



Student Code of Conduct

2017-18

Preface

This Student Code of Conduct sets forth the discipline policy of School District U-46 and is designed to clarify the rights and responsibilities of students, parents, teachers, bus drivers and other school personnel. Students, staff, parents and others are encouraged to study and discuss the contents of this Code. Understanding rights and responsibilities is one way to better ensure that these rights and responsibilities are respected, and provide fairness.

Statement on Student Behavior

School District U-46 considers it best practice for children to be engaged in an academic setting. Removal from their learning environment is counterproductive to our mission of “Academic Success for All.” We are committed to limiting the number and duration of suspensions to the greatest extent possible. School staff shall consider non-exclusionary forms of discipline and interventions prior to using out-of-school suspensions and expulsion whenever possible, reserving the consideration of out-of-school discipline for the most egregious acts of misconduct. We do not use zero-tolerance disciplinary practices and all levels of student discipline are implemented on a case-by-case basis.

We are committed to supporting positive student behaviors and we do so collaboratively with input from District staff, parents and students. Our schools will be positive and welcoming places for all children to learn and for teachers to teach, as positive behaviors are learned.-Adults have a responsibility to create a climate that sets students up for success, while continuing to ensure safe and nurturing environments for all students. Students and families shall be informed and included throughout all processes related to consequences and interventions for a student. Teachers and staff will receive appropriate training and support to advance the goals of our Student Code of Conduct and equitably apply consequences and interventions.

How to report a concern:

To report any concerns regarding safety or behavior infractions, a student, parent or guardian can report any concerns to any adult at a school site but the most appropriate individuals are most likely a teacher, social worker, dean, assistant principal or principal. Communication guidelines for parents and guardians are available on the [U-46 web page](#) within the section for [Parents and Students](#).

Anyone can also report a bullying incident via the online U-46 Bullying Reporting Form posted on the District’s website under “[Parents and Students](#),” and then “[Bullying Reporting](#) and Resources.” Complaints can be made anonymously or they can share their name and contact information.

The District Coordinator of Student Discipline receives reports via email or phone call:

Email: reportbullying@u-46.org

Phone: 847-888-5000 ext. 5357

Consequences and Interventions

School District U-46 takes a positive approach to behavior which includes proactive strategies for defining, supporting and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and assistance in learning new skills to improve their behavior. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgements, supports and interventions.

Nothing in this Student Code of Conduct shall be interpreted in a manner that conflicts with Section 7: Students of the U-46 School Board Policies (see the U-46 Web Site on School Board Policy) or violates a student's rights as provided for in the Individuals with Disabilities in Education Act.

There are Three Tiers of Intervention

Tier 1 -- All Students

Includes:

- General curriculum enhanced by acknowledgements of positive behaviors and clearly stated expectations that are applied to all students

Tier 2 -- Selected Interventions

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Tier 3 -- Individualized Interventions

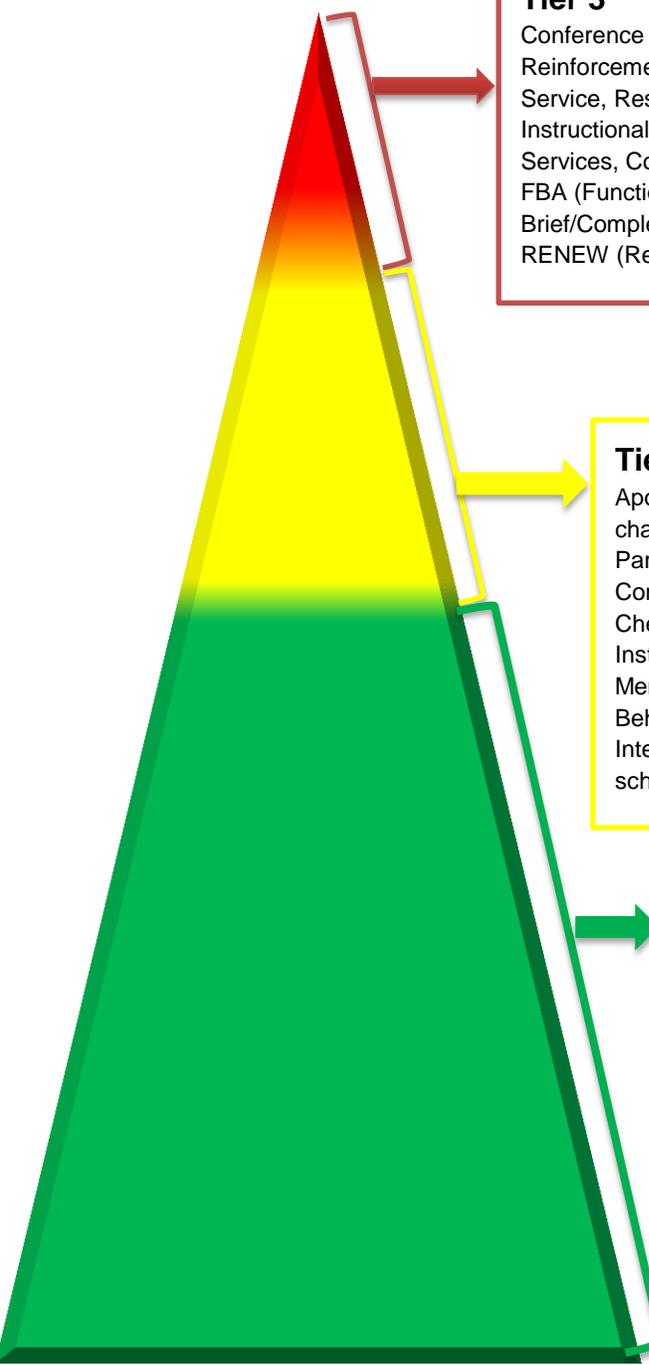
Focus on:

- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors assessments and increasing the student's social skills and/or functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

The process of intervention involves numerous intervention possibilities in an effort to address the behavior in a manner that promotes change that supports a safe nurturing school environment.

The Three Tiers of Intervention

Positive Behavioral Interventions and Supports (PBIS) provides a school-wide framework through which school staff teach behavioral expectations and provide added support to ensure student social emotional and academic success through a multi-tiered system of support. The PBIS tiered system of support is grounded on evidence-based practices and data-based decision making to identify and address the behavioral and social emotional needs of students. Interventions may include (but are not limited to) the examples below:



Tier 3

Conference with student and parent - Administrator, Conflict resolution, Reinforcement of appropriate behaviors, Class or schedule change, Community Service, Restorative Circle/Conference/Conversation, SAIG (Social Academic Instructional Group), Behavior contract, Mentoring, Parenting Groups, Social Services, Collaboration with and linkages to community resources, FBA (Functional Behavioral Assessment)/BIP-(Behavior Intervention Pathway), Brief/Complex WRAP (wraparound school based individualized student led services), RENEW (Rehabilitation, Empowerment, Natural Supports, Education & Work)

Tier 2

Apology letter, Reinforcement of appropriate behaviors, Class or schedule change, PBIS Re-teach, Parent Contract, Behavior reflection assignment, Parent Groups, Restorative Circle or Conference or Conversation, Community Service, Loss of privileges, Mediation, Peer mediation, Check-in and Check-out, Student Support Services, SAIG (Social Academic Instructional Group), Conference, Social Skills Groups, Conflict resolution, Mentoring, Decision Making Rules, Social/Emotional Counseling Groups, Behavior contract, FBA (Functional Behavioral Assessment)/BIP (Behavior Intervention Pathway), Parent or guardian accompany student to school/class, Alternative to suspension

Tier 1

Universal - All Students

Apology Letters to those Affected, Positive Supports in the Classroom, Classroom Examples, Classroom Rules, Verbal Warning, Behavior Reflection Worksheet, Restorative Conversation, Community Service, Teacher-Student Conference, Parent-Teacher Conference, Peer Mediation, Restorative Circles, Positive Reinforcement of Appropriate Behaviors, Guidance Referral, Mediation, Seat Change, Positive Supports, Bullying Prevention Training, Behavior Expectation Meetings, Behavior Contract, Loss of Privileges

Rights and Responsibilities

Staff Responsibilities

With respect to student discipline, school staff will be responsible for the following:

- To teach, re-teach and model clear behavioral expectations to all students
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to students' social, emotional and/or behavioral health needs, including referring students for additional support when necessary
- To treat everyone in the school community fairly and respectfully
- To promptly investigate all allegations of bullying as defined in this document
- To review the circumstances surrounding each situation and exercise discretion to assign interventions/consequences in the best interest of the school community
- To apply student discipline accurately, consistently and in a nondiscriminatory manner, including providing students with opportunities to respond, notifying parent/guardians when disciplinary action is taken and recording all disciplinary action in the District's data tracking systems.

Staff Rights

School staff will have the following rights as they pertain to student discipline:

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration
-

Student Responsibilities

Each student will be responsible for the following:

- To read and become familiar with all student conduct rules
- To attend school daily, prepare for class and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal, teachers and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property and the property of others

Student Rights

Students have the following rights as they pertain to addressing student conduct:

- To be safe at school
- To be treated fairly, courteously and respectfully
- To bring complaints or concerns to the school Principal or staff for resolution
- To tell his or her side of the story before receiving a consequence for a student conduct infraction

Parent/Guardian Responsibilities

Parents shall be responsible for the following:

- To read and become familiar with all student conduct rules
- To make sure their child attends school regularly, on time and to notify the school before the school day begins if their child is absent
- To provide the school current and accurate contact information
- To work with school staff to address academic and behavior concerns regarding their child
- To be actively involved in their child's education

Parent/Guardian Rights

Parents/Guardians of students have the following rights as they pertain to student conduct:

- To be treated fairly and respectfully by the School Principal, teachers and staff
- To access information about the District's Policies and Procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed for the consequences assigned

Disclaimer

School rules published in this handbook are subject to such changes as may be needed to ensure continued compliance with federal, state or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of the school. Not all rules of behavior can be written and inserted in a guide book. As a result, students may be disciplined for other conduct deemed to be disruptive of the educational environment as provided in Board Policy.

Levels of Consequences and Interventions

The Code of Student Conduct shall apply to all students at all times on all School District U-46 property, including:

- In school buildings and on school grounds
- In all school vehicles
- At all school, school-related, or district-sponsored activities, including but not limited to:
 - School field trips
 - School sporting events (whether such activities are held on school property or at locations off school property, including private business or commercial establishments)
 - Bus stops, Walking to/from school
 - Before school and evening events
 - SAFE before or after school program

Levels of Consequences and Interventions for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's action constitutes a violation of the Board policy and/or the Code of Student Conduct. The levels (shown on the following page) guide administrators to use *progressive interventions* to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in the *Code of Student Conduct*, the consequence may be expulsion from School District U-46. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Levels of consequences and options for progressive intervention which follow **repeated, chronic or cumulative offenses may require higher levels of interventions/ consequences**. For serious violations, interventions/consequences may begin at a higher level.

In-School Intervention

This program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school intervention, the behavior infraction will be explained and the student will be given an opportunity to respond.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school intervention for equivalent academic credit.
4. During in in-school intervention, with the approval of the principal, instruction/presentations may be provided to students on choices and decision making. This may be conducted by certified school personnel or School District U-46 approved certified providers of these types of services by local agencies.

Out-of-School Suspension

In cases of gross disobedience or misconduct a student may be suspended from school. An out-of-school suspension will be for one school day at the minimum and no longer than ten school days. Out-

of-School suspensions may be used if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continued presence in school would either:

1. Pose a threat to the safety of other students, staff, or members of the school community,
2. Substantially disrupt, impede or interfere with the operation of the school. Whether a student's continuing presence in school would pose a threat to school safety or a significant disruption to other students' learning opportunities shall be determined on a case-by-case basis by the school board or its designee. The school board or its designee shall determine what constitutes a threat to school safety or a disruption to other students' learning opportunities on a case-by-case basis. 105 ILCS 5/10-22.6 (b-15).

Any student who receives an out-of-school suspension must be afforded due process before being excluded from the school. Due Process is providing the student notice of the charges against them in a manner they understand and then giving them an opportunity to respond to the charges against them. The student must also participate in a reinstatement conference prior to returning to school. The student and a school staff member must be in attendance. A Parent/Guardian is also expected to attend either in person or via telephone conference. A Parent/Guardian's inability to attend or participate shall not prevent the student from returning to school.

The procedures for suspending a student are:

1. After the behavior event, a conference during which the behavior infraction will be explained and the student will be given an opportunity to respond before he or she may be suspended.
2. The school administrator will call to the student's parent(s)/guardian(s).
3. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Detail the length of the out-of-school suspension, include the following applicable information:
 - i. An explanation that the student's continuing presence in school would either:
 1. Pose a threat to the safety of other students, staff, or members of the school community, or
 2. Substantially disrupt, impede, or interfere with the operation of the school.
3. A request to schedule a Re-Entry or Re-Instatement conference with the student, parent/guardian and the school administration.
4. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel.
5. A student may lose the privilege of using school transportation, as well as receiving possible disciplinary consequences, for inappropriate conduct on school transportation. Students suspended out-of-school cannot attend any District sponsored activities, nor is the student to be on district property until the suspension is completed.

Expulsion

Gross misconduct may warrant consequences beyond suspension. In such a case, a student will receive a ten day out-of-school suspension and an administrative recommendation for expulsion from school.

Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be either hand delivered or sent by registered or certified mail, return receipt requested.

If the Board acts to expel the student, its written expulsion decision shall:

- a) Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
- b) Provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion.
- c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
- d) Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
- e) Document whether available and appropriate support services were offered or provided during the suspension and, if they were not offered or provided, document that none were available.

Upon expulsion, the District may refer the student to appropriate and available support services.

Corporal punishment ban

Corporal punishment shall 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 (Board Policy 7.190 and 7.197)

Student reinstatement conference for parent/guardian

The parent/guardian, student and administrator should arrange a mutually satisfactory time for a conference. If the parent finds it difficult because of working hours, family responsibilities, or distance from school to come to the school for a conference, the school administrator will work to find some alternative means for the conference. During the conference the student's achievements as well as difficulties will be reviewed to determine additional steps to be taken by the school, student and parent/guardian to ensure future success and safety when reinstated. All suspended and expelled students shall be given a re-engagement plan to facilitate their return to school. Such plan shall be discussed during this conference and revisited with the student upon return. (Board Policy 7.190)

Homework during suspension

Students who are serving an out-of-school suspension will be provided the opportunity to complete schoolwork during their suspension. A suspended student shall be given assignments during the period of suspension. The parent/guardian is responsible for picking up assignment materials from the school as the student is barred from being on school property.

APPEAL PROCESS - A parent may request a review of a student suspension:

1. If either the complainant or the party charged is not satisfied with the decision rendered by the Coordinator (or designee), the decision may be appealed within fifteen (15) calendar days to the Chief Executive Officer (or designee) by submitting a written appeal to the Chief Executive Officer (or designee), addressed to the Office of the Chief Executive Officer.
2. The appeal must be received by the Chief Executive Officer within fifteen (15) calendar days after the dissatisfied party receives the written decision from the Coordinator (or designee).
3. Copies of the grievance, all evidence and the Coordinator's (or designee) decision shall be forwarded by the Coordinator (or designee) to the Chief Executive Officer (or designee).
4. The Chief Executive Officer (or designee) shall review all of the aforementioned documents and shall render a written decision within fifteen (15) calendar days of the receipt of the appeal and send copies to the grievant and charged party.
5. The District will ensure that the appeal decision is impartial. The Chief Executive Officer, or Board of Education, as necessary and appropriate, will appoint impartial persons to make the appeal decision. Parties and witnesses may not be decision makers in the appeal process.
6. If either the grievant or the party charged is dissatisfied with the Chief Executive Officer's (or designee's) decision, appeal may be made first to the Chief Executive Officer of the Regional Office of Education and, finally, to the State Chief Executive Officer of Schools.
7. Appeal outside the District should be made in a timely fashion. Parties interested in filing appeals outside the District may receive information and assistance from the Coordinator (or designee).

Searches

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The Chief Executive Officer may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

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

"Reasonable Suspicion" means knowledge that is sufficiently trustworthy to lead a District employee or School Official to believe s/he has a moderate chance of finding that a student or visitor possesses evidence of wrongdoing. Reasonable Suspicion may be based upon direct observation of the student or visitor or on information an authorized District employee receives from a reliable third party. Reasonable Suspicion may arise, for example, from seeing a weapon-shaped bulge in clothing, smelling marijuana, Metal-Detector Activation, viewing a suspicious object via an x-ray monitor, or information from a reliable student or adult that a student currently has a weapon or contraband in his/her possession. Neither a mere hunch nor a generalized suspicion is a sufficient basis for conducting a Weapons Pat Down, Belongings Search, Contraband Search, or individual locker or desk search (Board Policy 7.199)

Random Searches

Respecting all students' individual rights to privacy, while protecting the school environment as a safe and nurturing place to learn is the purpose of this procedure. Random administrative searches in school must be minimally intrusive and fairly implemented. Searches of students, visitors, places and things will be done in a manner that provides protection of Constitutional rights, minimizes personal intrusion, preserves evidence, and provides for the safety of all while maintaining a positive learning environment. School administrators may use hand held metal detectors or police K-9.

When conducting random searches the place of the search will be public and privacy concerns are limited. The goal of this program is to prevent and deter students from bringing weapons, drugs and contraband to school. When random searches are used, the principal or the principal's designee will oversee the random selection process.

Seizure of Property

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

Behavior Events

Minor Behavior – Behavior events that disrupt the learning environment that are not serious enough to warrant an office discipline referral

- Minor behavior events handled by the teacher.
- Level 1 and 2 offenses are minors.

Major Behavior – Behavior events that disrupt the learning environment and are serious enough to warrant an office discipline referral on the first offense. Behavior events either referred by the teacher to the administrator or behavior events that are handled by the administrator due to the nature of the behavior event.

- Major behavior events handled by an administrator.
- Level 3 – 6 offenses are majors.

Behavior Event	Level of Behavior Event						
	1	2	3	4	5	6	* Referral to Police
	Minor		Major				
Arson/fire			Pk-6	Pk-12	Pk-12	Pk-12	*
Attendance-Loitering (Inappropriate Location/Out of Bounds Area)	Pk-12	Pk-12	Pk-12	Pk-12			
Attendance-Tardy/ Chronic Tardiness	Pk-12	Pk-12	Pk-12				
Attendance-Truancy-Failure to Attend Class			Pk-12				If Chronic Truancy
Bullying - Based on Disability			Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Gender			Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Race/Color/National Origin			Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Religion			Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Sexual Harassment			Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying - Based on Sexual Orientation			Pk-12	Pk-12	Pk-12	Pk-12	*
Bullying – Other			Pk-12	Pk-12	Pk-12	Pk-12	*
Defiance/Disrespect/Insubordination /Non-Compliance	Pk-12	Pk-12	Pk-12	Pk-12			
Demonstration and Mass Protest			Pk-12	Pk-12	Pk-12		*
Disruption/Disturbance	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12		
Dress Code Violation	Pk-6	Pk-12					
Drug-Alcohol-Use/Possession			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Drug Paraphernalia-Use/Possessions			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Drugs-Use/Possession			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Drugs, including alcohol-Intention to Distribute			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Drug-Tobacco-Use/Possession, includes E-Cig			Pk-12				

Level of Behavior Event							
Behavior Event	1	2	3	4	5	6	* Referral to Police
	Minor		Major				
Electronic Devices/Cell Phones-Other Behavior	Pk-12	Pk-12	Pk-12	Pk-12			*
Extortion/Strong Arming/Blackmail			Pk-6	Pk-12	Pk-12	Pk-12	*
False Alarm/Fire Alarm			Pk-6	Pk-12	Pk-12	Pk-12	Pk-12
False information or accusation	Pk-6	Pk-12	Pk-12	Pk-12			*
Failure to serve detention or in-school suspension/intervention			Pk-6	Pk-12	Pk-12	Pk-12	Pk-12
Fireworks/Explosives			Pk-12	Pk-12	Pk-12	Pk-12	*
Food Tampering (Putting substance in another person's food or drink)			Pk-12	Pk-12	Pk-12	Pk-12	*
Forgery	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Gambling		Pk-12	Pk-12	Pk-12			*
Gang Related Activity/Affiliation Display			Pk-12	Pk-12	Pk-12	Pk-12	*
Gum/Candy Issue-Other Behavior	Pk-12	Pk-12	Pk-12				
ID Violation-Other Behavior	Pk-12	Pk-12	Pk-12				
Inciting or Participating in a School Disturbance			Pk-12	Pk-12	Pk-12		*
Lying/Cheating/Academic Dishonesty	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12		
Matches/lighters	Pk-12	Pk-12	Pk-12	Pk-12			*
Physical- Inappropriate physical Contact	Pk-12	Pk-12	Pk-12				
Physical-Affection-Inappropriate Display of Affection	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Physical attack with a weapon					Pk-12	Pk-12	*
Physical-Physical attack without a weapon			Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Physical attack with a firearm					Pk-12	Pk-12	*
Physical-Battery of staff member			Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Battery/student			Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Fighting/student – no injuries			Pk-12	Pk-12	Pk-12	Pk-12	*

Level of Behavior Event							
Behavior Event	1	2	3	4	5	6	* Referral to Police
	Minor		Major				
Physical-Fighting/student – injuries			Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Physical Aggression			Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Robbery without a weapon					Pk-12	Pk-12	*
Physical-Robbery with a weapon					Pk-12	Pk-12	*
Physical-Sexual Activity			Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Sexual Assault			Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Teen Dating Violence and Intimidation			Pk-6	Pk-12	Pk-12	Pk-12	*
Physical-Unsafe Action/ Dangerous Behavior			Pk-6	Pk-12	Pk-12	Pk-12	*
Property Damage/Vandalism			Pk-12	Pk-12	Pk-12	Pk-12	*
Reckless vehicle use			9-12				9-12
Technology-Sexting (Technology Violation)			Pk-12	Pk-12	Pk-12	Pk-12	*
Technology-Violation/Computer Related		Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Theft	Pk-6	Pk-6	Pk-12	Pk-12	Pk-12	Pk-12	*
Threat-Bomb Threat			Pk-6	Pk-12	Pk-12	Pk-12	*
Threat- against Staff Verbal or Physical				Pk-12	Pk-12	Pk-12	*
Threat- against Student Verbal or Physical			Pk-12	Pk-12	Pk-12	Pk-12	*
Threat – of physical attack without a weapon				Pk-12	Pk-12	Pk-12	*
Threat – of physical attack with a weapon				Pk-12	Pk-12	Pk-12	*
Threat – of physical attack with a firearm					Pk-12	Pk-12	*
Trespassing			Pk-12				*
Verbal-Abusive Language / Inappropriate Language / Profanity	Pk-6	Pk-12	Pk-12	Pk-12			
Verbal-Confrontation	Pk-6	Pk-12	Pk-12	Pk-12			
Weapon-Ammunition			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Firearm Other (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Handgun (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Multiple (handgun, rifles/shotgun, other)						Pk-12	Pk-12
Weapon- Other/Knife with blade over 2.5 inches/ No Intent			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/Knife with blade over 2.5 inches/With intent use					Pk-12	Pk-12	Pk-12
Weapon-Other/Knife with blade under 2.5 inches/No Intent			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/Knife with blade under 2.5 inches/With intent to use					Pk-12	Pk-12	Pk-12
Weapon-Other/No Intent-except firearm			Pk-12	Pk-12	Pk-12	Pk-12	Pk-12
Weapon-Other/With Intent to Use-except firearm					Pk-12	Pk-12	Pk-12

Level of Behavior Event							
Behavior Event	1	2	3	4	5	6	* Referral to Police
	Minor		Major				
Physical-Fighting/student – injuries			Pk-12	Pk-12	Pk-12	Pk-12	*
Physical-Physical Aggression			Pk-12	Pk-12	Pk-12	Pk-12	*
Weapon-Rifle (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Shotgun (Dangerous Weapon Firearm)						Pk-12	Pk-12
Weapon-Use/Possession of Weapons/Firearms					Pk-12	Pk-12	Pk-12
<p><i>* The behavior offense committed by the student may be reportable to police if the incident caused harm to another person and/or a concern for the safety and welfare of self or others, or as required by law.</i></p> <p><i>If a behavior is deemed a criminal offense by local authorities and such offense is not identified in the Code of Student Conduct, the consequence may be expulsion from School District U-46.</i></p> <p><i>Restitution for loss or damage to U-46 property will be required in addition to any other prescribed consequences. Restitution will be billed by the Financial Services Department. Unpaid restitution charges will be turned over to the U-46 collections process according the collections process.</i></p> <p><i>No student in grades Pre-K through 2nd can be suspended without approval of Chief Executive Officer’s designee.</i></p>							

Levels: Consequences & Recommended Behavioral Supports and Interventions

Examples of Levels of Intervention / Consequences

We will coordinate our efforts to provide a nurturing and safe learning experience and a flexible approach in meeting the academic, social and emotional needs of each student. The six levels of intervention provide guidance on the typical types of interventions for students based on the nature of the behavior event. Each student and situation is different. This guidance is not all inclusive and depending on the evaluation of the behavior event, teachers or administrators may increase or decrease the level of response accordingly.

Minor Behavior – Behavior events that disrupt the learning environment that are not serious enough to warrant an office discipline referral

- Minor behavior events handled by the teacher.
- Level 1 and 2 offenses are minors.

Major Behavior – Behavior events that disrupt the learning environment and are serious enough to warrant an office discipline referral on the first offense. Behavior events either referred by the teacher to the administrator or behavior events that are handled by the administrator due to the nature of the behavior event.

- Major behavior events handled by an administrator.
- Level 3 – 6 offenses are majors.

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
1	<i>Classroom Level Intervention/Consequences</i>	
	<i>Teachers shall use a combination of the following multiple interventions to help the student change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary. Parent/guardian notification required.</i>	
	Apology letter – Written	Loss of privileges
	Behavior contract	Parent contract
	Behavior reflection meeting/worksheet - Written assignment	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Community Service	Peer mediation
	Conference with parent or guardian	Reinforcement of appropriate behaviors
	Conference with student – Teacher	Restorative Circle or Conference or Conversation
	Conference with student and parent – Administrator	Seat change
	Conflict resolution	Warning
	Detention (lunch after school or before school)	

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
2	Appropriate when Level 1 interventions/consequences have been ineffective.	
	<i>Teachers shall use a combination of the following multiple interventions to help the student change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary. Parent/guardian notification required.</i>	
	Includes all of the possible Level 1 consequences, supports and interventions	
	Apology letter – Written	Mentoring with U-46 approved mentor/mentoring program
	Behavior contract	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Behavior reflection meeting/worksheet - Written assignment	Peer mediation
	Community Service	Reinforcement of appropriate behaviors
	Conference with parent or guardian	Restorative Circle or Conference or Conversation
	Conference with student – Teacher	Saturday School (Secondary Schools Only)
	Conference with student and parent – Administrator	Seat change
	Conflict resolution	Suspension of computer privileges
	Detention (lunch after school or before school)	Warning
	Loss of privileges	
3	Appropriate when Level 2 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required. Administrators use a combination of the following multiple interventions to help the student change behavior.	
	Includes all of the possible Level 2 consequences, supports and interventions	
	Alternative to suspension - Outside referral to approved U-46 agency	Loss of privileges
	Alternative to suspension - In building resource	Mediation with administrator
	Alternative to suspension program - Web Based	Mentoring with U-46 approved mentor/mentoring program
	Apology letter – Written	Parent contract
	Behavior contract	Parent or guardian accompany student to school/class
	Behavior reflection meeting/worksheet	Parking permit revoked (Students who drive to school)
	Class or schedule change	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Community Service	Peer mediation
	Conference with parent or guardian	Reinforcement of appropriate behaviors
	Conference with student – Teacher	Restorative Circle or Conference or Conversation
	Conference with student and parent – Administrator	Social Academic Instructional Group (SAIG)
	Conflict resolution	Saturday School (Secondary Schools Only)
	Detention (lunch after school or before school)	Suspension (1-2 days). Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
	Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)	
In-school suspension or intervention 1 - 2 days	Suspension of computer privileges	

Levels: Consequences & Recommended Behavioral Supports and Interventions

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
4	<i>Appropriate when Level 3 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required. Administrators use a combination of the following multiple interventions to help the student change behavior.</i>	
	Includes all of the possible Level 3 consequences, supports and interventions	
	Alternative to suspension - Outside referral to approved U-46 agency	In-school suspension or intervention 1 - 3 days
	Alternative to suspension - In building resource	Loss of privileges
	Alternative to suspension program - Web based	Mediation with administrator
	Apology letter – Written	Mentoring with U-46 approved mentor/mentoring program
	Behavior contract	Parent contract
	Behavior reflection meeting/worksheet - Written assignment	Parent or guardian accompany student to school/class
	Class or schedule change	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Community Service	Reinforcement of appropriate behaviors
	Conference with parent or guardian	Restorative Circle or Conference or Conversation
	Conference with student – Teacher	Saturday School (Secondary Schools Only)
	Conference with student and parent – Administrator	Social Academic Instructional Group (SAIG)
	Conflict resolution	Suspension (1-3 days). Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
	Detention (lunch after school or before school)	
Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)	WRAP (wraparound school based individualized student led services)	

Levels: Consequences & Recommended Behavioral Supports and Interventions

Level	Options - Consequences & Recommended Behavioral Supports and Interventions	
5	<i>Appropriate when Level 4 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required. Administrators use a combination of the following multiple interventions to help the student change behavior.</i>	
	Includes all of possible the Level 4 consequences, supports and interventions	
	Alternative to suspension - Outside referral to approved U-46 agency	In-school suspension or intervention 1 - 3 days
	Alternative to suspension - In building resource	Loss of privileges
	Alternative to suspension program - Web Based	Mediation with administrator
	Apology letter – Written	Mentoring with U-46 approved mentor/mentoring program
	Behavior contract	Parent contract
	Behavior reflection meeting/worksheet - Written assignment	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Class or schedule change	Reinforcement of appropriate behaviors
	Community Service	Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)
	Conference with parent or guardian	Restorative Circle or Conference or Conversation
	Conference with student – Teacher	Social Academic Instructional Group (SAIG)
	Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)	Suspension of computer privileges
	Suspension (1-3 days). Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.	Suspension (5 days) - More than 3 days must be approved by Coordinator of Student Discipline. Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
WRAP (wraparound school based individualized student led services)		
6	<i>Appropriate when Level 5 interventions/consequences have been ineffective. Office referral required. Parent/guardian notification required. Administrators use a combination of the following multiple interventions to help the student change behavior.</i>	
	Includes all of the possible Level 5 consequences, supports and interventions	
	Alternative placement	Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)
	Apology letter – Written	Restorative Circle or Conference or Conversation
	Mentoring with U-46 approved mentor/mentoring program	Suspension (5 - 10 days) - More than 3 days must be approved by Coordinator of Student Discipline. Student can only be suspended if the presence of the student would be 1) a threat to school safety or 2) a significant disruption to other students' learning opportunities.
	Class or schedule change	
	Community Service	
	Conference with student and parent – Administrator	
	Expulsion (to be considered only in the most extreme cases)	WRAP (wraparound school based individualized student led services)
Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)		

Glossary

Definitions and further information is found in [U-46 Board Policy](#) Section 7: Students

Absence	An absence is a student not being physically present in an academic program. A valid cause of absence shall mean illness, observance of a religious holiday, death in the immediate family, family emergency, or other situations beyond the control of the student as determined by the principal, or principal's designee, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties (students who may be homeless should be referred to the Homeless Education Department of the Kane County ROE for additional assistance), or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.
Affection - Inappropriate Display of Affection	Inappropriate behavior of a sexual nature including, but not limited to exposure, consensual sex, or possession of sexually explicit material.
Alternative to suspension - outside agency program	The school administration contacts the parent/guardian and refers the student to outside community based services.
Alternative to suspension - web based learning program	The student may have committed an offense and the School District provides the student with an opportunity to participate in a researched based web learning program as an alternative to exclusionary suspension.
Arson or fire	Attempting to aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set a fire.
Battery of a staff member	A student commits a physical battery toward a staff member when they intentionally touch another student in an unlawful manner. Examples include: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Battery of a student	A student commits a physical battery toward another student when they intentionally touch another student in an unlawful manner. Examples include: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Behavior Contract Agreement	The school administrator developed with the student an agreed upon behavior contract that has input and participation from the parent/guardian.
Behavior Improvement Plan (BIP)	Behavior Intervention Plan
Bomb Threat	The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause, whether in writing, in person, or by phone.

Glossary

<p>Bullying</p>	<p>Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1) placing the student or students in reasonable fear of harm to the student's or students' person or property; 2) causing a substantially detrimental effect on the student's or students' physical or mental health; 3) substantially interfering with the student's or students' academic performance; or 4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school (Board Policy 7.193). To report bullying, contact the principal of your school, or email reportbullying@u-46.org, or U-46 Web Site bullying reporting and recourse system at the Parent and Student U-46 web page.</p>
<p>Bullying based on Bias Behavior</p>	<p>An offense, verbal, written or symbolic in nature, committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, gender, gender orientation, religion, disability, sexual orientation, or ethnicity/national origin.</p>
<p>Bullying Based on Sexual Harassment</p>	<p>Unwelcome sexual advances, request for sexual favors and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others. Any person student engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that: 1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or 2. Has the purpose or effect of: a. Substantially interfering with a student's educational environment; b. Creating an intimidating, hostile, or offensive educational environment; c. Depriving a student of educational aid, benefits, services, or treatment; or d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities (Board Policy 7.020).</p>
<p>Bus Suspension</p>	<p>A bus suspension is the student being removed from bus transportation privileges. This resolution is used when a student commits an offense on the bus that was determined to be either a significant disruption to the safety of others, or a threat to the safety of others. If the student does not have alternative transportation during the bus suspension, out-of-school suspension guidelines apply.</p>
<p>Cell Phone Use Zones</p>	<p>The use of cell phone will only be allowed before entering or after leaving the building or in cell phone use zones. If there is an emergency, please notify the office and the student will be located.</p>
<p>Check In Check Out</p>	<p>The intervention is focused on connecting a student with a caring adult and providing positive feedback to the student throughout the day.</p>
<p>Community Service</p>	<p>The administrator refers the student and parent/guardian to a community service agency for support that is approved by the School District.</p>
<p>Conference</p>	<p>A communication that takes place either face-to-face or by telephone.</p>

Glossary

Conflict Mediation	The school official works with a student or students to resolve a conflict to mediate the situation with resolution. The school official notifies the parent/guardian(s) of all students involved.
Consequence	A result that follows from an action or condition.
Consumption/Use	The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.
Criminal Behavior	Any behavior that is considered an infraction against the law.
Cyber-bullying	Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing images, sounds, data or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, internet communications, instant, messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person of the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying (Board Policy 7.193). To report bullying, contact the principal of your school, email reportbullying@u-46.org , or U-46 Web Site bullying reporting and recourse system at the Parent and Student U-46 web page.
Defiance	Willful disobedience, open disregard, contempt to a rule, law or direction.
Demonstration and Mass Protest	Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes or activities.
Detention	A detention is assigned to a student for a period of time after or before school for 60 minutes or less. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Extended	A detention is assigned to a student for a period of time, after or before school, for 61-120 minutes. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Lunch	The student is not allowed free time at lunch and assigned to a detention room during the lunch and lunch recess time period. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Saturday School	The student was assigned to attend a Saturday school detention as determined by the school program. Saturday school programs have duration from 60-240 minutes. Out-of-school suspension cannot be used as a consequence for missing a detention.
Disrespect Toward Others	Inappropriate comments or physical gestures to others.

Glossary

Disruption of the learning environment	Disruption of the learning environment occurs when the intensity and the duration of the individual student behavior relative to the substantial nature of the offense does not allow learning to continue. When this occurs, it precludes the student's ability to return to the primary learning environment or significantly disturbs the learning environment of the school until a safety plan and interventions can be put in place. Behavior (including possession of toys at the elementary level) that interferes with instruction, learning and orderly environment, which includes, but is not limited to: chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc. None of this will preclude the student's rights as provided for in the Individuals with Disabilities in Education Act.
Disruptive Clothing or Appearance	Disruptive clothing or appearance occurs when a student's clothing distracts from or interferes with the educational process. Student's dress and grooming is the responsibility of the individual and his/her parents within the following guidelines: 1) Dress and grooming will be in keeping with health, sanitary and safety requirements. 2) When a student is participating in school activities, his/her dress and grooming will not disrupt the performance or constitute a health threat to the individual or other students. 3) Dress and grooming will not be such as to disrupt the teaching/learning process.
Distribution or Sale	A student has disseminated or transferred any prohibited substances with or without compensation.
Drugs, including alcohol	Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, look-alikes and substances represented as controlled substances and drug paraphernalia.
Due Process	The process by which a student facing disciplinary action is given oral and/or written notice of the allegations, an opportunity to hear the evidence and an opportunity to respond to the allegations. Due Process is to be provided to the student prior to the implementing disciplinary measures. Note: a student that poses a danger to persons or property may be removed from the school setting immediately with the notice and hearing following as soon as possible but prior to the implementation of a suspension or expulsion.
Electronic Device Misuse	Use of communication devices, such as cell phones and other electronic devices during the school day or on school buses unless in an emergency. Other devices include, but are not limited to the use of an iPod, CD player or hand-held game, use of camera cell phones or PDA camera to invade privacy (in locker rooms, restrooms, etc.) or violate this code of conduct. (See also Cell Phone Use Zones)
Erroneous Entry	The behavior offense was entered erroneously and does not affect the student.
Excused Absence	A valid excused absence shall mean an absence for which there is a valid cause, either known to the principal or principal's designee, or attested by a letter (or note) signed by the parent or legal guardian setting forth such cause and approved by the principal or the principal's designee either before or after the date of absence.

Glossary

Expulsion	Expulsion means the removal of a student from a School District U-46 school for a period beyond 10 consecutive days for a defined period of time that is not to exceed 2 calendar years. The Board of Education may approve an expulsion with or without educational opportunities. If approving educational services during an expulsion, the student would not return to the school where the offense took place.
Expulsion under zero tolerance policy	The student committed an offense under a zero tolerance policy and was expelled by the Board of Education. There are no zero tolerance policies in U-46.
Expulsion-with Educational Services provided	A student was expelled by the Board of Education and the student was offered educational services for the duration of the expulsion at an alternative school location.
Expulsion-without Educational Services provided	A student was expelled by the Board of Education and no educational services were offered to the student for the duration of the expulsion.
Extortion/Strong Arming/Blackmail	The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fears, or threats, including burglary and robbery.
False Fire Alarm	Pulling a fire alarm or reporting a fire without valid cause.
False Information/Accusations	Willfully or maliciously giving false information, record, or accusation against school personnel or other students.
FBA / Behavior Pathway	Functional Behavioral Assessment (FBA): A process that centers on determining the purpose of a behavior (i.e. the function) and identifying the environmental events that surround it (i.e. antecedents & consequences). Information gathered through this process guides the development of a Behavior Intervention Plan. This intervention is focused on providing a targeted effort in shaping student behavior through a unique plan that is based on an analysis of the function of a student's behavior and social emotional needs.
Fighting	An incident involving two or more students with physical contact, such as hitting, kicking, punching. Offenses include fighting with injuries or fighting without injuries. Severe injuries may be a level 5 or 6 offense.
Fireworks / Explosives	Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs and flares.
Food Tampering	Putting any substance in another person's food or drink, which poisons or contaminants that food or drink, or on a person's body, which causes injury or harm to the person.
Forgery / Counterfeit Currency	Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.
Gambling	Wagering money or property on school property or during school events.

Glossary

Gangs/Gang Activity	Involvement in gangs or gang-related activities, including the display of gang symbols or paraphernalia. A “gang” means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts or acts in violation of school rules, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in, or have engaged in, a pattern of criminal gang activity or activity relating to the violation of school rules. Gang activity includes, but is not limited to, any act in furtherance of the gang and possession or use of gang symbols, such as drawings, hand signs or attire (Board Policy 7.190).
Harassment and Intimidation	The District will not tolerate harassing, intimidating conduct, or bullying whether verbal physical, cyber-bullying or visual, that affects the tangible benefits of education, that unreasonably interferes with a student’s educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include but are not limited to name-calling, using derogatory slurs, stalking, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above (Board Policy 7.020). See bullying.
Hazing	Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct (Board Policy 7.190). See Bullying.
ID Violation-Other Behavior	Middle and high school students are required to wear and display their student ID while attending school. Only the principal may authorize if a student is not required to wear an ID during certain activities.
Inappropriate Language	Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.
Inciting or Participating in a School Disruption	Causing a disruption to the learning environment or preventing orderly conduct.
Infraction	An offense or behavior that breaks a rule; which may also be criminal in nature.
Injury	Hurt, damage, loss of use or pain to a person
Insubordination (Uncooperative behavior)	Refusing to follow a reasonable request to a specific direction/ instruction of an adult through disobedience, defiance, unruliness, or noncompliance which includes, but is not limited to, walking away when an adult is talking to student, talking back to an adult, refusing to work in class, refusing to report to the office, refusing to allow search.
Isolated Time Out	Isolated time out means the confinement of a student in an enclosure, whether within or outside the classroom, from which the student’s egress is restricted (Board Policy 7.252).

Glossary

Law Enforcement - Arrest	The law enforcement arrest occurs when a student commits a school related offense and a report was made to law enforcement. After law enforcement conducts an independent investigation, law enforcement arrests the student and removes the student from the care and custody of school officials. School administrators immediately notify the parent/guardian.
Law Enforcement - Referral to Law Enforcement	The law enforcement 'referral to law enforcement' occurs when a student commits a school related offense and a report was made to law enforcement. After law enforcement conducts an independent investigation, law enforcement takes action but does not remove the student from the care and custody of school officials. School administrators immediately notify the parent/guardian.
Law Enforcement - Reportable to Police	Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an offense is reportable to police or not is whether the behavior is considered illegal or whether it causes injury to persons. School District U-46 and the 10 community police jurisdictions within the boundaries of the School District have memorandums of understanding (MOU) to share information related to juvenile criminal activity in and out of school, as well as school safety related reports or offenses.
Leaving Area, Class or School without Permission	Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without a parent/guardian or someone listed on the emergency card.
Loitering	Leaving the classroom or other assigned area without permission and remaining in an area where staff supervision is not assigned for the student and the student is not participating in the educational schedule.
Loss of Privilege	The student loses a privilege as determined by the administration. Loss of privilege includes not being able to attend a non-educational event as a participant such as a talent show, dance, non-educational field trip, concert, field trip, or other event.
Lying / Cheating / Academic Dishonesty	Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having books, notes/notebooks out during test without permission.
Mediation - Administrator	The Dean of the school is involved in mediating a situation with a student situation or behavior. The parent/guardian is notified.
Mediation - Peer	Peer mediation is a program that is organized by school officials that provide an opportunity for willing students to mediate a situation using peers to moderate and help guide the process, overseen by the school official.
Mentoring	There are a variety of mentoring programs for students. In all cases, mentoring programs will only be offered to students with parent/guardian approval. Mentors working with students are required to complete a criminal background check and complete an in-take and training process approved by the School District.
Offense not defined	Any other behavior or illegal act not defined in the code of conduct.
Parent Conference	The school official has a conference with the parent/guardian of a student regarding an academic or behavior concern.

Glossary

Parking Permit Revoked	The intervention is used when an administrator determines that a student's parking privileges are required to be revoked due to a behavior concern.
PBIS Reteach	The PBIS Reteach intervention provides re-teaching the school wide behavior expectations for a student.
Physical Aggression	Behavior that causes physical or emotional harm to others, or threatens to. It can range from verbal abuse to the destruction of a victim's personal property. Aggressive behavior is intentional, meaning it's done on purpose and violates social norms.
Physical Contact - Inappropriate	Aggressive physical action against another — deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Plagiarism	Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Plagiarism may also be referred to as Academic dishonesty.
Possession	"Possession" means having any knowledge of and any control over, an item. Control includes, but is not limited to, having access to an item in a school locker, personal effects, a vehicle, or other place where the item is located. It is not necessary that a student intended to control the item.
Possession with Intent to Distribute	The student has in his/her possession, as previously defined, any of the substances listed in this offense with intent to distribute or transfer to another person/people with or without compensation.
Property Damage or Vandalism	Damage, destruction, or defacement of property belonging to the school or others.
Re-entry Meeting	The re-entry meeting occurs after an out-of-school suspension on the day the student returns to school. Parents/Guardians are requested to attend this meeting. The meeting is guided by a required form.
Referral to Community / Outside Agency	The school official refers the student and parent/guardian to an outside agency to assist with an academic or behavior concern. The outside agency has been approved by the School District to provide the services.
RENEW - Rehabilitation, Empowerment, Natural Supports, Education & Work	This intervention is focused on student centered planning and goal setting at a Tier 3 level for students in middle school/high school level. Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW) is an evidence-based model structured around individualized transition planning for youth with emotional and behavioral challenges. The transition plan is created with the youth as the driving force, honoring their voice and vision. RENEW generates creative opportunities to wrap-around a student and help them achieve the outcomes they desire, such as, high school completion, employment and post-secondary education.
Restorative Circle	The restorative circle intervention provides re-teaching, reflection and opportunity for a student to repair harm or reintegrate into the school or classroom setting.
Restorative Conference	The restorative conference intervention focuses on collective voice of those impacted by a specific incident to resolve conflict and repair harm.
Restorative Conversation	The restorative conversation intervention is held between one adult and one or more students involved in a minor incident to resolve conflict.

Glossary

Restorative Justice Practices	Restorative Justice Practices are reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs. Restorative practices also include the use of informal and formal processes that precede wrongdoing: those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.
Restitution	The act of compensating for loss, damaged property, offenses against others and for not following school expectations. This includes logical consequences for behavior and students being held accountable to repair or compensate for some or all of the harm caused by his or her actions.
Retaliation	A reprisal or retaliation against any person who reports an act of bullying or any other act, is prohibited. A student's act of reprisal or retaliation will be treated as bullying for the purposes of determining any consequences or other appropriate remedial actions (Board Policy 7.193).
Restraint	Physical Restraint - Physical restraint means holding a student or otherwise restricting his or her movements through the use of specific, planned techniques. Momentary Physical Intervention - Physical restraint does not include momentary person-to-person contact, without the use of material or mechanical devices, accomplished with limited force, to (1) prevent a student from completing an act that could result in potential harm to him/herself or others, or damage to property, or (2) remove a disruptive student who is unwilling to leave the area (Board Policy 7.252).
Robbery – with or without a weapon	The student knowingly takes property from another person by the use of force or by threatening the use of force, with or without a weapon as defined in this Code.
SAIG - Social Academic Instructional Group	The intervention is a social academic instructional group (SAIG) that focuses on targeted pro-social skills used when it was determined that the student committed the offense(s).
Sent Home Early	A student cannot be sent home early from school by a school official without a behavior incident that results in an out-of-school suspension as defined within this glossary, unless the parent/guardian is notified of a medical concern requiring immediate attention.
Sexting (Technology Violation)	Sexting is the act of sending sexually explicit messages or photos between mobile phones or other electronic device(s).
Sexual Activity	Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional times.
Sexual Assault	Engaging in any nonconsensual sexual activity, without limitation
Sexual battery	A student commits a physical sexual battery toward another student when they intentionally touch another student in an unlawful sexual manner.

Glossary

Sexual Harassment	Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that: 1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or 2. Has the purpose or effect of: a. Substantially interfering with a student's educational environment; b. Creating an intimidating, hostile, or offensive educational environment; c. Depriving a student of educational aid, benefits, services, or treatment; or d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student. The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities (Board Policy 7.020). Sexual Harassment will be handled as bullying.
Suspension - In-School Intervention	In-school intervention means that the student was assigned to the in-school intervention room with homework and all educational services and opportunities provided during the duration of the in-school suspension.
Suspension - In-School Suspension	In-school suspension means the student was assigned an in-school suspension with homework but no other educational services.
Suspension - Out of School Suspension 1-3 days	Out-of-school suspension for 1-3 days means that the student committed an offense and the administrator determines that the student's return to school posed a safety risk or significant disruption to the educational learning opportunities to other students. Student will be provided homework.
Suspension - Out of School Suspension 5 or more days	Out-of-school suspension for 5 or more days means that the student committed an offense and the administrator determines that the student's return to school posed a safety risk or significant disruption to the educational learning opportunities to other students. Homework and required educational services will be provided for the duration of the suspension.
Tardy	Arriving late to school or class.
Technology	The student uses any District-owned technology device or District-owned network system (including any network connection) in a manner other than what it is intended to be used for or contrary to the instructions provided by the staff member which is also covered in the student technology use agreement.
Teen Dating Violence and Intimidation	Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited and unacceptable. Every student has the right to a safe learning environment. For purposes of this policy, the term teen dating violence occurs whenever a student is 13 to 19 years of age and uses or threatens to use physical, mental, or emotional abuse to control an individual in a dating relationship; or uses or threatens to use sexual violence in a dating relationship (Board Policy 7.192).
Theft	Taking or obtaining the property of another person or institution without permission or knowledge of the owner.

Glossary

Threat- Staff Verbal or physical	A student commits a threat to a staff member or school volunteer when the student uses language or physical actions that causes the staff member to fear immediate offensive physical contact or physical harm.
Threat- Student Verbal or Physical	A student commits a threat to a student when the student uses language or physical actions that causes the student to fear immediate offensive physical contact or physical harm.
Threat – with a weapon or firearm	A student commits a threat to a student when the student uses language or physical actions that causes the student to fear immediate offensive physical contact or physical harm with a weapon.
Tobacco- Use or Possession	Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, smokeless tobacco, e-cigarettes and other inhalant devices.
Trespassing	A student commits trespassing by being on school property without permission, including while suspended or expelled. This may include the student being at a different school without permission within U-46.
Truant	A truant student shall mean a student subject to compulsory school attendance and who is absent without a valid cause for a school day or portion thereof.
Truant – Chronic	A chronic truant student shall mean a student subject to compulsory school attendance and who is absent from such attendance without valid cause for 5% or more of the previous 180 regular attendance days (9 unexcused absences).
Unexcused Absence	An unexcused absence shall mean: an absence for which there is no valid cause.
Unfounded	A complaint of a behavioral offense was made regarding a student and the administrative investigation determined that there was not enough evidence available to support the allegation.
Unsafe Action or Dangerous Behavior	Any action that has the potential to cause danger or physical harm to self or others, to include Reckless Vehicle Use.
Vehicle - Reckless Vehicle Use	Irresponsible use of an automobile or motorcycle on school property.
Verbal Confrontation	Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening a school official that results in a significant disruption of the learning environment.
Warning	The administration determined that an offense occurred and issued the student a warning and contacted the guardian concerning the warning.
Weapon- Ammunition	A projectile that can be fired from a firearm of other gun or otherwise propelled, such as a bullet, arrow, pellet, etc. Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned.
Weapon- Firearm Other	Other firearms-any gun of any kind, loaded or unloaded, operable or inoperable, which includes any object other than a firearm that is a lookalike of a gun. This shall include, but is not limited to, pellet gun, paintball gun, stun gun, Taser, BB gun, flare gun, nail-gun and airsoft gun.

Glossary

Weapon- Firearms	A firearm as defined in Federal Firearms Laws Code 18 U.S.C. 921. Examples include handguns, rifles, shotguns and bombs. Refer to the Federal Code for the complete definition.
Weapon- Intent to use	The student has in his/her possession, as previously defined, any type of weapon with intent, threat, demonstration or statement that the student would use the weapon against another person.
Weapon- Other Weapons	A weapon is, by way of illustration and without limitation, one of the following: any implement which could cause, or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.
Weapon- Used To Cause Bodily Harm or injury	Use of any object to injure any person or school property.
WRAP - Wrap Around Services	This intervention is focused on student and family voice with a student centered team developed to support student success. WRAP, referred to as wrap around services, is a student led program that is community based, culturally relevant, individualized, strength based and family centered.

Title ix and sex equity grievance procedure policy statement

This grievance procedure is in conformance with Article I, Section 18 of the Illinois Constitution and Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) (Title IX) and the 1980 implementing regulations (34 CFR 106 et seq.), as amended. Similarly, this grievance procedure is in conformance with 105 ILCS 5/10-22.5, 5/27-1 and 5/22-19 of the Illinois School Code and the related implementing regulations (23 Ill. Admin. Code 200 et seq.), as amended. Consistent with Title IX and the State Sex Equity provisions, it is the policy of District U-46 to prohibit any person from being excluded from the participation in, being denied the benefit of, or being subjected to discrimination under any education program or activity on the basis of sex.

DEFINITIONS

- A. Grievant means any employee of District U-46, student, parent of a student (or legally recognized guardian of a student) who submits a grievance relevant to Title IX or the State Sex Equity provisions.
- B. Grievance means a complaint alleging an action, policy, procedure or practice as prohibited by Title IX or the State Sex Equity provisions, which would include complaints alleging sexual harassment by students and employees.
- C. COMPLAINTS OR QUESTIONS
- D. A grievant who wishes to present a complaint pursuant to these procedures shall contact the District Coordinator for Nondiscrimination (the "Coordinator"). This includes questions and concerns about the Title IX and the State Sex Equity provisions. School employees who receive questions or concerns about sex discrimination in violation of Title IX or the State Sex Equity provisions are expected to refer the person raising the questions or concern to the Coordinator.
- E. The Coordinator for Nondiscrimination for School District U-46 is the Chief Legal Officer, who can be contacted at the District U-46 Administrative Office, 355 East Chicago Street, Elgin, Illinois, 60120-6543 or by calling 847- 888-5000, ext. 5307.
- F. Within seven (7) calendar days of receipt of any inquiry, the Coordinator (or designee) shall send a copy of this policy and grievance procedure and grievance form to the inquiring individual(s), unless the inquiry is withdrawn. The Coordinator or designee shall also provide assistance to the inquiring individual with respect to the preparation, processing and appealing of grievances and will provide all necessary forms for grievances and appeals. Grievances shall be filed no later than 90 days of the alleged occurrence.
- G. Upon receipt of a written grievance, the Coordinator (or designee) shall promptly investigate the nature and validity of the grievance with the involvement of appropriate District personnel and others, as necessary and appropriate. The Coordinator (or designee) may seek advice from related state agencies or legal counsel. Within 15 calendar days of receipt of a written grievance, the Coordinator (or designee) will send written notice to the grievant and the charged party(s) of receipt of the grievance and how to contact the Coordinator (or designee) to obtain information about the investigation and of any information needed from the grievant or charged party(s). During the investigation all relevant evidence will be considered and the parties will have the opportunity to respond to the evidence submitted.

- H. The District will ensure that the investigation is impartial. The Coordinator, Chief Executive Officer, or Board of Education, as necessary and appropriate, will appoint impartial persons to conduct the grievance investigation. Parties and witnesses may not be involved in the investigation or any decision regarding a grievance. SCHOOL DISTRICT U-46 7005-DistrictHS-HB D23
- I. Confidentiality will be observed in the grievance process. Harassment of, or retaliation against, a grievant will not be tolerated. The District will take appropriate action regarding such harassment.

As soon as reasonably possible, but not more than sixty (60) calendar days after receiving the grievance, the Coordinator (or designee) shall render a written decision. Included with the decision will be a reminder of the steps for further appeal. Copies of the written decision shall go to the grievant, person(s) charged (if any), and the Chief Executive Officer. In extraordinary circumstances, the decision may be rendered in more than sixty (60) calendar days, but an explanation shall be given within the initial sixty (60) days to the persons entitled to receive a copy of the decision informing them of the reasons for, and the amount of, the additional time. The District will ensure that any actions required of the District by the decision are implemented.

Isolated Time out and Restraints

Use of Isolated Time Out and Physical Restraint shall only be used as a means of maintaining a safe and orderly environment for learning, and only to the extent that they are necessary to preserve the safety of students and others. Isolated time out and physical restraint shall not be used as a form of punishment. The purpose of this Policy is to govern the use of isolated time out and physical restraint in accordance with the requirements of the Illinois School Code (U-46 Board Policy 7.252).

In addition, physical restraint shall not be used unless the student (1) poses a physical risk to him/herself or others, (2) there is no medical contraindication to its use, and (3) the staff applying the restraint had been trained in its safe application.

A verbal threat is not considered a physical risk unless the student also demonstrates a means of or intent to carry out the threat.

1. Isolated-Time-Out

- a. Isolated time out means the confinement of a student in an enclosure, whether within or outside the classroom, from which the student's egress is restricted.

2. Physical Restraint

- a. Physical restraint means holding a student or otherwise restricting his or her movements through the use of specific, planned techniques.

3. Momentary Physical Intervention

- a. Physical restraint does not include momentary person-to-person contact, without the use of material or mechanical devices, accomplished with limited force, to (1) prevent a student from completing an act that could result in potential harm to him/herself or others, or damage to property, or (2) remove a disruptive student who is unwilling to leave the area.

4. Mechanical and Chemical Restraint

- a. Mechanical or chemical restraints will not be used under any circumstances, and medically prescribed restraint procedures will not be used for purposes of maintaining discipline.

5. Parent notification.

- a. If one of the above occurred with any student, parent/guardians are notified immediately and must be provided notification of the incident in writing within 24 hours. A person to person meeting is preferred; phone call discussion will meet this requirement.