



Student Code of Conduct

2019-2020

Table of Contents

Preface	3
How to Report a Concern	3
Rights and Responsibilities	4
Feedback and Evaluation	6
When and where does this apply to students?	7
Bullying - How to report	8
Statement on Student Behavior	9
District U-46 Does Not.....	10
U-46 School Board Policy	11
Equity Policy	11
Title VI of the Civil Rights Act of 1964 Requirements	12
Sexual Harassment Prohibited	13
Reporting a Complaint of Harassment	14
Title IX and Sex Equity Grievance Policy Statements	15
Searches	17
Restraint and Isolated Time-Out/Seclusion	19
Multi-Tiered Systems of Support (MTSS) for Students	20
Disciplinary Responses-Prevention and Intervention	22
Discipline Framework	22
Investigation of Behavior Events	23
Considerations After an Incident	24
Consequences and Interventions - Procedures	25
Out-of-School Suspension	25
Due Process Procedures	26
Behavior Events - Offense Types and Levels	31
Consequences & Recommended Behavioral Supports and Interventions	35
Glossary of Terms	38

Preface

This Student Code of Conduct 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 provide fairness and better ensure that their rights and responsibilities are respected.

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 guidebook. As a result, students may be disciplined for other conduct not identified in this handbook if deemed to be disruptive of the educational environment as provided in Board Policy.

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 Website on School Board Policy](#)) or violates a student's rights as provided for in the Individuals with Disabilities in Education Act.

How to Report a Concern

A staff member, student, parent or legal guardian can report any concerns to any school personnel such as teachers, social workers, deans, assistant principals or principals. Communication guidelines for parents and guardians are available on the [U-46 web page](#) within the section for [Parents and Students](#).

The U-46 District Discipline contact is:
Coordinator of Student Discipline
Phone: 847-888-5000 ext. 5426

Rights and Responsibilities

Students have the right and responsibility to:

- be respected as an individual and treated courteously, fairly and respectfully by other students and school staff;
- treat teachers, staff, other students, themselves and property with respect;
- take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability; and
- attend school daily, be prepared for class and complete assignments to the best of their ability.

Parents/legal guardians have the right and responsibility to:

- be informed of their child's attendance, performance and behavior concerns;
- receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff and have a voice in how to address them in a proactive manner;
- assure their child brings to school only those things that are appropriate in a school setting;
- inform school personnel of any issues that may impact the educational experiences of their child; and
- participate in decision-making processes affecting school policies and procedures and the educational success of their child.

Teachers, principals, and school staff have the right and responsibility to:

- establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures;
- be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;
- enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;

- communicate policies, expectations, and concerns to students and parents/guardians, and respond to complaints or concerns from students and parents/guardians in a timely manner and in a language they understand;
- engage parents when their child is subject to disciplinary action; and
- seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies.

District administrators have the responsibility to:

- provide support and professional development training to principals and school staff to help them support all students, including students with disabilities and other special needs, particularly in areas of classroom/behavior management and instructional supports;
- ensure discipline policies are in compliance with civil rights laws, state and federal legislation and best practices in school discipline; and
- monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics and to address unnecessary rates of school exclusion for all students.

Community-based/local organizations and agencies should:

- share ideas and strategies for improving school climate and discipline practices;
- make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/guardians on student misconduct and potential responses; and
- integrate proposed supports and strategies with existing school-based practices to create a cohesive school discipline framework.

Feedback and Evaluation

District U-46 provides structured opportunities for all stakeholders in our educational community to obtain information, help make decisions, and participate in the educational process. These stakeholders include all students, parents, guardians, district and school staff members including bus drivers, cafeteria workers, security officers and school resource officers, teachers, school-based mental health professionals, administrators, members of the school board or governing body of a charter school, and community members. We recognize that involvement of these various stakeholders in our educational community is essential to the success of our school or district, and we actively foster engagement with parents, families and community members.

Where to find a copy:

- At the beginning of each school year the Student Registration systems require parents or legal guardians to acknowledge the Student Code of Conduct.
- The Student Code of Conduct is posted on the [U-46 website](#).
- Paper copies are provided upon request at your school front office.
- If you wish to send feedback or be included in the evaluation committee, contact the Coordinator of Student Discipline, by using our [Let's Talk](#) communication tool or call 847-888-5000 ext. 5426.

When and where does this apply to students?

The Code of Student Conduct shall apply to all students, at all times, on all School District U-46 property, and when after school hours activity impacts the safe school environment, 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, dances, prom, games, etc.
 - SAFE before or after school program
- Any act that occurs off school property that substantially disrupts the educational setting which include but are not limited to:
 - Social media comments
 - Use of school issued Chromebooks
 - Any digital media
- If a student participates in a co-curricular activity, a student could receive a consequence by the co-curricular activity staff sponsor/athletic director, as well as the Student Code of Conduct.

Bullying - How to report

The most effective place to report bullying is to a school employee at your school. We provide an additional reporting tool if you are not comfortable reporting this at your school.

Anyone can report a bullying incident via the online U-46 Bullying Reporting Form posted on the District's website under "Bullying Reporting and Resources." Complaints can be made anonymously or a complainant can share their name and contact information.

Here is the [link](#) to the U-46 Bullying Reporting Form.

School District U-46 recognizes that a safe and civil school environment is necessary for students to learn and achieve. To ensure the physical and emotional safety of all our students, District U-46 has a bullying prevention policy (Board Policy 7.193 Prevention and Response to Bullying, Intimidation and Harassment). As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by students and adults using interventions and supports that reflect a commitment to our positive discipline philosophy. Our focus is on teaching, rather than punishing, emphasizing and engaging in restorative practices to repair relationships and increase self and social awareness. We emphasize age appropriate responses that help educate and rehabilitate the student responsibly, while fully addressing the impact of the bullying on the targeted student.

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 (See Policy 7.193 for definition of bullying).

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.” School District U-46 takes a preventive, positive approach to discipline rather than focusing exclusively on “punishment.” We respond to misbehavior with interventions and consequences aimed at teaching alternative expected positive behaviors, understanding and addressing the root causes of the misbehavior, resolving conflicts, meeting students’ needs and keeping students in school. We take deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome. Our District utilizes school discipline as an opportunity for teaching, repairing relationships and fostering growth among the whole school community. Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships and community above rules and regulations. This is not a “soft” response to misbehavior nor does it fail to hold students accountable. Rather, restorative discipline helps students understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills including self-awareness, self-management and social awareness, to help them respond differently in the future. Through the use of restorative practices, we resolve conflicts, encourage our school community members to take responsibility for their behavior, repair any harm done, restore relationships, and reintegrate students into the school community.

We use school-wide discipline policies developed and revised with meaningful input by the school community to create a positive and inclusive school climate for everyone. We are committed to applying school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, LGBTQIA+ students, students with limited English proficiency, or other at-risk students that have been historically marginalized in schools.

District U-46 Does Not.....

- Share individual student information with any other person than the student and parent guardian in accordance with Board Policy and state law (See the [Illinois School Student Records Act](#)).
- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving weapons).
- Suspend out-of-school any student Pre-kindergarten through second grade (PreK-2) without the approval of the Chief Executive Officer (CEO) designee.
- Suspend out-of-school any student for more than 3 consecutive days or 10 cumulative days in one school year without the approval of the District Coordinator of Student Discipline.
- Advise or encourage students to drop out voluntarily due to behavioral or academic difficulties or to leave the school voluntarily to avoid formal disciplinary proceedings.
- Issue a monetary fee or fine as a disciplinary consequence. Students may be asked to pay for lost, stolen or damaged property.
- Use corporal punishment (Board Policy 7.190 and 7.197).
- Use restraint or seclusion for punishment or discipline.
- Withhold lunch as a punishment.

U-46 School Board Policy

School Board Policy is found on the web at this [link](#).

Equity Policy

[School Board Policy Section 2.250](#)

The Board of Education of Illinois School District U-46 is committed to the success of every student in every school. A primary objective of the District is that by graduation, all students will meet or exceed college and career ready standards and be fully prepared to become contributing members of society. We believe that it is the responsibility of this School District to give each student the opportunity and support to meet his or her highest potential.

We also recognize historic and persistent achievement and/or excellence gaps, disparities in data with respect to graduation rates, and inequities in reported incidents of student misconduct when comparing students of various ethnic and racial backgrounds. Closing these gaps and addressing these disparities, while raising achievement for all students, are top priorities of the Board of Education, the Superintendent, and all District staff, and it will remain the District's responsibility to continue to address these issues. Illinois School District U-46 will continue to modify its practices in order to achieve and maintain equity in education. We seek to foster a barrier-free educational environment where all students, regardless of race, language and zip code, have the opportunity to benefit equally.

To achieve this goal, the District will provide differentiated resources to support the success of all students and be guided by the following mandates. The District shall:

- provide every student with equitable access to high quality and culturally relevant instruction, curriculum, and other educational resources;
- create multiple pathways to success in order to meet the needs of our diverse student body;
- actively encourage, support and expect high academic achievement from all students;
- actively strive to have a teacher and administrative workforce that reflects the diversity of the student body;
- provide professional development to strengthen employee knowledge and skills in eliminating disparities in achievement based on race and/or ethnicity;

- remedy any practices that lead to over-representation of students of color in special education and student discipline;
- remedy any practices that lead to under-representation of students of color in programs such as gifted programs, honors academies, and advanced placement courses;
- welcome, empower and recognize students and families of all racial and ethnic backgrounds as essential partners in their student's education, school planning and District decision making, and;
- include and consider the input of government agencies, non-profit organizations, business and the community in general in ensuring equity of programs to all students;
- ensure that all students shall have equal access to all programs for which they qualify.

Title VI of the Civil Rights Act of 1964 Requirements

[School Board Policy Section 7.131](#)

Title VI prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance. Programs that receive Federal funds cannot distinguish among individuals on the basis of race, color or national origin, either directly or indirectly, in the types, quantity, quality or timeliness of program services, aids or benefits that they provide or the manner in which they provide them. This prohibition applies to intentional discrimination as well as to procedures, criteria or methods of administration that appear neutral but have a discriminatory effect on individuals because of their race, color, or national origin. Policies and practices that have such an effect must be eliminated unless a recipient can show that they were necessary to achieve a legitimate nondiscriminatory objective. Even if there is such a reason, the practice cannot continue if there are alternatives that would achieve the same objectives but that would exclude fewer minorities. Persons with limited English proficiency must be afforded a meaningful opportunity to participate in programs that receive Federal funds. Policies and practices may not deny or have the effect of denying persons with limited English proficiency equal access to Federally-funded programs for which such persons qualify.

Sexual Harassment Prohibited

[School Board Policy Section 7.020](#)

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. Submitting 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.

Any student who feels that he or she has been the victim of harassment or who has witnessed harassment should notify any school employee at the school where this is happening. A report can also be filed with the Coordinator of Student Discipline at the District Office 847-888-5000 ext. 5426.

Reporting a Complaint of Harassment

[School Board Policy Section 7.020](#)

Any student who feels that he or she has been the victim of harassment or who has witnessed harassment should notify a school employee or the Principal. A report can also be filed with the Nondiscrimination Coordinator or Complaint Manager. The Non Discrimination Coordinator is:

District's Chief Legal Officer and/or
Assistant Superintendent of Human Resources/designee
355 East Chicago Street
Elgin, Illinois, 847-888-5000 ext. 5305

Any complaint or investigation will be treated with confidentiality to protect the privacy rights of the student involved. Students who make good faith complaints will not be disciplined.

Any employee receiving a harassment complaint from a student is required to report it to the Chief Legal Officer. The Chief Executive Officer/designee shall use reasonable measures to inform staff members and students that the District will not tolerate harassment such as by including this policy in the appropriate handbook. Any District employee who is determined, after an investigation, to have engaged in harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy.

Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action up to and including discharge, with regards to employees, or suspension and expulsion, with regards to students.

Title IX and Sex Equity Grievance Policy Statements

[School Board Policy Section 7.015](#)

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 or legal guardian 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.

COMPLAINTS OR QUESTIONS

1. 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.
2. The Coordinator for Nondiscrimination for School District U-46 is:
Chief Legal Office
District U-46 Administrative Office
355 East Chicago Street
Elgin, Illinois, 60120-6543
Office 847- 888-5000, ext. 5307
3. 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.

4. 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.
5. 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-District HS-HB D23
6. 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.

Title IX and Sex Equity Grievance Procedure requires that 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.

Searches

[School Board Policy Section 7.199](#)

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, backpacks, 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 he/she 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 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.

Restraint and Isolated Time-Out/Seclusion

[School Board Policy Section 7.252](#)

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. 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.

1. Isolated Time-Out/Seclusion

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

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

3. 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.

4. Mechanical and Chemical Restraint

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 or legal guardian notification.

If one of the above occurred with any student, parent or legal guardian is 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.

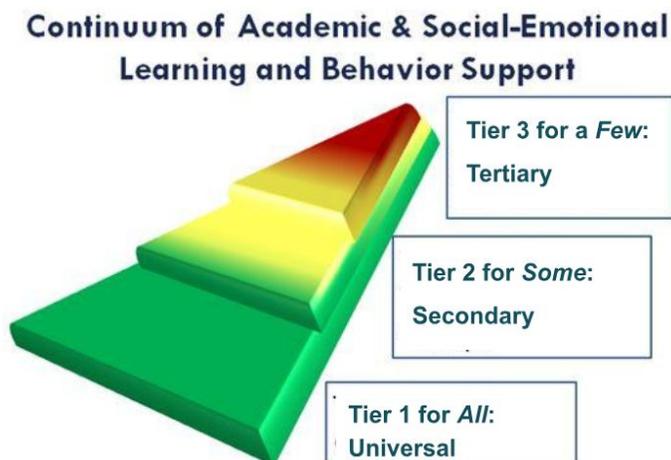
Multi-Tiered Systems of Support (MTSS) for Students

In District U-46 Multi-tiered System of Support (MTSS) is an integrated 3-tiered model of support addressing the needs of all students through a coherent continuum of research-based, system-wide practices supporting teaching and learning; academic, social emotional and behavioral. It is a systematic and prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school and community partnering in conjunction with the layering of evidence-based practices at the classroom, school and district level.

The intent of MTSS is to ensure that students receive rich (learning) experiences every year in every setting with every teacher, not merely in some years in some settings with some teachers (Howard, 2009). Thus the goal of MTSS is to not only look at the learner, but to also analyze and manipulate the learning environment, the curriculum being taught and the way instruction is being delivered, recognizing the interdependency between students' academic, social, emotional, and behavioral status, skills and success. The Five Essential Components, which form a foundation for creating a sustainable system of supports are:

- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision-Making
- Family, School and Community Partnering
- Layered Continuum of Supports
- Evidence-Based Practices

The following chart assists with a visual overview of the tiers and emphasizes the continuum or layers of support with core instruction delivered with fidelity being the solid foundation received by all students.



Multi-Tiered Systems of Support Defined

Tier 1: Core Instruction - All students

- All students receive quality comprehensive core instruction with differentiation and/or scaffolding of instruction
- Core or universal instruction is delivered with fidelity
- Re-teaching of targeted skills is provided within the classroom
- The classroom environment and student grouping support all learning styles
- Core supports are research-based and provided by classroom teacher
- Frequent monitoring/assessment to guide instruction and monitor student progress
- [K-6 Instructional Times for Core](#)

Tier 2: Targeted Group Interventions - Some students

- Small group research-based interventions are provided with an increased level of intensity in addition to core instruction
- Additional teaching, practice and skill-building provided in identified area of need in 6-8 week cycles
- Intervention(s) are delivered to small groups of students with fidelity
- Frequent progress monitoring/assessment to monitor student progress and identify if the intervention is effectively meeting student's needs
- Progress monitoring is conducted in the language of intervention
- Increasing layers of intensity of interventions are delivered for students not responding to Tier 1 supports in addition to core or universal instruction

Tier 3: Intensive, Person Centered Planning and Individual Interventions - Few students

- Highly individualized or small group intervention limited to no more than 3 students (Chard & Harn, 2008) in addition to Tier 1 and Tier 2
- Research-based intervention tailored specifically to meet the targeted skill deficit and identified needs of each student are delivered with fidelity
- Progress monitoring/assessment to monitor student progress and identify if the intervention is effectively meeting the student's needs
- Progress monitoring is conducted in the language of intervention
- Increasing layers of intensity of intervention are delivered for students not responding to Tier 1 and Tier 2
- There are 5 characteristics that can define an intervention as more intensive: frequency, duration, ratio, targeting and training (Buffum, Mattos & Weber, 2012).

Disciplinary Responses-Prevention and Intervention

Discipline Framework

Our District provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors, rather than excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, model and nurture, and encourage positive social behaviors.

We offer academic, behavioral, mental health, and social-emotional interventions and supports for students who have fallen behind academically and/or are being disciplined. We use school-wide positive behavior support, social-emotional learning, and restorative practices. We employ an "early warning" system to allow us to identify students who are at risk of dropping out or being pushed out of school, using a systematic review of already existing data (e.g. course failures, discipline referrals, and attendance).

We limit the use of out-of-school student discipline to keep students connected to school so that they may graduate high school and are college- and/or career-ready. Every situation will be judged on the merits of that situation after gathering and analyzing the facts and surrounding circumstances carefully and objectively. Our schools redirect students to correct inappropriate behavior, teach positive and expected behaviors and minimize the possibility of the behavior escalating or recurring.

Investigation of Behavior Events

When an Incident Occurs these are the steps all school staff take:

- Consider Immediate Classroom-Based or Restorative Interventions
 - Consider whether the incident can be appropriately responded to in the classroom, through restorative practices or through school-based interventions, without the need to gather additional information or make disciplinary referrals.
 - Redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- Gather Information
 - Meet with the student
 - Talk to all students, teachers, staff, and witnesses
 - Identify contributory factors
 - Consider existing data, like disciplinary referrals and prior interventions attempted
 - Communicate with the student's parent or guardian
- Review Intervention and Consequence Options
 - Consider all factors that may have contributed to the incident and whether supports could address those factors without removing the student from school.
- Refer Student to Appropriate Support Services or Restorative Interventions
 - Refer student to appropriate services or restorative interventions to assist student in understanding the consequences that result from such conduct. Empower the student to formulate solutions to restore the situation. This process is designed to be cooperative, rather than adversarial.
- Document All Interventions & Measures
 - Document all positive interventions and other disciplinary measures used in addressing the student's behavior. Collect data regarding the outcomes of the intervention. Explain which measures worked or have not worked.
- Impose Exclusionary Discipline Only as a Last Resort
 - Impose discipline that takes the student out of the classroom and/or school only as a last resort and when available alternatives have been exhausted. Follow the steps in the due process framework when any exclusionary discipline is being considered.

Considerations After an Incident

District U-46 considers the following factors in analyzing the root causes of an incident and whether supports could address these factors without removing the student from school or administering disciplinary consequences.

Behavior Event Factors:

- Duration of the incident
- Intensity of the student actions
- Student use of social media or technology that contributed to the incident
- Student response to staff intervention during and after the incident
- Outcome of harm caused, damage, injuries to others, the impact of the disruption to learning environment.

Student Factors:

- Age/Grade Level
- Health, mental illness or undiagnosed disabilities
- Appropriateness of student's academic placement
- Peer factors, e.g. whether the student has been the victim of bullying
- Prior experiences and exposure to trauma
- Family situations, e.g. homelessness, domestic violence, divorce or separation
- Substance abuse or addiction
- Any other events out of the ordinary

Consequences and Interventions - Procedures

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 pages) guide administrators to use *progressive interventions* to help a student become more successful. The administrator always has the option to employ a consequence from a lower level as long as one from the prescribed level is also employed. The intensity of interventions being delivered is increased as students' progress from lower to higher levels, continuing the use of lower level interventions while layering more additional supports. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in the *Student Code of Conduct*, the consequence may be suspension or expulsion from School District U-46. Restitution for loss or damage may 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.

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 only 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).

Due Process Procedures

For all discipline referrals, our District implements fair, equitable and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. Suspensions and expulsions have serious, long-lasting effects on students. When these practices are being considered, schools must follow certain procedures to be sure that the student's rights are protected. These due process procedures are different depending on whether the student is being suspended or expelled. The chart below lays out the required procedures:

1. School staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions or disciplinary referrals. School staff should consider whether the incident in question can be appropriately addressed directly with the student or students involved without making a disciplinary referral.

Investigation

2. School staff must inform the student the reason for the interview and the behavior offense for which the student is alleged to have committed.

Student Meeting

- a. School staff must give the student involved the opportunity to speak on his or her own behalf before deciding what violations have been committed and what form of discipline to use.
- b. Students shall have the right to remain silent or to speak with their parents, guardians, or an attorney before deciding whether to make a statement.
- c. School staff must also make reasonable efforts to speak with the student's parent or legal guardian before making any determination regarding school discipline.

Disciplinary Alternatives

3. School staff must consider and document whether a restorative practice or another intervention or support is appropriate and/or available to address the conduct in question before considering exclusionary discipline.

Notice to Student

4. School staff must tell the student specifically the part of the code he or she is accused of violating, the disciplinary measures the school will take, and the school's future expectations for the student. The student must be given a reasonable opportunity to respond to the school's charges.

Notice to parent/guardian

5. School staff must provide the parent or legal guardian with written and oral notice of the charge, discipline, and parents' and guardians' rights to hearing and/or appeal. No student shall be sent home before the end of the school day unless the school has established contact with the student's parent or legal guardian or guardian and provided at least oral notice of the suspension.

All notices must:

- Be sent by either certified or first-class mail, as well as by email if there is an e-mail address on file.
- Be provided in the parent's or legal guardian's primary language or in a manner they understand.
- Explain the charges the student is facing, including the excerpt from the school code relevant to the charge.
- Include contact information at the school for requesting that a meeting or hearing be rescheduled and answering questions.
- Include a statement for the parents and student to acknowledge receipt and understanding of the information in the notice, but must NOT include any statement admitting the student's fault or waiving rights, including appeal or hearing.

For a suspension, the notice must:

- Any suspension shall be reported immediately to the parents or legal guardian of a pupil along with a full statement of the reasons for such suspension and a notice of the right to a review (105 ILCS 5/10-22.6 (b) 2016).
- Include an invitation to the parent or legal guardian to attend a suspension conference to discuss the suspension at the parent or legal guardian earliest possible availability.
- Provide a full statement of the reasons for the suspension, not just listing an offense; provide information about the non-exclusionary interventions that were attempted; and describe the alternatives to suspension that were considered and why they were rejected.
- Explain the terms of the suspension, including number of days, start date, and end date, and provide a justification for the duration of the suspension.
- Document the support services available during the suspension and the means by which the student will be re-engaged upon return to the school community.
- Provide notice of the parent or legal guardian right to review.

For an expulsion, the notice must:

- State the time, place and purpose of the meeting.

- Provide an explanation of the structure and format of the hearing.
- At the hearing, supporting evidence will be introduced, including copies of witness statements, investigative reports and video or photographic surveillance or detail how documentation can be readily obtained.

Suspension Conference

6. Suspension conferences with the parent or legal guardian or guardian must be held as soon as is practicable and convenient for the parent or legal guardian or guardian. The purpose of the conference is to discuss the explanation of the evidence and version of the facts that the school is relying on, the student's version of the facts and/or explanations for the alleged behavior, the availability of disciplinary alternatives, and whether or not the school's recommendation is consistent with the requirements of this Code.

- For suspensions of four days or more consecutively or cumulatively, school staff must undertake a formal review of attempted interventions and initiation of interventions not yet attempted and share the results of the review with the parent or legal guardian or guardian.
- After the suspension conference and any required review, the principal or a designee can choose to uphold the suspension or remove any part of the suspension already served from the student's record and permit the student to return to school.

While suspended

7. During the out-of-school suspension

- Homework will be provided during a suspension. A suspended student shall be given assignments during the period of suspension as soon as possible and be allowed the same amount of time to submit the work as time missed.
- Student presence at school during suspension is prohibited.
 - The parent or legal guardian is responsible for picking up assignment materials from the school as the student is barred from being on school district property.
 - During an out-of-school suspension, a student may not attend or participate in any school activities.

Re-Entry Conference

8. Returning to school after suspension -

a. Student reinstatement (re-entry) conference

- The parent or legal guardian, student and administrator should arrange a mutually satisfactory time for a conference. If the parent or legal guardian 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 or legal 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)

- o If the conference cannot be scheduled prior to the conclusion of the suspension, the student cannot be excluded.

9. Appeal process - A parent or legal guardian may request a review of a student suspension:

Appeal Process

- 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.
- The appeal must be received by the Chief Executive Officer within fifteen (15) calendar days after the dis-satisfied party receives the written decision from the Coordinator (or designee).
- 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).
- 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.
- The District will ensure that the appeal decision is impartial. The Chief Executive Officer will appoint impartial persons to make the appeal decision. Parties and witnesses may not be decision makers in the appeal process.

10. In the case of an expulsion, the hearing must take place before the student is expelled from the school. The school bears the burden of proving, by clear and convincing evidence, that the student committed the charged infraction and that expulsion is the only acceptable option. At a hearing, the student and the student's parent or legal guardian or guardian has the opportunity to present evidence that the student did not violate the code of conduct and/or that there are mitigating factors that mean the student should not be expelled.

Expulsion Hearing

- An expulsion hearing is held before an impartial hearing officer appointed by the board.

- The student has the right to bring an attorney or advocate.
- School staff must provide sufficient advance notice and flexibility to enable the student's parent or legal guardian or guardian as well as any attorney or advocate retained by the family to attend the expulsion hearing. School staff should grant at least one opportunity to reschedule a hearing date.

The following procedures apply to expulsion hearings:

- All witnesses shall be required to appear and testify in person unless the witness is a student and the district and school present evidence that testifying would endanger the student's safety. Submissions of written or recorded testimony or testimony by phone may be permitted if both parties consent.
- The student must be given an opportunity to present witnesses or evidence and to cross-examine witnesses.
- The final decision on an expulsion must be made by the board of education based on a review of the evidence and relevant mitigating factors.

The student and the parent or legal guardian or guardians have a right to notice of the decision as soon as is practicable. The expulsion decision must:

- Provide a written explanation detailing the reasons for the decision.
- Detail the specific reasons why removing the student from the learning environment is in the best interest of the school, and the alternatives to expulsion that were considered and why they were rejected.
- Include a specific rationale as to the duration of the expulsion.
- Document the support services available during the duration of the expulsion and the means by which the student will be re-engaged upon return to the school community.

Behavior Events - Offense Types and Levels

Level 1/Teacher Managed/Minor Behavior – Behavior events that disrupt the learning environment that are not serious enough to warrant administrative management of the behavior event.

Level 2-4/Administrator Managed/Major Behavior – Behavior events that disrupt the learning environment and are serious enough to warrant administrative management of the behavior event. 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.

The following chart provides guidance as to which behavior events result in teacher managed and/or administrator managed assignment of consequences and interventions:

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



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



Level of Behavior Event					
Behavior Event	1	2	3	4	* Referral to Police
	Minor	Major			
Physical-Robbery with a firearm or explosive				Pk-12	*
Physical-Robbery with a weapon			Pk-12	Pk-12	*
Physical-Robbery without a weapon		Pk-12	Pk-12		*
Physical-Sexual Activity		Pk-12	Pk-12	Pk-12	*
Physical-Sexual Assault other than rape		Pk-12	Pk-12	Pk-12	*
Physical-Sexual battery other than rape			Pk-12	Pk-12	*
Physical-Sexual-Rape				Pk-12	*
Physical-Teen Dating Violence and Intimidation		Pk-12	Pk-12	Pk-12	*
Physical-Unsafe Action/ Dangerous Behavior		Pk12	Pk-12	Pk-12	*
Property Damage/Vandalism		Pk-12	Pk-12	Pk-12	*
Reckless vehicle use			Pk-12	Pk-12	*
Technology-Sexting (Technology Violation)		Pk-12	Pk-12	Pk-12	*
Technology-Violation/Computer Related	Pk-12	Pk-12	Pk-12	Pk-12	*
Theft	Pk-12	Pk-12	Pk-12	Pk-12	*
Threat- against Staff Verbal or Physical			Pk-12	Pk-12	*
Threat- against Student Verbal or Physical		Pk-12	Pk-12	Pk-12	*
Threat-Bomb Threat		Pk-12	Pk-12	Pk-12	*
Threat–of physical attack with a firearm or explosive		Pk-12	Pk-12	Pk-12	*
Threat–of physical attack with a weapon		Pk-12	Pk-12	Pk-12	*
Threat–of physical attack without a weapon		Pk-12	Pk-12	Pk-12	*
Trespassing		Pk-12	Pk-12		*
Verbal-Abusive Language / Inappropriate Language / Profanity	Pk-12	Pk-12			
Verbal-Confrontation	Pk-12	Pk-12	Pk-12		

Level of Behavior Event					
Behavior Event	1	2	3	4	* Referral to Police
	Minor	Major			
Weapon-Ammunition			Pk-12	Pk-12	**
Weapon-Firearm Other (Dangerous Weapon Firearm)				Pk-12	**
Weapon-Handgun possession (Dangerous Weapon Firearm)				Pk-12	**
Weapon-Multiple possession (handgun, rifles/shotgun, other)				Pk-12	**
Weapon- Other/Knife with blade over 2.5 inches/ No Intent			Pk-12	Pk-12	**
Weapon-Other/Knife with blade over 2.5 inches/With intent use				Pk-12	**
Weapon-Other/Knife with blade under 2.5 inches/No Intent		Pk-12	Pk-12		**
Weapon-Other/Knife with blade under 2.5 inches/With intent to use			Pk-12	Pk-12	**
Weapon-Other/No Intent-except firearm		Pk-12	Pk-12	Pk-12	**
Weapon-Other/With Intent to Use-except firearm			Pk-12	Pk-12	**
Weapon-Rifle (Dangerous Weapon Firearm)				Pk-12	**
Weapon-Shotgun (Dangerous Weapon Firearm)				Pk-12	**
Weapon-Firearm use - Actual use of firearm or explosive				Pk-12	**
<p>* Referral to Police - The offense is reportable to police as required by law.</p> <p>** Referral to Police - 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.</p> <p><i>If a behavior is deemed a criminal offense by local authorities and such offense is not identified in the Student Code of 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.</i></p> <p><i>Unpaid restitution charges will be turned over to the U-46 collections process.</i></p>					

Consequences & Recommended Behavioral Supports and Interventions

District U-46 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 four levels 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.

- **Level 1/Teacher Managed/Minor Behavior** – Behavior events that disrupt the learning environment that are not serious enough to warrant administrative management of the behavior event.
- **Level 2-4/Administrator Managed/Major Behavior** – Behavior events that disrupt the learning environment and are serious enough to warrant administrative management of the behavior event. 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.

Level	Classroom Level Intervention/Consequences	
1	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 is generally not necessary. Parent or legal guardian notification required.	
	Warning	Loss of privileges
	Apology letter – Written	Seat change
	Behavior reflection meeting/worksheet - Written assignment	Positive Behavioral Interventions and Supports (PBIS) Re-teach
	Community Service	Peer mediation
	Conference with parent/legal guardian	Reinforcement of appropriate behaviors
	Conference with student – Teacher	Restorative Circle or Conference or Conversation
	Detention (lunch after school or before school)	

Level	Consequences & Recommended Behavioral Supports and Interventions	
2	Appropriate when Level 1 interventions/consequences have been ineffective or when behavior event is determined to be at Level 2.	
	Teachers shall use multiple Level 1 interventions to help the student change behavior in the classroom. If these interventions are not successful, referral to the school administrator is appropriate. Parent or legal guardian notification required. Level 2 interventions and consequences can be combined with Level 1 interventions as appropriate for individual students.	
	MTSS referral- Check-In and Check-Out (CICO) or other appropriate/available intervention	Class or schedule change
	Mentoring with U-46 approved mentor/mentoring program	MTSS referral- Social Academic Instructional Group (SAIG)
	Administrative conference with student and parent/legal guardian	Saturday School (Secondary Schools Only)
	Parent/legal guardian accompany student to school/class	Suspension of computer privileges
	Restorative Circle or Conference or Conversation with Administrator	Alternative to suspension - In building resource
	Administrative conference with student	Alternative to Suspension- Outside referral to U-46 approved agency
	Alternative to suspension program - Web Based	In-School Intervention 1 - 2 days
Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)	Parking permit revoked (Students who drive to school)	

Level	Consequences & Recommended Behavioral Supports and Interventions	
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p>	<p>Appropriate when Level 2 interventions/consequences have been ineffective or when behavior event is determined to be at Level 3. Office referral required. Parent or legal guardian notification required. Administrators use a combination of the following multiple interventions to help the student change behavior. Level 3 interventions and consequences can be combined with Level 1 and Level 2 interventions as appropriate for individual students.</p>	
	Restorative Circle or Conference or Conversation	In-School Intervention 2 - 3 days
	<p>MTSS referral- Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)</p> <p>WRAP (wraparound school based individualized student led services)</p>	<p>Out of School 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 disruption to other students' learning opportunities - re-entry meeting required.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<p>Appropriate when Level 3 interventions/consequences have been ineffective or when behavior event is determined to be at Level 4. Office referral required. Parent or legal guardian notification required. Administrators use a combination of the following multiple interventions to help the student change behavior. Level 4 interventions and consequences can be combined with Level 1, 2 and Level 3 interventions as appropriate for individual students.</p>	
	<p>Out of School Suspension (4-10 days). An Out of School Suspension of more than 3 days must be approved by Coordinator of Student Discipline, per Board Policy and may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and 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. Re-entry meeting required.</p>	Alternative Placement
		Expulsion (to be considered only in the most extreme cases)
Referral to Outside Agency- law enforcement, mental health provider		

Glossary of Terms

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 or legal guardian 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 student may have committed an offense and the School District provides the student with an opportunity to participate in a researched based, District approved local outside community-based agency's services. The school administration contacts the parent or legal guardian and refers the student to the program with parent or legal guardian approval.
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, District approved, web learning program as an alternative to exclusionary suspension. The school administration contacts the parent or legal guardian and refers the student to the program with parent or legal guardian approval.
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 a staff member in a prohibited or unlawful manner. Examples include but are not limited to: 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 a prohibited or unlawful manner. Examples include but are not limited to: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another person.
Behavior Contract Agreement	School administrator developed with the student an agreed upon behavior contract that has input and participation from the parent or legal guardian.

Bullying Based on Sexual Harassment	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 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).
Bus Suspension	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.
Cell Phone Use Zones	The use of cellphones will only be allowed before entering or after leaving the building or in cellphone use zones. If there is an emergency, please notify the office and the student will be located.
Check In Check Out (CICO)	The intervention is focused on connecting a student with a caring adult and providing positive feedback to the student throughout the day. The core features of CICO are increased student contact with specific positive feedback, increased student contact with specific and effective corrective feedback and increased student contact with attention designed to provide ample practice of targeted behaviors.
Community Service	The administrator refers the student and parent or legal guardian to a community service agency for support that is approved by the School District.
Conference	A communication that takes place either face-to-face or by telephone.
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 or legal 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.

<p>Cyber-bullying</p>	<p>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 Website bullying reporting and recourse system at the Parent and Student U-46 web page.</p>
<p>Defiance</p>	<p>Willful disobedience, open disregard, contempt to a rule, law or direction.</p>
<p>Demonstration and Protest</p>	<p>Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes or activities. Protests held on school grounds are allowed unless such protests: (1) cause a material or substantial disruption; (2) interfere with the educational mission of the school; (3) cause a safety concern; (4) use words or symbols that are vulgar, lewd, obscene or plainly offensive; or (5) use words or symbols that are threatening to school staff or other students.</p>
<p>Detention</p>	<p>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.</p>
<p>Detention-Extended</p>	<p>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.</p>
<p>Detention-Lunch</p>	<p>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.</p>
<p>Detention-Saturday School</p>	<p>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.</p>
<p>Disrespect Toward Others</p>	<p>Inappropriate comments or physical gestures to others.</p>

<p>Disruption of the learning environment</p>	<p>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.</p>
<p>Disruptive Clothing or Appearance</p>	<p>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:</p> <ol style="list-style-type: none"> 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.
<p>Distribution or Sale</p>	<p>A student has disseminated or transferred any prohibited substances with or without compensation.</p>
<p>Drugs, including alcohol</p>	<p>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.</p>
<p>Due Process</p>	<p>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.</p>
<p>Electronic Device Misuse</p>	<p>Use of communication devices, such as cellphones 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 handheld 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 Cellphone Use Zones)</p>



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.
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 Alarm	Willfully or maliciously making a false alarm to disrupt or disturb the school environment. Examples include pulling a fire alarm or reporting a fire without valid cause, making a false threat of harm to others in person or using social media sources.
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 (BIP). 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, actual and intentional touching or striking of another person against his or her will, 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 contaminates 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.
Gangs/Gang Activity	Student 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	Students engage in, that affects the tangible benefits of education of other students, 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	An injury refers to a bodily injury such as but not limited to: hurt, loss of use or pain to a person, wound, bruise, cut, rash, laceration, scratch, abrasion, contusion, fracture, burn, broken
Intent	Intent means that a person's purpose is to either do or not do a particular act.

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).
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 or legal 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 or legal 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 or legal 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 or legal 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 or legal guardian approval. Mentors working with students are required to complete a criminal background check and complete an intake 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 or Legal Guardian Conference	The school official has a conference with the parent or legal guardian of a student regarding an academic or behavior concern.
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 or group of students based on data. Re-teaching is often referred to as a "booster" as it provides additional focus and practice of targeted behaviors.
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 or legal 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	This intervention is focused on student centered planning and goal setting at a Tier 3 level for students in middle school or 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

<p>Supports, Education & Work</p>	<p>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.</p>
<p>Restorative Circle</p>	<p>A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality.</p> <p>The circle process allows people to tell their stories and offer their own perspectives (Pranis, 2005). The circle has a wide variety of purposes: conflict resolution, healing, support, decision making, information exchange and relationship development. Circles offer an alternative to contemporary meeting processes that often rely on hierarchy, win-lose positioning and argument (Roca, Inc., n.d.).</p>
<p>Restorative Conference</p>	<p>A restorative conference is a structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm. Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so. Participation in conferences is voluntary. After it is determined that a conference is appropriate and offenders and victims have agreed to attend, the conference facilitator invites others affected by the incident — the family and friends of victims and offenders (O'Connell, Wachtel, & Wachtel, 1999). In practice, an informal Restorative Conference can take place with an administrator facilitating a conference between the offender and victim(s) (students and/or staff) for the purpose of resolving conflict and repairing harm.</p>
<p>Restorative Conversation</p>	<p>The restorative conversation intervention is held between one adult and one or more students involved in a minor incident to resolve conflict.</p> <p>An informal restorative practice that includes affective statements, which communicate people's feelings, as well as affective questions, which cause people to reflect on how their behavior has affected others (McCold & Wachtel, 2001).</p> <p>The use of informal restorative practices dramatically reduces the need for more time-consuming formal restorative practices. Systematic use of informal restorative practices has a cumulative impact and creates what might be described as a restorative milieu—an environment that consistently fosters awareness, empathy and responsibility in a way that is likely to prove far more effective in achieving social discipline than our current reliance on punishment and sanctions (Wachtel, 2013).</p>
<p>Restorative Practices</p>	<p>A social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to reduce crime, violence, and bullying, improve human behavior, strengthen civil society, provide effective leadership, restore relationships, and repair harm.</p> <p>Restorative practices includes 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. (International Institute for Restorative Practices)</p>

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 takes or attempts to take anything of value that is owned by another person or organization, under confrontational circumstances, by force or threat of force or violence and/or by putting the victim in fear, 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, problem-solving or academic behavior skills to replace the behaviors identified when the student committed the offense(s). The group continues to involve use of the daily progress report (DPR) card.
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 or legal 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 non consensual sexual activity, without limitation. Sexual assault is an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victim of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual Battery	A student commits a physical sexual battery toward another student when they intentionally touch another student in an unlawful sexual manner.
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.
Sexual - Rape	This refers to forced sexual intercourse. This includes sodomy and penetration with a foreign object. Rape is not defined as a physical attack or fight.
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. This is without personal confrontation, threat, violence, or bodily harm.
Threat of physical attack without a weapon - Staff	A student commits a threat to a staff member or school volunteer when the student uses language or physical actions that cause the staff member to fear immediate offensive physical contact or physical harm. The threat was made without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. The threat was made in person. A threat made over phone, digital media or by letter (in writing) are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.
Threat of physical attack without a weapon - Student	A student commits a threat to a student when the student uses language or physical actions that cause the student to fear immediate offensive physical contact or physical harm. The threat was made without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. The threat was made in person. A threat made over phone, digital media or by letter (in writing) are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.
Threat – with a weapon or firearm	A student commits a threat to a student when the student uses language or physical actions that cause 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 teacher or administrator determined that an offense occurred and issued the student a warning. Either verbal or written. Written warnings are entered as Behavior Events and a parent or legal guardian is to be notified.

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.
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 Use - Firearm or explosive actual use	A student or non-student used a firearm or explosive device, regardless if someone was hurt.
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, and is a student led program that is community based, culturally relevant, individualized, strength based and family centered. The process begins with identifying a Wellness Toolbox.