LT Community Advisory Council

Wednesday, February 4, 2026
6:30pm-8:00pm

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.
- What is the role of our student facilitators?

Building a Restorative Culture of Belonging

LTCAC - February 4, 2026



Belonging: experiencing appreciation, validation, acceptance and fair treatment within an environment





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Culture :Your Community, Communication, Customs and Connections









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Restorative: Bringing one back to health, well being, & healing



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Building a Restorative Culture of Belonging



- Welcome Week
- Affinity Group(s)
- Clubs/Activities
- Classroom Culture
- Inclusive
- Community Connections
- School Events that center Community & Belonging

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BUILDING INCLUSIVE COMMUNITY CONFERENCE

6TH ANNUAL CONFERENCE

Join Us!

Free to attend!
The conference goals are to encourage a welcoming and inclusive culture in our community by developing understanding and empathy through learning about issues in our community.

February 7, 2026

9:00 AM – 1:30 PM

Lyons Township High School - South Campus,
4900 Willow Springs Rd, Western Springs, IL 60558.

Advocating Equity for ALL
Community Diversity Group of La Grange Area

LYONS TOWNSHIP Mental Health COMMISSION
ADVOCACY • COLLABORATION • EDUCATION

EXCELLENCE INNOVATION LYONS TOWNSHIP HIGH SCHOOL #WeAreLT DISTRICT 204 EMPOWERMENT

La Grange Public Library

NORTH CENTRAL COLLEGE 1861

PARK DISTRICT of LaGrange

EQUITY EMPOWERMENT ENGAGEMENT 102

West40 connecting communities

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Building a Restorative Culture of Belonging



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Restorative Practices Implementation

Creating a restorative culture of belonging at Lyons Township High School is the most important work we do. A restorative culture of belonging is one in which both students and staff feel safe, connected, and valued. It sets the table for everything we do—inside and outside the classroom—and allows students to thrive during their LT experience. Building this culture isn't about one action or program; it's about everything we do. We are all responsible for creating it because each of us contributes to our school's culture and community.

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Restorative Practices Implementation

- Restorative practices implementation shows up in our school through the relationships we develop, the language we use and the ways in which we interact with each other.
  - Affective/Affirming Language & Questions
- Restorative practices shows up in the classroom in the following ways:
  - Norms and Agreements
  - Inclusion, Connection, and Rapport Building Activities
  - Classroom environment set up to include opportunity for student voice and perspectives to be elevated through collaboration, dialogue, and storytelling
  - Student seeing themselves in the space
  - **Circles being used for community building, academic learning, or to reset the community**



Restorative Practices Implementation

- Restorative Practices Shows Up in Student Services in the following ways:
  - Core value of relationships
  - Proactive circles with school counselors and responsive circles in classrooms
- Restorative Practices Shows Up in the Assistant Principals' Offices in the following ways:
  - Having kids "sit in it" and facilitate the learning
  - Breaking the norm of "sending kids home" or "go sit in the AP Office"
    - AP Communication With Students
  - Restorative interventions within our behavior referral resolutions in combination with traditional consequences
    - Circles, Chats, and Dialogues to Repair Harm and Restore Relationships
    - 3rd Millennium Learning Platform
    - Apology Letters
    - Attendance Support Room
    - Restorative Intervention Room





The “RIR”

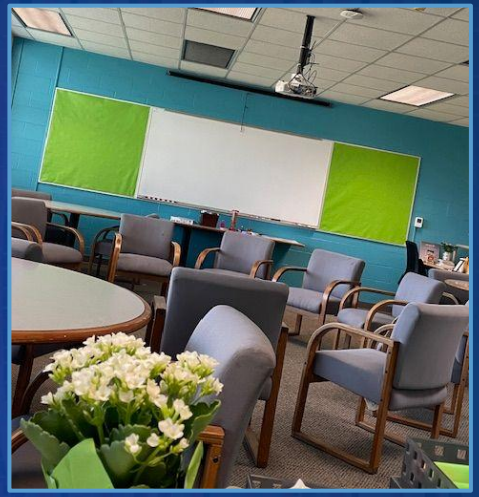
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Objectives

The What, Why, and How

- Provide an overview of the Restorative Intervention Room (RIR)
- Overview the RIR student experience, start to “finish”
- Demonstrate how the RIR helps to create a culture of belonging
- Share the learning and growth!







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What is the RIR?

The Restorative Intervention Room (RIR) is a Lyons Township High School program that supports students at both North and South Campus when a disciplinary incident occurs. The RIR at each campus enables staff to work with students and their families during their 1-3 day placement so that students can accept responsibility for their actions and understand the impact of their behavior on themselves and those around them. This programming also helps connect these students more closely with their school community and provides them with the appropriate resources. In turn, this program helps to build a safer and more inclusive environment for all.



Data At a Glance

- **2024-25** (Full Year)
  - **141 students** experienced the RIR
    - 40 freshman, 40 sophomores, 22 juniors, and 39 seniors
  - **200** total RIR placements

- **2025-26** (First Semester)
  - **84 students**
    - 21 freshman, 27 sophomores, 15 juniors, 21 seniors
  - **93 total** RIR placements



RIR Placement and the AP Office

- Role of the Assistant Principal/ APO
- Due Process
- Contact/Connection with Families
- Collaboration with RIR Specialists
- Collaboration with SST members, including case workers and representatives from ML when appropriate
- Notification to Teachers



RIR Placement and the AP Office

Most common referral reasons are as follows:

- **Confrontation** (physical, verbal, threats)
- **Substance** (alcohol or drugs)
- **Attendance** (tardies, cuts, no show detentions)



New this year: Attendance Support Rooms

- **WHAT**: Short term, restorative intervention focused on chronic absenteeism
- **WHO**: 57 students struggling with attendance
- **WHY**: Alternative to traditional disciplinary consequences and in response to 24-25 RIR data
- **HOW**: Reflective activities, build connections with staff, receive targeted support to uncover root causes of the attendance issues, develop strategies to improve attendance

How would you rate your overall Attendance Support experience? ***4.1***

How helpful were the conversations in improving your behavior moving forward? ***4.3***

Would you recommend Attendance Support sessions for other students in a similar situation? ***30/31 students responded YES***



Intake Meeting

- Philosophy/Expectations
- Collaborative Approach
- Student Success Plan
- Rosecrance Partnership
- Supportive Transition



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The Student Experience

- Student Questionnaire
- Individual Conversations (personalized, restorative questions)
- 3rd Millennium Classrooms (personalized, evidence based)
- Social Emotional Learning (CASEL 5 competencies, empathy, coping skills)
- Goal Setting
- Rosecrance
- Restorative Conversations and Activities
- Academics (accountability, communication, feedback)
- Daily Reflections to reinforce learning and goals

Underlying Goals: Connection, Skill Building, Understanding their Impact



Re-entry Meeting

- Student led
- SMART goal
- Re-entry Form
  - Prompts Transition Email
- Student Exit Form
- Trusted Adults
- Check-ins



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End of Semester Student Survey (24-25 and 25-26)

- How would you rate your overall experience in the Restorative Intervention Room this semester? Consider your RIR placement, as well as any check ins or time spent there since. **4.2**
- Were the conversations about the behavior that led to your placement helpful in guiding your behavior moving forward? **4.2**
- How has the overall RIR experience (placement and check ins) impacted your decision making? **4**
- Did the RIR experience help you set and achieve personal goals related to your behavior or emotional growth? **4.1**
- Would you recommend the Restorative Intervention Room to others who might be in a similar situation? **174/190 responded “yes”**



I would recommend it because it's a good way to reflect on what happened and think of a better solution.

It's a good way to think about your actions and to really think about what you're putting into your body and mind.

Everyone could use this place.

It helps you see a different point of view of the situation.

It helped me form a plan to make my attendance better.

It helps you understand your own behavior and make changes.

Because it works.

It gives you a chance to express yourself and your thoughts to others.

I would recommend it because it's better than just getting suspended and it helps you and you can talk about what happened.



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537 Days

