



Student Code of Conduct

2024-2025

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Preface

The Student Code of Conduct is designed to clarify the rights and responsibilities of students, parents, teachers, and all other District personnel. Additionally, it is designed to promote understanding of the policies and procedures related to student behavior. Students, parents, and all school staff should familiarize themselves with the content of the Student Code of Conduct and use it as a reference.

Disclaimer

School rules published in this document are subject to revision as needed to ensure compliance with federal, State or local laws and regulations and are also subject to revision change as needed to allow for the routine continued operation of the school. This guidebook is not inclusive of every rule of behavior and certain rules may not be included. The absence of a rule of behavior from this guidebook does not mean that rule cannot be enforced. As a result, students may be disciplined for other conduct not identified in this handbook if that conduct is deemed to be disruptive of the educational environment as provided in Board Policy.

Nothing in this Student Code of Conduct will be interpreted in a manner that conflicts with U-46 School Board Policies (see [U-46 School Board Policy](#)) or violates a student's rights as provided for in State or federal law.

How to Report a Concern

A staff member, student, parent or guardian can report any concern to any school personnel, including but not limited to 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 Guardians](#). Reports can also be made through the [Let'sTalk](#) communication tool located on the U-46 website.

The School District U-46 contact for student behavior is:

Mark Gonnella
Coordinator of Culture and Climate
Phone: 847-888-5000 ext. 5357

Statement on Student Behavior and Equity

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 strives to take a preventative, positive approach to discipline whenever possible rather than focusing exclusively on punishment. We respond to misconduct with behavioral interventions and disciplinary consequences aimed at teaching 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 culture and climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome. While we expect students to follow school rules, that expectation is upheld with an emphasis on the value of relationships and community. We believe the purpose of disciplinary consequences are to help students understand the impact of their behavior both on themselves and on others. In conjunction with disciplinary consequences, we use behavioral interventions to help students learn social and emotional skills including self-awareness, self-management and social awareness. Through the use of restorative practices, disciplinary consequences, and behavioral interventions, we resolve conflicts, encourage our school community members to take responsibility for their behavior, repair harm done, restore relationships, and bring students into the school community while maintaining a safe and productive learning environment.

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

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, disability, or other protected status; and
- attend school daily, be prepared for class and complete assignments to the best of their ability.

Parents/guardians have the right and responsibility to:

- be informed of their child's attendance, academic performance and behavior;
- receive information and notification of inappropriate or disruptive behaviors by their child and any subsequent disciplinary action taken by principals or school staff;
- have a voice in how to address their child's inappropriate or disruptive behaviors 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/guardians 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;
- enforce discipline policies 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 protected classes of students.

Community-based/local organizations and agencies should:

- implement a behavior response protocol consistent with School District U-46 policies and Student Code of Conduct;
- 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.

Settings where the Student Code of Conduct Applies to Students

The Student Code of Conduct shall apply to all students, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

- In school buildings and on school grounds before, during or after school hours or at any other time when the school is being used by a school group
- In distance/blended learning settings
- Traveling to or from school or a school activity, function or event
- 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 property, businesses or commercial establishments)
 - Bus stops, walking to/from school
 - Before school and evening events, dances, prom, games, etc.
 - Before or after school programs
- Any act that occurs off school property during or outside of school hours that interferes with, disrupts, or adversely affects the school environment which includes but is not limited to:
 - Cyberbullying
 - Activity on social media or digital communication platforms
 - 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 a consequence per the Student Code of Conduct.
- See [School Board Policy 7:190](#)

District U-46 Does Not.....

- Except as permitted by State and federal law, U-46 does not share individual and identifiable student information with any other person than the student and parent/guardian.
- Use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors, except where 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 Superintendent or Superintendent's 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 Coordinator of Culture and Climate (Superintendent designee).
- 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 ([School Board Policy 7:190](#)).
- Use restraint or seclusion for punishment or discipline.
- Withhold lunch meal or recess as a punishment.

Behavioral Interventions

Multi-Tiered System of Supports (MTSS) for Students

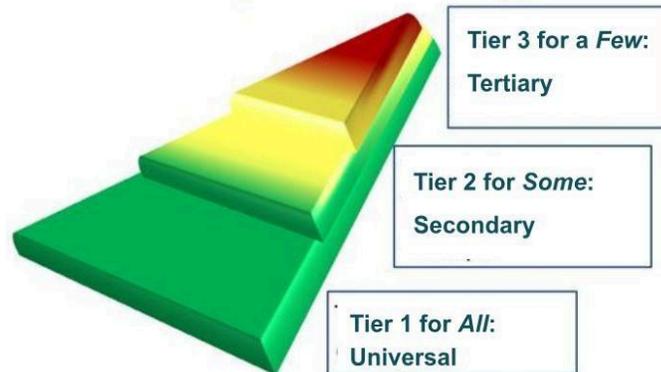
In District U-46 Multi-Tiered System of Supports (MTSS) is an integrated 3-tiered model of support addressing the needs of all students through a coherent continuum of research-based, system-wide practices supporting teaching and learning; academic, social-emotional and behavioral. It is a systematic 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. Thus the goal of MTSS is to not only look at the learner, but to also analyze and engineer 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.

Continuum of Academic & Social-Emotional Learning and Behavior Support



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 teaming support all learning styles
- Core supports are research-based and provided by classroom teacher
- Frequent monitoring/assessment is provided to guide instruction and monitor student progress

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 students' progress and identify if the intervention is effectively meeting students' 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 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 .

Disciplinary Procedures

[School Board Policy 7:190](#)

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 prior to, during and after the incident
- Outcome of harm caused, damage, injuries to others, and the impact of the disruption to the 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 - [School Board Policy 7:180](#))
- Prior experiences and exposure to trauma
- Family situations (e.g. homelessness, domestic violence, divorce or separation, and abuse)
- Substance abuse or addiction
- Any other events out of the ordinary for that student

Procedures for Processing Behavioral Referrals

For all discipline referrals, U-46 staff implement fair, equitable and transparent procedures to ensure compliance with the due process rights of students and to ensure consistent and fair application of the Student Code of Conduct.

1. **Investigation** School staff investigate behavioral incidents and gather evidence to determine what happened before making any disciplinary decisions.
2. **Student Meeting** After a behavioral referral is made, school staff must meet with the student and inform the student of the reason for the interview and the behavior offense that the student is alleged to have committed.
 - a. School staff must give the student involved the opportunity to speak on their own behalf before deciding what violations have been committed and what disciplinary consequences will be administered.
 - b. Students have the right to remain silent or to speak with their parents, guardians, or an attorney paid and afforded by the parent or legal guardian before deciding whether to make a statement.
3. **Disciplinary Alternatives** 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.
4. **Notice to Student** School staff must tell the student the specific part of the Student Code of Conduct they are 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.
5. **Notice to Parent/Guardian** School staff must contact the parent/legal guardian to communicate the behavior event, disciplinary consequence, and/or behavioral interventions.

Suspensions and Suspension Procedures

School Board Policies [7:190](#) and [7:200](#)

In-School Suspension

Before assigning a student to in-school suspension, the behavior event referral basis will be explained and the student will be given an opportunity to respond. Students must be supervised by licensed school personnel. Students will be given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

In cases of gross disobedience or misconduct a student may be suspended out of school. A student may be suspended pending a recommendation for expulsion. The length of an out-of-school suspension may be between one and ten school days.

Out-of-School suspensions of three days or less may be used if the student's presence on the school's campus, as assessed by school administrators, poses a threat to student safety or a disruption to other students' learning opportunities. 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.

Out-of-School suspensions of more than three days may only be used if all 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 the safety of other students, staff, or members of the school community or substantially disrupt, impede, or interfere with the operation of the schools shall be determined on a case-by-case basis by the School Board or its designee.

Any suspension shall be reported immediately to the parent/guardian of a pupil along with a full statement of the reasons for such suspension and a notice of the right to a review.

No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided at least oral notice of the suspension.

An Out-of-School Suspension Notice (with or without a Recommendation for Expulsion) Must:

- Be hand-delivered or 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/guardian's primary language or in a manner they understand.
- Include an invitation to the parent/guardian to discuss the suspension at the parent/guardian's earliest possible availability.
- Provide a full statement of the reasons for the suspension, including the specific violation of the Student Code of Conduct and a description of the specific behavioral event.
- For a suspension of 3 school days or less: Include a statement that the student's continuing presence would either 1) pose a threat to school safety or 2) cause a disruption to the learning environment.
- For a suspension of 4 or more school days: Include an explanation 1) that other appropriate and available behavioral and disciplinary interventions have been exhausted, 2) as to whether school officials attempted other interventions or determined that no other interventions were available for the student, and 3) that the student's continuing presence in school would either: (i) pose a threat to the safety of other students, staff, or members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school.
- For a suspension of 5 or more school days: Documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of their suspension must also be included in the notice.
- Explain the terms of the suspension, including number of days, start date, and end date, and provide a justification for the specific duration of the suspension (i.e., whether a shorter suspension is appropriate).
- State whether the school has considered non-exclusionary interventions or discipline prior to implementing the out-of-school suspension (ex. describe the steps that have been taken to resolve such threats or minimize such disruptions).
- Include a statement that the student will have the opportunity to make up work.
- Provide notice of the parent/guardian's right to review.
- Include the date and time that the student's re-entry conference will take place.

During an 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/guardian is responsible for retrieving assignment materials from the school, in person or electronically, as the student is barred from being on school district property.
- A student may not attend or participate in any school activities.

Returning to school after Out-of-School Suspension

- A Student Re-Entry Conference will be held every time a student returns from an out-of-school suspension.
- The parent/guardian, student and administrator should arrange a mutually satisfactory time for a conference. If the parent/ 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/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. This plan will be discussed during this conference and revisited with the student upon return. ([School Board Policy 7:190](#))
 - If the conference cannot be scheduled prior to the conclusion of the suspension, the student cannot continue to be excluded.

Suspension Appeal - Requesting a Review

- If a parent/guardian is not satisfied with the decision rendered by the school administrator, they may appeal the decision within fifteen (15) calendar days of the incident by submitting a written appeal to the Coordinator of Culture and Climate, who serves as the Superintendent's designee.
- The Superintendent's designee will act as a hearing officer and will conduct a hearing to review the evidence relevant to the out of school suspension.
- The Superintendent's designee will submit a written report to the Board of Education.
- The Board of Education will review the evidence and render a decision.

Expulsion and Expulsion Procedures

[School Board Policy 7:210](#)

- 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.
- When a school recommends that a student be expelled, a hearing must take place before the student is expelled from the school. The student and their parent(s)/guardian(s) will be provided a written request to appear at the

hearing. The request must be sent by registered or certified mail, return receipt requested. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or where the student and parent(s)/guardian(s) fail to appear at the designated time and place, the hearing will proceed. The school bears the burden of proving 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/guardian have the opportunity to present evidence that the student did not violate the code of conduct and/or that there are mitigating factors and the student should not be expelled.

- 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/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 electronic means 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 have a right to notice of the decision as soon as is practicable.
- The Board's final decision must: 1) detail the specific reason why removing the student from their learning environment is in the best interest of the school 2) provide a rationale for the specific duration of the recommended expulsion 3) document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available

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- interventions existed for the student and 4) document how the student's continuing presence in school would either: (i) pose a threat to the safety of other students, staff, or members of the school community, or (ii) substantially disrupt, impede, or interfere with the operation of the school.
- Upon expulsion, the District may refer the student to appropriate and available support services.

Discipline Framework

Behavior Events, Disciplinary Consequences and Behavioral Interventions

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 Student Code of Conduct. The Behavior Events-Offense Types and 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 an intervention/consequence from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in the 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.

Repeated, chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, interventions/consequences may begin at a higher level. (See Consequences, Behavior Events and Interventions found on page 23)

Behavior Events - Offense Types and Levels

Level 1/Teacher Managed 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 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:

**** Referral to Police - The offense is reportable to police as required by law.**

*** 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 is a concern for the safety and welfare of self or others, or as required by law.**

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 and/or expulsion from School District U-46.

Restitution for loss or damage to U-46 property may be required in addition to any other prescribed consequences. Restitution will be billed by the Financial Services Department.

Unpaid restitution charges will be turned over to the U-46 collections process.

Level of Behavior Event

Behavior Event	1	2	3	4	Referral to Police
Academic Dishonesty	Pk-12	Pk-12	Pk-12		
Arson/fire		Pk-12	Pk-12	Pk-12	*
Attendance-Inappropriate Location/Out of Bounds Area	Pk-12	Pk-12			*
Attendance-Tardy	Pk-12	Pk-12			
Attendance-Failure to Attend Class/Assigned Location	Pk-12	Pk-12			
Bullying - Based on Disability		Pk-12	Pk-12	Pk-12	*
Bullying - Based on Gender/Gender Identity		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	*

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Level of Behavior Event					
Behavior Event	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	Referral to Police
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/Nicotine-Use/Possession, includes E-Cigarettes, Vapes/Vape Pen, and Other Electronic Nicotine Delivery System (ENDS) Products		Pk-12	Pk-12		
Elopement- on campus		Pk-12			
Elopement-off campus		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			
Food Tampering (Putting Substance in Another Person's Food or Drink)		Pk-12	Pk-12	Pk-12	*
Forgery/Lying	Pk-12	Pk-12	Pk-12		*
Hate Speech	Pk-12	Pk-12	Pk-12	Pk-12	*
Gambling	Pk-12	Pk-12			*
Gang Related Activity / Affiliation Display		Pk-12	Pk-12	Pk-12	*
ID Violation-Other Behavior	Pk-12	Pk-12			

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Level of Behavior Event					
Behavior Event	1	2	3	4	Referral to Police
Matches/Lighters	Pk-12	Pk-12			
Non-compliance with Staff Directive	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 of Student		Pk-12	Pk-12	Pk-12	*
Physical-Fighting/Students – Injuries			Pk-12	Pk-12	*
Physical-Fighting/Students – 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 Weapon other than a Firearm or Explosive Device			Pk-12	Pk-12	*
Physical-Physical Attack with a Firearm or Explosive Device				Pk-12	**
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	**
Physical-Sexual Battery other than Rape		Pk-12	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	*

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Level of Behavior Event					
Behavior Event	1	2	3	4	Referral to Police
Technology- Cell Phone (Middle School)	7-8	7-8	7-8		
Technology-Sexting		Pk-12	Pk-12	Pk-12	*
Technology-Electronic Device Misuse	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	*
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			
Weapon-Ammunition			Pk-12	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 to 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 or Look-alike		Pk-12	Pk-12	Pk-12	**
Weapon-Other/With Intent to Use-Except Firearm or Look-alike			Pk-12	Pk-12	**
Weapon-Other-Firearm or Explosive Look-alike Possession/Use			Pk-12	Pk-12	**
Weapon-Firearm Use - Possession of Firearm or Explosive				Pk-12	**
Weapon-Firearm Use - Actual Use of Firearm or Explosive				Pk-12	**

Consequences, 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. *District U-46 does not have a zero tolerance policy.*

- **Level 1/Teacher Managed 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 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/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/guardian	Reinforcement of appropriate behaviors
	Conference with student – Teacher	Restorative circle, conference, or conversation
	Detention (lunch, after school or before school) ***No detention will be served during recess/unstructured playtime.	Other consequences or interventions as appropriate for this level of behavior.

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Level	Consequences & Recommended Behavioral Supports and Interventions	
2	Appropriate when Level 1 interventions/consequences have been ineffective or when the 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/guardian notification required. Level 2 interventions and consequences can be combined with Level 1 interventions as appropriate for individual students. <i>District U-46 does not have a zero tolerance policy.</i>	
	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
	Behavior Agreement	Parking permit revoked (Students who drive to school)
	Threat Assessment (Level 1/Building Administrator)	Other consequences or interventions as appropriate for this level of behavior.

Level	Consequences & Recommended Behavioral Supports and Interventions	
3	<p>Appropriate when Level 2 interventions/consequences have been ineffective or when the behavior event is determined to be at Level 3. Office referral required. Parent/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. <i>District U-46 does not have a zero tolerance policy.</i></p>	
	Restorative Circle or Conference or Conversation	In-School Intervention 2 - 3 days
	MTSS referral- Rehabilitation, Empowerment, Natural Supports, Education & Work (RENEW)	Out of School Suspension (1-3 days). Students 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.
	WRAP (wraparound school based individualized student led services)	
	Functional Behavioral Analysis (FBA)/Behavior Pathway (BIP)	Safety Plan
Threat Assessment (Level 2/District)	Other consequences or interventions as appropriate for this level of behavior	
4	<p>Appropriate when Level 3 interventions/consequences have been ineffective or when the behavior event is determined to be at Level 4. Office referral required. Parent/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. <i>District U-46 does not have a zero tolerance policy.</i></p>	
	Out of School Suspension (4-10 days). An Out of School Suspension of more than 3 days must be approved by Coordinator of Culture and Climate, 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.	Alternative Placement
		Expulsion (to be considered only in the most extreme cases)
		Referral to Outside Agency- law enforcement, mental health provider
		Other consequences or interventions as appropriate for this level of behavior

Dress Code Guidelines

[School Board Policy 7:160](#)

Students may choose clothing that makes them feel comfortable and safe, as long as it complies with the following guidelines:

1. Does not depict any violence, hatred, drugs, alcohol, gang affiliation, profanity, phobic language or cruelty of any kind.
2. Covers all appropriate areas at all times. Appropriate areas include: stomach, chest and sides (both male and female) and butt/pelvic/upper thigh areas.
3. Items such as tank tops, sleeveless shirts, any type of shorts, coats, jackets, etc. are all allowed provided they adhere to #2 of this Section. Low backs are not a problem.
4. Jewelry is allowed, unless it becomes a safety concern.
5. Hats, hoods, and other types of head coverings are not allowed unless required for religious or medical purposes.
6. Footwear must be worn for health reasons. Students cannot go shoeless.
7. ID's are part of the dress code guidelines and must be worn at all times in the building.
8. District U-46 allows a student to modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of their religion or their cultural values or modesty preferences.

Dress Code Guidelines

Staff Have The Responsibility To:

- Issue dress code behavior referrals for violations against dress code rules.
- Treat all students with respect and dignity (i.e. treat them as human beings, not as “distractions”)
- Issue dress code referrals equally (i.e. do not discriminate based on body type, gender, etc.)
- Dress appropriately according to the same rules.
- Be open and straightforward.

Students Have The Responsibility To:

- Wear appropriate clothing that follows these guidelines.
- Treat all staff with respect and dignity (i.e. share your opinions in an appropriate manner reflective of esteem and regard for each staff member).
- Be open and straightforward; ask for a private meeting if they feel they are being treated unfairly.

Students Have The Right To:

- Be given a reason for any dress code infraction.
- Have options as to what to do to comply with the rules (call home, change into PE clothes or clothes in their possession/locker/Deans’ Office clothing).
- Talk to an outside source about the issue, such as Guidance, another Dean, an administrator, or a teacher.
- Be treated with respect and dignity.
- Advocate for themselves without concern for consequences.

Middle School Cell Phone Guidelines

All middle schools across School District U-46 do not have cell phone use zones. In effect, students will not be allowed to use their cell phones during the school day, including during lunch, in the locker room or bathrooms.

These District-wide middle school guidelines support classroom learning and improved culture and climate efforts for all middle school students in order to minimize distractions and help teachers create and manage a classroom and school environment conducive to learning, discussion and collaboration. It also helps protect students against bullying and/or inappropriate social media use during school hours, which are often exacerbated by cell phone access.

Consistent with our secondary cell phone guidelines overall, students are expected to put their silenced or powered-off cell phone in their locker upon arriving at school, keep it in their backpack, or place it in one of the cell phone holders that are installed in all middle school classrooms to support each student's undivided attention and focus.

Since all middle school students are assigned a Chromebook, these devices fill any technological-related need to support learning and eliminate the need for cell phone use for educational purposes. Please note, individual school sites may determine if cell phone use is essential for a specific learning experience, project or activity and adjust the guidelines accordingly for that specific instance.

If students are unable to keep devices out of sight and silent, teachers may:

- Provide a warning and remind/ask their students to put the phone away in their lockers or cell phone holders until the end of the period.
- If students do not comply and continue to engage in electronic device misuse, progressive discipline procedures will be followed. This may include, but is not limited to, the following consequences: having the student turn over their phone to the main office for parent pick up, or issuance of referrals resulting in detentions and other discipline-related interventions.

High School Student Parking

Student use of the school parking lot is a privilege extended to Juniors and Seniors. Students without a parking sticker/placard may be towed following a warning from high school administration. Students who are eligible for a parking permit must request, complete and submit the application in order to be considered for a parking permit. The submission period for applications is during the first semester. The cost for a parking permit is \$100 for the year or \$50 for second semester only. Students must visit the appropriate office of each high school in order to fill out the application and purchase a parking permit. If a parking violation occurs (outlined below), it is at the discretion of the high school principal to address the violation which may include warnings, suspension of a parking permit for a determined period of time, or revocation for the remainder of the school year without refund.

Rules and Regulations:

- Parking stickers/placards must be fully displayed and evident in the vehicle according to the requirements in the agreement of the high school.
- All vehicles and drivers must be licensed, insured, and in compliance with the Illinois Vehicle Code at all times. Valid driver's license and proof of insurance for the specific vehicle must be shown in order to receive a parking permit.
- A parent or legal guardian must give permission for a student to obtain parking privileges by reading the expectations and signing the application provided by the high school.
- Students are not allowed to drive to school until a permit is physically issued to the student and the permit is fully displayed in the vehicle. Paying for a permit does not guarantee a permit if all information is not fully provided.
- All vehicles parked on U-46 property are subject to search as stated in the Illinois School Code: 105 ILCS 5/10-22.6e as well as the U-46 Student Code of Conduct.
- District U-46 and U-46 schools are not responsible for any theft or damage to vehicles on U-46 property.
- **Violation of any of the following may result in disciplinary action, including warnings, suspension or revocation of parking privileges without refund of fee (Violations can also occur before and after school hours). Violation of the following may also result in TOWING AT OWNER'S EXPENSE:**
 - Failure to pay any or all school parking tickets.
 - Parking in a handicapped spot without a valid handicap permit.
 - Parking in fire lanes, staff/faculty lots, or bus loading areas.
 - Driving while truant or transporting truant students.
 - Failure to comply with school parking rules and regulations.
 - Failure to conform to State of Illinois driving laws and regulations.
 - Any violation deemed a safety or health danger to self or others.
 - Students may be issued a parking ticket following a second written warning.
 - Students' cars may be towed following a third ticket and written notification to student and guardian.
 - ANY unauthorized vehicles may be towed at the owner's expense.
- *For more information, please refer to the U-46 Student Code of Conduct glossary term: "Parking Permit Revoked"*

Searches

[School Board Policy Section 7:140](#)

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/Superintendent 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 they have 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 their 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.

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, assistance of law enforcement and or detection canines.

When conducting random searches the place of the search will be public and privacy concerns are limited. The goal of this practice 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. For secondary schools there will be a minimum of two searches per month with a maximum of six searches. Results of searches will be documented and shared with District Safety.

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 7:190](#)

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, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. Isolated time out and physical restraint shall not be used as a form of punishment, discipline, retaliation, a routine safety matter - for more information, see School Board Policy 7:190. District U-46 will only use isolated time out and physical restraint in accordance with the requirements of the [Illinois School Code](#) and [regulations](#). The State Board of Education's Physical Restraint, Time Out and Isolated Time Out Bill of Rights is available at: [LINK](#). The State Board of Education's Physical Restraint, Time Out and Isolated Time Out form is available online at: [LINK](#). In addition, physical restraint shall not be used unless the student (1) poses a physical risk to themselves or others, (2) there is no medical contraindication to its use, and (3) the staff applying the restraint has been trained in its safe application. U-46 uses proactive measures through staff training in order to continue to reduce instances of Isolated Time-Out and Physical Restraint.

1. Isolated Time-Out and "Time out"

"Isolated time-out" is defined as "the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult in the time out room or enclosure." For an isolated time out, an adult who is responsible for supervising the student must remain within two feet of the enclosure. The supervising staff member must always be able to see, hear, and communicate with the student. The door shall not be locked or held to block egress. A student in isolated time out shall not be supervised using cameras, audio recording, or any other electronic monitoring device.

"Time out" means a "behavior management technique for the purpose of calming or de-escalation that involves the involuntary monitored separation of a student from classmates with a properly trained adult for part of the school day, only for a brief time, in a non-locked setting." The trained adult responsible for supervising the student must remain in the same room as the student at all times during the time out.

"Isolated time out" or "time out" does not include a student-initiated or student-requested break, a student-initiated or teacher-initiated sensory break, including a sensory room containing sensory tools to assist a student to calm and de-escalate, an in-school suspension or detention, or any other appropriate disciplinary measure, including a student's brief removal to the hallway or similar environment.

2. Physical Restraint

Physical restraint means holding a student or otherwise restricting their movements through the use of specific, planned techniques. Physical restraint must end immediately when: 1) the threat of imminent danger of serious physical harm ends; or 2) the student indicates the inability to breathe or staff supervising the student recognizes that the student may be in respiratory distress.

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 the student 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. Prone Physical Restraint

"Prone physical restraint" means a physical restraint in which a student is held face-down on the floor or other surface and physical pressure is applied to the student's body to keep the student in the prone position. Prone physical restraint is prohibited in public schools.

6. Supine Physical Restraint

"Supine physical restraint" means a physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the

student's body to keep the student in the supine position. Supine physical restraint is prohibited unless specific criteria are met. [23 IAC 1.285](#)

7. Parent or 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 and that student's parent or guardian may request a meeting with appropriate school personnel to discuss the incident. A person to person meeting is preferred; phone call discussion will meet this requirement. The notice must include: 1) a copy of the standards for when isolated time out, time out, and physical restraint can be used; 2) information about the rights of parents, guardians, and students; and 3) any information about the parent's or guardian's right to file a complaint with the State Superintendent, the complaint process, and other information to assist the parent or guardian in navigating the complaint process.

8. Complaint Procedures

Any parent or guardian, individual, organization, or advocate may file a signed, written complaint with the State Superintendent alleging that a local school district or other entity serving the student has violated this Section. The complaint shall include all of the following: 1) the facts on which the complaint is based; 2) the signature and contact information for the complainant; 3) if known, the names and addresses of the students involved and the name of the school of attendance; 4) a description of the nature of the problem, including any facts relating to the problem; and 5) a proposed resolution of the problem to the extent known.

Bullying Reporting

[School Board Policy 7:180](#)

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." A person submitting a complaint can do so anonymously or 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 7:180 Prevention of 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 by 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 based on a protected characteristic. Bullying is more specifically defined in School Board Policy 7:180.

Harassment

[School Board Policy Section 7:20](#)

Harassment Prohibited

Sexual harassment and harassment on a protected basis (for example, race or national origin) of students is prohibited. Any person, including a District employee or agent, or student, engages in harassment when they engage in conduct or bullying, whether physical sexual or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Any person, including a District employee or agent, or student, engages in sexual harassment whenever they make 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. Basing academic decisions, affecting a student, on the student's submission to or rejection of such conduct.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of prohibited harassment on a protected basis include name-calling, using derogatory slurs, 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 towards a protected characteristic. 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.

Reporting a Complaint of Harassment

[School Board Policy Section 7:20.](#)

Any student who feels that they have 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 Nondiscrimination Coordinator is:

Trisha Olson, Chief Legal Officer
355 East Chicago Street, Elgin, IL 60120
Trishaolson@u-46.org
847-888-5000 ext. 5450

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 Superintendent/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 District's 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 2:265 and 7:10](#)

School District U-46 remains committed to ensuring compliance with all aspects of Title IX, including addressing matters related to Sex Equity in programming to students and Sexual Harassment. All of the District resources regarding policies and administrative procedures to address Title IX can be found [here](#). This includes relevant Board Policies and Administrative Procedures designed to compliment the Student Code of Conduct. In any instance where this document conflicts with any Board Policy or updated legal precedent, Board policy and law shall govern.

Glossary of Terms

Definitions and further information is found in [School 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 as determined by the District which cause reasonable concern to the parent or legal guardian for the safety or health of the student.
Academic Dishonesty	Plagiarizing, cheating and/or copying the work of another student or other source
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 research 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.
Attendance- Failure to Attend Class/Assigned Location	During school hours, students are expected to be in the location designated on their schedule, unless granted permission to be in another location by a staff member.
Attendance- Inappropriate Location/Out of Bounds	A student is considered to be in an inappropriate location/out of bounds when they are in an area of district property that is restricted to students.

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Attendance- Tardy	A student is considered tardy if they arrive after the class period has started as indicated in the bell schedule.
Battery of a staff member	A student commits battery if they knowingly without legal justification by any means (1) causes bodily harm to a staff member or (2) makes physical contact of an insulting or provoking nature with a staff member. Examples include but are not limited to: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching a staff member.
Battery of a student	A student commits battery if they knowingly without legal justification by any means (1) causes bodily harm to another student or (2) makes physical contact of an insulting or provoking nature with another student. Examples include but are not limited to: deliberate hitting, pushing, poking, shoving, kicking, pinching, tripping, biting, spitting on, punching, or scratching another student.
Behavior Contract Agreement	An agreement that specifies behavioral expectations, available supports and interventions, as well as potential consequences for non compliance with specified expected behaviors. This agreement is developed collaboratively with administrator, student, parent/legal guardian and (as appropriate) other staff members.
Behavior Event	A behavior event is an incident related to school where a student caused a disruption to the learning environment. A behavior event is reported as a behavior referral by a staff member, teacher or administrator. A behavior event report is entered into the Student Information System by an appropriate staff member or administrator to document the school event and the resolution to the event. A staff member is required to notify a parent or legal guardian of a behavior event record in the Student Information System.
Behavior Intervention Plan (BIP)	The BIP targets one to three of a student's undesirable behaviors with interventions that are linked to the functions of the behavior; each intervention specifically addresses a measurable, clearly-stated targeted behavior. A BIP can include prevention strategies, which stop the behavior before it begins, as well as replacement behaviors, which achieve the same function as the disruptive behavior without causing disruption. The environment is considered, and the FBA/BIP team may determine that a change in a student's schedule or in the arrangement of their classroom is called for. In addition, the BIP provides a plan for promoting the new behavior while responding to the old behavior that is being replaced.
Bomb Threat	The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause, whether in writing, in person, by phone, or other electronic means.

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Bullying	Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1) placing the student or students in reasonable fear of harm to the student's or students' person or property; 2) causing a substantially detrimental effect on the student's or students' physical or mental health; 3) substantially interfering with the student's or students' academic performance; or 4) substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school (Board Policy 7:180). To report bullying, contact the principal of your school, or use the U-46 Website bullying reporting system at the Parent and Student U-46 web page.
Bullying based on Bias Behavior	An offense, verbal, written or symbolic in nature, committed against a person(s) or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, gender, gender orientation, religion, disability, sexual orientation, ethnicity/national origin, or other protected categories
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 they make 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 7:20).
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. Please refer to Middle School Cell Phone Guidance for middle school students. If a parent/guardian must reach a student due to an emergency, the parent/guardian may contact the school office and school personnel will locate the student.
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.

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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, by telephone, or other electronic means.
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 the offense.
Criminal Behavior	Any behavior that is considered an infraction against the law.
Cyber-bullying	Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing images, sounds, data or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, internet communications, instant, messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of 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 7:180). To report bullying, contact the principal of your school, or go to the U-46 Website bullying reporting and recourse system at the Parent and Student U-46 web page.
Demonstration and Protest	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.
Detention	A detention is assigned to a student for a period of time after or before school for 60 minutes or less. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Extended	A detention is assigned to a student for a period of time, after or before school, for 61-120 minutes. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Lunch	Recess time cannot be taken from a student as a punishment. Out-of-school suspension cannot be used as a consequence for missing a detention.
Detention-Saturday School	The student was assigned to attend a Saturday school detention as determined by the school program. Saturday school programs have duration from 60-240 minutes. Out-of-school suspension cannot be used as a consequence for missing a detention.

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Diagnostic Mental Health Assessment	An evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis.
Disruption of the learning environment	Disruption of the learning environment occurs when the intensity and the duration of the individual student behavior relative to the substantial nature of the offense does not allow learning to continue. When this occurs, it precludes the student's ability to return to the primary learning environment or significantly disturbs the learning environment of the school until a safety plan and interventions can be put in place. Behavior (including possession of toys at the elementary level) that interferes with instruction, learning and orderly environment, which includes, but is not limited to: chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc. Students retain all rights as provided for in the Individuals with Disabilities in Education Act.
Dress Code Violation	Refer to pages 26-27 in this Student Code of Conduct.
Distribution or Sale	A student has disseminated or transferred any prohibited substances with or without compensation.
Drugs, including alcohol	Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, look-alikes and substances represented as controlled substances and drug paraphernalia.
Due Process -Discipline	The process by which a student facing disciplinary action is given oral and/or written notice of the allegations, an opportunity to hear the evidence and an opportunity to respond to the allegations. Due Process is to be provided to the student prior to the implementing disciplinary measures. Note: a student that poses a danger to persons or property may be removed from the school setting immediately with the notice and hearing following as soon as possible but prior to the implementation of a suspension or expulsion.
Electronic Device Misuse	Use of communication devices, such as 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)
Elopement	Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without a parent/guardian or listed emergency contact.
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 the District determines 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

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	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	Refers to an action taken by the local educational agency of removing a child from their regular school for the remainder of the school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered "zero tolerance" even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis. There are no zero tolerance policies in U-46.
Expulsion-with Educational Services provided	Refers to an action taken by the local educational agency of removing a child from their regular school for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
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 through electronic and 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 physical contact, actual and intentional touching or striking of another person against their will, such as hitting, kicking, punching. Offenses include fighting with injuries or fighting without injuries.
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.

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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 conduct 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 based on a protected characteristic stated above (Board Policy 7:20). Also see bullying.
Hate Crime	A committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, national origin or ethnicity, religion, disability, sexual orientation, gender, gender identity, or other protected characteristic; also known as bias crime.
Hate Speech	Speech that is motivated in whole or in part by bias against an individual on a protected basis or a protected characteristic (e.g. slurs).
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	Students are required to wear and display their student ID while attending school.
Inappropriate Language	Using vulgar or abusive spoken, written or signed language, such as cursing or swearing.

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Inciting or Participating in a School Disruption	Causing a disruption to the learning environment or preventing orderly conduct in the school.
Injury	An injury refers to a bodily injury such as but not limited to: loss of use or pain to a person, wound, bruise, cut, rash, laceration, scratch, abrasion, contusion, fracture, burn, or break.
Intent	Intent, generally, means that a person's purpose is to either do or not do a particular act.
Non- Compliance	Refusing to follow a school or district policy of procedure, or refusing a reasonable request to a specific direction/ instruction of an adult through disobedience, defiance, or unruliness. 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 or refusing to allow search.
Isolated Time Out	Isolated time-out is defined as "the involuntary confinement of a student alone in a time out room or other enclosure outside the classroom without a supervising adult." (Board Policy 7:190).
Law Enforcement - Arrest	When a student commits a school related offense and a report is 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 guardian.
Law Enforcement - Referral to Law Enforcement	An action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school- related events, or while taking school transportation, regardless of whether official action is taken.
Law Enforcement - Reportable to Police	Conduct is reportable to law enforcement where the behavior offense committed is reportable to police as required by law, the incident caused harm to another person, and/or due to a concern for the safety and welfare of students, staff, and other persons on District premises or at District and school sponsored events. School District U-46 and each of the 11 municipal police jurisdictions within the boundaries of the School District have Reciprocal Reporting agreements which outline the exchange of information, between District personnel and law enforcement, related to juvenile criminal activity in and out of school, as well as school safety related reports or offenses.
Inappropriate Area/Out of Bounds	A student is considered to be in an inappropriate area and/or out of bounds when they are in a prohibited area outside of 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 but is not limited to not being permitted 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.

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Mediation - Administrator	An administrator conducts a restorative conversation with two or more parties involved in a conflict in order to resolve the conflict and restore the relationships. 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 that may be available 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	Threatening behavior that indicates possible intent to cause harm to another person. This behavior includes but is not limited to verbal or physical abuse, threatening gestures, and inappropriate physical proximity. Physically aggressive behavior is intentional and is done to intimidate and/or cause a victim to feel fearful for their safety.
Physical Contact - Inappropriate	Physical action against another – such as 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, having ingested an item, 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 their 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.

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Property Damage or Vandalism	Damage, destruction, or defacement of property belonging to the school or others. The School District is not responsible for student personal property that is brought onto District property; students bring their personal property at their own risk of theft or damage
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 Supports, Education & Work	This intervention is focused on student centered planning and goal setting at a Tier 3 level for certain 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 force, honoring their voice and vision. RENEW generates creative opportunities to wrap-around a student and help them achieve the outcomes they desire, such as high school completion, employment and post-secondary education.
Restorative Circle	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. 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.).
Restorative Conference	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.

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<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 set of practices designed 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 include the use of informal and formal processes that precede wrongdoing, those that proactively build relationships, and a sense of community to prevent conflict and wrongdoing. (International Institute for Restorative Practices).</p>
<p>Restitution</p>	<p>The act of compensating for loss or damaged property.</p>
<p>Retaliation</p>	<p>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 7:180).</p>
<p>Restraint</p>	<p>Physical Restraint - Physical restraint means holding a student or otherwise restricting their 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 7:190).</p>
<p>Robbery – with or without a weapon</p>	<p>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.</p>
<p>SAIG - Social Academic Instructional Group</p>	<p>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.</p>
<p>School Related Arrest</p>	<p>Refers to an arrest of a student for any activity conducted on school grounds, during off- campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement.</p>

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Sent Home Early	A student cannot be sent home early from school by a school official without a behavior incident that results in an out-of-school suspension as defined within this glossary, unless the parent/guardian is notified of a medical concern requiring immediate attention.
Sexting (Technology Violation)	Sexting is the act of sending sexually explicit messages or photos between mobile phones or other electronic device(s).
Sexual Behavior	<p>NOTE: Students of any gender/gender identity can be a victim or perpetrator of sexual activity, conduct or assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s). This does not include the non-disruptive: (a) expression of gender/gender identity or sexual orientation or preference, or (b) appropriate display of affection during non-instructional times.</p> <p>Sexual activity: sexual harassment; public indecency (i.e. mooning/flashing), dissemination of unclothed/sexual images; child pornography; obscenity; and knowing and voluntary: fondling, touching or penetration of the sex organs, anus, or breast of another person.</p> <p>Sexual abuse/conduct: knowing and nonconsensual, touching or fondling either directly or through clothing, of the sex organs, anus, or breast of another person.</p> <p>Sexual assault: knowing and nonconsensual sexual penetration. Sexual penetration is: contact, however slight, between the sex organ or anus of one person and an object or the sex organ, mouth, or anus of another person.</p> <p>The Criminal Code of Illinois is the direct source for information concerning terms about criminal conduct. The information provided in this section is an abridgement provided for ease of readability and should not be taken as a legal reference</p>
Sexual Harassment	<p>Sexual harassment of students is prohibited. Any person, including a District employee or agent, or student, engages in sexual harassment whenever they make 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. Basing academic decisions, affecting a student, on the student's submission to or rejection of such conduct.</p> <p>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 7:20). Sexual Harassment may, additionally, be handled as bullying.</p>

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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 continuing presence in school posed a threat to student safety or significant disruption to the learning environment.
Suspension - Out of School Suspension: More than 3 days	Out-of-school suspension for more than 3 days means that the student committed an offense and the administrator determines that other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.
Suspension - Out of School Suspension: More than 10 days	See "Expulsion"
Technology Violation	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 7:185).
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. The School District is not responsible for student personal property that is brought onto District property; students bring their personal property at their own risk of theft or damage.
Threat Assessment	A formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.
Threat-of Physical Attack without a weapon	A student commits a threat to a student, staff member, or school volunteer when the student uses language or physical actions that cause the student or 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.
Threat-of Physical Attack with a weapon	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.
Threat-of Physical Attack with a Firearm or Explosive	A student commits a threat to a student, staff member, or school volunteer when the student uses language or physical actions that cause the student to fear immediate offensive physical contact or physical harm with a firearm or explosive.

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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 more than 1% but less than 5% of the past 180 school days.
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 the District has determined 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, motorcycle, or other vehicle on school property.
Verbal Confrontation	Using vulgar or abusive spoken, written, or signed language such as cursing, swearing, or threatening a student or staff member that results in a 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/guardian is to be notified.
Weapon- Ammunition	A projectile that can be fired from a firearm, 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 or Explosive Look-alike	Any gun or explosive of any kind, loaded or unloaded, operable or inoperable, which includes any object that is a look-alike of a firearm or explosive. 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 or Explosive Device	Refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.
Weapon- Intent to use	The student has in their 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	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.
WRAP - Wrap Around Services	This intervention is focused on student and family input with a student centered team developed to support student success. WRAP, referred to as wrap around services. It 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.

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 year the Student Registration systems require parents/ guardians to acknowledge receipt of 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 Culture and Climate by using our Let's Talk communication tool or call 847-888-5000, ext. 5426.