

HANDBOOK CHANGES

DISCIPLINE STUDENT BEHAVIOR

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

- On, or within sight of, school grounds before, during, or after school hours or at any time;
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to or from school or a school activity, function, or event; or
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

DISCIPLINARY ACTIONS RESPONSES TO BEHAVIOR VIOLATIONS

The school administration and deans have the responsibility for implementing appropriate school discipline. The District will not use corporal punishment as a mode of discipline in the school. Unacceptable student conduct may result in one or more of the actions described below:

Suspended Parking Privileges - Students who abuse parking regulations may have parking privileges temporarily or permanently revoked.

Detention - Before school, ~~and~~ after school, and lunch/advisory detentions may be used for disciplinary consequences in addition to or in lieu of the disciplinary actions set forth below.

Social ProbationSuspension - A social ~~probation~~suspension is one in which a student is not allowed to attend school functions outside of the regular school day and may be used for disciplinary consequences in addition to or in lieu of other disciplinary actions set forth below. ~~(see table on page 44).~~

Intensive-School Student SuspensionSupport Room (ISS) - ~~In-School-Suspension (ISS) students will be assigned an immediate ISS when referred to the dean.~~ During the time a student serves an ISS, ~~they/he/she~~ may not attend or participate in any school-sponsored activity. Parent/Guardian will be notified each time a student serves an ISS. It will be the student's responsibility to complete the

assigned ISS work prior to dismissal from the ISS program. Upon return to class, it is the student's responsibility to obtain and complete any missing assignments.

Out-of-School Suspension - Students whose inappropriate behavior is of a more serious and/or frequent nature are suspended from all school activities up to a maximum of ten (10) school days. School work missed during suspension may be made up. Students on external suspension may not be on any District 204 campus or participate in any district/school activity for the duration of the suspension. Suspended students on District 204 property may be referred for an unauthorized presence or criminal trespass. In addition, students receiving an out-of-school suspension for ~~i~~Internet misuse will lose ~~i~~Internet access privileges. Parents will be notified each time that a student is suspended. A phone call or conference may be required prior to the student's re-admission.

Behavioral Warning -

- A behavioral warning is a behavioral contract between the student, school, and family.
- All behavioral warnings shall be in effect for one calendar year from the date of the issuance. (On a ~~case-by-case~~ case-by-case basis, behavioral warnings may be shortened by completion of a District approved program).
- All behavioral warnings shall generally be cause to restrict or prohibit a student:
 - From attending school programs, events, activities or athletic contests;
 - From being eligible for certain honors or awards.
- A behavioral warning shall prohibit a student for that calendar year from nomination, election or consideration for any school awards, positions or honors not directly related to or the result of academic achievement.
- All students with a behavioral warning may apply for a waiver of restriction or prohibition from attendance only at school programs, events, or activities on an event-to-event basis. Said application or request for a waiver would be made through the student's dean and would have to be approved by that dean and the building principal. The waiver would merely allow attendance at an event or activity.
- Each waiver will be issued with a contract of behavior signed by the student and their parent/guardian with an attached copy of expectations. The contract shall expressly describe that any action or behavior that is determined to be a violation of the contract and/or expectations or any other school rules shall serve as the basis for an exclusion from all the events, programs and activities for the duration of that school year, and that they surrender any and all rights to appeal these prohibitions.
- The criteria for granting a waiver shall include, but not be limited to:
 - A written statement of explanation or apology;
 - A conversation in which the staff is reasonably assured of the student's sincerity;
 - A willingness on the part of both the student and parent/guardian to agree to and abide by the conditions set forth in the contract and expectations;
 - The student's disciplinary history;
 - The professional staff's review of the above and recommendation for approval.
- A behavioral warning shall ordinarily not exclude a senior student from participating in graduation ceremonies except when it has been determined by the administration that the student's presence and participation could be disruptive.
- It shall be the responsibility of the administration at ~~on~~ each campus to notify senior students with behavioral warnings sufficiently in advance as to whether or not they will be participating

in their graduation ceremonies.

Expulsion - Serious or chronic misconduct may lead to expulsion from school for up to two years. One serious offense could result in an immediate expulsion. Expulsion recommendations are made to the Board of Education.

Police Referral - Students who are involved in drug or alcohol abuse ~~or possession~~ possession, in possession of a weapon as defined by School Board Policy 7:190, threat of school violence, vandalism, theft, ~~unprovoked attack,~~ extortion, fighting, assault and/or battery or any other serious offense on school property may be referred to the police in addition to school disciplinary actions. Parents shall be notified when a student is referred to the police by school staff and how they can access information relating to the police referral and/or report.

Alternate Education - Students who are repeat offenders of school truancy or disciplinary rules may be referred to alternate education programs.

Catalyst – Students who commit serious or chronic infractions of the student behavior policy may be referred to the Catalyst Program. Catalyst is a three-day alternative to suspension program. The student and Parent/Guardian must agree to active participation in all aspects of the Catalyst program for the three days and the eight follow-up sessions. Students will engage in activities designed to reflect on the incident, identify triggers and coping strategies, develop social-emotional skills, establish long-term goals, and create a re-entry plan to maximize success at school in a highly structured environment.

Substance Abuse Screening – Students who are found in possession of, or under the influence of, an illegal substance while at school may be referred to the district Substance Abuse Clinician for screening and the development of a treatment or support plan.

Re-Think Modules – Students who are found in possession of, or under the influence of, an illegal substance for the first time at school may be referred to participate in the Re-Think substance use modules during a day of assignment to ISS or Catalyst.

BHT Referral – Students who have been provided with interventions and resources and continue to need additional supports may be referred to the Behavioral Health Team for screening and consideration for individual or group supports offered by community partners.

Triangle Team Referral – Students with chronic behavior referrals, or when a staff member has concerns about the academic or social-emotional well-being of a student, may be referred to the Triangle Team for screening and consideration for individual or group supports offered by school staff to address academics, attendance, behavior, or social-emotional skills.

Mediation – Students who are engaged in a conflict or disagreement with any other individual in the school may be invited to participate in mediation facilitated by school staff.

Intervention Cards – Students may be assigned an intervention card to monitor and collect data relating to chronic behaviors such as tardy to class, period absences, unauthorized presence, or any other behavior determined by the Dean or school administration.

Re-entry Meeting – A student who is excluded from school will participate in a re-entry meeting with school staff and their parent/guardian upon return to school.

Threat Assessment - A student who is found in possession of a weapon at school or makes a threat of violence towards themselves or others, will participate in a Threat Assessment interview and be referred to the school Threat Assessment Team.

Safety Plan – A student who is found in possession of a weapon at school or makes a threat of violence towards themselves or others, may be recommended for a safety plan by the School Threat Assessment Team.

Restorative Conversation – A restorative conversation will be conducted to provide the student with an opportunity to explain their perspective in the incident that occurred and/or the behavior they displayed. This also serves as an opportunity to build rapport with the student and allow the student to explain what happened from their perspective as well as reflect on their actions. The ultimate goal of the conversation is to understand the root cause of the behavior, including trauma or unmet social, emotional, or behavioral health needs in order to determine the best set of supports and/or consequences.

Problem-Solving Circles - Students placed on Behavior Warning, or exhibiting chronic attendance challenges, will be referred to the district problem-solving circles program. Problem-Solving Circles are a district program which occurs outside of the school day and includes the participation of school staff, the student, a family member or trusted adult of the student, and community volunteers to discuss root causes of behavior and create a plan to move forward with more success in school. If the student is referred to Problem-Solving Circles by the Dean and does not complete the program, they will not be allowed to attend school functions and events.

Behavior Contract - A behavior contract may be established to support a student in addressing chronic behaviors such as peer conflicts, chronic absence, chronic truancy, or other behaviors as determined by the Dean or school administration.

Crisis Intervention and Behavior Stabilization (CIBS) Program – Students who have an IEP may be assigned to the CIBS program as a short-term intervention through a meeting of the IEP team.