



**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  
Thursday, February 19, 2026 - 7:00 AM**

**AGENDA**

**I. CALL TO ORDER**

**II. PLEDGE OF ALLEGIANCE**

**III. PUBLIC PARTICIPATION**

**IV. ITEMS FOR DISCUSSION**

- A. Review Discipline Data and District 204 Discipline Improvement Plan
- B. Committee Discussion on Discipline Disproportionality

2

**V. PUBLIC PARTICIPATION**

**VI. ADJOURNMENT**

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



100 North First Street  
Springfield, Illinois 62777-0001

**DISCIPLINE IMPROVEMENT  
PLAN TEMPLATE**

**WELLNESS AND STUDENT CARE DEPARTMENT**

This template is an example to assist in guiding your process. The Discipline Improvement Plan may be combined with other improvement plans required under federal and state law.

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts identified on the Top 20% Exclusionary Discipline list are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be approved by the district board, placed on the district website, and submitted to ISBE by **February 1, 2025**.

**Discipline Improvement Plan**

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL LYONS TWP HSD 204	SCHOOL YEAR 025	BOARD APPROVAL DATE(S) January 20, 2026
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED <a href="#">D204 Discipline Improvement Plan 2025 Web Link</a>		SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 100 S BRAINARD AVE. LAGRANGE, IL 60521
SUPERINTENDENT/ADMINISTRATOR NAME BRIAN P. WATERMAN		

**Discipline Improvement Plan Team**

Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.

TEAM LEADER Jennifer Tyrrell	POSITION/TITLE Principal	EMAIL <a href="mailto:jtyrrell@d204.lths.net">jtyrrell@d204.lths.net</a>
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TEAM MEMBER Adam Davis	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:adavis@d204.lths.net">adavis@d204.lths.net</a>
TEAM MEMBER Greg Gardner	POSITION/TITLE Associate Principal	EMAIL <a href="mailto:ggardner@d204.lths.net">ggardner@d204.lths.net</a>
TEAM MEMBER Monique Godziszewski	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:mgodziszewski@d204.lths.net">mgodziszewski@d204.lths.net</a>
TEAM MEMBER Julie Jacobo	POSITION/TITLE Bilingual Coordinator	EMAIL <a href="mailto:jjacobo@d204.lths.net">jjacobo@d204.lths.net</a>
TEAM MEMBER Bryan Radavich	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:bradavich@d204.lths.net">bradavich@d204.lths.net</a>
TEAM MEMBER Sarah Smith	POSITION/TITLE Associate Principal	EMAIL <a href="mailto:ssmith@d204.lths.net">ssmith@d204.lths.net</a>
TEAM MEMBER Travis Hastings	POSITION/TITLE Assistant Principal	EMAIL <a href="mailto:thastings@d204.lths.net">thastings@d204.lths.net</a>
TEAM MEMBER Leslie Owens	POSITION/TITLE Director of Student Services	EMAIL <a href="mailto:lowens@d204.lths.net">lowens@d204.lths.net</a>

TEAM MEMBER	POSITION/TITLE	EMAIL
Jennifer Rowe	Director of Equity & Belonging	<a href="mailto:jrowe@d204.lths.net">jrowe@d204.lths.net</a>

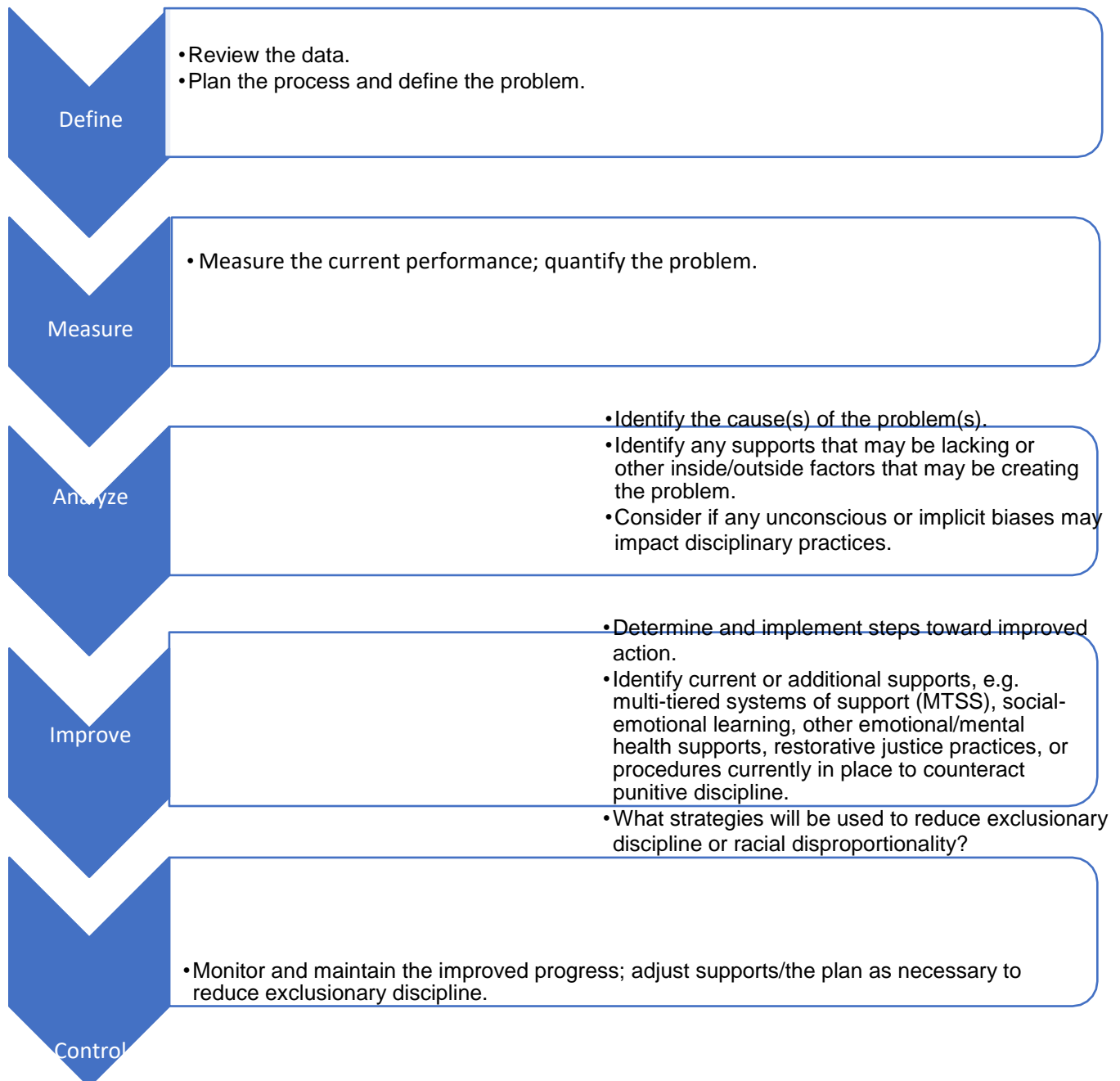
## Recommended Steps to Consider when Creating the Discipline Improvement Plan

### 1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district's Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

### 2. Next steps:

The below process may be helpful in the creation of the disciplinary improvement plan.



3. Has your district completed implicit bias training as required by PA 100-0014? Have you incorporated the [Diversity Equity and Inclusion Provider Evaluation Tool](#)? If you did, what are your thoughts regarding your current implicit bias training (e.g., effective or ineffective)?

A) Implicit Bias training has been provided to all district and building administrators, as well as to all newly hired staff, and all those who participate on an interview committee. This training promotes acknowledgment and understanding of the role of bias in decision-making and allows individuals and teams to determine how they will work to reduce bias in their work. We believe that bias training is an effective part of a comprehensive plan to reduce racial disproportionality within discipline practices, as well as all other instructional/educational practices.

For the 2023-24 School Year, the district's professional learning plan includes expansion of Implicit Bias Training for all employees to be delivered in small groups (approximately 40 staff members/group) over the course of 2 Institute Days as well as PLC time.

B) We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool when evaluating providers of professional development/learning. As a district we utilize our Equity Lens framework for assessing our professional learning and problem-solving processes. Our professional learning and providers are selected with this protocol in mind and to address learning needs as related to student equity as led by our Director of Equity and Belonging.



**Review of discipline data:**

Please go to the ISBE [School Discipline](#) webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district’s Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

LTHS - SUSPENSION RATE				
YEAR	Top 20%	RATE	TOTAL RATE RANGE	RANK
2018	No	2.480	113.8 – 0.21	357/535
2019	No	3.566	75.6 – 0.15	284/521
2020	No	2.604	31.7 – 0.25	293/484
2021	<i>District 204 was not eligible for the Suspension Metric in 2021*</i>			
2022	No	2.092	36.9 – 0.0	342/439
2023	No	2.377	76.259 – 0.0	460/590
2024	No	2.128	59.56 – 0.02	469/500
2025	<i>District 204 was not eligible for the Suspension Metric in 2025*</i>			
LTHS - EXPULSION RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2018 - 2025	<i>District 204 was not eligible for the Expulsion Metric from 2018 – 2025**</i>			
LTHS - RACIAL DISPROPORTIONALITY RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2018	Yes	3.692	28.8 – 0.0	46/401
2019	No	2.246	11.7 – 0.0	125/391
2020	Yes	3.851	10.8 – 0.0	43/370
2021	<i>District 204 was not eligible for the Racial Disproportionality Metric in 2021***</i>			
2022	Yes	3.808	9.4 – 0.0	33/343
2023	Yes	4.062	30.5 – 0.0	33/441
2024	Yes	5.090	12.5 – 0.0	21/442
2025	<i>District 204 was not eligible for the Racial Disproportionality Metric in 2025***</i>			

**Suspension Rate**

Calculation: Total number of out-of-school suspensions divided by the total district enrollment by the last school day in September for the year in which data was collected, multiplied by 100.

\*Eligibility: 10 or more out-of-school suspension for a given school year.

**Expulsion Rate**

Calculation: Total number of out-of-school expulsions divided by the total district enrollment by the last school day in September for the year in which data was collected, multiplied by 100.

\*\*Eligibility: 10 or more expulsions for a given school year (includes expulsions with and without educational services)

**Racial Disproportionality Rate**

Calculation: A divided by B, where

A = the total number of non-white out-of-school suspensions and expulsions divided by the total non-white enrollment as of October 1<sup>st</sup> of the school year

B = the total number of white out-of-school suspensions and expulsions divided by the total white student enrollment as of October 1<sup>st</sup> of the school year.

\*\*\*Eligibility: 50 or more white students and 50 or more students of color; 10 or more expulsions or out-of-school suspensions for a given school year.

It is important to note for each metric, only districts eligible for the metric are included in the count. The term “District” includes the following types of school districts: elementary, high school, unit, and state authorized charter schools.

LTHS - RACIAL DISPROPORTIONALITY CALCULATIONS							
YEAR	TOTAL WHITE STUDENTS	TOTAL SUSPENSIONS OF WHITE STUDENTS	RATE	TOTAL STUDENTS OF COLOR	TOTAL SUSPENSIONS OF STUDENTS OF COLOR	RATE	RACIAL DISPROPORTIONALITY RATE
2018	2933	42	1.43	1099	58	5.23	3.692
2019	2941	78	2.65	1125	67	5.60	2.246
2020	2869	41	1.43	1163	64	5.50	3.851
2021	<i>District 204 was not eligible for the Racial Disproportionality metric in 2021</i>						
2022	2648	29	1.10	1271	53	4.17	3.808
2023	2495	29	1.16	1292	61	4.72	4.062
2024	2407	21	0.87	1306	58	4.44	5.090
2025	<i>District 204 was not eligible for the Racial Disproportionality metric in 2025</i>						

## Lyons Township High School District 204 Discipline Data 2024-25 School Year

Total Behavior Referrals by Grade		
Grade	Referrals 2025	Referrals 2024
9	1075	896
10	966	919
11	747	318
12	359	379
<b>Total Referrals</b>	<b>3147</b>	<b>2512</b>

Total Behavioral Referrals by Ethnicity/Race		
Ethnicity/Race	Referrals 2025	Referrals 2024
1 - Hispanic/Latino	1466	1334
2 - American Indian or Alaska Native	--	--
3 - Asian	29	25
4 - Black or African American	230	162
5 - Native Hawaiian or Other Pacific Islander	--	--
6 - White	1259	862
7 - Two or More Races	131	126
8 - Not Identified	29	--
<b>Total Referrals</b>	<b>3147</b>	<b>2512</b>

Out of School Suspensions 2025		
Grade	OSS Students	OSS Events
9	1	1
10	3	3
11	3	3
12	2	2
<b>Total</b>	<b>9</b>	<b>9</b>

OSS by Ethnicity/Race 2025					
Ethnic Code	OSS Events	OSS Students	Total Enrollment	Percentage of Total Enrollment	OSS Rate
1 - Hispanic/Latino	7	7	965	26.5%	0.73%
2 - American Indian or Alaska Native	0	0	--	--	--
3 - Asian	0	0	89	2.4%	0.00%
4 - Black or African American	2	2	119	3.3%	1.68%
5 – Native Hawaiian or Other Pacific Islander	0	0	--	--	--
6 - White	0	0	2,337	64.1%	0.00%
7 – Two or More Races	0	0	131	3.6%	0.00%
8 – Not Identified	0	0	--	--	--
<b>All Students</b>	<b>9</b>	<b>9</b>	<b>3,645</b>	<b>100.0%</b>	<b>0.25%</b>

Restorative Intervention Room (RIR) by Grade 2025		
Grade	RIR Students	RIR Events
9	40	61
10	40	51
11	22	41
12	39	47
<b>Total</b>	<b>141</b>	<b>200</b>

<b>RIR Students/Events by Ethnicity/Race 2025</b>		
<b>Ethnic Code</b>	<b>RIR Students</b>	<b>RIR Events</b>
1 - Hispanic/Latino	88	123
2 – American Indian or Alaska Native	0	0
3 - Asian	1	1
4 - Black or African American	6	11
5 – Native Hawaiian or Other Pacific Islander	0	0
6 - White	39	57
7 - Two or More Races	6	6
8 – Not Identified	1	2
<b>Total</b>	<b>141</b>	<b>200</b>

**Interpretation/Summary:**

The exclusionary discipline data for Lyons Township High School D204 maintained and available for public review by ISBE, as well as the disciplinary data collected, maintained, and reported by LTHS, was reviewed and included within this report. For the school year ending in 2025, D204 was not eligible to be counted among any of the 3 exclusionary discipline metrics (suspensions, expulsions, or racial disproportionality) as the minimum thresholds (10 suspensions and/or 10 expulsions) were not met. This is a significant, positive change for our district and an important step toward being removed from the “Top 20%” list. Per ISBE guidelines, school districts must not be within the top 20% in any of the 3 aforementioned metrics for 3 consecutive years in order to be removed.

Discipline data review happens continuously in D204 and directly informs planning for professional learning and changes to professional practice to ensure that school safety remains the top priority while meeting student needs and building a restorative culture of belonging. Student behavior is a socially complex matter and requires a multi-faceted approach that focuses on proactive strategies and intentional culture building to ensure that all students feel a sense of belonging at LT.

As demonstrated in the data presented above, there has been a significant decline in the use of exclusionary discipline from the year ending in 2024 to the year ending in 2025. In 2023/2024, there were 79 out-of-school suspensions (OSS) and in 2024/2025, there were 9. This decline can be attributed to our multi-layered approach that includes focused and intentional professional learning across the district on topics of restorative practices and community building/belonging, implicit bias, building cultural competency, social/emotional learning, threat assessment, and trauma-informed practices as well as the implementation of a formal Restorative Intervention Room at each campus staffed with a Restorative Intervention Specialist and Paraeducator. As guided by best practice and the law (SB100), exclusionary discipline is only utilized for safety reasons rather than as a consequence. Accountability for misbehavior is facilitated through the Assistant Principals’ offices and the RIR, which allows students to remain academically engaged while processing behavior, repairing harm, setting goals, and creating supportive connections.

The Racial Disproportionality metric was the single metric in which LTHS was included within the Top 20% of all IL school districts in 5 out of the last 7 years (2018 – 2024). The disparity between the rate of suspension for students of color with the rate of suspension for white students ranged from approximately 2-5 times greater. The Racial Disproportionality metric was not calculated given that the district was below the suspension and expulsion thresholds. However, in the *OSS by Ethnicity/Race 2025 Table* above, the instances of OSS by Ethnicity/Race are given along with enrollment numbers and an internally calculated OSS rate. These numbers are provided in transparency and they remain extremely important to review and consider, despite the broad success in reduction in the use of exclusionary discipline, in order for the district to best serve each student, continue to improve and achieve the Strategic Plan goals rooted in educational equity. Across all groups, the rates of exclusionary discipline were extremely small in 2025 but the pattern of exclusionary discipline, in

tandem with larger numbers of behavior referrals for students of color, compels continued commitment to a discipline improvement plan and a relentless focus on program review.

**Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:** (Goal/Objective, Strategy/Action, Timeframe, Responsible Individual(s), Success Criteria, and Method of Evaluation)

The following list includes the focus areas for discipline improvement in D204:

- **Consultation with ISBE Principal Consultant for Wellness and Student Care**
  - Introductory Meeting on 12/16/25 with Dr. Owens, Dr. Tyrrell, and Dr. Rowe
  - First data meeting scheduled for 1/27/26
  
- **Data Review and Analysis**
  - On a quarterly basis, the Building Leadership Team along with the Director of Student Services and Director of Equity and Belonging convene to review data and action plan for improvement.
  - LTHS will utilize local, disaggregated data to fully understand who is being suspended, the reasons for suspensions, and the disparities in suspension across demographic groups. This information will be essential in understanding how to specifically address concerns and to reduce the Racial Disproportionality Rate.
  - LTHS will utilize data to set goals for the measured metrics, with accompanying action steps, to remain out of the top 20% of the ISBE Exclusionary Discipline list.
  
- **Increasing District Capacity**
  - Professional learning opportunities that have indirect and direct impact on student behavior and discipline include:
    - Restorative Practices – use within Assistant Principals’ offices, Student Services, and within classrooms
    - Legal Discipline workshop with BLT, Special Education and Student Services Leadership – 9/9/24
    - Legal Discipline workshop with BLT – 1/6/25 and 9/24/25
    - Youth Mental Health First Aid – 1/6/25, 2/28/25, 1/5/26, and 2/27/26
    - Trauma Informed Practices – 3/21/25 and 3/20/26
  - The Student Services Division continues to increase support/skill-building group offerings at Tier 2 and 3 to support students
  - LTHS hired 4 full-time school psychologists with a focus on increasing and improving multi-tiered systems of support across academic, behavioral, and social domains.
  - Student Services, in partnership with the Physical Welfare Division and Elyssa’s Mission, completed suicide and depression screening for sophomore and senior students in 2024/25. This screening is repeating in 2025/26 with this year’s sophomore and senior students.
  - LTHS Continues to partner with West40 to provide a Tapestry Program to support students, both inside and outside of school, with 4.0 FTE Student Advocates assigned to caseloads of no more than 30 students. This allows for individual academic support and home/school connections.
  - All District Administrators, as well as all individuals within the Student Services Division, were trained in the Comprehensive School Threat Assessment Guidelines (CSTAG) as an approach to school violence that emphasizes early attention to issues such as student conflict, bullying, teasing, etc. before they escalate. This process also supports intervention rather than punishment when appropriate.
    - Both Associate Principals (Mr. Greg Gardner and Mrs. Sarah Smith) have become certified CSTAG trainers and provided both initial training to new employees and refresher training for those who had completed initial training. These trainings were provided in October 2025.
  
- **Curriculum & Instruction**
  - Curriculum Reviews are ongoing across the district and culturally responsive teaching/learning standards, social/emotional learning standards, and English Language Development standards have been integrated into all course curriculum maps and standards
  - Revised processes for course proposals have been drafted in order to center equity and the reduction of opportunity and access gaps for students, specifically traditionally marginalized students.

- **District/Board Policy and Procedures Review**
  - The Board of Education, in collaboration with the Superintendent and consultation with the district’s law firm, continuously reviews all policies related to discipline to ensure legal compliance and support for improved student outcomes.
  
- **Handbook Review and Revision**
  - The LTHS Student Handbook Code of Conduct was comprehensively reviewed and revised (accepted by the BOE in June 2024) to comply with all legal standards and Board policy. Additionally, the revised Code of Conduct aligns with the district goal of creating a Restorative Community.
  - The entire handbook was reviewed by legal counsel in 2<sup>nd</sup> semester of 2024/25 for any additional updates/revision since the last comprehensive revision (June 2023). The Board of Education approved the updated handbook in June 2025.
  
- **Integration of Restorative Practices**
  - Integration and implementation of restorative practices will align with a Multi-Tiered System of Support Framework
    - Tier 1 – Clear Expectations and Education for All (Prevention)
    - Tier 2 – Targeted Support and Skill-Building (Intervention)
    - Tier 3 – Individualized and intensive support to repair harm (Reintegration)
  - RP Guiding Coalition drives the study, review, professional learning and implementation of practices district-wide. School Improvement Days (4x/year) are dedicated to RP along with summer workshop time and sessions during Institute Days
  - The Restorative Intervention Room was implemented at both campuses, led by a Restorative Intervention Specialist. This specialist works directly with students in both a proactive and responsive manner, with the goal of reducing exclusionary discipline and recidivism for students who have received behavior referrals/consequences. This implementation began in August 2024.
  
- **Partnership with Rosecrance, Way Back Inn, and 3<sup>rd</sup> Millennium**
  - Rosecrance is a national leader in addiction and behavioral health treatment that provides individualized, evidence-based treatment. Instead of an immediate out-of-school suspension and return, LTHS has contracted with Rosecrance to provide virtual assessments to work with students and families (when a student is found in possession or under the influence of illegal substances). Based on the results of the assessment, students and families may opt-into various treatment programs through Rosecrance and their local La Grange office.
  - In lieu of out-of-school suspensions, students and families may opt-in to an alternative-to-suspension program with Rosecrance. The goal of this program is treatment and recovery as opposed to exclusionary discipline (e.g. suspension).
  - Utilization of 3rd Millennium: The Assistant Principals are utilizing 3rd Millennium modules as a restorative learning opportunity within the following areas: tobacco/drug use, conflict resolution, and equity.
  - Social Workers and Restorative Intervention Specialists completed a series of training sessions from Way Back Inn, a local provider for addiction and substance abuse treatment. Our staff received training on trends of use in adolescents, best practices for short-term intervention, and recommendations for partnering with parents.