

HOW THE STUDENT CODE OF CONDUCT SHOULD BE USED

The handbook should be used as a guide to help all schools create a safe, respectful, peaceful, supportive, and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behavior. In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior/conduct at school. If a student behaves inappropriately, school staff members are expected to intervene to correct the student's behavior.

Therefore, the members of East St. Louis community--teachers, students, administrators, and community members--will seek to use discipline as an intervention strategy to improve student behavior and academic performance. This Student Code of Conduct is designed to clarify school policies governing the rights and responsibilities of students, parents, teachers, bus drivers, and other school personnel. Staff stands in loco parentis, that is, they are responsible for students in the absence of parents. We strive for a positive climate in all our buildings and activities. Therefore, all standards of conduct will apply during school hours, while going to and from school (portal to portal), and at any school-related event regardless of time or location.

This updated edition of the Student Code of Conduct represents the work of a committee comprised of staff and administrators who examined the practices from within the district and across the state. This content is distributed electronically to all staff, students and parents within the 10 day enrollment period or within 5 days after a new student enrolls throughout the school year. A physical copy will be provided, upon request from your school. All community members are encouraged to study and discuss the contents. If you have any questions regarding this Code, your school principal will be pleased to discuss this with you or you can call Charlotte Edwards at 618-646-3000.

El Código de Conducta del Estudiante también está disponible en español.

RESPONDING TO POSITIVE STUDENT BEHAVIOR

The most critical step to building a safe, respectful, peaceful, supportive, and productive learning environment is establishing a positive school climate where students and adults have strong relationships and students understand what is expected of them as learners at school. Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations using restorative practices in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day. In order to guide students to positive behavior, all school staff must follow these steps:

1) Set expectations for positive behavior

- Create expectations for positive behavior and predictable routines for students using restorative circles to build relationships, discuss classroom rules and expectations, and give students a voice in their classrooms and environments.
- Post expectations for positive behavior throughout the school.
- Regularly communicate high expectations for student success demonstrating positive behaviors.

2) Teach positive behavior.

- Build positive relationships with students.
- Model positive behavior for students.
- Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example,

specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.

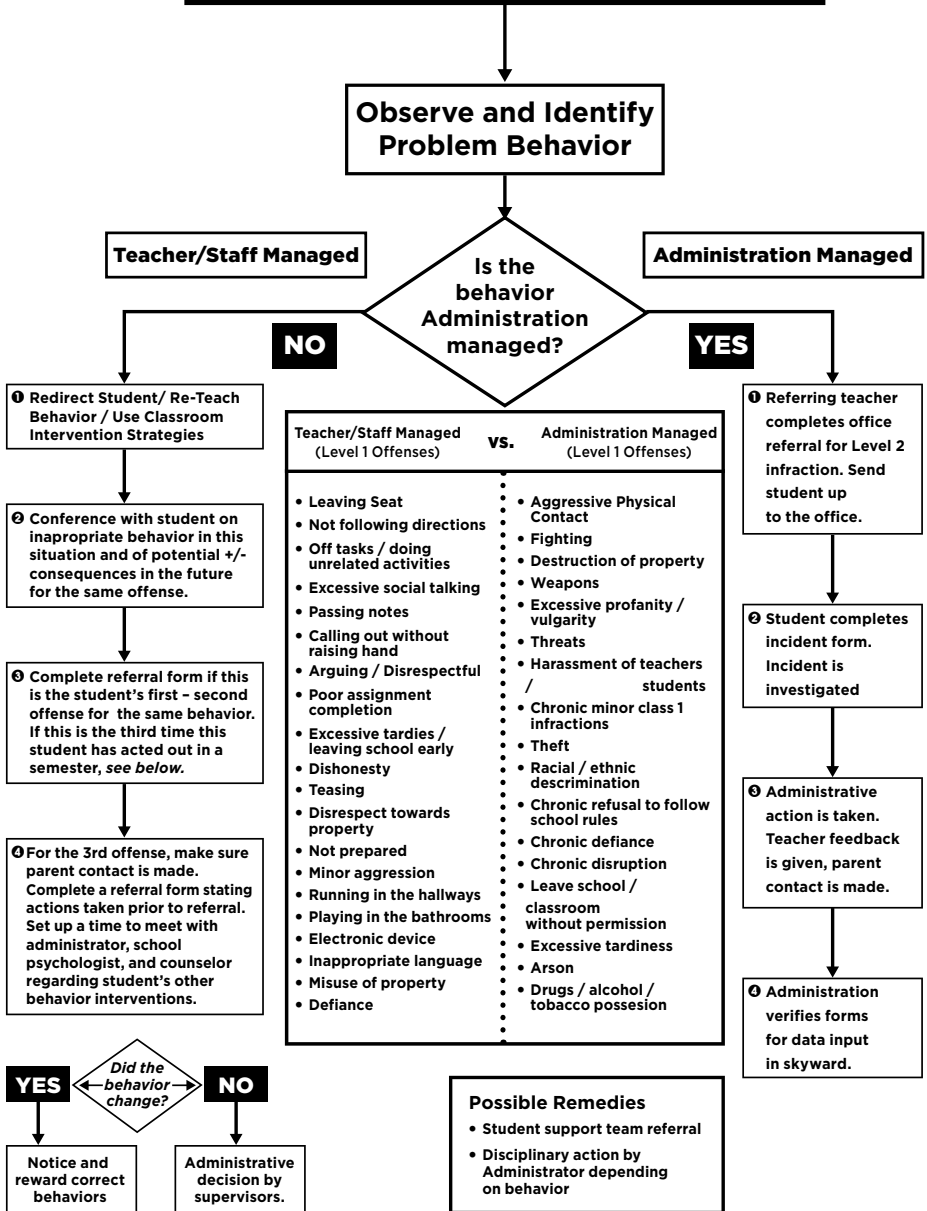
- Practice expected behavior with students in all settings.

3) Reinforce positive behavior.

- Regularly review expectations for positive behavior, re-teaching and allowing practice as needed.
- Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
- Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.
- By setting expectations, teaching students to meet those expectations and regularly reinforcing appropriate behaviors, District 189 will see fewer incidents of inappropriate behavior and more time spent learning. It is the right and responsibility of students, parents, and staff to support this work.

Student Behavior Management Process

Behavior Management Flow Chart



STUDENTS' RIGHTS & RESPONSIBILITIES

RIGHTS

- To be treated with dignity, courtesy, and respect.
- To be academically challenged.
- To be treated as an individual.
- To be given the opportunity to be heard as well as have witnesses and/or an advocate speak on one's behalf.
- To pursue a successful education without disruption.
- To discuss educational concerns with teachers and school staff.
- To be informed of student responsibilities, rights, and discipline policies.
- To receive fair and equitable treatment without discrimination in every aspect of the educational system.
- To expect cultural respect.
- To expect learning to be relevant to life situations.
- To participate in courses and extracurricular activities that promote individual skills, academic achievements, and talents.
- To be transported in a safe and timely manner.

RESPONSIBILITIES

- To resolve problems and issues while treating everyone with dignity, courtesy, and respect.
- To be a participating learner and productive citizen.
- To recognize when personal activities are interfering with the rights, personal space, feelings, and property of others.
- To attend school regularly, arrive on time, bring supplies, and be prepared for the day's lessons.
- To be sensitive to individuals from diverse cultures.
- To develop a sense of responsibility for personal choices.
- To succeed in school by working to the best of one's ability.
- To follow discipline guidelines adopted by the District, school, and classroom teacher.
- To ask for help when in need of assistance.
- To act in a courteous and responsible manner in all school-related activities.
- To behave in a safe and responsible manner on District and/or public transportation.

PARENTS' RIGHTS & RESPONSIBILITIES

RIGHTS

- To be treated with dignity, courtesy, and respect.
- To view their student's records and visit school in accordance with Board of Education policy.
- To be informed and receive timely explanations of their student's academic progress and behavior.
- To be consulted as soon as possible when decisions are made that affect their student.
- To request and be granted conferences with school personnel. To express feelings without intimidating or being intimidated. To expect school to be a safe place of learning.
- To expect cultural respect.
- To be informed of the Student Code of Conduct.
- To be informed of the right to due process and appeal for disciplinary action against a student.
- To expect their student to be academically challenged and to learn.
- To expect their student to be transported safely and in a timely manner.

RESPONSIBILITIES

- To communicate an expectation for their student to achieve in every class.
- To abide by the Compulsory Attendance Laws.
- To provide a regular place to do homework. To expose their student to learning activities.
- To praise their student for effort, improvement, and achievement.
- To act in a courteous and responsible matter at all school-related activities.
- To be partners with school staff for improving their student's learning and behavior.
- To assist their student in learning how to make appropriate choices and how to deal with the consequences.
- To provide the school with accurate home and emergency phone numbers.
- To teach their student to respect others regardless of their differences.
- To have their student at the bus stop in a timely manner if their student is being transported.
- To interact with District staff in a respectful manner.

STAFF RIGHTS & RESPONSIBILITIES

RIGHTS

- To be treated with dignity, courtesy, and respect. To be supported by other staff and parents.
- To work in a positive atmosphere.
- To work in an atmosphere free from verbal or physical threats and abuse.
- To be involved in the decision-making process for the District.
- To receive cultural respect.
- To be provided with the resources necessary to carry out responsibilities.
- To participate with parents, community, and staff in school decisions.
- To have a safe working environment.
- To use reasonable physical force or restraint to contain a student to the extent deemed necessary:
 - To defend or protect himself/herself from the student,
 - To defend or protect other persons from the student,
 - To prevent or stop fights, breaches of the peace, and other disruptions,
 - To prevent damage to the property of District or other persons.
 - To remove a student from any location, room, or assembly where his/her continued presence creates a risk or threat of physical harm to others, or of damage to school property, or of unreasonable interference with the school or classroom instructional program.

RESPONSIBILITIES

- To communicate an expectation for the student to achieve in every class.
- To academically challenge all students.
- To provide learning for all students in an equitable manner.
- To establish and maintain an environment where all may learn.
- To recognize and work with all students who have a different learning style.
- To respect the rights and confidentiality of students, parents, and other staff.
- To inform and consult parents in assessing the needs and progress of students.
- To be proactive toward resolving issues.
- To teach all students to be personally responsible.
- To respect cultural diversity.
- To act in a courteous and responsible manner in all school-related activities.

RESPONSIBILITIES *(Continued)*

- To be fair, equitable, and consistent in all interactions.
- To be responsive to all students' needs.
- To be informed of the Student Code of Conduct and the appeal process.
- To implement approved and accepted teaching and assessment practices.
- To initiate parent contact/support at the earliest occurrence of academic or behavior concerns.
- To develop, communicate, and enforce clear behavioral and learning expectations for all students.

Standard school procedures are guided by district policies to assist us in supporting positive school behavior.

Please see the following pages on the policies related to:

- Dress Code
- Electronic Device / Cell Phone
- Student Identification / ID
- Technology Acceptable Use
- Bus Conduct
- Unauthorized Sale and Distribution

RESPONDING TO INAPPROPRIATE STUDENT BEHAVIOR

All members of the school community should take steps to correct a student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from reoccurring. Besides teaching, supporting, and engaging in positive behaviors, buildings also must support a safe, respectful, supportive, and productive learning environment.

Illinois PA 99 - 0456/Senate Bill 100 (SB 100) requires that prior to imposing long term suspensions (4-10 days), expulsions and disciplinary removals to alternative schools, all "appropriate and available behavioral interventions" must be exhausted. By law, school authorities retain the ability to determine what behavioral interventions are appropriate and available on a case-by-case basis. Short term suspensions (1-3 days) do not require school authorities to exhaust behavioral interventions.

SB 100 allows for exclusionary discipline for acts of gross disobedience or misconduct. Additionally, for a short term suspension (1-3 days) the student's continued presence at school must constitute a threat to school safety or a disruption to other students' learning opportunities. For long term suspensions (4-10 days), expulsions and disciplinary removals to alternative schools, a student's continuing presence at school must constitute a threat to the safety of other students, staff or the school community or substantially disrupt, impede, or interfere with the operation of the school.

Therefore, this handbook offers **"RECOMMENDED INSTRUCTIVE, CORRECTIVE, OR RESTORATIVE RESPONSES"** which have been found to be evidence-based or evidence-informed instructive and corrective consequences that administrators use when responding to inappropriate behavior.

Instructive, corrective, restorative practices offer alternatives to traditional school discipline consequences. Rather than focusing on punishment, these practices seek to repair the harm done and to teach more appropriate behaviors for the future. At its best, through face-to-face dialogue, restorative practices result in consensus-based plans that meet most victim-identified needs in the wake of a punishable activity. Instructive, corrective, and restorative practices do not replace certain types of disciplinary actions.

INSTRUCTIVE, CORRECTIVE, RESTORATIVE INTERVENTIONS

This list is a framework and is not meant to be fully inclusive of all possible interventions that are available when a student’s behavior does not meet expectations and requires a consequence. Each building has a copy of “The Red Book” [Pre-Referral Intervention Manual, 4th Edition] by McCamey, Wunderlich and edited by House, Hawthorne Educational Services, Inc., which lists many strategies that can be employed to help a student exhibiting many types of behaviors. The interventions are not listed in any sequence for intended use.

| Intervention/Strategy | Person Responsible to Implement |
|--|---|
| Incentives, positive reinforcements for all students | Teacher, Administrator, Social Worker, Behavior Interventionist, Counselor, Nurse, Student Support Staff, HAT |
| Staff Conference to identify and address cause of behavior and develop strategic response | Staff/Administration |
| Student participation in peace or healing circle with staff and/or peers impacted by behavior | Administrator, Social Worker, Behavior Interventionist |
| Referral to school peer jury, peer mediation or peer conferencing | Teen Court |
| Referral to therapeutic counseling group if trigger or response is connected to need for anger management, trauma treatment, or other counseling | Social Worker / Social Service Agency |
| Use of short term behavioral contracts/behavior report cards to reinforce desired behavior | Student Support Team |
| Referral to social skill instruction, academic tutoring, or a focused mini-course to remove trigger or replace student response | Counselor / Social Worker, Student Support Team, Administrator |

| Intervention/Strategy | Person Responsible to Implement |
|---|--|
| Documented teacher and student conference focused on expectation that has been violated and strategies to effect appropriate behavior | Administrator |
| In-school suspension | Administrator |
| Removal of extra-curricular privileges | Administrator |
| Detention | Administrator |
| Removal of items for extended period of time | Administrator |
| Verbal Correction | Teacher |
| Non-verbal Cues | Teacher |
| Timely and frequent communication with parent(s) / guardian(s) | Teacher |
| Seat change for student | Teacher |
| Classroom meeting | Teacher |
| Individual meeting with student | Teacher |
| Cooling off / brief time-out | Teacher |
| Individual checklist for self-monitoring by student | Teacher |
| Student writes plan for self-monitoring behavior | Teacher |
| Modified behavior improvement plan or contract with parent and student input | Teacher |
| Cooling off / brief time-out in office | Office Staff / Administrator |
| Temporary placement in another classroom | Administrator |
| Reverse discipline - parent follows student in school | Administrator |
| Referral to B.A.G. Program | Administrator |
| Referral to restitution | Administrator |
| Referral to comfort to comfort / mindfulness room | Social Worker |
| Functional Behavioral Analysis (FBA) | Social Worker |
| Behavior Improvement Plan (BIP) | Social Worker |
| Refer to anti-bullying group | Social Worker / Administrator |
| Check and Connect (also called Check-in / Check-out) | HAT Worker |
| Referral to mentoring program | HAT Worker / Counselor |

| Intervention/Strategy | Person Responsible to Implement |
|---|--|
| Social-Emotional Academic Group (SAIG / sagel) | Student Support Staff |
| Referral to health assistance | Student Support Staff |
| Referral to outside agencies | Student Support Staff |
| Referral to service learning activities | Administrator / AmeriCorps |
| Referral to tobacco cessation program, if evidence of use | Social Service Agency |
| Referral to drug and alcohol counseling, if appropriate | Social Service Agency |
| Use student self-reflection sheet | Counselor / Administrator |

The “RECOMMENDED RANGE OF CONSEQUENCES” for administrators to utilize if recommended interventions are insufficient or inappropriate to address the student’s behavior.

GROSS DISOBEDIENCE OR MISCONDUCT

The following acts are only examples of gross disobedience or misconduct, and the list is not exhaustive. All parents and students should be aware that some of the acts may also bring criminal prosecution and penalties as well as school disciplinary action.

The school, individual staff members, the police, state's attorney, parents, and/or students may bring legal action. A copy of suspension letters that involve any criminal act shall automatically be sent to the appropriate law enforcement agency. Students and parents have the right to due process and appeal disciplinary action taken against a student (105 ILCS 5/10-22.6).

Among the factors that an administrator considers are:

1. Student's age
2. Seriousness of the offense
3. Frequency of inappropriate behavior
4. Circumstances and intent
5. Potential effect of the misconduct in the school environment
6. Relationship of the behavior to any disabling condition
7. Any act that causes injury or harm will increase the level of the infraction

Administrative actions are not limited to the disciplinary actions listed.

DISCIPLINARY VIOLATIONS & CONSEQUENCES

LEVEL 1

The resolution of Level 1 behaviors is primarily the responsibility of teachers, support personnel, and parents. Notification of parents is recommended. Administrative and parental assistance can be initiated without engaging the formal referral process.

In order to move a Level 1 behavior to Level 2, the teacher will need to present documented evidence of persistent behavior and appropriate interventions with outcomes. As many interventions as appropriate and necessary should be attempted.

Level 1 behaviors include, but are not limited to the following:

1. Being inattentive
2. Derogatory remark
3. Dishonesty
4. Disobedience
5. Distracting others
7. Dress code violation
8. Horseplay, pushing and shoving
9. Cheating
10. Throwing objects

LEVEL 2

All Level 2 offenses will result in parent contact/conference. Any violation will require a parent conference before returning to school. If severe or repeated misbehaviors occur, the building administrator reserves the right to exceed the range of consequences recommended in this document. Possible consequences are (but not limited to): parent contact, parent conference, instructive/corrective and/or restorative consequences, detention, supervised area, out-of-school suspension (1-4 days), and alternatives in education.

**Ten-day suspensions should be used at the elementary level, only in cases where the administrator is seeking expulsion.*

LEVEL 3

Any violation resulting in a suspension will require a parent conference upon returning to school. Possible consequences are, but not limited to: parent contact, parent conference, instructive/corrective and/or restorative consequences, detention, supervised area, out-of-school suspension (long-term 4-10 days) and possible expulsion.

Different options may be taken in response to Level 3 acts of misconduct by the administration or designee, including but not limited to; out-of-school suspension, temporary or permanent removal from extracurricular activities, expulsion, police contacted, and/or financial restitution.

DISCIPLINARY VIOLATIONS & CONSEQUENCES

The resolution of inappropriate behaviors is primarily the responsibility of administrators, teachers, support personnel, and parents. Notification of parents is recommended. Administrative and parental assistance can be initiated without engaging the formal referral process.

The teacher will need to present documented evidence of persistent behavior and appropriate interventions with outcomes. As many interventions as appropriate and necessary should be attempted.

Any violation will require a parent conference before returning to school. If severe or repeated misbehaviors occur, the building administrator reserves the right to exceed the range of consequences recommended in this document. Possible consequences are (but not limited to): parent contact, parent conference, instructive/corrective and/or restorative consequences, detention, supervised area, out-of-school suspension (1-4 days), and alternatives in education (AIE).

- Ten-day suspensions will be used at the elementary level only in cases where the administrator is seeking expulsion.

Any violation resulting in a suspension will require a parent conference upon returning to school. Possible consequences are, but not limited to: parent contact, parent conference, instructive/corrective and/or restorative consequences, detention, supervised area, out-of-school suspension (1-4 days) and possible expulsion.

The following options may be taken by the administration or designee, including but not limited to – Out-of-School Suspension, Temporary or permanent removal from extracurricular activities, Expulsion, Police contacted, and/or Financial restitution.

VIOLATIONS & CONSEQUENCES

* Intervention examples are not meant to be used as fully inclusive listing – see pages 28-30 for additional examples.

| | Conduct Violations | Elementary School Intervention/Strategy All strategies should be instructive/corrective and/or restorative | Middle/High School All strategies should be instructive/corrective and/or restorative |
|-----------------------------|--|---|---|
| LEVEL 1 | 01 BEING INATTENTIVE | <u>1st Offense:</u> | <u>1st Offense:</u> |
| | 02 DEROGATORY REMARK | 1. Incentives, positive reinforcements | 1. Incentives/positive reinforcements |
| | 03 HONESTY | 2. Non-Verbal Cues | 2. Non-verbal redirection-proximity, compliment students displaying positive behavior |
| | 04 DISTRACTING OTHERS | 3. Verbal Correction | 3. Issue a verbal correction/warning |
| | 05 DISRESPECT/DEFIANCE | 4. Reteach expectation | 4. Reteach expectation. |
| | 06 DISRESPECT/DEFIANCE/CELL PHONE | <u>2nd Offense:</u> | <u>2nd Offense:</u> |
| | 07 DRESS CODE VIOLATION | 1. Individual Meeting with Student | 1. Individual meeting with student |
| | 09 POSSESSION OF ELECTRONIC DEVICE | 2. Timely and frequent communication with parents/guardians | 2. Seat change |
| | 10A PROFANITY | 3. Seat Change | 3. Reflection sheet |
| | 10B OBSCENITY | <u>3rd Offense</u> | <u>3rd Offense:</u> |
| | 11 HORSEPLAY/PUSHING/SHOVING | 1. Use student self-reflection sheet | 1. Contact parent/guardian |
| | 12 THROWING OBJECTS W/O INJURY | 2. Student writes plan for self-monitoring behavior | 2. In-school suspension |
| | 12B THROWING OBJECTS W/ INJURY* | 3. Use of short term behavioral contracts/behavior report cards to reinforce desired behavior | 3. Student writes plan for self-monitoring behavior |
| | 14 ACADEMIC DISHONESTY | <u>4th Offense:</u> | <u>4th Offense:</u> |
| | 15A FORGERY/FALSE REPORTS | 1. Check and Connect (Check-in/Check-out) | 1. Behavioral contracts |
| 15B ALTERING RECORDS | 2. Student participation in peace or healing circle with staff and/or peers impacted by behaviors | 2. Parent conference to address behaviors | |
| | 3. Referral to social skill instruction, academic tutoring, or a focused mini-course to remove triggers or replace student response. | 3. Student participation in peace or healing circle with staff and/or peers impacted by behaviors | |
| | <u>Repeated/Severe Offense(s):</u> | <u>Repeated/Severe Offenses:</u> | |
| | 1. Parent conference to address behaviors | 1. Team/parent meeting develop plan/address behavior | |
| | 2. Behavior improvement plan | 2. Referral to SEL team | |
| | 3. 1-3 days out of school suspension | 3. Check and connect/mentor 4. 1-4 days out of school suspension 5. RTI packet | |

VIOLATIONS & CONSEQUENCES

| LEVEL 2 | Conduct Violations | Elementary School | Middle/High School |
|---------|--|---|--|
| | 16A BULLYING DUE TO GENDER | <p style="text-align: center;"><u>1st Offense:</u></p> <ol style="list-style-type: none"> Behavior improvement plan Check and Connect (Check-in/Check-out) Parent conference to address behaviors Social -Emotional Academic Group <p style="text-align: center;"><u>2nd Offense:</u></p> <ol style="list-style-type: none"> Individual Meeting with Student Staff Conference to identify and address cause of behavior and develop strategic response. Modified behavior improvement plan or contract with parent and student input 1-3 days out of school suspension <p style="text-align: center;"><u>Repeated/Severe Offense(s):</u></p> <ol style="list-style-type: none"> Parent conference Functional behavioral assessment 1-4 day out-of-school suspension | <p style="text-align: center;"><u>1st Offense:</u></p> <ol style="list-style-type: none"> Restorative/Corrective measures Use student self-reflection sheet In-school suspension Contact parent to address behaviors Referral to SEL team/ anti-bullying group Behavior contract Student participation in peace or healing circle with staff (teacher, SEL team member, PBIS Facilitator, or administrator) and/or peers impacted by behavior Referral to service-learning activities <p style="text-align: center;"><u>2nd Offense:</u></p> <ol style="list-style-type: none"> No contact contract/ behavior contract Contact parent In-school suspension Removal of extra-curricular privileges Check and connect Referral to SEL counselor, administrator, or PBIS facilitator 1-5 days out of school suspension <p style="text-align: center;"><u>Repeated/Severe Offense(s):</u></p> <ol style="list-style-type: none"> Instructive / Corrective and /or Restorative Consequences. Temporary placement in another classroom In-school suspension 1-5 day out of school suspension Parent contact/conference Referral to SEL team Functional behavioral assessment by teachers/ RTI Team gets involved Referral to outside agencies Recommendation for reassignment to alternative education program and/or expulsion |
| | 16B BULLYING DUE TO RACE | | |
| | 16C BULLYING DUE TO DISABILITY | | |
| | 16D BULLYING/HAZING/HARASSING | | |
| | 16E BULLYING DUE TO RELIGION | | |
| | 17 DISCRIMINATORY CONDUCT | | |
| | 18 OFFENSIVE MATERIAL POS/DIS/EXH | | |
| | 19 VANDALISM | | |
| | 20 REFUSAL TO SERVE DETENTION/ISS | | |
| | 21 FIREWORKS POSSESSION/USAGE | | |
| | 22 GAMBLING | | |
| | 23 GANG RELATED BEHAVIOR | | |
| | 24 LEAVING CLASS/ SCHOOL W/O PERMISSION | | |
| | 24A TARDY/TRUANCY | | |
| | 24B SKIPPING | | |
| | 25 COMPUTER MISUSE/ GAGGLE | | |
| | 26 PERSISTENT SEVERE BEHAVIOR | | |

VIOLATIONS & CONSEQUENCES

| | Conduct Violations | Elementary School | Middle/High School |
|--|--|--|--|
| LEVEL 3 | 28 TEMPER TANTRUM/ OUT OF CONTROL | <p><u>Any Offense:</u></p> <ol style="list-style-type: none"> 1. Referral to SEL team 2. Referral to outside agencies 3. Temporary placement in another classroom 4. 1-4 day out-of-school suspension 5. Recommendation for reassignment to alternative education program and/or expulsion | <p><u>Any Offense:</u></p> <ol style="list-style-type: none"> 1. In-school suspension 2. Referral to principal 3. Parent Conference 4. Referral to SEL team 5. Referral to outside agencies 6. 1-10 days out-of-school suspension 7. Recommendation for reassignment to alternative education program and/or expulsion |
| | 29 THEFT | | |
| | 30 THREATS/INTIMIDATION TO STUDENT | | |
| | 30A INSTIGATION OF VIOLENCE | | |
| | 31 TRESPASSING | | |
| | 32 TOBACCO USE/POSSESSION | | |
| | 33 MISUSE ELECTRONICS /FILMING | | |
| | 34 SCUFFLING/HORSEPLAY | | |
| | 35 VERBAL ABUSE OF STAFF | | |
| | 36 VERBAL ABUSE OF STUDENT | | |
| | 37 THREATS/DISRUPTION TO SCHOOL ENVIRONMENT | | |
| | 37A BOMB THREATS | | |
| | 37B PULLED FIRE ALARM | | |
| | 38 STAFF/SCHOOL DISRUPTION | | |
| | 39 ARSON/ATTEMPTED ARSON | | |
| | 40 DOMESTIC VIOLENCE | | |
| | 41A PHYSICAL CONFRONTATION W/O INJURY** | | |
| | 41B PHYSICAL CONFRONTATION W/INJURY** | | |
| | 42 ALCOHOL/DRUGS/LAL DISTRIBUTION | | |
| | 43 EXTORT/SHAKEDOWN /STRONG ARM | | |
| | 44 GROUP VIOLENCE /MOB ACTION | | |
| | 45 CRIMINAL MISUSE OF ELECTRONIC DEVICE | | |
| | 46 UNDER INF/POSS/SUSPICION ILLEGAL SUBSTANCE | | |
| | 47A SEXUAL HARASSMENT/STUDENT | | |
| | 48B SEXUAL HARASSMENT/STAFF | | |
| 49 THREATEN/ INTIMIDATE STAFF | | | |
| 50 SEXUAL CONDUCT | | | |
| 50A INAPPROPRIATE CONDUCT | | | |
| 51 USE OF AN OBJECT TO HARM | | | |
| 52 WEAPONS POSSESSION/ DISPLAY* | | | |
| 52A WEAPON-HANDGUN/POSS /DISPLAY/USE* | | | |
| 52B WEAPON-SHOTGUN/POSS /DISPLAY/USE* | | | |
| 53A PHYSICAL CONFRONTATION W/STAFF W/O INJURY | | | |
| 53B PHYSICAL CONFRONTATION W/STAFF W/INJURY | | | |
| 54 SEXTING | | | |
| 55 CYBER BULLYING | | | |

LEVEL 3

CONCERNING PHYSICAL CONFRONTATIONS/VIOLENCE

- The use of violence as a means of settling disputes is unacceptable. Staff members may intervene in physical confrontations to restore order and ensure the safety of students.
- When a staff member arrives on the scene of a confrontation and instructs students to stop fighting, students are expected to cease and desist from any further hostilities.
- If a student refuses to stop fighting and, as a result, strikes, shoves, or otherwise comes into physical contact with a staff member, the principal shall recommend to the Board of Education that the student be reassigned to AIE or expelled.
- If there are extenuating circumstances that mitigate the student's conduct, the principal must submit in writing to the Superintendent the reason that the student should not be recommended for AIE and/or expulsion.

CONCERNING WEAPONS

- As required by the Illinois School Code, 7051LCS 5/10-22.6(d), students who engage in weapon-related activities shall be expelled for a period of not less than one year, unless modified by the Superintendent or the Board of Education.

CONCERNING CRIMINAL CONDUCT

- Local Police may be contacted in conjunction with several offenses listed in Level 3.

DUE PROCESS PROCEDURES

Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against him/her, the student's right to present his/her version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any lower level. The appeal process for suspension ends with a review at the Superintendent's level.

1. The authorized administrator will confer with any student who is under consideration for suspension prior to taking any disciplinary action.
2. Prior to suspension, the authorized administration will ascertain whether the student is a student with special education eligibility or may be eligible for special education services. If so, the authorized administrator must also follow the procedures set forth under SPECIAL EDUCATION PROCEDURES.
3. The student will be advised of the reason(s) for the proposed suspension and the evidence in support of the reason(s). The student will also be afforded an opportunity to respond.
4. The authorized administrator conferring with the student will make a written record of the conference.
5. The authorized administrator, after following the above due process procedures, may then determine whether to suspend the student in accordance with the notification requirements as set forth below.
6. When, in the opinion of the authorized administrator, a student poses an immediate threat to school personnel, other students or school property, or poses an ongoing threat of disruption to the educational process, the student may be summarily removed from school without holding a suspension conference as set forth above. In such event, written notice, sent by certified mail or hand delivered by the principal or designee will be given to the parent(s)/legal guardian(s). The notice will request the student to attend a post-suspension conference as soon as possible after the notice is received. All suspensions will require that a parent conference be scheduled prior to the student's return to school. The parent(s)/legal guardian(s) will be advised by written notice of any subsequent disciplinary decision.

7. District 189 recognizes the importance of including parent(s)/ legal guardian(s) in the disciplinary process. Therefore, prior to returning to regular attendance following a suspension, a parent conference will be held. Building administration will make every reasonable effort to schedule a conference with the parent(s)/legal guardians(s) and student.

ADMINISTRATIVE PROCEDURES

1. Students committing acts of gross disobedience/misconduct may be placed in in-school supervision, detained during non- school hours, suspended in school, suspended from school, suspended from riding the school bus, reassigned to Alternative in Education (AIE), expelled from school, or otherwise disciplined.
2. When a student is suspended from school, it is that student's responsibility to keep up with class assignments. Students will be permitted to make up work missed due to suspension and receive credit for the make-up work.
3. Authorized personnel may detain at school, suspend in school, or otherwise discipline a student. The Superintendent (or other administrative designee) and principal are authorized to suspend a student from school or riding the school bus. Only the Board of Education may expel a student. Teachers may remove disruptive students from the classroom by sending them to the office or may detain them after school.
4. Prior to moving any student from school or the school bus during the regular school day, the authorized building administrator will make reasonable efforts to notify the parent(s)/legal guardian(s) and take any other reasonable steps necessary to ensure the safety of the student being removed from school or the school bus. If parent(s)/legal guardian(s) or emergency contact(s) cannot be reached, the student shall be retained until the end of the school day.
5. School personnel may use reasonable physical force or restraint to contain a student to the extent deemed necessary:
 - to defend or protect himself/herself from the student
 - to defend or protect other person from the student
 - to prevent or stop fights, breaches of the peace, and other disruptions
 - to prevent damage to the property of the District or of other persons
 - to remove a student from any location, room, or assembly where his/her continued presence creates a risk or threat of physical harm to others, or of damage to school property, or of unreasonable interference with the school or instruction.

SUSPENSION PROCEDURES

1. When a student is suspended, due process should proceed as soon as possible at each step to ensure that the student is back in school should the suspension be reversed. Parent(s)/legal guardians(s) are encouraged to begin the due process procedures as soon as possible if they do not agree with the suspension.
2. If the due process procedure results in a decision to suspend, the parent(s)/legal guardian(s) of the student will be advised immediately of the decision. Written notice will be provided to the student through the suspension notification letter and to the parent(s)/legal guardian(s) through certified mail.
3. The notice to the parent(s)/legal guardian(s) will include:
 - A statement of the reason(s) for the suspension, including any school rule which has been violated and police notification if it was necessary.
 - The dates and duration of the suspension.
 - A statement of the parent's/legal guardian's right to request a formal building level hearing of the entire incident which led to the suspension, with the building principal or the assistant principal, in the event of the principal's absence. All building- level hearings must be held in person. The hearing administrator will render the decision in writing to the parent(s)/legal guardian(s) as soon as possible or within three school days; and
 - A statement of the parent's/legal guardian's right to request a District-level hearing to review the suspension with the Superintendent's designee or an administrative designee, if the suspension is upheld by the principal after the review. If parents(s)/legal guardian(s) disagree with the findings of the building-level hearing, they must request a District-level hearing within four school days.

A request for a hearing must be directed orally or in writing to the Superintendent's designee. If it is determined that the student is a student with special education eligibility, then the authorized administrator will follow the procedures set forth under SPECIAL EDUCATION PROCEDURES.

4. The Superintendent's designee will be notified of student suspensions by the authorized administrator, who will also forward a copy of the parental notice of suspension to the Superintendent.

SUSPENSION HEARING STRUCTURE:

1. When requested, the Superintendent's designee or an administrative designee will conduct a suspension hearing. A written summary of the evidence presented will be submitted to the Superintendent and sent by certified mail to the parent(s)/legal guardian(s) as soon as possible or within four school days after the hearing.
2. If the parent(s)/legal guardian(s) disagree with the finding of the hearing officer, they must submit a request in writing within ten school days for a final review at the Superintendent level. The final decision will be rendered within ten school days after receipt of the written request. A written notification of the final decision will be mailed to the parent(s)/legal guardian(s) by certified mail.

EXPULSION PROCEDURES

The recommendation for expulsion will be preceded by a ten-day suspension. Prior to any recommendation for expulsion, the authorized administrator will determine whether the student is a student with special education eligibility. If so, then the procedures set forth under SPECIAL EDUCATION PROCEDURES must be followed.

All recommendations for expulsion will be made to the Superintendent, during which time the authorized administrator will gather and submit all pertinent data to the Superintendent's designee. The Superintendent's designee will review and make a recommendation to the Superintendent, who will determine if the incident warrants a Board expulsion hearing.

EXPULSION NOTIFICATION:

1. The Superintendent will notify the parent(s)/legal guardian(s) of the expulsion hearing by certified letter, or hand delivery.
2. The expulsion notice to the parent(s)/legal guardian(s) will include:
 - a. A statement of the reason(s) for the proposed expulsion hearing, including any school rule that has been violated.
 - b. The potential maximum duration of the expulsion;
 - c. The time and place of the expulsion hearing
 - d. A statement of the parent(s)/legal guardian(s) right to be present and/or represented at the expulsion hearing by an attorney and/or other representatives(s)
 - e. A student's or parent's/legal guardian's right to present witness(es); and
 - f. A copy of the expulsion hearing procedures.

EXPULSION HEARING STRUCTURE

1. An expulsion hearing will be conducted by a Hearing Officer appointed by the Board of Education
2. After the hearing, the Hearing Officer will provide a written report to the Board of Education, the parent(s)/legal guardian(s), and central office administration. Once the report is reviewed, the Board may take such action as it deems appropriate, including affirming or overruling reentry of the student to school.
3. If the Board finds that a reassignment to AIE and/or expulsion is unjustified, the Board will direct the administration:
 - a. To expunge all notations regarding the proposed reassignment to AIE and/or expulsion from the student's records or
 - b. To retain all of the student's records relating to the matter;
or
 - c. To retain only specific records pertaining to the suspension. Any related student absence for disciplinary reasons will be marked "excused." The student will be afforded an opportunity to make up all lost curricular opportunities, including, but not limited to, tests and other class work.
4. The decision of the Board will be final.
5. Written notification of the Board's decision with respect to the reassignment to AIE and/or expulsion hearing will be mailed to the parent(s)/legal guardian(s). A reassignment to AIE and/or expulsion may be effective immediately or as specified by the Board.

EXPULSION HEARING PROCEDURES

1. All student expulsion hearings will be held as soon as can be arranged.
2. The student may attend the hearing with his/her parent(s)/ legal guardian(s) witness(es) and may be represented by an attorney and/or other representative(s).
3. The hearing will be recorded. The parent(s)/legal guardian(s) have a right to purchase a copy of the tape.
4. The Hearing Officer will:
 - a. Determine the validity and gravity of the charges of gross disobedience/misconduct; and
 - b. Report the administration's recommendation regarding the appropriate disciplinary measure(s).

If the student is a student with special education eligibility, the Board must follow the procedures set forth under SPECIAL EDUCATION PROCEDURES.

The hearing will be conducted as follows:

- a. Either party may request the exclusion of witness(es) prior to the hearing to preserve the integrity of testimony or to protest their involvement. The Hearing Officer shall determine the involvement of the witness(es).
- b. The authorized administrator and the student, or his/her representative(s), may make short opening statements concerning both the charges of gross disobedience/ misconduct and the appropriate discipline.
- c. The authorized administrator or representative will first present the evidence, including proof of compliance with SPECIAL EDUCATION PROCEDURES, if applicable. The student or representative may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator or representative.
- d. The student or the student's representative(s) may then present evidence to refute the charges. The authorized administrator or representative may cross-examine all witness in attendance and review any written evidence presented by the student or representative.

- e. The Hearing Officer may, at any time, direct questions to the parties or their witness(es).
 - f. The authorized administrator and the student, or the student's representative(s) may make closing statements at the conclusion of the hearing concerning both the issue of gross disobedience/misconduct and the issue of the appropriate discipline.
5. The Board will review all relevant oral and written evidence without regard to the legal rules of evidence, but will consider the weight of the evidence in determining the issues:
- a. Student witness(es) may be requested to testify at a hearing. The authorized administrator will not be required to present student witness(es) at the hearing, but may provide a written summary as evidence prepared by the absent witnesses. The summary will include a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the identity of the witness(es) has been concealed.
 - b. The Board will not consider the student's academic or disciplinary records in determining the validity of the charges of gross disobedience/misconduct. The Board may review a student's records, however, in determining the appropriate discipline.

SPECIAL EDUCATION PROCEDURES

GENERAL PROCEDURES:

1. No student with special education eligibility will be expelled if the student's conduct in question was caused by, or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP as determined by the student's IEP team. If the IEP team determines that the student's behavior was not a manifestation of the student's disability, then the student may be expelled pursuant to EXPULSION PROCEDURES, and EXPULSION HEARING STRUCTURE AND PROCEDURES.
2. If a student with special education eligibility is suspended for more than 10 cumulative days in one school year, on additional days of suspension, the student will receive special education services in an interim alternative education setting.
3. Interim Alternative Educational Settings:
 - a. Relating to Drug or Weapon Violations - The student's IEP team can place a special education student in an interim alternative educational setting for up to 45 calendar days, if:
 - 1) the student carries a weapon to school or to a school function under the jurisdiction of the state, or
 - 2) the student possesses, uses, sells, or solicits the sale of an illegal substance, drug or controlled substance at school or at a school function.
 - 3) the student has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function.
 - b. Relating to Dangerous Behavior - The student's IEP team can recommend that a special education student be placed in an interim educational setting for up to 45 calendar days if the student is substantially likely to injure himself/herself or others. In such circumstances, the school district will either obtain a court injunction or will request a due process hearing officer to make the placement.

SPECIAL EDUCATION PROCEDURES

SPED SUSPENSION PROCEDURES:

1. All suspension notices and suspension review procedures set forth under SUSPENSION PROCEDURES, and SUSPENSION HEARING STRUCTURE must be followed in suspending a student with special education eligibility.
2. At the time of any suspension conference for a student with special education eligibility, the authorized administrator confers with the Director of Special Education to determine whether the student's gross disobedience/misconduct warrants the development of or a revision of a progressive discipline plan as stated on the student's IEP.
3. Prior to making a recommendation to suspend a special education student beyond 10 cumulative days, the authorized administrator will convene a Manifestation Determination Review (MDR) to determine whether the student's conduct was caused by, or had a direct substantial relationship to, the child's disability. A Manifestation Determination (a functional analysis) and a Behavior Management Plan will also be developed or revised if necessary.
4. If the student's IEP team determines that the conduct was a manifestation of the student's disability, then the student may not be suspended for the conduct. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the Special Education Rules and Regulations.
5. If the student's IEP team determines that the conduct was not a manifestation of the student's disability, then the District's Code of Conduct may be applied. The student will also be provided educational services during the disciplinary period.

SPECIAL EDUCATION PROCEDURES

SPED EXPULSION PROCEDURES:

1. Prior to making a recommendation to expel a special education student, the authorized administrator will convene a Manifestation Determination Review (MDR) to determine whether the student's conduct was caused by, or had a direct substantial relationship to, the child's disability. A Manifestation Determination (a functional analysis) and a Behavior Management Plan will also be developed or revised if necessary.
2. If the student's IEP team determines that the conduct was a manifestation of the student's disability, then the student may not be expelled for the conduct. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the Special Education Rules and Regulations, during the period necessary to propose a new placement, the student will remain in his then current placement unless:
 - a. the student has not previously been suspended for a period exceeding ten school days during the same school year, in which case the student may be suspended for a maximum ten school days less such previous suspension(s);
 - b. parents(s), legal guardian(s) and school district agree on an interim placement;
 - c. the school district obtains an Expedited Hearing from an ISBE hearing officer, changing the then current placement to an Interim Alternative Education Setting (IAES); or
 - d. the school district recommends an IAES for 45 days during which time the District will develop an appropriate change of placement.

3. If the student's IEP team determines that the conduct was not a manifestation of the student's disability, then the District's Code of Conduct may be applied. The expulsion notice to the parent(s)/legal guardian(s), adopted pursuant to Expulsion Notification under EXPULSION PROCEDURES, will also include two additional statements that:
 - a. Any Board decision to expel the student will constitute a change in placement; and
 - b. The parent(s)/legal guardian(s) is entitled to all rights set forth in the Special Education Rules and Regulations, which is available to the parent(s)/legal guardian(s) from the school district.
4. The expulsion procedures set forth under EXPULSION PROCEDURES, and EXPULSION HEARING STRUCTURE AND PROCEDURES, will be followed in expelling a student with special education eligibility. In addition, the person or persons making the final determination regarding the expulsion will transmit the special education and disciplinary records of the student for consideration.

GLOSSARY OF TERMS

ABSENCE, EXCUSED—Absence with valid cause as defined by Board policy and substantiated by proper documentation:

- Illness of pupil
- Medical and dental appointments that cannot be arranged during out-of-school hours
- Death of relative or friend
- Unavoidable accident or emergency
- Religious holidays or other religious causes
- Trips on school business
- Vacation periods with parents
- Absences for student competition and performances
- Any related student absence for disciplinary reasons, including suspension and reassignment to Alternatives in Education (AIE) and/or expulsion

ABSENCE, UNEXCUSED—Absence without valid cause as defined by Board policies

AGE APPROPRIATE—Able to be understood or appreciated by someone at a certain age in a language they can understand

ALARMS (FALSE)—Making a report of a fire by pulling the alarm when no fire exists or creating an emergency by false report of any kind

ALCOHOL-RELATED OFFENSES—Possession, use, or transfer of any alcoholic or look-alike beverage (See Substance Abuse Policy)

ALTERNATIVE IN EDUCATION (AIE)—Suspension or reassignment to an education setting in a different location than the student's home school

ARSON/ATTEMPTED ARSON—To attempt to or to cause harm to property or person by means of fire

ATTACK (PHYSICAL)—Physically assaulting any person from home to school, during school hours, or from school to home, or at any activity under school sponsorship. This shall include sexual assault

BOMB THREAT—Reporting to school, police, or fire officials the presence of a bomb without a reasonable belief that a bomb is present

BULLYING—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 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 or students' academic performance, or substantially interfering with the student or student's 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
- sexual violence
- theft
- public humiliation
- destruction of property, or retaliation for asserting or alleging an act of bullying

This list is illustrative and non-exhaustive

BUS MISCONDUCT—Failure to abide by the Code of Conduct while being transported in a vehicle operated by or for the District will result in temporary exclusion of student from riding the bus

CHEATING—To use, submit, or attempt to obtain or provide data/information dishonestly by deceit or by means ***other than those authorized by the teacher***

CLASSROOM BEHAVIORAL MANAGEMENT PLAN—A plan developed by teachers and students that outlines classroom rights and responsibilities. The plan should be submitted to building administration

COMPUTERS, MISUSE OF—Improper use of District computers or computer system

CONFERENCE—A meeting involving the student, parent, counselor, support personnel, and/or administration

CONFERENCE WITH ADMINISTRATION, PROACTIVE—A conference held between the student and one or more school officials. Teachers may request this intervention after earlier Level I interventions have proven unsuccessful

CONTACT WITH PARENT—Communication with the parent through a meeting, telephone call, or letter to support appropriate student behavior

CORPORAL PUNISHMENT—Corporal punishment is illegal and will not be used. Corporal punishment is defined as 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 needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property

CULTURE—Ways of life of individuals or a group of individuals

CYBER-BULLYING—Use of information and communication technologies to support deliberate, hostile behavior, through a single incident or repeatedly over time, by an individual or group, that is intended to harm others or has the potential to create a material disruption to the school environment. Any action of bullying or harassment that has the potential to cause material disruption on the school campus that occurs at school or away from school in cyberspace will be considered as school-related. Cyber-Bullying may take various forms, including without limitation to the use of social media and the Internet to make threats

DAMAGE TO PROPERTY—Causing damage to or defacing school or property of others

DEROGATORY REMARKS—Use of religious, handicapped, sexual, ethnic, or racial slurs, pictures, objects, gestures, etc.

DETENTION—Time assigned to a student by a staff member or administrator to be served outside of classroom instructional time

DISCRIMINATORY CONDUCT—Using words, pictures, objects, gestures, or other actions demeaning to any religious, handicapped, ethnic, or racial individual or group

DISHONESTY (LYING)—Intentionally telling untruths.

DISOBEDIENCE—Refusal or failure to comply with a direction or instruction of a staff member

DISRUPTIVE BEHAVIOR—Any act that distracts other students, interrupts the flow of information, and/or causes serious disruption to any school function

DISRESPECT—Inappropriate or discourteous behavior(s) directed toward staff, students or others

DRESS CODE—(Does not include clothing designated for religious reasons.) Students are required to conform to the uniform dress code as adopted by the Board of Education. Students are prohibited from wearing clothing or attire that, in the opinion of school authority is contrary to acceptable health and safety standards, or may disrupt the education process or learning atmosphere. Students' dress will conform to the following:

- Hats, head coverings, jackets, coats, and gloves are not to be worn in school. Students must remove their head coverings upon entering the building
- Students will wear Navy Blue, Khaki or Black slacks, skirts, jumpers, and shorts. With White or Powder Blue shirts/ blouses and any color close toed shoes (no high heels, sling backs, slippers, or flip flops)
- Students' clothing will cover undergarments and bare midriffs
- Garments or jewelry depicting alcohol, tobacco or other drugs will not be worn at school
- Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, gang affiliation, RIP, or occult reference will not be worn at school
- Pants must be worn at the waist so that undergarments and midriff skin are not visible

DRUGS (LAWFUL)—Any medication prescribed by a physician for that individual and administered properly or an over-the-counter drug that is used properly

DRUGS (UNLAWFUL, RELATED OFFENSES/TOBACCO PRODUCTS)—See Policy #7:190)

- Any alcoholic beverage or look-alike substance
- Any illegal drug, controlled substance, or cannabis (including marijuana and hashish)
- Any anabolic steroid unless being administered in accordance with a physician’s or licensed practitioner’s prescription
- 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
- 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
- Any over-the-counter drug being used for an abusive purpose
- Any inhalant, regardless of whether it contains an illegal drug or controlled substance: a) that a student believes is, or represents to be capable of causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this does not apply to a student’s use of asthma or other legally prescribed inhalant medications
- “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance

- Drug paraphernalia, including devices that are or can be use to: a) ingest, inhale, or inject cannabis or controlled substances into the body; b) grow, process, store, package, or conceal cannabis or controlled substances

DUE PROCESS—Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against the student, the right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any lower level

ELECTRONIC DEVICES—Devices such as cell phones, laser pointers, Gameboys, Walkmans, iPods, MP3 players, PSPs. Etc.

ELIGIBILITY DETERMINATION CONFERENCE (EDC)—A special education meeting established to discuss the results of the comprehensive evaluation and to determine if a student is eligible for special education services

EXPULSION—The exclusion of a student from school for a period of time greater than ten school days, but for no longer than two calendar years

EXTORTION/SHAKEDOWN/STRONG-ARM—Forcing another to act against his/her will; taking property from a person by force or threat of force

EXTRACURRICULAR ACTIVITIES (UNACCEPTABLE/DISRUPTIVE BEHAVIOR)—Exhibiting poor sportsmanship, throwing objects onto the playing floor, performing obscene gestures, or using profanity or verbal harassment

FALSE REPORT—Making a deliberate written or verbal statement which proves to be untrue after a reasonable investigation

FIREWORKS—Use, possession, or sale of pyrotechnics designed for any type of visual or audible display. Examples include: firecrackers, smoke bombs, and sparklers

FORGERY/FALSE IDENTIFICATION—Falsifying the name of another person, time, dates, grades, addresses, or other data in writing

GAMBLING—Violating the law which prohibits playing a game of chance for money or other consideration

GANG—As used herein, the term “gang” shall mean any organization, club or group composed wholly or in part of students, which seeks to perpetuate itself by accepting additional members from students enrolled in the District, and which is assembled for the common purpose of design:

- Committing or conspiring to commit criminal offenses, or
- Engaging in conduct that is contrary to the public good, or
- Engaging in conduct that interferes with or disrupts the District’s educational process or programs
- Displays gang symbols or paraphernalia
- Recruits additional members
- Meets to design or plan crimes
- Threatens the public
- Acts in a way that disrupts the school environment

GANG-RELATED ACTIVITIES/MOB ACTION—As used herein, the phrase “gang-related activity” shall mean any conduct engaged in by a 2 or more students on 1 or more student(s).

1. To perpetuate the existence of any range, or
2. To affect the common purpose and design of any gang, including without limitation to, recruiting students for membership in any gang
3. Threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang.

The presence of or student involvement in gangs or gang-related activities on school grounds, while school is in session or at school- related events, including, but not limited to, the display of gang symbols, handshakes, hand gestures, apparel, jewelry, body art and piercings, or paraphernalia, is strictly prohibited

GATHERINGS (UNAUTHORIZED)—Participating in or associating with group activities that disrupt the educational process

GROSS DISOBEDIENCE/MISCONDUCT—Repeated refusal or failure to comply with directions and/or instructions of a staff member; impeding on the educational process or interfering with teaching and learning

GROUP VIOLENCE—Two or more students threatening or engaging in vandalism, assault, or physical attack

HARASSMENT—Subjecting a student to a hostile or intimidating school environment because of, but not limited to, the individual's race, religion, creed, color, national origin, age, physical aspects or ability, gender or actual or perceived sexual orientation. Harassment includes any action that may cause an individual to be alarmed, intimidated, or have serious discomfort in the school setting. Harassment may be physical, verbal, or visual (notes, drawings, gestures, etc.). Harassment that persists after a staff member has warned students to stop may be addressed according to the bullying/harassment code violation #15

HARMFUL OBJECTS—Objects that are likely to create a distraction or danger in the educational environment such as matches, lighters, etc.

HAZING—Unauthorized initiation process

HEARING REVIEW—Formal meeting among student, parent and administration or hearing officer for fact-finding purposes to determine disciplinary disposition

HORSEPLAY/SCUFFLING—Any disruptive display in which the students are wrestling, shoving, pushing, and/or pulling each other in jest. The seriousness of this offense results from the potential escalation of the act into a fight

IN-SCHOOL SUPERVISION—Student is removed from his/her regularly scheduled classroom. The student will bring or be given instructional materials and work on class assignments under the supervision of a district employee

IN-SCHOOL SUSPENSION—The student is isolated from the peer groups within the school. The student is prohibited from all school-sponsored activities and events during this time and must not be on the school campus after school hours. The suspension is in effect the day the incident occurred. The student is expected to make up all work that is assigned during this period. A period of time, not to exceed four school days during which a student is suspended from school (pursuant to Board Policy No. #7:190) but serves the suspension on the school premises

INAPPROPRIATE TOUCHING/DISPLAY—Touching someone else or oneself on the private areas of the trunk of the body; deliberately exposing parts of oneself or others

INDIVIDUALIZED EDUCATION PROGRAM (IEP)—The IEP outlines the individual special education services a student receives for one year

INSTIGATING - Any act that incites, promotes or inflates a situation that is disruptive to the school environment or instigates a fight. Examples include, but are not exclusive to, social media posting, cell phone pictures, gossip, spreading rumors, etc. in which the student prompts, encourages or attempts to bring about a fight. Exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation

INSUBORDINATION—Failing to obey the reasonable directions or instructions of any adult staff member. This includes, but is not limited to, student teachers, lunchroom monitors, clerical staff, custodians, bus drivers, bus monitors, and unpaid volunteers

INTERFERENCE WITH SCHOOL PERSONNEL—Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence, harassment, or physical action

INTIMIDATION/BULLYING—Placing someone in a threatening situation where he/she feels fear for his/her personal safety; disturbing consistently, by pestering, tormenting or hazing.

LEAVING WITHOUT PERMISSION / SKIPPING—Failure to attend assigned class or area according to assigned schedule without permission or excuse; leaving the building, classroom, or assigned area without obtaining prior approval of the teachers and/or administrator

LITTERING—Throwing paper or other trash inside the building, on school grounds, on surrounding properties, or on the bus

LOITERING—The unauthorized presence in or around any school building, in specifically restricted areas of a school building, on school grounds, or on surrounding properties. The District expects student to leave the school grounds and surrounding properties within 15 minutes after their scheduled dismissal time unless directly supervised by school staff in a school activity

MOB ACTION—A substantial disruption of the education environment at school, in transit to or from school, or a school-sponsored activity by two or more students acting together. A student may violate this provision by using force or violence

OFFENSIVE MATERIALS—Displaying or distributing materials that are patently offensive sexually, racially, or religiously

OUT-OF-SCHOOL SUSPENSION—The student is excluded from school, school sponsored activities, and school property for the duration of the suspension. The suspension is in effect the day the incident occurred. The student is expected to make up all work that is assigned during this period. Any student who receives a day or more of Out-of-School Suspension may not participate in any activities, games, or practices during the duration of the consequence

OUTSIDE AGENCIES—Any child welfare agency that provides services to school-age children

PARENT CONTACT—Parent is notified of a disciplinary concern.

PARENT CONFERENCE—Parent is notified of a disciplinary concern in person.

PEER MEDIATION—An approach to resolve conflict in which individuals talk uninterruptedly so they hear each side of the dispute. A trained peer mediates and an adult supervises this discussion. (Note: Social workers and counselors are in charge of peer mediation)

PETITIONS (INAPPROPRIATE)—Presenting or distributing petitions on school property or at school-related activities which contain obscenities, libelous statements, or those which are not within the bounds of reasonable conduct

PHYSICAL CONFRONTATION—Inappropriate physical contact, such as pushing, shoving, and hitting, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid confrontation, all parties will be disciplined

PLAGIARISM—Misrepresenting other work as your own, allowing your work to be used in such a manner, or violating the security of the testing situation

POSSESSION/DISTRIBUTION OF INAPPROPRIATE ITEMS OR PRINTED MATERIAL—Students shall not bring inappropriate materials on school property or have inappropriate material printed on t-shirts, book bags, folders, or body. This includes sending, receiving or possessing sexually explicit or otherwise inappropriate pictures or images, commonly known as “sexting.” The term “possession” includes having control, custody, or care, currently or in the past, 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; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person.

PROFANITY /OBSCENITY—Language, conduct, or behavior offensive to accepted standards of decency and modesty

PROPERTY DAMAGE—Use of school property for any purpose other than that for which it was intended which results in damage or destruction to other property. School property *includes books, supplies, equipment, the school building, etc.*

PROTEST (Unauthorized)—A demonstration which results in the disruption of the usual educational process

RECKLESS BEHAVIOR—Behavior that is a danger to self or others. Includes the use of vehicles on school property

RESTITUTION/COMMUNITY SERVICE—There are two types of restitution:

1. Repair or replacement of property or payment of reasonable cost of repair or replacement
2. Donating time as a process for solving a problem and repairing relationships

In some cases, students are unable to receive a diploma or transfer in good standings until restitution is fulfilled

SALE OR DISTRIBUTION (Unauthorized)—The selling, distribution, or attempt to sell or distribute any object or substance on school property, or at any school-sponsored activity without permission of the administration

SCHOOL/DISTRICT-AUTHORIZED PERSONNEL—Chaperones, volunteers, supervisors, or anyone providing supervision or assistance to a school or the District

SENATE BILL 100— Effective September 15, 2016, Senate Bill 100 restricts the authority of school districts to suspend and expel students and imposes new requirements in those cases where school removal will still be allowed. 1-3 Day Suspensions require a continuing threat determination and reasonable steps to minimize suspension. 4 Day Suspensions require a continuing threat determination, reasonable steps to minimize suspension, and that interventions have been exhausted. For all 5-10 Day Suspensions, all the requirements of the 4 Day Suspension apply along with the provision of appropriate and available support services. All Suspensions require make up work, a return-to-school plan, and appeal rights. In the case of Expulsions and Alternative School Placements, the School Board must give specific reasons why removing the student from the school is in the best interest of the school and provide a rationale for the duration of the expulsion

SEXTING—The act of sending, willingly receiving, or forwarding sexually explicit messages, photos, or images, taken with or without consent, via cell phone, computer, or other digital device

SEXUAL CONDUCT—Conduct of a sexual nature. This definition could include sexually oriented displays of affection such as embracing, kissing, and “bad touches”, as well as other sexual activities. Inappropriate sexual conduct on school grounds or during school-related activities, whether on or off school grounds, will not be permitted

SEXUAL HARASSMENT—Sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature whose purpose or effect is to create an intimidating, hostile, or offensive educational environment. Sexual harassment is included in Board Policy #7:20 on “Student Welfare Sexual Harassment.”

SOCIAL PROBATION—Exclusion from participation in and/or attendance at an extracurricular, school sanctioned activity

SOCIAL WORK—Services provided to students from a certified school social worker. These services can include family/home visits, contacting outside professionals/agencies, meeting with students regularly to discuss concerns, or meeting to monitor a situation

SPECIAL EDUCATION STUDENT—A student who has been determined eligible for a special education instructional program or support services(s) pursuant to Article 14 of the School Code, Special Education Rules and Regulations are the State of Illinois’ Rules and Regulations to Govern the Administration and Operation of Special Education. The School Code refers to the Illinois statutes governing boards of education as found in Chapter 105, par.1 et seq. of the Illinois Compiled Statutes

STAFF—All District employees and authorized personnel

SUPERVISED AREA—A room or space, in accordance with the guidelines set forth for supervised space, to be used after a staff member has removed a student from a class or school activity for disciplinary reasons

SUPPORTIVE CONFRONTATION—The art of confronting problem situations and people in constructive and helpful ways

TARDINESS/TRUANCY—Arriving late to one’s assigned area

TEMPER TANTRUMS—A fit of anger that disrupts or endangers others

THEFT—Taking or possessing something that belongs to the school or another person without permission

THREATS/INTIMIDATION—An expression of word or deed to inflict pain, injury, damage, or punishment that prevents another from moving or acting in accordance with school policies or personal choice

TOBACCO PRODUCTS, USE AND POSSESSION/DRUGS—Use or possession of tobacco in any form at school, on school property, or at school- sponsored activities

TRESPASSING—The unauthorized or illegal presence of any student on any school property or unauthorized or illegal attendance of any student at any school activity. In addition, the unauthorized or illegal entry into school or private property (computers, lockers, desks, etc.) or restricted areas of the building

TRUANCY/TARDINESS—A student, subject to compulsory school attendance, who is absent without valid cause from such attendance for a school day or portion thereof

UNAUTHORIZED ITEMS—The following items are not permitted in classrooms or on school property and are subject to confiscation when found:

1. Knives
2. Firearms
3. Mace
4. Tasers
5. Firecrackers
6. Ordinary items that have been altered in such a way as to become weapons
7. Obscene literature or items
8. Unauthorized drugs or medication
9. Alcoholic substances
10. Cigarettes or tobacco products (including matches)

UNAUTHORIZED ITEMS—(Continued)

11. Games, toys, dice, cards, etc.
12. Electronic devices
13. Cell phones (Cell phones must be turned off or on vibrate.)
14. Drawings of gang symbols
15. Anything that could cause injury or disrupt the educational process

VANDALISM—Destroying and/or damaging property belonging to the school or others

VERBAL ABUSE—Using any language that is intimidating or disrespectful

VERBAL CORRECTION—Verbal direction by staff member to state the expected behavior

WARNING—A student is informed that repeated/severe offense(s) will result in more severe disciplinary action.

WEAPON-RELATED ACTIVITIES—Possessing using or representing the possession of a firearm (including any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code such as any weapon which will expel a projectile by the action of an explosive, a firearm muffler or silencer, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a charge of more than one-quarter ounce, mine, or similar object; firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act; or firearm as defined in Section 2401 of the Criminal Code of 1961), knife, brass knuckles or other knuckle weapon regardless of its composition, a Billy club, or a “look- alike” of any firearm. In addition, weapon-related activities include the use or attempted use of any other object (including but limited to sticks, pipes, bottles, pencils, staplers, and scissors) to cause bodily harm