

# LYONS TOWNSHIP HIGH SCHOOL



## LT Community Advisory Council May 1, 2024



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# What is the LTCAC?

- Meets quarterly to learn about, discuss and provide feedback on important school-related topics.
- Serves as a communication link between our school and our community.
- Members include students, staff, parents, alumni, and community members.



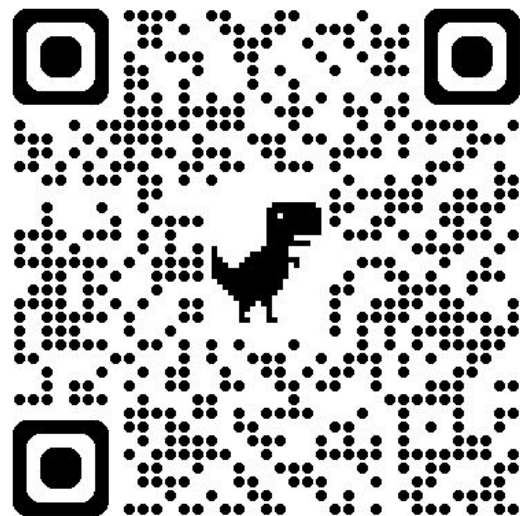
# LTCAC Format

- School presentation (topics include academics, climate and culture, operations, equity and belonging, and community).
  - Topics for the next year discussed at the April/May meeting
- Small group discussion regarding consensus questions.
- Summary of feedback posted to LTCAC website and shared with LTHS Leadership Team and Board of Education.





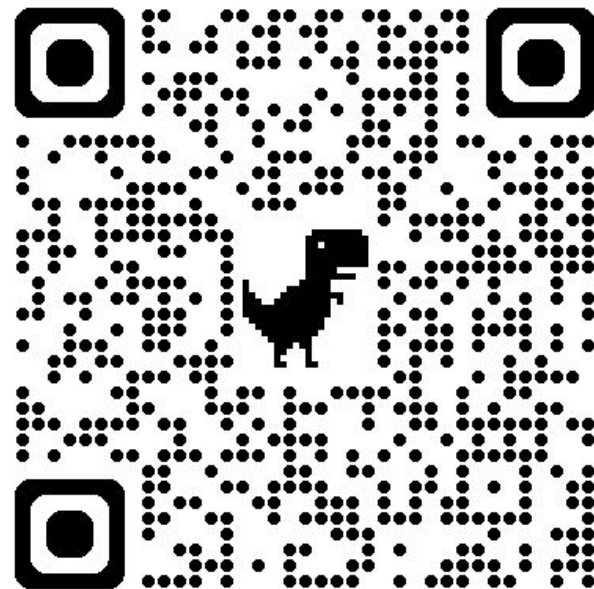
A Look  
at the  
**Brighter**  
Future  
of LTHS



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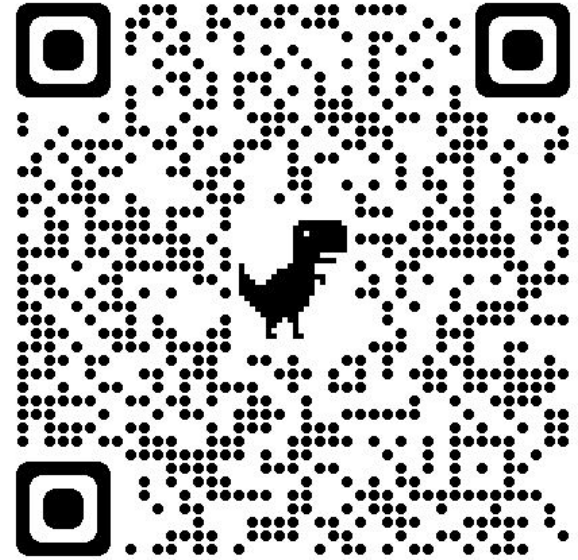


*Class of '24*  
**IMPORTANT DATES  
AND INFORMATION  
FOR SENIORS**



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# 2024-25 CALENDAR APPROVED



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# Our Agenda

- System of School Safety
- Restorative Practices
- Quarter 3 and Year-to-Date Discipline Data
- Restorative Intervention Room
- Table Discussion + Consensus Questions



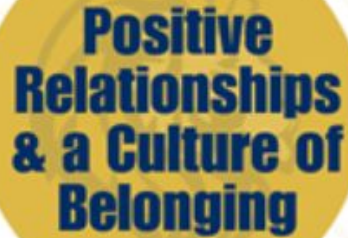


# A System of School Safety

## LYONS TOWNSHIP HIGH SCHOOL A SYSTEM OF SCHOOL SAFETY



**Preparedness**



**Positive  
Relationships  
& a Culture of  
Belonging**



**Shared  
Responsibility**



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# Safety Website

Our safety website provides details on all of the elements that are considered and included in our school safety plans.



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# Building a Restorative Culture of Belonging



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



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# Building a Restorative Culture of Belonging: Our Community



- LT Community Conversations
- Sankofa Coffee Connection
- Building Inclusive Community Conference
- Ministerium
- Lunch-&-Learn
- BPAC



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# Building a Restorative Culture of Belonging: Student Voice



- Snowball
- Peaceable Schools
- Principal's Advisory
- Student Equity & Belonging Committee
- Amplify: Equity & Mental Health Conference
- R.I.S.E. Academy
- Student Voice Workshops



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# Building a Restorative Culture of Belonging: Celebrations



- Hispanic/Latine Heritage Month Celebration
- Pack for Impact (Dr. King Holiday)
- Black History Month Celebration
- International Women's Day
- Multicultural Night

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# Building a Restorative Culture of Belonging: Staff



- Strategic Plan Goal 3: High Quality, Diverse Staff
- Induction and Mentoring
- Equity Ambassador Team
- Affinity Group/Connections
- Staff Celebrations
- SEED Group
- Professional Learning Communities/Conferences/Summer Workshops



# Discipline Data Overview (2023-24 Q1-Q3)

- 1,668 behavior referrals submitted for 656 students during the first three quarters of the 2023-24 school year
- Percentage of students with 0 or 1 non-attendance related behavior referrals per semester (Target 94%)
  - Semester 1: 94.33%
  - Quarter 3: 97.43%
- Referral & exclusionary discipline data reflects disproportionality





# Discipline Data Overview (2023-24 Q1-Q3)

- The following are areas of increase:
  - Electronic Policy Violations (combination of numbers 1-3 & multiple) (24), Failure to Follow Directions (16), Improper Check-In/Check-Out (38), Inappropriate Behavior (38), No ID on Person (35), No-Show Detentions (increase of 224 which accounts for the most significant percentage of the overall increase in behavior referrals), Off-Campus (17), Theft (21), and Threat to Student (14).
- The following are areas of decrease:
  - Academic Dishonesty (27), Blatant Disrespect (20), Disruptive Classroom Behavior (26), Drugs (33), Tobacco (30), and referrals associated with physical confrontations/altercations (17).



# Building a Restorative Culture of Belonging

- Fostering belonging inside and outside of the classroom
  - Continued focus on building connections and community
  - Focus on purposeful strategies for relationship building
- Professional learning for staff that focuses on the basic principles/continuum of Restorative Practices
- Build capacity for intentional implementation of strategies, use of restorative language, and utilization of restorative practices in all spaces within our learning community



# Restorative Specialist/Intervention Room

- Lead community building circles
- Proactively connect with students with the goal of preventing escalation of behaviors
- Lead groups to build social and communication skills
- Engage students that have experienced attendance issues
- Support staff learning and implementation of RP
- Alternative to in-school and out-of-school suspension
- Reduce exclusionary discipline, disproportionality, and number of students that reoffend
- RIR placement will provide opportunities for students to learn, take responsibility, repair harm, and receive academic support.
- Ongoing student support plans



# Restorative Intervention Room

- Components & Daily Schedule
  - Intake Meeting
  - Individual Meetings w/ Social Worker & Counselor
  - Restorative Learning Opportunities/Reparation of Harm
  - Rosecrance Assessment (when applicable)
  - Group Activities
  - Academic Support
  - In-School Service Opportunities, Physical Education, Post Secondary Goals Work
  - Reentry Meeting
- Plan for Supportive Follow-Up discussed at Reentry Meeting





# Table Discussions

- 1) Think of the three main elements of our system of school safety: preparedness, positive relationships and a culture of belonging, and shared responsibility. In each area, what aspects were surprising to you and what aspects may need more explanation for greater understanding community wide?
- 2) When you think about community building and belonging, what other opportunities for connections, activities, events, etc. would you like to see become a part of LT?
- 3) What information regarding the implementation and effectiveness of restorative practices and interventions do you think will be important for the district to share with the school community?

