



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, May 4, 2026 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. PUBLIC PARTICIPATION

IV. POLICY

A. PRESS 121 Updates (First Reading)

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V. STUDENT SERVICES

A. 2026-2027 Student Handbook and Code of Conduct (First Reading)

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VI. CURRICULUM & INSTRUCTION

A. 2026-2027 Student Fees (First Reading)

173

B. Review of District Consolidated Plan (First Reading)

183

VII. FINANCE

A. FY27 Capital Outlay Requests (First Reading)

204

VIII. PUBLIC PARTICIPATION

IX. ADJOURNMENT

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



**LYONS TOWNSHIP HIGH SCHOOL
District 204**

Dr. Brian Waterman, Superintendent

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South Campus 4900 S. Willow Springs Ave., Western Springs, IL 60558

TO: District #204 Board of Education
FROM: Dr. Brian Waterman, Superintendent
DATE: April 20, 2025
RE: PRESS 121 Updates

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB) On March 31, 2026 the district received the policy recommendations related to PRESS 121 for review.

As a reminder, PRESS issues are published periodically (approximately 4-5 times per year), and are used to update our board policy manual and administrative procedures manual. They include updates related to changes in state/federal law, as well as regulations or current case law that may affect board policy within our district.

District 204 subscribes to a program referred to as PRESS Plus, This program allows IASB to isolate any policies from the recent issue that are related only to our district for review. With each PRESS update, we request that the Board’s legal counsel, Keri Pipal (Hodges Loizzi), review and offer any additional necessary legal guidance related to the PRESS recommendations. We expect the legal review to be completed by Keri during the week of April 25 and we will send those to you when they are available.

The Board will conduct a 1st Reading regarding PRESS 121 at the May 4 Committee of the Whole Meeting and a 2nd Reading at the May 18 Regular Action Meeting.

Section 1 (Draft Updates)

The following policy revisions are draft updates and can include changes of an administrative nature, such as updates to legal references, footnotes, terminology, or responses to recent legislation, or other language update suggestions.

- Policy 2:200 Types of Board of Education Meetings
- Policy 2:220 Board of Education Meeting Procedure
- Policy 2:250 Access to District Public Records
- Policy 2:260 Uniform Grievance Procedure
- Policy 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
- Policy 5:30 Hiring Process and Criteria
- Policy 5:50 Drug and Alcohol Free Workplace, E-Cigarette, Tobacco and Cannabis Prohibition



- Policy 5:250 Leaves of Absence
- Policy 5:330 Sick Days, Vacation, Holidays and Leaves
- Policy 6:65 Student Social and Emotional Development
- Policy 6:100 Using Animals in the Educational Program
- Policy 6:145 Migrant Students
- Policy 6:170 Title I Programs
- Policy 7:20 Harassment of Students Prohibited
- Policy 7:50 School Admissions and Student Transfers To and From Non-District Schools
- Policy 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
- Policy 7:185 Teen Dating Violence Prohibited
- Policy 7:240 Conduct Code for Participants in Extracurricular Activities
- Policy 7:260 Exemption from Physical Activity
- Policy 7:300 Extracurricular Athletics
- Policy 8:90 Parent Organizations

Section 2 (Review & Monitoring)

The following policy revisions include a policy or board exhibit currently in the board policy manual that the Board should review to determine if it is still up to date and relevant for the district. These policies are also referred to as 5 Year Review/Needs Review.

- Policy 7:220 Bus Conduct
- Policy 7:230 Misconduct by Students with Disabilities
- Policy 7:280 Communicable and Chronic Infections Disease

Recommendation

The Board of Education reviews and discusses the recommended policy updates, as presented.



PRESS 121

DRAFT UPDATE

Document Status: Draft Update

2:200 Types of Board of Education Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the Board Room on the North Campus. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is administered by the Illinois Attorney General's Public Access Counselor. The Superintendent may identify other employees to receive the training. Each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider any subject as permitted by law, including the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1).
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the

- public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
 5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5).
 6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
 7. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
 8. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
 9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
 10. Student disciplinary cases. 5 ILCS 120/2(c)(9).
 11. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
 12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
 13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
 14. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
 15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is

required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office^{Q1} and on the District website continuously for at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and notice.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

5 ILCS 140/, Freedom of Information Act.

105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

Questions and Answers:

***Required Question 1. Some attorneys find the Open Meetings Act's (OMA's) posting requirements for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency.

Does the Board post notices and agendas for special meetings at the location where the meeting is to

be held, in addition to posting at the district's main office? If yes, note that this policy may require posting in the same manner for reconvened and rescheduled meetings, in alignment with OMA.

No (Default)

Yes (IASB will revise this sentence after "the District's main office" to add "and the location where the meeting is to be held")

Document Status: Draft Update

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The agenda must set forth the general subject matter of any resolution or ordinance that will be the subject of final action at the meeting. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Any Board member may submit suggested agenda items to the Board President for his or her consideration. Items suggested by District residents^{PRESSPlus1} may be added to the agenda at the beginning of a regular meeting; no action will be taken on such items.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. . A vote of "abstain" or "present," or a vote other than "yes" or "no," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote ^{Q1} shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Recording Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters ¹⁰proposed, deliberated, or decided, and a record of

any votes taken;

4. On all matters requiring a roll call vote, a record of who voted "yes" and "no";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District's main office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, ~~or~~ (4) unexpected childcare obligations, or (5) performance of *active military duty as a service member*.^{PRESSPlus2} If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video: Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of *Robert's Rules of Order Newly Revised*, as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording

or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7, Open Meetings Act.

105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

Questions and Answers:

***Required Question 1. Does the Board take a roll call vote on *all* action items?

No (Default)

Yes (IASB will replace this paragraph with the following sentence: The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/7(a), amended by P.A. 104-438. OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard Duty, and State active duty. 330 ILCS 61/1-10. *Service member* means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. **Issue 121, March 2026**

Document Status: Draft Update

2:250 Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and in this policy. ~~The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the delegated action that was delegated.~~

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District. The District's public records do not include *junk mail*. ^{PRESSPlus1}

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. Email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink. ^{PRESSPlus2} The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; ~~or~~
3. Complying with the request would be unduly burdensome; [!]
4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request. In that case, the requester shall be notified within five business

days that the entirety of the electronic request must appear within the body of the electronic submission; or

5. The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification. ^{PRESSPlus3}

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester

to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.:

5 ILCS 140/, Illinois Freedom of Information Act.

50 ILCS 205/, Local Records Act.

105 ILCS 5/10-16 and 5/24A-7.1.

820 ILCS 40/11, Personnel Record Review Act.

820 ILCS 130/5, Prevailing Wage Act.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438. *Junk mail* means any unsolicited commercial mail or commercial electronic communication sent to a district and not responded to by a district. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to FOIA, 5 ILCS 140/3(c), amended by P.A. 104-438. **Issue 121, March 2026**

PRESSPlus 3. Updated in response to FOIA, 5 ILCS 140/3(j), added by P.A. 104-438. **Issue 121, March 2026**

Document Status: Draft Update

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, *Title IX Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or

the accused's parent(s)/guardian(s); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

A complaint may be filed with the Department of Education, Office for Civil Rights. The Illinois Regional Office for Civil Rights is located in Chicago at:

Chicago Office for Civil Rights

U.S. Department of Education

Citigroup Center

500 West Madison Street, Suite 1475

Chicago, IL 60661

Phone: 312/730-1560

Fax: 312/730-1576

TDD: 877/521-2172

Email: OCR.Chicago@ed.gov

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination¹⁸ and Harassment on the Basis of Race, Color,*

and National Origin Prohibited, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent. The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager. With regard to any review, deliberations, or determination by the Board of the Complaint Manager's or outside investigator's report and the related complaint, the Board shall consider requiring the recusal of any board members who are parties or witnesses to the complaint.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall appoint at least one Complaint Manager to administer the this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers. The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers on an annual basis.

Nondiscrimination Coordinator:

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

Title IX Coordinator:

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

Complaint Managers:

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

Sarah Smith,
Associate Principal - North
100 S. Brainard
LaGrange, IL 60525
ssmith@lths.net
708/579-6300

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1232g, Family Education Rights Privacy Act.

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

42 U.S.C. §12101 et seq., Americans With Disabilities Act; 28 C.F.R. Part 35.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/22-110, 5/24-4, and 5/27-1, 5/27-23.7, and 45/1-15. PRESSPlus1

105 ILCS 45/, Education for Homeless Children Act.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited),

5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board endeavors to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse and grooming behaviors, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's intention to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed curriculum that includes methods for how to report child sexual abuse and grooming behaviors to law enforcement authorities, and the Department of Children and Family Services (DCFS), through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, including information about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District, and information on how to prevent child abuse from happening that includes, but is not limited to, personal health and safety education pursuant to State law.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year in accordance with State law, with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
 - c. How to report child sexual abuse and grooming behaviors, and/or employee-student boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting and/or law enforcement authorities or DCFS*.
3. Provide evidence-informed information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:

- a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between school personnel and students based on State law, and how to prevent child abuse;
- b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to law enforcement authorities and/or DCFS; and
- c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school.

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-10159.1a, and 5/27-13.2. PRESSPlus1

105 ILCS ~~440/3~~5/27-215, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 27/1015 and 27/215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent or designee is responsible for recruiting personnel and making hiring recommendations to the Board. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. Pursuant to the School Code, the Board President or designee shall keep a conviction record confidential and share it only with the Superintendent, appropriate Intermediate Service Center Executive Director, State Superintendent, State Teacher Certification Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in 105 ILCS 5/21B-80 or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.²⁵

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation in violation of the Equal Pay Act of 2003.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for user names and passwords to any such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of ~~any~~ such examination. PRESSPlus1

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of*

Mandated Reporter Status form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

8 U.S.C. §1324a *et seq.*, Immigration Reform and Control Act.

15 U.S.C. §1681 *et seq.*, Fair Credit Reporting Act.

42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.

105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/21B-10, 5/21B-80, 5/21B-85, 5/22-6.5, 5/22-94, and 5/24-5.

20 ILCS 2630/3.3, Criminal Identification Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:280 (Duties and Qualifications)

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion. **Issue 121, March 2026**

Document Status: Draft Update

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District.^{PRESSPlus1} All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance, or being impaired by or under the influence of any illegal substance or any detectible use of any illegal substance regardless of when or where the use occurred.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises, at a school event, or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. Manufacture, distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law, 105 ILCS 5/22-33*. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

On call means a time in which an employee is scheduled with at least 24 hours' notice to be on standby or otherwise responsible for performing tasks related to his or her employment either at the District or school premises or other previously designated location to perform a work-related task.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-

sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that the District may impose upon employees for violations of this policy.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis has the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.:

20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.

21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15, Controlled Substances Act.

41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.

42 U.S.C. §12114, Americans With Disabilities Act.

21 C.F.R. Parts 1100, 1140, and 1143.

30 ILCS 580/, Drug-Free Workplace Act.

105 ILCS 5/10-20.5b.

410 ILCS 82/, Smoke Free Illinois Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney regarding how the board wants to treat employees who may be considered on call, e.g., superintendents, principals, coaches, and/or maintenance workers, etc. **Issue 121, March 2026**

Document Status: Draft Update

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Personal Leave, Child Care Leave

Please refer to the following current agreement:

A Negotiated Agreement between the Board of Education of Lyons Township High School District 204, Cook County and the Lyons Township High School Education Association.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and upon taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse, PRESSPlus1 domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave under item (4) above will not be required to identify which category of event the leave pertains to in order to exercise their rights under the Family Bereavement Leave Act.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Family Neonatal Intensive Care Leave^{PRESSPlus2}

An unpaid leave from work is available to any staff member whose child^{PRESSPlus3} is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, an employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU.^{Q1} The District may require reasonable verification of the employee's child's length of stay in a NICU.^{PRESSPlus4}

LEGAL REF.:

105 ILCS 5/10-20.83, 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Questions and Answers:

***Required Question 1. A district that employs 50 or fewer employees may substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU." 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26. A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. If the district employs 15 or fewer employees, it may choose to delete this subhead.

How many employees are employed by the district, including part-time workers?

51 or more full- or part-time employees. (Default)

50 or fewer full- or part-time employees. (IASB will substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.")

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. A covered family member includes a spouse under 105 ILCS 154/5. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers. **Issue 121, March 2026**

PRESSPlus 3. *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. **Issue 121, March 2026**

PRESSPlus 4. An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification. **Issue 121, March 2026**

Document Status: Draft Update

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Holidays, Personal Leave, Leave of Absence, Association Leave

Vacation

Please refer to the handbook.

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.
9. Family Neonatal Intensive Care Leave.^{PRESSPlus1}

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. See policy 5:250, *Leaves of Absence*, for important information about this leave. **Issue 121, March 2026**

Document Status: Draft Update

6:65 Student Social and Emotional Development

Social and Emotional Learning ~~PRESS~~Plus1 (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and culturally appropriate classroom instruction, ~~and District-wide,~~ and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. ~~Ongoing staff professional development and training support to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.~~
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include

implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

~~Children's Mental Health Act~~, 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1:30 (School District Mission, Vision, Motto, Equity Statement, and Core Values), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

6:100 Using Animals in the Educational Program

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The School Code.

The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

105 ILCS 5/2-3.122 and, 5/27-265~~14~~, and 112/. PRESSPlus1

105 ILCS 5/112, Dissection Alternatives Act.

CROSS REF.: 6:40 (Curriculum Development)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

6:145 Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Include a means to identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant ~~children~~ ~~students~~ PRESSPlus1 with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
 - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
 - b. Professional development programs, including mentoring, for District staff,
 - c. Family literacy programs,
 - d. The integration of information technology into educational and related programs, and
 - e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
 - f. ~~Provide~~ programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

20 U.S.C. §6318.

20 U.S.C. §6391 et seq., Education of Migratory Children.

34 C.F.R. §200.81 et seq.

CROSS REF.: 6:170 (Title I Programs)

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

Document Status: Draft Update

6:170 Title I Programs

The Superintendent or designee may pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level ~~compact~~plans. PRESSPlus1

District-Level Parent and Family Engagement Plan~~Compact~~

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Plan~~Compact~~ (District Plan) according to Title I requirements. This ~~District Plan-Level Parent and Family Engagement Compact~~ shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the District Plan~~Compact~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Plan~~Compact~~

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Plan~~Compact~~ (School Plan) according to Title I requirements. This ~~School Plan-Level Parent and Family Engagement Compact~~ shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the School Plan~~Compact~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated

by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Plan~~Compact~~) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Plan~~Compact~~)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

PRESSPlus Comments

PRESSPlus 1. To comply with the Elementary and Secondary Education Act (ESEA), a board must incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits, which have both been renamed to more closely align with federal statutes and guidance and terminology used by ISBE, contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled Parent and Family Engagement (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to the Ill. State Board of Education (ISBE) as part of their FY 2027 Consolidated District Plan (CDP) will need to submit this adopted policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2. **Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities.** At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements. **Issue 121, March 2026**

Document Status: Draft Update

7:20 Harassment of Students Prohibited

No person, including a ~~School~~ District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Associate Principals, Assistant Principals, a Complaint Manager, or any employee with whom the student is comfortable speaking. While a report can be made at any time, the Board encourages reports to be made promptly while facts are known and potential witnesses are available.

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator:

Ed Piotrowski,
Director of Human Resources

100 S. Brainard
LaGrange, IL 60525

Title IX Coordinator:

Ed Piotrowski,
Director of Human Resources

100 S. Brainard
LaGrange, IL 60525

epiotrowski@lths.net

708/579-6456

epiotrowski@lths.net

708/579-6456

Complaint Managers:

Greg Gardner,
Associate Principal - South

4900 S. Willow Springs Rd.
Western Springs, IL 60558

ggardner@lths.net

708/579-6500

Sarah Smith,
Associate Principal - North

100 S. Brainard
LaGrange, IL 60525

ssmith@lths.net

708/579-6300

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Reports and complaints of harassment will be confidential to the greatest 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.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall determine whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging sexual harassment on the basis of race, color, or national origin, the Title IX Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *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.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS

5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/22-110, 5/26A, and 5/27-1, and 5/27-23.7, PRESSPlus1

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270

(Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

7:50 School Admissions and Student Transfers To and From Non-District Schools

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate or other reliable proof of the child's identity and age and an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the child's identity and age shall include a passport, visa or other governmental documentation of the child's identity. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment

and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

Foster Care Students

The Superintendent may appoint an employee to act as a liaison to facilitate the enrollment and transfer of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools where volume of such transfers exceeds the capacity of the District's designated employees who undertake all other student enrollment and transfers.

LEGAL REF.:

8 U.S.C. §1101 et seq., Illegal Immigrant and Immigrant Responsibility Act of 1996.

20 U.S.C. §1232g, Family Educational Rights and Privacy Act.

20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.

29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/22-105, 5/26-1, and 5/26-2, and 5/27-8.1. PRESSPlus1

105 ILCS 10/8.1, Ill. School Student Records Act.

105 ILCS 45/, Education for Homeless Children Act.

105 ILCS 70/, Educational Opportunity for Military Children Act.

325 ILCS 50/, Missing Children Records Act.

325 ILCS 55/, Missing Children Registration Law.

410 ILCS 315/2, Communicable Disease Prevention Act.

20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.

23 Ill.Admin.Code Part 226, Special Education.

23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation); 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering the ninth grade; and
2. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and 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.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless the student is homeless or transferring from out-of-state, failure to comply with the above requirements by the first day of school of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students transferring from out of state shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, 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.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination 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. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in ninth grade must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/27-8.1, 22-105 and **PRESSPlus1**

105 ILCS 45/1-20, Education for Homeless Children Act.

410 ILCS 45/7.1, Lead Poisoning Prevention Act.

410 ILCS 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

7:185 Teen Dating Violence Prohibited

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 he or she believes 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 Grievance Procedure*. This policy prohibits a District employee, agent, or student 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, including a District employee, agent, or student, 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 ~~5/27-240~~~~110/3-10~~. PRESSPlus1

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX 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)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

7:240 Conduct Code for Participants in Extracurricular Activities

The Building Principal, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board of Education policy and the rules adopted by any association in which the School District maintains a membership. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property, and in public communications posted on social media sites; (2) emphasize that violations of Board policy, including but not limited to, hazing, harassment, discrimination and bullying are strictly prohibited; and (3) notify participants that failure to abide by it could result in discipline, up to and including removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 9 through 12 participating in these programs.

Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (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 Board policy 7:190, *Student Behavior*.

LEGAL REF.:

Mahanoy Area Sch. Dist. v. B.L., 141 S.Ct. 2038 594 U.S. 180 (2021). PRESSPlus1

Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls, 536 U.S. 822 (2002).

Vernonia Sch. Dist. 475 v. Acton, 515 U.S. 646 (1995).

Clements v. Bd. of Educ. of Decatur, 133 Ill.App.3d 531 (4th Dist. 1985).

Kevin Jordan v. OFallon THSD 203, 302 Ill.App.3d 1070 (5th Dist. 1999).

Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998).

105 ILCS 5/24-24, and 5/27-255(d)23.3, and 25/2.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Discipline), 7:300 (Extracurricular Athletics)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

7:260 Exemption from Physical Activity

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

State law prohibits a school board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Students may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in Policy 6:310, Credit for Alternative Courses and Programs, and Course Substitutions. A student who is eligible for special education may be excused from physical education courses for the reasons stated in Policy 6:310.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in Policy 6:310.

LEGAL REF.:

105 ILCS 5/27-710~~6~~. PRESSPlus1

225 ILCS 60/, Medical Practice Act.

23 Ill.Admin.Code §1.420(p) and §1.425(d), (e).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by an insurance ^{PRESSPlus1} policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance ~~plan~~ policy.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about ~~the Board's~~ ^{concussion} policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, and 5/22-80, and 25/2. ^{PRESSPlus2}

23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Concussions and Head Injuries), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 121, March 2026**

PRESSPlus 2. The Legal References are updated. **Issue 121, March 2026**

Document Status: Draft Update

8:90 Parent Organizations

The Board of Education recognizes that parent organizations are an invaluable resource to the District and so supports their formation and vitality. While parent organizations shall have no administrative authority and cannot determine ~~District Board~~^{PRESSPlus1} policy, their suggestions and assistance are always welcome.

The Building Principal or designee will serve as the advisor to parent organizations, and will serve as a resource person and provide information about school programs, resources policies, problems, concerns and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

REVIEW & MONITORING

Document Status: Review and Monitoring

7:220 Bus Conduct

All students must follow the District's *School Bus Safety Rules*.^{PRESSPlus1}

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including the following:

1. Prohibited student conduct as defined in Board of Education policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used 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.

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.

Any electronic recording of the interior of a school bus while the school bus is being used in the transportation of students to and from school and school sponsored activities is exempt from the Eavesdropping Act and is not a school student record under the Illinois School Student Records Act. Pursuant to Illinois law, such recordings are nonetheless confidential records and may only be used by school officials (or their designees) and law enforcement personnel for investigations, school disciplinary actions and hearings, proceedings under the Juvenile Court Act of 1987, and criminal

prosecutions, related to incidents occurring in or around the school bus.

LEGAL REF.:

Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.

105 ILCS 5/10-20.14, 5/10-22.6, and 10/.

720 ILCS 5/14-3(m).

23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Document Status: Review and Monitoring

7:230 Misconduct by Students with Disabilities

Behavioral Interventions^{PRESSPlus1}

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The District 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

The District 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.

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.

Gun-Free Schools Act, 20 U.S.C. §7151 et seq.

34 C.F.R. §§300.101, 300.530 - 300.536.

105 ILCS 5/10-22.6 and 5/14-8.05.

23 Ill.Admin.Code §226.400.

Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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- Update the policy language due to changes in local conditions

- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Document Status: Review and Monitoring

7:280 Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board of Education's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns. PRESSPlus1

LEGAL REF.:

105 ILCS 5/10-21.11.

23 Ill.Admin.Code §§ 1.610 and 226.300.

77 Ill.Admin.Code Part 690.

20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act of 2004.

29 U.S.C. §794(a), Rehabilitation Act of 1973, Section 504.

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

LYONS TOWNSHIP HIGH SCHOOL



DR. LESLIE C. OWENS Director of Student Services
District Office 100 S. Brainard Avenue LaGrange, IL 60525

TO: Lyons Township High School District #204 Board of Education
Dr. Brian Waterman, Superintendent

FROM: Dr. Leslie Owens, Director of Student Services

DATE: April 28, 2026

RE: Student Handbook Updates for SY2026-27

The annual maintenance and routine updates of the District 204 Student Handbook are completed through the office of the Director of Student Services and in collaboration with the appropriate district and building administrators. Routine updates include items such as dates, formatting, and updated hyperlinks. Since 2022-23, overall ‘ownership’ of the Student Handbook has been part of the work of District Student Services in order to support consistency in the organization and content in the document, to ensure a revision process, and to present the updated handbook to the Board of Education at the end of each school year to be ready for the start of the subsequent school year.

Because the Student Handbook is an efficient and effective communication tool and resource for the families of the district regarding significant and highly relevant board policies and school code, a cyclical revision process has been developed that includes a comprehensive legal review that is scheduled on a triennial basis. This legal review was completed in May 2025 in partnership with Hodges Loizzi and incorporated new policies and necessary administrative procedures, added required parent/guardian notifications, removed confusing and/or conflicting language, and supported our aim of providing a handbook that is concise and easy to navigate. The Student Handbook attached for the upcoming 2026-27 school year was reviewed and updated utilizing the checklist provided by Hodges Loizzi - the changes are presented in the chart below and are much less substantive than the previous few years. It must be noted that changes to school code, board policy, and the related administrative processes/procedures can and do change throughout the course of any school year. Every attempt to notify all students, parents/guardians and staff will be made to highlight mid-year changes that occur after the full handbook is approved. Translated copies of the final version will be prepared and posted to the district website as well.

Here is a table summary of the changes made/to be made by section:

Section	Completed Change(s)	Change(s) To Be Made
Table of Contents	Update dates, section contents and page numbers	Review final page numbers and titles
Principal's Letter	Removed 2025 letter	Insert updated letter July 2026
District Information	NA	NA
District Calendar	Linked new calendar	NA
Nondiscrimination & Grievance Procedures	Added updated BOE policies 2:260 and 2:265 in full	NA
Residency	Added updated BOE Policy 7:60 in full	NA
Attendance	NA	NA
Student Health	Added updated BOE Policy 7:270 in full	NA
School Resources	Added updated BOE policies 7:250 and 7:255 in full	Potential changes to SST process/info pending summer workshop
Specialized Services and Instruction	NA	NA
Academic Program and Policies	NA	NA
Assessment and Research	Full section update to include 2026-27 dates and assessments	Potential changes to testing dates
Student Behavior and Safe School Environment	NA	NA
Student Records	NA	NA
Code of Conduct	NA	NA

RECOMMENDATION:

It is recommended that District 204 approve the 2026-2027 Student Handbook to be in effect as of August 1, 2026.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

2026-2027 District 204 Student Handbook

The District 204 Student Handbook may be updated 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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[INSERT 2026/27 Principal's Letter]

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 – Patrice Payne, Ed.D.
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 <https://www.lths.net/board-of-education1122/meeting-dates-information>. 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 <https://www.lths.net/Page/8073> or contact the District 204 Administrative Office at 708-579-6300

Board of Education Members

Tim Albores – Board President
Jill Beda Daniels – Board Vice President
Gioia Giannotti Frye – Board Secretary
Kari Dillon – Member
Shawn Kennedy – Member
Christine Kozelka Campbell - Member
Elias Lopez - 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

Board Policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest

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 invitation.
 - 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.

District Calendar

School Calendar

[Approved 2026-27 School Calendar](#)

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.

Students are expected to take their Chromebooks home each evening – every effort will be made to remind students to take their Chromebooks home 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.

Board Policy 2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 *et seq.*
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq.*, excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 *et seq.*
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d

- et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
 6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, Title IX Grievance Procedure)
 7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
 8. Bullying, 105 ILCS 5/27-23.7
 9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
 10. Curriculum, instructional materials, and/or programs
 11. Victims' Economic Security and Safety Act, 820 ILCS 180/
 12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
 13. Provision of services to homeless students
 14. Illinois Whistleblower Act, 740 ILCS 174/
 15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
 16. Employee Credit Privacy Act, 820 ILCS 70/. 2:260

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

A complaint may be filed with the Department of Education, Office for Civil Rights. The Illinois Regional Office for Civil Rights is located in Chicago at:

Chicago Office for Civil Rights

U.S. Department of Education
 Citigroup Center
 500 West Madison Street, Suite 1475
 Chicago, IL 60661
 Phone: 312/730-1560
 Fax: 312/730-1576
 TDD: 877/521-2172
 Email: OCR.Chicago@ed.gov

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, school business days means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to ⁸³mail him or herself of this grievance procedure may

do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager 2:260 and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, Workplace Harassment Prohibited, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent. The Superintendent will keep the Board informed of all 2:260 complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager. With regard to any review, deliberations, or determination by the Board of the Complaint Manager's or outside investigator's report and the related complaint, the Board shall consider requiring the recusal of any board members who are parties or witnesses to the complaint.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers
The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers. The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers on an annual basis.

Nondiscrimination and Title IX Coordinator:

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

Complaint Managers:

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

Sarah Smith, Associate Principal - North
100 S. Brainard LaGrange, IL 60525
ssmith@lths.net
708/579-6300

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Board Policy 2:265 Title IX Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. §12291(a)(11), domestic violence as defined in 34 U.S.C. §12291(a)(12), or stalking as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Education program or activity includes locations, events, or circumstances where the District has substantial control over both the Respondent and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, Curriculum Content, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) ageappropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. 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.

2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinators:

Ed Piotrowski, Director of Human Resources
100 S. Brainard Ave.
epiotrowski@lths.net
708-579-6456

Leslie Owens, Director of Student Services
100 S. Brainard Ave
LaGrange, IL 600525
lowens@lths.net
(708) 579-6429

Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the Complainant's wishes with respect to supportive measures, (3) inform the Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, Uniform Grievance Procedure; 5:20, Workplace Harassment Prohibited; 5:90, Abused and Neglected Child Reporting; 5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest; 7:20, Harassment of Students Prohibited; 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment; 7:185, Teen Dating Violence Prohibited; and 7:190, Student Behavior, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or

appoint a qualified person to undertake the investigation. The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat Complainants and Respondents equitably by providing remedies to a Complainant where the Respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a Respondent.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process: a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent. b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the preponderance of evidence standard.
10. Include the procedures and permissible bases for the Complainant and Respondent to appeal.
11. Describe the range of supportive measures available to Complainants and Respondents.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, Uniform Grievance Procedure.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be ⁸⁸subject to disciplinary action, up to and including

discharge, with regard to employees, or suspension and expulsion, with regard to students.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

ADOPTED: June 16, 2025

Board Policy 7:60, 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.

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 he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises 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.

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.

Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with 105 ILCS 5/ 14-1.11, 5.14-1.11a, and 5/14-1.11b.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools 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, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/ guardian is unable to produce records normally required to establish residency. Board of Education policy 6:140, Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of

homeless children.

Challenging a Student’s Residence Status

If the Superintendent or designee determines that a non-resident student is attending a District school, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due and immediately begin proceedings to ban the student from future attendance. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

ADOPTED: June 16, 2025

Attendance

[Board Policy 7:70](#)

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 **6** 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

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 contact the Lyons Township High School Assistant Principals' Office either by call or by completing the Absence Request Form through the Infinite Campus Parent Portal. The Absence Request Form should be completed by the parent/guardian through the Infinite Campus Parent Portal prior to 7:45am on the day of the student's absence. 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: conferences, restorative learning opportunities, assignment to the restorative intervention room, or traditional disciplinary consequences such as detention/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 or complete the Absence Request Form through the Infinite Campus Parent Portal PRIOR to that time, preferably prior to 7:45am. The student then must check out in the Assistant Principals’ 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 Principals’ 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 either by call or by completing the Absence Request Form through the Infinite Campus Parent Portal. The student must contact teachers 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.

	<ul style="list-style-type: none"> • An auto generated email sent to the student and parents/guardians • If the student cannot 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 handled by the Assistant Principals' Office. • The student will be assigned a Restorative Intervention Room placement. 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). Students who are absent for any reason 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 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. Students assigned to the Restorative Intervention Room (RIR), In-School Suspension (ISS) or Out-of-School Suspension have the right to make up tests and assignments. Every attempt will be made for students to complete tests and assignments during their time in the RIR/ISS. Teachers have the right to modify their make-up policies to meet individual needs and circumstances.

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 an 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 24) 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 24) 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 the student is homeless or transferring from out-of-state, 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.

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** 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 parents/guardians via text message or personal cell phone. Parents/guardians 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 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 selfadministration 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 asthma medication prescribed for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a SMA Form. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a qualifying plan, provided the student's parent/guardian has completed and signed an SMA form. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the Federal Rehabilitation Act of 1973, or (5) a plan pursuant to the Federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. The 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, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the 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 medication, or a medication required under a qualifying plan.

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 schooloperated 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 unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

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) 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 medication(s).

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

ADOPTED: June 16, 2025

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 the Student Resources tab on the district's website for additional information.

<https://www.lths.net/domain/783>

Students may request counseling services without parent/guardian consent consistent with the Illinois *Mental Health and Developmental Disabilities Act* (405 ILCS 5/3-550).

Board Policy 6:270 Guidance and School Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling.

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. All students will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

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

School Psychology

The school psychologists provide services across all areas of the school to support the academic, social and emotional, and behavioral growth of students. School psychologists are integral members of Student Support Teams (SST) and work to support a multi-tiered system of support for all students. School psychologists are required for Special Education evaluations and are most often part of Section 504 evaluations as well. Additionally, school psychologists may provide direct support and interventions to students, consult with staff, families, and other mental health employees, and work with school administrators and teams to improve school-wide practices and policies.

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
3. To investigate referrals by parents, faculty, students, or team members.

Board Policy 7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.
4. School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550.

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee

identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

Article 26A Domestic or Sexual Violence and Parenting Resource Personnel

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their confidentiality protected in accordance with Board policy and District procedures.

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, 5/21B-25(G), and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

ADOPTED: June 16, 2025

Board Policy 7:255 Students Who are Parents, Expectant Parents, Victims of Domestic or Sexual Violence

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A).

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year.
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35.
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a

parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person.

4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45.
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40.
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25.
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f).
Confidentiality procedures will:
 - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
 - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-20(c).
10. Complies with State and federal law and aligns with Board policies.

Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator:

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

Title IX Coordinators:

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

Leslie Owens
Director of Student Services
100 S. Brainard Ave
LaGrange, IL 60521
lowens@lths.net
708/579/6429

Complaint Managers:

Greg Gardner
Associate Principal - South
4900 S. Willow Springs Rd.
Western Springs, IL 60558
ggardner@lths.net
708/579-6300

Sarah Smith,
Associate Principal - North
100 S. Brainard
LaGrange, IL 60525
ssmith@lths.net
708/579-6500

Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.

Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Policy Review

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, Board Policy Development, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

Retaliation Prohibited

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard

to students.

LEGAL REF.:

105 ILCS 5/26A.

105 ILCS 10/, III. School Student Records Act.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

23 Ill.Admin.Code §1.240 and Part 200.

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), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

ADOPTED: June 16, 2025

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 resource 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. <https://www.lths.net/student-resources12/testing-center>

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 Quest Food Management Services to provide healthy, balanced menu items for all students. <https://www.lths.net/students/school-lunches>

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
- <https://www.fdmealplanner.com/> (for weekly and monthly NC menus)

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
- <https://www.fdmealplanner.com/> (for weekly and monthly SC menus)

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 Ericka Benitez in the Business Office (ebenitez@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.

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 parents/guardians in the case of emergency will be permitted.

Fee Waivers

In accordance with [Board Policy 4:140](#), *Waiver of Student Fees*, 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](#) and [Board Policy 8:30 Visitors to and Conduct on School Property](#).

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 mistreatment of a child under the age of 18, which can be physical, sexual, or mental (emotional/psychological), including by a parent/guardian, relative, someone living in the home, or any adult in the role of caretaker. Child neglect includes the failure of a parent or caretaker to provide adequate supervision, food, clothing, shelter, medical care, 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) –

Board 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 5/27-215 (requiring education for students on mental health and illness).
 - 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 and staff 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.

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: December 15, 2025

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

National Suicide Prevention Lifeline: 988; 988lifeline.org

Safe2Help Illinois Helpline: 844-4-SAFEIL (723345); Text SAFE2 (72332); [Email-HELP@Safe2HelpIL.com](mailto: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:

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

Any parent/guardian who is deaf or does not typically communicate using spoken English is entitled to the services of an interpreter when the parent/guardian participates in a Section 504 meeting with a representative of the school district. If you have questions or concerns about an interpreter at your child's 504 meeting, please contact your child's school counselor, the Section 504 Coordinator, the LEA Representative listed on the Notification of Conference, or the LTHS Student Services Office at (708) 579-6300.

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](#).

Draft Documents & 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 ("draft documents") 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. Draft documents will be provided to parents/guardians via email. However, if you wish to receive them via another method (e.g., mail, pick up at school), please notify your child's case manager, the LEA Representative listed on the Notification of Conference, or the LTHS Special Education office at (708) 579-6521.

In addition, parents/guardians have the right to review and to a copy of your child's school student records prior to any special education eligibility or IEP meeting, consistent with the Illinois School Student Records Act and any other applicable. Written requests to inspect and/or copy your student's 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.

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.

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, Visually Impaired, Orthopedically Impaired, or Physically Disabled

If a child is deaf, hard of hearing, blind, visually impaired, orthopedically impaired, or physically disabled, they may be eligible to receive services from the Illinois School for the Deaf, the Illinois School for the Visually Impaired, or the Illinois Center for Rehabilitation and Education-Roosevelt.

PUNS-Trained Employee

PUNS stands for the Prioritization for Urgency of Need for Services. The District works with the Illinois Department of Human Services and Illinois State Board of Education to ensure that all students with disabilities and their parents/guardians are informed about the PUNS database, including how to register for the PUNS database and who they can contact for information about the database and registration process. PUNS is a statewide database for individuals with intellectual disabilities or developmental disabilities who are planning for or seeking services (e.g., community integrated living arrangements, home-based supports, child group homes). The State uses the database to select individuals for services as funding becomes available.

Designated PUNS-trained employee:

Mrs. Beth Rappa
Transition Specialist
erappa@d204.lths.net
708-579-6333

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 Act 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 may qualify 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.

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. Parents/guardians will not be required to incur any out-of-pocket expenses, such as a deductible or co-pay. The District may not require parents/guardians to enroll in Medicaid for their child to receive special education and related 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 special education and related services at no cost to the parents.

Homebound or Hospitalized Services/Tutoring While Homebound or Hospitalized

Per [Board Policy 6:150 Home and Hospital Instruction](#), a student qualifies for home or hospital instruction if it is anticipated that, due to a medical condition, the student 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 student's medical condition is of such a nature or severity that it is anticipated that the student 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 student be absent from school a

minimum number of days before the student qualifies for home hospital instruction. In order to establish eligibility for home or hospital services, a student's parent/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 student's ability to participate in education, and the anticipated duration or nature of the student's absence from school. Home or hospital instruction may commence upon receipt of the statement in accordance with the Illinois School Code, but no later than five school days after the school district receives the statement.

If you believe your student may qualify for home/hospital instruction, please contact the Health Office at either campus.

North Campus Health Office – 708-579-6363

South Campus Health Office – 708-579-6531

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 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.
- 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 available [here](#)

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, cumulative academic credit sequence:

1. In order to be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.
2. In order to be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
3. In order to be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit.
4. 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 State of Illinois and 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.
 - a. 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.
 - a. 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.
 - b. Students are required to submit the majority of their coursework prior to the initial summative to be eligible for a retake/revision.

- c. 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.
 - d. Students are required to submit the majority of their coursework prior to the initial summative to be eligible for a retake/revision.
 - e. Course teams may choose to limit students to one retake/revision per summative assessment.
 - f. 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. A Cumulative Final Exam
 - b. A Final (Last) Summative Exam
 - c. A Final Project or Performance
 - d. 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

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

1. 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.
2. The change must be initiated within the first four weeks of a given semester.
3. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
4. No existing course may be dropped to accommodate a level change after the start of a semester.
5. The grade from the previous course will not travel with the student.
6. 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	5 125	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: [Infinite Campus links - Lyons Township High School District 204](#)

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. Students have no reasonable expectation of privacy in these places or

areas or in their personal effects left there. 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

School districts who receive Title I funds to support students' academic success are required to notify parents/guardians they have the right to request, and receive in a timely manner, information regarding the professional qualifications of their student's classroom teachers, including, at a minimum, the following about the teacher:

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.

Parents/guardians also have the right to request whether their child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information stated above, parents/guardians will be informed of:

1. Information on the level of achievement and academic growth of their student, if applicable and available, on each of the State academic assessments required under this part; and
2. When a 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 2025-2026 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:

Dr. Patrice Payne, Director of Curriculum and Instruction
ppayne@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 - March 2027
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 2027
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 2027
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.	September 2026
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 2027
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 2026 Spring 2027
NWEA MAP	NWEA MAP Growth is a computer adaptive assessment used to	Fall 2026

Growth	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.	Winter 2026 Spring 2027
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 2026
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 2027

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 2026 – 2027 school year are below:

- August 22, 2026
- March 6, 2027

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 2026 – 2027 school year are below:

- September 19, 2026
- June 12, 2027

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 at <https://www.lths.net/student-resources12/office-of-assessment-research/test-preparation>.

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.

Panorama SEL Skills and Competency Survey

Students in grades 9 and 12 at Lyons Township High School will complete a brief survey during their Physical Education class in the fall and/or spring to share their perceptions of the Social-Emotional Learning (SEL) curriculum embedded within the Physical Education program. The survey, which will take approximately 15 minutes, will help school leaders gather feedback on what aspects of the curriculum are working well and identify areas for potential improvement to better support student needs. Responses will be reviewed at the aggregate level to inform future enhancements to the SEL curriculum.

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.

Illinois Youth Survey

Students at Lyons Township High School will complete the Illinois Department of Human Services sponsored Illinois Youth Survey every other school year - the next anticipated administration is February 2028. This survey asks students to self-report a variety of information around health and social indicators including substance use and perceptions, bullying, school climate, nutrition, and physical activity. The results of this survey provide critical information to school administrators, prevention professionals, and community members as they work to address substance-use issues in their communities.

Student Behavior Expectations and Safe School Environment

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)

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

Board Policy 7:190 Student Behavior

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 substance-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; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

As is the case throughout the Board Policy Manual, the term *includes* when used in this policy means *includes, without limitation*.

When and Where Conduct Rules Apply

A student may be subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including:

1. On, or within sight of, school grounds at any time, including before, during, and after school hours;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct does or reasonably could be foreseen to do any of the following:
interfere with, disrupt, or adversely affect the school environment, school operations, or an educational function, including, conduct that may reasonably be considered to:(a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including:

1. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Tobacco or nicotine materials, including electronic cigarettes.

- b. Alcoholic beverages. A student who is under the influence of an alcoholic beverage is not permitted to attend school or school functions and is treated as if in possession of alcohol.
- c. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law* and Policy [7:270](#)).
- d. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
- e. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
- f. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law* and Policy [7:270](#).
- g. Any substance, regardless of whether it contains an illegal drug or is explicitly prohibited by this policy, that is inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, regardless of whether such change is in fact caused. This includes pure caffeine in tablet or powdered form. The prohibition in this section does not apply to a substance for which the student has a prescription from a physician or licensed practitioner where the student is using the substance in a manner consistent with the prescription or prescribing physician's or licensed practitioner's instructions, including a student's use of legally prescribed asthma or other inhalant medication.
- h. *Look-alike* or counterfeit drugs, which are any substance: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, substance causing a physiological or psychological change in the body, or other substance that is prohibited by this policy; or (b) about which a student engages in behavior that would lead a reasonable person to believe that the student expressly or impliedly believes or represents the substance to be an illegal drug, controlled substance, substance causing a physiological or psychological change in the body, or other substance that is prohibited by this policy. The prohibition in this section does not apply to a substance for which the student has a prescription from a physician or licensed practitioner where the student is using the substance in a manner consistent with the prescription or prescribing physician's or licensed practitioner's instructions.
- i. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 2. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.

3. Using or possessing an electronic paging device.
4. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
5. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law.
6. Using or possessing a laser pointer unless the student: (1) has express authorization by a staff member, (2) is using the laser pointer in the context of instruction; and (3) is under a staff member's direct supervision when using the laser pointer.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including consensual sexual activity, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the: (a) expression of gender or sexual orientation or preference, or (b) the non-disruptive display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy [7:185](#), *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering or being present on/in school property or a school facility without proper authorization.

14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, including by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. 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.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall notify the parent/guardian of a student who engages in aggressive behavior about the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of nonexclusionary discipline before using out-of-school suspensions or expulsions. School

personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall properly supervise the student.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, when appropriate, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy [7:220](#), *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy [7:200](#), *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy [7:210](#), *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled if the parent/guardian agrees to such transfer. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense,

prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by [105 ILCS 5/10-20.33](#).

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), Ill. State Board of Education (ISBE) rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* or any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Any student who brings a firearm or weapon to school will be automatically referred to the criminal justice or juvenile delinquency system.

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. The goal of re-engagement shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was

involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

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 immediately 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.

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.

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.

Theft Prevention

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

Board Policy 7:20 Harassment of Students Prohibited

No person, including a School District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies [2:265](#), Title IX Grievance Procedure, and [2:260](#), Uniform Grievance Procedure.

Making a Report or Complaint

Students are encouraged to report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Associate Principals, Assistant Principals, a Complaint Manager, or any employee with whom the student is comfortable speaking. While a report can be made at any time, the Board encourages reports to be made promptly while facts are known and potential witnesses are available.

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator:

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

Title IX Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard Ave

LaGrange, IL 60525
epiotrowski@lths.net
708/579-6456

Complaint Managers:

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

Sarah Smith, Associate Principal - North
100 S. Brainard
LaGrange, IL 60525
ssmith@lths.net
708/579-6300

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Reports and complaints of harassment will be confidential to the greatest 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.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681](#) et seq.), the Nondiscrimination Coordinator or designee shall determine whether action under Board policy [2:265](#), *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging sexual harassment on the basis of race, color, or national origin, the Title IX Coordinator or a Complaint Manager or designee shall investigate under Board policy [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies [2:265](#), *Title IX Grievance Procedure*, or [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies [2:260](#), *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.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An alleged incident of sexual abuse is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy [5:90](#), *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy [2:265](#), *Title IX Grievance Procedure*, or Board policy [2:260](#), *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies [2:260](#), *Uniform Grievance Procedure*, [2:265](#), *Title IX Grievance Procedure*, and [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

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 [2:260](#)—*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 of Technology Agreement can be found in Board Policy [6:235](#)—*Access to Electronic Networks*.

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.

[Board Policy 7:180](#) *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, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status,

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:

1. During any school-sponsored education program or activity.
2. 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.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non schoolrelated location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to 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 requirements listed below:

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, Title IX 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:

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 parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all

contact information the school has available or that can be reasonably obtained within the 24-hour period.

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 a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - 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 reported 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/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building 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, that 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 publicly accessible 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 Board 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 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. [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - d. [6:60](#), *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. [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.
 - f. [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.
 - g. [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).
 - h. [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.
 - i. [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.
 - j. [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.

Board Policy 7:185 *Teen Dating Violence Prohibited*

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 he or she believes 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 Grievance Procedure*. This policy prohibits a District employee, agent, or student 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, including a District employee, agent, or student, 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.

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 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

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Students at all times during the school day and at all school activities must carry a student ID card. A

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

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 are available from the 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).

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:

1. 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.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. 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.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. 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.
6. 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.
7. 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.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. 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.

front of the bus. Cross the street only after checking both ways for traffic.

11. Never run back to the bus, even if you dropped or forgot something.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used 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. 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.

For questions regarding bus transportation issues, contact:

Mr. Greg Gardner, South Campus Associate Principal

ggardner@d204.lths.net

708-579-6500

Personal Vehicles/Student Parking

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. **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.**

Board Policy 7:140 Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. This paragraph applies to student vehicles parked on school property. In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, [105 ILCS 75/](#):

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. 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 website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Communication

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.

Student Records

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; documentation of a student's transfer; information contained in service logs; completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course or a registered apprenticeship program as a substitute for a high school or graduation requirement; health-related information; and accident reports. Information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, as defined in 105 ILCS 5/26A, including a statement of the student or any other documentation, record, or corroborating evidence and the fact that the student has requested or obtained assistance, support, or services related to that status. 105 ILCS 10/2(f), amended by P.A. 102-466, a/k/a Ensuring Success in School (ESS) Law, eff. 7- 1-25. See Board policy [7:255](#), *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and the Confidentiality subhead of administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

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/guardian, eligible student, or any person designated as a representative by a parent/guardian or eligible student, or the DCFS Office of Education and Transition Services (when a student is in the legal custody of DCFS), 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, including the DCFS Office of Education and Transition Services if the student is in legal custody of DCFS.

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, or the DCFS Office of Education and Transition Services (if the student is in the legal custody of DCFS), 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.

Upon graduation or permanent withdrawal of a student with a disability, special education records, 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).

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 instruction at the feeder schools so as to improve student performance in District 204 and to enable District 204 to evaluate its own educational program.

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 is known as Directory Information.

Directory Information

The District has designated the following as Directory Information:

- Student's name, address, grade level
- Parents'/Guardians' names and addresses
- Period of school attendance

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

If the parent/guardian does not want the above-listed directory information released, the parent/guardian must tell the principal in writing what types of directory information should not be released. That written notice to the campus Associate Principal must be received no later than September 15 of each year or within 30 days of receiving this annual notice.

District Records Custodian(s):

Rose Hilger, NC Registrar
rhilger@lths.net
708-579-6300

Nancy Kalkowski, SC Registrar
nkalkowski@lths.net
708-579-6500

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.

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

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 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.

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 **[Board Policy 7:15 Student and Family Privacy Rights](#)**

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in policy 6:10, Educational Philosophy and Objectives, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified or who created the survey.

Surveys Created by a Third Party

All surveys as at the discrepancy of the Superintendent or designee. Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.

4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act ([20 U.S.C. §1400](#) et seq.).
3. Is otherwise authorized by Board policy.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, the above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) 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, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.

4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy. This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Transfer of Rights The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

Student Activities and Athletics
Board Policy 6:190

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
<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	154

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
Cyber Defense Club	166 Model UN	Ultimate Frisbee

<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>Music Improv</p> <p>National Honor Society</p> <p>Older Adult Connection</p> <p>Peer Leadership</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's 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 six 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 expectation.

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.iesa.org/documents/general/IESA-PhysicalCard.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.iesa.org/documents/general/IESA-PhysicalCard.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, 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:

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.

- Lyons Township High School District 204 staff;
- Law enforcement officials;
- Individual students committing infraction;
- Parent of student committing offense;
- 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, 2020



Lyons Township High School

Office of Curriculum and Instruction

100 S. Brainard Ave, La Grange IL 60525-2101

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Board of Education Memorandum

To: District 204 Board of Education Members

From: Dr. Patrice Payne | Director of Curriculum and Instruction

Date: May 4, 2026

Subject: Student Fees – 1st Reading

In accordance with Board Policy 4.140, the following student fees are presented for review and recommended for approval for the 2026–2027 school year.

- **Textbook Rental:** \$75.00 (covers all district-designated core textbooks)
- **Student Support Fee:** \$25.00 (administrative and non-Chromebook technology costs)
- **Technology Fee:** \$150.00 (Chromebook, accessories, insurance, support, and software access)

Consumable textbooks and course material fees will be assessed based on student course enrollment (See Appendix 1 for historical fees per course). Final costs may vary.

All incoming freshmen will be charged a one-time \$30.00 fee for a physical education uniform, heart rate monitor strap, and lock.

Optional Fees:

- Driver Education (Behind-the-Wheel): \$150.00 + \$20.00 state permit
- AP Exams: \$99.00 per exam; \$40.00 late fee (fees are established by the College Board)
- Seal of Biliteracy: \$25.00 per test
- Publication Fee: \$44.00 (yearbook, newspaper, literary magazine)
- Summer School:
 - \$240.00 per semester
 - \$265.00 per semester (courses with supply fee)
 - Driver Education: \$240.00 + \$150.00 + \$20.00 permit
- Transcript Fee: \$10.00
- Technology Repair/Replacement: assessed as needed

Fee waivers will be granted in accordance with Board Policy 4.140.

Lyons Township High School does not assess participation or additional software fees and continues to subsidize student access to instructional materials. Required annual fees remain consistent with prior years at approximately \$250.00.

A review of 2025–2026 student fees among comparable suburban public high school districts indicates that Lyons Township High School District 204 remains at the lower end of the overall fee range. While some districts maintain lower base registration fees, they often assess additional costs for athletics, activities, and software. Other districts utilize a course-based fee structure, resulting in higher and less predictable total costs depending on student enrollment. In contrast, District 204 maintains a consistent and comprehensive fee structure, with required annual fees of approximately \$250, no participation fees, and no additional software charges, providing both affordability and predictability for families.

Recommendation

It is recommended that the Board of Education approve the proposed student fees for the 2026–2027 school year as presented. These fees maintain the District's commitment to providing high-quality instructional resources and student services while remaining fiscally responsible and comparatively lower than those of neighboring districts.

Dr. Patrice Payne

Direct of Curriculum & Instruction

Lyons Township High School District 204



Lyons Township High School

Office of Curriculum and Instruction

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Tel: 708-579-6470 E-Mail: ppayne@lths.net

LTHS 2026 SUMMER ACADEMIC PROGRAMS OFFERINGS

Class	Grade	Level	Credit	Prerequisite	Course Specific Information	Course Code	Semester/ Campus	DATES	Time	In-District Tuition	Non-District Tuition
DRIVER EDUCATION											
Driver Education	10-12	III	½	Check LTHS Website – www.lths.net for updates	<ul style="list-style-type: none"> For additional information please visit: www.lths.net/SummerDE. To enroll, please visit LTHS.REVTRAK.NET Tuition (\$240.00) + Driver Ed fee (\$150.00) \$390 total paid to LTHS + Secretary of State permit fee (\$20.00) paid to State 	DR9116	1 SC	6/1 – 6/26	Varies by assigned drive time	\$ 240.00 \$ 150.00 *\$ 20.00 \$ 410.00 *Paid to State	N/A
FAMILY AND CONSUMER SCIENCE											
Culinary Arts*	9-12	III	½	None	<ul style="list-style-type: none"> Applied Arts credit, \$25.00 lab fee included 	FC5226 FC5227	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34	\$ 265.00	\$ 370.00
FINE ARTS											
Ceramics-Beginning*	9-12	III	½	None	<ul style="list-style-type: none"> Creative Arts credit, \$25.00 lab fee included 	AR5616 AR5617	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34	\$ 265.00	\$ 370.00
Digital Photo Art*	9-12	III	½	None	<ul style="list-style-type: none"> Creative Arts credit, \$25.00 lab fee included 	AR6311 AR6312	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34	\$ 265.00	\$ 370.00
Drawing & Painting - Beginning*	9-12	III	½	None	<ul style="list-style-type: none"> Creative Arts credit, \$25.00 lab fee included 	AR5316 AR5317	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34	\$ 265.00	\$ 370.00
GLOBAL STUDIES											
Consumer Economics	11-12	III	½	None	<ul style="list-style-type: none"> Course offered both semesters 	BU0551 BU0552	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
Consumer Economics (ONLINE)	11-12	III	½	None	<ul style="list-style-type: none"> Online Offering via Virtual High School For LT Graduation Credit and grade 	BU0551	ONLINE	6/1 - 7/31	ONLINE	\$350.00	N/A
U.S. History (Prep)	11-12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Semesters offered for failure make-up only 	SS5711 SS5712	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
Web Page Development*	9-12	III	½	None	<ul style="list-style-type: none"> Course offered during Semester One Only 	BU4846	1 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
World History*	9-12	III	½ or 1	None	<ul style="list-style-type: none"> Above average reading skills suggested Semesters offered for failure make-up only 	SS5816 SS5817	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
LANGUAGE ARTS											
English I (Prep)	9-12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Make-up for failure in English I only Not available to incoming freshmen 	LA5116 LA5117	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
English II (Prep)	10-12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Make-up for failure in English II only 	LA5126 LA5127	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
English II (Prep): Interpersonal Comm.	10-12	III	½	Previous enrollment	<ul style="list-style-type: none"> Make-up for failure in English II IPC 	LA5026 LA5027	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
English III (Prep)	11-12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Make-up for failure in English III only 	LA4431 LA4432	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
English IV (Prep) World Literature	12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Make-up for failure in English IV only 	LA5211 LA5212	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
Radio: WLTJ Summer Programming*	9-12	III	½	None	<ul style="list-style-type: none"> Creative Arts credit 	LA9176	1 SC	6/8 - 6/26	8:00-12:34	\$ 240.00	\$ 345.00
Theater: Summer Stock*	9-12	III	½	None	<ul style="list-style-type: none"> Creative Arts credit 	LA6456 LA6457	1 SC 2 SC	6/8 - 6/26	8:00-12:34	\$ 240.00	\$ 345.00
TV Production Summer Session*	9-12	III	½	None	<ul style="list-style-type: none"> Creative Arts credit 	LA9271	1 SC	CLOSED for 2026	CLOSED for 2026	\$ 240.00	\$ 345.00
MATHEMATICS/SCIENCE											
Algebra II Credit Recovery	10-12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Offered for failure make-up only 	MA6231 MA6232	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
ACCELERATED COURSES											
Geometry (Accel)	9-12	IV	½ or 1	Algebra (Accel) or approval (not available to incoming freshmen)	<ul style="list-style-type: none"> Annual course Course offered for students who want to advance in the accelerated sequence Semester offered for failure make-up 	MA7146 MA7147	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
Trig/Pre-Calc (Accel)	11-12	IV	½ or 1	Algebra II or approval	<ul style="list-style-type: none"> Annual course Course offered for students who want to advance in the accelerated sequence Semester offered for failure make-up 	MA7341 MA7342	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
Biology (Accel)*	9-12	IV	½ or 1	None	<ul style="list-style-type: none"> Annual course \$25.00 lab fee included per semester Course offered for students who want to advance in the accelerated sequence Semester offered for failure make-up 	SN5116 SN5117	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 265.00 \$ 265.00	\$ 370.00 \$ 370.00
Chemistry (Accel)	10-12	IV	½ or 1	<ul style="list-style-type: none"> B or better in Algebra (Accel) • or B or better in Algebra (Prep) with math teacher approval 	<ul style="list-style-type: none"> Annual course \$25.00 lab fee included per semester Course offered for students who want to advance in the accelerated sequence Semester offered for failure make-up 	SN7216 SN7217	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 265.00 \$ 265.00	\$ 370.00 \$ 370.00
Physics (Accel)	11-12	III	1	Completion of Algebra (Prep) or higher	<ul style="list-style-type: none"> Annual course \$25.00 lab fee included per semester Semester offered for failure make-up 	SN4911 SN4912	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 265.00 \$ 265.00	\$ 370.00 \$ 370.00
Biology/Chemistry Credit Recovery	10-12	III	½ or 1	Previous enrollment	<ul style="list-style-type: none"> Offered for failure make-up only 	SN5116/7 SN5616/7	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 265.00 \$ 265.00	\$ 370.00 \$ 370.00
PHYSICAL WELFARE											
Health	10-12	III	½	Previous enrollment	<ul style="list-style-type: none"> Health credit Make-up for failure only 	PE9046 PE9047	1 SC 2 SC	6/8 - 6/26 6/29 - 7/17	8:00-12:34 8:00-12:34	\$ 240.00 \$ 240.00	\$ 345.00 \$ 345.00
Physical Education	9-12	III	½	Previous enrollment	<ul style="list-style-type: none"> PE credit Six-week course for 2+ hours Not available to incoming freshmen Make-up for failure only 	(9) PE8116 (10) PE8126 (11/12) PE8131	Session 1 SC	6/8 - 7/17	8:00-10:15	\$ 240.00	\$ 345.00

*Courses available to incoming freshmen (Class of 2030)

	A	B	C	D	E	F	G
1	Proposed Course Fees for the 2026-2027 School Year						
2	Course	Name	Consumable	26-27 Fee		25-26 Fee	Difference
3	All Students	Student Support Fee	N/A	\$25.00		\$25.00	\$0.00
4	All Students	Textbook Fee	N/A	\$75.00		\$75.00	\$0.00
5	All Students	Technology Fee	N/A	\$150.00		\$150.00	\$0.00
6	AL0031	English III Prep LIII	The Kite Runner	\$13.00		\$13.00	\$0.00
7	AL0031	English III Prep LIII	There Are No Children Here	\$13.00		\$13.00	\$0.00
8	AL0041	English IV Prep LIII	The Kite Runner	\$13.00		\$13.00	\$0.00
9	AL0041	English IV Prep LIII	There Are No Children Here	\$13.00		\$13.00	\$0.00
10	AR4421	Draw/Paint Inter LIII	Sketchbook	\$5.00		\$5.00	\$0.00
11	AR4422	Draw/Paint Inter LIII	Sketchbook	\$5.00		\$5.00	\$0.00
12	AR4426	Draw/Paint Inter LIII	Sketchbook	\$5.00		\$5.00	\$0.00
13	AR4427	Draw/Paint Inter LIII	Sketchbook	\$5.00		\$5.00	\$0.00
14	AR4831	Jewelry/Metalsmithing LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
15	AR4832	Jewelry/Metalsmithing LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
16	AR4836	Jewelry/Metalsmithing LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
17	AR4837	Jewelry/Metalsmithing LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
18	AR4841	Jewel/Metal Inter LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
19	AR4842	Jewel/Metal Inter LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
20	AR4846	Jewel/Metal Inter LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
21	AR4847	Jewel/Metal Inter LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
22	AR5311	Draw/Paint Beginning LIII	Sketchbook	\$5.00		\$5.00	\$0.00
23	AR5312	Draw/Paint Beginning LIII	Sketchbook	\$5.00		\$5.00	\$0.00
24	AR5316	Draw/Paint Beginning LIII	Sketchbook	\$5.00		\$5.00	\$0.00
25	AR5317	Draw/Paint Beginning LIII	Sketchbook	\$5.00		\$5.00	\$0.00
26	AT3361	Private Pilot Operations LV	Private Pilot Test Prep	\$20.00		\$20.00	\$0.00
27	AT5177	Drones: UAS LIV	Remote Pilot Test Prep	\$15.00		\$14.00	\$1.00
28	AT5221	Home Maint & Repair LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
29	AT5222	Home Maint & Repair LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
30	AT5311	Auto Service & Diag LIV	Safety Eyewear	\$4.00		\$3.00	\$1.00
31	AT5711	Intro to Furn Making 1 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
32	AT5711	Intro to Furn Making 1 LIII	Woods Fee _Furn1	\$55.00		\$55.00	\$0.00
33	AT5712	Intro to Furn Making 1 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
34	AT5712	Intro to Furn Making 1 LIII	Woods Fee _Furn1	\$55.00		\$55.00	\$0.00
35	AT5716	Intro to Furn Making 1 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
36	AT5716	Intro to Furn Making 1 LIII	Woods Fee _Furn1	\$55.00		\$55.00	\$0.00
37	AT5717	Intro to Furn Making 1 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
38	AT5717	Intro to Furn Making 1 LIII	Woods Fee _Furn1	\$55.00		\$55.00	\$0.00
39	AT5721	Intro to Furn Making 2 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
40	AT5721	Intro to Furn Making 2 LIII	Woods Fee _Furn 2	\$75.00		\$75.00	\$0.00
41	AT5722	Intro to Furn Making 2 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
42	AT5722	Intro to Furn Making 2 LIII	Woods Fee _Furn 2	\$75.00		\$75.00	\$0.00
43	AT5727	Intro to Furn Making 2 LIII	Safety Eyewear	\$4.00		\$3.00	\$1.00
44	AT5727	Intro to Furn Making 2 LIII	Woods Fee _Furn1	\$55.00		\$55.00	\$0.00
45	AT5821	Furn/Cab Making I LIV	Safety Eyewear	\$4.00		\$3.00	\$1.00
46	AT5821	Furn/Cab Making I LIV	Woods Fee_ Cabinet 1	\$160.00		\$160.00	\$0.00
47	AT5851	Furn/Cab Making II LIV	Safety Eyewear	\$4.00		\$3.00	\$1.00
48	AT5851	Furn/Cab Making II LIV	Woods Fee_ Cabinet 2	\$225.00		\$225.00	\$0.00
49	AT5911	Car Care Essentials LIV	Safety Eyewear	\$4.00		\$3.00	\$1.00

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50	AT5912	Car Care Essentials LIV	Safety Eyewear	\$4.00		\$3.00	\$1.00
51	BU4226	Comptr Apps (MOS) LIII	Building a Foundation w/Micros	\$75.00		\$75.00	\$0.00
52	BU4831	PC Repair & Maint (A+) LIII	StarTech.com 11 Pc Tool Kit	\$19.00		\$17.00	\$2.00
53	BU4836	PC Repair & Maint (A+) LIII	StarTech.com 11 Pc Tool Kit	\$19.00		\$17.00	\$2.00
54	BU5511	Accounting 1 LIV	Accounting Workbook ONLINE	\$100.00		\$100.00	\$0.00
55	BU5512	Accounting 1 LIV	Accounting Workbook ONLINE	\$100.00		\$100.00	\$0.00
56	BU5516	Accounting 1 LIV	Accounting Workbook ONLINE	\$100.00		\$100.00	\$0.00
57	BU5517	Accounting 1 LIV	Accounting Workbook ONLINE	\$100.00		\$100.00	\$0.00
58	BU5522	Accounting 2 LIV	SimNet Online	\$36.00		\$0.00	\$36.00
59	DR9116	Driver Education LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
60	DR9116C	Driver Education LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
61	DR9117	Driver Education LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
62	DR9117C	Driver Education LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
63	DR9136	Driver Education ML LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
64	DR9137	Driver Education ML LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
65	FC5231	Advanced Culinary Arts LIV	ServSafe Food Handlers	\$15.00		\$15.00	\$0.00
66	FC5232	Advanced Culinary Arts LIV	ServSafe Food Handlers	\$15.00		\$15.00	\$0.00
67	FC5236	Advanced Culinary Arts LIV	ServSafe Food Handlers	\$15.00		\$15.00	\$0.00
68	FC5237	Advanced Culinary Arts LIV	ServSafe Food Handlers	\$15.00		\$15.00	\$0.00
69	FC5282	Fash/Inter Design LIV	Sewing Project Fee	\$25.00		\$25.00	\$0.00
70	FC5286	Fash/Inter Design LIV	Sewing Project Fee	\$25.00		\$25.00	\$0.00
71	FC5287	Fash/Inter Design LIV	Sewing Project Fee	\$25.00		\$25.00	\$0.00
72	FC5292	Advanced Fashion & Design LIV	Sewing Project Fee	\$25.00		\$25.00	\$0.00
73	FC5297	Advanced Fashion & Design LIV	Sewing Project Fee	\$25.00		\$25.00	\$0.00
74	FC5871	Chefs LIV	ServSafe Food Handlers and Man	\$53.00		\$53.00	\$0.00
75	IP2116	Biology LIII	Biology Kit 1	\$3.00		\$3.00	\$0.00
76	IP2216	English I LIII	Shattering Glass	\$10.00		\$10.00	\$0.00
77	IP2216	English I LIII	House on Mango Street	\$13.00		\$13.00	\$0.00
78	IP2216	English I LIII	Independent Reading Choice	\$15.00		\$15.00	\$0.00
79	IP2226	English II LIII	Dry	\$10.00		\$10.00	\$0.00
80	IP2231	English III LIII	Great Gatsby	\$11.00		\$11.00	\$0.00
81	IP2231	English III LIII	The Things They Carried	\$13.00		\$13.00	\$0.00
82	IP2241	English IV LIII	Night	\$9.00		\$9.00	\$0.00
83	IP2241	English IV LIII	Tuesdays with Morrie	\$11.00		\$11.00	\$0.00
84	IP2241	English IV LIII	The Distance Between Us	\$13.00		\$13.00	\$0.00
85	IP2241	English IV LIII	Different Seasons	\$13.00		\$13.00	\$0.00
86	IP2241	English IV LIII	Red Rising	\$13.00		\$13.00	\$0.00
87	IP2256	English I PSD LIII	We Beat the Streets	\$7.00		\$7.00	\$0.00
88	IP2256	English I PSD LIII	Of Mice & Men	\$10.00		\$10.00	\$0.00
89	IP2256	English I PSD LIII	Shattering Glass	\$10.00		\$10.00	\$0.00
90	IP2266	English II PSD LIII	The Crossing	\$6.00		\$6.00	\$0.00
91	IP2266	English II PSD LIII	Sunrise Over Fallujah	\$8.00		\$7.00	\$1.00
92	IP2266	English II PSD LIII	Dry	\$10.00		\$10.00	\$0.00
93	IP2271	English III PSD LIII	Great Gatsby	\$11.00		\$11.00	\$0.00
94	IP2271	English III PSD LIII	The Things They Carried	\$13.00		\$13.00	\$0.00
95	IP2281	English IV PSD LIII	Night	\$9.00		\$9.00	\$0.00
96	IP2281	English IV PSD LIII	Tuesdays with Morrie	\$11.00		\$11.00	\$0.00
97	IP2281	English IV PSD LIII	The Distance Between Us	\$13.00		\$13.00	\$0.00
98	IP2281	English IV PSD LIII	Different Seasons	\$13.00		\$13.00	\$0.00
99	IP2516	Reading LIII	Read 180	\$30.00		\$30.00	\$0.00

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100	IP2517	Reading LIII	Read 180	\$30.00		\$30.00	\$0.00
101	IP9146	Driver Education LIII	Drivers Education Course	\$150.00		\$150.00	\$0.00
102	LA4351	Multicultural Literature LIII	Unchartered Territory ONLINE	\$9.00		\$9.00	\$0.00
103	LA4352	Multicultural Literature LIII	Unchartered Territory ONLINE	\$9.00		\$9.00	\$0.00
104	LA4361	Eng IV Lit Exp Cr&Ref LIII	Sketchbook	\$5.00		\$5.00	\$0.00
105	LA4361	Eng IV Lit Exp Cr&Ref LIII	Canvas Art Board	\$8.00		\$8.00	\$0.00
106	LA4361	Eng IV Lit Exp Cr&Ref LIII	My Friends	\$14.00		\$14.00	\$0.00
107	LA4362	Eng IV Lit Exp Cr&Ref LIII	Sketchbook	\$5.00		\$5.00	\$0.00
108	LA4362	Eng IV Lit Exp Cr&Ref LIII	Canvas Art Board	\$8.00		\$8.00	\$0.00
109	LA4362	Eng IV Lit Exp Cr&Ref LIII	My Friends	\$14.00		\$14.00	\$0.00
110	LA4371	Eng IV Prep Lit of Comedy LIII	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
111	LA4371C	Eng IV Prep Lit of Comedy LIII	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
112	LA4372	Eng IV Prep Lit of Comedy LIII	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
113	LA4372C	Eng IV Prep Lit of Comedy LIII	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
114	LA4391	Eng IV Prp Visual LIII	Different Seasons	\$13.00		\$13.00	\$0.00
115	LA4391C	Eng IV Prp Visual LIII	Different Seasons	\$13.00		\$13.00	\$0.00
116	LA4392	Eng IV Prp Visual LIII	Different Seasons	\$13.00		\$13.00	\$0.00
117	LA4392C	Eng IV Prp Visual LIII	Different Seasons	\$13.00		\$13.00	\$0.00
118	LA5116	English I Prep LIII	Mexican Whiteboy	\$9.00		\$9.00	\$0.00
119	LA5116	English I Prep LIII	She Kills Monsters	\$18.00		\$14.00	\$4.00
120	LA5116	English I Prep LIII	2 Student Choice Novels	\$30.00		\$30.00	\$0.00
121	LA5116C	English I Prep LIII	Mexican Whiteboy	\$9.00		\$9.00	\$0.00
122	LA5116C	English I Prep LIII	She Kills Monsters	\$18.00		\$14.00	\$4.00
123	LA5116C	English I Prep LIII	2 Student Choice Novels	\$30.00		\$30.00	\$0.00
124	LA5126	English II Prep LIII	The Czar of Love & Techno	\$13.00		\$13.00	\$0.00
125	LA5126C	English II Prep LIII	The Czar of Love & Techno	\$13.00		\$13.00	\$0.00
126	LA5127	English II Prep LIII	The Czar of Love & Techno	\$13.00		\$13.00	\$0.00
127	LA5127C	English II Prep LIII	The Czar of Love & Techno	\$13.00		\$13.00	\$0.00
128	LA5231	Eng IV World Perspectives LIII	Antigone	\$6.00		\$6.00	\$0.00
129	LA5231	Eng IV World Perspectives LIII	The Things She's Seen	\$9.00		\$9.00	\$0.00
130	LA5231	Eng IV World Perspectives LIII	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
131	LA5331	American Lit & Comp Prep LIII	Unchartered Territory ONLINE	\$9.00		\$9.00	\$0.00
132	LA5331	American Lit & Comp Prep LIII	Great Gatsby	\$11.00		\$11.00	\$0.00
133	LA5331	American Lit & Comp Prep LIII	The Crucible	\$12.00		\$12.00	\$0.00
134	LA5331	American Lit & Comp Prep LIII	The Things They Carried	\$13.00		\$13.00	\$0.00
135	LA5331	American Lit & Comp Prep LIII	We have always lived Castle	\$13.00		\$13.00	\$0.00
136	LA5331	American Lit & Comp Prep LIII	Between the World and Me	\$19.00		\$19.00	\$0.00
137	LA5331C	American Lit & Comp Prep LIII	Unchartered Territory ONLINE	\$9.00		\$9.00	\$0.00
138	LA5331C	American Lit & Comp Prep LIII	Great Gatsby	\$11.00		\$11.00	\$0.00
139	LA5331C	American Lit & Comp Prep LIII	The Crucible	\$12.00		\$12.00	\$0.00
140	LA5331C	American Lit & Comp Prep LIII	The Things They Carried	\$13.00		\$13.00	\$0.00
141	LA5331C	American Lit & Comp Prep LIII	We have always lived Castle	\$13.00		\$13.00	\$0.00
142	LA5331C	American Lit & Comp Prep LIII	Between the World and Me	\$19.00		\$19.00	\$0.00
143	LA5511	Stage Tech LIII	Safety Eyewear	\$3.00		\$3.00	\$0.00
144	LA5736	Journalistic Writing LIV	Reporters Notebook	\$3.00		\$3.00	\$0.00
145	LA5737	Journalistic Writing LIV	Reporters Notebook	\$3.00		\$3.00	\$0.00
146	LA5741	Eng III Prep Am Studies LIII	Unchartered Territory ONLINE	\$9.00		\$9.00	\$0.00
147	LA5741	Eng III Prep Am Studies LIII	Great Gatsby	\$11.00		\$11.00	\$0.00
148	LA5741	Eng III Prep Am Studies LIII	The Things They Carried	\$13.00		\$13.00	\$0.00
149	LA5741C	Eng III Prep Am Studies LIII	Unchartered Territory ONLINE	\$9.00		\$9.00	\$0.00

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150	LA5741C	Eng III Prep Am Studies LIII	Great Gatsby	\$11.00		\$11.00	\$0.00
151	LA5741C	Eng III Prep Am Studies LIII	The Things They Carried	\$13.00		\$13.00	\$0.00
152	LA7116	English I Accel LIV	Othello	\$5.00		\$5.00	\$0.00
153	LA7116	English I Accel LIV	The Nickel Boys	\$13.00		\$12.00	\$1.00
154	LA7116	English I Accel LIV	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
155	LA7116	English I Accel LIV	Odyssey/Wilson	\$15.00		\$15.00	\$0.00
156	LA7126	English II Accel LIV	Lord of the Flies	\$9.00		\$9.00	\$0.00
157	LA7126	English II Accel LIV	Chronicle of a Death Foretold	\$12.00		\$12.00	\$0.00
158	LA7331	American Lit & Comp Accel LIV	Uncharted Territory ONLINE	\$9.00		\$9.00	\$0.00
159	LA7331	American Lit & Comp Accel LIV	Great Gatsby	\$11.00		\$11.00	\$0.00
160	LA7331	American Lit & Comp Accel LIV	The Crucible	\$12.00		\$12.00	\$0.00
161	LA7331	American Lit & Comp Accel LIV	The Things They Carried	\$13.00		\$13.00	\$0.00
162	LA7331	American Lit & Comp Accel LIV	We have always lived Castle	\$13.00		\$13.00	\$0.00
163	LA7331	American Lit & Comp Accel LIV	Between the World and Me	\$19.00		\$19.00	\$0.00
164	LA7411	Eng III Accel Am Studies LIV	Slaughterhouse Five	\$7.00		\$7.00	\$0.00
165	LA7411	Eng III Accel Am Studies LIV	Uncharted Territory ONLINE	\$9.00		\$9.00	\$0.00
166	LA7411	Eng III Accel Am Studies LIV	Great Gatsby	\$11.00		\$11.00	\$0.00
167	LA7411	Eng III Accel Am Studies LIV	The Piano Lesson	\$11.00		\$11.00	\$0.00
168	LA7411	Eng III Accel Am Studies LIV	The Crucible	\$12.00		\$12.00	\$0.00
169	LA7411	Eng III Accel Am Studies LIV	The Things They Carried	\$13.00		\$13.00	\$0.00
170	LA7411	Eng III Accel Am Studies LIV	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
171	LA7411	Eng III Accel Am Studies LIV	Between the World and Me	\$19.00		\$19.00	\$0.00
172	LA8116	English I Honor LV	Othello	\$5.00		\$5.00	\$0.00
173	LA8116	English I Honor LV	Independent Reading Choice	\$15.00		\$15.00	\$0.00
174	LA8116	English I Honor LV	Odyssey/Wilson	\$15.00		\$15.00	\$0.00
175	LA8116	English I Honor LV	Seagull Reader Stories	\$47.00		\$40.00	\$7.00
176	LA8126	English II Honor LV	Chronicle of a Death Foretold	\$12.00		\$12.00	\$0.00
177	LA8126	English II Honor LV	How Much of these Hills Gold	\$13.00		\$13.00	\$0.00
178	LA8127	English II Honor LV	Chronicle of a Death Foretold	\$12.00		\$12.00	\$0.00
179	LA8127	English II Honor LV	How Much of these Hills Gold	\$13.00		\$13.00	\$0.00
180	LA8241	English IV AP Lit&Comp LV	Hamlet	\$5.00		\$5.00	\$0.00
181	LA8241	English IV AP Lit&Comp LV	The Dubliners	\$6.00		\$6.00	\$0.00
182	LA8241	English IV AP Lit&Comp LV	Ethan Frome	\$6.00		\$6.00	\$0.00
183	LA8241	English IV AP Lit&Comp LV	Jane Eyre	\$7.00		\$7.00	\$0.00
184	LA8241	English IV AP Lit&Comp LV	To The Lighthouse	\$11.00		\$11.00	\$0.00
185	LA8241	English IV AP Lit&Comp LV	The Namesake	\$13.00		\$13.00	\$0.00
186	LA8311	English III AP Lang&Comp LV	Uncharted Territory ONLINE	\$9.00		\$9.00	\$0.00
187	LA8311	English III AP Lang&Comp LV	Great Gatsby	\$11.00		\$11.00	\$0.00
188	LA8311	English III AP Lang&Comp LV	Beloved	\$13.00		\$13.00	\$0.00
189	LA8311	English III AP Lang&Comp LV	The Things They Carried	\$13.00		\$13.00	\$0.00
190	LA8311	English III AP Lang&Comp LV	Lit Circle Consummable Choice	\$15.00		\$15.00	\$0.00
191	LA8311	English III AP Lang&Comp LV	In the Time for Butterflies	\$15.00		\$15.00	\$0.00
192	LA8351	Eng IV Rhet[AP Lang & Comp]LV	Hamlet	\$5.00		\$5.00	\$0.00
193	LA8351	Eng IV Rhet[AP Lang & Comp]LV	Siddhartha	\$6.00		\$6.00	\$0.00
194	LA8351	Eng IV Rhet[AP Lang & Comp]LV	Novel: 1984	\$8.00		\$8.00	\$0.00
195	LA8351	Eng IV Rhet[AP Lang & Comp]LV	Behind the Beautiful Forevers	\$14.00		\$14.00	\$0.00
196	MA4136	Algebra Prep LIII	Algebra Online Access	\$34.00		\$34.00	\$0.00
197	MA4136C	Algebra Prep LIII	Algebra Online Access	\$34.00		\$34.00	\$0.00
198	MA4146	Algebra Accel LIV	Algebra Online Access	\$34.00		\$34.00	\$0.00
199	MA4156	Algebra Prep ML LIII	Algebra Online Access	\$34.00		\$34.00	\$0.00

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200	MA4166	Algebra Accel ML LIV	Algebra Online Access	\$34.00		\$34.00	\$0.00
201	MU5211	Symphony Orchestra LIV	Habits of a Successful String	\$12.00		\$10.00	\$2.00
202	MU5226	Concert Orchestra LIII	Habits of a Successful String	\$12.00		\$10.00	\$2.00
203	MU5231	Sinfonietta LIV	Habits of a Successful String	\$12.00		\$10.00	\$2.00
204	MU5811	Music Theory AP LV	Auralia 6 Cloud Software	\$40.00		\$40.00	\$0.00
205	MU5811	Music Theory AP LV	Music Theory Text	\$150.00		\$150.00	\$0.00
206	MU6611	Guitar LIII	Guitar I Stang 2nd Ed	\$10.00		\$11.00	-\$1.00
207	MU6616	Guitar LIII	Guitar I Stang 2nd Ed	\$10.00		\$11.00	-\$1.00
208	MU6622	Intermediate Guitar LIII	Guitar II Stang	\$10.00		\$11.00	-\$1.00
209	PE7401	Sports Officiating LIII	NFHS Rules Bundle	\$36.00		\$36.00	\$0.00
210	PE7402	Sports Officiating LIII	NFHS Rules Bundle	\$36.00		\$36.00	\$0.00
211	PE7611	Scuba Diving LIII	PADI Crew Pac Imperial 60300	\$67.00		\$67.00	\$0.00
212	PE7612	Scuba Diving LIII	PADI Crew Pac Imperial 60300	\$67.00		\$67.00	\$0.00
213	PE7621	Scuba Diving II LIII	PADI Adventure in Diving 70139	\$44.00		\$44.00	\$0.00
214	PE7622	Scuba Diving II LIII	PADI Adventure in Diving 70139	\$44.00		\$44.00	\$0.00
215	PE8116A	Freshman PE A LIII	PE uniform,lock and strap	\$36.00		\$36.00	\$0.00
216	PE8116B	Freshman PE B LIII	PE uniform,lock and strap	\$36.00		\$36.00	\$0.00
217	SN2111	Intro to Healthcare Crs LIII	Navigate 2 Advantage Access	\$55.00		\$55.00	\$0.00
218	SN2112	Intro to Healthcare Crs LIII	Navigate 2 Advantage Access	\$55.00		\$55.00	\$0.00
219	SN2116	Intro to Healthcare Crs LIII	Navigate 2 Advantage Access	\$55.00		\$55.00	\$0.00
220	SN2117	Intro to Healthcare Crs LIII	Navigate 2 Advantage Access	\$55.00		\$55.00	\$0.00
221	SN2121	Medical Terminology LIII	Exploring Medical Language	\$80.00		\$80.00	\$0.00
222	SN2122	Medical Terminology LIII	Exploring Medical Language	\$80.00		\$80.00	\$0.00
223	SN2126	Medical Terminology LIII	Exploring Medical Language	\$80.00		\$80.00	\$0.00
224	SN2127	Medical Terminology LIII	Exploring Medical Language	\$80.00		\$80.00	\$0.00
225	SN7611	STEM Research LIV	STEM Research Handbook	\$32.00		\$32.00	\$0.00
226	SN8411	Physics C AP LV	AP Physics C Online Access	\$55.00		\$0.00	\$55.00
227	SN8511	AP Environmental Science LV	AP Environmental Science Online Access	\$55.00		\$0.00	\$55.00
228	SS7131	US History Accelerated LIV	US History Prep for Exams	\$30.00		\$28.00	\$2.00
229	SS7411	US Hist Accel Am Studies LIV	US History Prep for Exams	\$30.00		\$28.00	\$2.00
230	SS8111	U.S. History AP LV	US History Prep for Exams	\$30.00		\$28.00	\$2.00
231	SS8242	Comp Gov AP LV	SY25 APExam-CompGov&Politics	\$99.00		\$99.00	\$0.00
232	SS8262	Macro Econ AP LV	Macro Econ Wkbk	\$30.00		\$30.00	\$0.00
233	SS8316	U.S. Gov AP LV	AMSCO AP US Gov't & Politics	\$30.00		\$28.00	\$2.00
234	SS8317	U.S. Gov AP LV	AMSCO AP US Gov't & Politics	\$30.00		\$28.00	\$2.00
235	SS8351	AP African Am. Studies LV	Freedom on My MInd Online Acce	\$7.00		\$7.00	\$0.00
236	SS8481	Micro Econ AP LV	Micro Econ Wkbk	\$30.00		\$30.00	\$0.00
237	SS8511	Psych AP LV	AP Psychology Online Access	\$7.00		\$7.00	\$0.00
238	TE2305	PSAT NMSQT LT Test Prep	2024-25 PSAT-NMSQT Prep Class	\$150.00		\$150.00	\$0.00
239	TE2815	ACT-SAT Combo Prep	2024-25 ACT-SAT Combo Prep	\$200.00		\$200.00	\$0.00
240	TE3110	AP Exam- Art History	SY25 APExam-Art History	\$99.00		\$99.00	\$0.00
241	TE3120	AP Exam- 2-D Art and Design	SY25 APExam-2D Art and Design	\$99.00		\$99.00	\$0.00
242	TE3130	AP Exam- 3-D Art and Design	SY25 APExam-3D Art and Design	\$99.00		\$99.00	\$0.00
243	TE3140	AP Exam- Drawing	SY25 APExam-Drawing	\$99.00		\$99.00	\$0.00
244	TE3210	AP Exam- Comp Sci Principles	SY25 APExam-CompSci Principles	\$99.00		\$99.00	\$0.00
245	TE3220	AP Exam- Comp Sci A	SY25 APExam-Computer Science A	\$99.00		\$99.00	\$0.00
246	TE3410	AP Exam- English Lit and Comp	SY25 APExam-English Lit&Comp	\$99.00		\$99.00	\$0.00
247	TE3420	AP Exam- English Lang and Comp	SY25 APExam-English Lang&Comp	\$99.00		\$99.00	\$0.00
248	TE3510	AP Exam- Statistics	SY25 APExam-Statistics	\$99.00		\$99.00	\$0.00
249	TE3520	AP Exam- Calculus AB	SY25 APExam-CalculusAB	\$99.00		\$99.00	\$0.00

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250	TE3530	AP Exam- Calculus BC	SY25 APExam-CalculusBC	\$99.00		\$99.00	\$0.00
251	TE3530	AP Exam- Calculus BC	SY25 LATE APExam-CalculusBC	\$139.00		\$139.00	\$0.00
252	TE3610	AP Exam- Music Theory	SY25 APExam-Music Theory	\$99.00		\$99.00	\$0.00
253	TE3710	AP Exam- Physics 1	SY25 APExam-Physics1	\$99.00		\$99.00	\$0.00
254	TE3720	AP Exam- Chemsitry	SY25 APExam-Chemistry	\$99.00		\$99.00	\$0.00
255	TE3730	AP Exam- Biology	SY25 APExam-Biology	\$99.00		\$99.00	\$0.00
256	TE3740	AP Exam- Physics C- Elect-Mag	SY25 APExam-PhysicsC-ElectMag	\$99.00		\$99.00	\$0.00
257	TE3750	AP Exam- Physics C- Mechanics	SY25 APExam-PhysicsC-Mechanics	\$99.00		\$99.00	\$0.00
258	TE3760	AP Exam- Environmental Science	SY25 APExam-EnvironmentalSci	\$99.00		\$99.00	\$0.00
259	TE3800	AP Exam- African Amer Studies	SY25 APExam African Amer Study	\$99.00		\$99.00	\$0.00
260	TE3810	AP Exam- Human Geography	SY25 APExam-HumanGeography	\$99.00		\$99.00	\$0.00
261	TE3820	AP Exam- US History	SY25 APExam-USHistory	\$99.00		\$99.00	\$0.00
262	TE3830	AP Exam- European History	SY25 APExam-European History	\$99.00		\$99.00	\$0.00
263	TE3840	AP Exam- Comp Gov and Politics	SY25 APExam-CompGov&Politics	\$99.00		\$99.00	\$0.00
264	TE3850	AP Exam- Macroeconomics	SY25 APExam-Macroeconomics	\$99.00		\$99.00	\$0.00
265	TE3860	AP Exam- US Gov and Politics	SY25 APExam-USGov & Politics	\$99.00		\$99.00	\$0.00
266	TE3870	AP Exam- Microeconomics	SY25 APExam-Microeconomics	\$99.00		\$99.00	\$0.00
267	TE3880	AP Exam- Psychology	SY25 APExam-Psychology	\$99.00		\$99.00	\$0.00
268	TE3890	AP Exam- World History Modern	SY25 APExam World Hist Modern	\$99.00		\$99.00	\$0.00
269	TE3910	AP Exam- Latin	SY25 APExam-Latin	\$99.00		\$99.00	\$0.00
270	TE3920	AP Exam- Spanish Lang and Cul	SY25 APExam-Spanish Lang&Cul	\$99.00		\$99.00	\$0.00
271	TE3930	AP Exam- Italian Lang and Cul	SY25 APExam-Italian Lang&Cul	\$99.00		\$99.00	\$0.00
272	TE3930	AP Exam- Italian Lang and Cul	SY25 LATE APExam-Ital Lang&Cul	\$139.00		\$139.00	\$0.00
273	TE3940	AP Exam- French Lang and Cul	SY25 APExam-French Lang&Cul	\$99.00		\$99.00	\$0.00
274	TE3950	AP Exam- German Lang and Cul	SY25 APExam-German Lang&Cul	\$99.00		\$99.00	\$0.00
275	TE3960	AP Exam- Japanese	SY25 APExam-Japanese	\$99.00		\$99.00	\$0.00
276	TE5110	SBL Exam- American Sign Lang	SY25 SBL Exam -Amer Sign Lang	\$25.00		\$25.00	\$0.00
277	TE5120	SBL Exam- Arabic	SY25 SBL Exam -Arabic	\$25.00		\$25.00	\$0.00
278	TE5130	SBL Exam- Chinese(Simplified)	SY25 SBL Exam -Chinese(Simpli)	\$25.00		\$25.00	\$0.00
279	TE5140	SBL Exam- Chinese(Traditional)	SY25 SBL Exam -Chinese(Tradit)	\$25.00		\$25.00	\$0.00
280	TE5150	SBL Exam- French	SY25 SBL Exam -French	\$25.00		\$25.00	\$0.00
281	TE5160	SBL Exam- German	SY25 SBL Exam -German	\$25.00		\$25.00	\$0.00
282	TE5165	SBL Exam- Greek	SY25 SBL Exam -Greek	\$25.00		\$25.00	\$0.00
283	TE5170	SBL Exam- Hebrew	SY25 SBL Exam -Hebrew	\$25.00		\$25.00	\$0.00
284	TE5180	SBL Exam- Hindi	SY25 SBL Exam -Hindi	\$25.00		\$25.00	\$0.00
285	TE5190	SBL Exam- Italian	SY25 SBL Exam -Italian	\$25.00		\$25.00	\$0.00
286	TE5200	SBL Exam- Japanese	SY25 SBL Exam -Japanese	\$25.00		\$25.00	\$0.00
287	TE5210	SBL Exam- Korean	SY25 SBL Exam -Korean	\$25.00		\$25.00	\$0.00
288	TE5220	SBL Exam- Latin	SY25 SBL Exam -Latin	\$25.00		\$25.00	\$0.00
289	TE5230	SBL Exam- Polish	SY25 SBL Exam -Polish	\$25.00		\$25.00	\$0.00
290	TE5240	SBL Exam- Portuguese	SY25 SBL Exam -Portuguese	\$25.00		\$25.00	\$0.00
291	TE5250	SBL Exam- Russian	SY25 SBL Exam -Russian	\$25.00		\$25.00	\$0.00
292	TE5255	SBL Exam- Serbian	SY25 SBL Exam -Serbian	\$25.00		\$25.00	\$0.00
293	TE5260	SBL Exam- Spanish	SY25 SBL Exam -Spanish	\$25.00		\$25.00	\$0.00
294	WL5116	Latin I Prep LIII	Ecce Romani -LA purple wkbk	\$25.00		\$22.00	\$3.00
295	WL5126	Latin II Prep LIII	Ecce Romani -LA green wkbk	\$25.00		\$22.00	\$3.00
296	WL5211	Spanish I Prep LIII	Autentico Online Access	\$36.00		\$20.00	\$16.00
297	WL5211	Spanish I Prep LIII	Span I Wkbk Vocab & Gram Lev1	\$30.00		\$27.00	\$3.00
298	WL5216	Spanish I Prep LIII	Headset/World Language Course	\$12.00		\$12.00	\$0.00
299	WL5216	Spanish I Prep LIII	Autentico Online Access	\$36.00		\$20.00	\$16.00

	A	B	C	D	E	F	G
300	WL5216	Spanish I Prep LIII	Span I Wkbk Vocab & Gram Lev1	\$30.00		\$27.00	\$3.00
301	WL5221	Spanish II Prep LIII	La Llorona de Mazatlan	\$13.00		\$13.00	\$0.00
302	WL5221	Spanish II Prep LIII	Autentico Online Access	\$36.00		\$20.00	\$16.00
303	WL5221	Spanish II Prep LIII	Span II Wkbk Vocab&Gram Lev 2	\$30.00		\$27.00	\$3.00
304	WL5226	Spanish II Prep LIII	Headset/World Language Course	\$12.00		\$12.00	\$0.00
305	WL5226	Spanish II Prep LIII	La Llorona de Mazatlan	\$13.00		\$13.00	\$0.00
306	WL5226	Spanish II Prep LIII	Autentico Online Access	\$36.00		\$20.00	\$16.00
307	WL5226	Spanish II Prep LIII	Span II Wkbk Vocab&Gram Lev 2	\$30.00		\$27.00	\$3.00
308	WL5416	French I Prep LIII	Headset/World Language Course	\$12.00		\$12.00	\$0.00
309	WL5416	French I Prep LIII	D'Accord 2024 L1 CE Fr I Wkbk	\$30.00		\$30.00	\$0.00
310	WL5426	French II Prep LIII	Headset/World Language Course	\$12.00		\$12.00	\$0.00
311	WL5426	French II Prep LIII	D'Accord 2024 L1 CE Fr I Wkbk	\$30.00		\$30.00	\$0.00
312	WL5616	German I Prep LIII	Headset/World Language Course	\$12.00		\$12.00	\$0.00
313	WL5616	German I Prep LIII	German Portfolio1 Online	\$14.00		\$14.00	\$0.00
314	WL5626	German II Prep LIII	German Portfolio 2 Online	\$14.00		\$14.00	\$0.00
315	WL6116	Italian I Prep LIII	Headset/World Language Course	\$12.00		\$12.00	\$0.00
316	WL6116	Italian I Prep LIII	Italian HUB	\$68.00		\$68.00	\$0.00
317	WL7116	Latin I Accel LIV	Ecce Romani -LA purple wkbk	\$25.00		\$22.00	\$3.00
318	WL7126	Latin II Accel LIV	Ecce Romani -LA green wkbk	\$25.00		\$22.00	\$3.00
319	WL7141	Latin Poetry Accel LIV	Legamus Catullus	\$34.00		\$34.00	\$0.00
320	WL7141	Latin Poetry Accel LIV	Legamus Ovid	\$34.00		\$34.00	\$0.00
321	WL7141	Latin Poetry Accel LIV	Legamus Vergil	\$34.00		\$34.00	\$0.00
322	WL7206	Spanish for Heritage Spkrs LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
323	WL7211	Spanish I Accel LIV	Span I Wkbk Vocab & Gram Lev1	\$30.00		\$27.00	\$3.00
324	WL7216	Spanish I Accel LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
325	WL7216	Spanish I Accel LIV	Span I Wkbk Vocab & Gram Lev1	\$30.00		\$27.00	\$3.00
326	WL7221	Spanish II Accel LIV	La Llorona de Mazatlan	\$13.00		\$13.00	\$0.00
327	WL7221	Spanish II Accel LIV	Span II Wkbk Vocab&Gram Lev 2	\$30.00		\$27.00	\$3.00
328	WL7226	Spanish II Accel LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
329	WL7226	Spanish II Accel LIV	La Llorona de Mazatlan	\$13.00		\$13.00	\$0.00
330	WL7226	Spanish II Accel LIV	Span II Wkbk Vocab&Gram Lev 2	\$30.00		\$27.00	\$3.00
331	WL7231	Spanish III Accel LIV	Edunovela:El timepo TV SERIES	\$19.00		\$19.00	\$0.00
332	WL7231	Spanish III Accel LIV	Span III Wkbk-Vocab & Gram Lev3	\$30.00		\$27.00	\$3.00
333	WL7236	Spanish III Accel LIV	Edunovela:El timepo TV SERIES	\$19.00		\$19.00	\$0.00
334	WL7236	Spanish III Accel LIV	Span III Wkbk-Vocab & Gram Lev3	\$30.00		\$27.00	\$3.00
335	WL7316	Italian I Accel LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
336	WL7316	Italian I Accel LIV	Italian HUB	\$68.00		\$68.00	\$0.00
337	WL7326	Italian II Accel LIV	Italian HUB	\$68.00		\$68.00	\$0.00
338	WL7331	Italian III Accel LIV	Italian HUB	\$68.00		\$68.00	\$0.00
339	WL7341	Italian IV Accel LIV	Italian HUB	\$68.00		\$68.00	\$0.00
340	WL7416	French I Accel LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
341	WL7416	French I Accel LIV	D'Accord 2024 L1 CE Fr I Wkbk	\$30.00		\$30.00	\$0.00
342	WL7426	French II Accel LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
343	WL7426	French II Accel LIV	D'Accord 2024 L1 CE Fr I Wkbk	\$30.00		\$30.00	\$0.00
344	WL7436	French III Accel LIV	D'Accord 2024 L2 CE Fr II Wkbk	\$30.00		\$30.00	\$0.00
345	WL7451	French V LIV	Petit Pays Reader	\$18.00		\$18.00	\$0.00
346	WL7616	German I Accel LIV	Headset/World Language Course	\$12.00		\$12.00	\$0.00
347	WL7616	German I Accel LIV	German Portfolio1 Online	\$14.00		\$14.00	\$0.00
348	WL7626	German II Accel LIV	German Portfolio 2 Online	\$14.00		\$14.00	\$0.00
349	WL7661	German Communication Accel LIV	German Portfolio 3/4 Online	\$16.00		\$16.00	\$0.00

	A	B	C	D	E	F	G
350	WL7816	American Sign Language I LIII	True+Way ASL Website Subscript	\$45.00		\$40.00	\$5.00
351	WL7826	American Sign Language II LIII	True+Way ASL Website Subscript	\$45.00		\$40.00	\$5.00
352	WL7916	American Sign Language I LIV	True+Way ASL Website Subscript	\$45.00		\$40.00	\$5.00
353	WL7926	American Sign Language II LIV	True+Way ASL Website Subscript	\$45.00		\$40.00	\$5.00
354	WL7941	ASL Receptive Comm LIV	True+Way ASL Website Subscript	\$45.00		\$40.00	\$5.00
355	WL8231	Spanish IIIH ACP LV	Edunovela:El timepo TV SERIES	\$19.00		\$19.00	\$0.00
356	WL8231	Spanish IIIH ACP LV	Exploraciones Online Access	\$50.00		\$50.00	\$0.00
357	WL8236	Spanish IIIH ACP LV	Edunovela:El timepo TV SERIES	\$19.00		\$19.00	\$0.00
358	WL8236	Spanish IIIH ACP LV	Exploraciones Online Access	\$50.00		\$50.00	\$0.00
359	WL8241	Spanish IVH ACP LV	Edunovela:Gran Hotel TV SERIES	\$24.00		\$24.00	\$0.00
360	WL8241	Spanish IVH ACP LV	Exploraciones Online Access	\$50.00		\$50.00	\$0.00
361	WL8341	Italian AP LV	Italian HUB	\$68.00		\$68.00	\$0.00
362	WL8411	French Lang AP LV	AP French Wkbk	\$65.00		\$48.00	\$17.00
363	WL8411	French Lang AP LV	Quant a Moi Wkbk	\$108.00		\$88.00	\$20.00
364	WL8431	French IIIH ACP LV	Reseau Digital Access	\$75.00		\$75.00	\$0.00
365	WL8436	French IIIH ACP LV	Reseau Digital Access	\$75.00		\$75.00	\$0.00
366	WL8441	French IVH ACP LV	Reseau Digital Access	\$75.00		\$75.00	\$0.00



Lyons Township High School

Office of Curriculum and Instruction

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Board of Education Memorandum

To: District 204 Board of Education Members

From: Dr. Patrice Payne | Director of Curriculum and Instruction

Date: May 4, 2026

Subject: Consolidated District Plan - 1st Reading

Overview

This memorandum presents the **2026–2027 Consolidated District Plan (CDP)** for Lyons Township High School District 204. The CDP outlines how the District will strategically align federal, state, and local resources to support student achievement, enhance instructional programming, and address identified areas of need.

Background

The Illinois State Board of Education (ISBE) requires districts to utilize its grant management system to ensure compliance with all federal and state grant requirements under the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), and related programs. The CDP consolidates assurances, program planning, and stakeholder input into a single document and serves as:

- A school improvement framework
- A consultation record with non-public schools and stakeholders
- Documentation of supports for students, including those with disabilities
- A Board-approved requirement for accessing FY2027 federal grants

The plan has been updated for FY2026–2027 to reflect current needs assessment data and District strategic planning priorities.

Programs Included

The CDP includes goals and assurances for the following federal programs:

- Title I – Academic achievement of disadvantaged students
- Title II – Educator quality and professional development
- Title IV – Student support and academic enrichment
- IDEA Part B – Special education services
- ESSER III (ARP) – Ongoing academic recovery and student support

Alignment of Resources

Lyons Township High School District 204 will align federal resources with state and local funding to supplement and enhance District programming.

- **State and local resources** will continue to provide core instructional services during the school day, including supported study halls and comprehensive academic programming.
- **Federal Title funds** (Title I, II, and IV) will supplement these efforts by funding:
 - Summer school and after-school academic supports
 - Instructional software and courseware enhancements
 - Professional development and summer workshops for staff working with targeted student populations

The District remains committed to advancing **equity, access, and social-emotional support** through coordinated use of all funding sources under the leadership of the Director of Curriculum and Instruction.



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Needs Assessment Overview

The District's needs assessment identified the following priority areas:

Student Achievement & Subgroup Performance

- Achievement gaps among identified subgroups, including low-income students, English learners, and students with disabilities
- Ongoing need for targeted academic interventions in literacy and mathematics
- Continued recovery from pandemic-related learning disruptions

Resource Inequities

- Access to academic supports outside the school day
- Need for expanded instructional technology and intervention tools
- Variability in student access to enrichment and advanced coursework

Social-Emotional and Learning Conditions

- Increased student need for social-emotional learning (SEL) supports
- Continued focus on safe, inclusive, and supportive school environments

Use of Needs Assessment for Program Planning

Needs assessment data will directly inform program goals and grant-funded activities across all federal programs:

- **Title I:** Targeted academic interventions, summer school, and extended learning opportunities to improve student achievement
- **Title II:** Professional development aligned to instructional best practices, differentiated instruction, and equity-focused teaching
- **Title IV:** Student support programming, including SEL initiatives, school climate improvements, and enrichment opportunities
- **IDEA Part B:** Specialized instruction and support services for students with disabilities
- **ESSER III/ARP** – Ongoing academic recovery and student support following COVID-19

ISBE and District Goal Alignment

The 2026–2027 CDP aligns with the following Illinois State Board of Education (ISBE) priorities:

- **Student Learning:** Increasing academic growth and closing achievement gaps
- **Learning Conditions:** Ensuring safe, equitable, and supportive learning environments
- **Elevating Educators:** Supporting high-quality instruction through professional development

District Goal:

All students will demonstrate measurable academic growth while being supported through equitable access to rigorous coursework, targeted interventions, and comprehensive social-emotional supports.

Instructional Program Overview

Lyons Township High School District 204 will continue to provide a comprehensive, well-rounded instructional program aligned to its mission of *Vita Plena – the quest for the fulfilling life*.

Key components include:

- Standards-aligned core curriculum with honors and Advanced Placement opportunities
- Common formative assessments to monitor student progress
- Directed intervention study halls and academic supports
- 1:1 technology integration
- Robust co-curricular and athletic programs
- Social Emotional Learning (SEL) initiatives

The District's Professional Learning Community (PLC) model continues to drive a focus on student learning outcomes and instructional improvement.



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Student Identification and Support Systems

The District utilizes a comprehensive system to identify students at risk of failure through the BAGHS framework (Behavior, Attendance, Grades, Health, Social-Emotional indicators).

Supports include:

- Directed intervention study halls
- Drop-in academic support centers
- After-school tutoring programs
- Targeted coursework such as Humanities and Algebra I Prep
- English learner and special education supports

Instructional Strategies and Professional Learning

The District will continue implementing research-based instructional strategies supported through:

- Instructional coaching
- Differentiated instruction initiatives
- Common assessment development
- Technology integration
- Social-emotional learning training

Professional development will be funded through Title II and other federal sources and aligned to District goals and student needs.

Equity and Access

The District is committed to ensuring equitable access to high-quality instruction by:

- Assigning experienced educators to diverse student populations
- Expanding access to advanced coursework
- Supporting historically underserved student groups
- Continuing equity-focused initiatives and staffing

Safe and Supportive Learning Environment

The District will maintain a strong focus on student well-being by:

- Implementing anti-bullying initiatives and reporting systems
- Reducing exclusionary discipline practices
- Expanding restorative practices and social work supports
- Partnering with community organizations for student services

College and Career Readiness

The District will continue to support student transitions through:

- Strong articulation with feeder schools
- Dual credit and Advanced Placement opportunities
- Career and Technical Education (CTE) programming
- Internship and work-based learning experiences
- College and career counseling services



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ISBE Application Overview: Lyons Township High School Consolidated District Plan

I. Purpose

The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

Board Goals:

- **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

FY 2027 Programs & Funding:

The District will implement and coordinate the following federally supported programs:

- Title I, Part A – Improving Basic Programs (including School Improvement 1003)
- Title II, Part A – Preparing, Training, and Recruiting High-Quality Staff
- Title III – Language Instruction Educational Program (LIEP)
- Title III – Immigrant Student Education Program (ISEP)
- Title IV, Part A – Student Support and Academic Enrichment
- IDEA, Part B – Flow-Through

Legislative Alignment:

This plan aligns with all applicable federal and state legislation, including ESSA, IDEA, the Rehabilitation Act, Career and Technical Education Act, Workforce Innovation and Opportunity Act, Head Start Act, McKinney-Vento Act, Adult Education and Family Literacy Act, and Illinois School Code and Administrative Rules related to Transitional Bilingual Education.

Duration:

The Consolidated District Plan is an annual application that will be reviewed and approved by ISBE.



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Equity & GEPA Statement:

In accordance with General Education Provisions Act (GEPA) Section 427, Lyons Township High School maintains a strong commitment to equity, access, and inclusion. The District prohibits discrimination in all programs and actively works to remove barriers to participation. Through initiatives such as the Equity and Achievement Team, expanded access to advanced coursework, and targeted student support, the District continues to promote equitable outcomes. The Board-adopted Equity Statement (2021) reinforces a commitment to fostering a respectful, inclusive environment that supports the academic and social-emotional success of all students.

II. Alignment of Federal Resources

The District will align federal resources with local and state resources to supplement District programming using Title funds. Title funding will provide summer and after-school supports while District funding will provide supports during the school day in supported study halls. Title funding will provide additional software supports to supplement software and course-ware purchased by the District. Summer workshops provide teachers who work with Title students more opportunities to meet student needs. In short, state and local resources will provide the core educational services with Title funds supplementing those programs under the guidance of the Title I Director/Director of Curriculum and Instruction. We continue to address the needs of students who have been negatively impacted by COVID and ESSER funds will continue to be used to provide supports for students who have fallen behind. The District will also continue to address equity issues and social emotional needs of students using the federal and state resources in addition to our local resources.

Funding & Programs Included:

The District anticipates receiving and coordinating funding across multiple federal programs, including:

- Title I (Basic Programs and School Improvement)
- Title II (Professional Development and Staffing)
- Title III (Multilingual and Immigrant Programs)
- Title IV (Student Support and Enrichment)
- IDEA (Special Education – Flow-Through and Preschool)

These funds supplement—not replace—core instructional programming, supporting interventions, extended learning opportunities, staff development, and student services.

Resources:

Federal funds are strategically aligned with state and local resources to:

- Provide summer school and after-school academic support
- Enhance instructional technology and courseware
- Expand professional learning opportunities for staff
- Address unfinished learning and ongoing impacts of COVID-19
- Support equity initiatives and social-emotional learning



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III. LTHS Needs Assessment Summary

On June 13 of 2022, the Lyons Township HSD 204 Board approved a new five-year strategic plan. On Monday, February 24, 2025 the District held a Strategic Plan "Mid-Course" community event where board representatives, administration, teachers, parents, and community stakeholders (including the original members of the Strategic Plan committee) met to review the progress on the strategic plan and recommend adjustments to the goals. From those adjustments, the following needs assessment outcomes were developed and approved by the Board of Education on June 16, 2025:

Needs Assessment & Strategic Priorities:

Based on the District's Strategic Plan and stakeholder input, the following priorities guide the CDP:

1. **Rigorous Curriculum & Instruction**
 - Strengthen curriculum alignment and assessment practices
 - Use student data to inform instruction
2. **Equitable & Engaging Learning Experiences**
 - Expand access to advanced coursework
 - Increase inclusion through co-teaching and multilingual supports
3. **Assessment & Feedback Consistency**
 - Improve formative assessment practices
 - Use data to guide interventions
4. **Data-Driven Student Supports (MTSS)**
 - Strengthen systems for academic, behavioral, and mental health supports
5. **Supportive Learning Environment**
 - Promote restorative practices and a culture of belonging
 - Expand supports for special education and multilingual learners
6. **Expanded Student Opportunities**
 - Increase participation in electives and extracurricular activities
 - Enhance student support structures during the school day

Program Specific Goals:

Title I, Part A - Improving Basic Programs

- Review District Curriculum focusing on Priority Skills & Standards, Illinois Standards and Mandates, Articulated Success Criteria, Skill-Based Rubrics, Common Formative & Summate Assessments, SAT alignment (Literacy, Numeracy), SEL Competencies, and Culturally Responsive Pedagogy.
- Remove barriers to guarantee access to high-quality curriculum for all students.
- Seek ways to increase student voice and engagement in learning.
- Increase representation and support of diverse learners.
- Examine, through an equity lens, academic & behavioral interventions and student outcomes.
- Summer transition to high school for low income and/or underperforming Title I students.

Title II, Part A - Preparing, Training, and Recruiting

- Increase staff engagement
- Enhance staff collaboration practices
- Improve Division PLC Team effectiveness
- Ensure an effective staff professional learning system
- Increase teacher leadership opportunities

Title III - LIEP

- Address needs of students not served by EL courses
- Improve ACCESS test scores through curricular support
- Expand SIOP training to all teachers, including as a part of the 3 year induction and mentoring program.



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Title III - ISEP

- Establish transfer groups for immigrant students
- Enhance collaboration with parents of immigrant students through presentations and workshops. (Topics to be included: school culture, American grading systems, state testing and assessment, language accessibility, etc.)
- Provide summer experiential programming for immigrant students focusing on linguistic and cultural topics

Title IV, Part A - Student Support and Academic Enrichment

- Embed engaging and relevant student activities in the updated curriculum
- Support implementation of Restorative Practices with teacher materials
- Develop career pathways leading to post-high school success

IDEA, Part B - Flow-Through

- Describe and promote the importance of lifelong impact of assisting students to build social and emotional skills
- Assess the impact of our current evidence-based EL program/curriculum (Yale RULER approach) to inform expanded use of the curriculum
- Examine, understand, and integrate ISBE Social and Emotional standards for early and late high school across academic areas.
- Examine, through an equity lens, academic & behavioral interventions and student outcomes
- Examine, through an equity lens, demographic disparities among academic and behavioral referrals, detentions, suspensions, and attendance/tardies
- Assess the efficacy of current academic and behavioral interventions.
- Research additional evidence-based behavioral interventions for students.

Stakeholder Alignments:

ISBE Goals

- **Student Learning:** Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- **Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet
- **Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goals

- **Goal 1: Student Growth and Achievement**
Provide a comprehensive, innovative education for every student to ensure all students grow and achieve
- **Goal 2: Learning Environment and Supports**
Provide a safe, positive, inclusive and engaging learning environment
- **Goal 3: High-Quality, Diverse Staff**
Invest in staff and culture to ensure innovation, collaboration and accountability.
- **Goal 4: Family and Community partnerships**
Partner with families and the community to support and expand learning opportunities for all students
- **Goal 5: Resource Effectiveness and Efficiencies**
Allocate necessary resources to maximize educational success for all students.



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Private School Participation

Consultation Requirements:

- **Title I:** LEA is required to consult with private schools where LEA-residing students attend. Schools may be located within or outside of district boundaries.
- **Title II/ IV:** LEA is required to consult with private schools located within the LEA boundary.

Lyons Township High School District 204 conducted timely and meaningful consultation with all eligible nonpublic schools in alignment with the requirements of the Elementary and Secondary Education Act (ESEA) for Titles I, II, and IV. The district reached out to each school listed and obtained signed consultation forms where applicable, ensuring open communication regarding equitable services, program planning, and the use of federal funds. Through this process, Nazareth Academy was the only school that elected to collaborate and partner with the district for participation in ESEA Titles I, II, and IV services. All other schools were provided the opportunity to participate but either declined or did not engage in the consultation process.

Consultation was offered to the following nonpublic schools:

Private School #	Non Public School	Title	Contact Name
07016272Y010000	American School (of Correspondence)	Office of Administration	Office Administrator
05016982Z190000	Willows Academy	Director of Development	Mrs. Kerry Whalen
19022055Y100000	Montini Catholic High School	Principal	Chris Tiritilli
15016060Y100000	Mother McAuley Liberal Arts H S	Principal	Dr. Kathryn Baal
19022042Y030000	Timothy Christian High School	Principal	Dr. Brad Mitchell
06016028Y100000	Fenwick High School	Principal	Dr. John Finan Principal
06016809Y100000	Nazareth Academy	Director of Curriculum	Jessica Radogno
05016069Y100000	Notre Dame College Prep	Principal	Daniel Tully
06016119Y100000	Trinity High School	Principal	Amy Gallie
19022091Y140000	Chesterton Academy of The Holy Family	Head of School	Mr. Hugo Chong
19022016Y100000	I C Catholic Prep	Principal	Danielle Wagner
19022038Y100000	Benet Academy	Assistant Principal Curriculum & Instruction	LoriAnne Frieri
07016095Y100000	St Laurence High School	Principal	Kristy Kane
15016985Y100000	Cristo Rey Jesuit High School	Principal	Mayra Gradilla
15016056Y100000	Marist High School	Principal	Mrs. Meg Dunneback
15016108Y100000	St Rita High School	Principal	Mr. Josh Blaszk
05016989Z100000	Northridge Preparatory School	Principal	Niall Fagan
15016122Y010000	Wolcott School	Head of school	Marisa German

Preschool Coordination:

No Preschool Programs are offered

Additional Highlights

- Approximately 250 English Learners are served through the Bilingual Service Plan
- Non-public participation: 1 (Nazareth Academy)



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V. ESEA Section 1116(a)(2) – Parent and Family Engagement Policy

Each Local Educational Agency (LEA) receiving Title I funds must collaboratively develop, agree upon, and distribute to parents and family members of participating students a written Parent and Family Engagement Policy. This policy must be incorporated into the LEA's Consolidated District Plan and outline the LEA's expectations and goals for meaningful parent and family involvement.

The policy shall describe how the LEA will:

- (A) Engage parents and family members in the joint development of the Consolidated District Plan, as well as in the creation of school support and improvement plans.
- (B) Provide coordination, technical assistance, and support to build the capacity of all participating schools to effectively plan and implement parent and family engagement activities that improve student achievement and school performance. This may include consultation with employers, business leaders, philanthropic organizations, and individuals with expertise in family engagement.
- (C) Coordinate and integrate parent and family engagement strategies with other applicable federal, state, and local laws and programs.
- (D) Conduct an annual evaluation of the policy's content and effectiveness in improving the academic quality of Title I schools. This includes identifying barriers to participation, understanding the needs of families in supporting student learning, and developing strategies to strengthen school-family partnerships.
- (E) Use the results of the annual evaluation to design evidence-based strategies that enhance parent and family engagement and revise the policy as needed.
- (F) Involve parents and family members in Title I program activities, which may include establishing a parent advisory board that reflects the diversity and needs of the population served. This group will support the development, review, and revision of the engagement policy.

LTHS Policy 6:170 Title I Programs:

The Superintendent or designee may pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parent and Family Engagement Compact

The Superintendent or designee shall develop a *District-Level Parent and Family Engagement Compact* according to Title I requirements. The *District-Level Parent and Family Engagement Compact* shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Compact

Each Building Principal or designee shall develop a *School-Level Parent and Family Engagement Compact* according to Title I requirements. This *School-Level Parent and Family Engagement Compact* shall contain: (1) a



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process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated

by Reference:6:170-AP1, E1 (District-Level Parent and Family Engagement Compact) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Compact)

LEGAL REF:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

Adopted: October 18, 2021

Lyons THSD 204



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VI. Student Achievement & Timely Graduation

Lyons Township High School District 204 aligns its work to ISBE priorities of Student Learning, Learning Conditions, and Elevating Educators through district goals focused on student growth and achievement, inclusive learning environments, and high-quality staff. The district provides a comprehensive, innovative instructional program grounded in its mission to foster excellence, innovation, and student empowerment, ensuring all students graduate prepared for college, career, and life. Grant funds are used to supplement existing resources and address gaps for students requiring additional academic and language supports.

The district utilizes a comprehensive system to identify students at risk of failure through ongoing monitoring of academic performance, attendance, and behavior using a data dashboard system. Student Support Teams, led by administrators, implement targeted interventions including support study halls, credit recovery programs, schedule adjustments, and family communication. Special attention is given to freshmen at risk of falling off track and seniors at risk of not graduating. Identification criteria include performance data, teacher recommendations, and indicators relevant to low-income students, English learners, students with disabilities, and other vulnerable populations.

To support students in meeting state academic and language standards, LTHS provides a multi-tiered system of supports including targeted coursework such as Algebra I Prep, structured intervention periods, tutoring, and access to academic support centers during and after the school day. English learners are supported through a comprehensive bilingual program, dedicated leadership, data monitoring systems, and extended learning opportunities such as Homework Night with transportation. Additional supports include summer bridge programming, culturally responsive practices, and targeted resources for immigrant students.

Instructional quality is strengthened through a robust professional learning system aligned to Learning Forward standards. Teachers engage in ongoing training, instructional coaching, and collaborative team structures focused on assessment, differentiated instruction, and culturally responsive practices. The district has expanded bilingual programming, implemented sheltered instruction strategies, and enhanced supports for English learners across all content areas. Social-emotional learning, student voice initiatives, and flexible programming such as alternative education and credit recovery further improve learning conditions and student engagement.

The district ensures equitable access to effective educators by maintaining a fully qualified teaching staff and monitoring assignment practices to prevent disproportionate placement of inexperienced or ineffective teachers with low-income or minority students. Ongoing evaluation using the Danielson framework, strategic hiring practices, and a focus on staff diversity support this effort, along with leadership roles dedicated to equity and belonging.

Library services play a key role in supporting student achievement and digital literacy. Certified librarians collaborate with teachers to deliver instruction in research, information evaluation, and technology use while providing access to diverse print and digital resources. Libraries offer flexible, student-centered learning environments, expanded access, and programming that promotes literacy, inquiry, and innovation.

Gifted and talented students are identified using objective measures including standardized assessments such as PSAT and performance data. Opportunities for advanced learning include accelerated coursework, Advanced Placement, dual credit programs, and enrichment in academic and fine arts areas. The district also implements equitable identification practices to expand access to rigorous programming for underrepresented students.

Through these coordinated efforts, LTHS ensures all students have access to high-quality educational opportunities while addressing achievement gaps and supporting timely graduation.



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VII. College and Career Readiness

Lyons Township High School District 204 aligns with ISBE priorities by preparing all students for successful transitions into high school and postsecondary pathways through comprehensive academic programming, strong partnerships, and career-focused opportunities. The district maintains a coordinated transition process from middle school to high school through ongoing collaboration with feeder districts, including regular articulation meetings, shared readiness benchmarks, and aligned curriculum expectations. Students and families are supported through structured transition activities such as Future Freshman Night, middle school outreach visits, shadow days, summer coursework, and targeted bridge programming to ensure readiness for high school expectations.

To support postsecondary readiness, the district provides a comprehensive system of college and career planning that includes a dedicated college and career center, individualized counseling, financial aid guidance, and college exploration opportunities. Students have access to Advanced Placement courses aligned to national standards, dual credit opportunities through partnerships with institutions such as the College of DuPage, Moraine Valley Community College, Embry-Riddle Aeronautical University, and Indiana University, as well as career certification programs through the Technology Center of DuPage. A transition math course aligned to the Postsecondary and Workforce Readiness Act further supports placement into credit-bearing coursework after graduation.

The district integrates academic and career and technical education through a robust CTE program offering pathways in areas such as engineering, aviation, business, computer science, and culinary arts. Students participate in work-based learning experiences, including internships across all divisions, partnerships with local businesses and community organizations, and applied learning opportunities that provide academic credit and real-world experience. Additional programming includes career pathways, entrepreneurship experiences, and partnerships that connect students to industry professionals.

Through these coordinated efforts, the district ensures equitable access to rigorous coursework, career exploration, and postsecondary opportunities while expanding supports for underrepresented students and strengthening alignment between K-12 education, higher education, and the workforce.

VIII. Professional Development – Highly Prepared and Effective Teachers and School Leaders

Lyons Township High School District 204 aligns professional learning with ISBE priorities and district goals by investing in high-quality, job-embedded professional development that supports student achievement, strengthens learning environments, and builds educator capacity. Beginning in fall 2026, professional development will shift to emphasize increased student engagement and relevant, curriculum-based learning, guided by Michael McDowell's Dispositional Habits. Professional Learning Communities will focus on ensuring students understand learning goals, monitor progress, and identify next steps, supported by instructional and technology coaches.

The district will continue expanding co-teaching practices across all grade levels, with targeted training to strengthen collaborative instructional models. Ongoing curriculum review aligned to standards, assessment practices, and best instructional strategies will culminate in summer workshops for core content areas. Professional learning is further supported through a restructured Professional Learning Team, leadership development through Learning Forward participation, and continued implementation of student voice initiatives.

Title II funds will support sustained professional learning through coaching, PLC leadership development, and conference participation, including opportunities for nonpublic school educators to enhance instructional practices. Title III funds, if allocated, will focus on strengthening services for English learners and immigrant students through targeted staff training on culturally and academically responsive practices. Title IV funding will support training and implementation of restorative practices to improve school climate and student support systems.

In collaboration with the La Grange Area Department of Special Education, IDEA funding supports specialized professional development including CPI training, SCERTS training for staff working with students with autism, and training for job coaches and paraprofessionals. Professional development priorities are guided by ongoing needs assessments to ensure alignment with district goals and student needs.

Through these coordinated efforts, District 204 ensures educators are well-prepared, continuously supported, and equipped to meet the diverse academic, social, and emotional needs of all students.



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IX. Safe and Healthy Learning Environment

Lyons Township High School District 204 is committed to providing a safe, inclusive, and supportive learning environment aligned to ISBE goals and district priorities. The district utilizes a comprehensive, data-driven approach to reduce bullying, harassment, and exclusionary discipline practices. Through its data dashboard system, administrators and student support teams regularly monitor and analyze discipline, attendance, and behavioral data disaggregated by student subgroups to identify disparities and guide targeted interventions. This ongoing analysis informs goal setting, professional learning, and continuous improvement efforts to reduce disproportionality and maintain compliance with state expectations. District policies and procedures are regularly reviewed and updated in collaboration with legal counsel and the Board of Education to ensure alignment with current laws and best practices. The student handbook and code of conduct are revised to emphasize clear expectations, preventative supports, and restorative approaches that prioritize student growth and engagement over exclusionary discipline.

The district implements a Multi-Tiered System of Supports framework to address student behavior through prevention, intervention, and reintegration. Restorative practices are central to this approach, including the continued use and expansion of a Restorative Intervention Room that allows students to remain in school while receiving behavioral and academic support. Staff receive ongoing training in restorative strategies, including classroom circles and relationship-building practices, to proactively address student needs and reduce reliance on removal from instruction.

In partnership with Rosecrance, the district provides on-site assessment and support for students experiencing substance-related concerns, offering alternatives to suspension that focus on treatment and recovery. Additionally, student voice initiatives and partnerships with organizations such as Core Collaborative promote a culture of belonging, respect, and inclusion by engaging students in dialogue, leadership development, and school climate improvement efforts.

To support vulnerable populations, including homeless students, the district provides coordinated services in alignment with the McKinney-Vento Act. These services include transportation to school and extracurricular activities, access to meals, school supplies, clothing, social work support, and assistance connecting families with housing and community resources. Through these coordinated strategies, District 204 works to ensure equitable, supportive, and safe learning environments that promote student well-being, reduce disciplinary disparities, and support academic success for all students.

X. IDEA Specific Requirements

Lyons Township High School District 204 uses a comprehensive needs assessment process to guide IDEA grant planning, drawing on multiple data sources including 5Essentials Survey results, IDEA parent and staff surveys in collaboration with the local special education cooperative, Panorama climate and culture surveys, district report card data, and aligned strategic planning efforts. Analysis of academic performance data from assessments such as SAT, ACT, MAP, and ACCESS, along with stakeholder feedback, identified key needs including strengthening Specially Designed Instruction, expanding effective co-teaching practices, and increasing staff capacity to support diverse learners through trauma-informed and inclusive practices. The district also prioritizes enhancing transition services for students with disabilities to support successful postsecondary outcomes through program evaluation and collaboration with local partners.

IDEA funds support ongoing professional learning and program development aligned to these identified needs. This includes training and coaching for co-teaching and Specially Designed Instruction, social-emotional learning implementation, and role-specific development for special education staff, related service providers, and paraprofessionals. The district partners with organizations such as Yale Center for Emotional Intelligence and Collaborative for Academic, Social, and Emotional Learning to strengthen SEL integration and mental health supports. In collaboration with its special education cooperative, the district also provides targeted training including CPI, SCERTS for supporting students with autism, and job coaching supports, while using ongoing needs assessments to ensure resources are aligned to priority areas.

There are no significant changes to the scope or nature of services from the prior year. The district will continue to focus on implementation fidelity, continuous program improvement, and alignment of services to student needs. Based on the most recent State Performance Plan indicators, the district met all requirements with no corrective actions identified. IDEA funds will continue to support the strengthening of core instructional practices, inclusive supports, and strategic initiatives to improve outcomes for students with disabilities.



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XI. Board Approval, Certification, and Assurances – Lyons Township High School District 204

Lyons Township High School District 204 affirms that, upon Board of Education approval of the Consolidated District Plan, the district will comply with all applicable federal and state requirements associated with grant funding. The district certifies that it has read, understands, and will adhere to all required assurances.

District 204 ensures equitable access to services for all eligible students, including migratory and nonpublic school students, and conducts timely and meaningful consultation with private school officials. The district agrees to participate in required national assessments, such as NAEP, if selected, and will coordinate services across programs for English learners, students with disabilities, homeless youth, and other special populations to increase effectiveness and reduce duplication.

The district maintains collaboration with local child welfare agencies to support students in foster care, including ensuring transportation to the school of origin when in the student's best interest through coordinated funding and procedures. All teachers and paraprofessionals working in federally funded programs meet applicable state certification and licensure requirements.

District 204 further assures compliance with all laws related to English learner programming, including appropriate use of funds, support for Transitional Bilingual Education programs, and meaningful engagement of parent advisory committees. The district confirms that all educators in language instruction programs are fluent in the language(s) of instruction. The district has engaged stakeholders, including educators, administrators, families, community members, and higher education partners, in the development and implementation of the plan. When applicable, the district coordinates with early childhood programs, including Head Start, to align services and share relevant data.

Finally, District 204 affirms that no policy prohibits constitutionally protected prayer in public schools and that all activities remain in compliance with applicable state and federal laws throughout the duration of the grant period.

Grant Application Certifications and Assurances:

Lyons Township High School District 204 certifies to the Illinois State Board of Education that it has the legal authority to apply for and receive grant funding. This application has been duly authorized by the District's governing body, and the designated representative is authorized to submit and act on behalf of the District. All information provided is accurate to the best of the District's knowledge, and grant funds will be used solely for the purposes described in the approved application and Grant Agreement.

The District acknowledges that approval of this application does not constitute a binding obligation until a final Grant Agreement is executed. Funding is contingent upon sufficient state and/or federal appropriations and continued compliance with all applicable requirements. Future funding is not guaranteed and is dependent upon performance, compliance, and available appropriations.

Project Administration and Oversight:

The District will administer all grant-funded activities in accordance with applicable federal and state laws, regulations, and grant terms. The District is responsible for obtaining necessary approvals, permits, and documentation required to implement the project. Participation in project planning and implementation will include stakeholders representative of the community and populations served.

Use of Funds and Financial Management:

All grant funds will be used exclusively for approved purposes and in compliance with applicable cost principles and allowability standards. The District will maintain financial management systems aligned with federal requirements, including accurate reporting, internal controls, and proper accounting procedures. Records will be retained for the required period, and all expenditures will be subject to audit and review.

The District agrees not to use student tuition or fees to meet matching or maintenance of effort requirements and will comply with all regulations regarding property and equipment purchased with grant funds.



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Compliance with Laws and Regulations:

The District will comply with all applicable federal and state laws, including but not limited to:

- Federal Uniform Grant Guidance (2 CFR Part 200)
- Illinois Grant Accountability and Transparency Act (GATA)
- Civil rights and nondiscrimination laws, including Title VI, Title IX, Section 504, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act
- Student privacy laws, including FERPA and the Illinois School Student Records Act

The District will ensure equitable access to programs and will not discriminate on the basis of race, color, national origin, sex, age, disability, or other protected characteristics. No student will be denied participation based on immigration status.

Staff Qualifications and Safety Requirements:

All personnel funded through the grant will meet applicable certification and licensure requirements. The District will conduct required background checks for employees, volunteers, and contractors who have direct contact with students and will ensure compliance with all student safety laws.

Program Integrity and Accountability:

The District will:

- Maintain compliance with all grant terms and conditions
- Submit required reports and documentation
- Ensure expenditures meet all regulatory requirements
- Notify ISBE of any material changes affecting certifications or compliance

Failure to comply may result in corrective actions, including suspension or termination of funding.

Equity, Access, and Participation:

The District ensures that:

- Eligible students, including English learners, students with disabilities, homeless youth, and foster care students, have equitable access to services
- Services for private school students are provided in accordance with federal requirements, including timely and meaningful consultation
- Programs are coordinated to reduce duplication and improve effectiveness across student groups

Collaboration and Coordination:

The District will collaborate with:

- Child welfare agencies to support students in foster care, including transportation to their school of origin when appropriate
- Early childhood programs, including Head Start, when applicable
- Community stakeholders, educators, and institutions of higher education in planning and implementation

Additional Assurances:

The District further certifies that:

- It is in good standing with all tax obligations
- It is not barred from receiving state contracts
- It does not support discriminatory organizations
- Grant funds will not be used for religious instruction or activities
- It will maintain a drug-free workplace in compliance with state law

If participating in a joint application, the District agrees to shared responsibility for compliance and financial accountability, including proper fund management, reporting, and auditing.



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Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion Lower Tier Covered Transactions:

Lyons Township High School District 204 the prospective lower-tier participant certifies:

- Neither the organization nor its principals are currently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.
- The participant will provide immediate written notice to Lyons Township High School District 204 if this certification becomes inaccurate at any time.
- The participant will not knowingly enter into any lower-tier covered transaction with any party that is debarred, suspended, ineligible, or voluntarily excluded, unless authorized by the appropriate federal agency.
- The participant will include this certification clause, without modification, in all lower-tier covered transactions and related solicitations.
- This certification is a material representation of fact relied upon by Lyons Township High School District 204 in entering into this transaction.

This certification is required under federal regulations implementing Executive Orders 12549 and 12689, as outlined in 2 CFR Parts 180 and 3485.

Certification Regarding Lobbying:

Lyons Township High School District 204 hereby certifies, to the best of his or her knowledge and belief, that:

- No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement
- If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.
- The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.



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Assurances:

Lyons Township High School District 204, as the LEA, agrees to the following:

- 1. Program Administration**
Each program will be administered in compliance with all applicable statutes, regulations, approved applications, and program plans.
- 2. Control of Funds and Property**
All grant funds and property acquired with those funds will remain under the control of a public agency and be administered accordingly.
- 3. Fiscal Management**
The LEA will maintain proper fiscal control and accounting procedures to ensure appropriate use and tracking of federal funds, in compliance with 2 CFR 200 and ISBE grant administration policies.
- 4. Reporting and Records**
The LEA will submit required reports to ISBE and the U.S. Secretary of Education, maintain required records, and provide access as necessary for oversight and compliance.
- 5. Stakeholder Participation**
Reasonable opportunities will be provided for teachers, parents, and other stakeholders to participate in program planning and implementation.
- 6. Public Access to Information**
Program applications, plans, evaluations, and reports will be made readily available to the public.
- 7. Construction Requirements (if applicable)**
Any construction projects will comply with state requirements and federal accessibility standards to ensure facilities are usable by individuals with disabilities.
- 8. Use of Research and Best Practices**
The LEA will implement procedures to share and apply relevant educational research and effective practices with staff.
- 9. Restrictions on Use of Funds**
Grant funds will not be used to purchase equipment or software that results in a direct financial benefit to organizations representing the interests of the LEA or its employees.

Lyons Township High School District 204 has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

Certification Statement:

Lyons Township High School District 204 affirms that all certifications and assurances outlined above are accurate and will remain in effect throughout the duration of the grant. The District will promptly notify ISBE of any changes affecting compliance and understands that failure to do so may result in funding consequences.

Conclusion:

The FY 2026–2027 Consolidated District Plan provides a comprehensive framework for leveraging funding, strengthening instruction, and expanding student support. Through strategic alignment and a continued focus on equity and excellence, the District aims to ensure all students are prepared for postsecondary success.



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District-Wide Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Lyons Township High School District 204 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116 of the ESEA, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.
- The school district will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of “parent and family engagement,” and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
 - (B) that parents are encouraged to be actively involved in their child’s education at school;
 - (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1116 of the ESEA.
- The school district will inform parents and parental organizations of the purpose and existence of the Parental Resource Center in the State.



Lyons Township High School

Office of Curriculum and Instruction

100 S. Brainard Ave, La Grange IL 60525-2101

Tel: 708-579-6470 E-Mail: ppayne@lths.net

PART II. IMPLEMENTATION OF DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. The Lyons Township High School District 204 will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1116 of the ESEA:
2. The Lyons Township High School District 204 will take the following actions to involve parents and family members in developing the local educational agency plan under section 1112 of the ESEA, and support and improvement plans under section 1111(d)(1)-(2) of the ESEA:
3. The Lyons Township High School District 204 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:
4. The Lyons Township High School District 204 will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies of the following other relevant Federal, State, and local programs: [Insert program name[s]].
5. The Lyons Township High School District 204 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design evidenced-based strategies for more effective parent and family engagement and to revise, if necessary (and with the involvement of parents), its parent and family engagement policies.
6. The Lyons Township High School District 204 will build the schools' and parent's capacity for strong parent and family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:



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- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's challenging State academic standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
- C. The school district will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

PART III. DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parent and family engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parent and family engagement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities; and
- providing other reasonable support for parent and family engagement activities under section 1116 as parents may request.



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PART IV. ADOPTION

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

_____.

This policy was adopted by the Lyons Township High School District 204 _____ on

_____ and will be in effect for the period of _____. The

school district will distribute this policy to all parents of participating Title I, Part A children on or before.

(Signature of Authorized Official)

(Date)

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
· Tel: (708) 579-6462 · Fax: (708) 579-6454 · Email: bstachacz@lths.net · Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 4/29/2026
Re: FY27 Education Fund and O&M Fund Capital Outlay Requests (1st Reading)

Attached you will find a list of capital outlay and equipment recommendations for purchase in the FY27 budget. The District Administration reviewed and provided feedback on the requests in preparation to recommend a final list to the Board of Education. Based upon available funds in the FY 27 budget, we are recommending this list for approval at this time. The total amount for these current requests is estimated to be \$2,219,472 and represents the majority of the “Priority 1” requests that were submitted. At this time, I believe that available funds in the FY27 budget will be able to support these requests. If not, we will re-evaluate these potential expenditures at a later date. Additionally, several of these items will be covered with grant money which will be itemized for the May board meeting.

We will discuss this information in detail during the meeting, however, should you have any questions prior to the meeting, please do not hesitate to contact me.

Recommendation: The Board of Education approve the FY27 recommended Education Fund and O&M Fund capital outlay and equipment requests as presented.

	A	B	C	E	F	G	H	I	J
1	Division	Department	SubmittedBy	ItemDescription	Quantity	UnitPrice	Recommended Amount for Budget	Priority	Justification
2	Buildings & Grounds	BOTH CAMPUSES	bdrake	John Deere Gator Replacement	1	14,039	14,039	1	The utility vehicle for Grounds has a blown transmission and numerous other issues and needs to be replaced.
3	Buildings & Grounds	NORTH CAMPUS	bdrake	District Driver Van Replacement	1	55,000	55,000	1	The van is in poor condition and is due for replacement.
4	Buildings & Grounds	SOUTH CAMPUS	bdrake	F-350 Dump Truck Replacement	1	88,000	88,000	1	The old South Campus dump truck is in very poor condition and needs replacement.
5		BOTH CAMPUSES	bstachacz	Student Activity Bus	1	105,000	105,000	1	To continue the replacement of the Vans for Student Transportation.
6	Applied Technology	Applied Tech	dbuys	Vex Robotics Kit	3	2,499	7,497	1	Vex Robotics Kits are required to run our Robotics 2 classes. Students work in pairs on the kits. Currently we have 3 kits, but next year we are running a section of 12 students so we need 3 more kits.
7	Applied Technology	Applied Tech	dbuys	Driving Simulators	4	750	3,000	1	We are requesting 4 driving simulators for the SC automotive program. With growing technology we can use driving simulators to show students problems they would have in the real world and how those problems can be solved. This would serve all classes with an interactive teaching tool that helps students connect the automotive theory learned in the classroom to real world driving behaviors. In the classes we talk about tuning, performance parts, gear ratios, weight to power ratios, etc., all of these things can be explained and simulated with software.
8	Applied Technology	Applied Tech	dbuys	Lift table	1	1,011	1,011	1	Needed for our Woods classes in order to get material at right level to work on
9	Applied Technology	Applied Tech	dbuys	Lumber Rack	1	499	499	1	Our lumber room is currently a mess. We need this rack in order to organize it and allow us to minimize waste.
10	Applied Technology	Applied Tech	dbuys	Miter Table (2')	1	449	449	1	Our current Miter tables are old and do not allow for us to provide the conditions necessary to maximize safety and performance of our miter saws while working.
11	Applied Technology	Applied Tech	dbuys	Miter Table (4')	2	759	1,518	1	Our current Miter tables are old and do not allow for us to provide the conditions necessary to maximize safety and performance of our miter saws while working.
12	Math and Science	SCIENCE	egroth	White boards for science classrooms	6	962	5,772	1	The science teachers are looking to modernize classroom materials. We currently have at least 6 classrooms (1 at North requesting and 5 at South) that currently have chalkboards instead of white boards to use in class. Teachers have requested whiteboards as a way to get students up out of their seats at vertical spaces for classroom work.
13	Math and Science	SCIENCE	egroth	Portable White Boards for Science Classrooms	10	321	3,219	1	Science teachers at both campuses would like to start using vertical, non-permanent surfaces as an educational tool to further engage students and get them up and working in class.
14	Building Request	General Use	etennant	Public Address System	1	10,000	10,000	1	Add speakers and call buttons to unserved areas of campus
15	Building Request	General Use	etennant	Public Address System	1	10,000	10,000	1	Add speakers and call buttons to unserved areas of campus
16	Building Request	General Use	etennant	Digital Signage	1	5,000	5,000	1	Additional digital signage panels and mounts for locations determined by the Building Team.
17	Building Request	General Use	etennant	Digital Signage	1	5,000	5,000	1	Additional digital signage panels and mounts for locations determined by the Building Team.
18	Technology	Multi Media Services	etennant	SC-PAC AV Systems	1	150,000	150,000	1	Replace failing AV systems, original to the construction of the PAC - audio, video, control, screen. Includes equipment, freight, design, installation, programming, commissioning, project management.
19	Technology	Multi Media Services	etennant	Reber - Main Stage Projector	1	32,000	32,000	1	Replace unit that's more than 10 years old/ incapable of meeting current demands
20	Technology	Multi Media Services	etennant	NC Fieldhouse Sound Mixers	2	1,900	3,800	1	Replace failing SCM810 units in NC Fieldhouse audio rack
21	Technology	Technology	etennant	Virtualized Processing and Storage Infrastructure	1	450,000	450,000	1	Replacements / upgrades to virtualized data processing and storage infrastructure.
22	Technology	Technology	etennant	Data Switches	10	2,500	25,000	1	Additional network data switches to increase capacity in wiring closets currently unable to support growing quantities of phones, access points, cameras, PCs, etc.
23	Technology	Technology	etennant	PC Docks	50	375	18,750	1	Additional docks for Laptop/Chromebook interconnects in classrooms, labs, student workspaces, teacher offices
24	Technology	Technology	etennant	Monitors	50	375	18,750	1	Monitors to add to classrooms, labs, student workspaces, teacher offices
25	Technology	Technology	etennant	Printers / MFPs	2	4,500	9,000	1	Units to replace failed / unrepairable devices.
26	Technology	Technology - Instructional	etennant	Student Chromebooks	1,100	450	495,000	1	Devices for Incoming Freshman Class + 10% for loaners / breakage replacements. 4-yr life expectancy.
27	Technology	Technology - Instructional	etennant	Projectors	50	1,100	55,000	1	Cyclical replacement of classroom projectors, units more than 5 years old
28	Technology	Technology - Instructional	etennant	Auto Lab PC Replacements	12	2,000	24,000	1	Replace obsolete / outdated PCs in auto lab at NC
29	Building Request	General Use	ggardner	Co-Teaching/Flexible Classroom Furniture - NC/SC	1	160,000	80,000	1	Replacement of old classroom furniture for new flexible classroom furniture to support varied instructional models, improve student engagement, and ensure durable, adaptable learning environments.

	A	B	C	E	F	G	H	I	J
30	Building Request	General Use	ggardner	Fieldhouse sound system replacement	1	110,000	55,000	1	Replacement of the outdated fieldhouse sound system, including installation, to address blown speakers and ensure clear, reliable audio for athletic events, assemblies, and large school events.
31	Building Request	General Use	ggardner	South Campus Library Redesign - Fiction shelving, Graphic/Manga, table and chairs	1	58,000	20,000	1	Redesign of the South Campus Library fiction area with updated shelving for fiction and graphic/manga collections, along with new tables and chairs to improve accessibility, support student engagement, and create a more inviting reading and learning space.
32	Building Request	General Use	ggardner	South Campus Library Redesign - Non-fiction shelving, carrels, displays, soft seating	1	41,000	20,000	1	Phase III of the South Campus Library redesign to replace outdated, heavy non-fiction shelving with flexible, movable units, along with updated carrels, displays, and soft seating. Enhances student access, supports varied learning environments, and allows the space to flex for multi-purpose use during and after school.
33	Building Request	General Use	ggardner	South Campus Library Redesign - Circulation Desk, casegoods, book trucks, printer stand	1	30,000	20,000	1	Redesign of the South Campus Library to update the circulation desk, casegoods, book trucks, and printer stand, improving functionality, workflow efficiency, and alignment with modern library use and student needs.
34	Building Request	General Use	ggardner	Elevator swipe readers Cross Hall and Upper Gyms	2	12,000	24,000	1	Installation of elevator swipe readers in Cross Hall and Upper Gyms to align with the new elevator system, improve accessibility for students, and eliminate the need for physical keys while maintaining secure, controlled access.
35	Building Request	General Use	ggardner	Commons condiment station w/ waste receptacle (entrance to Commons/Student Square)	1	23,500	10,000	1	Installation of a condiment station with integrated waste receptacle at the Commons/Student Square entrance to improve traffic flow, reduce congestion, and support cleanliness and efficient meal service.
36	Building Request	General Use	ggardner	Basketball Cranks (Upper Gym) - Includes scaffolding	1	18,000	18,000	1	Replacement of the outdated basketball crank system in the Upper Gym to align with the upgraded systems installed in Gyms 1-4, ensuring consistency, improved reliability, and safer operation. Includes necessary scaffolding to support proper installation and ongoing maintenance access.
37	Building Request	General Use	ggardner	Classroom White Board Replacement of chalk boards (8x4'	20	650	13,000	1	Replacement of outdated chalkboards with whiteboards to improve visibility, support modern instructional practices, and reduce dust for a cleaner classroom environment.
38	Building Request	General Use	ggardner	Softball camera and Bennet field replacement camera - includes installation	1	8,000	8,000	1	Installation of cameras at Stacey Ann Baker Stadium and replacement of the Bennett Field unit lost during construction to enhance surveillance coverage across the stadium and surrounding South Campus grounds. Supports event supervision, safety, and monitoring of areas behind the stadium.
39	Building Request	General Use	ggardner	A102 - Drop ceiling, lighting, paint/patch	1	8,000	8,000	1	Conversion of A102 into a Special Education conference room at the main entrance improves accessibility for families and centralizes services. Project includes installation of a drop ceiling, updated lighting, and patch/paint to create an appropriate, functional meeting space relocated from the library classroom.
40	Building Request	General Use	ggardner	D122 (Aviation Room) carpet removal and floor repair/replacement	1	7,500	7,500	1	Removes aging carpet to improve air quality, protect equipment, and reduce long-term maintenance in the aviation lab.
41	Building Request	General Use	ggardner	Teacher desk replacement with new end round sit to stand desk	4	1,450	5,800	1	Annual replacement of old/broken teacher desks. Price increase represents the new "flexible" teacher desks. Replacement of traditional teacher desks with sit-to-stand end-round desks to support staff ergonomics, increase flexibility in instructional spaces, and align with flexible classroom design.
42	Building Request	General Use	ggardner	Special Education LIFE classroom furniture	1	5,200	5,200	1	Purchase of specialized furniture for the LIFE classroom to support diverse learning, sensory, and accessibility needs, ensuring a safe, functional, and inclusive environment for students.
43	Building Request	General Use	ggardner	Commons condiment station	3	1,200	3,600	1	Installation of a condiment station in the Commons based on DLA recommendation to improve meal service efficiency, student flow, and overall dining experience.
44	Building Request	General Use	ggardner	Teacher Chairs Replacement - TASK CHAIR - HON	4	710	2,840	1	Annual replacement of aging and broken teacher chairs to ensure staff safety, improve ergonomics, and maintain functional, professional classroom environments.
45	Building Request	General Use	ggardner	Ice machine - SC Health Office	1	2,800	2,800	1	Relocation of the cafeteria and existing ice machine to the opposite side of the building necessitates a dedicated unit to support student care needs in the Health Office.
46	Building Request	General Use	ggardner	VAPE Detectors - HALO-3C ACP Creativit, LLC. - fieldhouse restrooms	2	1,200	2,400	1	Completes full vape detector coverage in all South Campus restrooms to enhance student safety and supervision.

	A	B	C	E	F	G	H	I	J
47	Building Request	General Use	gjames	TV/Digital display for hallway in Music Wing at SC w/Vivi module	1	2,500	2,500	1	We designated a space in the new construction of the SC music space for a digital display in the hallway outside of the entrances to the main ensemble rooms. We are requesting a tv/display device and a Vivi on par with the other digital displays in the building for this area.
48	Fine Arts	Music	gjames	Replacement lockers and percussion shelving at NC	1	44,430	44,430	1	The instrument lockers on the 2nd floor of the Vaughn are now over 20 years old. Many have broken and have been fixed by B&G multiple times. At this point they can no longer be fixed and many do not allow students to safely lock up their instrument during the day and evening, crating a potential for theft of very expensive instruments. Additionally, this quote provides shelving, similar to that installed at SC for the percussion area. We do not have the ability to safely organize and monitor the vast amounts of gear, again creating a problem with instrument damage and loss. This is the third year for this request. (Quote acquired for full package set from Wenger)
49	Fine Arts	Music	gjames	Gear Boss Shelving for SC Band Area	41	127	5,207	1	These shelf inserts sit on top of the ventilated shelving installed at SC. With the current set up the instruments fall through the gaps in the shelves making them difficult to use and gear is getting damaged from falling.
50		Music	gjames	Pianos (2) and Dolllys (4)	2	5,900	11,800		Replacement of older instruments.
51	Fine Arts	Visual Arts	gjames	Digital Camera Fleet Update	4	579	2,316	1	We currently have 2 broken cameras at south that need replacing, and with all of the planned future sections we could use 2 more cameras for student use! (4 total)
52		Visual Arts	gjames	Damp Closets for Ceramics	4	3,339	13,356	1	Need to allow student ceramic work to dry appropriately.
53	PE/Athletics	Athletics	jgrundke	Wrestling Mats	2	14,800	29,600	1	We need to continue to replace old, hard mats for the safety of the girls and boys in the wrestling program.
54	PE/Athletics	Athletics	jgrundke	Football Goal Posts	2	5,632	11,264	1	With the addition of the new softball field, the current layout of the practice fields behind the school does not work efficiently. We will need to reconfigure the fields to maximize the space that we have for our students and in doing so, we will need to replace the old football uprights.
55	PE/Athletics	Athletics	jgrundke	Wrestling Clocks	2	5,269	10,538	1	These clocks will replace the old digital clocks that we have used for the past 25 years. They are too old to replace parts and are failing no longer reliable.
56	PE/Athletics	Athletics	jgrundke	Cheer Mats	1	10,289	10,289	1	For the safety of the cheer athletes, we need to order a new set of cheer mats.
57	PE/Athletics	Athletics	jgrundke	Portable Throwing Circle	1	8,375	8,375	1	This is a new throwing circle to replace the old unsafe indoor throwing circle.
58	PE/Athletics	Athletics	jgrundke	Portable Track Storage Cart	1	6,050	6,050	1	This track cart will replace old grocery carts that are being used to transport heavy track items such as starting blocks, discus, shots etc.
59	PE/Athletics	Athletics	jgrundke	Flag Football Storage Shed	1	3,578	3,578	1	With the addition of Flag Football, they need a place to store their equipment near Burson Field.
60	PE/Athletics	Physical Education	kjohns	Bodycraft T900 treadmills with shipping and installation	4	4,300	17,200	1	The last time we received new treadmills was in 2017-2018. Our oldest treadmills are well beyond their usable life and are roughly 18 years old. We need to purchase 4 new treadmills to begin to replace our oldest treadmills. Additionally it is becoming difficult to obtain parts for our oldest treadmills when they require maintenance.
61	PE/Athletics	Physical Education	kjohns	ADA aquatic lift for SC pool	1	13,000	13,000	1	This is required by the IDPH and ISBE. Our old aquatic lift does not operate and the requirements have changed to where we need to anchor the new system in the deck and purchase a different lift.
62	Building Request	General Use	ssmith	Lower Level Library flexible furniture	1	110,000	55,000	1	The library serves as one of the primary large gathering spaces at North Campus and is used frequently for division meetings, professional development, and Drop-In Centers. We are currently operating with folding tables and chairs and large/heavy wooden tables to support these efforts. Updating the space with flexible seating would better support these varied functions and allow for more adaptable, student and staff-centered use. It would also mirror what we have in the upper library. This upgrade would enhance both the functionality and comfort of the space, ensuring it meets the evolving needs of our school community. This could also be broken into a multi-year phase in, allowing us to thoughtfully implement changes while managing costs.

	A	B	C	E	F	G	H	I	J
									If the repair work in the auto shop last October on the two large exhaust fans and an air handler does not appropriately cool the room, we'd like to move forward with the auto shop fan project in the fall/winter. This would begin with a conversation with DLA to rule out the safety concern that downward air flow from fans would mean that exhaust fumes aren't discharged properly. The price reflects the quote that Brad worked up in preparation for this project this year.
63	Building Request	General Use	ssmith	Auto Shop Fan Project	1	10,425	10,425	1	
64	Building Request	General Use	ssmith	Classroom Teacher Desk Annual Replacements	4	800	3,200	1	These desks replace old/broken desks throughout the year.
65	Building Request	General Use	ssmith	Teacher Chairs	6	200	1,200	1	A standing item as we typically replace broken chairs each year. We went through the four we ordered ahead of this year and have several teachers in need of a new chair already.
66	Building Request	General Use	ssmith	Flexible desks for instructional coaches (requested by Patrice Payne)	8	800	6,400	1	In order to accommodate all coaches in the communal space and both North and South, Patrice would like seven small desks for coaches (3 to D101 and 4 to 137). We also need a desk for Angie Arellano, hence why the number is 8.
67	Fine Arts	Education TV Service	wallan	Mac Studio Computers	2	6,000	12,000	1	This equipment is part of the replacements for our studio, including compatibility with future equipment when our current equipment becomes obsolete.
68	Fine Arts	Education TV Service	wallan	Announcer Talkback System	1	6,100	6,100	1	This equipment is needed to complete the 3-year conversion of our truck for engineering, graphics, monitors, and production equipment.
69	Fine Arts	Education TV Service	wallan	Studio Switcher	1	5,500	5,500	1	This equipment is part of the replacements for our studio, including compatibility with future equipment when our current equipment becomes obsolete.
70	Fine Arts	Education TV Service	wallan	Tripods, heavy duty	3	1,600	4,800	1	This equipment is needed to complete the 3-year conversion of our truck for engineering, graphics, monitors, and production equipment.
71	Fine Arts	Education TV Service	wallan	AIDA PTZ cameras	3	1,600	4,800	1	This equipment is part of the replacements for our remote productions, including anything at North or South Campus, or off-site to honor our commitments with the West Central Cable Agency and community programming.
72	Fine Arts	Education TV Service	wallan	Studio Monitors	2	1,500	3,000	1	This equipment is part of the replacements for our studio, including compatibility with future equipment when our current equipment becomes obsolete.
73	Fine Arts	Education TV Service	wallan	BMD IP Converter	1	3,000	3,000	1	This equipment is part of the replacements for our studio, including compatibility with future equipment when our current equipment becomes obsolete.
74	Fine Arts	Education TV Service	wallan	Blackmagic Design Videohub	1	2,700	2,700	1	This equipment is needed to complete the 3-year conversion of our truck for engineering, graphics, monitors, and production equipment.
75	Fine Arts	Education TV Service	wallan	4k Monitor	2	1,300	2,600	1	This equipment is needed to complete the 3-year conversion of our truck for engineering, graphics, monitors, and production equipment.
76	Fine Arts	Education TV Service	wallan	BMD Atem Mini Extreme Switcher	1	2,200	2,200	1	This equipment is part of the replacements for our remote productions, including anything at North or South Campus, or off-site to honor our commitments with the West Central Cable Agency and community programming.
77	Fine Arts	Education TV Service	wallan	4k MultiTouch monitor	2	900	1,800	1	This equipment is needed to complete the 3-year conversion of our truck for engineering, graphics, monitors, and production equipment.
78	Fine Arts	Education TV Service	wallan	Desktop computer for graphics	1	1,600	1,600	1	This equipment is needed to complete the 3-year conversion of our truck for engineering, graphics, monitors, and production equipment.
79	Fine Arts	Education TV Service	wallan	PTZOptics Controller	1	1,200	1,200	1	This equipment is part of the replacements for our remote productions, including anything at North or South Campus, or off-site to honor our commitments with the West Central Cable Agency and community programming.
80									
81						Total	2,219,472		