



## **Students**

### **Administrative Procedure - Student Discipline Guidelines**

The intent of these guidelines is to enhance school climate, improve school discipline practices, and ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status.

#### **Periodic Review and Self-Monitoring**

Review the following on a periodic basis and at least annually:

1. Discipline-related District policies and procedures
  - a. Such policies may include:
    - 7:20, Harassment of Students Prohibited*
    - 7:70, Attendance and Truancy*
    - 7:130, Student Rights and Responsibilities*
    - 7:140, Search and Seizure*
    - 7:150, Agency and Police Interviews*
    - 7:160, Student Appearance*
    - 7:165, School Uniforms*
    - 7:170, Vandalism*
    - 7:180, Prevention and Response to Bullying, Intimidation, and Harassment*
    - 7:185, Teen Dating Violence Prohibited*
    - 7:190, Student Behavior*
    - 7:200, Suspension Procedures*
    - 7:210, Expulsion Procedures*
    - 7:220, Bus Conduct*
    - 7:230, Misconduct by Students With Disabilities*
    - 7:240, Conduct Code For Participants in Extracurricular Activities*
    - 7:250, Student Support Services*
    - 7:310, Restrictions on Publications; Elementary Schools*
  - b. This review should:
    - 1) Include input from all members of the school community. Such input may be obtained through school behavior interventions committee for students with disabilities (established per 105 ILCS 5/14-8.05).
    - 2) Ensure policies and procedures (e.g., an individual school's conduct code) have clear definitions of prohibited student conduct, especially those entailing the subjective exercise of discretion.
    - 3) Attempt to incorporate alternative disciplinary measures into Board policies and procedures.
    - 4) Implement a system of Positive Behavioral Interventions and Support (PBIS) or, if PBIS has been implemented, analyze and monitor its effectiveness and ways to improve it.
2. Discipline data
  - a. Data review should analyze each of the following:

1. Restrictive intervention documentation
2. Suspensions

### Training

1. Annually train all District staff on each of the following:
  - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct defined therein so that there is consistency in application.
  - b. How to apply school discipline policies, procedures, and practices in a fair and equitable manner so as not to disproportionately impact students of color, students of a particular gender, students with disabilities, or at-risk students.
  - c. Effective classroom management strategies, recognizing that the removal of students from the classroom is to be used as a last resort.
  - d. How to engage students and support positive behavior, including through any PBIS program implemented in the District.
  - e. Classroom management techniques and resources available to staff who are having difficulty with classroom management.
2. Provide ongoing professional development on the adverse consequences of exclusion and justice system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates to administrators, teachers, and staff.

### Notice

Annually notify students and parents/guardians of the District's discipline-related policies and procedures.

1. Use varied communication methods, such as student handbooks, District or school websites, posters, classroom instruction, assemblies, etc.
2. Ensure such notice is provided in an age-appropriate, easily understood manner.
3. Explain to students:
  - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct.
  - b. Their particular school's discipline-related procedures and conduct codes, including which behaviors fall into categories of misconduct.
  - c. Behavior expectations.
  - d. Resources and support services available to students.

### Collaboration with Law Enforcement

1. Review the District's reciprocal reporting agreement<sup>1</sup> with local law enforcement agencies to determine if revisions are necessary.
2. Develop and enter into a memorandum of understanding (MOU) with local law enforcement agencies. The MOU should clearly define law enforcement's role in the District's schools. Follow an existing MOU and suggest modifications as the need arises.

### Resources

*Dear Colleague* letter, issued by the Civil Rights Division of the U.S. Dept. of Justice and the Office for Civil Rights of the U.S. Dept. of Education at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf).

**Note:** These guidance documents were rescinded by a joint *Dear Colleague* letter dated 12-21-18, at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf).

Civil Rights Data Collection at: [www2.ed.gov/about/offices/list/ocr/data.html?src=rt](http://www2.ed.gov/about/offices/list/ocr/data.html?src=rt) .

ISBE Data Analysis of Expulsions, Suspensions, and Truants by District at: [www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx](http://www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx) .

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