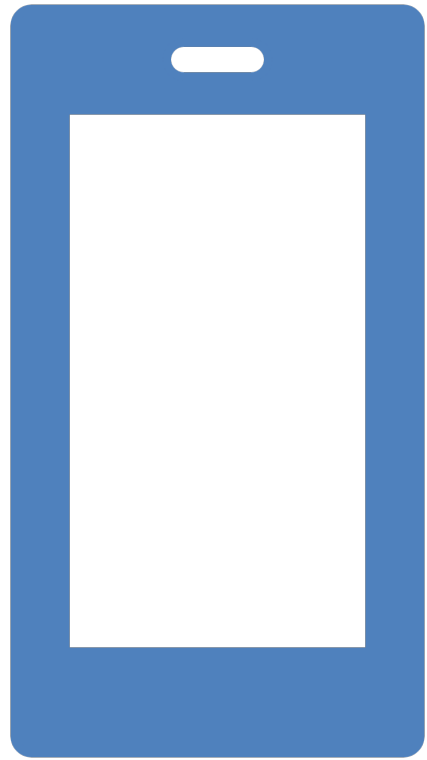
## Bus Conduct

- The committee suggested revisions to the Bus Discipline Procedures and Guidelines in the handbook, including:
  - Do not ask the driver to stop at places other than the regular bus stop, **unless it is an emergency.**
  - Students should also be encouraged to inform drivers of potential dangers. This expands on the current procedure, *“Be alert to a danger from the driver.”*



# Cell Phones

# Why This Matters



- **To protect student focus.** Cell phones are designed to grab your attention—pulling you out of the moment with notifications, texts, or quick scrolls. But even brief distractions can make it harder to stay on track or absorb new ideas. Putting your phone away helps protect your concentration so you can fully engage in class.
- **To support relationships.** Classrooms work best when everyone is present and participating. Being off your phone means you're more available to connect—with your teacher, your classmates, and the learning. It shows respect for the people around you and the work you're doing.
- **To reduce stress.** Sometimes phones bring more pressure than peace. Stepping away from constant messages or social media for a block can be a healthy break—giving your brain time to reset and breathe.
- **To support academic success.** Putting your phone away during class supports your academic success. Research shows that when phones are out of sight, students are better able to focus, retain information, and perform better on assessments. Even silent or unused phones can interrupt concentration and reduce the quality of learning.

## Putting your phone away:

- Eliminates distractions
- Keeps you focused
- Improves your grades
- Supports mental health
- Helps you develop social skills

At JTHS, our classrooms are spaces for learning, connection, and focus. To help students make the most of their time in class, students are expected to keep their cell phones off and in their assigned space.



# Cell Phone Policy Language

Use, possession, and/or wearing of Smart or AI Glasses (i.e. Meta Glasses) is strictly prohibited at all JTHS 204 facilities and events. In academic areas, cell phones should be in their assigned space from bell to bell. The use of cell phones is not allowed in offices (such as dean or health), bathrooms, or locker rooms. Non-JTHS electronic devices (i.e. headphones/earbuds, iPods, iPads & non-JTHS laptops, etc.) must be off and stored in a backpack or belongings during class time.







# Expectations for every class (including advisory)

- Before the bell rings, you need to turn off your phone and place it your assigned space.
- Take off and put away your headphones or earbuds, too—even if they're not connected to your phone. They should be out of sight during class.
- You cannot take your phone with you if you leave the room—for example, to go to the bathroom or get a drink of water.
- You will get your phone back when the bell rings.
- If you need help staying off your phone during class—or if your phone use is tied to something more—talk to your dean, counselor, or teacher. We're here to help you succeed, not to punish.





# Cell Phone Level 1

## Technology/Cellphone Interventions:

1. Verbal  
warning/intervention
2. Phone call  
home/intervention
3. Referral to the dean

## Suggested Teacher Interventions:

- Nonverbal redirection
- Verbal redirection
- Conversation after class/Phone call home
- Change of seat
- Referral to the dean





# Frequently Asked Questions

- **What if my parent/guardian needs to reach me?**

Parents/guardians can always contact the JTHS Main Office or Deans' Office. If there's an urgent message, staff will make sure it gets to you quickly. Phone use is permitted during passing periods, and lunch.

We understand that there may be times when you need to contact your parents/guardians, siblings, or other family members during the school day. In case of emergencies or urgent situations, please let your teacher know and they will assist you in accessing a phone or making contact.

- **What if there is an emergency like a lockdown or fire evacuation?**

In an emergency, your safety comes first. Teachers and staff will be trained to respond and will guide you through what to do. If phone use becomes necessary, school staff will let you know. During emergencies, it's important to stay focused on instructions—not your phone—so everyone can stay safe and respond quickly.





# Frequently Asked Questions

- **Can I just keep my phone on silent in my backpack or pocket?**

No. All phones must be turned off and stored in the assigned space at the start of class. This helps everyone stay focused—no buzzing, distractions, or temptation.

- **What if I need my phone for a class activity?**

If your teacher has planned a lesson that requires phone use, they will let you know and give instructions for when and how to access your phone.

- **Can I use my phone if I finish my work early?**

No. The “bell to bell, no cell” rule applies for the entire class period, even if you’re done with your work.

- **What if I need my phone for a medical reason?**

If you have a documented medical need related to phone use, you won’t be required to place your phone in the storage unit. Teachers will follow the accommodations in your plan.





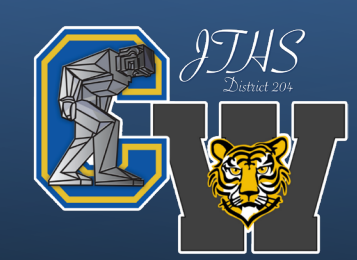
# Implementation Considerations

- Communication Plan
  - Staff (Onboarding, Planning, Support)
  - Students
  - Families
- Storage Resources
- Signage
- Ongoing reminders of common expectations





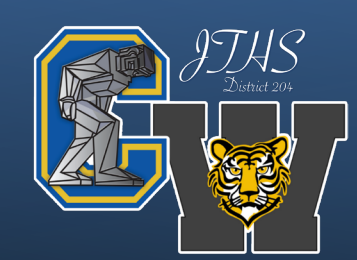
# Dress Code



# Recommended Changes – Handbook Language

(School Board Policy 7:160) The school principal, or designee has full authority to act as necessary when a student's attire is such that it interferes with the learning of others; or a student's attire or hair style presents a danger to ~~himself~~ the student or others. Student attire and grooming must permit the student to participate in learning without posing a risk to health or safety of any student or school personnel. ~~The school principal, or designee, has full authority to act as necessary when a student's attire is such that it interferes with the learning of others; or a student's attire or hair style presents a danger to himself or~~ others.

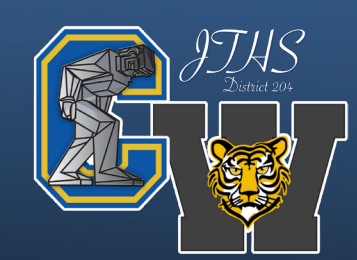




# Recommended Changes – Handbook Language

## Student Attire Expectation:

- Clothing and make-up may not impact on the district's ability to clearly identify the student and properly engage in the educational process.
- Clothing that advertises alcohol, drugs, tobacco, gambling, promoting violence, or obscene or vulgar language is not permitted.
- Students must wear clothing including both shirt and pants or skirt, or the equivalent (dresses, leggings, yoga, pants, shorts, sweatpants) that completely covers private parts in opaque material (not able to be seen through) ~~breasts, genitals and buttocks from being seen.~~



# Recommended Changes – Handbook Language

- ~~Students may not wear any head covering inside the premises, except for approved religious or medically prescribed head coverings.~~
- Headwear is allowed, but the face must be visible to school staff. Headwear must be removed in the classroom if there is a concern about maintaining the integrity of the assignment or assessment.
- Students will wear footwear~~shoes~~ that is~~are~~ safe and appropriate and will comply with the requirements for specific courses (i.e. PE, vocational education, etc.)~~for course assignments, athletic and other conditions.~~
- Visible piercings are allowed but must be removable. Jewelry is prohibited during any class or activity when a staff member believes it poses a health or safety risk based on the activity. This includes but is not limited to rings, watches, earrings, bracelets, necklaces, eyebrow, nose, lip piercings etc. Students enrolled in JROTC must follow uniform guidelines. (School Board Policy 7:160)



# **Areas for Additional Consideration**

## Bathrooms

- Room for growth
- Student Perspective
- Recommendations

## Substance Use

- Room for Growth
- Student Perspective
- Recommendations

## Intervention Communication/Awareness

- Room for growth
- Parent Perspective
- Recommendations

## Additional School-Based Intervention Programs



# Bathrooms:

## Impact on Teaching and Learning

### Student Perspective

- Effects when and where bathrooms are used
- Avoid potential student conflict and vape smoke
- Students are late to class due to having to go to a different bathroom

### Staff Perspective

- Bathrooms can be a location of student conflict, class avoidance, and substance use.

### Research

- Health effects of secondary vaping: Respiratory problems, cardiovascular disease, cancer, developmental problems in children, eye irritation.
- The bathroom is an enclosed space making the secondary vapor more potent.
- Schools such as West Aurora, Oak Park River Forest, Kankakee and Oak Forest have removed doors to deter inappropriate behavior.
- A.A. Stagg has staff cap the amount of students using the boys bathroom during lunch. With staff monitoring bathrooms during passing periods.



# Bathrooms

## 1. Changes needed:

- a. Limit number of students in bathrooms
- b. 1 student per stall
- c. Removal of entrance doors to bathrooms (when appropriate)
- d. Scanners to enter bathrooms
- e. Teacher/security monitors

## 2. Resources are needed:

- a. Maintenance assistance to remove appropriate doors
- b. Consult with Security Team
- c. Estimates on scanners for bathroom hotspots
- d. Cost of paying teachers to stand during passing periods



# Substance Use: Impact on Teaching and Learning

## Staff Perspective

- Effects ability to use bathrooms without being exposed
- Distraction in class by student behavior and or odor
- Can trigger students who have history of personal or family substance use

## Staff Perspective

- Substance use can cause barriers to fully accessible learning
- Substance use often causes consequences during structured and unstructured school time

## Research:

- Teen substance impacts the brain to feel pleasure naturally through healthy activities.
- Long term effects of teen substance use can lead to Poor academic performance, Psychosocial problems, Neurocognitive deficits (trouble remembering, interacting with others), and increased likelihood of developing a substance use disorder.







# Substance Use Considerations

1. What changes need to be made?
  - a. Awareness and education
  - b. Posters (Positive Propaganda)
2. What resources are needed to accomplish the changes?
  - a. School supported student led campaign
3. Opportunities for Communication
  - a. School home page, parent square, spirit week
  - b. West VS. Central awareness game





# Interventions: Impact on Teaching and Learning

## Student Perspective


- Students learn about interventions through meeting with the Deans AFTER they do something wrong
- They do not listen or forget about the presentation at the start of the year

## Staff Perspective

- Reduces repetitive questions & clarifies expectations
- A digital handbook gives parents one consistent, always-available source of truth.
- Supports behavior management & reduces classroom disruptions

## Research:

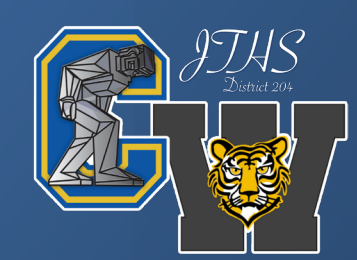
Digital communication tools (e.g., mobile apps) for parent–school interaction are associated with improvements in student outcomes (e.g., academic achievement, attendance), especially for students with lower prior attainment.

- Digital tools lower the barrier for parents to engage. Instead of flipping through a PDF or binder, they can access policies, resources, and intervention links anytime. Make is more accessible and convenient.
- 



# Interventions

1. What changes need to be made?
  - a. Easier access to parents: website updates
2. What resources are needed to accomplish the changes?
  - a. Communication with all services to establish
    - i. Description
    - ii. Qualifications
    - iii. Providers
    - iv. Access



# Additional School-Based Intervention Programs

- What would the program look like?
  - Self contained area - multiple classes in one area
    - Deters wandering
    - Enter in through a separate door
  - Classes
    - Utilize teachers for core classes
    - Use of APEX for other classes
  - Shortened day
  - Open to all 5th year students and other students by referral



*ITAS*  
*District 204*

**Thank you!**

