



**PARENT-TEACHER ADVISORY/BEHAVIORAL INTERVENTIONS BOARD COMMITTEE
MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Tuesday, September 10, 2024 - 7:00 AM**

AGENDA

I. WELCOME

II. PUBLIC PARTICIPATION

III. ITEMS FOR DISCUSSION

- A. LTHS Attendance Discussion
- B. Review of Historical Attendance Data
- C. 2024-25 Committee Goal Setting

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IV. PUBLIC PARTICIPATION

V. ADJOURNMENT

BY ORDER OF
JILL GRECH
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

There will be parking available on the 100 and 200 blocks of Blackstone and Sunset Avenues for this meeting.



**Parent-Teacher Advisory Behavioral
Interventions Committee**
September 10, 2024

Table Discussion

Today's Agenda:

- I. Introductions
- II. General Info on topic for the year
- III. Defining attendance
- IV. Review of current attendance policy and handbook language
- V. Review of current attendance interventions
- VI. Review of LT Attendance Data
- VII. Committee Goal Setting



Introductions

Please introduce yourself and share your connection to LT.

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#WeAreLT

PTABIC - Explained

- ISBE requires schools to have a Parent-Teacher Advisory Behavior Interventions Board Committee
- Last year's committee convened with a focus on reviewing and revising our Code of Conduct
- At the end of last school year, the committee determined that this year's focus would be attendance: policy/practice review and revision
 - As questions/wonderings arise today, jot them down



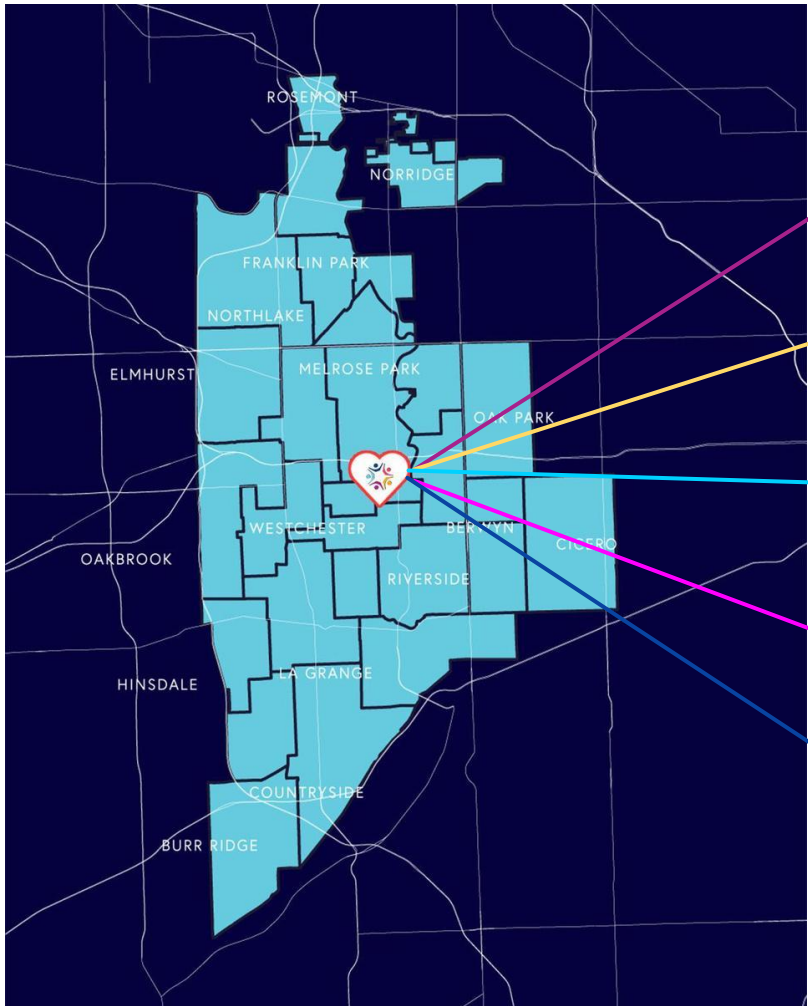
Illinois School Attendance

Nancy Debre, LCPC - Director of Truancy Outreach and Teen Parent Services

September 2024

OUR We will meet you where you are.
MISSION We will be what you need us to be.
We will walk further with you.
We will stand strong with you.





Professional Learning

Specialized Support Services

Compliance and Licensure

Community Services

Student Programs

Attendance Definitions

Chronic Absenteeism

- A pattern of a student missing school, defined in Illinois as missing 10% or more of the total school days in a given academic year.
- Absences for any reason - illness, vacation, suspension, etc. and includes both Excused and Unexcused absences.

School Refusal

- Also known as school phobia or school avoidance, is a mental health condition where a student experiences extreme anxiety or fear related to attending school, often seen in physical symptoms.
- NOT a deliberate attempt to skip school but rather a manifestation of underlying emotional or mental health issues.

Truancy

- Unexcused absences from school without a valid reason or permission from parents/guardians.
- A legal issue and may involve interventions from school officials, law enforcement, or the courts to address persistent unexcused absences.

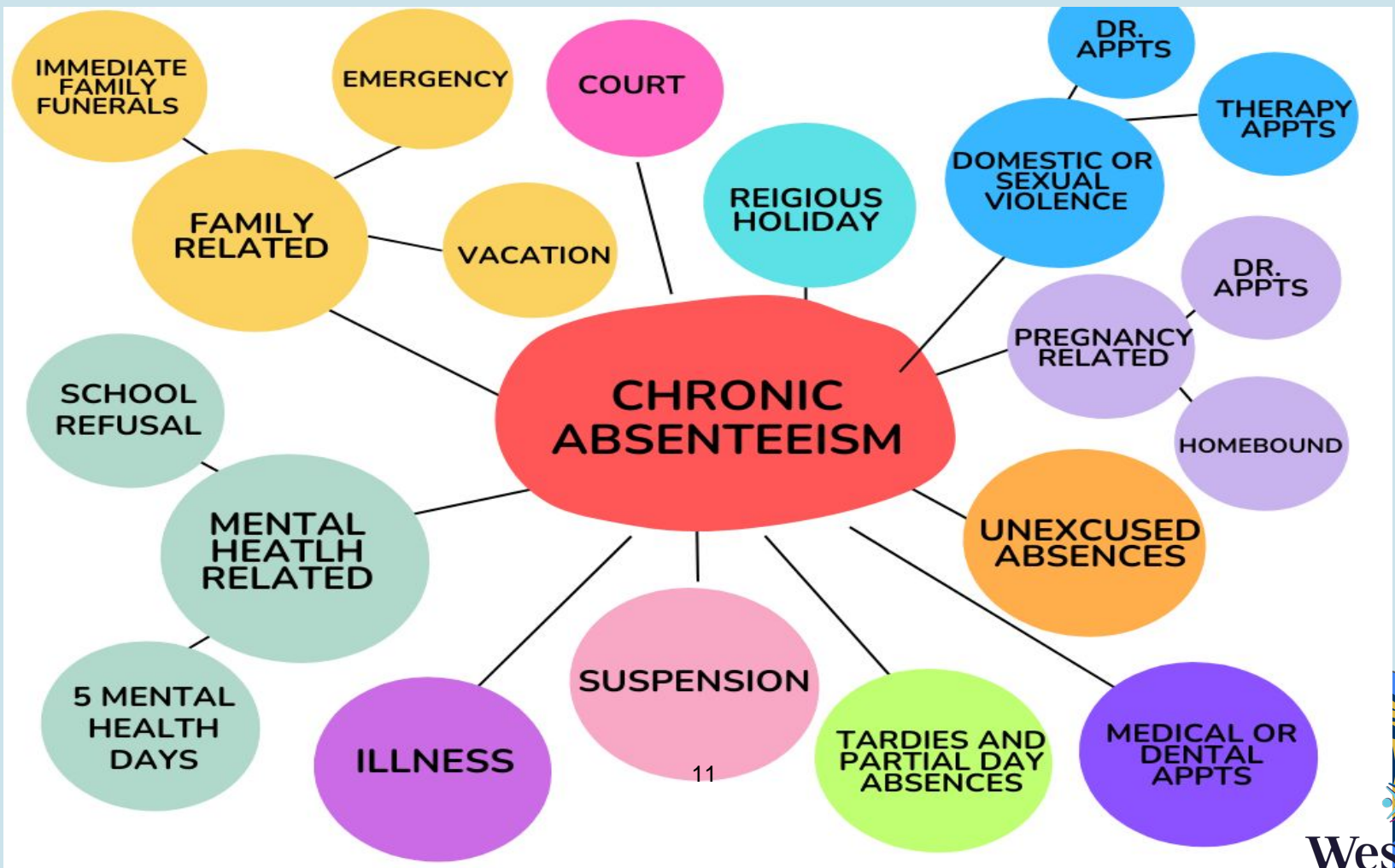


Compulsory Attendance in Illinois School Code[105 ILCS 5/26-2a]

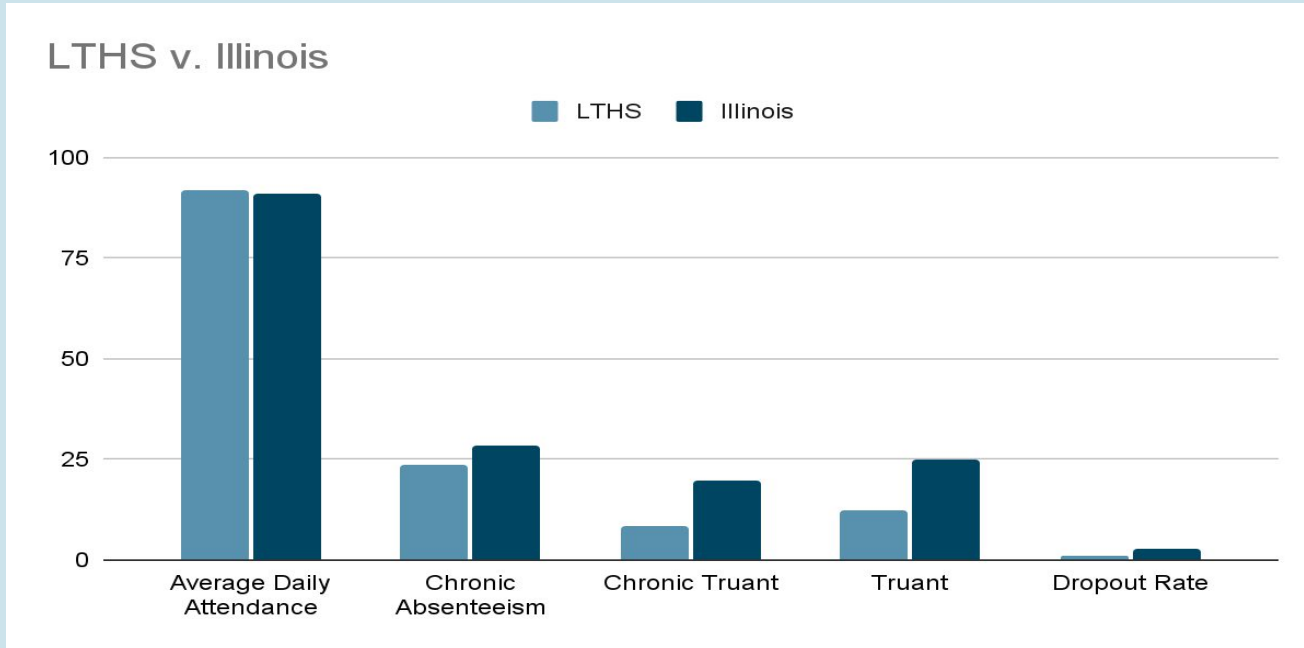
All children between the ages of 6 - 17 are subject to compulsory school attendance in Illinois

- **Tuant:** A child subject to compulsory attendance and who is absent without valid cause from such attendance for more than 1% but less than 5% of the past 180 school days.
- **Chronic Tuant:** A child subject to compulsory school attendance who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days.
- **Tuant Minor:** Chronic tuant who has been offered resources and services but persists in truancy or who refused services.
- **Dropout:** A child enrolled in Grades 9-12 whose name has been removed from the roster.





LTHS 2023 IL State Report Card



Average Daily Attendance- LT: 91.9, IL: 91.2

Chronic Absenteeism - LT: 23.6, IL: 28.3

Chronic Truancy - LT: 8.3, IL: 19.9

Truancy - LT: 12.3, IL: 25.1

Dropout Rate - LT: 0.9, IL: 2.9



No Punitive Action: District Prohibitions [\(105 ILCS 5/26-12\)](#)

What can you NOT do?

- No punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against truant minors for such truancy unless appropriate and available supportive services and other school resources have been provided to the student.
- A student may not be issued a monetary fine or fee as a disciplinary consequence, though this shall not preclude requiring a student to provide restitution for lost, stolen, or damaged property.
- Referral of a truant, chronic truant, or truant minor to any other local public entity (e.g., local law enforcement) for that entity to issue a fine or fee as a punishment for truancy.

What CAN you do?

- Removal of truant minor from enrollment roster unless he/she has accrued 15 consecutive days of absence without valid cause and cannot be located or will not return and the district has exhausted all available supportive services.
- Individual municipalities MAY have different ordinances that permit ticketing - I've seen that issued as a "parental responsibility ticket" - they refer the parent, not the student
- Re-enrollment Denial

Cook County does NOT send families to court for Truancy!

Valid Cause

- Defined in statute and subject to district policy.
 - Now includes mental/behavioral health (5 excused mental health days)
 - Effective July 1, 2025, verified medical/therapeutic appointments and absences related to being a parent/expectant parent or a victim of domestic or sexual violence. See Public Act 102-0321. ISBE Guidance here.
- Religious Holidays - See Section 5/26-2b regarding missed school for observance of religious holidays.
- Additional accommodations for students missing school for religious reasons. See Public Act 102-0406.

I would write these into your policies as valid causes and communicate, communicate, communicate!!





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Current Policy and Handbook Language

- [District 204 Board Policy 7:70 - Attendance and Truancy](#)
- [2024/25 LTHS Student Handbook - Student Attendance](#)



Current Attendance Interventions

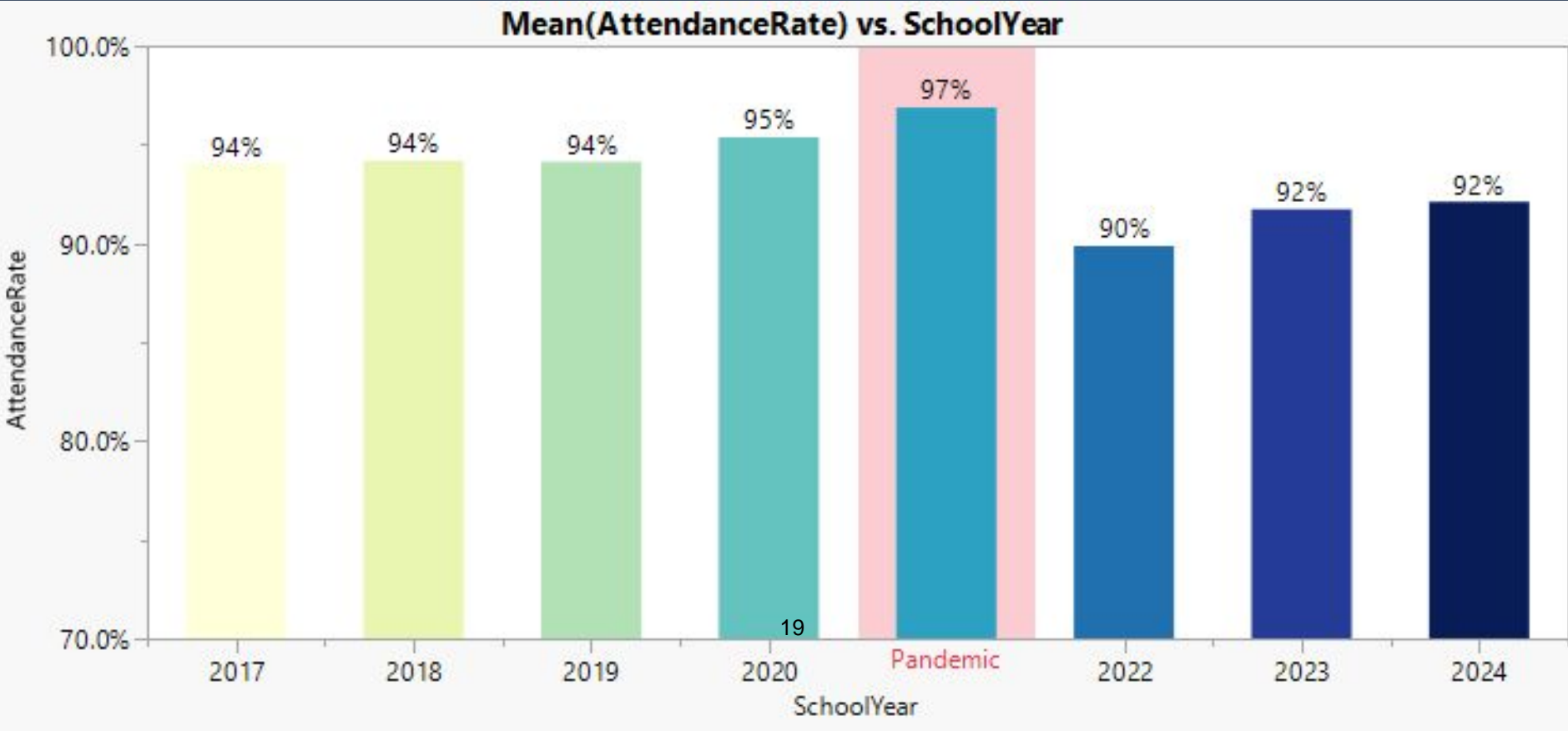
- Data and problem solving process
- Attendance Meetings
- Academic and Behavioral Interventions



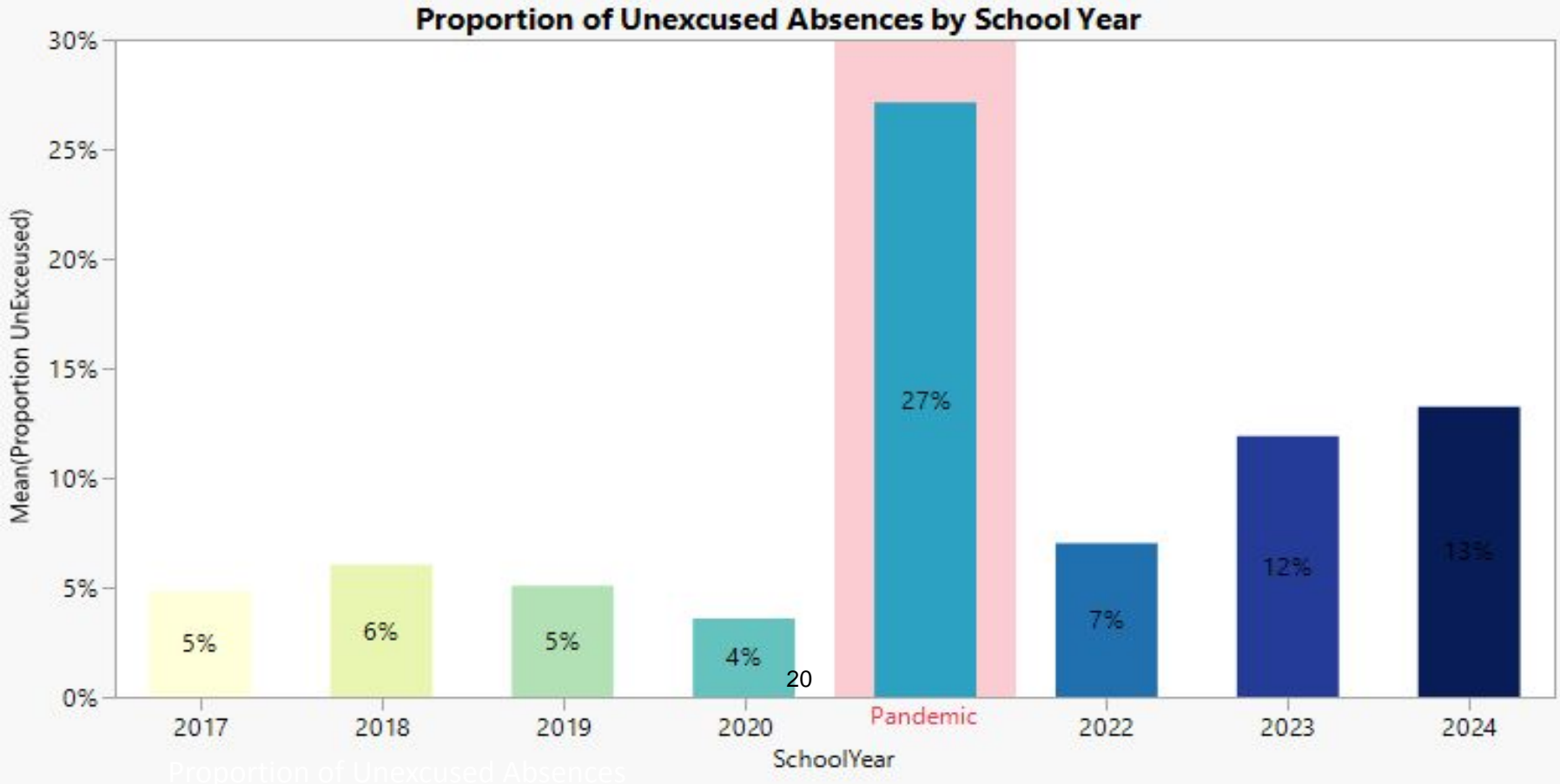
Data Review Prepared by Nanette Greenlay, Data Analyst

- Historic attendance rates are reviewed by grade level and student characteristics
- Rates of Chronic Absenteeism are reviewed with consideration given to temporal patterns, tendency to regress and types of attendance incidents.

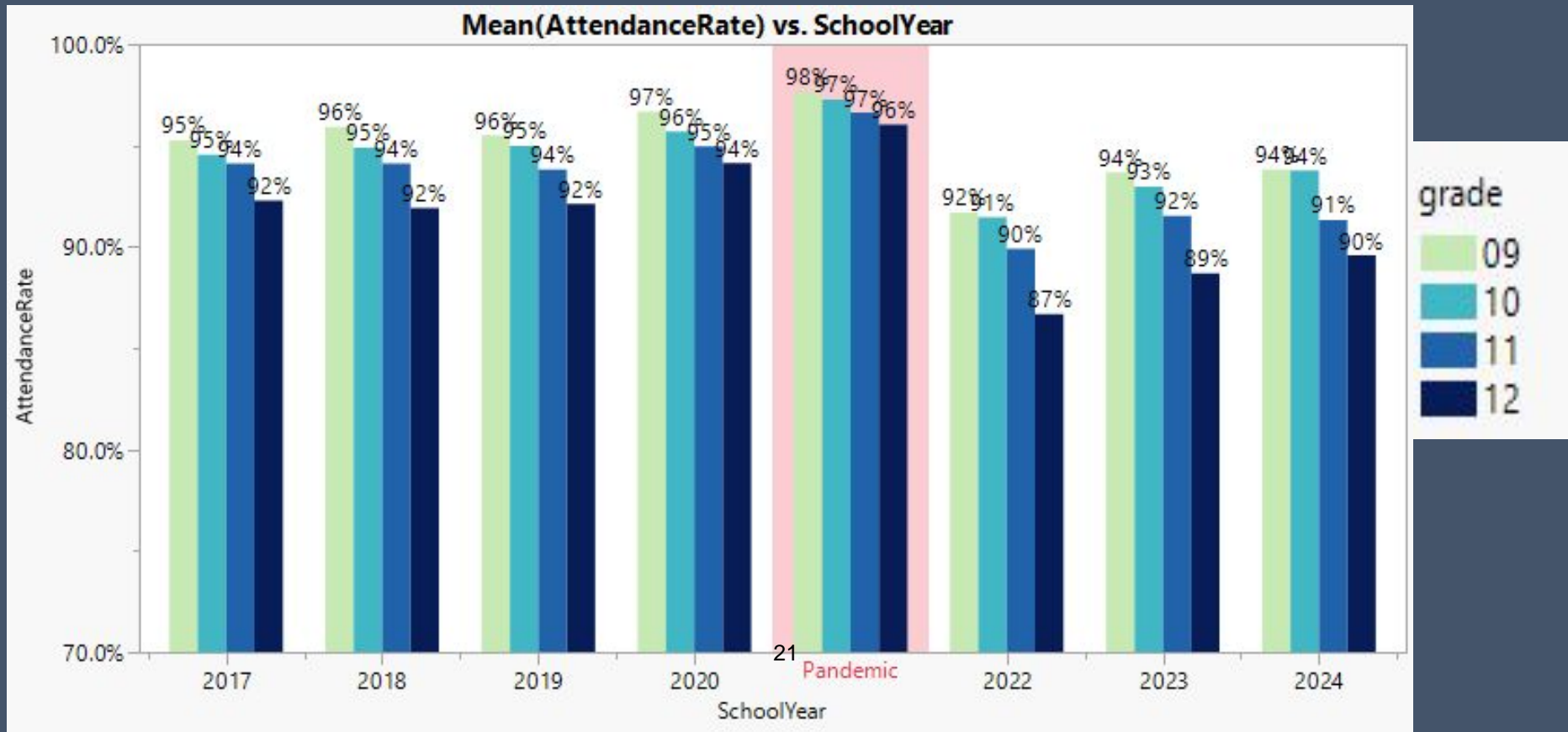
10 Year Trends in Attendance Rates - Average Attendance Rates



10 Year Trends in Attendance Rates - Proportion of Unexcused Absences

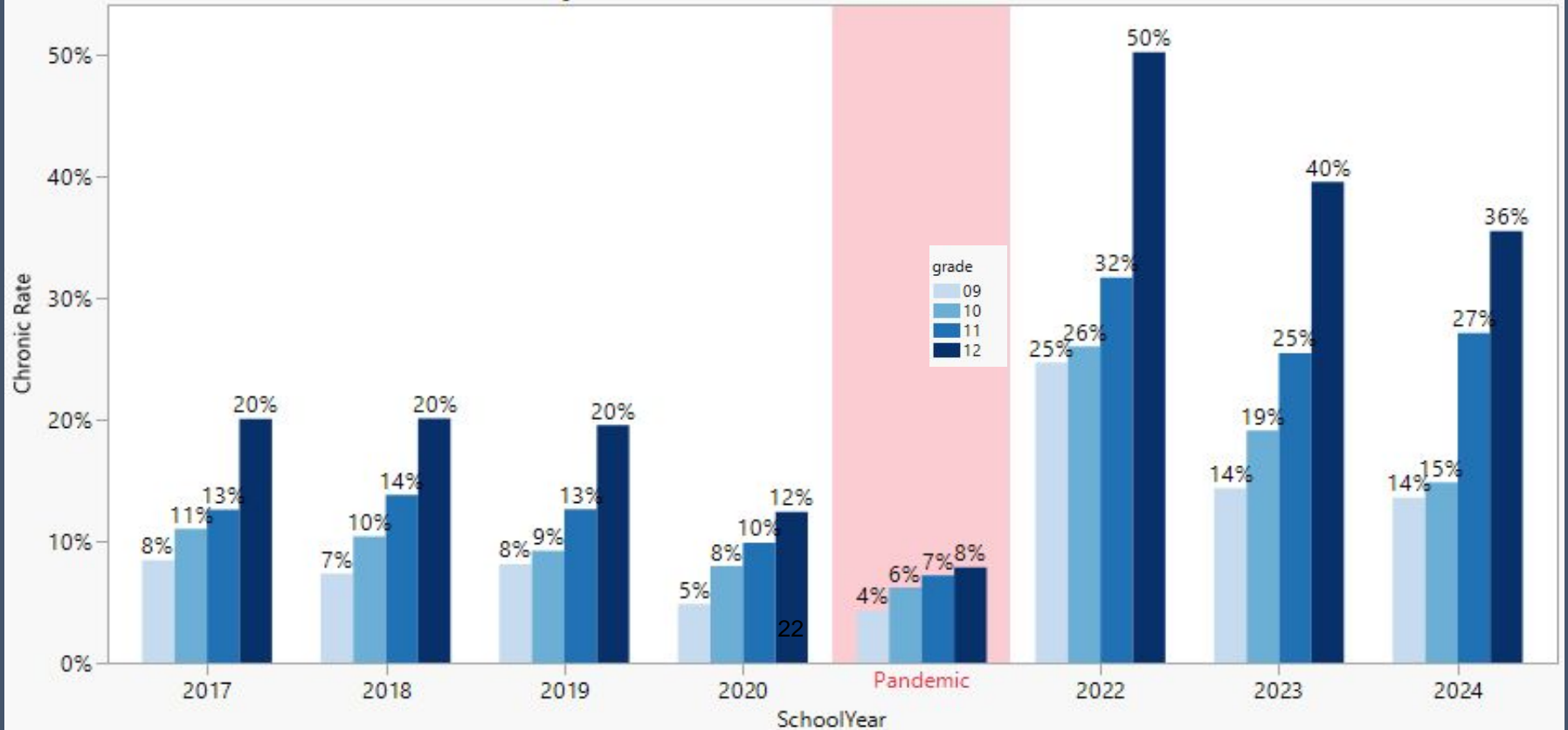


10 Year Trends in Attendance Rates - Average Attendance Rates by Grade Level

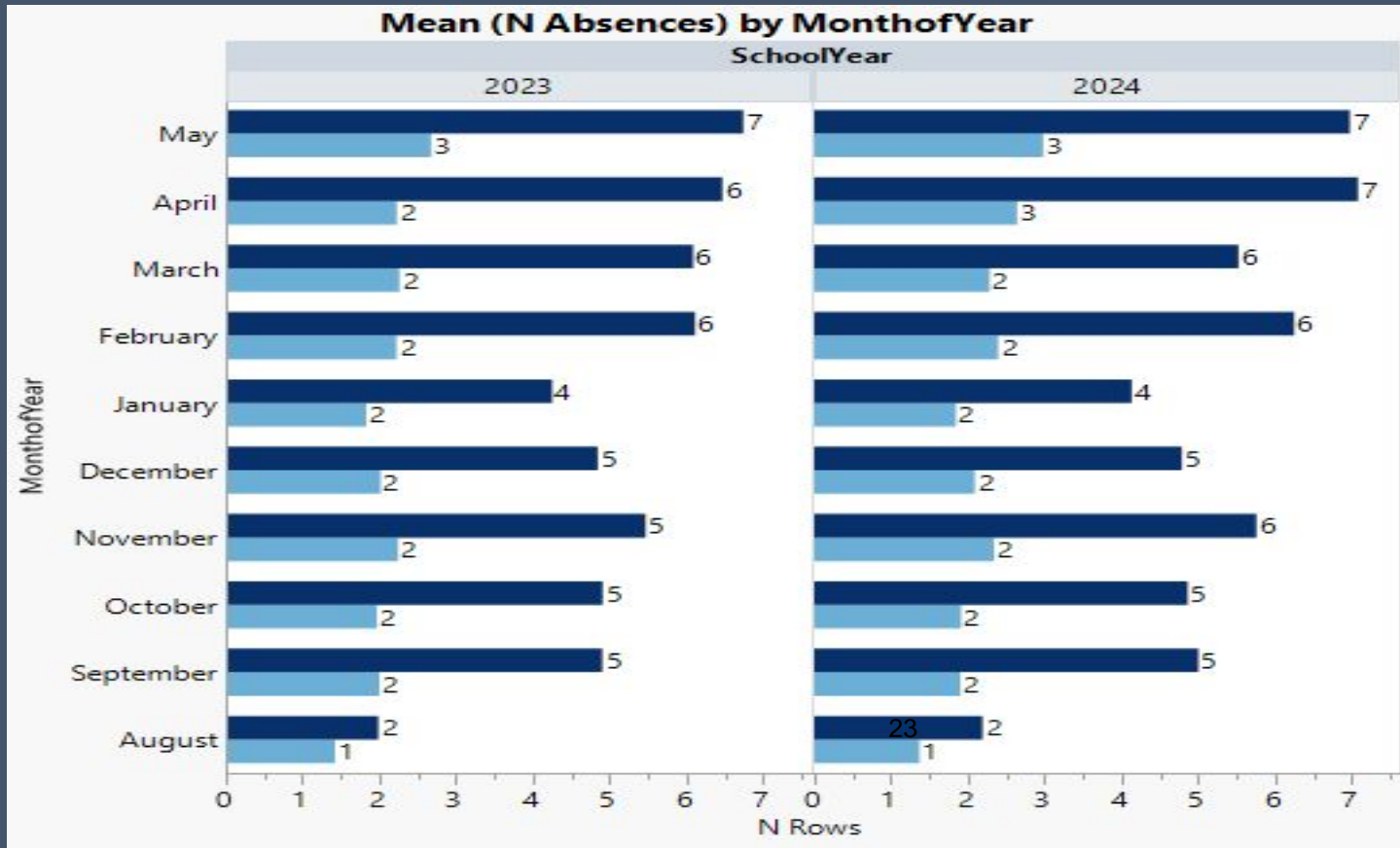


Trends in Chronic Absentee Rates

10 year trends in Chronic Absence Rates



Patterns in Chronic Absenteeism



chronicallyAbsent

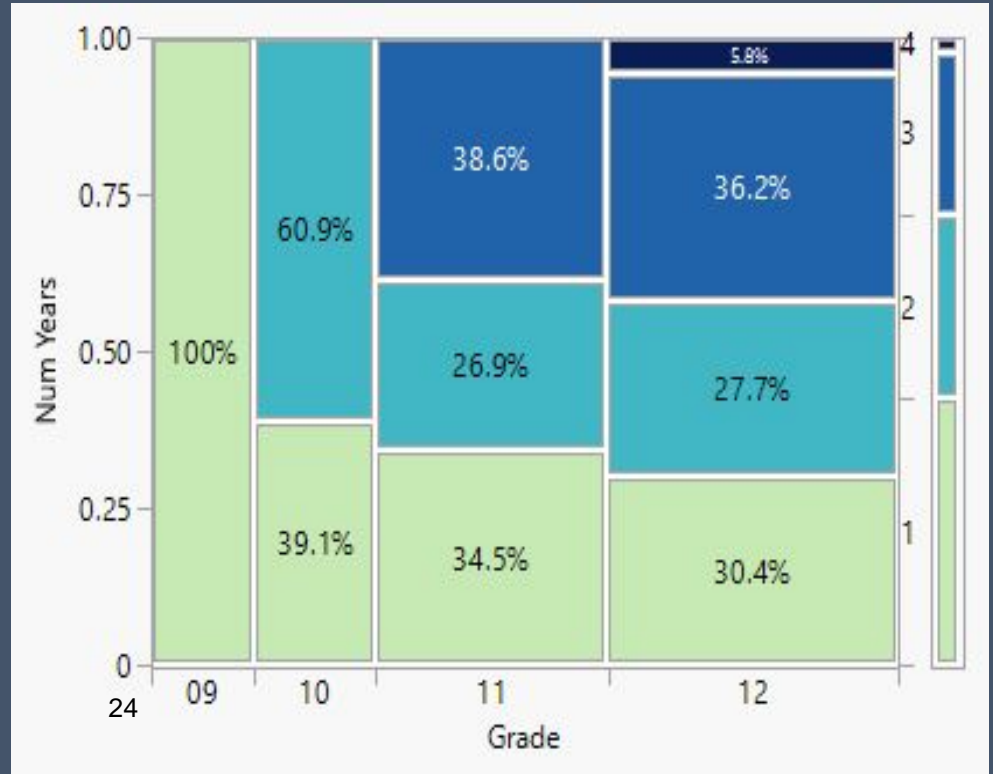
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Y

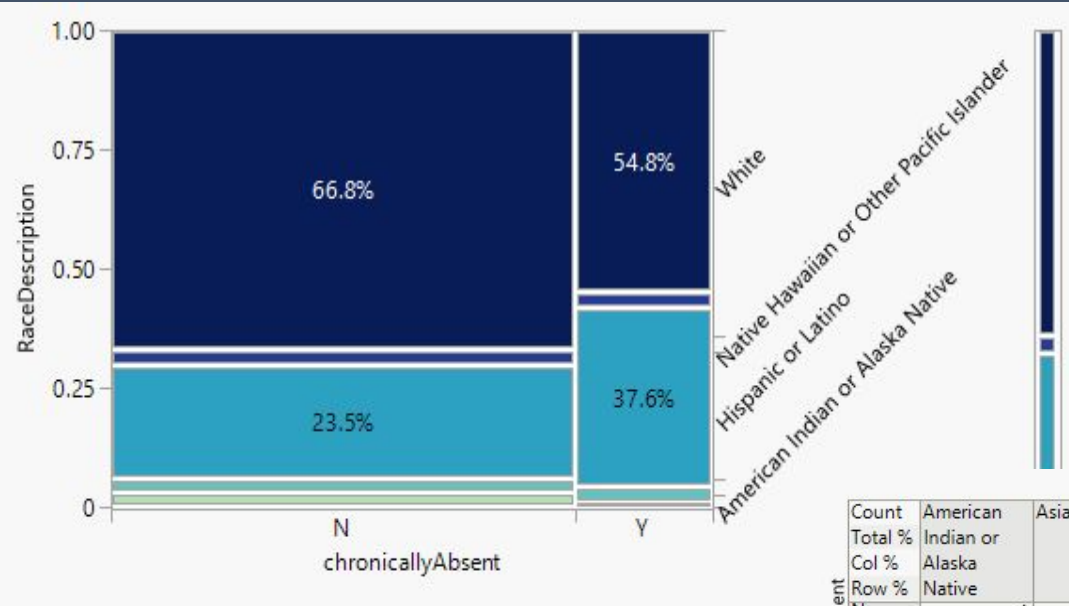
Patterns in Chronic Absenteeism: Regression

Number of Years Chronically Absent

		Num Years				
Count	1	2	3	4	Total	
Total %						
Col %						
Row %						
09	117	0	0	0	117	
	13.80	0.00	0.00	0.00	13.80	
	32.32	0.00	0.00	0.00		
	100.00	0.00	0.00	0.00		
10	54	84	0	0	138	
	6.37	9.91	0.00	0.00	16.27	
	14.92	34.15	0.00	0.00		
	39.13	60.87	0.00	0.00		
11	91	71	102	0	264	
	10.73	8.37	12.03	0.00	31.13	
	25.14	28.86	46.15	0.00		
	34.47	26.89	38.64	0.00		
12	100	91	119	19	329	
	11.79	10.73	14.03	2.24	38.80	
	27.62	36.99	53.85	100.00		
	30.40	27.66	36.17	5.78		
Total	362	246	221	19	848	
	42.69	29.01	26.06	2.24		



SY 2024 Demographics of Chronic Absenteeism: Ethnicity



chronicallyAbsent	Count	RaceDescription							Total
		American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White	
N	1		87	90	681	2	100	1936	2897
	0.03		2.32	2.40	18.18	0.05	2.67	51.68	77.34
	33.33		93.55	75.63	68.10	100.00	78.13	80.63	
	0.03		3.00	3.11	23.51	0.07	3.45	66.83	
Y	2		6	29	319	0	28	465	849
	0.05		0.16	0.77	8.52	0.00	0.75	12.41	22.66
	66.67		6.45	24.37	31.90	0.00	21.88	19.37	
	0.24		0.71	3.42	37.57	0.00	3.30	54.77	
Total	3		93	119	1000	2	128	2401	3746
	0.08		2.48	3.18	26.70	0.05	3.42	64.10	

SY 2024 Demographics of Chronic Absenteeism: Economic Disadvantage, ML, IEP

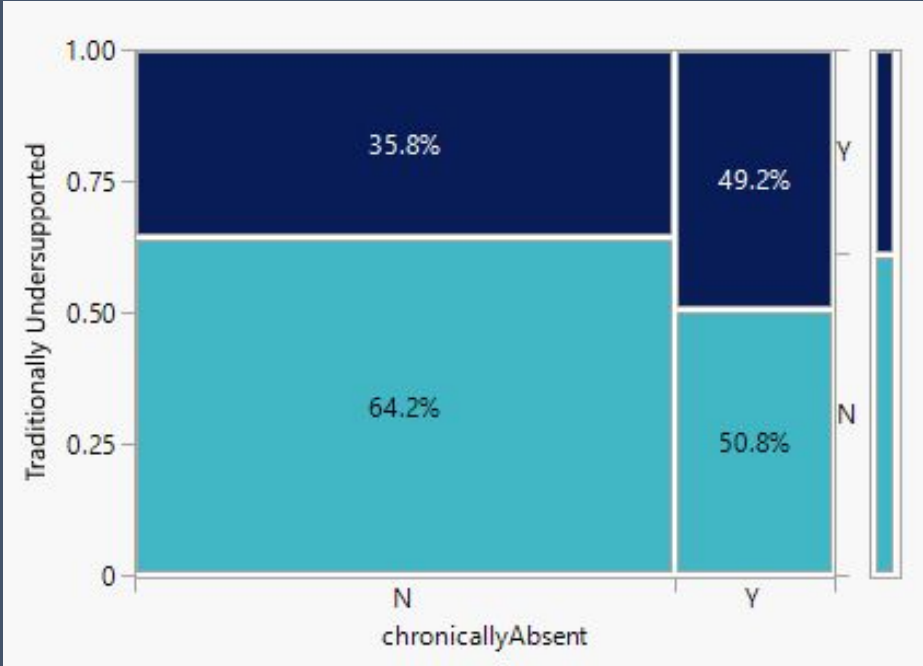
		FRL		
		N	Y	Total
chronicallyAbsent	Count			
	Total %			
	Col %			
	Row %			
	N	2654	243	2897
		70.85	6.49	77.34
		79.06	62.47	
		91.61	8.39	
	Y	703	146	849
		18.77	3.90	22.66
	20.94	37.53		
	82.80	17.20		
Total	3357	389	3746	
	89.62	10.38		

		EL		
		N	Y	Total
chronicallyAbsent	Count			
	Total %			
	Col %			
	Row %			
	N	2772	125	2897
		74.00	3.34	77.34
		77.91	66.49	
		95.69	4.31	
	Y	786	63	849
		20.98	1.68	22.66
	22.09	33.51		
	92.58	7.42		
Total	3558	188	3746	
	94.98	5.02		

		IEPIndicator		
		N	Y	Total
chronicallyAbsent	Count			
	Total %			
	Col %			
	Row %			
	N	2592	305	2897
		69.19	8.14	77.34
		77.88	72.97	
		89.47	10.53	
	Y	736	113	849
		19.65	3.02	22.66
	22.12	27.03		
	86.69	13.31		
Total	3328	418	3746	
	88.84	11.16		

SY 2024 Demographics of Chronic Absenteeism: Traditionally Under-Supported

Traditionally Undersupported				
	Count	N	Y	Total
chronicallyAbsent	Total %			
	Col %			
	Row %			
	N	1861	1036	2897
		49.68	27.66	77.34
		81.20	71.25	
		64.24	35.76	
Y	431	418	849	
		11.51	11.16	22.66
		18.80	28.75	
		50.77	49.23	
Total	2292	1454	3746	
		61.19	38.81	



SY 2024 Chronic Absenteeism Demographic Breakdown

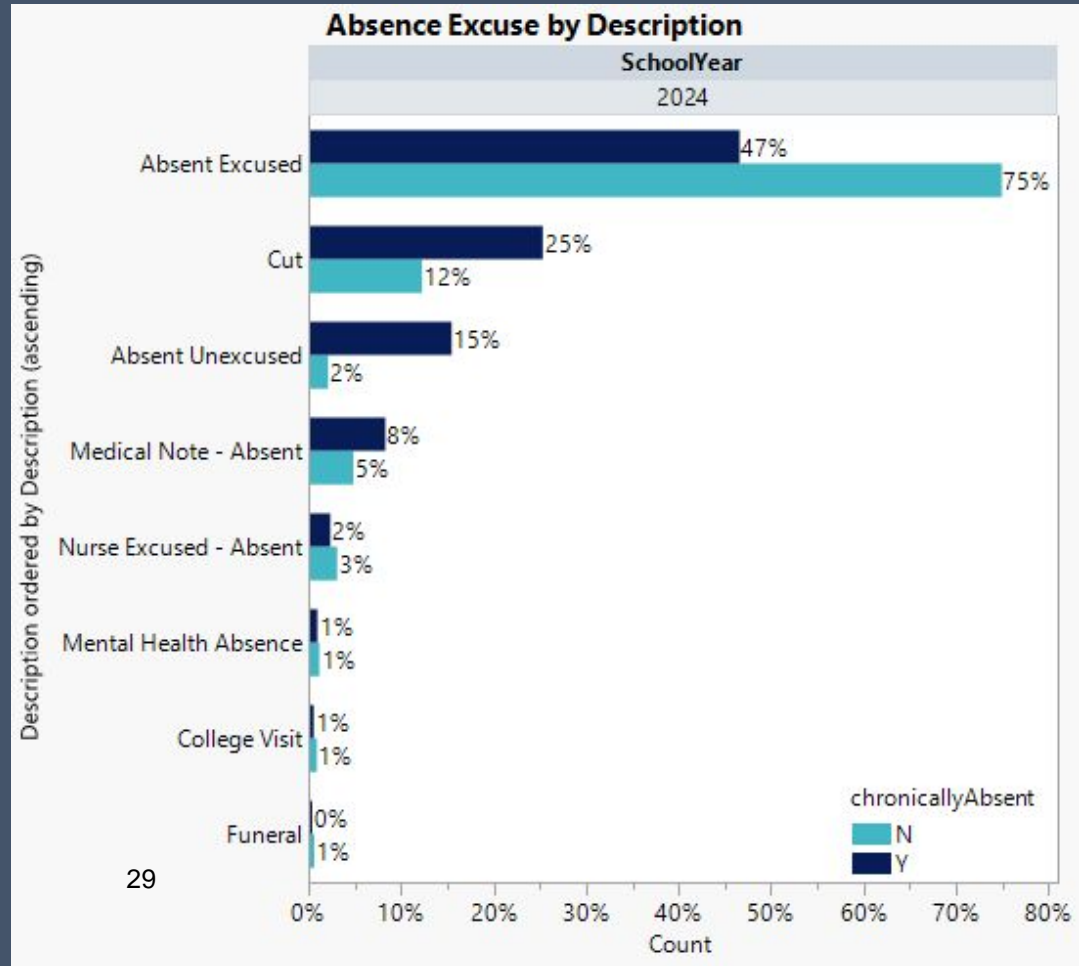
		RaceDescription							
chronicallyAbsent	Count	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	White	Total
	Total %								
	Col %								
	Row %								
	N	1	87	90	681	2	100	1936	2897
	0.03	2.32	2.40	18.18	0.05	2.67	51.68	77.34	
	33.33	93.55	75.63	68.10	100.00	78.13	80.63		
	0.03	3.00	3.11	23.51	0.07	3.45	66.83		
Y	2	6	29	319	0	28	465	849	
	0.05	0.16	0.77	8.52	0.00	0.75	12.41	22.66	
	66.67	6.45	24.37	31.90	0.00	21.88	19.37		
	0.24	0.71	3.42	37.57	0.00	3.30	54.77		
Total	3	93	119	1000	2	128	2401	3746	
	0.08	2.48	3.18	26.70	0.05	3.42	64.10		

		FRL		
chronicallyAbsent	Count	N	Y	Total
	Total %			
	Col %			
	Row %			
	N	2654	243	2897
	70.85	6.49	77.34	
	79.06	62.47		
	91.61	8.39		
Y	703	146	849	
	18.77	3.90	22.66	
	20.94	37.53		
	82.80	17.20		
Total	3357	389	3746	
	89.62	10.38		

		EL		
chronicallyAbsent	Count	N	Y	Total
	Total %			
	Col %			
	Row %			
	N	2772	125	2897
	74.00	3.34	77.34	
	77.91	66.49		
	95.69	4.31		
Y	786	63	849	
	20.98	2.8	22.66	
	22.09	33.51		
	92.58	7.42		
Total	3558	188	3746	
	94.98	5.02		

		IEPIndicator		
chronicallyAbsent	Count	N	Y	Total
	Total %			
	Col %			
	Row %			
	N	2592	305	2897
	69.19	8.14	77.34	
	77.88	72.97		
	89.47	10.53		
Y	736	113	849	
	19.65	3.02	22.66	
	22.12	27.03		
	86.69	13.31		
Total	3328	418	3746	
	88.84	11.16		

Trends in Attendance Codes



SY2024 Attendance Code Demographics: Grade Level

grade	Description									
	Count	Absent	Absent	College	Cut	Medical	Medically	Mental	Nurse	Total
	Total %	Excused	Unexcused	Visit		Note -	Excused	Health	Excused -	
	Col %		d			Absent	Appointm	Absence	Absent	
	Row %					ent				
09	9100	1501	3	833	1544	220	145	512	13858	
	11.18	1.84	0.00	1.02	1.90	0.27	0.18	0.63	17.03	
	18.48	21.03	0.50	5.46	28.96	29.81	16.74	23.03		
	65.67	10.83	0.02	6.01	11.14	1.59	1.05	3.69		
10	10006	2459	15	927	1246	184	194	471	15502	
	12.29	3.02	0.02	1.14	1.53	0.23	0.24	0.58	19.05	
	20.32	34.45	2.49	6.08	23.37	24.93	22.40	21.19		
	64.55	15.86	0.10	5.98	8.04	1.19	1.25	3.04		
11	14146	1637	171	5582	1423	142	239	728	24068	
	17.38	2.01	0.21	6.86	1.75	0.17	0.29	0.89	29.57	
	28.73	22.94	28.36	36.62	26.69	19.24	27.60	32.75		
	58.78	6.80	0.71	23.19	5.91	0.59	0.99	3.02		
12	15990	1540	414	7902	1118	192	288	512	27956	
	19.65	1.89	0.51	9.71	1.37	0.24	0.35	0.63	34.35	
	32.47	21.58	68.66	51.84	20.97	26.02	33.26	23.03		
	57.20	5.51	1.48	28.27	4.00	0.69	1.03	1.83		
Total	49242	7137	603	15244	5331	738	866	2223	81384	
	60.51	8.77	0.74	18.73	6.55	0.91	1.06	2.73		

SY2024 Attendance Code Demographics: Traditionally Under-supported

		Description								
Traditionally Under-supported	Count	Absent	Absent	College	Cut	Medical	Medically	Mental	Nurse	Total
	Total %	Excused	Unexcused	Visit		Note -	Excused	Health	Excused -	
	Col %		d			Absent	Appointm	Absence	Absent	
	Row %						ent			
	N									
		30778	2795	497	6462	3430	466	559	1403	46390
		37.82	3.43	0.61	7.94	4.21	0.57	0.69	1.72	57.00
		62.50	39.16	82.42	42.39	64.34	63.14	64.55	63.11	
		66.35	6.03	1.07	13.93	7.39	1.00	1.21	3.02	
	Y	18464	4342	106	8782	1901	272	307	820	34994
		22.69	5.34	0.13	10.79	2.34	0.33	0.38	1.01	43.00
		37.50	60.84	17.58	57.61	35.66	36.86	35.45	36.89	
		52.76	12.41	0.30	25.10	5.43	0.78	0.88	2.34	
	Total	49242	7137	603	15244	5331	738	866	2223	81384
		60.51	8.77	0.74	18.73	6.55	0.91	1.06	2.73	

Equity Lens in Action: Apply These Questions in the Decision-Making Process



- **What** is the action/policy/decision in question?
- What does the **data** show regarding the impact of this decision on students?
- What disparity gaps do you see? **Why** do they exist?
- **Who** is centered? Who is missing?
- 32 • **How** do we maximize opportunities and eliminate barriers?

Committee Goal Setting



STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program, (7) any child absent for the purpose of sounding "Taps" at a military honors funeral held in this State for a deceased veteran, and (8) any child absent because a parent or legal guardian has been called to active military duty, is on leave from military duty, or has immediately returned from deployment to a combat zone or combat-support posting.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including up to five days without a medical note during an academic year for mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause, including for reasons related to a student's pregnancy may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. Such a student shall be granted five days of excused absences in any school year and, at the discretion of the school board, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).

5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Intermediate Service Center, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

[105 ILCS 5/22-92](#) and [5/26-1 through 5/26-3](#), [5/26-5 through 5/26-16](#), and [5/26-18](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987. 35

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Discipline), 7:340 (Student Records)

Adopted: February 20, 2024

Lyons Township High School District 204



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

2024-2025 District 204 Student Handbook

The District 204 Student Handbook may be amended during the year without notice.

The District 204 Student Handbook is only a summary of Board of Education policies governing the school district. Board of Education Policies are available to the public through the online policy manual https://www.boardpolicyonline.com/?b=lyons_204 and at the school district office.

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Dear Parents/Guardians and Students:

At Lyons Township High School District 204, our vision is that all students graduate prepared for life, career, and college success and our mission is to empower all students in their quest for a fulfilling life. As our students engage in their LT Experience, they will have access to an environment that is designed for physical and emotional safety, an academic curriculum that is comprehensive, challenging, and prepares them for life after high school, and a wide variety of co-curricular activities that meet their interests and needs. Each and every student plays a role in creating a school community, culture and learning environment that is safe, positive, inclusive and engaging. The District 204 Student Handbook outlines policies, expectations, resources, and other information that is essential for students and families as we collectively strive to build a restorative culture of belonging and uphold the core values of District 204:

- Excellence through Continuous Improvement and Stewardship
- Safety and Well-Being
- Connected Families and a Collaborative Community
- Innovation, Relevancy, and Readiness for the Future
- Healthy Relationships to Ensure Trust, Respect and Engagement
- Equity, Inclusion, and Cultural Competence
- Clear Communication and Effective Collaboration

The District 204 Student Handbook is an easily accessible document that includes language that is aligned with Illinois School Code and District 204 Board Policy. Hyperlinks to specific legal references, school code, and board policy are included within the handbook.

We encourage parents/guardians and students to read the handbook carefully and discuss its contents as it is a relevant resource for all students and families.

Included are the following sections: District Information, District Calendar, Nondiscrimination & Grievance Procedures, Residency, Attendance, Student Health, School Resources, Specialized Services and Instruction, Academic Programs and Policies, Assessment and Research, Safe School Environment, Student Discipline, Student Records, and Student Activities and Athletics.

Included within the District 204 Student Handbook is the Student Activities Code of Conduct which has been updated for the 2024-25 school year. The newly updated Code of Conduct is the result of the collaboration that occurred within the Parent-Teacher Advisory/Behavior Interventions Board Committee during the 2023-24 school year. The goal of District 204's extracurricular activities program is to give students direction in developing healthful living habits, discipline, leadership, teamwork, and respect for rules and regulations. For these reasons, this Code of Conduct is applied to students participating in District 204's extracurricular activities program. We encourage parents/guardians and students to review the updated Code of Conduct and ask questions if clarification is needed. Parents/Guardians of students participating in extracurricular programs will be asked to sign off on their review of the Code of Conduct prior to the start of the athletic season or activity participation commencing.

This handbook is posted as a way of notifying you of the expectations, policies, and procedures of Lyons Township High School and may be amended during the year without notice. Applicable sections of the 2024-25 Lyons Township High School Handbook also include references to [District 204 Board Policy](#) For more detailed curricular information, please refer to the [Academic Program Guide](#).

We wish all of our students and families a safe, productive and engaging 2024-25 school year!

WE ARE...LT!

Sincerely,

Dr. Jennifer Tyrrell
Principal

District Information

District 204 Administrative Offices

100 S Brainard Ave
La Grange, IL 60525
708-579-6300

District 204 Central Leadership

Superintendent – Brian Waterman, Ed.D.
Principal – Jennifer Tyrrell, Ed.D.
Director of Human Resources - Ed Piotrowski
Director of Business Services – Brian Stachacz
Director of Curriculum and Instruction – Scott Eggerding
Director of Equity and Belonging – Jennifer Rowe, Ed.D.
Director of Student Services – Leslie Owens, Ph.D.
Director of Technology – Ed Tennant
Coordinator of Assessment and Research – Kristine Zieman
Coordinator of Community Relations – Mary Lin Muscolino

District 204 Board of Education

Regular Meetings of the Board of Education will be held monthly following the Board’s Schedule of Regular Meetings. Meeting notices and agendas will be [posted](#) according to Open Meetings Act requirements confirming meeting date, location, start time, and the agenda and will be posted in BoardBook <https://meetings.boardbook.org/Public/Organization/1797>. All board policies referenced within this handbook can be found at https://www.boardpolicyonline.com/?b=lyons_204.

For more information visit [here](#) or contact the District 204 Administrative Office at 708-579-6300

Board of Education Members

Jill A. Grech – Board President
Tim Albores – Board Vice President
Jill Beda Daniels – Board Secretary
Kari Dillon – Member
Elvia Nava - Member
Paula Struwing - Member
Michael Thomas - Member

Accessibility in District 204

Should any member of the LT Community require special assistance, accommodations, interpretation or other services in order to participate in school-sponsored services, programs, and/or activities, please contact the Associate Principal’s Office at either campus to provide information about what services are required and for which event. Please provide this notification as far in advance as possible of the school-sponsored function. For student conferences including Individual Education Plan (IEP) meetings, Section 504 meetings, and Parent/Guardian/Teacher Conferences, information regarding language interpretation will be provided in the conference notification.

NC Associate Principal, Mrs. Sarah Smith: 708-579-6300

SC Associate Principal, Mr. Greg Gardner: 708-579-6500

District 204 Mission, Vision and Values



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204



OUR VISION

All students graduate prepared for life, career, and college success.



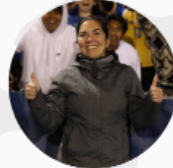
D204 GRADUATES ARE:

- Life, career and college ready
- Empowered and self-sufficient
- Critical thinkers and problem-solvers
- Effective communicators and collaborators
- Adaptable and resilient
- Culturally competent, inclusive and empathetic
- Personally responsible



OUR MISSION

Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.



D204 EMPLOYEES ARE:

- Passionate about teaching and learning
- Ethical and trustworthy
- Prepared and professional
- Engaged collaborators and effective communicators
- Respectful of students, families and one another
- Culturally competent, inclusive and empathetic
- Innovators fostering continuous improvement
- Individually and collectively responsible



OUR MOTTO

Vita Plena: The quest for a fulfilling life.

**EXCELLENCE INNOVATION
EMPOWERMENT**



D204 STANDARDS

- Put students first
- Value and support our staff
- Ensure clear purpose and focus
- Value collaboration, shared decision-making and continuous improvement
- Provide clear communication and value voice & feedback
- Promote consistent policies, procedure and practices
- Value equity, diversity, belonging and a sense of community
- Responsibly allocate resources



OUR CORE VALUES

- Excellence through Continuous Improvement and Stewardship
- Safety and Well-Being
- Connected Families and a Collaborative Community
- Innovation, Relevancy, and Readiness for the Future
- Healthy Relationships to Ensure Trust, Respect and Engagement
- Equity, Inclusion, and Cultural Competence
- Clear Communication and Effective Collaboration

Employee Ethics; Code of Professional Conduct; and Conflict of Interest – District 204

Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships to demonstrate integrity and honesty to be considerate and cooperative and to maintain professional and appropriate relationships with students, parents, staff members and others. In addition, the Code of Ethics for Illinois Educators adopted by the Illinois State Board of Education is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act ([325 ILCS 5.](#)), engages in grooming as defined in [720 ILCS 5/11-25](#), engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard or this policy will be subject to discipline up to and including dismissal.

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries.

The Superintendent or designee shall identify appropriate employee conduct standards and communicate them to all District's employees. The employee conduct standards will require that, at a minimum:

1. Employees complete required training on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies [2:265](#), Title IX Sexual Harassment Grievance Procedure; [4:165](#), Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; [5:90](#), Abused and Neglected Child Reporting; and [5:100](#), Staff Development Program.
2. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' age and developmental levels and following District established guidelines for specific situations, including but not limited to:
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
3. Employees comply with reporting requirements of Abused and Neglected Child Reporting Act ([325 ILCS 5/](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. § 1681](#) et seq.) and report prohibited behaviors and/or boundary violations pursuant to Board Policies [2:260](#), Uniform Grievance Procedure; [2:265](#), Title IX Sexual Harassment Grievance Procedure; and [5:90](#), Abused and Neglected Child Reporting.
4. Employees be subject to discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
 - a. Violates boundaries for appropriate school employee-student conduct or expectations and guidelines for employee-student boundaries.
 - b. Sexually harasses a student.
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act ([325 ILCS 5/](#)), or Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681](#) et seq.).
 - d. Engages in grooming as defined in [720 ILCS 5/11-25](#).
 - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, sexual misconduct. Sexual misconduct is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation⁴⁴
 - ii. Dating or soliciting a date.

- iii. Engaging in sexualized or romantic dialog.
- iv. Making sexually suggestive comments that are directed toward or with a student.
- v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a Statement of Economic Interests as required by the Ill. Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with [105 ILCS 5/22-5](#), "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) ([30 ILCS 708/](#)) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. Any person that has a close personal relationship with an employee that may compromise or impair the employee's fairness and impartiality, including a member of the employee's immediate family or household;
2. An employee's business partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy [2:105](#), Ethics and Gift Ban.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated by reference: [5:120-E](#) (Code of Ethics for Ill. Educators)

LEGAL REF.:

[U.S. Constitution, First Amendment.](#)

[2 C.F.R. §200.318\(c\)\(1\).](#)

[5 ILCS 420/4A-101](#), Ill. Governmental Ethics Act.

[5 ILCS 430/](#), State Officials and Employee Ethics Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 135/](#), Local Governmental Employees Political Rights Act.

[105 ILCS 5/10-22.39](#), [5/10-23.13](#), [5/22-5](#), [5/22-85.5](#), and [5/22-93](#).

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/11-25](#), Criminal Code of 2012.

[775 ILCS 5/5A-102](#), Ill. Human Rights Act.

[23 Ill. Admin. Code Part 22](#), Code of Ethics for Ill. Educators.

[Pickering v. Board of Township H.S. Dist. 205](#), 391 U.S. 563 (1968).

[Garcetti v. Ceballos](#), 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations and Suspensions), 7:20 (Harassment of Students Prohibited)

Adopted: February 21, 2023

District Calendar

School Calendar

<https://www.lths.net/calendar#calendar41072/20230501/month>

E-Learning Day

In the event of inclement weather and the decision has been made to close school and implement an e-learning day, teachers will engage students for five hours a day.

Teachers will provide an asynchronous lesson by 9am via Canvas. Asynchronous lessons will:

- Focus only on essential outcomes and skills.
- Demand no more than 45 minutes of student activity, including homework, for each asynchronous lesson for each e-learning day.
- Provide opportunities for students to process new information, request feedback and get help upon return from e-learning.
- Students can complete the work at any time throughout the day.

Every effort will be made to ensure students take home their Chromebooks prior to the declaration of an e-learning day.

- Teachers will create paper assignments equivalent to online assignments to the extent possible for those who experience technology access issues.
- Depending on the length of the e-learning event, paper assignments may not be made available until students return to school.
- Time will be provided to do work that could not be accessed during e-learning upon return to school.

Student Attendance and Participation

Students will need to complete the attendance survey each day, which will be sent to students via email.

Expectations

- Teachers will help ensure appropriate learning opportunities for students with special needs.
- All 504 and IEP meetings scheduled on e-learning day will be rescheduled.
- Faculty will be available between 9am and 3pm to provide timely, but not necessarily immediate, responses to student questions via email.
- Zoom will not be used for the asynchronous lessons. Should a school closure extend beyond a few days, additional guidance, schedules and expectations will be shared.

Emergency School Closing

Closures, e-learning days and delays will be communicated to D204 families through email, phone and text message. To ensure you receive all pertinent information this winter, we suggest doing the following:

1. Contact information is gathered from Infinite Campus <https://lyons204il.infinitecampus.org/campus/portal/lyons.jsp>. If your contact information has changed recently or if you are unsure whether we have contact information on file, you are encouraged to call your campus main office.
2. If you would like text message notifications about school delays, closures and e-learning days, text the word START to 91201 to enroll. After you receive a reply, text YES to confirm that you would like to receive text messages.
3. Follow D204 on [Facebook](#), [X \(Twitter\)](#), and [Instagram](#). School delays and closures will be posted to these social media channels.

If you do not receive a phone message, email or text or find emergency closing information listed on the website, posted to the District's social media pages or in the media, then assume that school is in session.

Nondiscrimination & Grievance Procedures

Nondiscrimination

Lyons Township High School District 204 is committed to a policy of nondiscrimination and equal opportunity in its education programs and activities and employment. The District complies with all laws and applicable regulations that prohibit discrimination, harassment, and retaliation by and in the District, including the following:

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. § 2000d *et seq.*
5. Title VII of the Civil Rights Act, 42 U.S.C. § 2000e *et seq.*
6. The Age Discrimination in Employment Act of 1967
7. The State Officials and Employees Ethics Act
8. The Illinois Human Rights Act
9. Sections 10-22.5, 27-1, and 20.60 of the School Code and 23 Illinois Administrative Code Part 200

Victims' Economic Security and Safety Act, 820 ILCS 108/

Illinois Equal Pay Act of 2003, 820 ILCS 112/

Illinois Genetic Information Privacy Act (GINA), 410 ILCS 513/ and Title II of the Genetic Information

Nondiscrimination Act (GINA), 42 U.S.C. § 2000ff *et seq.*

Employee Credit Privacy Act, 820 ILCS 70/

In addition, the District provides equal access to the Boy Scouts and other designated youth groups in accordance with the Boy Scouts of America Equal Access Act.

The District will use the grievance procedures in Board of Education Policies [2:260 \(Uniform Grievance Procedure\)](#) and [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#) to process complaints based on alleged violations of law or Board policy.

No student, parent/guardian, employee, or other member of the District community will be subjected to retaliation as prohibited under any law or Board policy, including those laws identified above. Retaliation is an adverse act imposed because a person has asserted a right or participated in a process involving the assertion of a right, including reporting a violation of law or Board policy or participating in the grievance processes used to process complaints based on alleged violations of law or Board policy.

Any person who believes any student, employee, or third party or the District generally has engaged in conduct prohibited by the laws cited above or Board policy, including discrimination, harassment, or retaliation, or who has inquiries about the application of the laws cited above or Board policy should contact a District Nondiscrimination/Title IX Coordinator, using the contact information below:

Edward Piotrowski
Director of Human Resources
Lyons Township High School District 204
100 S. Brainard Avenue
LaGrange, IL 60525
epiotrowski@d204.lths.net
708-579-6456

The following agencies may also be able to answer inquiries about some of the laws cited above:

U.S. Department of Education
Office for Civil Rights (OCR)
Chicago Office
JCK Federal Building

230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: (312) 730-1560
Facsimile: (312) 730-1576
Email: ocr.chicago@ed.gov
Website: www.ed.gov/ocr

U.S. Equal Employment Opportunity Commission (EEOC)
Chicago District Office
JCK Federal Building
Chicago, IL 60604
Telephone: (312) 872-9744
Facsimile: 312-588-1260
info@eeoc.org
Website: www.eeoc.gov

Illinois Department of Human Rights (IDHR)
Springfield Office
535 West Jefferson
1st Floor
Intake Unit
Springfield, IL 62702
Telephone: (217) 785-5100
Facsimile: (217) 785-5106
Email: idhr.webmail@illinois.gov
Website: www.illinois.gov

More information on the Board policies prohibiting discrimination, harassment, and retaliation can be found in Board policy, including, for example, Board policies 5:10 (*Equal Employment Opportunity and Minority Recruitment*), 5:20 (*Workplace Harassment Prohibited*), 7:10 (*Equal Educational Opportunities*), 7:20 (*Harassment of Students Prohibited*); 7:180 (*Prevention of and Response to Bullying, Intimidation, and Harassment*) More information about how to report discrimination, harassment, or retaliation can be found in Board policies 2:260 (*Uniform Grievance Procedure*) and 2:265 (*Title IX Sexual Harassment Grievance Procedure*). The Board's policy handbook is available online at https://www.boardpolicyonline.com/?b=lyons_204

TITLE IX TRAINING MATERIALS

- [**Title IX Basic Training K-12 Materials \(LTHS\)**](#)
- [**Title IX Coordinator Training K-12 \(LTHS\)**](#)
- [**Title IX Decision Maker Training \(LTHS\)**](#)
- [**Title IX Informal Resolution Training \(LTHS\)**](#)
- [**Title IX Investigator Training \(LTHS\)**](#)

Residency

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student. Please see [Board Policy 7:60](#) for more information on Resident Students.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that they have assumed and exercises legal responsibility for the child, (b) the reason the child lives with them, other than to receive an education in the District, and (c) that they exercise full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

Requests for Nonresident Student Admission

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Military Residence

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Attendance

Attendance Philosophy

Lyons Township High School is committed to forming a partnership with parents to maintain regular student attendance and to prepare students for work/career expectations. Lyons Township High School is committed to the philosophy that every student should attend all of their classes every day. This does not include students that are medically unable to attend.

Regular attendance and promptness in all classes are expected as essential for good performance. Excessive absences result in a loss of instructional time, making it more difficult to show mastery of material, thus potentially affecting the class grade or in a loss of class credit.

Activity/Athletics participants are expected to attend school for four class periods of the student's class schedule on the day of the activity or have prior approval from the athletics/activities director or assistant principal. "Activity" includes practices, competitions, and events related to the extracurricular activity.

Lyons Township High School must enforce the State of Illinois law regarding compulsory attendance. The law specifies that parents/guardians have the obligation to see that their children are in regular attendance. In order to comply with State of Illinois law, the school reserves the right to determine if an absence is unexcused and/or constitutes truancy, in the school's sole discretion.

Compulsory Attendance

Compulsory School Attendance This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program, (7) any child absent for the purpose of sounding "Taps" at a military honors funeral held in this State for a deceased veteran, and (8) any child absent because a parent or legal guardian has been called to active military duty, is on leave from military duty, or has immediately returned from deployment to a combat zone or combat support posting.

The Illinois *School Code* and [Board Policy 7:70](#), considers VALID CAUSE (excused) for a student's absence to be:

1. Illness (including mental health or behavioral health of the student)
2. Observance of a religious holiday
3. Death in the immediate family
4. Attendance at a civic event (one per school year by following the pre-arranged absence procedures)
5. Family emergency
6. Other situations beyond the control of the students as determined by the Board of Education
7. Voting (see Board Policy 7:90, *Release During School Hours*)
8. Circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety
9. Other reason as approved by the Superintendent or designee
 - a. Hospitalization
 - b. Court dates
 - c. College visits – when Pre-Arranged Absence Procedures are followed

Attendance Guidelines

The attendance guidelines for Lyons Township High School are as follows:

Excused Absences

It is the parents'/guardians' responsibility to call the Lyons Township High School Assistant Principals' Office. Calls are expected on the day of the absence. Only calls from parents or legal guardians will be recognized. Emancipated students are allowed to report their own absences. Turning 18 does not grant that authority. It is important to note that a student who has been sick with a fever or vomiting must be symptom-free for 24 hours before returning to school.

Students with excused absences have the responsibility to take the initiative to make up work they have missed. **LTHS has a limit of 7 parent/guardian-initiated absences from a class per semester (which includes mental health days without medical notes).** When a student has 7+ absences in any class, the school requires written documentation for any subsequent absences, such as a medical doctor's/treating physician's note or judicial summons immediately upon returning to school. If such documentation is not provided, the absences will be considered unexcused and result in consequences or loss of privileges. Students with multiple or extended absences due to illness may be required to attend a meeting with an Assistant Principal and Student Support Team members. Parents/guardians must accompany the student at this meeting to discuss academic progress and educational plans.

Mental Health Days

Pursuant to Illinois law, students may take up to five (5) mental health days per year. A student is not required to provide a medical note for a mental health absence. Students will be given the opportunity to make up any schoolwork missed during a mental health absence. Following the **third** mental health day, a student may be referred to the grade-level Student Support Team and families will be contacted after the **fifth** mental health day of absence. **Mental Health absences do count toward the seven parental/guardian excused absence total.**

Reason for absence	Parent/Guardian needs to call?	Counts toward Parent/Guardian Excused Total	Does not count toward Parent/Guardian Excused Total	Documentation Required
Court	Yes		X	X
Field Trip	No		X	
Funeral	Yes		X	
Homebound	No		X	
Illness	Yes	X		
Medical/Dental	Yes		X	X
Mental Health	Yes	X		
Nurse/Guidance/Admin Visit	No		X	
Official College Visit	Yes		X	X
Parent/Guardian Request	Yes	X		
Religious Holiday	Yes		X	
Suspension	No		X	
Testing	No		X	
Vacation	Yes	X		

South Campus Attendance Line: 708-579-6528

North Campus Attendance Line: 708-354-4700

Unexcused Absences

A student's absence will be considered unexcused if the Assistant Principals' Office has not received a phone call from the student's parent or guardian, or a student has exceeded their **7**, parentally excused absences (without medical documentation). Unexcused absences are subject to disciplinary action as follows:

1. **First Unexcused Absence:** The Assistant Principals' Office will contact the student's parent or guardian and the student will conference with the Assistant Principal.
2. **Second Unexcused Absence:** The Assistant Principals' Office will contact the student's parent or guardian; and the student will be assigned a detention.
3. **Third or greater Unexcused Absence:** The Assistant Principals' Office will contact the student's parent or guardian; and the student will be assigned a Saturday detention.

As grade-level Assistant Principals monitor the attendance of students and reasons for absences, students will be referred to Student Support Teams and meetings will be scheduled with parents/guardians.

Cuts

When a student misses a class period, multiple periods, or the entire school day, without parental approval it is classified as a cut. Students will be issued one hour of detention per class period cut.

Partial Day Absence

When leaving the building during the school day, a parent must call to inform the attendance office of the time the student is to leave PRIOR to that time, preferably first thing in the morning. The student then must check out in the Assistant Principal's Office before leaving the building or it will not be considered an excused absence. When returning from appointments, the student must check back in at the Assistant Principal's Office. Failure to follow described check in/check out procedures will result in disciplinary consequences. The school reserves the right to contact doctors' offices to confirm appointments and/or to review documentation from court appearances.

Pre-Planned Absence

In the event of a planned absence from school the parent must contact the Assistant Principals' Office. The student must contact the teacher to obtain assignments.

Illness During the School Day

If a student should become ill during the school day, they must obtain a pass from a classroom teacher to the Nurse's Office. Students should see the school nurse for medical attention, rather than contacting parents directly. The nurse will assess the student and contact the parent if it is determined that the student needs to go home. Students who violate these provisions will be considered unexcused for all class periods missed.

Tardy Procedures

In order to maximize instructional time, students are expected to arrive to all classes and study halls by the time the bell rings. Individual classroom teachers will be involved early in the intervention process so that they can be proactive in encouraging their students to be in class ready to work. Students who are more than 10 minutes late will be marked unexcused absent from that class. The tardy policy for students arriving within the first 10 minutes of class is:

Accrued Tardies	Response
1 - 3	<ul style="list-style-type: none"> Teacher/student problem solving conference An auto generated email sent to the parents/guardians.
4	<ul style="list-style-type: none"> Teacher/student conference Notification to student that next tardy will result in an automated referral (through Infinite Campus) to the Assistant Principals' Office for one-hour detention An auto generated email sent to the parents/guardians.
5 - 6	<ul style="list-style-type: none"> Automated referral through Infinite Campus to the Assistant Principals' Office Student will be assigned a one-hour after school detention on the next full school day. An auto generated email sent to the student and parents/guardians If the student can not attend the assigned detention, they must come to the AP office prior to the detention to change the date or time without any additional consequences.
7 - 8	<ul style="list-style-type: none"> Automated referral through Infinite Campus to the Assistant Principals' Office. Student will be assigned a 2-hour Saturday or Wednesday Extended Day detention. A parent/guardian will also be contacted.
9	<ul style="list-style-type: none"> Automated referral through Infinite Campus to the Assistant Principals' Office. Student will be assigned a 4-hour Saturday or 3-hour Wednesday Extended Day detention. A parent/guardian will also be contacted.
10	<ul style="list-style-type: none"> Automated referral through Infinite Campus to the Assistant Principals' Office. Student will be assigned an In-School Suspension. A parent/guardian will also be contacted. Continued tardy referrals may result in the student receiving an escort to their classes.

Students Making Up Work When Absent

It is the student's responsibility to request information from their teachers about make-up work upon returning to class when they have missed part or all of a class period(s).

Make-up Work for Excused & Unexcused Absences - Students who have an absence are allowed to make up work and tests and receive credit. Assignments given before the days of absence will be due upon the student's return to class. Students will have 2 days for every one day of excused absence to make up missed work. Students should arrange with teachers the times to make up missed tests. If a test date was announced before the day of the student's absence, the student should be prepared to take the test upon their return to school. Teachers have the right to modify their make-up policies to meet individual needs and circumstances.

Make-up Work for Students with In-School Suspension - Students assigned to In-School Suspension will have the right to make up tests and assignments missed while serving In-School Suspensions.
Make-up Work for Students Suspended Out-of-School - Students have a right to make up work missed while suspended out-of-school. It is the responsibility of the student to contact their teachers to get missed assignments and arrange for any make-up tests. Students will have 1 day for every day they were suspended out-of-school to make-up missed work.

Study Hall

Study Hall is a part of the student schedule. Regular attendance and tardy expectations are the same as in the classroom. Athletes with athletic study hall must go to PE for the first week of the semester. Any disciplinary action in the athletic study hall may include the student being returned to PE class.

Chronic Absenteeism

Student attendance is critical to the learning process. Every day of school matters. Being absent too many days from school can make it difficult for students to stay on-track academically and maintain the momentum to graduate from school. Absenteeism is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 10% or more of the most recent school year,

including absences with and without VALID CAUSE (see page 16) and out-of-school suspensions, have chronic absence. Students who are chronically absent will be offered diagnostic procedures to be used for identifying the causes of unexcused student absenteeism, which shall, at a minimum, include interviews with the student, his or her parent or guardian, and any school officials who may have information about the reasons for the student's attendance problem. If chronic absenteeism persists after services and other resources are made available, the District will take further action, including:

1. Reporting to officials under the Juvenile Court Act
2. Referral to the State's Attorney
3. Appropriate school discipline

Chronic Truancy

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss 5% (9 school days) or more of the previous 180 regular school days without VALID CAUSE (see page 16) are considered chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue, including, but not limited to, parent conferences, student counseling, family counseling, and information about existing community services that are available to truant and chronically truant students and relevant to their needs. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of the Illinois State Law.

If chronic truancy persists after service and other resources are made available, the District will take further action, including:

1. Referral to the truancy officer
2. Reporting to officials under the Juvenile Court Act
3. Referral to the State's Attorney
4. Appropriate school discipline

Please see [School Board Policy 7:70](#) for more information on the District's Attendance and Truancy Policy.

Student Health

Health Services

The Health Services Office at each campus is open to students daily Monday through Friday during regular school hours. After school hours, a message may be left for the School Nurse. You may also wish to visit the Health Services Office's webpage, where you will find a variety of resources as well as access to student health-related forms.

The Health Services Office provides general health-related services for students during the school day, including emergency first aid, health assessment, vision and hearing screening, health record compliance, blood pressure monitoring, elevator keys, and physical education (PE) medical excuses.

Except in the case of an emergency or illness, students must have a timed pass from their current period teacher before coming to the Health Services Office. As a general rule, students may not rest in the Health Services Office for a full academic period. If a brief rest will help a student stay in school, a rest may be allowed, but only if the student has a pass from the current class teacher and is not missing a quiz, test, or presentation. Any student who is ill and unable to return to class cannot be released from school until a parent/guardian or alternate emergency contact is notified. For this reason, it is imperative that the school have telephone numbers that are current. It is the parent/guardian's responsibility to update this information immediately in the event of any change.

Parents/guardians of a student with an identified health-related need (e.g., asthma, diabetes, migraines, seizure disorders, severe allergic reactions, or daily medication) must notify the Health Services Office **prior** to the student entering school.

Lyons Township High School Health Services:

<https://www.lths.net/student-resources12/health-services>

South Campus Health Office: 708-579-6531/6532 Fax: 708-784-9574

North Campus Health Office: 708-579-6363/6364 Fax: 708-579-6002

Health Examinations and Immunizations

In order to attend school, a student's parent/guardian must submit proof of State-mandated health examination and immunizations **prior to** the first day of the school year. For additional information, please refer to [Board Policy 7:100 Health, Eye, and Dental Examinations; Immunizations, and Exclusion of Students](#).

A student's parent/guardian must submit proof that the student received a health examination, with proof of the required immunizations, within one year prior to:

1. Entering the ninth grade; and
2. Enrolling in an Illinois school, regardless of the student's grade, including students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 12.

Students may not attend school until proof of required health examination and immunizations are received and approved by the School Nurse.

Unless an exemption or extension applies, the failure to submit proof of the required health examination and immunizations **by the first day of school of the school year will result in the student's exclusion from school until the required health forms are submitted.** New students who register after the first day of school of the current school year have 30 days following registration to comply with the health examination and immunization requirement.

If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced

practice registered nurse, physician assistant, or local health department responsible for administering

the immunizations. New students who register after the first day of school of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations.

A student transferring from out-of-state who does not have the required proof of immunizations by the first day of school may attend classes only if they have proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination by a physician licensed to practice medicine in all of its branches or a licensed optometrist whenever health examinations are required. Parents/guardians of students entering an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of the school. If a student's parent/guardian fails to present the required proof by October 15, District 204 may hold the student's report card until the student's parent/guardian presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

Dental Examination

Parents/guardians of students entering ninth grade must present proof of the student being examined by a licensed dentist before May 15 of the school year. If the student's parent/guardian fails to present proof by May 15, District 204 may hold the student's report card until the student's parent/guardian presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15.

Exemptions

A student may be exempted from the health examinations and immunization requirements on religious or medical grounds as set forth in the Illinois School Code, Illinois Department of Public Health regulations, and [Board Policy 7:100 Health, Eye, and Dental Examinations; Immunizations, and Exclusion of Students](#). For an exemption on religious grounds, the student's parent/guardian must present the IDPH's Certificate of Religious Exemption form to the Director of Deans. For an exemption on medical grounds, the student's examining physician, advanced practice registered nurse, or physician assistant provides written verification.

For the eye and dental examination requirements, if a student's parent/guardian shows an undue burden or a lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist, or a licensed dentist, respectively, the parent/guardian may submit the IDPH waiver form to the School Nurse. The forms can be retrieved from the Health Service Office.

The notice also must inform parents/guardians of the availability of a waiver of this requirement for students who show an undue burden or a lack of access to a dentist. The Illinois Department of Public Health waiver form must be included with the notice.

Vision and Hearing Screenings

Vision and hearing screenings will be performed, as mandated, for the following students: teacher referral, transfer students, and students with individualized education plans. Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo the vision screening if an optometrist or ophthalmologist has completed and signed a report indicating that an examination has been administered within the previous 12 months.

Information on the **flu vaccine** and **meningococcal vaccine** is available on the Illinois Department of Public Health (IDPH) website: <https://www.dph.illinois.gov/>.

Care for Sick or Injured Students

Each campus health office is staffed by a full-time certified school nurse and a Paraeducator. This office is responsible for maintaining student health records, providing basic first aid care to students and providing consultation to students and parents regarding health-related issues and concerns.

If the reason for a Health Office visit does not require emergency care, the student is to report to their class and get a pass from the teacher. The student will return the pass from the Health Office to the teacher upon return to the classroom. For student safety, students should not contact parent via text message or personal cell phone. Parents will be contacted as needed after the student has been assessed in the Health Office. Students with a fever of 100°F or greater or vomiting are sent home by the School Nurse after a parent/emergency contact is notified. **It is important to note that a student who has been sick with a fever or vomiting must be symptom-free for 24 hours before returning to school.** The student may return the same day ONLY if the student is seen by a physician and brings a note to the health office staff.

Medication

Consistent with State law and Board [Policy 7:270 Administering Medicines to Students](#), Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed **School Medication Authorization Form (SMA Form)** is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess an epinephrine injector, e.g., EpiPen®, and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a **School Medication Authorization Form**. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector and/or medication, or the storage of any medication by school personnel.

Undesignated Medication Supplies

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a registered qualifying student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus provided the child's parent/guardian has provided the District with appropriate written authorization and copies of the student's and parent's registration cards. Medical cannabis infused products administered under this section of the policy must be stored with the school nurse at all times and may only be accessible by the school nurse or school administrator.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator provided the child's parent/guardian has provided the District with appropriate written authorization and copies of the student's and parent's registration cards. Medical cannabis infused products administered under this section of the policy must be stored with the school nurse at all times and may only be accessible by

the school nurse or school administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) will provide all notifications required by State law and administrative procedures.
Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications.

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

Adopted: February 20, 2024

School Resources

School Counseling Services

District 204's school counseling services are the foundation of a planned program of secondary education, encompassing all facets of college and career planning, academic decision-making, and personal-social development. Our Counseling & Student Support Division's comprehensive services complement other quality educational programs within the school and provide further commitments to the intellectual, physical, social, cultural, career, and occupational development of the individual student as they move into our community and world. Students may make an appointment with their counselor via email or by stopping by the Student Services Office at their campus. You may also visit the School Counseling portion of Student Resources tab on the [district's website](#) for additional information.

[Board Policy 6:270 Guidance and School Counseling Program](#)

School counselors are assigned to students by grade-level cohort and follow students throughout their four years at LTHS. Additionally, a College and Career Coordinator supports students throughout their four years. Through a combination of the developmentally-appropriate and successive group-guidance curriculum, as well as individual counseling appointments, the school counseling staff addresses the three major school counseling domains of academic development, postsecondary plan development, and personal/social development.

Throughout a student's years at LTHS, the school counseling staff will:

- Assist students to acquire the attitudes, knowledge, and skills that contribute to effective learning throughout their lifespans
- Assist students to complete school with academic preparation essential to choose from a wide range of postsecondary options
- Assist students to understanding the relationship of academics to their future
- Assist students to acquire the skills to investigate career choices in relationship to self-understanding and current career trends
- Assist students to understand the relationship among personal qualities, educational and training opportunities, and careers
- Assist students to learn decision-making strategies for future career choices
- Assist students to acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect themselves and others
- Assist students to make decisions, set goals, and take necessary action to achieve goals
- Assist students to apply effective problem-solving and conflict resolution skills to make safe and healthy choices

LTHS uses SchoolLinks as our college and career planning platform. SchoolLinks at Lyons Township High School is accessible in 9th-12th grades by students and their parents.

Using SchoolLinks, high school students and parents can:

- Access career interest, strength and mindset surveys
- Build their Four-Year academic course plan
- Explore 2-year and 4-year colleges
- Review their Four-Year Plan and update each year with their counselor
- Create course plans based on career pathways
- Take virtual reality college campus tours
- Search for scholarships
- Learn about financial aid
- Find internship and volunteer opportunities
- Explore traditional, emerging and military career fields
- Track college applications and request transcripts
- Request Letters of Recommendation

Students and guardians will receive separate log-ins to SchoolLinks. Please contact your student's counselor with any questions about how to access SchoolLinks.

School Social Work

The Social Work staff offer a variety of services to promote the social and emotional well-being of students. Depending on the needs of individual students, social workers may provide direct and/or consultative services and also work to facilitate collaboration between LTHS and community agencies/services. School Social Workers are assigned to students by grade-level cohort, with few exceptions for specialized programming, and follow students throughout their four years at LTHS.

School social workers may:

- Assess and provide district-wide instruction and programs for preventative services
- Evaluate students to determine the need for social work services and make recommendations as appropriate
- Deliver individual and group social work services to all students based on need
- Participate on problem-solving teams
- Complete threat assessments and participate in crisis response
- Consult and collaborate with school staff regarding student needs and intervention implementation
- Serve as liaison between school, families, and community agencies/services
- Collaborate with community agencies in planning and delivering intermediate and long-term support services

Student Support Teams (SST)

Student Support Teams meet weekly to identify and support students encountering difficulty in school.

1. Each grade level has an intervention team. Each team includes an Assistant Principal, School Social Worker, School Counselors, School Nurse, School Psychologist, and other support personnel.
2. Purpose of the team:
 - a) To identify students with unsatisfactory academic progress
 - b) To identify students with disabilities impacting free and appropriate educational access
 - c) To support, intervene, or offer outside resources for alcohol and substance use, social emotional issues, and mental illness
1. To investigate referrals by parents, faculty, students, or team members.

School Resource Officer

The School Resource Officers (SROs) in District 204 are members of the Western Springs Police Department for South Campus and the La Grange Police Department for North Campus. The SROs have been assigned to the respective schools for the purpose of assisting in the maintenance of a safe environment for all students and staff.

The School Resource Officers work in a proactive and professional manner with students, parents, guardians, and staff.

Bookstore

The bookstore is open on school days (Monday – Friday) with open times posted in the hallway at each campus for the following:

- Textbook rentals
- Workbooks and paperbacks
- PE clothes, supplies & gym bags
- Driver Ed books
- Classroom supplies (pens/pencils, folders, notebooks, & poster board)

The book store accepts cash, checks, Visa, Mastercard, & Discover for purchases only – no ATM cash services available.

Library Media Center

The Library Media Centers in District 204 are resource⁶⁴ rich learning spaces. The certified librarians partner with classroom instructors to teach a full range of research, reading, technology and multimedia

applications and programs. The libraries offer access to a variety of quality resources which support the curriculum and meet the diverse needs and interests of our school community in a vibrant learning environment. This includes 24/7 access to the online catalog for print and digital books as well as online research databases. Student IDs serve as library cards. Fines accrue for overdue materials. Students, and their parents/guardians, are responsible for any lost materials. Students are welcome to use library space and services before and after school as well as during their study hall and/or lunch period. Behavior expectations in the library are aligned with district policies.

Testing Center/Test Make Up Center

The Testing Center at each campus allows students to take make-up tests and quizzes only after they complete the registration form. Please visit the [Testing Center webpage](#) for their hours and registration requirements.

Testing Center conditions for use:

- LTHS current student photo identification is required
- Books, notes etc. are not allowed, unless stated on the test.
- Cell phones, backpacks, and other personal belongings are not allowed in the testing area.
- Food and beverages are not allowed in the testing area.
- Once a test is distributed, a student may not leave the testing center until the test is complete.

Understand the consequences of any incidents of cheating or plagiarism in the Testing Center as described in the instructor's policy on academic dishonesty in the course syllabus. **Any appearance of cheating or plagiarism may result in the loss of Testing Center privileges for the remainder of the semester for all courses.**

ALOP (Alternative Learning Opportunities Program) West40

District 204 partners with West40, which is an Intermediate Service Center (ISC) that is funded by the State of Illinois and the 41 school districts served within West40. Currently, LTHS participates in West40's Student Advocacy and ALOP opportunities, as well as with the Regional Safe School, other specialized support services, and professional development. Referrals for West40 supports and programming are made through the grade-level Student Support Teams. Please contact Mr. Drew Eder, Division Chair for School Counseling and Support Services if you have questions about eligibility at 708-579-6433 or aeder@d204.lths.net

<https://www.west40.org/>

Registrar & Transcripts

The Office of the Registrar services includes student registration, withdrawals, transfers, and requests for high school transcripts. Other services provided by this office include: verification of grades for insurance purposes, full-time student letters, graduation verification for employment purposes, social security forms completed upon request, and residency verification for all changes of address.

Technology Center of DuPage

The Technology Center of DuPage (TCD), located in Addison, specializes in preparing students for career fields such as science and technology occupations, health and human services, business opportunities, and more. TCD offers area high school juniors and seniors 20 career and technical education programs (CTE) as part of their high school curriculum. Its mission is to provide an educational environment that supports and encourages individual learning styles, develops occupational skills and professionalism, promotes academic growth, and assists students in discovering their potential. A number of TCD's programs offer articulated credit with local colleges. Log onto www.tcdupage.org for further information. Bus transportation is provided to students. Students will not be allowed to provide their own transportation to TCD.

Cafeteria Services

District 204 contracts with Sodexo to provide healthy, balanced menu items for all students. <https://lyonstownshiphsd.sodexomyway.com/>

North Campus Cafeteria:

- In addition to lunch services, the NC Cafeteria is open for student breakfast service daily from 7:15 – 7:40AM, except Late Arrival Wednesdays when breakfast is available from 8:40-9:10AM

South Campus Cafeteria:

- In addition to lunch services, the SC Cafeteria is open for student breakfast service daily from 7:20 – 7:40AM, except Late Arrival Wednesdays when breakfast is available from 8:40-9:10AM

Monthly Lunch Menus can be found [here](#).

Cafeteria Prepayments

All students have a cafeteria prepayment account. To add funds to the account, students may bring cash to the cafeteria or deposits may be made online with credit or debit cards through the Infinite Campus Parent/Student Portal connection with the web store, hosted by Rev-Trak. Login to the Infinite Campus Parent/Student Portal and select "More" and then "Online Payments" from the menu of options. Choose "Make One-Time Payment" or "Sign in to Set up Auto Replenish." Follow the on-screen instructions to complete the transaction."

Year End Balances: At year end, funds remaining in a student's account will roll-over to the following school year.

- For graduating seniors with accounts over \$10, funds will be transferred to younger siblings or refunded after graduation.
- Parents requesting a refund for a student leaving the district must send a written request, letter or email, to Kathy Moran in the Business Office (kmoran@d204.lths.net)
 - No cash refunds will be issued to students through the cafeteria and checks will be mailed to parents in June. Seniors should spend balances of less than \$10 since no refund will be issued for this amount or less.

Work Permits

The issuance of work permits by Lyons Township High School is a service we provide students under the age of sixteen who have been hired for employment. Procedures for obtaining work permits are determined by the Illinois Department of Labor. To apply for a work permit, Students/families must do the following:

1. Obtain a letter (MUST BE ON LETTERHEAD) from your employer that is signed and dated, stating the type of work and approximate number of hours per week you will be working. Students under the age of 16 may not work more than 3 hours per day on a school day and 8 hours on either Saturday or Sunday. When there is a school holiday the student is permitted to work 8 hours on that day. NO STUDENT UNDER 16 MAY WORK BETWEEN 7:00pm and 7:00am FROM LABOR DAY UNTIL JUNE 1, OR BETWEEN 9:00pm AND 7:00am FROM LABOR DAY UNTIL JUNE 1, OR BETWEEN 9:00PM and 7:00am FROM JUNE 1 UNTIL LABOR DAY.
2. Obtain a letter of permission from your parent or guardian. The letter must be signed and dated.
3. Provide a birth certificate. (Students enrolled at Lyons Township High School do not need to provide this as we have one on file.)
4. Obtain a **CERTIFICATE OF PHYSICAL FITNESS** from the South Campus Main Office or **PRINT ONE HERE**. This form needs to be completed by an MD, DO, APN or PA. Physical forms for work permits cannot be the physical that was provided at the beginning of the year during the enrollment process.
5. Students/Families that are requesting work permits for child performers must provide additional documentation. These requirements can be found on the Illinois Department of Labor Website <https://labor.illinois.gov/laws-rules/fls/child-labor-law.html>

Work permits will only be processed when all of the required documentation has been provided. Work permit documentation can be brought to the South Campus Office Monday through Friday between 8:00am and 3:00PM, excluding holidays and building closures.

The state of Illinois sends approved work permits to the School. Staff at Lyons Township high school will contact families to let them know they can pick up their work permit. Please allow a minimum of three business days for processing.

Questions regarding work permits can be directed to the South Campus Main Office at 708-579-6500

Insurance

The District annually procures student accident insurance to provide supplemental insurance on a case by case basis to families that have a student injured while participating in school sponsored and supervised activities on or off school premises. This includes activities during regular school hours, and clubs and athletics that are sponsored and supervised by the District. If you need to have a claim form issued, please contact the person who is in charge of the activity and give them all of the information related to the injury.

Safety Drills

Safety drills will occur at times established by the administration. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills to address and prepare students and school personnel for fire incidents (one of these three drills shall require the participation of the local fire department or district), a minimum of one (1) severe weather (shelter-in-place) drill to address and prepare students and school personnel for possible tornado incidents, a minimum of one (1) law enforcement drill to address a school shooting incident and to evaluate the preparedness of school personnel and students, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. For additional information on the District's Safety Drills, please see [Board Policy 4:170 Safety](#).

AED and CPR Video

District 204 encourages parents and staff to view the cardiopulmonary resuscitation and automated external defibrillators training video posted on the Illinois High School Association's website as required by Public Act 098-0305 which took effect in August 2013.

<https://www.ihsa.org/Resources/Sports-Medicine/CPR-Training>

Visitors

Visitors must adhere to [Board Policy 8:30—Visitors to and Conduct on School Property](#).

Adults

- All visitors should park in the marked Visitor Parking spots at North Campus and South Campus.
- All school visitors must comply at all times with Board of Education policies, administrative rules and school regulations.
- Visitors must schedule an appointment with the person(s) they wish to see in advance. At the discretion of the administration, such prior authorization may be waived. Visitors wishing to conference with teachers or administrators during the course of the school day must make arrangements in advance. Visitors are required to proceed immediately to their location in a quiet manner.
 - LT does not allow "drop-in" visitors, including LT alumni. LT graduates wishing to visit their former teachers may do so by making an appointment.
- Visits to the building may be prohibited at certain times, such as during safety drills or while standardized assessments are being conducted.
- All visitors must enter through the main entrance and present a valid, government-issued photo ID. Visitors will be required to leave their ID at the desk and will receive a red visitor lanyard and an ID sticker/badge that must be visibly displayed and worn at all times. At the conclusion of the visit, the visitor must stop by the front desk to retrieve their ID and return the visitor lanyard. Visitors with an appointment, including, but not limited to, parents, alumni and siblings are required to enter through the front door of the building and proceed immediately to the main office or check-in desk. Visitors should present a valid state-issued ID and inform office personnel of their reason for being at school.

Students

- Students attending LTHS may not bring guests to school during the school day.
- LT students who attend off-campus sites must get prior approval from their grade-level Assistant Principal before they come to campus. The Assistant Principal will notify the front desk of the student's name, date and time of visit, and where in the building the student will be. Students not following this procedure are subject to trespassing sanctions.
- Shadowing must be pre-approved by the Assistant Principal. Shadowing is defined as a current LT student wishing to bring a guest to school for the purposes of experiencing a day at LT. Requests for

a shadow experience must be made at least 72 hours in advance. Consideration for such a request will be reserved for potential guests who live outside of a 50 mile radius from the school. Host students must be in "good standing" as determined by an administrator.

Exceptions to Visitor Requirements. Parents/guardians or LTHS community members who have been invited to visit LTHS as part of a scheduled open house, special event, scheduled performance by a class, team or group, or other adult participants in organized and school-approved activities during off-school hours, are exempt from all but Convicted Child Sex Offender requirements.

- Convicted child sex offenders are not permitted on the campus unless certain conditions exist and they have received prior approval from school officials. LTHS reserves the right to deny any individual the right to visit. All volunteers must be screened upon entering the building.
- Classrooms and other instructional areas are the most vulnerable to disruption. Therefore, access to classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher or as otherwise deemed necessary by the administration.
- The administration has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

Messages and Deliveries to Students

In order to avoid disruption to the educational process, telephone messages will not be delivered to students to remind them of doctor/dental appointments, pick-up times/places, and other non-emergency messages. District staff will not accept deliveries for food or other items from outside vendors (DoorDash, GrubHub, UberEats, etc., or restaurants). Items such as gifts (flowers, balloons, etc.) will not be accepted. Messages from custodial parents in the case of emergency will be permitted.

Fee Waivers

Families facing financial difficulties who need assistance may apply for a fee waiver. For more information on fee waivers, including eligibility and the application process please use [this link \(English\)](#) or [this link \(En Español\)](#) or contact:

South Campus Assistant Principals' Office – 708-579-6528

North Campus Assistant Principals' Office – 708-354-4700

Free and Reduced-Price Lunch

Free and reduced-price food services, including breakfast and lunch, is provided to eligible students. For more information on fee waivers, including eligibility and the application process, please contact the School Business Office at 708-579-6467.

Sex Offender Notification Law

State law prohibits a convicted child sex offender from being present on school property or loitering within 500 feet of school property when children under the age of 18 are present, unless the offender meets either of the following two exceptions.

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board of Education, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

If the child sex offender is permitted to be near or on school property, the offender must notify the Principal's Office immediately upon arrival on school property and upon departure from school property. A designated school official will supervise the child sex offender at all times the offender is in a child's vicinity. It is the responsibility of the offender to remain under the direct supervision of the school official.

Information regarding sex offenders is available to the public pursuant to the Sex Offender Community Notification Law. For additional information, refer to:

[Board Policy 4:175 Convicted Child Sex Offender; Screening; Notifications.](#)

Mandated Reporting

Student safety is of paramount importance to the District 204 Board of Education, administration, faculty, and staff. As mandated reporters, District employees must report suspected child maltreatment immediately to the Department of Children and Family Services (DCFS) when they have reasonable cause to believe that a child known to them in their professional or official capacity may be an abused or neglected child. Child abuse is the maltreatment of a child under the age of 18, which can be physical, sexual, or emotional, including by a parent/guardian or an adult in the role of caretaker. Child neglect includes the failure to provide adequate supervision, food, clothing, shelter, medical treatment, or other basics for a child, as well as abandonment without a proper plan of care. The following procedures have been established to protect the safety and well-being of our students.

Student Responsibilities - When a child believes that they have been victimized, they should immediately seek the help of an adult whom they trust, such as a teacher, counselor, social worker, parent/guardian, Assistant Principal, School Resource Officer, or a building administrator. Students who are aware that a peer has been abused or neglected also are encouraged to forward information to a trusted adult. If the student does not feel there is an adult they can trust, they should immediately call the abuse hotline number listed below.

Staff Responsibilities - Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability, must notify DCFS via the child abuse hotline. District employees receive training regarding this responsibility.

For additional information, please refer to [Board Policy 5:90 Abused and Neglected Child Reporting.](#)

– **DCFS Child Abuse Hotline: 1-800-25-ABUSE (22873) or 1-800-358-5117 (TTY)** –

Suicide and Depression Awareness and Prevention Policy

[7:290 Suicide and Depression Awareness and Prevention](#)

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code [Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*,

- and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
 3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are identified as lesbian, gay, bisexual, transgender, and/or identify as (LGBTQ+); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ+;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
 4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to

other State and/or federal resources that address reporting procedures.

6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

[42 U.S.C. § 1201](#) *et seq.*, Individuals with Disabilities Education Act.

[105 ILCS 5/2-3.166](#), [105 ILCS 5/2-3.139](#), [5/3-14.8](#), [5/10-20.76](#), [5/10-20.81](#), [5/10-22.24a](#), [5/10-22.24b](#), [5/10-22.39](#), [5/14-1.01](#) *et seq.*, [5/14-7.02](#), and [5/14-7.02b](#), [5/27-7](#).

[5 ILCS 860/](#), Student Confidential Reporting Act.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: February 20, 2024

Crisis Text Line: Text HOME to 741741 to connect to a crisis counselor

National Suicide Prevention Lifeline: 988; 988 lifeline.org

Safe2Help Illinois Helpline: 844-4-SAFEIL (723345); Text SAFE2 (72332); Email-HELP@Safe2HelpIL.com; or Download App

Specialized Services and Instruction

Multilingual Learners

District 204 provides Multilingual Learners (formerly English Learners/ELL/ESL) the opportunity to complete courses with appropriate linguistic support through our Multilingual/Bilingual program. Students who qualify as Multilingual Learners have access to ML and Bilingual specific courses designed for beginning and intermediate level students in this program as determined by ACCESS testing. If you have questions regarding the District's Multilingual/Bilingual Program, please contact the Bilingual Coordinator, Ms. Julie Jacobo, at 708-579-6552.

Accommodating Individuals with Disabilities

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, and/or activities. Individuals with disabilities should notify an Associate Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Students with Disabilities

District 204 provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. Students who are identified as having a disability that adversely affects academic performance and as being in need of special education and related services are eligible for special education and related services pursuant to State and Federal law and [Board Policy 6:120—Education of Children with Disabilities](#).

It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. Any student who exhibits difficulties that indicate the child may have a disability and need special education services to benefit from an education should be referred to the building Student Services Team via the student's counselor, social worker, Assistant Principal, or building school psychologist to determine if a case study evaluation is necessary. A variety of services and supports are available to meet the unique needs of each student.

For more detailed information, refer to [the "Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities"](#).

Students are identified as eligible for special education services through a referral process and a case study evaluation of the student. The results of the case study evaluation are used to develop an Individualized Education Plan (IEP) for the student. Parents, general and special education teachers, and administrators meet regularly to review student progress, identify individual student needs, and monitor the implementation of the IEP. If you have questions regarding special education programs at District 204 or would like to refer your child to be considered for a case study evaluation, please contact:

Dr. Melissa Moore
Division Chair for Special Education
mmoore@d204.lths.net
708-579-6521

Section 504 of the Rehabilitation Act of 1973

Students with disabilities who do not qualify for an IEP, as required by the federal Individuals with Disabilities Education Act and implementing provisions of the Code, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the child (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

Section 504 of the Rehabilitation Act of 1973 was enacted to prohibit discrimination based on disability in programs or activities receiving federal funds. Students who are unable to participate in school programs

or activities because of a disability that affects one of their major life activities (such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, and learning) may be eligible for accommodations through a Section 504 plan. Inquiries about 504 plans should be directed to:

Ms. Kate Wohlgemuth
Section 504 Coordinator
kwohlgemuth@d204.lths.net
708-579-6343

Prior Written Notice

District 204 will provide prior written notice to parents/guardians of any decision (a) proposing to initiate or change, or (b) refusing to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to their child, and the reason for the change or the refusal to change. For more information see the [Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities](#).

Assistive Technology

Children with disabilities may need and are entitled to special equipment and services to ensure that they have access to a free and appropriate public education (FAPE).

Assistive technology includes both devices and services. As defined in IDEA:

- an assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. (34 CFR 300.5)
- an assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. (34 CFR 300.6)

During the IEP process, assistive technology will be considered for every child and then provided if required in a child's IEP to access a free and appropriate public education (FAPE). Additional information can be found at ISBE website: <https://www.isbe.net/Pages/Special-Education-Assistive-Technology.aspx> or by contacting:

Illinois Assistive Technology Program
1020 S. Spring St.
Springfield, IL 62704
Phone/TTY: (800) 852-5110
Fax: (217) 522-8067
<http://www.iltech.org>

Delegation of Rights for Special Education Students

Student's educational rights transfer from the parents/guardians to the student on the student's 18th birthday. For more information, [visit ISBE Required Notice and Consent Forms – Delegation of Rights](#).

Right to Review Student Records Prior to Eligibility or IEP Meeting

District 204 provides parents/guardians with a copy of all written material that will be considered at eligibility or IEP meetings so that they can participate as a fully informed member of the IEP team. Please note that nothing will be decided regarding your child's eligibility for special education services and/or the content of the IEP until the IEP team meets, discusses all relevant information, and makes its final determinations.

If you have any records, reports, or other information that you would like the IEP team to also consider, please provide it to your child's case manager as soon as possible.

Written requests to inspect and/or copy the student records should be submitted to Dr. Melissa Moore, Division Chair for Special Education, Lyons Township High School District 204, 4700 S Willow Springs Rd, Western Springs, IL 60558.

Related Service Logs

For a student with an individualized education program (IEP), District 204 will maintain related service logs that record the type and minutes of each related service that has been administered. Copies of any related service logs will be available at your student's annual review IEP meeting. You may also request a copy of the related service logs at any time.

If you would like to receive copies of your child's related service logs, please send your written request to your child's case manager.

Interpretation Services

Interpretation services are provided at IEP meetings for parents/guardians whose native language is other than English, or who are deaf, to assist with participation in the meeting. District 204 makes every attempt to provide interpretation services based on information gathered through online registration, enrollment, and/or communication with your student's case manager. Parents/guardians have the right to request that the interpreter serve no other role in the IEP meeting other than as an interpreter and the District will make reasonable efforts to fulfill this request. If you have questions or concerns about an interpreter at your child's IEP meeting, please contact your child's case manager, the LEA Representative listed on the Notification of Conference, or the LTHS Special Education office at (708) 579-6521.

Request to Access Classroom or Personnel for Special Education Evaluation or Observation

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the Special Education Division Chair at (708) 579-6521.

Students Who are Deaf, Hard of Hearing, Blind, or Visually Impaired

If a child is deaf, hard of hearing, blind, or visually impaired, they may be eligible to receive services from the Illinois School for the Deaf or the Illinois School for the Visually Impaired. The Illinois Department of Human Services (IDHS) has developed one-page fact sheets which includes information on each of these schools. [IDHS, Services for People Who Are Deaf or Hard of Hearing.](#)

Graduation

Students with IEPs who require services beyond 4 years of high school and have completed all of their graduation requirements have the right to participate in District 204 Graduation Ceremonies with their graduation cohort and receive a certificate of completion. Once students exit from Transition Programming/LTHS, they will receive their diploma with the date of their cohort graduation listed.

Discipline of Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

District 204 shall comply with the Individuals with Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective. District 204 will not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavioral support, a routine safety matter, or to

prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

Parents/Guardians Legal Protections When a Public Agency Seeks to Access Public Benefits or Insurance

Your child's individual education plan (IEP) includes special education and related services provided by our special education staff. One or more of the services included on your child's IEP qualifies for reimbursement from Medicaid. Schools routinely access Medicaid funding to help meet costs of providing special education services. Federal special education law requires that school districts seek parental permission prior to submitting bills for reimbursement from public insurers such as Medicaid. This letter is asking your permission to bill Medicaid for services listed in your child's IEP.

Granting this permission to bill Medicaid will not reduce your ability to seek other Medicaid-covered health-related services outside the school setting. This permission will not decrease lifetime coverage, increase premiums, or lead to the discontinuation of benefits, as Medicaid does not have a maximum number of eligible visits or a lifetime maximum for services.

Along with this request to bill Medicaid, it is also necessary that the district ("the School") obtain your written permission to release information to Medicaid. This permission must be obtained prior to the School ever releasing your child's personal information from educational records for billing purposes to a public benefits or insurance program. Medicaid requires documentation of the services our staff provided prior to making payment to the School.

You have the right to withdraw consent at any time. Your child's free appropriate public education and related services will continue regardless of consent, refusal of consent, or withdrawal. If you choose to refuse consent or withdraw your consent, the school district is still required to provide the required services at no cost to the parents.

Homebound or Hospitalized Services/Tutoring While Homebound or Hospitalized

A child qualifies for home or hospital instruction if it is anticipated that, due to a medical condition, the child will be unable to attend school, and instead must be instructed at home or in the hospital, for a period of 2 or more consecutive weeks or on an ongoing intermittent basis. "Ongoing intermittent basis" means that the child's medical condition is of such a nature or severity that it is anticipated that the child will be absent from school due to the medical condition for periods of at least 2 days at a time multiple times during the school year totaling at least 10 days or more of absences. There shall be no requirement that a child be absent from school a minimum number of days before the child qualifies for home hospital instruction. In order to establish eligibility for home or hospital services, a student's parent or guardian must submit to the District a written statement from a physician licensed to practice medicine in all of its branches, a licensed physician assistant, or a licensed advanced practice registered nurse stating the existence of such medical condition, the impact on the child's ability to participate in education, and the anticipated duration or nature of the child's absence from school. Home or hospital instruction may commence upon receipt of a written physician's, physician assistant's, or advanced practice registered nurse's statement in accordance with the Illinois School Code but no later than five school days after the school district receives the physician's, physician assistant's, or advanced practice registered nurse's statement. For additional information, please refer to [Board Policy 6:150 Home and Hospital Instruction](#). If you believe your student may qualify for home/hospital instruction, please contact your student's school counselor.

Students Experiencing Homelessness

The **McKinney-Vento Homeless Education Assistance Act** ensures the educational rights and protections of homeless children and youth so that they may enroll in school, attend regularly, and be successful. The Act requires a local homeless education liaison in every school district to assist children and unaccompanied youth in their efforts to attend school. This act guarantees homeless children and youth the following:

- The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment.
- The right to attend school in the school of origin (if this is requested by the parent and is feasible) or in the school in the attendance area where the family or youth is currently residing.
- The right to receive transportation to his/her school of origin, if this is requested by the parent.
- The right to services comparable to those received by housed schoolmates,

including transportation, supplemental educational services, and meal programs.

- The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.
- The posting of homeless students' rights in all schools and other places around the community.

It is the goal of District 204 to create public awareness of the rights of homeless children and youth and to ensure compliance with the law at State and local levels.

Homeless children and youth, as defined by the Act are individuals who lack a fixed, regular, and adequate nighttime residence, and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or similar reasons; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations or similar settings.
- Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described above.

If you have any questions regarding homeless status and provision of educational services, please contact the Homeless Liaison for District 204 at 708-579-6300. The State Coordinator for the Education of Homeless Children and Youth can be reached at homeless@isbe.net.

For additional information, please refer to [Board Policy 6:140 Education of Homeless Children](#)

Academic Program and Policies

Academic Program Guide:

<https://lthsnet.finalsite.com/academics123/academic-program-guide/academic-program-guide>

Age of Majority

Students who reach the age of 18 will continue to be subject to Board of Education Policy and District and school rules and regulations.

Academic Integrity

Personal integrity is important. You are responsible for your integrity and your education. As a student, it is your duty to understand what is required on an assignment, to work honestly to fulfill it, and to guarantee that your final product is entirely your own work. Academic dishonesty is an obstacle to learning and to reaching your full potential. It is essential that a partnership in learning exists at the district among students, parents/guardians, and staff, and values the integrity of student performance and reinforces the intent of this academic integrity policy.

See Student Discipline section for more information regarding Academic Dishonesty.

Grading and Promotion

For additional information on the District's Grading and Promotion policies, please see [Board Policy 6:280 Grading and Promotion](#).

Students earn academic grade level promotion based upon the following earned academic credit sequence

- a. In order to be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.
- b. In order to be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
- c. In order to be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit.
- d. In order to graduate and earn a diploma from Lyons Township High School District 204, a student must pass a minimum of 23.00 academic credits and fulfill all other District 204 requirements for high school graduation.

School counselors will meet with any of their advisees who are in jeopardy of not passing the required units of credit for promotion to the next grade level after 1st quarter, semester, and 3rd quarter grades have been issued. Counselors will inform students of their deficiency in credits and the possibility of not being promoted to the next grade level. Counselors will discuss with the student the various options available to remediate the deficiencies. Once failure notices are received at the end of a school year and the following summer school session, counselors will contact students to make any necessary adjustments in the selection of courses for the following academic year.

Graduation Requirements

For additional information on the District's Graduation Requirements, please see [Board Policy 6:300 Graduation Requirements](#).

A student must successfully complete all graduation requirements as specified by Board Policy 6:300 Graduation Requirements, the Illinois State Board of Education, and The School Code of Illinois.

Subject Area/Course	Required Credits
Civics	0.5
Consumer Education	0.5
Creative/Practical Arts	1.0
Driver Education	0.5
English	4.0
Health Education	0.5
Mathematics	3.0
Physical Education	3.5
Science	2.0
United States History	1.0
World History	1.0
Additional Electives	5.5
Total	23.0

High School Credit for Non-District Experiences

For additional information on the District's policies for awarding credit for non-District experiences, please see [Board Policy 6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students](#).

Academic Grading System

The grading system at Lyons Township High School is consistent throughout the school, equitable and fair to all students, and reflective of student performance. Consistent grading practices ensure that a grade communicates a student's level of achievement toward identified learning objectives at a point in time. This means:

1. A common syllabus is used by all teachers of the same course.
2. A common gradebook is used by all teachers of the same course.
3. Coursework is included in semester grades and accounts for no more than 10% of the final grade.
 - o Coursework directly impacts student performance on summative assessments.
4. "M" grades are used to indicate missing work in the Infinite Campus gradebook.
5. Attendance is excluded from the academic grade.
6. Students receive individual grades for work completed in groups. Group grades are not applied.
7. Extra credit is not given.
8. In all courses, with the exception of Dual Credit courses, assessments of the learning objectives counted as part of the achievement grade can be retaken or revised without penalty or restrictions on the grade.
 - o Students are required to turn in summative work on time. If a student fails to turn in a summative assessment on the date it is due without a valid excuse or excused absence, the student will not have an opportunity to retake or revise the summative assessment.
 - o Students are required to submit the majority of their coursework prior to the initial summative to be eligible for a retake/revision.
 - o There is a two-week window to submit summative missing work before the grade turns into a zero. Teachers will record a grade of Missing (M=0) until the work is turned in.
 - o Students are required to submit the majority of their coursework prior to the initial summative to be eligible for a retake/revision.
 - o Course teams may choose to limit students to one retake/revision per summative assessment.
 - o Course teams may choose to limit the amount of retakes/revisions to a number that is equal to 50 percent of the total number of summative assessments eligible for retakes administered during the semester.
9. Course Teams will choose one of four options for final exam experiences.

- A Cumulative Final Exam
- A Final (Last) Summative Exam
- A Final Project or Performance
- An Opportunity to Retake, Revise or Reflect on the Work from the Semester

Academic achievement is represented by the letter grades as follows:

A=Superior	B=Above Average	C=Average	D-Below Average
F=Failure	W=Withdrawal	WF=Withdrawal Failing	I=Incomplete
CR=Credit	NC=No Credit	AS=Audit Successfully	AU=Audit Unsuccessfully

A grade of "W" (Withdrawal) is used when a student drops or is removed from a course between the 10th day of a semester through the last day of the first or third quarter (see page 14 of the Academic Program Guide for acceptable circumstances). The grade "W" will appear on the report card and transcript thereafter. The "W" grade does not receive a grade point value, and is therefore not part of the weighted/unweighted GPA, or Honor roll computation.

A grade of "WF" (Withdrawal Failure) is used when a student drops a course during the second or fourth quarters (i.e., the halfway point or later of a semester) or is removed from a course at any time. The "WF" grade will appear on the report card and transcript thereafter. The "WF" grade receives a grade point value of 0 and is part of the weighted/unweighted GPA, class rank, and Honor Roll computation.

Course Levels

Academic courses at LTHS are assigned levels based on their academic difficulty. Student placement in course levels is accomplished through a variety of measures including but not limited to prior academic performance, test results, teacher recommendation, and parent input. Brief descriptions of course levels are given below. More detailed information may be found in the Academic Program Guide.

1. Level III (Prep) – Preparatory courses are planned for students who have attained basic skills and who are working toward higher competencies. Preparatory courses are designed to prepare students for post-high school education.
2. Level IV (Accel) – Accelerated courses are planned for students working at a higher challenge level or at an accelerated pace.
3. Level V (Hon/AP) (see Board Policy [6:135](#)—Accelerated Placement Program) – Honors and AP courses are planned for students with exceptionally rapid learning abilities or who are preparing for an Advanced Placement examination.

Course Level Changes

Level changes need review and approval by the Division Chair. Students requesting a change from initial course placement may include:

2. Level change (courses designated at different levels, and the content varies in scope, sequence and rigor). There are two windows of opportunity for requesting level changes--during course selection in the winter and during the first four weeks of each semester.
3. The change must be initiated within the first four weeks of a given semester.
4. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
5. No existing course may be dropped to accommodate a level change after the start of a semester.
6. The grade from the previous course will not travel with the student.
7. The student will be required to make up major assignments. These will be determined by

courses and departments so they are consistent among teachers who teach the same courses.

Please note the master school schedule is built based on student requests during winter registration; consequently, any changes beyond that may not be possible due to space availability. Therefore, approved level changes are not a guarantee of schedule changes when seats are not available to accommodate the change.

Student changes of mind on course preferences (teacher, period, time of day) are not considered for a level change and will not be accommodated.

Any appeals on schedule adjustments should be directed to:

Mr. Drew Eder, Division Chair for Counseling & Student Supports
aeder@d204.lths.net
708-579-6433

Weighted/Unweighted Grades

In computing a student's GPA, the grade point value for each letter grade earned in each course is added together. The sum is then divided by the total number of courses taken per semester. The un-weighted grade point value table is based on a 4-3-2-1-0 scale and is standard among many colleges/universities. The weighted grade point value table has as its norm the 4-3-2-1-0 scale at Level III courses and is adjusted based on rigor for Accelerated and Honors. Grade point values are based on whole grades only. + and - grades are advisory only and do not factor into the GPA.

A student receives both an unweighted and weighted GPA. All semester grades that a student has earned in all courses are used to compute both unweighted and weighted GPA. The exceptions to this are Credit/No Credit (CR/NC) grades (including credit for Driver Education taken at private/commercial/non-approved driver education school); Audit Unsuccessfully completed (AU), Audit Successfully completed (AS), Incomplete (I), and Withdrawal (W).

1. The un-weighted GPA reflects a student's achievement in courses when compared to all class grade members (9, 10, 11, or 12).
2. The weighted GPA reflects a student's achievement based on the academic rigor of their courses.

The tables used to determine weighted and unweighted GPA are as follows:

Weighted Grade Point Value Table

	III	IV	V
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

Unweighted Grade Point Value Table

	III	IV	V
A	4	4	4
B	3	3	3
C	2	2	2
D	1	1	1
F	0	0	0

Schedule Changes

Once initial student academic ability level placement is made, a student's placement may be reviewed periodically to ensure that they are placed at an appropriately challenging level. Academic ability level changes may be made for students seeking a challenge (to a higher level) or for students experiencing exceptional difficulty (to a lower level). District guidelines for academic ability level changes are necessarily restrictive to ensure space is available in classes and that students begin the year in the best possible placement in an appropriate class. Barring significant exceptions, schedule requests are received in late February and schedules are shared with families prior to the start of the given semester. North Campus students who drop a 1st or 8th period class are not eligible for an unscheduled study hall.

1. Adding a Course - A course may be added to a student schedule during the first 10 days of the semester if the following criteria are met:
 - a) The student has a study hall that can be replaced by a course AND there is available space in the class during the same semester AND same period.
2. Necessary Course Adjustments - Individual courses can be adjusted based on the following criteria:
 - a) An adjustment necessitated by completion or non-completion of summer courses
 - b) An adjustment necessitated by first or second semester failures
 - c) An adjustment necessitated by a student's Individualized Educational Plan (IEP) supports
 - d) Documented change of college/career plans requiring a different course that cannot be accomplished during the 4-year academic plan, summer or remaining school years prior to graduation. This requires review by the College & Career Coordinator.
3. Requests to drop a class for a Study Hall after the 10th day of a semester are considered by Student Support Teams on a case-by-case basis.

Honor Roll

Lyons Township High School maintains one honor roll that recognizes the academic achievement of its students. The LT honor roll is calculated, awarded and announced at the end of first and second semesters and is based on the entire semester work, including final semester examinations or projects. Honor roll is determined by using the unweighted or weighted grade point value table for grades earned. All grades earned by a student apply toward honor roll determination with the exception of Audit (AS/AU) and Credit/No Credit (CR/NC) courses. Summer School grades do not apply to Honor Rolls.

To qualify for honor roll status, a student:

1. must obtain a grade point average of 3.125 or higher using either the semester weighted or unweighted calculation.
2. cannot receive an F or WF.
3. must be enrolled in at least 4 courses for which they received grades of A, B, C, or D.
4. must be enrolled in at least 5 courses, each of which carries .5 credit. (Students enrolled in courses at TCD, or the Teaching Internship - Elementary 1 & 2 courses may be exempt from 4.)

Credit/No Credit

Students may elect a course on a credit/no credit (CR/NC) basis instead of earning a traditional letter grade (see Board Policies [6:310](#)—Credit for Alternative Courses and Programs, and Course Substitutions; [6:320](#)—High School Credit for Proficiency). (Note: Some colleges may not accept credit/no credit courses which are needed for college entrance.)

1. CR/NC courses are not used in GPA.
2. Only courses designated CR/NC in the Academic Program Guide may be taken as follows:
 - a. Minimum of five (5) subjects must be carried, exclusive of Physical or Driver Education.
 - b. Students may enroll in only one course for (CR/NC) per semester or per summer term.
 - c. All students must submit a completed application within the first 4 weeks of a semester.
 - d. An annual course may be selected at the start of its second semester for (CR/NC) even

though it was not selected first semester, provided all conditions are still met. Students selecting both semesters of an annual course as (CR/NC) must apply for each semester separately.

- e. Students taking courses for the (CR/NC) option must earn grades of C- or higher in order to receive credit for these courses.
- f. Independent study courses may not be taken as (CR/NC).

Report Cards/Progress Reports – Infinite Campus

Parents/guardians and students have 24-hour online access to student's grades through Infinite Campus. Infinite Campus provides real-time access to interim progress reports and final semester grades. Report cards are only available online through your Infinite Campus account. Only semester grades are included on a student's transcript. Individual class rank is no longer printed on student transcripts, publicly announced, or posted.

For more information on Infinite Campus access, please visit:

<https://www.lths.net/student-resources12/technology-services/infinite-campus-links>

Summer Programs

Lyons Township High School District 204 offers Summer Academic and Activity tuition programs for students in the community. The program is designed to help students make up credits, accelerate their progress, and/or enrich their high school programs.

Information on Summer Academic Programs is available in the Academic Program Guide and on the LTHS website.

Field Trips

Field trips are planned by classes and other school groups as part of the student's educational experience. No field trips will take place during the last two weeks of each semester. When a field trip involves only a partial absence, students are to attend all other classes that day which are not affected by the duration of the field trip. The school reserves the right to exclude a student from participating on a field trip. Such a decision would be determined on the basis of the student's conduct and/or attendance in school. Students are required to ride the bus to and from the field trip.

Locker Assignments

School lockers are the property of District 204. Lockers are assigned to students prior to the start of the school year. Combinations should not be shared with any other students. Only one (1) student may use a given locker. Lockers are subject to inspection by school authorities to protect the health and welfare of the students, faculty and staff. Additional pad or combination locks will be removed unless permission for an alternate lock is given by administration. Please see [Board Policy 7:140 Search and Seizure](#).

It is the responsibility of each student to thoroughly clean out any and all lockers issued to them. Locker clean out needs to be completed by noon on the last day of second semester finals.

Any school supplies found in lockers after the last day of second semester finals will be disposed of or donated to a charitable organization. Personal items will be collected, tagged, and stored for one week. Items can be claimed through the main office at each campus.

Family School Compact Parent's Right to Know

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA) into law. ESSA replaces the No Child Left Behind Act (NCLB). In accordance with ESSA, school districts who receive Title I funds to support students' academic success are required to notify families they have the right to request, and receive in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
3. is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information stated above, parents of students in schools that receive funds under this part may request:

(I) Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(II) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

As we begin the 2024-2025 school year, all teachers have met state qualifications and licensing criteria and are teaching in a field for which they are certified. Likewise, all paraprofessionals are qualified to participate in the programs to which they have been assigned. Our staff is committed to helping your child develop the academic knowledge and critical thinking they need to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you have any questions about your child's assignment to a teacher or paraprofessional, please contact:

Mr. Scott Eggerding, Director of Curriculum and Instruction

seggerding@d204.lths.net

708-579-6470

Assessment and Research

The office of Assessment and Research measures and communicates student learning and growth to the LTHS community.

Purpose

The Assessment and Research office supports student learning through data collection, data analysis, and data-driven decision making. When interpreted correctly and used in conjunction with other data points, assessment data helps teachers and administrators identify areas of strength and opportunities for growth. This information helps drive student programming and instructional practices to improve teaching and learning for ALL students at Lyons Township High School.

Assessments

The Office of Assessment and Research oversees the following assessments:

Assessment Name	Purpose	Assessment Window
ACCESS for ELLs	ACCESS for ELLs is a state-required English language proficiency assessment for all English Language Learners. Students are assessed in listening, speaking, reading, and writing. This test is required by the federal and state government for all EL students in grades 9 -12. Students who have waived EL services are still required to test.	January - February 2025
ACT Assessments	The ACT Assessments comprises the PreACT 8/9, PreACT, and ACT. Students are assessed using the PreACT 8/9 during the spring of their freshman year, the PreACT during the spring of their sophomore year, and the ACT with writing during the spring of their junior year. The PreACT 8/9, PreACT, and ACT are aligned to Illinois Learning Standards in English Language Arts and mathematics. The ACT with writing is a graduation requirement for all Grade 11 students. Students who do not complete the assessment in Grade 11 must test in Grade 12.	April 2025
Advanced Placement (AP) Exams	A standardized assessment that measures student mastery of specific course content. Students who enroll in AP classes are strongly encouraged to take the corresponding AP exam to earn potential college credit.	May 2025
Armed Services Vocational Aptitude Battery (ASVAB)	The ASVAB assesses abilities and skills that predict a student's future success in the military. Scores from this assessment can be used for entrance into the military and to help students find a military job that fits their skill set. The ASVAB is an optional assessment recommended for 11th and 12th graders interested in a military career.	November 2024
Dynamic Learning Maps - Alternate Assessment (DLM-AA)	The Dynamic Learning Maps - Alternate Assessment (DLM-AA) is the alternate English, Mathematics, and Science assessment for students with the most significant cognitive disabilities. This assessment is required by the Illinois State Board of Education for students in grades 9 -11 and select grade 12 students.	March - May 2025
FitnessGram	FitnessGram is the physical fitness assessment required by the state of Illinois. It will be administered through Physical Education courses to all students in grades 9 - 12.	Fall 2024 Spring 2025
Illinois Science	The Illinois Science Assessment (ISA) is the state science	March 2025

Assessment	assessment for students in grade 11. The ISA is a general science assessment that covers life science, physical science, and earth and space science. Engineering and technology practices are embedded throughout the assessment.	
NWEA MAP Growth	NWEA MAP Growth is a computer adaptive assessment used to measure student achievement and growth in Reading and Mathematics. Students in English I Prep and all levels of Algebra 1 will complete the assessment three times a year. Students with an Individualized Education Plan (IEP) will complete NWEA MAP Growth if they have an IEP goal for reading and/or mathematics achievement.	Fall 2024 Winter 2025 Spring 2025
PSAT/NMSQT	The PSAT/NMSQT is a preliminary SAT that provides students, parents/guardians, teachers, and school staff information about a student's academic growth. The PSAT/NMSQT is used to identify National Merit Scholars and award merit scholarships. This assessment is administered to all Grade 11 students.	October 2024
SAT	All juniors will have an opportunity to complete an optional SAT as the state of Illinois transitions from the SAT Suite of Assessments to the ACT series.	March 2025

National Assessments

College admissions examinations may be required of students who plan to pursue higher education. Both the SAT and the ACT count as college admissions exams. Please consult with your prospective college or university to determine which test (if any) they prefer.

SAT

A student who wishes to take an additional SAT assessment may register at <https://satsuite.collegeboard.org/sat/dates-deadlines>. LTHS School Code: 142483

The anticipated test dates for the 2024 – 2025 school year are below:

- August 24, 2024*
- October 5, 2024
- November 2, 2024*
- December 7, 2024
- March 8, 2025*
- May 3, 2025*

*LTHS hosts.

ACT

A student who wishes to take an additional ACT assessment may register at <https://www.act.org/content/act/en/products-and-services/the-act/registration.html>. LTHS School Code: 142483

The anticipated test dates for the 2024 – 2025 school year are below:

- September 14, 2024
- October 26, 2024
- December 14, 2024
- February 8, 2025
- April 5, 2025
- June 14, 2025
- July 12, 2025

Testing and Technology Disclaimer

Cell phones, smart watches, wireless headphones (airpods), and personal electronic devices of any kind are prohibited in exam rooms AND during breaks. Students who access (touch) a cell phone, smart watch, wireless headphones, or personal electronic device during the test or during a break will be dismissed from testing, their device will be confiscated, and no score or refund will be provided.

Testing Accommodations

Students and parent(s)/guardian(s) should reach out to their 504 case manager or IEP case manager for questions regarding testing accommodations.

Test Preparation

Parents/Guardians can assist their students achieve their best performance by doing the following:

- Encourage students to work hard and study throughout the year;
- Ensure students get a good night's sleep the night before exams;
- Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
- Remind students and emphasize the importance of good performance on standardized testing;
- Ensure students are on time and prepared for tests, with appropriate materials;
- Teach students the importance of honesty and ethics during the performance of these and other tests;
- Encourage students to relax on testing day.

The Office of Assessment and Research offers different standardized test prep classes. More information can be found [here](#).

Surveys

The Office of Assessment and Research also supports student perception surveys.

Panorama Student Perception Survey

Students and teachers at Lyons Township High School District 204 will complete a 15-20 minute Panorama Student Perception Survey in the fall and spring of each school year. All participants will answer questions regarding overall school safety, climate, teacher-student relationships, sense of belonging, engagement, rigorous expectations, and diversity and inclusion.

Equal Opportunity Schools Survey

Students at Lyons Township High School District 204 will complete a Survey in the fall of each school year. Questions on the survey are designed to inquire about future plans, identify trusted adult(s) at LT, measure belonging, determine supports necessary to help students reach their academic goals, determine individual student learning mindsets, and identify barriers to enrollment in higher level courses.

5Essentials Survey

The 5Essentials Survey identifies five indicators that lead to improved outcomes for all students, including improved attendance and larger test score gains. The five indicators that positively affect school success are: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction. Students, teachers, and families will complete this survey during the winter of each school year.

Freshman Preparedness Survey

In the spring of their freshman year, students complete a survey about their transition for junior high/middle school to high school. The survey asks students to report on the junior high experiences and their perceptions on how well they were prepared for high school.

Safe School Environment

School and Classroom Safety – To maintain a safe learning environment, students are expected to follow school and classroom safety procedures. Students who violate safety rules will receive consequences that could include disciplinary action and/or removal from class.

Student Behavior Expectations

[Established by Board Policy 7:190](#) - The goals and objectives of this policy are to provide effective discipline practices that:

1. Prioritize the safety and dignity of students and staff.
2. Maintain a positive, weapons-free, and drug-free learning environment.
3. Keep school property and the property of others secure.
4. Address the causes of a student's misbehavior and to the extent possible and practical, provide opportunities for all individuals involved in an incident to participate in its resolution.
5. Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

Theft Prevention - The school provides reasonable security measures. Students are responsible for their personal property and should secure it while at school

Bullying Reporting Procedures (see Board Policies [7:20](#)—Harassment of Students Prohibited and [7:180](#)—Prevention of and Response to Bullying, Intimidation, and Harassment):

- a. R.O.A.R. against bullies (Reach Out And Report) tell a staff-member, teacher, counselor, coach/sponsor, assistant principal, student assistant.
- b. Tell your parents/guardians
- c. Use the Speak Up line (708-588-7326) or speakupline@lths.net. Remember to include: Your first and last name and a description of your bullying issue
- d. Keep a written record of all bullying instances. Include the date, time and specifics.
- e. A full investigation will be conducted when bullying is reported to an Assistant Principal. Consequences may include but are not limited to: parent notification, counselor involvement, detentions, and in-school or out of school suspension.

Weapons (see Board Policies [7:190](#)—Student Behavior, [7:200](#)—Suspension Procedures, and [7:210](#)—Expulsion Procedures):

- a. Possession/use/delivery/distribution/sale of weapons to include any firearm, include air or spring gun, knife, fireworks, ammunition, explosives, martial arts weapons or destructive devices, pepper spray/mace or any look-alike for any variety of weapons or other devices defined by the criminal code is strictly prohibited and will be cause for a 10-day out-of-school suspension from school and recommendation for expulsion from school. The police department will be notified. The following weapon violations may result in up to a two (2) calendar year expulsion, except that the expulsion period may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board of Education on a case by case basis.
- b. Possession, use, control, or transfer of any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18, United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Act, or use of a weapon as defined in Section 24-1 of the Criminal Code.
- c. Any other object if used or attempted to be used to cause bodily harm.
- d. "Look a likes" of any weapon as defined in this Section
- e. Pursuant to the Firearm Concealed Carry Act, 430 ILCS 66/1 et seq., All persons on school property, including students, teachers, other District staff members, parents, volunteers, and other District visitors are prohibited from carrying a firearm into or

onto any school building, real property, or parking area under the control of the School District, unless specifically permitted by State or federal law. This prohibition applies to all firearms, including concealed firearms for which a person has a concealed carry license.

Violence and Harassment - Pursuant to Board Policy [7:20](#)—*Harassment of Students Prohibited* and State and local law, the District strives to maintain an orderly and appropriate learning and working environment where safety prevails. To these ends, the Board of Education of District 204 attempts to ensure students, teachers, administrators, school personnel and third parties, regardless of race, religion, gender, or sexual orientation, are respected and not subjected to violence, threats, harassment, intimidation, demeaning verbal abuse, or otherwise confrontational or inappropriate behaviors that disrupt the school's educational atmosphere.

For purposes of this policy, the following definitions apply:

- a. "School personnel" includes all employees, teachers, administrators, school board members, agents, volunteers, chaperones, contractors, and other persons subject to the supervision and control of the District.
- b. "Students" includes District 204 students as well as students from other districts who are present on school grounds, at a school-sponsored activity, or at any activity that bears a reasonable relationship to school.
- c. "Third parties" include persons, other than school personnel and students, who are on school grounds, at a school-sponsored activity, or at any activity that bears a reasonable relationship to school. Third parties may include parents.
- d. Prohibited Conduct - District 204 prohibits school personnel, students, and third parties from engaging in any of the following conduct:
 - i. Any and all harassment, including, but not limited to, racial, religious, and/or sexual harassment;
 - ii. Violence and/or threats of violence;
 - iii. Intimidation;
 - iv. Cyber bullying;
 - v. Demeaning verbal abuse; and/or inappropriate confrontational behavior

Reporting

Any person who believes they have been the victim of prohibited conduct as defined in this policy (i.e., harassment, violence or threats of violence, intimidation, demeaning verbal abuse and/or inappropriate confrontational behavior by school personnel, students or third parties) should report the conduct immediately to the campus Assistant Principal.

If the Assistant Principal is the alleged perpetrator, the report should be made to the campus Associate Principal. Any person with knowledge or belief of conduct which may constitute prohibited conduct is required to report the conduct immediately to the campus Assistant Principal, or if the Assistant Principal is the alleged perpetrator, to the campus Associate Principal.

Any school personnel or student who fails to report prohibited conduct may be subject to disciplinary action. The District encourages reporting parties to use the report form available in all administrative offices on both campuses, but oral reports shall be considered complaints as well. The investigation will be conducted in a manner that protects the confidentiality of those involved to the greatest extent possible, consistent with the District's obligation to investigate, take appropriate actions, and comply with any discovery or disclosure obligations. School personnel involved in an investigation are expected to refrain from discussing it with others. The Superintendent shall be informed of every complaint or report made pursuant to this policy.

Investigation

Upon receipt of a report of complaint alleging prohibited conduct, District 204 shall promptly investigate all allegations. The investigation may be conducted by district officials or third parties designed by the District. Concurrent with the investigation, the District may take immediate action to protect the complainant, students, school personnel and/or third parties.

Early Identification – Aggressive Behavior

Any school staff member, who identifies a student as having demonstrated aggressive behavior, or behaviors that put the student at risk for aggressive behavior, shall refer the student to the building administrator. Lyons Township High School complies with the provisions set forth in the School Safety Act regarding the creation of a Threat Assessment Team and Threat Assessment protocols. The building administrator shall notify the student’s parents/guardian of the referral and shall attempt to schedule a parent-teacher conference to discuss the referral, the findings of the Threat Assessment team and to recommend such available intervention procedures as are deemed reasonably appropriate.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting (see Board Policies [7:200—Suspension Procedures](#) and [7:210—Expulsion Procedures](#)). The goal of re- engagement shall be to support the student’s ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Corrective Action

District 204 shall take appropriate disciplinary action against school personnel, students, and third parties found to have violated this policy. Disciplinary action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. District action for violations of this policy shall be consistent with applicable Board of Education policies, collective bargaining agreements, and Illinois federal law. District 204 shall immediately report potential criminal activity to appropriate law enforcement personnel, and may file a criminal complaint against any person violating this policy. In addition, District 204 may initiate a civil action against any person violating this policy.

Retaliation

District 204 prohibits retaliation against a person because the person has opposed what they believe in good faith to be prohibited conduct, or because they have made a report, filed a complaint, testified, assisted or participated in an investigation, proceeding or hearing regarding prohibited conduct. Retaliation includes any form of intimidation, reprisal or harassment. Any person engaging in retaliatory conduct shall be subject to disciplinary action, up to and including discharge, suspension/expulsion, and/or exclusion.

Annual Reviews and Updating

District 204 shall review this policy annually in order to ensure it is consistent with the current Board of Education policies, collective bargaining agreements within the District, and Illinois and federal law, and in an effort to continue to ensure no school personnel, students or third parties are subjected to harassment, violence or threats of violence, intimidation, demeaning verbal abuse and/or inappropriate confrontational behavior.

Sexual Harassment

Sexual harassment of students is prohibited (see Board Policies [2:260—Uniform Grievance Procedure](#), [2:265—Title IX Sexual Harassment Grievance Procedure](#), [7:20—Harassment of Students Prohibited](#), [7:180—Prevention of and Response to Bullying, Intimidation, and Harassment](#), [7:10—Equal Educational Opportunities](#), [7:185—Teen Dating Violence Prohibited](#), and [7:190—Student Behavior](#)).

1. For all reports or complaints alleging “Title IX Sexual Harassment” as defined in the District’s Title IX Sexual Harassment Grievance Process, the Title IX Sexual Harassment Grievance Process pursuant to Board Policy [2:265—Title IX Sexual Harassment Grievance Procedure](#) will be used to process the report or complaint. Processing a report or complaint under the Title IX Sexual Harassment Grievance Process does not preclude processing some or all allegations of a report or complaint under other policies and procedures, to the extent allowed by Title IX and other laws.
2. For all other reports or complaints of sexual harassment other than Title IX Sexual Harassment, the following process will be used (see Board Policy [7:20—Harassment of Students Prohibited](#)):

- a. Students are encouraged to report claims or incidents of sexual harassment to the

Nondiscrimination Coordinator, Building Principal, Associate Principals, Assistant Principals, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to a person of the student's same gender. Complaints will be kept confidential to the extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

- b. For any report or complaint alleging sexual harassment that, if true, would implicate Title IX, the Nondiscrimination Coordinator or designee will determine whether action under Board Policy [2:265](#)—Title IX Sexual Harassment Grievance Procedure will be initiated.
- c. For any other alleged sexual harassment that does not require action under Board Policy [2:265](#), the Nondiscrimination Coordinator or Complaint Manager or designee will consider whether an investigation under Board Policy [2:265](#)—Uniform Grievance Procedure; [7:180](#)—Prevention of and Response to bullying; and/or [7:190](#)—Student Behavior should be initiated, regardless of whether a written report or complaint is filed.

Access to Student Social Networking Passwords and Websites

School officials cannot request or require a student to provide password or login information to social networking sites, however, school officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking site that violates a school disciplinary rule or policy. In the investigation, the student may be required to share social media content that is reported in order to make a factual determination.

Electronic Media Policy

(see Board Policy [6:235](#)—*Access to Electronic Networks*) - The use of personal electronic devices, including but not limited to smartphones, personal audio players, recording devices, and smart watches on school property is a privilege extended to students for purposes of educational and social enrichment in designated non-instructional areas such as the student cafeteria, study halls and hallways during passing periods. The use of electronic devices for educational purposes during instructional time will be at the sole discretion of the classroom teacher. The use of such devices is restricted to legal use as permitted by current state and federal laws and the institutional policies set forth in this policy. Any use of a personal electronic device that violates state or federal laws or the institutional policies defined in the Electronic Media Policy is strictly prohibited and is subject to the disciplinary process. The Electronic Media Policy remains in effect within all of our facilities, while on field trips or while functioning as a representative of the school (i.e. athletics and activities).

Where a quiet atmosphere is expected, such as classrooms, the counseling office, library, detention or performances, use of devices is prohibited, unless explicit permission is granted. At no time, may a student record the class (audio or visual) or take a picture in any fashion unless the student has written permission from the teacher and the recording device is visible to everyone in the classroom. Video recording is not permitted on campus without written consent from the administration or for the express purpose of a classroom assignment.

Privacy is expected, at all times, in locker rooms, restrooms, Assistant Principals' Office, Student Services and Counseling and the Health Office. Electronic device use in these areas is strictly prohibited.

As a result of the sophisticated nature of electronic devices, unless specifically authorized by the teacher, any student with an electronic device that is being utilized during a test or quiz will be considered cheating and will be subject to the Cheating and Plagiarism disciplinary procedures. This includes all standardized assessments (ACT, SAT, PSAT, AP, etc.) that are administered at LTHS.

Information on the District's Technology Services, including the Acceptable Use Policy, can be found in Board Policy [6:235](#)—*Access to Electronic Networks*.

Level	Examples of Violations of the Network Access Agreement	Potential Consequences
I		

Level I I	Non-destructive violations of the Technology Contract (e.g., chewing gum, consuming food/drink in labs near equipment, playing music loudly, playing games, accessing social media sites and personal email except before and after school, using telephones, disruptive behavior in the labs).	First offense – handled within the classroom/lab. Repeated offenses will receive student misconduct.
Level I II	Repeat of a Level I violation. Using another student’s ID to access the Discovery Center or Library. Wasteful use of resources (e.g. excessive printing, loading or maintaining excessive non-educational files on network, streaming media not related to academic activities during school hours, etc.) Tampering with District-owned equipment or settings. Bypassing or attempting to bypass the District’s Internet and/or email protective filters/firewalls.)	Loss of tech privileges for two weeks and/or additional discipline determined by the Assistant Principal.
Level I III	Repeat of a Level II violation. Accessing the network, applications and/or online services with another user’s ID/password. Accessing another user’s electronic folders and/or files. Producing and/or accessing files, applications and/or online services that are obscene, profane, drug or gang related, or otherwise inappropriate in violation of the Child Internet Protection Act. Accessing, copying and/or transferring system files. Copying commercial software and/or another user’s file(s). Utilizing any sort of technological means to bully, intimidate and/or harass others.	Loss of tech privileges for four weeks and/or additional discipline determined by the Assistant Principal.
Level I IV	Repeat of a Level III violation. Altering and/or distributing system files. Malicious destruction of equipment or software. Stealing equipment or software. Illegal activity.	Loss of tech privileges for at least one year and/or suspension as determined by the Assistant Principal and/or legal prosecution. Possible recommendation for expulsion.

Depending on the violation, the following are possible consequences for misuse: device search, loss of privilege, confiscation, notice to parents, detention, suspension or expulsion and/or notice to law enforcement authorities. If a student has lost privileges and requires use of technology resources during a class to complete course assignments, they may be permitted to do so with the approval of the Assistant Principal and timely notice to the Discovery Center staff. For offenses categorized as Level III or IV, approval of the Director of Technology is also required.

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related

identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

2. During any school-sponsored education program or activity.
3. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
4. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
5. Through the transmission of information from a computer that is accessed at a non school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non school-related activity, function, or program.

[Definitions from 105 ILCS 5/27-23.7](#)

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and

productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other protected category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator/Title XI Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
epiotrowski@d204.lths.net
708-579-6456

Complaint Managers:

Greg Gardner, Associate Principal South Campus
4900 S. Willow Spring Rd
Western Spring, IL 60558
708-579-6500
ggardner@d204.lths.net

Sarah Smith, Associate Principal North Campus
100 S Brainard Ave
La Grange, IL 60525
708-579-6300
ssmith@d204.lths.net

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in

an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
- a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.
- The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation may be treated as either: (1) bullying, (2) acts subject to disciplinary action, up to and including suspension, and /or expulsion, and/or (3) both options (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as either: (1) *bullying*, (2) acts subject to disciplinary action up to and including suspension and/or expulsion, and/or (3) both (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

- a. The frequency of victimization;
- b. Student, staff, and family observations of safety at a school;
- c. Identification of areas of a school where bullying occurs;

- d. The types of bullying utilized; and
- e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee will post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information will be provided to school administrators, Board Members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:

- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
- b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
- c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
- d. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
- e. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
- f. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
- g. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
- h. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
- i. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240](#), [1.280](#), and [1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: February 21, 2023

Teen Dating Violence Prohibited

[Board Policy 7:185](#)

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. [2:260](#), Uniform Grievance Procedure. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if they believe that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. [2:265](#), Title IX Sexual Harassment Grievance Procedure. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. [7:20](#), Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. [7:180](#), Prevention of and Response to Bullying, Intimidation, and Harassment. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy [7:20](#), Harassment of Students Prohibited.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy [6:60](#), Curriculum Content. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy [6:65](#), Student Social and Emotional Development.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10](#).

CROSS REF.: [2:240](#) (Board Policy Development), [2:260](#) (Uniform Grievance Procedure), [2:265](#) (Title IX Sexual Harassment Grievance Procedure), [5:100](#) (Staff Development Program), [5:230](#) (Maintaining Student Discipline), [6:60](#) (Curriculum Content), [6:65](#) (Student Social and Emotional Development), [7:20](#) (Harassment of Students Prohibited), [7:180](#) (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:190](#) (Student Behavior), [7:220](#) (Bus Conduct), [7:230](#) (Misconduct by Students with Disabilities), [7:240](#) (Conduct Code for Participants in Extracurricular Activities)

Adopted: November 16, 2020

Speak Up Line

The Speak Up Line is an anonymous reporting system. Students and families may call the Speak Up Line at 708-588-7326 or may email speakupline@lths.net. All calls and emails are directed to designated school administrators. Administrators and/or school resource officers will follow up on all tips and respond in an appropriate manner.

Please provide as much information as possible so that every effort can be made to resolve the issue. If the situation is an emergency, call 911.

Please Note:

Tips will not be monitored outside of school hours, on student non-attendance days, weekends, school breaks (including summer), or holidays. Tips should include specific details about who, what, where, and when. All messages left during these times will be reviewed the next school day.

Tips may include information on the following non-exhaustive types of concerns: bullying, hate speech, drugs, fighting, personal crisis, student well-being, safety risk, threat, vandalism, and weapons. All concerns will be investigated in a timely manner by the appropriate personnel.

Student Discipline

Students are expected to behave appropriately in school, on school property (including school transportation), and at school-related activities and events at all times. School administrators are authorized to discipline students for violations of school rules and gross disobedience or misconduct as set forth in District 204 Board of Education policies. If an administrator determines that a person poses a "clear and present danger" to himself, herself, or to others, the administrator must notify the Department of State Police within 24 hours of the determination (405 ILCS 5/6-103.3; 20 Ill. Admin. Code § 1230.120)

Please see [Board Policy 7:190 Student Behavior](#) for the full policy.

Discipline

Violation of Regulations - Actions that will subject a student to discipline include, but are not limited to, those set forth in Board Policy [7:190—Student Behavior](#) and/or the following:

1. Aiding and Abetting – Any student who assists another student in the commission of a crime or violation of a school rule will receive consequences accordingly.
2. Arson/possessing any fire-starting/explosive materials, including but not limited to fireworks and smoke bombs.
3. Threats to school safety that may include, false safety alarm activation or threat, bomb threats, false 911 calls, and/or any false or true threat aimed at school safety or security.
4. Bullying/Harassment - bullying other students verbally or physically will not be tolerated. Bullying is a conscious, willful, deliberate activity intended to harm where the perpetrator(s) get pleasure from the targeted person's pain/and or misery. It can be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyberbullying. It can be, and often is, continuous and repeated over time, but does not have to be. Once is enough to constitute bullying.
5. Bus Misconduct - School buses and bus stops are considered school property; therefore, school rules governing student conduct apply to buses (and other such district vehicles, i.e., vans, cars, etc.) used in daily transportation, field trips, or sporting events. The bus route number on the face of the ID card must match the route number of the vehicle being boarded. Students are not permitted to ride a bus other than the one assigned. As agents of LTHS, bus drivers have authority to enforce school's discipline policies.
6. Academic Dishonesty
 - a. Cheating is an attempt through fraud or collusion to gain unfair advantage for a student which undermines learning, the primary focus of our school. Cheating always involves the loss of academic integrity and inhibits the student's opportunity to learn. Therefore, any student involved in cheating will be subject to corrective action.
 - b. Plagiarism is the act of taking, in part or in whole, someone else's original ideas without appropriately crediting the source and presenting them as one's own. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject to not only corrective action, but also possible legal consequences.
 - c. Due Process: All divisions will follow the same disciplinary procedures relating to cheating and plagiarism as outlined below. At any stage of this process (First, Second, or Third Offense), the student may also be disciplined for other misconduct (i.e. impersonation, theft, etc.) which may include suspension and/or recommendation for expulsion at the discretion of the administration. If, during the process of setting up a conference to remediate the behavior, a teacher finds another instance of plagiarism prior to the completion of the steps outlined in the policy, the student will be subject to the consequence of the next offense as well. Violations are cumulative during a student's enrollment at Lyons Township.

First Offense: On the first offense, the teacher contacts both the student and parent, and completes a behavioral referral in Infinite Campus. The Assistant Principal then meets with the student (and parent when appropriate) in regards to the incident. At the conference, the student will be required to participate in a restorative intervention that includes a written reflection, and serve a one-hour detention before/after school. Once this has been completed, the student will have the opportunity to retake the original or alternative assignment provided by the teacher to demonstrate learning of the material. The student will receive a "M" as a placeholder until the assignment is completed. If the assignment is not completed within the timeline outlined in the teacher's syllabus, the grade will be converted to the lowest grade given in the course.

Second Offense: On the second offense, the teacher contacts both the student and parent, and completes a behavioral referral in Infinite Campus. A conference is held with the Assistant Principal, student, and the parent. The student will be required to participate in a restorative intervention that includes a statement, reflection questions, and academic monitoring with the Assistant Principal. In addition, they will serve a four-hour Saturday detention to complete the original or alternative assignment provided by the teacher to demonstrate learning of the material. The student will receive a "M" as a placeholder until the assignment is completed. If the assignment is not completed within the timeline outlined in the teacher's syllabus, the grade will be converted to the lowest grade given in the course.

Third or Subsequent Offense: On the third or any subsequent offense, the teacher contacts both the student and parent, and completes a behavioral referral in Infinite Campus. A conference will be held with the student, parent, and Assistant Principal. The student will be required to participate in a restorative intervention that includes a statement, reflection questions, and academic monitoring with the Assistant Principal. In addition, they will serve a one day of in school suspension to complete the original or alternative assignment provided by the teacher to demonstrate learning of the material. The student will receive a "M" as a placeholder until the assignment is completed. If the assignment is not completed within the timeline outlined in the teacher's syllabus, the grade will be converted to the lowest grade given in the course.

Examples – Cheating and plagiarism can be observed or detected through, but not limited to, the following behaviors:

- copying homework (whether you give it to, or receive it from someone else)
- looking on another students' test or quiz
- letting another student look on your test or quiz
- using other methods of getting or giving answers on a test or quiz (including accessing the internet or other electronic devices)
- working with others on any assignment that was meant to be done by individuals or had not been explicitly assigned by the teacher as a collaborative assignment
- taking content in part or in whole from the Internet, other publications, or other students
- taking information from another source that is not properly attributed
- taking any part of a test to use or to give to another student
- taking material from the teacher without permission
- submitting information from artificial intelligence or Generative AI as original work without attribution

Note: The teacher may use computer software to determine the extent of plagiarism on any assignment.

7. Derogatory language, symbols or activities intended to offend or harass. They may include but are not limited to racial and ethnic slurs/expressions.
8. Deceiving/not cooperating with school personnel or staff
9. Excessive displays of affection

10. Drugs, Alcohol, Controlled Substances - Possession, delivery, solicitation, use or sale and being under the influence of alcoholic beverages, behavior-affecting drugs, controlled substances, "look-alike" drugs, intoxicating compounds, synthetic marijuana, medical marijuana or drug paraphernalia, including vaporizers, on school property, while attending, or in route to school or school sponsored activities are strictly prohibited. Violations are cumulative during a student's enrollment at Lyons Township. Local police will be advised of the incident.

Definitions:

Possession is defined as having on one's person or having control, e.g., having alcohol or drugs in school locker, in vehicle or in another place to which the individual has access. Behavior-affecting drugs are defined as controlled substances and substances legally obtained, e.g., glue, but improperly used to alter a person's mood, perceptions, or behavior.

Controlled substances are defined as illegal and legal drugs used in a manner different from what was prescribed by a doctor. Sale or distribution is defined as a student selling, distributing or in possession of substance (alcoholic beverages, behavior-affecting drugs, controlled-substances or "look-alike" drugs) in amounts other than for personal use, will be suspended out-of-school immediately and recommended for expulsion.

Breathalyzers/Health Assessment Screening - If a student is suspected of being under the influence, they may be asked to breathe into the breathalyzer and/or participate in a health assessment screening. If the breathalyzer indicates that a student has been drinking alcohol, parents will be contacted and the student may be turned over to the local police. The school's drug and alcohol policy will be enforced. Should a student refuse to take a breathalyzer or participate in a health assessment screening, the school administration will also call the parent to inform them and may turn the student over to the police. Students who refuse to take the breathalyzer and/or participate in the health assessment screening, will be assumed to be under the influence and receive consequences accordingly.

First Offense (other than sale or distribution):

1. Parent notified; student will be suspended from school
2. Student will be referred to the local police agency.
3. At the discretion of the administration the student may be recommended for an assessment and participate in a district approved Alternative to Suspension program. If the student successfully completes the assessment and recommended program, the out-of-school suspension shall be reduced. Failure to complete this program will result in a reinstatement of the original suspension.

Second Offense (other than sale or distribution):

1. Parent notified, student will be suspended from school
2. The student will be referred to the local police agency.
3. Expulsion may be recommended; such proceedings may be abated, at the discretion of the administration, if the student enrolls and participates in an approved treatment program at parent expense.

Sale or Distribution - Students selling, distributing or possessing any substance in an amount other than for personal use.

1. Parent notified.
2. Suspension out-of-school
3. Student will be referred to the local police agency.
4. Expulsion will be recommended

11. Electronic Media Policy Violation (see Student Expectations)

12. Extortion

13. Failure to follow schedule

14. Failure to report to an LTHS employee a known act of misconduct which violates any policy or procedure of the School District that has been committed or threatened by another student
15. Failure to report to detention or follow detention/ISS rules
16. Forgery/Impersonation - Students are expected to turn in all documents with authentic information and signatures on them. Any student falsifying a signature or information on a document or knowingly turning in a document with false information or signatures is guilty of forgery. A list, although not inclusive, of possible documents where forgery may occur are: Field Trip cards, Credit/No Credit form, Hall Passes, Athletic Physical forms, Medical Notes, Outside Guest Dance forms, Pre-Approved Absence forms, Parent Permission forms, Level Change forms, Add/Drop forms. Impersonation includes representing a parent when in contact with the school (attendance and otherwise). Consequences vary from loss of participation to suspension from school.
17. Fundraising or Solicitation - Selling or purchasing of any kind for non-school organizations is prohibited by law and by the Board of Education unless approved by LT administration. Flyers are not to be distributed unless approved by the Building Administration.
18. Gambling
19. Gang/non-sanctioned organizations - "Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, tattoos, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or nonverbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang activity, including, but not limited to, soliciting others for membership in any gangs; or (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies; (5) or incite other students to act with physical violence upon another person.
20. Blatant disrespect to students or staff
21. Hazing - Any act directed against a student for the purpose of being initiated into, affiliated with, holding office in, or maintaining membership in any organization, club or athletic team, or participation in any initiation ritual is strictly prohibited.
22. ID Policy Violation
23. Inappropriate behavior
24. Injurious behavior to persons or property - For example throwing snowballs, skateboarding, etc.
25. Inciting mob action
26. Insubordination/Failure to follow directions: Every student is expected to immediately comply with any reasonable request given by a member of the school staff, including the School Resource Officer, or by any adult selected to assist a staff member. Failure to comply will be treated as insubordination. A parent or student has the right to appeal the order before consequences for insubordination are levied. Such an appeal should be made with the Assistant Principal.
27. Intent to do bodily harm
28. Intimidation and retaliation
29. Off-campus without permission - Upon arrival, students are required to remain on campus until departure. Once a student departs campus, the school is no longer responsible for providing

transportation via bus.

30. Physical Confrontation/Fighting - Use of physical means to resolve disputes will not be tolerated. Use of physical force will be subject to discipline unless the student who used physical force did so in reasonable self-defense. Self-defense does not include hitting the other student.
31. Making an explicit threat on an Internet website against a school employee, a student, or any school- related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
32. Pornography - Possession, distribution, and/or the attempt to obtain pornography is prohibited. Any student found in violation of this policy shall be subject to disciplinary action.
33. Possession of stolen property
34. Profanity/Inappropriate language
35. Refusal to identify self to district personnel /failure to carry school identification
36. Sexual Harassment and Teen Dating Violence
37. Violence and Harassment
38. Tardy to class (see Attendance)
39. Theft
40. Tobacco and Vape Policy - It is against school policy to be in possession of or use any tobacco products (cigarettes, e-cigarettes/vape pens, loose tobacco, chewing tobacco, non-THC containing liquids including CBD oils or edibles, and vape paraphernalia) or paraphernalia (lighters, matches, and rolling papers), regardless of the age of the student, on school grounds, on property adjacent to the school, or at any school function. Tobacco products and paraphernalia will be confiscated from students and not returned to them. In addition, the village ordinances for Western Springs and LaGrange requiring a fine for minors, under the age of 18, who are seen smoking, or who have tobacco in their possession, will be strictly enforced.
41. Vandalism, damage to, or on school property – in addition to disciplinary consequences students will be required to make restitution for repair and/or replacement costs, including labor and materials. The student may be referred to the local police agency.
42. Verbal Confrontation
43. Weapons Policy-See Safe School Environment for more information

Disciplinary Consequences

When violations of school rules and regulations occur, it is the responsibility of involved teachers and administrators to work with the student, his or her parents and other support personnel to help the student correct his or her behavior. All disciplinary actions shall be directed toward protecting the welfare of the school community.

When determining the response for a specific violation of discipline, school personnel will consider the nature of the act, the student's previous school history, the student's previous disciplinary record, his or her age and maturation, the impact on the educational objectives for the students, any mitigating circumstances, and the effect of his or her actions on the welfare of the school community. LTHS will provide information to victims to facilitate filing appropriate criminal charges. The Superintendent is authorized to follow the provisions of the School Code of Illinois to create administrative regulations which

include guideline procedures to establish and maintain a reciprocal reporting system between the District and local law enforcement agencies regarding criminal offenses committed by students. Disciplinary responses are governed by Board Policies [7:190—Student Behavior](#), [7:200—Suspension Procedures](#), and [7:210—Expulsion Procedures](#) and may include but are not limited to the following:

1. Conference with student and/or parent may be required. District personnel, e.g., teachers, counselors and assistant principals, may participate in the conference at the discretion of the Administration.
2. Restorative learning opportunity, when available.
3. Bus suspension or assigned bus seat.
4. Detention may be assigned before school, during lunch time, after school or Saturday. Detentions may be assigned from 25 minutes – four hours.
5. Loss of student privileges - not to exceed one year. Loss of privileges may include:
 - a. Co-curricular sports
 - b. Co-curricular activities
 - c. Special events (athletic competitions, performance and/or dance)
 - d. Behind-the-wheel instruction
 - e. Parking permits
 - f. Pass restriction
 - g. Study Hall restrictions
 - h. Access to technology
 - i. Access to personal electronic devices
 - j. Bus Service
 - k. Field trip participation, including overnight trips
 - l. Participation in commencement ceremony or other senior activities
6. Restorative Intervention Room (RIR) Placement/Assignment - Assigned as an alternative to in-school suspension (1 day) or out-of-school (2-3 days) suspension for violation of school rules/act of misconduct. Students are required to take schoolwork to the Restorative Intervention Room and follow the governing rules, including no use of electronic media. Full credit will be received for completed work. Failure to follow the Restorative Intervention rules may result in an In-School or Out-of-School Suspension. Additionally, students will have the opportunity to participate in restorative learning opportunities, repair harm, receive support from members of their Student Support Team, participate in individual/group activities, etc.
 - a. Students placed into the RIR as an alternative to out-of-school suspension may not participate in extra-curricular activities or after school events (either home or away). If the suspension occurs on and or includes a Friday, this rule applies to the weekend also. These activities include all athletic practices and events, dances, plays, musicals, concerts, club meetings, and all other school sponsored activities. Students are eligible for participation in extra-curricular activities upon the student's first day of return to their regular class schedule after completion of the RIR program.
 - b. Students placed into the RIR as an alternative to out-of-school suspension may not be on grounds of either campus outside of the school day and must follow the arrival/dismissal/transportation plans developed during the RIR intake meeting. FAILURE TO COMPLY is considered trespassing and may result in ARREST AND/OR SUSPENSION/EXPULSION.
 - c. Students placed into the RIR as an alternative to out-of-school suspension will be required to complete a re-entry meeting with the assistant principal or designee.

7. A behavior/attendance contract may be created to address specific problematic behaviors, to include consequences if the contract is violated.
8. Disciplinary removal from class - students who refuse to cooperate with classroom teachers by disrupting other students may be temporarily removed from that classroom for other students' welfare.
9. Out-of-School Suspension (OSS) - exclusion from school for up to 10 school days by a Principal, Associate Principal, or Assistant Principal for an act of misconduct pursuant to Board Policy [7:210](#)—*Expulsion Procedures*.
 - a. Suspended students may not participate in extra-curricular activities or after school events (either home or away). If the suspension occurs on and or includes a Friday, this rule applies to the weekend also. These activities include all athletic practices and events, dances, plays, musicals, concerts, club meetings, and all other school sponsored activities. A suspension officially ends upon the student's first day of return to school.
 - b. Suspended students may not be on grounds of either campus. FAILURE TO COMPLY is considered trespassing and may result in ARREST AND/OR EXPULSION.
 - c. Students returning from long-term suspensions (greater than 3 days) will be required to complete a meeting with the assistant principal or designee.
10. Probation - return of a student on a trial basis according to prearranged terms and conditions.
11. Expulsion - formal action of Board of Education for school exclusion for up to two calendar years, occurring after a due process hearing at which time the student may be represented by his/her attorney.
12. Police referral when deemed necessary

Teacher Initiated Conference/Detention

Teachers may assign detention or afterschool conferences with a student with 24-hour notice. This detention takes priority over activities, athletics, and/or employment. Failure to attend will be considered as insubordination and the teacher will submit a behavioral referral to the Assistant Principal. (See Board Policy [7:190](#)—*Student Behavior*)

Behavioral Intervention Policy for Students with Disabilities

The use of positive behavioral interventions with students with disabilities will be given the highest priority in District 204. When behavioral interventions are used, they will be used in consideration of the student's physical freedom and social interaction and be administered in a manner that respects human dignity and ensures a student's right to placement in the least restrictive environment. The most effective and humane manner of reducing an undesirable behavior is by developing, strengthening, or generalizing desirable behaviors to compete with and displace the unwanted behavior. Behavior leading to repeated use of a more restrictive intervention, suspension, or a pattern of behavior which interferes significantly with the student's learning may result in the development or revision of a written behavior intervention plan. The development or revision of a behavior intervention plan will be accompanied by careful planning and monitoring of the intervention procedures and systematic evaluation of outcomes. Students will be informed annually of the existence of the policy in the District Student Handbook.

Student Dress

Lyons Township High School strives to create an atmosphere where all students, staff and members of our community feel safe and respected, and where diversity is welcomed and celebrated. (see Board Policy [7:160](#)—*Student Appearance*)

1. Students have the right to make clothing and accessory selections so that they feel comfortable and confident at school.
2. Students have the responsibility to make clothing and accessory selections that are appropriate for

the educational environment. Clothing choices should not disrupt the educational process, interfere with the maintenance of a positive teaching and learning climate, or compromise reasonable standards of health, safety, and decency.

3. Hats and headgear: Students may wear scarves and other items that honor and celebrate their cultural identity. Students should not wear hats and will be asked to lower hoodies if their use obscures their face.
4. Apparel that promotes or advertises weapons, drugs, alcohol, tobacco products, or other inappropriate activities is not permitted.
5. Items and or behaviors determined to be symbolic of gang membership are prohibited.
6. Tattoos or piercings, if determined to be inappropriate or a material disruption, will require clothing or other coverage.
7. Shoes must be worn at all times.

Students who are not in compliance with the school dress code will be sent to the Assistant Principal's Office for a conference and provided three alternative options to comply with the school dress code expectations.

1. Students will be asked to put on their own alternative clothing, if already available at school.
2. Students will be provided with a school clothing option for the day.
3. If necessary, students' parents/guardians may be called during the school day to bring alternative clothing for the student to wear.

If a student refuses to comply with one of the three alternative options provided, they will be subject to administrative removal from class until they select one of the appropriate options or for the remainder of the day. Students with multiple dress code violations may be subject to further disciplinary interventions.

Student ID Cards

Students at all times during the school day and at all school activities must carry a student ID card. A student ID card must be presented when requested by any staff member at any time, including when students board school buses, check in/out of offices and drop in centers, check out materials from the library or student help desk, attend school events, and take standardized tests. Students not in possession of a student ID card may be denied admission to buses or school activities, and will receive consequences for not being in possession of proper identification.

Freedom of Expression

1. The School Board reaffirms the right guaranteed in the U.S. Constitution.
2. The school reserves the right to maintain a safe and orderly learning environment.
3. Expressions must be in accordance with established board policies and administrative procedures, including but not limited to, Board Policies [7:20—Harassment of Students](#); [7:160—Student Appearance](#); [7:180—Prevention of and Response to Bullying, Intimidation, and Harassment](#); [7:185—Teen Dating Violence Prohibited](#); [7:190—Student Behavior](#); [7:315—Restrictions on Publications](#).
4. Board policies and procedures available from building Principal or at School Board office.

Lunchroom Expectations

1. Students must eat in the school cafeteria during their assigned lunch period.
2. Students are to arrive at the cafeteria within 2 minutes after the bell.
3. Students are responsible for having their own lunch or lunch money. Borrowing of food/money is prohibited.
4. Students are to maintain cleanliness of the tables and floors, clean up spills, dispose of trash properly, and return trays to the appropriate place.
5. Students are to treat cafeteria staff and supervisors with respect and follow their directions.
6. Cafeteria seating is on a first-come, first-serve basis.
7. Lunch deliveries from 3rd party vendors are strictly prohibited.

The school reserves the right to assign student(s) to a specific table and/or lunch period. Students who fail to follow these expectations will be subject to disciplinary action(s).

Transportation

Bus Transportation

The District shall provide free transportation for any student who resides: one and one-half miles or more from his or her assigned school where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. The school may provide transportation for other students residing within one and one-half miles from their assigned school. Write a letter of request at the beginning of the school year to the South Campus Associate Principal, include the student's name, ID #, and their year in school, address and phone number. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building administration.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus (see Board Policy [7:190—Student Behavior; 7:220—Bus Conduct](#)). Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons pursuant to [7:220—Bus Conduct](#). The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus (see Board Policy [7:200—Suspension Procedures](#)).

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

- a. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- b. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- c. Stay away from the bus until it stops completely and the driver signals you to board. Enter in a single file without pushing. Always use the handrail.
- d. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- e. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
- f. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- g. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
- h. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- i. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Walk away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- j. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- k. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

For questions regarding bus transportation issues, contact:

Mr. Greg Gardner, South Campus Associate Principal

ggardner@d204.lths.net

708-579-6500

Personal Vehicles

Students must register vehicles in Assistant Principals' office when driving to school and parking on school property. Misuse of a vehicle within the area of school may result in loss of driving privileges or other disciplinary consequences.

Parking

Parking – There are a limited number of available student parking spaces at each campus. Please consult the Assistant Principals page on the website for current parking information.

Searches

School officials may search and temporarily seize property such as, but not limited to, gym bags, backpacks, purses, lockers, electronic devices while on school property. This includes automobiles in the LT parking lot. (see Board Policy [7:140](#)—*Search and Seizure*)

Appeals Process

LTHS encourages communication and supports the rights of individuals to express academic or disciplinary concerns appropriately without interfering with the education process. Most issues are easily resolved if begun directly with the person involved.

1. Student/parent concerns start with the individual staff member. (Counselor may mediate at request of any of above.)
2. If unresolved, the next contact is the division chair, athletic director, or activities director.
3. If still unresolved, the next contact is the appropriate Administrator (Assistant Principal or Associate Principal).
4. If still unresolved, appeal to the building Principal.

Area	First Level	Second Level	Third Level	Fourth Level
Attendance	Staff Member	Assistant Principal	Associate Principal	Principal
Cheating and/or Plagiarism	Teacher	Assistant Principal	Associate Principal	
Co-Curricular	Coach Sponsor	Athletic Director Activities Director	Principal	
Curriculum/ Instruction	Teacher	Division Chair	Assistant Principal or Associate Principal	Director of Curriculum & Instruction
Discipline note: Any disciplinary appeal must be made within ten (10) calendar days of the infraction.	Staff	Assistant Principal	Associate Principal (1-9 day suspension)	10 day suspension (Principal) Expulsion (Superintendent/ School Board)
*Discrimination/ Harassment	Assistant Principal	Associate Principal Division Chair	Principal Dir. of Human Resources	

Fee Waiver	Assistant Principal	Principal		
Grades	Teacher	Division Chair	Principal	
Level Change	Teacher	Division Chair		
Medical PE Waiver	Nurse	Division Chair for Physical Welfare		Principal
PE Waiver	Division Chair for Physical Welfare	Principal		
Scheduling	Counselor	Associate Principal		
Special Education	Teacher	Special Education Division Chair	Due process as prescribed by law	
Transportation	SC Associate Principal			

Student Records Notice

Annual Notice Concerning Student Records and Your Privacy Rights Regarding Student Records

The Board of Education has adopted a policy ([Board Policy 7:340 Student Records](#)) governing student records, which are available upon request from the District Office. The Board Policy is designed to comply with and clarify your rights under federal and Illinois law; specifically, the Illinois School Student Records Act ("ISSRA") and the federal Family Educational Rights and Privacy Act ("FERPA"), and their corresponding regulations. The following explains the types of student records the District maintains and your rights regarding those records.

Permanent Record & Temporary Record

The District maintains both a Permanent Record and Temporary Record for each student.

The **Permanent Record** consists of the minimal personal information necessary to a school in the education of the student. Such information includes the student's basic identifying information concerning the student, including the student's name and address, his/her parents' names and addresses, the student's gender, and the student's date/place of birth; a certified copy of the child's birth certificate; academic transcript, including grades, graduation date, grade level, scores on college entrance examinations, if requested by the student, parent, or person who enrolled the student, unique student identifier, any applicable Advanced Placement designations, any applicable designation of the student's achievement of the State Seal of Biliteracy; attendance record; health record; scores received on all State assessment tests administered in grades 9-12; and a record of release of permanent record information. It also may contain a record of honors and awards received, and information concerning participation in school sponsored activities and organizations.

The **Temporary Record** consists of all information contained in a school student record, but not contained in the student permanent record. It must a completed home language survey form; information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction; information regarding an indicated report pursuant to the Abused and Neglected Child Reporting Act, 325 ILCS 5/8.6; information contained in service logs; health-related information; and accident reports. The Temporary Record also may include family background information; intelligence test scores; aptitude test scores; psychological evaluation reports; elementary and secondary achievement level test results; participation in extracurricular activities (including any offices held in school-sponsored clubs or organizations); honors and awards received; other disciplinary information; special education records; records associated with plans developed under Section 504 of the Rehabilitation Act of 1973; and any verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the education of the student.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under the ISSRA or regulations.

Right to Inspect and Copy

A parent, or any person designated as a representative by a parent, has the right to inspect and copy the student's permanent and temporary records, except as limited by the Board Policy or Illinois or federal law. A student has the right to inspect or copy his or her permanent record. All rights of the parent become the exclusive rights of the student upon the student's 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever comes first.

In order to review the student's record, a parent must make a written request to the campus Associate Principal. The request will be granted within 10 business days after the date of receipt of the request, unless a 5-business day extension is required. The District may charge a reasonable fee for copies of the record. This fee will be waived when the parent is unable to pay.

Release of Information

The District may not disclose student records to any outside party without the parent's written, signed consent. However, as provided by law, the District will release information contained in student records without parental notice or consent to the following individuals or in the following circumstances:

1. to a District or State Board of Education employee or official with a current demonstrable educational or administrative interest in the student, in furtherance of such interest;
2. to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the released information and the person receiving the information signs an affidavit agreeing to comply with all applicable rules and statutes pertaining to school student records;
3. pursuant to a court order where a parent of a student is named in the court order;
4. to juvenile authorities when necessary for the discharge of their official duties who request information prior to adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided under law or order of court;
5. in connection with an emergency, to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons (the parent must be notified no later than the next school day after the date the information is released, of the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release);
6. to a governmental agency, or social service agency contracted by a governmental agency, in furtherance of an investigation of a student's school attendance pursuant to the compulsory student attendance laws of Illinois, provided that the records are released to the agency's employees or agents who are designated by the agency to be working on behalf of the District;
7. as allowed under the Serious Habitual Offender's Compensation Action Program;
8. to the Illinois Department of Healthcare and Family Services for purposes of school breakfast and lunch programs;
9. to the State Board or another State government agency or between or among State government agencies in order to evaluate or audit federal and state programs or perform research and planning;
10. if the information is directory information, as explained below, and the parent has not informed the District that such information is not to be released; or
11. to other persons as required by Illinois or federal law.

The District also may release student records without parental consent to the following individuals or in the following circumstances, as long as, to the extent required by law, parents are first notified of their right to inspect, copy, or challenge the contents of the records to be released, unless otherwise allowed by law:

1. to the records custodian of a school to which the student has transferred or intends to transfer;
2. pursuant to a court order where a parent of a student is not named in the court order;
3. pursuant to a reciprocal reporting agreement; or
4. to any person as required by Illinois or federal law.

Any other release of information requires the prior written consent of the parent. The parent has the right to request a copy of any released records.

No person who is prohibited by an order of protection from inspecting or obtaining school records of a student pursuant to the Illinois Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963 shall have any right of access to, or inspection of, the school records of that student. The District shall maintain the copy of any order of protection in the record of the child or children enrolled in the District whose parent is the petitioner of an order of protection. In addition, the District prohibits the disclosure by school employees to any person against whom the District has received a certified copy of an order of protection the location or address of the petitioner for the order of protection or the identity of the schools in the District in which the petitioner's child or children are enrolled.

Request for Inclusion of College Entrance Examination Score on Academic Transcript

A parent has the right to request inclusion on his/her child's academic transcript of one or more scores received on college entrance examinations by submitting a request in writing to the Registrar at the school of attendance. In the written request, the parent must state the name of

each college entrance examination that is the subject of the request and the dates of the score(s) that are to be included in the academic transcript.

Challenging a Record

A parent has the right to challenge the accuracy, relevance, or propriety of any entry in the student's school record, except for academic grades and the name and contact information of the District's Official Records Custodian. In addition, if the challenge is made at the time the student's school records are being forwarded to another school to which the student is transferring, a parent shall not have the right to challenge references in those records to expulsions or out-of-school suspensions or to academic grades. Board [Policy 7:340 Student Records](#), and its accompanying Administrative Procedures, provide for hearing and appeal procedures and an opportunity to include a written statement in the student's school record of reasonable length setting forth the parent's position on any disputed information contained in that record. To challenge a record or entry, the parent must contact the campus Associate Principal NC 708-579-6300/SC 708-579-6500.

Parents may obtain a copy of the Board Policy, and its accompanying Administrative Procedures, from the campus Associate Principal or District Office. The Board Policy also is available in the District's online policy manual at https://www.boardpolicyonline.com/?b=lyons_204

Destruction of Records

The District will notify parents of the destruction schedule for a student's records at the time of graduation, transfer, or permanent withdrawal from the District. Permanent records are kept for 60 years after the student leaves the District. Temporary records are kept for the period of their usefulness to the school, but in no case less than 5 years after the student leaves the District. A parent has the right to copy any student record, or information contained in it, proposed to be destroyed or deleted.

Student temporary records are reviewed by the District every 4 years or when a student changes attendance centers.

and other information contained in the student's temporary record that may be of continued assistance to the student may, after 5 years, be transferred to the custody of the parent or to the student if the student has succeeded to the rights of the parents.

Destruction of biometric information collected by the District, if any, shall instead conform to the requirements of Section 10-20.40 of the Illinois School Code (105 ILCS 5/10-20.40).

Release of Student Directory Information

Under the Illinois School Student Records Act ("ISSRA") and the federal Family Educational Rights and Privacy Act ("FERPA"), student record information is generally confidential and cannot be released without parent consent. There are a few exceptions, one of which allows the District to release certain basic identifying information about its students to third parties upon request. This exception known is as Directory Information.

Directory Information

The District has designated the following as Directory Information:

- Identification--name, address, gender, grade level, birthdate and place, parents' names and addresses
- Length of school attendance

Student social security numbers, student identifications, and unique student identifiers are NOT designated as directory information.

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

Media/Publication

As part of our community relations efforts and student recognition programs, Lyons Township High School District 204 may periodically release or publish information regarding students and their accomplishments (see Board Policy [7:340](#)—*Student Records*). Student information and/or images may be included in District publications, on the District website, television/radio station and District administered social media websites. Furthermore, D204 may allow the media in the school to cover non-public events, accomplishments and news stories and to use names, images, photographs or likenesses of students in electronic, video or printed form.

All exclusionary requests must be mailed to Lyons Township High School, 100 S. Brainard Avenue, LaGrange, IL 60525 to the attention of the Community Relations Coordinator within the first 30 days of school.

Parents/guardians should understand that if they withhold consent, none of the student's information would be released. This includes examples such as information/photograph for the yearbook, award listings such as honor roll and classroom projects highlighted in digital and print form.

Images/Names of Students Taken by Non-school Personnel

While the district limits access to school buildings by outside photographers/news media outlets (see Board Policy [8:10](#)—*Connection with the Community*), it has no control over other students, news media, or outside entities that may post/publish a picture of an identified or unidentified student. District/school staff members will not identify a student for a photographer/reporter who was not pre-approved to be on district grounds by district/school officials.

This form does not include photographs or videos that do not feature your student but where your student appears in the background which may be released or published without parent authorization. In addition, images of students participating in extracurricular activities (e.g, athletic events, theatrical productions), which by their very nature involve exposure to the public, may also

be released or published without authorization from parents.

Students Receiving Special Education Services

Under the Individuals with Disabilities Education Act (IDEA), the District must provide students with disabilities with appropriate special education and related services to address their education needs. Parents have the right to review and copy their student's school student records prior to any special education eligibility or IEP program review meeting, subject to the requirements of applicable federal and state law. Parents also may request a copy of their student's related service logs developed and maintained by the District for the following related services: speech and language services, occupational therapy services, physical therapy services, school social work services, school counseling services, school psychology services, and school nursing services. These related service logs include information regarding the type and duration of the related services administered to their student. Please contact Dr. Melissa Moore, Division Chair for Special Education at 708-579-6521 or mmoore@d204.lths.net, if you have questions regarding your student's special education services.

Military Recruiters & Institutions of Higher Education

The District's notice for Military Recruiters & Institutions of Higher Education is available here from the Official Records Custodian or District Office.

If you believe the District has violated or is violating your rights under the Board Policy or ISSRA or FERPA, you have the right to file a complaint pursuant to ISSRA or with the United States Department of Education concerning the District's alleged violation of your rights. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington DC, 20202-4605.

Please contact the campus Associate Principal NC 708-579-6300/SC 708-579-6500 with questions regarding your student's records.

Student Online Protection Privacy Act Notice

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as operators. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities

- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

Protection of Pupil Rights Amendment (PPRA) Notice

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

Inspect, upon request and before administration or use:

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

District 204 will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. District 204 will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. District 204 will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. District 204 will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Electronic Recordings on School Buses

[Board Policy 7:220 Bus Conduct](#) provides for use of electronic visual and audio recordings on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

Additional information on student records is available in [Board Policy 7:340 Student Records](#).

Birth Certificate

Pursuant to Illinois School Code (325 ILCS 50/5; 20 Ill.Adm.Code § 1290.60) District 204 requires that the person enrolling a child within 30 days must provide the District with a certified copy of the child's birth certificate.

Data Sharing Agreement with Associate Districts

ISSRA and FERPA also authorize the District to share, without parental consent, student information under certain conditions with feeder schools that are conducting studies to improve instruction. The District contracts with its Associate schools/school districts to provide student standardized testing information, such as Measurements of Academic Progress (MAP), to authorized representatives of its feeder schools. The goal of this data sharing is to improve instruction¹¹⁷ at the feeder schools so as to improve student performance in District 204 and to enable District 204 to evaluate its own educational programs

Student Activities and Athletics

Policy 6:190 Extracurricular and Co-Curricular Activities

Athletics

Variety of interscholastic sports and activities offers opportunity to improve athletic abilities and develop desirable, intrinsic qualities derived from competition. Every participating student in athletics or activities **MUST** complete an online Student Activities Registration Form and **MUST** complete a Student Activities Code of Conduct agreement form.

Sports			
Boys		Girls	
<i>Fall</i>		<i>Fall</i>	
	Cross Country		Cross Country
	Football		Golf
	Golf		Tennis
	Soccer		Swimming
			Volleyball
			Flag Football
<i>Winter</i>	Basketball	<i>Winter</i>	Basketball
	Bowling		Competitive Cheer
	Special Olympics Basketball		Gymnastics
	Swimming		Pom Poms
	Wrestling		Special Olympics Basketball
			Wrestling
<i>Spring</i>	Baseball	<i>Spring</i>	Badminton
	Bass Fishing		Bass Fishing
	Gymnastics		
	Lacrosse		Lacrosse
	Special Olympics Track and Field		Soccer
	Tennis		Softball
	Track & Field		Special Olympics Track and Field
	Volleyball		Track and Field
	Water Polo		Water Polo

LTHS competes under rules and regulations of Silver Division of West Suburban Conference, and IL High School Association.

School Districts of the Silver Division, West Suburban Conference

Downers Grove North	Glenbard West
Hinsdale Central	Lyons Township
Proviso West	Oak Park-River Forest
York Community	

School Districts of the Gold Division, West Suburban Conference

Addison Trail	Downers Grove South
Hinsdale South	Leyden
Morton	Proviso East
Willowbrook	

Athletic Study Hall

An athletic study hall is available to junior and senior athletes only (as per Illinois School Code) during the season of their IHSA sport. An Athletic Study Hall substitutes a Study Hall period during the student’s schedule Physical Education class to allow school study time for time spent practicing. Only study hall may be substituted (i.e., not another course). Any abuse of this privilege can result in a) appropriate discipline and b) an immediate return to Physical Education class.

Performing Activities

These include:

1. Cheerleading--spirit-supporting team for interscholastic sports
2. Eurythmics--modern dance performing team
3. Pom-Pon--dance rhythm performing team

Intramural Activities

Intramural Activities offered by Athletic Department include:

Archery	Floor Hockey	Rock Climbing
Badminton	Gymnastics	Ultimate Frisbee
Baseball/Softball Hitting	Indoor Soccer	Volleyball
Basketball	Lacrosse	Weight Training/Conditioning
3-on-3 Basketball	Pool (Billiards)	

Information regarding intramural activities can be found on the LT website and in announcements, the bulletin, or athletic department office.

Student Activities

Working with other students in school activities encourages a student to become a part of LT either as a member of a club or committee, dramatic production, music ensemble, or interest team. Collaboration with fellow students builds school spirit, friendships, personal achievement, and a feeling of belonging. LTHS has a place for everyone in its wide-ranging activities. Sufficient student interest in other activities may result in other activities being added to the intramural program.

Student Activities & Clubs

A cappella Club	FFCLA (Family, Career and Community Leaders of America)	Pep Band
Arabic Culture Club	FFA (Future Farmers of America)	Photography Club
Archery Club	Fishing Club	Pinball Club
Art Club	French Club	Ping Pong Club
ASL Club	Future Healthcare Professionals	Poms
Astronomy Club	GEMS (Girls in Engineering, Math and Science)	PRISM
Athlete Leadership Program	German Club	Programming Club
Auto Club	Greek Club	PSI (Peaceable Schools Initiative)
Aviation Club	Improvisation Society of Geniuses	Recycling Club
Baccalaureate	Interact Club	Robotics Team
Battle of the Books	Investment Club	Rock Climbing Club
Best Buddies	Italian Club	Roundnet Club
BIZ Concessions	Jazz Band	Sailing Club
Black Student Union	Jazz Lab Band	SAVE Promise Club
Board Games Club	Jazz Strings	Scholastic Bowl
Bowling Club	Latin Club/Junior Classical League	Science Olympiad
BPA (Business Professionals of America)	Latinos Juntos	Snowball
Breakfast with Barbells	Lifeguard Club	Social Action Project
Catering Club	<i>The Lion</i> Newspaper	Spanish Club
Chamber Orchestra	Lions Den Student Section	Speech Team
Cheerleading (Spirit)	LTTV (TV Production Club)	STEM Club
Chess Team	Madrigals	Steppers
Class Boards	Marching Band	Student Athletic Training (Sports Medicine)
Color Guard/Winter Guard	Math Team	Student Council
Congressional Debate	<i>Menagerie</i> (Literary & Art Magazine)	Sustainability Club
The Corral	Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS Club)	<i>Tabulae</i> Yearbook
Creative Writing Group		Theatre Board

<p>Cyber Defense Club</p> <p>D&D Club</p> <p>East Asian Culture Club</p> <p>eSports Club</p> <p>Eurythmic Dance Company</p> <p>Fashion Club</p>	<p>Model UN</p> <p>Music Improv</p> <p>National Honor Society</p> <p>Older Adult Connection</p> <p>Peer Leadership</p>	<p>Ultimate Frisbee</p> <p>WLTL (Radio Production Club)</p> <p>Yarn & Thread Club</p> <p>Yoga & Wellness Club</p> <p>Zoology Club</p>
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Every participating student in activities or athletics must complete an online Student Activities Registration Form for each activity, review the Code of Conduct, and complete a Student Activities Code of Conduct agreement form.

Students are also required to comply with Board Policies [6:190](#)—*Extracurricular and Co-Curricular Activities*; [7:240](#)—*Conduct Code for Participants in Extracurricular Activities*; and [7:300](#)—*Extracurricular Athletics*.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
STUDENT ACTIVITIES CODE OF CONDUCT

Purpose

The extracurricular activities offered by Lyons Township High School District 204 are an extension of, but separate from, the regular high school program. While the regular curricular program is a right afforded to each student, participation in the extracurricular program is a privilege and, as such, carries certain expectations beyond those found in the normal classroom setting. The goal of District 204's extracurricular activities program is to give students direction in developing healthful living habits, discipline, leadership, teamwork, and respect for rules and regulations. For these reasons, this Code of Conduct is applied to students participating in District 204's extracurricular activities program.

Defining Extracurricular Activities (Board Policy 6:190)

Extracurricular activities are activities that are not part of the curriculum, are not graded, do not offer credit, and do not take place during instructional time. Extracurricular activities include competitive interscholastic activities and clubs.

Selection and Participation Requirements (Board Policies 6:190, 7:300)

Selection of members or participants is at the discretion of teachers, sponsors, or coaches, based on selection criteria that conforms with District 204's policies.

To be eligible for participation in any Illinois High School Association (IHSA) athletic or extracurricular activity, a student must satisfy the IHSA scholastic standing requirement. A student must be doing passing work in at least twenty-five (25) credit hours of high school per week. A student must, unless entering high school for the first time, have credit on their school records for twenty-five (25) credit hours of high school work (i.e., five graded classes) for the previous semester. Such work must have been completed in the semester for which credit is granted or in a recognized summer school program which has been approved by the Board of Education and for which graduation credit is received. Passing work must be defined as schoolwork for which a grade would have been given and certified on a student's transcript if a student were to transfer to another school.

A student failing to meet this minimum standard during weekly eligibility checks during the semester (i.e., five graded classes) shall be suspended from activities for a period of seven (7) consecutive calendar days. Students failing to meet the minimum standard at the conclusion of the semester shall be suspended from their activities for the entire next semester.

Students also must abide by all by-laws and rules of any association in which District 204 is a member. This includes all IHSA eligibility rules, including those related to age and attendance. Students and parents/guardians are encouraged to consider these academic eligibility requirements prior to requesting schedule changes or dropping classes.

Expectations

The following expectations apply to all District 204 students participating in extracurricular activities. Each activity may set additional expectations for students.

1. The student must agree to follow the Code of Conduct and the sponsor's or coach's rules and instructions.
2. Regularly attend school, practice, and events. Participants are expected to attend school for four class periods of the student's class schedule on the day of the activity. "Activity" includes practices, competitions, and events related to the extracurricular activity.
3. Attend an in-person meeting or view a District-sponsored video training at the beginning of every school year during which a student intends to participate in extracurricular activities to review this Code of Conduct, student behavior expectations, and any applicable student handbook and Board Policy provisions. The student and parent/guardian must confirm attendance at a meeting or viewing of the video training, either in writing or electronically, prior to the start of the activity or season. The coach or sponsor also may require students to attend an activity-specific meeting at the beginning of the season or start of the activity to review expectations.
4. Travel on school-arranged transportation for all events off Lyons Township High School campus.

5. Be responsible for the maintenance and return of all equipment and/or clothing issued for an activity.
6. Encourage participants to attend Awards Nights/End-of-Year Banquets for the extracurricular activities in which the student participates.
7. Carry their school-issued ID card with them at all times.

Students who participate in extracurricular athletic activities also must comply with the following requirements prior to participating:

- The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. Please use the Preparticipation Physical Examination Form available from the Illinois High School Association: <https://www.ihsa.org/documents/sportsMedicine/2022-23/PreParticipationPhysicalForm.pdf>
- The student's parent/guardian must provide written permission for the student's participation, giving District 204 full waiver of responsibility of the risks involved.
- The student or the student's parent/guardian must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance plan.
- The student and their parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (e.g., Illinois High School Association); and (b) complete all forms required by District 204 including, without limitation, signing an acknowledgment of receiving information about the District's concussion policy, Board Policy 7:305, *Student Athlete Concussions and Head Injuries*.
- Students must attend instruction on steroid abuse prevention.

Students who participate in non-athletic extracurricular activities also must comply with the following requirements prior to participating:

- For applicable non-athletic extracurricular activities, the student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. Please use the Preparticipation Physical Examination Form available from the Illinois High School Association <https://www.ihsa.org/documents/sportsMedicine/2022-23/PreParticipationPhysicalForm.pdf>. See Appendix A for a list of non-athletic extracurricular activities.

Application of Code of Conduct

LT students who participate in District 204 extracurricular activities are subject to the Code of Conduct and will receive disciplinary consequences for violations of the Code of Conduct as outlined below. Students may be subject to additional consequences for the activity, in addition to consequences under the Code of Conduct. For example, leadership positions in an activity are solely at the discretion of the coach or sponsor and a violation of the Code of Conduct may also result in loss of a leadership position.

Students who violate student behavior rules set forth in the Student Handbook or Board Policy also may result in disciplinary consequences under the Code of Conduct. Students who engage in conduct that results in criminal charges are also subject to disciplinary consequences under the Code of Conduct. Additionally, students who violate the Code of Conduct may be subject to discipline pursuant to Board Policy 7:190, *Student Behavior*, and other applicable District 204 policies and rules regarding student behavior.

Violations of the Code of Conduct will be treated cumulatively over the course of one school year, across all extracurricular activities. If a student receives one or more Code of Conduct violations in a school year, the student's subsequent school year shall be treated as a "probationary year." If the student has no Code of Conduct violations during the probationary year, the student's total violations and level of consequence per the Code will reset for a subsequent violation following the probationary year. That is, following a successful probationary year, any Code of Conduct violations and disciplinary consequences will result in a First Offense (unless an exception applies, as set forth in the paragraph below). However, if the student violates the Code of Conduct during this probationary year, the student's violations and consequences will not reset, and disciplinary consequences will continue to be assessed cumulatively for that school year.

Depending on the nature of Code of Conduct violation,¹²³ as determined at the administration's sole discretion

and in accordance with applicable administrative procedures, a more significant consequence may be imposed in response to student misconduct instead of in a progressive manner. Discipline may include up to removal from a particular extracurricular activity or all extracurricular activities for a set period of time or the remainder of the student's high school career.

Prohibited Conduct

Students participating in District 204 extracurricular activities shall not engage in the prohibited conduct listed below at all times, including after school, on days when school is not in session, and whether on or off school property. Students found to have engaged in prohibited conduct are subject to disciplinary consequences of this Code of Conduct, notwithstanding any additional disciplinary consequences that may be issued pursuant to Board Policy 7:190, the Student Handbook, or other Board Policy or District rules.

Alcohol, Tobacco, and Illegal/Controlled Substances

Students shall not use, possess, buy, sell, trade/barter, or distribute any beverage containing alcohol (except for religious purposes), tobacco or nicotine materials in any form (including electronic cigarettes and vapes), cannabis in any form unless except under *Ashley's Law*, or any illegal/controlled substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia.

Students shall not attend a party or other gathering and/or ride in a vehicle where alcohol, tobacco, cannabis, and/or illegal/controlled substance is present with or being consumed by minors.

Additionally, for student-athletes, IHSA prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance-enhancing substance testing program. Under this program, student-athletes are subject to random drug testing for the presence in their bodies of performance-enhancing substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to this Code of Conduct and Board Policy 7:190, *Student Behavior*.

Bullying and Hazing

Bullying and hazing activities are strictly prohibited at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of their willingness to participate (adapted from the definition of *hazing* adopted by the National Federation of State High School Associations). *Bullying* includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to place a student in reasonable fear of harm; cause a substantially detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance; or substantially interfere with a student's ability to participate in or benefit from school services, activities, or privileges, and is strictly prohibited in accordance with Board Policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Conduct Unbecoming of a District 204 Representative

Students must abide by all school rules and display conduct becoming of a District 204 representative including, but not limited to, those identified in Board Policy 7:240, *Conduct Code for Participants in Extracurricular Activities*, and Board Policy 7:190, *Student Behavior*. This includes after school, on days when school is not in session, whether on or off school property, and in communications posted on social media sites. Failure to abide by relevant board policies and student conduct expectations may subject a student to discipline.

Examples include but are not limited to: violating the District's policies or procedures on student behavior; unsportsmanlike conduct; violating the rules for the extracurricular activity; behaving in a manner that disrupts or adversely affects the group or school; being insubordinate or disrespectful toward the sponsor(s) or coach(s); falsifying any information contained on any form required for the activity or sport; engaging in conduct that violates local ordinances and/or State or federal law.

Also, hate speech or harassment behavior aimed at a person's sex, gender identification, race, religion, creed, age, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or disability that substantially interferes with a student's school performance or creates and intimidating, hostile, or

offensive school environment is strictly prohibited and may subject a student to discipline. Hate speech or harassment may be verbal, non-verbal, or physical acts. See IHSA Hate Speech and Harassment Policy & Procedure.

Disciplinary Consequences

Students found to have engaged in prohibited conduct as described in this Code of Conduct are subject to the following disciplinary consequences, notwithstanding any additional disciplinary consequences that may be issued pursuant to Board Policy 7:190, the Student Handbook, or other Board Policy or District rules.

First Offense – Suspension from all extracurricular activities for 10% of the competitive season or two events, whichever is less, with the student expected to participate in all practices and attend all contests during that time unless the student also is suspended or expelled from school.¹ For alcohol, tobacco, and illegal/controlled substance offenses, the student must attend and complete a school-approved chemical education program. The chemical education program’s initial assessment is paid for by the District; however, the student’s parents/guardians are financially responsible for any required follow-up components of the program or recommendations for further treatment or counseling. For all other Code of Conduct violations, the student must meet with a District counselor or social worker, or other District staff member or administrator as determined by the Principal or designee, to identify the student’s options for a restorative activity for the student to attend and complete. Final determination of a restorative measure is at the discretion of the District.

Second Offense – Loss of all extracurricular opportunities for one calendar year from the date of the infraction. The student must participate in all practices and attend all contests during the time they are serving the consequence unless the student is also suspended or expelled from school. If the student agrees to a chemical assessment at a school-approved program for an alcohol, tobacco, and illegal/controlled substances violation, at the District’s expense, the student’s disciplinary consequence will be reduced to a six (6) week suspension as provided below.

For all other Code of Conduct violations, if the student agrees to meet with a District counselor or social worker, or other District staff member or administrator as determined by the Principal or designee, to identify the student’s options for a restorative activity and the student attends and completes the restorative activity, the student’s disciplinary consequence will be reduced to a six (6) week suspension as provided below. Final determination of a restorative measure is at the discretion of the District.

Athletic and Non-Athletic Activities with Competitive/Performance Events: Six (6) week suspension of the competitive or performance season from the date of the infraction. This could result in the consequence being served over two seasons, semesters, or school years.

Non-Athletic Activities without Competitive/Performance Events: Six (6) week suspension, including practices and meetings at the sole discretion of the administration from the date of the infraction. This could result in the consequence being served over two seasons, semesters, or school years.

Third Offense – Loss of all extracurricular opportunities for one calendar year from the date of the infraction, including attendance at all practices and contests.

Fourth Offense – Loss of all extracurricular opportunities for the remainder of the student’s high school career.

Reporting Offenses

Reports of offenses committed outside of school will be accepted from the following individuals:

- Lyons Township High School District 204 staff;
- Law enforcement officials;
- Individual students committing infraction;
- Parent of student committing offense;

¹ An “event” for non-athletic extracurricular activities is similar to a game/contest for an athletic activity; a practice or the equivalent is not an event. The administration, in its sole discretion, will determine how First Offense consequence is applied to non-athletic extracurricular activities. For example, the student may be suspended from one of three events for the activity.

- Speak Up Line;
- Current students; and
- Identified private citizens.

Investigation

Upon receipt of a possible Code of Conduct violation from an identified reporter, the assigned Assistant Principal or designee will investigate the report. The Assistant Principal will speak with all relevant parties and evaluate all evidence presented as part of the alleged Code violation. During a pending investigation into a Code of Conduct violation, the Assistant Principal may suspend the student or students from participation in extracurricular activities. After completing the initial investigation, the Assistant Principal, in conjunction with the Associate Principal, will determine if a Code of Conduct violation occurred, and, if so, the severity of the offense and the disciplinary consequence. The Associate Principal, Athletic Director or Activities Director shall notify the student, the student’s parent/guardian, and student’s coach/sponsor in writing of the outcome of investigation and of any disciplinary consequence. Coaches/sponsors are responsible for enforcing the consequence administered by the Associate Principal, Athletic Director, and/or Activities Director.

Appeal Process

Within two school days upon receiving the decision by an Associate Principal, Athletic Director, or Activities Director regarding a violation of the Code of Conduct, a student and/or parent/guardian of a student participating in extracurricular activities may appeal the decision to the Principal or their designee. The Principal or designee shall review all relevant materials and evidence related to the Code of Conduct violation, and within two school days of receiving a notice of appeal, shall uphold, reject, or amend the Associate Principal’s, Athletic Director’s, or Activities Director’s determination regarding the Code of Conduct violation and disciplinary consequence. The Principal or designee shall notify the student, the student’s parent/guardian, and the student/s coach/sponsor in writing of the outcome of the appeal. During a pending appeal of a Code of Conduct violation, a student may choose to serve their consequence before the final decision of the Principal or designee, or wait until after the Principal or designee issues a final decision. The Principal’s or designee’s decision is final.

I have read the above information and will abide by the Student Activities Code:

<i>Student Name (Print):</i>	
<i>Student Signature:</i>	<i>Date:</i>
<i>Coach/Sponsor Signature</i>	<i>Date:</i>
<i>Parent/Guardian Signature</i>	<i>Date:</i>

Last Revised: May 20, 2024