

Students

Administrative Procedure - Student Discipline Guidelines

The intent of these guidelines is to enhance school climate, improve school discipline practices, and ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status. Data collected from Ill. school districts on student discipline is available at www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

Recordkeeping

1. Develop and implement a Cooperative-wide uniform discipline referral form that documents each of the following:
 - a. Student name
 - b. Identity of staff member making referral
 - c. Date and time of incident
 - d. Location of incident
 - e. Description of incident
 - f. Description of interventions attempted prior to incident
 - g. Description of the incident's effect on other students and/or the learning environment
 - h. Parent/guardian contact made (when, how, and by whom)
2. Maintain each of the following data related to student discipline referrals:
 - a. Race of the student referred for discipline
 - b. Gender of the student referred for discipline
 - c. Disability status of the student referred for discipline
 - d. Basis for the referral
 - e. Identity of the staff member making referral
 - f. Race of the staff member making referral
 - g. Gender of the staff member making referral
 - h. Basis for imposing or not imposing discipline
 - i. Description of discipline imposed, if any, and the rationale for its selection
 - j. Whether the referral was made to the school resource officer (SRO) or law enforcement
 - k. Basis for making the referral to the SRO or law enforcement (if applicable)
 - l. Whether there were any criminal charges filed as a result of the student's misconduct
 - m. If the student received an exclusionary consequence (out-of-school suspension or expulsion) for his/her misconduct, whether the student was offered any academic or behavior support services and, if so, which support services.

Periodic Review and Self-Monitoring

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

1. Discipline-related Cooperative policies and procedures
 - a. Such policies may include:
 - 7:20, Harassment of Students Prohibited*
 - 7:70, Attendance and Truancy*
 - 7:130, Student Rights and Responsibilities*
 - 7:140, Search and Seizure*
 - 7:150, Agency and Police Interviews*
 - 7:160, Student Appearance*

7:170, *Vandalism*

7:180, *Preventing Bullying, Intimidation, and Harassment*

7:185, *Teen Dating Violence Prohibited*

7:190, *Student Behavior*

7:200 *Suspension Procedures*

7:220, *Bus Conduct*

7:230, *Misconduct by Students With Disabilities*

7:250, *Student Support Services*

7:310, *Restrictions on Publications*

b. This review should:

- 1) Include input from all member districts. Such input may be obtained through school climate surveys, school forums, and other means as appropriate.
- 2) Ensure policies and procedures (e.g., an individual school's conduct code) have clear definitions of prohibited student conduct, especially those entailing the subjective exercise of discretion.
- 3) Attempt to incorporate alternative disciplinary measures into Board policies and procedures.
- 4) Implement a system of Positive Behavioral Interventions and Support (PBIS) or, if PBIS has been implemented, analyze and monitor its effectiveness and ways to improve it.

2. Discipline data

- a. Discipline data should be reported to the student's resident district.

Training

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

Notice

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

1. Use varied communication methods, such as student handbooks, Cooperative or school websites, posters, classroom instruction, assemblies, etc.
2. Ensure such notice is provided in an age-appropriate, easily understood manner.

3. Ensure such notice is provided in multiple languages.
4. Explain to students:
 - a. The Cooperative's discipline-related policies and procedures, including which behaviors fall into categories of misconduct.
 - b. Their particular school's discipline-related procedures and conduct codes, including which behaviors fall into categories of misconduct.
 - c. Behavior expectations.
 - d. Resources and support services available to students.

Collaboration with Law Enforcement

1. Annually train SROs on the Cooperative's discipline-related policies and procedures (if applicable).
2. Review the Cooperative's reciprocal reporting agreement with local law enforcement agencies to determine if revisions are necessary.

Resources

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

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

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

ISBE Data Analysis of Expulsions, Suspensions, and Truants by District at: www.isbe.net/research/htmls/eoy_report.htm .

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