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WPS60 MISSION STATEMENT

“Educating students for the world of tomorrow is our top priority. Through mobilization of the entire community, we will challenge, teach and inspire our students. We will provide the resources to serve each of our students, expecting excellence from all involved. We will deliver an exciting education in a safe learning environment that celebrates our diversity and similarities in a spirit of unity and respect.”

OUTREACH PURPOSE and FOCUS

To provide leadership, support, and resources to aid our district schools in remaining orderly, safe and conducive to learning through compliance and monitoring school based functions related to

The BEHAVIOR, ATTENDANCE and ACADEMIC challenges that present barriers to students in PreK-12 experiencing ongoing school success

OUTREACH STAFF

Director
Dr. Charmaine Hillary

Manager
Mr. Carlos Valadez

Residency Officer
Mr. Charles Bates
Ms. Terri Waiters

Truancy Officers
Mr. John Reeves
Mr. Thomas Coleman
Mr. Ozzie Young

McKinney-Vento Liaisons
Mr. Ulises Arenas
Mr. Latarius Woods
Mr. Todd Smith
Mrs. Nilza Martinez
Ms. Jackie Washington

This handbook is provided to assist school district personnel in understanding and implementing through best practice procedures consistent with State and local policies and procedures related to our focus areas below. The handbook provides general and procedural information along with forms that can be utilized by staff to access support services. The Protocol and Procedures Handbook will be used in accordance with District policies and serves as:

- Guide for implementing Attendance/Truancy, Behavior/Discipline, Alternative Placement (GEN ED ONLY) and McKinney-Vento (Homeless)/ Residency
- Resource guide for Professional Development
- Reference for answering questions
**WPS60 Office of Student Outreach**
**Professional Learning Community (PLC)**
**LOCATION:** Welcome Center

**AUDIENCE:** Culture and Climate Specialists, Deans, Assistant Principals, ISS Staff, Attendance Clerks, Truancy Officers, McKinney-Vento Liaisons and Residency Officers

**GOAL:** To provide school and district based staff who are responsible for behavior/discipline, attendance/truancy, homeless/residency and alternative placement (GEN ED ONLY) with professional development related to the development, implementation and monitoring of strategies to increase student behavior, attendance and academic performance short and long term.

**DURATION:** Monthly (September 2019-May 2020) 2.0 HRS

**FORMAT:** Presentation (1.0) HRS Application Exercises (1.0) HRS

**CREDIT EARNED:** TBD (in conjunction with Lake County ROE)

**September 19 - FOCUS:** The Office of Student Outreach
Provide attendees with an overview of the role and responsibilities of the office along with information sharing on each component of the office. Discussion will also address the supports available along with reviewing district policies and procedures that govern school based decision making. Protocols for engagement with the OSO will also be shared.

**October 17 - FOCUS:** Attendance/Truancy
Provide attendees with an overview of attendance and truancy guidelines related to student daily attendance. Information related to local and state laws that define school attendance parameters will be presented along with school and district strategies to increase daily school attendance through school/family/community partnerships.

**November 14 - FOCUS:** Behavior/Discipline
Provide attendees with an overview of behavior and discipline guidelines related to addressing student behaviors and administering discipline consequences. Discussion will related to progressive discipline and the district, school and community options available to insure a focus on behavior modification in and out of the classroom and school site.

**December 19 - FOCUS:** McKinney-Vento/ Residency and Alternative Placement
Provide attendees with an overview of the McKinney-Vento legislation and the implications for local school districts and communities in serving “homeless” students and their families. Discussion will also focus on program administration and the service provision mandates related to school engagement.

Discussion will also include information related to residency, alternative placement and Homebound Tutoring (GEN ED ONLY) and how the determination of enrollment within our school district is made based on age, grade, credits earned (HS only), special circumstances and geographic boundaries.
January 23 - FOCUS: The Office of Student Outreach (Refresher)
Provide attendees with an overview and updates on the role and responsibilities of the office along with information sharing on each component of the office. Discussion will also address the supports available along with reviewing district policies and procedures that govern school based decision making.

February 20 - FOCUS: School and District Based Interventions and Community Resources
Provide attendees with an overview of the available school, district and community resources available for implementation at the school level. Discussion will include sharing of “best practices” to insure opportunity for resource rich programming and initiatives in support of student engagement and school success short and long term.

March 19 - FOCUS: Data Collection, Analysis and Application
Provide attendees with the opportunity to build capacity to make data informed decisions by increasing knowledge and understanding of local and state data collection measures along with the analysis and application of quantitative and qualitative data related to student behavior, attendance and academic performance measures

April 23 - FOCUS: Behavior/Discipline and Attendance Truancy (Refresher)
Provide attendees with an overview of behavior and discipline guidelines related to addressing student behaviors and administering discipline consequences. Discussion will related to progressive discipline and the district, school and community options available to insure a focus on behavior modification in and out of the classroom and school site.

Provide attendees with an overview of attendance and truancy guidelines related to student daily attendance. Information related to local and state laws that define school attendance parameters will be presented along with school and district strategies to increase daily school attendance through school/family/community partnerships.

May 21- FOCUS: Year End Reflections and Resolutions
Provide attendees with the opportunity to review data related to their areas of responsibility in order to reflect upon the supports and strategies that were effective along with how to increase capacity for the coming school year
Section I

ATTENDANCE & TRUANCY
**Our Purpose**
To Investigate attendance matters in an effort to reduce student absenteeism, truancy, and tardiness ensuring that no student loses educational opportunities as a result of absences.

**Why Attendance Matters**
Waukegan Public School District 60 (WPS60) mandates schools to record accurate attendance, identify chronically absent students, and provide interventions to improve the attendance of these identified students.

WPS60’s goal is for every student to attend school on time every day.

To meet this goal, we have established the following objectives:

➔ Reduce chronic absence of students at every school by 10% or above
➔ Ensure that 95% of students or above attend school annually district wide
➔ Achieve Average Daily Attendance (ADA) rate of 98% at every school.

“Showing up for school has a huge impact on a student’s academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day. It's important that we all understand why attendance is so important for success in school and in life.” *(Attendance Works)*

Currently (25%) of our students are chronically absent due to excused and unexcused absences. The impact on academics and graduation rates is well documented. The fiscal impact of low attendance can be devastating and impair the district’s ability to provide needed programs and resources to our students. WPS60 is committed to reducing student absences through provision and support services to eliminate sporadic attendance regardless of the reason.

**Equity + Access = Excellence**
WPS60 STUDENT ATTENDANCE POLICY

The following summarizes the District’s policies and practices in regard to student attendance and educational or extracurricular activities affected by an absence. In the event of a conflict between Handbook language and District policy, the policy will prevail. Applicable policies include: 6010 - Attendance and Excuses; 6011 - Physical Education, Excused Absences & Repeat Courses; 6030 - Health, Eye and Dental Examination; Immunizations and Exclusion of Students; 6040 - Student Discipline; 5212 - Grading; 5223 - Driver Education; 5241 – Athletic Activities – Participation & Training.

ATTENDANCE

All school attendance policies are based on the premise that attendance is mandatory. Absence from school is a major cause of poor academic achievement. Learning is a dynamic process of students actively engaging both teachers and peers. District 60 will enforce the State of Illinois law (105 ILCS 5/26-1 et seq.) regarding compulsory school attendance. The law is specific in that the parent/guardian has the primary obligation to see that the student attends school. The law requires that schools make a good faith effort to contact parents each day that a child in Pre-K through 8th grade is absent from school. The objective of the rule is to insure that parents know that their child is out-of-school and provide them with the opportunity to take appropriate steps at home to address unexcused absence(s).

According to Article 26, paragraph 5/26-3b of the Illinois School Code, parents/guardians must provide a telephone number where they can be reached. Prior to any child’s enrollment in a public school, the School District shall notify the parents, legal guardians, or other persons having legal custody of a child, of their responsibility to authorize any absence and to notify the school in advance of, or at the time of any such absence. The District requires at least one, but not more than two, telephone numbers be submitted for purposes of this section at the time of the child’s enrollment in school; any change in telephone number should be reported to the student’s school immediately.

RESPONSIBILITIES

Both the student and his/her parents/guardians have attendance responsibilities. It is expected that the student attend each of his/her classes on a daily basis. If, on occasion, an elementary or middle school student needs to miss a portion of the day, parents must contact the Main Office of the school to which the student is assigned. At Waukegan High School (WHS) the parent must call the Main Office and State who is calling, their relationship to the student, date and periods to be missed, and a valid reason for the absence. All telephone calls reporting absences must be received at the schools by 8:00 a.m. on the following day. Notes excusing a student from school generally will not be accepted unless parents/guardians have verified with the administrator in charge of attendance that they have no telephone at their residence which could be used to timely notify the District of an absence.

EXCUSED AND UNEXCUSED ABSENCES

Each school records excused and unexcused absences.

VALID ABSENCE (EXCUSED ABSENCE)

The Illinois School Code, Section 5/26-2a, recognizes specific forms of absences as valid reasons for not attending school. The following absences are considered excused when reported by 8:00 a.m. on the following day:

1. illness;
2. hospitalizations;
3. counselor, dean, or other office appointments;
4. school related activities in which the student is a participant;
5. history of chronic health problems for which proper documentation has been filed
6. death in the family or family emergency (family vacations or special occasions do not constitute an emergency)
7. mandatory court dates;
8. observance of religious holidays or, for students between 12 and 14 years of age, attendance at confirmation classes;
9. unavoidable medical-related appointments;
10. college visits;
11. field trips;
12. tardiness, when related to a late bus, weather conditions, illness or family emergencies verified by the parent; and
13. other situations approved by the principal.

Schools may require parents/guardians to present medical documentation of physical or emotional conditions causing a student’s absence of three (3) or more days, a continuing pattern of absences, or a reasonable suspicion about the validity of a medical or physical condition exists.

The final decision for authorizing an excused absence rests with the school administration.

UNEXCUSED ABSENCES

Any absence which is not excused shall be recorded as “unexcused”. The following absences are examples of unexcused absences:

1. any fraudulent call made by someone other than the parent/guardian;
2. any absence not reported to the school’s Main Office by 8:00 a.m. the following school day;
3. tardiness due to oversleeping, car trouble, no ride to school, missing the bus or running late;
4. going “out-of-town” (which includes family vacations);
5. personal business (or student accompanies parent for personal/family business);
6. activity camps;
7. celebration parades (e.g., St. Patrick’s Day) or political marches/rallies;
8. District/State contests or other school activities in which the student is not a participant;
9. single and multiple period unexcused absences; and
10. needed at home.

SCHOOL ABSENCE(S)

A student who is absent without valid cause for an entire school day, or a portion thereof, will be considered to be unexcused absent (absent four or more class periods in a day). A student is considered to be a chronic truant who is absent without valid cause for five percent or more of the required regular attendance days. District Truant officers will offer support to students who have attendance challenges; however, the primary responsibility to see that students attend the entire school day is the parent/guardian. Truant Officer support may include phone calls to parents/guardians, home visits, parent and/or student conferences, and referrals to community resources. Court action may be recommended where needed by the Office of Student Outreach.

Waukegan Community Unit School District No. 60 schools, NOT including the Waukegan High School-Washington Campus, operate as closed campuses. Elementary, middle and WHS-Brookside Campus students are not to leave the school building at any time during school hours, including lunch periods. Students are also considered tardy if they are away from their assigned area/classroom in the school building or school property during school hours.

Any student who must be out of a particular classroom during school hours for any reason should have in his/her possession an authorized hall pass signed by a staff member or member of the administration. Students who are not following their prescribed schedule of classes and are not in possession of an authorized hall pass will be considered tardy. Students leaving the school without written authorization during lunch periods may be subject to disciplinary action and also will be considered tardy, if applicable. Students who are habitually tardy during the school day may be subject to corrective measures including, but not limited to, detentions, partial loss of credit, removal from class or removal from the school environment. Intervention with counseling and other student services will occur prior to removal from school.

ADMINISTRATIVE ABSENCES

Any classroom absences or tardiness caused by school procedure will not be counted as unexcused absences. However, students with absences due to disciplinary exclusion(s) will not be eligible for participation in extracurricular activities or school sponsored events or activities during the days/times of recorded disciplinary exclusion(s).
ATTENDANCE RECORDS
Waukegan Community Unit School District No. 60 maintains permanent attendance records for each student for a period of sixty (60) years after the student graduates, transfers or otherwise permanently withdraws from school. Educational institutions, prospective employers, the armed services or the courts may refer to a student’s attendance records at any time during that 60-year period. Therefore, a student should maintain regular attendance at school, and the parent/guardian should contact the school when the student is absent.

ABSENCES DURING SEMESTER EXAMS
Parents/guardians of students absent during final exams should contact the student’s Main Office by 8:00 a.m. on the day of the exam. Students who must be absent during the exam period may ask to take “Early Exams.” A request to take early exams should be obtained through the student’s Main Office and approved by the administration no less than one week prior to the day of exams. The student is responsible for making arrangements with the individual teachers to take exams prior to or following the exam day. Failure to do so will result in a failing grade for any examination missed and possible loss of credit.

FUNERAL LEAVES
Parents/guardians of students who are close friends of the deceased should contact the school’s Main Office notifying the school that permission is granted to allow the student to attend the funeral. Students are encouraged to visit the funeral home on the afternoon or evening prior to a funeral rather than during the school day. Students will be excused during the time of the funeral leave but will be expected to make up all work and assignments missed if required by the student’s teacher in the elementary and middle schools or the administration in the high schools.

ILLNESS/ACCIDENTS
Students who become ill or are involved in a minor accident during the school day should obtain a pass from a teacher and report directly to the school nurse. The nurse, prior to the student leaving, verifies that the student must leave school because of illness or injury. Please note that the School District is not responsible for payment of medical bills due to an injury that has occurred at the school, except in rare instances. All elementary and middle school students will be released to the parent/guardian; their designee, upon receipt of written authorization by the parent; or, if the parent/guardian cannot be reached, to the emergency contact listed in the student’s school records. High school students are not to leave the school grounds unless the nurse has contacted the parent/guardian or permission has been given by the administration.

MAKE-UP WORK
If you would like your student’s teacher to prepare work to be done at home because of your student’s extended absence, you must give the teacher advanced notice. It is difficult for a teacher to provide meaningful assignments on short notice. Please contact the school in advance to let your child’s teacher know that you would like to pick up work for your student. Make-up work as a result of an out-of-school suspension may also be picked up at your student’s school.

PRESCHOOL
If your child will not be attending school, a parent must report his/her absence by calling the school’s attendance hotline and indicate the reason for absence. Regular attendance is required in the preschool program(s). If your child has 10 consecutive, unexcused absences throughout the school year, he or she may be dropped from the program and another child from the waiting list given his/her classroom slot. Excused absences that have been called in by the parent include doctor visits, illnesses, school related meetings and a death in the family. Bus scheduling delays may also be considered excused.

PROLONGED ABSENCES
A student who will be absent for an extended period of time due to circumstances beyond the student’s control should contact the school’s Main Office to make arrangements prior to being absent. Parents/guardians of a student who will be absent for three (3) consecutive days or less due to injury, serious health problems, hospital confinement or other impending difficulties should contact the school’s Main Office each day that the student is absent to keep the school informed of the student’s progress. Parents/guardians of students who will be absent for extended periods (four or more consecutive days) should inform the school’s Main Office as well as the student’s guidance counselor in order to make arrangement for homework assignments. Periods of prolonged absence may require a medical excuse from a physician, physician’s assistant or certified nurse practitioner prior to the student returning to school, receiving tutorial services, or receiving full credit for assignments completed. A parent/guardian should contact the school nurse whenever serious or reoccurring medical problems exist.

PHYSICAL EDUCATION – EXCUSED ABSENCES
Excuse from participation in physical education is conditioned upon a student presenting an appropriate excuse from his or her parent/guardian, approval from the school principal or from a person licensed under the Illinois Medical Practice Act of 1987 as amended. Medical or religious prohibitions or other excuses as reflected in the
Excused Absence provision of this Handbook are considered acceptable excuses.

A student’s need for absence from physical education classes for three (3) or more consecutive days or a series of intermittent absences that creates a pattern of absences may necessitate that the parents/guardians present medical or religious documentation of physical, emotional or religious basis causing a student’s need for absence. If the excuse is based upon a religious prohibition, the student shall be assigned to another class, other than study hall, instead of a physical education. Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Illinois Medical Practice Act, and/or an IEP or 504 plan, excuses their participation in the physical education courses provided for children without such limitations.

High School Physical Education Rules and Regulations
- Waukegan Public Schools shall offer physical education to every student during the school year as part of the State mandated curriculum. Students are required to pass all of their physical education classes while they are in high school, unless excused consistent with Section 26-7 of the School Code. If they do not pass the physical education class offered, for one or more of the reasons outlined below, it is the student’s responsibility to take the class over in summer school or the regular school year, at the expense to the student.

1. All students are required to pass 3½ years of physical education to be eligible to graduate.
2. All students are required to pass one semester of health opposite their PE class their freshman year.
3. Students who fail Physical Education due to the lack of participation, attendance, or an invalid excuse, will be subject to a fee equivalent to the cost of a summer school course if he/she chooses to retake the failed course during the regular school year, subject to availability.
4. This policy transfers the implications of students failing to participate in PE from the District to the student and their families.
5. The cost of summer school physical education class will be determined yearly by the Board of Education.
6. All physical education students must wear a school approved T-shirt (grey or yellow) and shorts (black or purple) to PE class. Also, students must wear athletic shoes appropriate for indoor and outdoor activities while attending PE class.

Students cannot wear flip flops, open toed shoes, boots, slippers or slip on shoes to PE class. Students may wear athletic clothing with their regular uniform. However, students may not wear jackets, jeans, or street clothes while attending PE class. In the event a student fails to properly dress for PE class, a teacher will instruct the student to return to the locker room and change into proper dress. If the student fails to dress properly for PE class then the student will receive a point reduction for his/her daily score. Students may borrow uniforms at no charge in the locker room offices.

Students shall qualify for graduation when the physical education requirements are met, unless the requirement has been waived for a reason allowed by law. Physical education excuses may be available for students who are enrolled in:

1. 11th or 12th grade and: are participants in an interscholastic athletic program or need to take specific classes required for graduation or enrollment in a higher education program and failure to do so will result in an inability to graduate or denial of admission, respectively;
2. 9th -12th grades and: participate in marching band or are enrolled in JROTC;
3. 7th -12th grade and participate in interscholastic or extracurricular athletic programs;
4. 3rd -12th grade and are eligible for special education and need the class time to receive special education services, provided parent consents or the IEP team includes the course substitution in the student’s IEP.

Students with an IEP who participate in an adaptive athletic program outside of the school setting also may be excused from the PE requirement upon receipt of appropriate documentation verifying such participation.

RE-ADMITTANCE TO SCHOOL/CLASS
Elementary and middle school students returning to school following an absence should report to the Main Office for a pass to return to class. High school students should report directly to class; if the WHS Main Office received a call excusing the absence, the teachers would have been notified. Students returning to school following an absence for which the Main Office has not received a call should also report directly to class. If a student wishes to verify an absence as being excused, it will be the student’s responsibility to do so before or after school. Students absent from a particular class period as a result of being detained by a staff member should obtain a pass from the
staff member. Students returning from court must present proper documentation concerning the time of the court meeting to the school’s Main Office prior to returning to classes in order to clear the student’s attendance record.

REPORTING ABSENCES
Whenever a student must be absent from school due to circumstances beyond the control of the student, the parent/guardian should call the Main Office of the school to which the student is assigned. Students who are absent due to family trips, weddings, graduations, or celebrations should call the school’s Main Office to report the student’s absence. Students who are absent due to funerals, immunizations, college visits, hospitalization or doctors’ appointments must bring in evidence of the reason for the absence.

STUDENT PARTICIPATION
Students absent from school during the school day may not be eligible to participate in school activities such as athletic practices and events, dances, school plays, and club meetings. At the high schools, such violations could cause the forfeit of an IHSA contest or meet.

SPECIAL LEAVES
The Illinois School Code under the compulsory attendance provisions (Section 26-2a) does not recognize family vacations as a valid cause for student absence. As a result, Waukegan Community Unit School District No. 60 encourages all parents/guardians to coordinate vacation plans to coincide with those days on which school is not in session and discourages vacation plans during those days on which school is in session. Those days not approved will be considered unexcused and may result in loss of credit. Absences by students who verify they will be sounding TAPS for military honors will be excused absences.

STUDENT RELEASE FROM SCHOOL
For safety and security reasons, the prior written or oral consent of a student’s custodial parent/guardian is required before a student is released from school; (1) at any time other than the regular dismissal times, or other times when a school is officially closed, and/or (2) to any person other than the custodial parent/guardian. Parents or other person(s) authorized to pick up students early from school also are required to present themselves to the school’s office and sign the student out. Proof of identification will be requested prior to release of the student.

TARDINESS TO SCHOOL and CLASS
Parents/guardians of students arriving late to school should contact the school’s Main Office prior to the student’s arrival at school. Tardiness due to a late bus, weather conditions, illness or family emergencies that are verified by a parent/guardian will be considered excused, entitling the student to the same privileges as an excused absence. Tardiness due to running late, over sleeping, missing the school bus or failure to attend class will be considered unexcused. Tardiness due to special circumstances will be determined as excused or unexcused by the school building administration. Habitual tardiness will have a detrimental effect on student progress and may result in loss of credit or the imposition of discipline. Students must report to the school’s Main Office so that parents/guardians are aware of the time of arrival.

Students have been given an appropriate amount of time to move from one class to another during the school day and are expected to arrange their traffic patterns so that they will be in class ready to begin when the class bell rings. Students also are expected to attend all of their classes, for the full class period, each day school is in session.

WITHDRAW-FAIL/ADMINISTRATIVE TRANSFER
High school students who fail to regularly attend class(es) may be administratively removed from the class(es) with a recommendation for transfer to an alternative education District program, and issued a Withdraw-Fail (WF) grade for the class(es) from which he/she is removed. WF grades are calculated into the student’s grade point average.
Complying with the Compulsory School Attendance Law
Parents need to know that all students in Lake County Area Schools are expected to attend school every day. The Compulsory School Attendance Law states that whoever has custody or control of any child between the ages of 6 and 17 years (changed starting with the 2014-2015 school year) must send the child to a public or private day school on a regular basis.

Possibility of Referral
Parents should know that students within the compulsory school attendance age who are excessively absent or tardy may be referred to the school social worker or dean for help with school attendance. If the school dean or social worker’s efforts in working with the parents and the child are not successful, the case may be referred to the Lake County Regional Office of Education. ATD (Attendance and Truancy Division), the Lake County center for dropout prevention, will assist the school in developing new strategies and techniques for working with the child. If there is no improvement in the child’s attendance, and the school has exhausted all available resources, the school can request a truancy hearing at the Regional Office of Education. If attendance still does not improve, the case may be referred to the State’s Attorney’s Office.

Any person having custody or control of a child to whom notice has been given of the child’s truancy and who knowingly and willfully permits such a child to persist in his truancy within that school year can be fined or sentenced up to 30 days in jail on a Class C misdemeanor if they are found to be negligent.

Truant Minor in Need of Supervision
If the student is found to be a Truant Minor in Need of Supervision, they may be ordered to:
- Comply with an Individualized Educational Plan or Service Plan as specifically provided by the appropriate Regional Office of Education;
- To obtain counseling for other supportive services;
- Subject to a fine in an amount in excess of $5, but not exceeding $100, and each day of absences without valid cause as defined in Section 26-2A of the school code is a separate offense;
- Required to perform some reasonable public services work such as, but not limited to, the picking up of litter in public parks or along public highways or the maintenance of public facilities; or
- Subject to having his or her driver’s license or privilege suspended.

What is Truancy?
According to the U.S. Department of Education's Manual to Combat Truancy:

"Truancy is the first sign of trouble; the first indicator that a young person is giving up and losing his or her way. When young people start skipping school, they are telling their parents, school officials, and the community at large that they are in trouble and need our help if they are to keep moving forward in life..."

Statistics show that what may be "just truancy" today, can lead to:
- Potential delinquent activity
- Social isolation
- Educational failure via:
  - Suspension
  - Expulsion
  - Dropping out

Compulsory School Age in Illinois
The compulsory school age in Illinois is 6-17 years of age.

The most recent change to the Compulsory School age in Illinois took effect as of July 1, 2014. Senate Bill 1307 changes the compulsory school age from 7-17 to 6-17. It stipulates that students that turn 6 on or before September 1, 2014 are required to attend school.

The previous change to the compulsory age took effect on January 1, 2005, at that time, the compulsory school age changed to 7-17, from 7-16.
This means that any 16 yr old student that as of Dec. 31, 2004 was still enrolled in school cannot drop out until they are 17 yrs old. Subsequently, any student that is under the age of 17 cannot dropout of school until his/her 17th birthday.

**Chronic Absenteeism**

**What is Chronic Absenteeism**

Absences that total 10% or more of school days (18) of the most recent academic school year, including absences with and without valid cause including:
- Out of School Suspension of an enrolled student
- Lack of school transportation
- Health problems

**The Importance**

Research shows that chronic absenteeism is associated with higher drop-out rates, lower post-secondary enrollment and lower test scores. The impact is most profound for students from low-income backgrounds. In its September 5, 2018 report, [8 Million Students are Chronically Absent, States Report](https://www.educationweek.org/publications/8-million-students-are-chronically-absent-states-report), Education Week notes that 1 in 7 students is "chronically absent" across the country. In Illinois, 15-20% of all students fall into the category of "chronically absent."

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**TRUANCY**

**VS.**

**CHRONIC ABSENTEEISM**

![Diagram showing the comparison between Truancy and Chronic Absenteeism](chart)

**Truancy**

Counts only UnExcused Absences
- Emphasizes compliance with school rules
- Relies on legal and administrative solutions

**Chronic Abs**

Counts all absences: Excused, Unexcused, Suspensions
- Emphasizes academic impact of missed days
- Uses community based positive strategies

**Truancy**

A child who is absent without valid cause from school

**Chronic Truant:**

A child who is absent without valid cause from school for 5% (Changed from 10% in July 2011) or more of the previous 180 regular attendance days

**Truant Minor:**

A chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative
programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused

**Chronic Absenteeism in Early Grades** (*AttendanceWorks*)

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year.

Whos is Affected?
Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

❖ 1 in 10 in kindergarten and 1st grade are chronically absent. In some schools, it’s as high as 1 in 4
❖ 2 in 10 miss too much school. They’re also more likely to suffer academically.
❖ 2.5 in 10 are chronically absent.
❖ 4 in 10 miss too much school when families move.

**Why it Matters**
If children don’t show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers. Children who are absent too much (more than 10% of the time, or 18 days in a full school year) do less well in first grade. For some groups the difference is even greater.

The graph shows how children who miss 10% or more school days perform much more poorly in Reading, Math, and General Knowledge.

![Graph showing chronic absenteeism in kindergarten](image)

Source: Hedy Chang, *Present, Engaged and Accounted for: The Critical Importance of Addressing Chronic Absence in the Early Grades*

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**INTERVENTIONS**

Students who exhibit chronic absenteeism require interventions to change behavior and maintain positive attendance patterns. In order for interventions to have an impact, it is important to follow a consistent protocol that is responsive to each student’s unique circumstances.

**Tiers of Intervention to Reduce Chronic Absenteeism**

**Tier 1 (0-3 abs)** = students whose good attendance could be maintained and cultivated as long as the universal, prevention-oriented supports are in place.

**Tier 2 (3-6 abs)** = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g. a chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

**Tier 3 (10+ abs)** = students with several levels of chronic absence (missing 20% or more of school during the first month of school) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).
# Chronic Absenteeism Intervention Flow Chart

<table>
<thead>
<tr>
<th>Student with......</th>
<th>Any instructional day ABS (Foundational Interventions)</th>
<th>3 ABS</th>
<th>6 ABS</th>
<th>9 ABS</th>
<th>10+ ABS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phone call to Parent/Guardian</td>
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<td>Document Reason for Absence</td>
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<tr>
<td></td>
<td>Enter appropriate Absence code in Infinite Campus</td>
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<tr>
<td></td>
<td>Verify and update all contact information in Infinite campus</td>
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<tr>
<td></td>
<td>Refer to Foundational Interventions</td>
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<tr>
<td></td>
<td>Teacher phone call to Parent/Guardian</td>
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<td></td>
<td>Attendance Auto Dialer notification</td>
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<td></td>
<td>HERO monitoring system (PBIS)</td>
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<td></td>
<td>Notify building administrator</td>
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<td></td>
<td>Refer to Foundational Interventions</td>
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<tr>
<td></td>
<td>Notify nurse if absence are health related</td>
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<td></td>
<td>Generate and mail Attendance Letter</td>
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<td></td>
<td>Notify building administrator</td>
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<tr>
<td></td>
<td>Administrator Conference w/ Student (PLP)</td>
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<td></td>
<td>Refer to Foundational Interventions</td>
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<tr>
<td></td>
<td>Administrator conference with Parent/Guardian</td>
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<tr>
<td></td>
<td>Develop and monitor Attendance Improvement Plan</td>
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<td></td>
<td>Refer to Foundational Interventions</td>
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<tr>
<td></td>
<td>Review prior absence data to determine if a pattern exists</td>
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<tr>
<td></td>
<td>Monitor student</td>
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<tr>
<td></td>
<td>Refer to TRUANCY <em>(see Chronic Absenteeism Referral process)</em></td>
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</tbody>
</table>

**When can I drop a Chronically Absent student?**

You may **NOT** drop a student for chronic absence. Regardless of the number of days absent (consecutively or otherwise), students may only be dropped after contacting the Office of Student Outreach.

**Things a School Can Do to Improve Attendance**

- Make students and parents or guardians feel welcome at school and school events.
- Forge relationships with local businesses where youths may congregate when truant so those business owners encourage students to go back to class.
- Don’t provide the temptation for youths to become truant by keeping campus closed during lunch and breaks
- Reward and recognize good attendance.
- Make school a place where students feel safe from harm and harassment.
Chronic Absenteeism Referral Procedures

Prior to requesting the support of a Truant Officer, a Chronic Absenteeism Prevention Measures document must be completed along with a Chronic Absenteeism referral. The school must have documented their earnest effort to resolve the Chronic Absenteeism and list all interventions (check and connect, rewards, counseling referrals, etc…) attempted so that Truant Officers do not repeat your work. Once the school has exhausted these measures, they must follow the procedures below: (All forms needed can be found on Inside Edition Outreach Forms)

1) All request for Truant Officer support, must be submitted by email to the Manager of Student Outreach and include specific information on prior interaction/interventions. Truant Officers will NOT accept cases given to them directly.

2) The Manager will distribute the referral to the Truancy Officer assigned to a specific building.

3) Truant Officers will acknowledge receipt of the referral via email to the Manager of Student Outreach and to the original person submitting the case. If the original person submitting the case has not received a response within 48 hours, they must contact the Manager of Student Outreach.

4) The Truant Officer will update the Manager of Student Outreach and the original person submitting the referral via email as to the status of the referral.

5) Once a Truant Officer is assigned a specific student, they are part of their caseload for an entire school year. Any additional request pertaining to that student will be assigned to the same truancy officer.

Principals may contact us if they have any questions and/or concerns.

“Chronic absence” - absences that total 10% or more of school days (18) of the most recent academic school year, including absences with and without valid cause and out-of-school suspensions for an enrolled student.
Section II

BEHAVIOR & DISCIPLINE

“The time is always right to do what is right.”
-Martin Luther King Jr.
The Purpose

To prevent and address behavior and discipline matters to ensure that all students are afforded due process rights

WPS60’s goals:
  • 50% reduction in overall suspensions district-wide
  • 100% reduction in districtwide expulsions Pre-K – 8 and a 75% reduction in districtwide expulsions grades 9-12
Senate Bill 100

Senate Bill 100 was passed in the Illinois Senate January of 2015. The bill seeks to address the causes and consequences of the “school-to-prison pipeline.” by legislating disciplinary guidelines for both public and charter schools. Senate Bill 100 explicitly requires that schools minimize exclusionary discipline practices such as suspension and expulsion, while increasing use of alternatives to suspension.

Below are brief summaries of the key elements of SB100, as applicable to public schools.

- Elimination of “zero-tolerance” policies. Schools will no longer be allowed to use policies that require suspension or expulsion in response to particular student behaviors, unless required by federal law or state code.
- Suggestion to create a memorandum of understanding with local law enforcement agencies that clearly define law enforcement’s role in schools.
- Tighter restrictions on the use of exclusionary discipline consequences. Out-of-school suspensions of longer than three days, expulsions, and disciplinary referrals to alternative schools can only be used when all other appropriate and available disciplinary interventions have been exhausted, not as a punishment for misbehavior.
- Focuses on meeting student needs and addressing the root causes of disciplinary issues. Students that are suspended out of school for longer than four days must be provided appropriate and available support services.
- Promotes proven disciplinary alternatives in place of exclusionary discipline.
- Promotes improved professional development for school officials and staff. Districts are recommended to provide ongoing professional development to all school officials and staff members on:
  a. The adverse consequences of school exclusion and justice-system involvement,
  b. Effective classroom management strategies,
  c. Culturally responsive discipline, and
d. Developmentally appropriate disciplinary methods that promote positive and healthy school climates.
- School districts must also create a policy for re-engaging students returning to school from suspensions and expulsions.
- Schools are required to provide suspended students with the opportunity to make up work they missed for equivalent academic credit.
- Ensures greater transparency and accountability to parents/guardians. Schools are required to:
  a. Create a parent-teacher advisory committee, to develop with the school board policy guidelines on pupil discipline,
  b. Give parents/guardians more information about why their children are being excluded from school and why the particular length of exclusion was chosen.
- Eliminates disciplinary fines and fees. Students can no longer be charged monetary fines or fees as a disciplinary consequence.
- Holds charter schools and traditional public schools to the same standards by eliminating the exemption of charter schools from school discipline regulations.
STUDENT RIGHTS AND DISCIPLINE

Pursuant to the Illinois School Code, the District has developed policies concerning student rights and discipline, including the suspension, expulsion and stayed expulsion of students. These policies address student discipline generally and specifically and take into consideration procedural safeguards mandated for students eligible for special education. The purpose of all such policies is the furtherance of an educational program which fosters a fair, secure, and stable environment for learning. Policies addressing student discipline and conduct apply to all programs sanctioned by Waukegan Public Schools, pre-kindergarten through high school. Both the home and school partner with each other in the education of a student. If a student demonstrates behavioral concerns, parents/guardians should immediately contact the student’s teacher to discuss the matter. When parents/guardians work together with the school many student behavioral concerns resolve themselves.

For your convenience, we are providing this brief summary. A complete set of policies are or will be available on the District’s website (http://www.wps60.org) under “School Board” and also may be requested from the Main Office of your child’s school.

At all times, student discipline shall be based upon the behavior and attitude of the student and shall take into consideration the provisions of a behavior intervention plan, if applicable. Corporal punishment is prohibited as a disciplinary measure and includes: slapping, paddling, prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include the use of reasonable force necessary for the protection of the student or others, to gain compliance with a direction to leave an area, or for purposes of self-defense. Disciplinary action shall not be taken in whole or in part based upon a parent’s/guardian’s medical decision(s) for a student, including a decision to refuse psychotropic or psycho-stimulant medication for his or her child. All certificated staff, additionally, shall attend in-service training(s) at least once every two (2) years addressing the best practices in the identification and treatment of attention deficit disorders (ADD and ADHD), non-aversive behavioral interventions in schools, and the use of psychotropic or psycho-stimulant medication for school aged children. The District shall make reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers and staff on the adverse consequences of school exclusion and justice system involvement, effective classroom management strategies, culturally responsive discipline and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

DISCIPLINE INFRACTIONS

The District, consistent with Policy 6040, has established a comprehensive listing of behaviors which are inappropriate to the learning environment. Infractions include misbehavior, absenteeism and excessive tardiness or truancy. This conduct can be disruptive and may interfere with the rights of the other students to enjoy a safe and supportive educational experience. In many cases, the conduct could cause injury or be harmful to others and possibly the offending student. The school prohibits inappropriate behavior which is not conducive to education. In most cases, graduated punishments are listed for each offense such that the most stringent penalty typically is not imposed for a first occurrence. The intent of this progressive discipline policy is to provide the students with an opportunity to learn from mistakes and to correct their behavior. Graduated punishments generally move from warnings through counseling or other restorative measures to in-school suspensions, out-of-school suspensions and finally expulsion or stayed expulsion, when applicable. On the other hand, by creating multiple occurrence categories, the Board does not intend to encourage or condone multiple occurrences of the same offense. Therefore, under certain circumstances when the gravity of the offense is severe or causes injury/damage, the Administration is permitted to increase the consequences of an offense based on its severity. This increase of penalty is intended to be the exception and not the rule.

The discipline policies consider the age, grade level and cognitive ability of the student, as well as the gravity of the offense. Student discipline generally may be imposed up to one year following the date school officials learn of the misconduct; provided the student was enrolled at the time of the alleged misconduct. This time frame may be extended for Level 2 infractions when extenuating circumstances interfered with the District’s ability to act within the one year time frame. Disciplinary consequences which have not been served by the end of the current school year may carry over into the next school year, unless the carry-over is waived by the Superintendent, for good cause.

*The discipline policies are reviewed annually and revised when needed. The effective dates for the discipline policies enforcement are the first day of school through the day preceding the first day of school for the following school year. We encourage your support of the discipline policies because its purpose is the preservation of student and school safety and quality educational experiences for all of our students.

School administrators have the right, based on referrals or discipline issues, to prohibit student(s) from participating in or attending after school or extracurricular activities, including graduation, prom, or athletic events; being on school property,
including transportation; or attending off campus school sponsored activities related or unrelated to a classroom assignment. In the event of a classroom assignment, administrators have the right to provide an equitable alternative that has been approved by the classroom teacher.

Under the Parental Responsibility Law, 740 ILCS 115/1 et seq., parents/guardians may be liable for actual damages up to $30,000 for the willful or malicious acts of minors who reside with them and who cause personal injury or property damage plus the prevailing plaintiff’s reasonable attorney’s fees and costs. Acts of vandalism which cause damage to school grounds or property provide a basis for the School District or others to seek judicial remedies under this law.

SCHOOL JURISDICTION
The discipline policies apply whenever student misconduct is reasonably related to school or school activities. This includes conduct which occurs: on or within sight of school grounds, at any time; at all off campus school related activities or events or events reasonably related to school; while traveling to or from school or school related activities or events; or anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that reasonably may be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. “School grounds” includes modes of transportation to school or school activities, school bus stops, and any public way within 1,000 feet of the school, as well as school property itself.

STUDENTS AT RISK FOR AGGRESSIVE BEHAVIORS
In keeping with the District’s commitment to maintain a safe and supportive educational environment, certain behaviors may cause a student to be identified as at risk for and in need of early intervention in order to provide the student with better options and coping skills in the school environment. Early intervention efforts may include, but are not limited to: parents/guardians, student, administrator conference; counseling; participation in group activities designed to address behavior concerns (e.g., conflict resolution training, social skills, and/or problem solving skill development; or referral to IPST). In every instance of student misconduct involving an at risk behavior, the student’s parent shall be notified of the occurrence and that the behavior is believed to put the student at risk for engaging in aggressive behaviors in the future.

Students who engage in misconduct that constitutes aggressive behavior, e.g., fighting, creation of fire hazards, battery, sexual molestation, vandalism, or use of a weapon, may also benefit from similar intervention efforts, as deemed appropriate by the District staff responsible for student discipline.

BIAS-RELATED INCIDENTS, HARASSMENT, & BULLYING
Bullying, bias-related incidents, and/or harassment of any nature, including sexual harassment, is prohibited. This includes incidents on the basis of the actual or perceived race, color, religion, gender, gender identity or gender expression, sexual orientation, national origin, ancestry, age, marital status, disability, sexual orientation, gender related identity or expression, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. Additionally, no student or teacher shall be subjected to bullying, bias-related incidents, and/or sexual harassment: i) during any school-sponsored education program or activity; ii) while in school on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school sanctioned events or activities; or iii) through the transmission of information from a computer, a computer network, cell phone, social networking, or other similar electronic equipment.

A student who feels that he/she is being bullied, sexually harassed, involved in a bias-related incident or witnesses the bullying, sexual harassment, or a bias-related incident of others are encouraged to notify school personnel so that appropriate action can be taken to address the allegations. No student shall be retaliated against for reporting or participating in the investigation of alleged bullying, bias-related incidents and/or sexual harassment. For further information of bullying, see the Bully-Level 2 definition. For further information refer to the Definition Section and District Policies: Bullying (6046), Non-Discrimination (6020), Harassment of Students Prohibited (6021) and Student Technology Usage (6043). For current data on bullying, please refer to the following link: http://www.wps60.org.

CONTROLLED SUBSTANCES, INCLUDING ALCOHOLAND MEDICATIONS
Possessing, using, being under the influence, or transferring or attempting to transfer to others any alcohol; drug-related substances; look-a-like; unauthorized prescription or over-the-counter medications; other substance whose intended purpose is to intoxicate; or apparatus or paraphernalia designed or intended for smoking, inhaling, injecting or ingesting an illegal substance is strictly prohibited. The possession or use of medical cannabis by students is prohibited in school buildings or on school property, including school transportation vehicles owned, leased or operated by the District or its agents, even if the student otherwise is a registered qualified patients.
SUSPENSIONS

Out of School Suspension (OSS)
Students may only receive out-of-school suspensions for 1-3 days per incident when the student’s continued presence in school would pose a threat to school safety or disruption to other students’ learning opportunities. Students may be suspended out-of-school for 4-10 days per incident when other appropriate and available behavioral and disciplinary interventions have been exhausted and the student’s continued 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. School administrators shall determine on a case-by-case basis whether appropriate and available behavioral and disciplinary interventions have been exhausted and shall make all reasonable efforts to resolve threats, address disruptions and minimize the length of student exclusions to the greatest extent practicable. ISS May also be imposed, as the school administrator deems necessary. We recognize that such actions may cause a hardship on the families involved for various reasons, and that fact is always considered when consequences are dispensed. However, the best interest of the District and student body as a whole is always the primary consideration.

In-School Studies (ISS)
A temporary exclusion of the student from a class or classes while present in school. The student shall be provided with class work and appropriate materials in an alternative location within the school.

10 Days OSS is consideration for expulsion where applicable and MUST be reported within 24 hours of the documented infraction to the Office of Student Outreach by the issuing school administration

EXCESSIVE SUSPENSIONS
A student who has received 21 or more days of out-of-school suspension cumulatively within a school term, may be transferred to a District alternative educational program, provided: 1) the student does not pose a safety risk to the students or staff at the alternative educational program, 2) a seat at the student’s grade level is available at the time the transfer request is approved, and 3) the alternative educational program can meet the student’s educational needs. Parents of students approved for such a transfer will be invited to a meeting with alternative school staff to discuss the student’s educational needs and determine the length of time the student shall attend the alternative school program. Parents may appeal an intra-district transfer recommendation in the same manner as allowed for appeal of any other suspension not associated with an expulsion. Excessive Suspension transfers will be implemented consistent with the procedural safeguards available to students with disabilities, when applicable.

RETENTION/PROMOTION OF STUDENTS
EXPelled FOR PART OF THE SCHOOL YEAR
Expelled students may attend summer school, if conducted, at the discretion of the School Board. Promotion to the next grade level depends upon application of Board Policy 5215, Non-social Promotion Grades K-12.

Expelled students whose expulsions have been stayed and who have attended the Regional Office of Education Safe School or other alternative program designated by the School Board, an accredited private school or home school program, and have been successful generally will be promoted to the next grade level without having to attend summer school, provided at the high school level the student has sufficient credits to qualify for the next grade level. (See also, Policy 6003, Nonpublic/Non-graded School Students, including Home School Students.).

Expelled students whose expulsions have been stayed and who have been assigned to the Safe School or another alternative placement, and have not attended regularly, or who have not been successful in the Safe School program, or other alternative program may need to attend and successfully pass either Safe School, other designated alternative program or District 60 Summer School, if offered, in order to be promoted.

LIMITATIONS ON SUSPENSION OF STUDENTS WITH DISABILITIES

A student eligible for special education services under IDEA may be suspended out-of-school up to ten (10) days cumulative in a school year to the same extent as a student without disabilities, without regard to whether the misconduct is a manifestation of the student’s disability. Additional days of out-of-school suspension may be issued in response to separate incidents of misconduct, as long as the repeated removals do not constitute a change in placement based upon a pattern of removals during the school year or an expulsion and, if a change of placement, the misconduct is determined by the student’s IEP team to be unrelated to the student’s disability.
Factors the District considers in determining if a series of suspensions, each of which is ten (10) days or under, constitutes a change of placement include: whether the removals within the series of suspensions are for conduct that is substantially similar, the length of each removal, the total amount of time the student is removed, and proximity of the removals to one another. [34 CFR 300.536(a)(2)].

Principals or their designees consult with the Department of Diverse Learners to determine if a change of placement may exist due to a pattern of suspensions.

Educational services need not be provided to the student during the first ten (10) days of removal during the school year, other than as is required or allowed for students without disabilities. However, beginning on the eleventh (11th) day of suspension, the student eligible for special education under IDEA must be provided with the services listed on the IEP to the extent determined by school administrators, in consultation with the student’s special education teacher, such that the student can continue to make progress in his or her education and IEP goals. The student’s IEP Team, additionally, must consider the need for a functional assessment of behavior and development of a behavior intervention plan or review an existing behavior intervention plan and may make other modifications to the student’s IEP as determined warranted by the team.

Students who receive an in-school suspension are to continue to receive services identified in their IEP during the in-school suspension. If they do not, the time is treated as an out-of-school suspension under IDEA solely for the purpose of determining when the student may be eligible for continuing educational services related to disciplinary removals. The same is true for students who cannot get to school due to a bus suspension. The parent/guardian and the Department of Diverse Learners must be given written notice of each out-of-school suspension. Further information regarding the discipline of students with disabilities is available from the Department of Diverse Learners.

Students with a qualifying disability under Section 504 (Section 504 Students) similarly may be suspended from school for up to ten (10) days cumulative in a school year, to the same extent as students without disabilities. Subsequent short term suspensions that are a change of placement or expulsion may occur, provided the underlying misconduct is not related to the student’s disability, as determined by the Student’s 504 team. The rights of Section 504 Students to ongoing educational services and supports after a total of ten (10) days of OSS in a school year is the same as for students without disabilities. Principals or their designees consult with the 504 Coordinator to determine if a change of placement may exist due to a pattern of suspensions.

**MANIFESTATION DETERMINATION REVIEW**

A Manifestation Determination Review (MDR) should be requested by the building administrator only if a pattern of behavior is established that constitutes a change in placement or a request for change of placement for disciplinary reasons (expulsion) is considered for a special education student (34 CFR 300.530(e) & 300.536), or a Section 504 Student (34 CFR 1004.35(a)). The MDR, which includes qualified persons and the parent/guardian, has the purpose of determining if the student’s discipline infraction which resulted in the recommendation for change of placement, was a manifestation of the student’s disability. When conducting a MDR, two questions must be answered:

1. Was the conduct in question (i.e., discipline infraction) caused by or did it have a direct and substantial relationship to the child’s disability?

2. Was the conduct in question the direct result of a failure to implement the IEP or 504 Plan?

If the answer to either of these questions is “Yes,” the discipline infraction is considered to be a manifestation of the student’s disability and further disciplinary action will not occur. However, if the answer to both questions is “No,” the student may be disciplined in the same manner as would be a student without a disability, including a transfer for Excessive Suspensions or expulsion. If the Board decides to expel the student, or an Excessive Suspension is approved, the District remains obligated to ensure the student with an IEP continues to receive educational services that enable the student to continue to participate in the general curriculum, even in another setting, and to progress toward meeting the goals set out in the Student’s IEP. The student, additionally, shall receive, as appropriate, a functional behavioral assessment and a behavior intervention plan designed to address the misconduct so that it is less likely to reoccur. Students for whom a parent challenges an MDR decision through a due process proceeding shall remain in the disciplinary placement determined by the District pending the determination of the hearing or the disciplinary period, whichever comes first.
The District is not obligated to continue to provide educational services to Section 504 Students unless such opportunity is provided to students without disabilities.

**LEVEL I AND II INFRACTIONS**

**LEVEL 1 INFRACTIONS.** Level 1 infractions are those violations of the District’s discipline policies that generally are not viewed as criminal offenses. Nevertheless, some Level 1 offenses may warrant police involvement, depending on the circumstances surrounding the misconduct e.g., forgery, in which case the police may be called for assistance and a police report may be made.

**LEVEL 2 INFRACTIONS.** Level 2 infractions are those violations of the District’s discipline policies that are generally viewed as potential criminal offenses and in addition to the disciplinary action taken by the District’s administration, a police report may be made. Level 2 infractions may result in expulsion, except that no student who is in preschool programming funded through an ISBE grant shall be subject to expulsion.

**INTERVENTION.** An intervention is a strategy to promote and encourage changes in behavior for an individual. Interventions are nonrestrictive or restrictive. Examples of nonrestrictive interventions include: Check-In Check-Out, social-emotional training, peer mediation, restoration, and time-out. Examples of restrictive interventions include: in-school suspension, out-of-school suspension, alternative placement, and expulsion. Not all behavioral interventions or disciplinary consequences will be available or appropriate for misbehavior conduct.

*Refer to Student Handbook for a detailed description of all Level 1 and Level 2 offenses.*

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<tr>
<th>Level 1</th>
<th>Level 2</th>
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<tbody>
<tr>
<td>Disrespect</td>
<td>Battery to Staff</td>
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<tr>
<td>Disruption</td>
<td>Battery to Student</td>
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<tr>
<td>Forgery</td>
<td>Bias Related Incident</td>
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<tr>
<td>Gambling/Betting</td>
<td>Bomb Threat</td>
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<td>Horseplay</td>
<td>Bullying</td>
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<td>Indecency/Obscenity</td>
<td>Controlled Substance</td>
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<td>Insubordination</td>
<td>Creation of a Fire Hazard/Chemically Induced</td>
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<td>Plagiarism/Cheating</td>
<td>Hazard/Explosives</td>
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<td>Prohibited Material</td>
<td>Explosives/Chemically Induced Hazards</td>
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<td>False Fire Alarm</td>
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<td>Gang Activity</td>
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<td>Gross Disobedience</td>
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<td>Harassment</td>
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<td>Inciting others to Violence and/or Disobedience</td>
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<td>Physical Altercation/Fighting</td>
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<td>Weapons-Non-Firearm/Firearm-Possession/Use</td>
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10 Days OSS is consideration for expulsion where applicable and **MUST** be reported within 24 hours of the documented infraction to the Office of Student Outreach by the issuing school administration.
SUSPENSION APPEALS

In the event of an incident regarding student discipline, we encourage the input of parents and guardians. Parents will receive a written notification of a suspension. A parent/guardian that questions the appropriateness of an out-of-school suspension may appeal the suspension and have the matter heard by a Hearing Officer appointed by the School Board.

Out of School Suspension (OSS) Appeal Process

To initiate an Out of School Suspension (OSS) Appeal, the parent/guardian must follow these steps:

1.) **Receive the Suspension notice from the school:** If your child has been suspended, the school must send a written notice home that describes specifically the offense against the student as well as the date, time, and location of any conference with the Principal or designated school site administration.

2.) **Complete the OSS Appeal form:** The parent/guardian must submit the OSS Appeal form to the Manager of Student Outreach at Lincoln Center Room 303 located at 1201 N. Sheridan Rd no later than (7) calendar days from the date appearing on suspension letter.

3.) **Appeal Hearing:** Once the appeal has been submitted an investigation will be conducted by the Office of Student Outreach. The parent/guardian will be given an appeal hearing date to review all supporting documentation and share their concerns.

4.) **Receive notification of the decision:** The Hearing Officer will issue a decision within 48 hours (2 school days) and the parent/guardian will be notified if further investigation is necessary. If the Hearing Officer upholds/affirms the appeal, the suspension will be removed from students records (electronic & paper). If your appeal is denied, the decision to suspend the student stands.

DUE PROCESS RIGHTS OF STUDENTS

Individual rights granted by the CONSTITUTION of the United States are granted to all people regardless of gender, race, religion, national origin, disability or other legally protected category. Students have rights as individuals, although they may not be as extensive as the rights of others. The school disciplinary procedures should not violate those rights. The essential rights involved in disciplinary procedures stem from the concept of due process. Under this concept, STUDENTS ARE ENTITLED TO:

1. Know the RULES AND REGULATIONS;
2. Be NOTIFIED OF CHARGES and provided an opportunity to respond to those charges;
3. APPEAL A DECISION about the charges to a HIGHER AUTHORITY;
4. Be represented by legal COUNSEL; and
5. Have the charges or penalties REMOVED from their records if the evidence demonstrates innocence or non-involvement.

In the administration of procedures and throughout the provisions for essential rights the student should be made to feel that his/her value as a person is not questioned. What may be questioned is the student’s behavior. Students should understand that they are expected to be responsible and accountable for their actions.
BOARD REPRIMAND

What is a Board Reprimand

- A TIER III INTERVENTION at the district level designed to address student behaviors that are escalating to potential alternative placement and/or expulsion proceedings. Behaviors can be Level I and II based on school level determination of support requested.

- Led by a BOE member and the OSO the reprimand process affords the district and school based administration along with the student and Parent/Guardian to address student challenges with a focus on a complement of support services.

- Originated and submitted at the school level based on administrative decision aligned with BOE Policy and District procedures related to progressive discipline. Documents for submission of requests are standardized for all grade levels (ES, MS and HS).

Board Reprimand Referral Procedures

Waukegan Public Schools District 60 (WPS60) Board Reprimand is a Tier III intervention put in place as a last resort for schools that have exhausted all school based resources/intervention to help their students succeed. The BOE Reprimand process is lead by a BOE member and includes the district and school based administration as well as the student and Parent/Guardian. Once the school determines that a Board Reprimand is needed, the following procedures must be followed.

1. **School:** School Administration must submit a referral for a Board of Education Reprimand with all supporting documentation required to the Office of Student Outreach. *(Referral and required documentation checklist can be found in Inside Edition, Outreach Forms)*

2. **Review:** Once the referral has been submitted, the Manager of Student Outreach will review the referral and supporting documentation for accuracy of all documents submitted.

3. **Investigation:** A meeting is scheduled with the school administration submitting the referral to discuss the referral submitted and gather evidence to determine if the process will go forth.

4. **Recommendation:** The Manager of Student Outreach submits their recommendation for approval to the Director of Student Outreach along with all their findings/evidence.

5. **Reprimand date:** The Director of Student Outreach reviews (and approves) the recommendation for a Board Reprimand, a Reprimand is scheduled and an official notice of a Reprimand date will be hand delivered to the parent/guardian of the student by an Outreach staff member.

6. **Resolution:** After the Board Reprimand, the Office of Student Outreach will monitor the student on an ongoing basis to make sure the student is meeting the expectations set forth in a report by the BOE member and the Reprimand Participants (student/families and district/school based staff). These expectations will be forwarded to the Superintendent/Board of Education by the Director of Student Outreach.
EXPULSION

A student may be suspended or expelled from attending school, participating in school-sponsored activities, being on school grounds, or from riding School District transportation for up to two (2) calendar years for acts of gross disobedience or misconduct, as set forth in District’s discipline policies. The expulsion of a student for a minimum of one year is required anytime the student is found to have brought to school, any school sponsored activity or event or any activity or event that bears a reasonable relationship to school:

1. a firearm; or

2. a knife, brass knuckles or other knuckle weapon regardless of its composition, billy club or, if used or attempted to be used, any other object to cause bodily harm, including “look a likes” of any firearm.

The time period of the mandatory expulsion is subject to modification by the Superintendent or Board. Expulsions for any other reason, including weapons offenses not covered above (e.g., use/attempted use of an object already at school or brought to school by another to cause bodily harm,) may occur at the discretion of the administration and Board, except that no student attending preschool funded through a grant from the ISBE shall be subject to expulsion. 105 ILCS 5/10-22.6(a), (d) & (k).

The Board may elect to stay an expulsion in order to allow a student the opportunity to continue his or her education in an alternative school setting. The consequence of a stay of an expulsion is that the student will be allowed to attend instructional classes but will be prohibited from participating in or attending after school or extracurricular activities, including prom, or athletic events; being on school property; or receiving transportation, other than to travel to and from academic classes. The Board, additionally, may include other conditions to a stay of an expulsion, such as prohibiting attendance at graduation or requiring that the student comply with a Discipline Conference Contract while attending classes, which would be stated by the Board at the time an expulsion is stayed. Failure to attend the alternative program will result in the stay being removed and an expulsion reinstated.

Additionally, for offenses that do not involve drugs, weapons, or serious bodily injury, the administration and parents may agree to the student’s placement in an alternative school program without need for an expulsion hearing, subject to the parents providing a knowing and voluntary written waiver of the student’s procedural due process rights and final approval by the Board. Any such agreement would stay the period of expulsion otherwise associated with the offense charged pending successful completion of the term of the agreement. If the student successfully completes the term of the agreement, the expulsion would not be placed on the student’s record but the referral for expulsion and subsequent agreement would remain a part of the record until such time as deemed appropriate to cull from the record, in accordance with the District’s regular record maintenance practices.

Students expelled for drug, weapons offenses or battery to staff are limited in transferring to other public schools until the period of expulsion has expired (105 ILCS 5/2-3.13a). Additionally, some schools may refuse to accept a student transfer if the student is subject to a suspension or expulsion for any other disciplinary reason, subject to the new school allowing alternative placement for the remaining disciplinary period. See Policy 6013 for further information.
Pre-Expulsion Hearing Referral Procedures

Once the school determines that an Expulsion is needed, the following procedures must be followed.

1. **School:** School Administration must submit a referral for a Pre-Expulsion hearing with all supporting documentation required to the Office of Student Outreach. *(Referral and required documentation checklist can be found in Inside Edition, Outreach Forms)*

2. **Review & Investigation:** Once the referral has been submitted, the Manager of Student Outreach will review the referral and supporting documentation for accuracy of all documents submitted. A meeting is scheduled with the school administration submitting the referral to discuss the referral submitted and gather evidence to determine if the process will go forth.

3. **Recommendation:** The Manager of Student Outreach submits their recommendation for approval to the Director of Student Outreach along with all their findings/evidence.

4. **Pre-Expulsion Hearing date:** If the Director of Student Outreach approves the recommendation for a Pre-Expulsion hearing, a hearing date is scheduled and an official notice of the hearing date will be hand delivered to the parent/guardian of the student by an Outreach staff member.

5. **Pre-Expulsion Hearing:** On the date of the hearing, the Hearing Officer will compile the evidence, set an expulsion hearing date *(if necessary)*, and submit findings in a written report to the School Board.

6. **Board of Education Expulsion Hearing:** At the Board of Education Expulsion Hearing, the School Board will study the report compiled by the Hearing Officer before making the final disposition of the case.

7. **Resolution:** After the Expulsion hearing, the Office of Student Outreach will monitor the student on an on going basis to make sure the student is meeting the expectations set forth by the BOE members.

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**DUE PROCESS RIGHTS OF STUDENTS**

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1. Know the RULES AND REGULATIONS;
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3. APPEAL A DECISION about the charges to a HIGHER AUTHORITY;
4. Be represented by legal COUNSEL; and
5. Have the charges or penalties REMOVED from their records if the evidence demonstrates innocence or non-involvement.

In the administration of procedures and throughout the provisions for essential rights the student should be made to feel that his/her value as a person is not questioned. What may be questioned is the student’s behavior. Students should understand that they are expected to be responsible and accountable for their actions.
INTERVENTIONS

Classroom Management vs Discipline

Classroom Management

- is proactive
- is productivity-driven
- has rewards as increased learning time
- promotes responsibilities
- produces predictable behavior

Discipline

- is reactive
- is problem-driven
- has negative consequences as punishments
- promotes compliance
- stops deviant behavior

Classroom Management Strategies

Classroom Management is about procedures becoming routines. Management can be enhanced when procedures are explained to students, modeled for students, practiced by students, and reinforced by practicing again and again. Procedures, that are learned, establish routines and routines give structure to instruction. Implementation of the following strategies leads to a positive, productive learning environment.

★ Establish a well-organized and structured classroom environment that promotes concentration, study, and learning (1)
★ Create an environment where students feel free and/or safe to make mistakes (2)
★ Design a friendly, accepting atmosphere where students and teachers treat each other with respect and mutual support (3)
★ Arrange the classroom furniture to allow the teacher quick access to each student (4) O Maintain the best air flow to keep students comfortable and alert (5)
★ Play soft music to create a calm, relaxed pace, and tone for the classroom when appropriate (6)
★ Use clarity when giving directions and deliver instruction in an organized manner to avoid confusion as confusion leads to problems and problems lead to misbehavior (7)
★ Establish communication with parents for sharing information, developing interest, soliciting help and cooperation, and creating accountability (8)
★ Get to know students as soon as possible and use their names when addressing them (9)
★ Stand at or near the entrance to the classroom and greet students upon entry (10)
★ Teach and practice housekeeping procedures (e.g., turning in assignments, homework procedures, restroom protocol, sharpening pencils, trash disposal) (11)
★ Teach expectations in a formal manner through modeling, role-playing, and repeated practice beginning on the first day of school (12)
★ State expected behaviors clearly by defining what the behaviors should look like and sound like (13)
★ Post rules and/or expectations using visual and written prompts and refer to them frequently (14)
★ Maintain a visual schedule and refer to the schedule often (15)
★ Provide verbal and nonverbal signals to remind students of rules and expectations at the beginning of a lesson or activity (16)

★ Use positive statements to reinforce desired behavior (e.g., "Great job working with your partner and completing the task on time.") (17)
★ Give sincere praise often (18)
★ Use gentle reminders to address inappropriate behavior (19)
★ Use a calm, firm voice when redirecting a student (20)
★ Utilize humor as opposed to reaction to de-escalate potential problems (21)
★ Avoid sarcasm, criticism, threats, and arguments to prevent students from feeling trapped (22)
★ Refrain from taking misbehavior personally which could impair good judgment (23)
★ Conference with a student privately when conversing about misbehavior (24)
★ Engage in active supervision by interacting with students while walking around the room and amongst the students (25)
★ Teach students self-management skills and support those who tend to struggle (26)
★ Use signals to gain or redirect attention of students (e.g., clapping pattern, playing music, raising hand) (27)
★ Assign peer partners to provide student support as needed (28)
★ Prepare students in advance on how to work in groups or with partners by explaining the expectations/procedures of the assigned task and individual roles within the group (29)
★ Alternate between active and passive activities to promote a high level of student engagement (30)
★ Have efficient transition procedures in place (32)
★ Remind students of upcoming transitions or of any changes in the schedule (33)
★ Compliment students verbally for compliance with expectations (34)
★ Provide specifically written acknowledgements to students (e.g., notes on students’ desks, comments on papers, or notes mailed to students and parents) (35)
★ Engage students in purposeful, routine tasks upon entry to the classroom (e.g., morning arrival, after lunch, after a school event, changing classes) (36)
★ Have meaningful transition activities for students when assigned tasks are completed (37)
★ Minimize interruptions while students are working on an assigned task (38)
★ Use pacing and engaging activities to eliminate boredom and frustration (39)
★ Assign classroom responsibilities and jobs to promote a sense of belonging (40)
★ Build a sense of community, teamwork, and interdependence among students (41)
★ Prepare students for an upcoming substitute by discussing expectations (42)
★ Develop a positive relationship with students to demonstrate how much you care, as students typically work earnestly to please teachers whom they respect, like, and trust (43)
★ Play a variety of music to calm, to relax, to stimulate thinking, or to signal a change in activities (44)
★ Incorporate move-around breaks and exercises into the schedule following extended seat activities (45)

**Behavioral Intervention Strategies**

An important goal in education is for all students to be successful in school and in life. Behavioral interventions are essential for providing behavioral support to those students who display challenging behaviors. Interventions lead students to improved behavior so they can achieve success. Different types of student behavior require different types of interventions. The following research-based intervention strategies are used to establish and maintain a learning climate that promotes both teaching and learning.

- **Redirection/Calming** -

  Watch for signs of student frustration and use de-escalation strategies to redirect and calm a student.

  - Be alert to triggers that lead to misbehavior (1)
  - Use a soft, soothing voice when redirecting/directing a student to focus (2)
  - Call student by name and discreetly redirect (3)
  - Intervene quickly at the first sign of a student losing control (4)
  - Use verbal or nonverbal cues to refocus a student (5)
  - Assign a task for redirection (e.g., passing out paper, running an errand, taking a note to a neighboring teacher) (6)
  - Play soft, classical background music (7)
  - Use relaxation exercises (e.g., use guided imagery, take deep breaths, perform cross-lateral exercises, count slowly, use laughter) (8)
  - Teach students to use positive self-talk (9)
  - Model and practice Give Me Ten (e.g., count forward or backwards to 10) (10)
  - Allow time for student to refocus and gain self-control (11)
  - Lead students to recognize when a problem situation might occur and what action to take (12)
● Provide a cool down area in the classroom that a student can access when needed (13)
● Allow student to take a walk with supervision (14)
● Use physical activities to relieve stress (e.g., walking fast, using clay, squeezing a stress ball) (15)

-Giving Directions-

Give explicit directions in an appropriate environment to promote student success.

● Use a signal to gain the attention of students prior to giving directions (e.g., clapping pattern, raised hand, bell ringing, music) (16)
● Face students when you address them (17)
● Give directions when you have the attention of all students (18)
● Obtain eye contact and use close proximity for struggling students (19)
● Give clear, simple directions (20)
● Give one direction at a time, dividing the task into smaller segments (21)
● Use specific information and avoid vague language so that students know precisely what to do and what behavior is expected (22)
● Write directions on the board or use visual displays to add meaning (23)
● Model directions using a visual reminder for all to see (24)
● Use a buddy system for students who need additional assistance (25)
● Have students rephrase or retell the directions to a partner to check for understanding (26)
● Encourage students to highlight or underline key words in written directions (28)
● Allow students to ask questions to clarify any misunderstandings (29)
● Avoid unnecessary talking after directions are stated and allow five seconds "wait time" for - students to comply (30)
● Repeat directions after "wait time" if needed (31)
● Include directions for procedures when students complete tasks or assignments (32)
● Give praise and positive feedback to students when explicit directions are followed (33)
● Follow up with praise and reinforcement after a task is completed (34)
● Use non-disruptive techniques such as eye contact, close proximity, or a note for a non-compliant student to enforce following directions (35)
● Follow through with a mild consequence for non-compliance to directions (36)

-Discipline/Consequences-

Address misbehaviors to increase appropriate behaviors.

● Take proactive steps to establish a positive classroom climate (37)
● Clearly define expectations and motivate students with positive reinforcement (38)
● Teach rules and procedures (39)
● Plan and inform students of consequences that relate to misbehavior (40)
● Teach students to take responsibility for self and actions (41)
● Follow through with consistent consequences in a timely manner (42)
● Communicate the classroom behavior plan to students and parents (43)
● Deal with misbehaviors promptly, fairly, consistently, and equitably (44)
● Use I messages to let students know what is expected (e.g., "Linda, I need you to put the book inside your desk.") (45)
● Avoid using threats (46)
● Identify significant others with whom the child is successful and involve them in working with the student to reach a behavior goal (47)
● Report serious infractions to campus administrator (48)
● Initial corrective interventions could include: (49)
  ○ proximity (49A)
  ○ quiet redirection (49B)
  ○ private nonverbal cues (49C)
○ verbal reminders (e.g., "Beverly, remember to __") (49D)
○ directives (e.g., "Sam, I need you to.") (49E)
○ repeated practice (e.g., If a student uses inappropriate vocabulary, makes unsuitable choices, or interrupts unnecessarily, talk about how the acceptable behavior would look and sound and have student practice the action.) (49F)

- Consequences that occur after warnings are given might include: (50)
  ○ loss of privilege (50A)
  ○ time of silence (50B)
  ○ correct inappropriate action (e.g., “Martin, please go back and walk down the hallway.”) (50C)

**RESTORATIVE PRACTICES**

**What are Restorative Practice?**

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

**Restorative Practices:**

- Address and discuss the needs of school community
- Builds healthy relationships between educators and students
- Resolves conflict
- Holds individuals and groups accountable
- Repair harm and restore positive relationships
- Reduces, Prevents, and Reduces harmful behavior

**Restorative language:**

- encourages positive interaction.
- uses “I” statements to remain nonjudgmental
- gives the speaker positive feedback through empathetic listening
- encourages him/her to speak using restorative questions.

**Types of Restorative Practices**

**Restorative Justice**

- an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals.
- focuses on righting a wrong committed and repairing harm done.

**Community conferencing**

- A practice that provides students and educators with effective ways to prevent and respond to school conflict.
- Community conferencing involves the participation of each person affected by the behavior and allows all stakeholders to contribute to the conflict resolution process.

**Community service**

- Allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.

**Peer juries**

- Allow students, who have broken a school rule, and trained student jurors to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused.

**Circle process**

- A versatile restorative practice that can be used proactively, to develop relationships and build community, or reactively, to respond to wrongdoing, conflicts, and problems.
- Can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an
opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives.

- Can also be used to celebrate students, begin and end the day, and discuss difficult issues.

Preventative and post-conflict resolution programs

- Provide students with problem-solving and self-control skills.
- Teach young people how to manage potential conflict, defuse situations, assuage hurt feelings, and reduce any inclination to retaliate after a conflict.
- Walk students through their emotions in the presence of one another and guide them through a team process of addressing the issues that gave rise to the conflict in the first instance. Because conflict resolution addresses and works to resolve the root causes of conflict, it helps prevent future incidents from occurring.

Peer mediation

- Trains students to help other students resolve differences.
- Recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.
- Shown to reduce discipline referrals, violence rates, and suspension rates.

Informal restorative practices

- Small ways educators and other school personnel can influence a positive environment.

Social-emotional learning (SEL)

- Teaches skills such as “recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.”

Why it Matters

Research shows that removing youth from their learning environment for extended periods of time is not an effective way to manage student behavior. The American Psychological Association (APA) Zero Tolerance Task Force, after evaluating school disciplinary policies for 10 years, concluded that zero-tolerance policies fail to do what they were designed to do: they do not make schools safer.

The zero-tolerance approach:

- Has created a school-to-prison pipeline, endangering educational opportunities and making dropout and incarceration far more likely for millions of children and youth across the country
- Hurts the relationship between teachers and students
- Doesn’t help students address their issues which include:
  - Academic Difficulties
  - Truancy
  - Acting out
  - Psychological Trauma and Mental Health Consequences
  - Dropping Out or Being Pushed Out of School

Behavior improves and students succeed when young people are in challenging and engaging classrooms and welcoming, nurturing schools. Restorative practices offer an evidence-based, positive way forward for ending the out-of-school suspension crisis, which affects an estimated 3.3 million students who are suspended and miss school time each year. Out-of-school suspensions have a disproportionate impact on students of color and students with disabilities.

Restorative practices can serve as an alternative to suspensions and expulsions and be used to improve school climate, foster healthy relationships between educators and students, decrease disciplinary disparities, engage students and families, support social-emotional learning, and promote accountability and two-way communication. When the culture and climate of the school is improved, students become more engaged, which results in improved attendance, fewer classroom disruptions, higher academic performance, and increased graduation rates.
Section III

McKinney-Vento & Residency

“A man who lives everywhere lives nowhere.”
- Marcus Valerius Martial
What you Need to Know About the Illinois McKinney-Vento Homeless Education Program

Many families/students do not identify themselves as living in a homeless situation because they do not think of themselves as homeless or are too embarrassed. But if students are to receive support from Mckinney-Vento Homeless Education Program, it is essential for the district to make sure that personnel (including enrollment staff) are aware of the potential signs of homelessness.

Homelessness

- a lack of permanent housing resulting from extreme poverty.
- Preschool children, migrant children, and youth whose parents will not permit them to live at home or who have run away from home (even if their parents are willing to have them return home) may be identified as homeless.
- Only 33% of students experiencing homelessness live in shelters.
- Most students share housing with friends or relatives or stay in motels or other temporary facilities.

### Common Signs of Homelessness

#### Social and Behavioral Cues

- Change in behavior
- "Old" beyond years
- Protective of parents
- Poor/short attention span
- Poor self-esteem
- Difficulty or avoidance of making friends
- Difficulty trusting people
- Need for immediate gratification

#### Transportation and Attendance Problems

- Erratic attendance or tardiness
- Inability to contact parents
- Numerous absences
- Avoidance of class field trips

#### Reactions/Statements by Parent, Guardian, or Child

- Anger or embarrassment when asked about current address
- Mention of staying with grandparents, other relatives, friends, or in a motel
- Comments such as:
  - “I don't remember the name of my previous school.”
  - "We've been moving around a lot.”
  - "Our address is new; I can't remember it" (may hide lack of a permanent address).
  - "We're going through a bad time right now."

#### Lack of Continuity in Education

- Attendance at many different schools
- Lack of records needed for enrollment
- Gaps in skill development

#### Poor Health/Nutrition

- Lack of immunizations and/or immunization records
- Unmet medical and dental needs
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)

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- Inability to contact parents
- Numerous absences
- Avoidance of class field trips

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  - "Our address is new; I can't remember it" (may hide lack of a permanent address).
  - "We're going through a bad time right now."

#### Poor Hygiene

- Wearing the same clothes for several days
- Lack of shower facility or washers to stay clean

### Who are Homeless Children and Youth?

Before schools can be certain they are complying with legislation related to educating students experiencing homelessness, they must understand who can be considered homeless. The McKinney-Vento Act (Section 725) defines “homeless children and youth” (school-age and younger) as:

Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
  - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate
accommodations. --
  ○ Living in emergency or transitional shelters.
  ○ Abandoned in hospitals.
  ○ Awaiting foster care placement.

● Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

● Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

● Migratory children who qualify as homeless because they are living in circumstances described above.

● The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include runaways living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing; children and youth denied housing by their families (sometimes referred to "throwaway children and youth"); and school-age unwed mothers living in homes for unwed mothers because they have no other housing available.

In determining whether or not a child or youth is homeless, consider the relative permanence of the living arrangements. Determinations of homeless ness should be made on a case-by-case basis.

Rights of Homeless Students

Public schools in Illinois (including charter schools) are mandated by the McKinney-Vento Homeless Education Act to provide students (children, youth, and youth not living with a parent or legal guardian) experiencing homelessness with equal access to the same free and appropriate educational opportunities as students who are not homeless. A student is considered "homeless" if he or she is living:

● In a shelter;
● Sharing housing with relatives or others due to loss of housing, economic hardship, or domestic violence;
● In a motel/hotel, campground or park, at a train or bus station, in a car, or in an abandoned building or similar situation due to lack of alternative, adequate housing; or
● Temporarily housed while awaiting DCFS foster care placement.

All homeless students have the right to:

Stay in:
The school he/she attended when permanently housed (school of origin); or The school in which he/she was last enrolled (school of origin).

Transportation services: A homeless student attending his/her school of origin has a right to transportation to go to and from school as long as he/she is homeless or, if the student becomes permanently housed, until the end of the academic year. School staff shall inform the family (parent/guardian/unaccompanied youth) of transportation services to and from school and school related activities.

Enroll in: Any school that non-homeless students living in the same attendance area in which the homeless child or youth is actually living are eligible to attend. A school must immediately enroll homeless students even if they lack health or school records, proof of guardianship, or proof of residency.

Remain enrolled in his/her selected school for as long as he/she remains homeless or, if the student becomes permanently housed, until the end of the academic year. A consistent instructional environment promotes academic success for students.
Participate in tutorial/instructional support programs and receive fee waivers, free uniforms and school supplies, low-cost or free health referrals, and/or other support services.

Dispute Resolution: If the student/family or an interested party disagrees with school officials about the fair treatment of a homeless student, a complaint may be filed with the local homeless liaison. The school or district must refer the party to free or low-cost legal services for help. During the dispute, the student must be immediately enrolled in school and provided with transportation (as necessary) until the matter is resolved.

Comparable Services
Each homeless student or youth shall be provided services comparable to services offered to other students in the school selected, such as:

- Preschool programs
- Transportation services
- Educational services for which the student meets eligibility criteria such as ELL or special education programs
- Programs for at-risk students
- Programs and courses for talented and gifted students
- School nutrition programs
- Title I services
- Before and after-school programs
- Tutoring programs
- Summer school programs
- Online learning
- Extracurricular activities
- Drivers Education

Dispute Resolution Guidelines

(A summary of ISBE Homeless Student Dispute Procedures, effective 12-15-05)

Disputes may arise between a school district and a homeless student or homeless parent/guardian regarding, among other things, enrollment or transportation. At such a time, the school district liaison immediately becomes involved, and the district must follow a procedure that includes these steps:

District Level:
➢ Immediately enroll the student(s), even without records, and arrange for transportation and other appropriate services.
➢ With the liaison's help, have a discussion with the parent/guardian or youth to see if more information can clear up the issues. If not:
➢ Send the parent/guardian or youth a letter clearly explaining the district's position, making referrals to free/reduced cost legal help, and outlining the dispute resolution procedure.
➢ Also send a copy of the letter to the ROE Superintendent and the State Coordinator.
➢ Refer the family or youth to the ombudsperson appointed by your ROE.

ROE Level:
➢ The ombudsperson shall
  • Be fair and impartial;
  • Be familiar with the educational rights and needs of homeless children;
  • Promptly schedule a meeting within five school days, if possible, and inform all parties.
➢ The meeting must allow for a complete presentation of all relevant facts by all parties.
➢ The family or youth should be allowed to be assisted by a knowledgeable legal representative.
➢ Promptly after the meeting, the ombudsperson shall give the parties the decision in writing and inform them that they can have the State Coordinator review compliance with McKinney-Vento and the Illinois Homeless Education Act.
ISBE Level:
➢ Either party may send such a request to the State Coordinator within five school days, including any documentation related to the proceeding.
➢ No later than 10 days after receiving the request, the State Coordinator shall make a recommendation to the State Superintendent of Education regarding the ombudsperson’s decision.
➢ Within 10 days of receiving the above recommendation, the State Superintendent of Education or designee shall inform all parties of the final determination.

Homeless Liaison or Designee
The District will designate a McKinney-Vento liaison. The homeless liaison or designee shall ensure that:

- Homeless students are voluntarily identified by school personnel and through coordination with other entities and agencies.
- Homeless students enroll in and have a full and equal opportunity to succeed in schools in the district.
- Homeless families/students receive educational services for which they are eligible and referrals to other appropriate services.
- The parent/guardian of homeless students and any unaccompanied homeless youth are informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the student/youth.
- Public notice of the educational rights of homeless students is disseminated in such public places as schools, meal sites, shelters and other locations frequented by low-income families. 426–Rule (cont.)
- There is compliance with all policies and procedures and mediates enrollment disputes.
- The parent/guardian of homeless students or youth and unaccompanied youth are informed of all transportation services, including transportation to the school of origin.
- Ensures the coordination of services between the District and other homeless family service providers.
- Assistance is provided to students who do not have immunizations or immunization medical records to obtain them.
- Students are not segregated on the basis of their status as homeless.
- Programs for homeless students are coordinated with other federal and local programs.
- There is support for academic success, including credit accrual and transition to higher education.

McKinney-Vento Referral Procedures

If you suspect a student and/or family is homeless please refer them to administration and follow the procedures below:

1) **Information:** School Administration or designee must collect the following information:
   a) Names and ages of children/youth
   b) Name of school they currently attend or last school they attended
   c) Current address or type of temporary living situation (shelter, doubled-up, motel, car/park/campground, substandard housing, unsheltered, transitional)
   d) Name(s) of parent or guardians (or unaccompanied youth)
   e) Contact information for the parent/guardian/youth

2) **Referral:** School Administration must submit a McKinney-Vento referral with all supporting documentation required to the Manager of Student Outreach. McKinney-Vento liaisons will **NOT** accept cases given to them directly. *(Referral can be found in Inside Edition, Outreach Forms)*

3) **Review:** Once the referral has been submitted, the Manager of Student Outreach will review the referral and supporting documentation for accuracy of all documents submitted. The manager will then forward the referral to the McKinney-Vento liaisons for processing.
4) **Investigation:** The McKinney-Vento Liaison will review the referral and make contact with the family to determine if the family/youth is eligible for McKinney-Vento services from Waukegan Public Schools.

5) **Determination:** If determine eligible, a Program Affidavit will be issued to school administration qualifying student/family for McKinney-Vento services for the entire current school year.

*An initial McKinney-Vento certified list will be sent to all school administration in September and will be updated as needed. School administration will receive notification if*

**RESIDENCY VERIFICATION**

Schools are required to obtain proof of residence for students enrolled in the District from the person seeking to enroll the student. The person presenting proof of residence must have legal custody of the student, or if the student is special education eligible, be the student’s parent/guardian, and reside within the service areas of the District, unless an exception applies. Exceptions may apply for students who: are in foster care, homeless, participating in an approved exchange program or have reached the age of 18; have been placed by the courts or a state agency in a residential program located within the District’s boundaries; have been granted a health/safety transfer through a written intergovernmental agreement between school districts; have a written tuition agreement between the District and the student’s resident school district to support attendance in a specialized program available in the District; or whose residency is impacted by military obligations of his/her parent(s).

At the time of registration, all proof of residence must be verified by the principal, dated and signed, with a copy kept in the student’s cumulative folder for new students, kindergarten, sixth, and ninth grade. This proof of residence is necessary to comply with State law, which requires the administration to determine whether each child actually resides in the service boundaries of the District.

1. **Homeless Students.** Students whose families are suspected to be homeless should be referred to the McKinney-Vento Liaison at 224-303-3617. Documents establishing residency are not required, but the McKinney-Vento Liaison will confirm the current living situation of the family and may require proof of residency from the homeowner or lessee with whom a family has doubled up or verification of other current living circumstances, when applicable.

2. **Divorced/Separated Parents.** In cases of divorced or separated parents, residency shall be determined based on the residence of the parent who has sole legal guardianship or custody or, in instances of joint guardianship or custody, the residence of the parent who provides the student’s primary regular fixed night-time abode.

3. **Students in Foster Care.** If the residence of a student in foster care changes due to a change in placement by DCFS, a best interest determination is required to be made in regard to the district in which the student’s educational services should continue.

4. **Students Impacted by Military Obligations of Parents.** If the student’s residence changes due to the military service obligation of a person who has legal custody of the student, it is the obligation of the person who has legal custody of the student to request in writing that the residence of the student remain the same residence as immediately before the change in residence caused by the military service obligation, for the duration of the military assignment. The District, however, shall not be responsible for transportation to or from school for the student (105ILCS 5/10-20.12b (a-5). When a special power of attorney exists associated with deployment to active duty, the wishes of the parent/legal guardian regarding school enrollment will control. 105 ILCS 70/30. See also, Parents/Guardians Deployed to Active Military below.

5. **False Enrollment – Criminal Penalty.** Knowingly enrolling or attempting to enroll a student in the District when the person enrolling the student knows the student is not a resident of the District and/or knowingly and willfully providing false information regarding a student’s residency for the purpose of having the student attend the Waukegan Public Schools is a Class C misdemeanor. Additionally, the student may be barred from continued attendance and a tuition fee charged for the period of time attended if found to be a non-resident after the person who has enrolled the student is given an opportunity for a residency

**LEGAL GUARDIANSHIP/CUSTODY** Persons seeking to enroll students in the Waukegan Public Schools who are not the natural or adoptive parents of the student(s) must submit to the District at the time of registration or upon request proof of legal guardianship or, if applicable, legal custody as that term is used in the School Code.

1. **Legal Guardianship.** A certified copy of the court order granting legal guardianship of the student to a person who is not the student’s natural parent for reasons other than to access the District’s schools. When a student’s parents/guardians are divorced or separated, a certified copy of the most recent court order addressing legal
guardianship, custody and educational decision making agreements between the parents is required.

2. **Legal Custody.** Legal custody for students who are not special education eligible may be established by adults who have assumed primary care and custody of a student and are providing a regular, fixed place of nighttime abode within the District for reasons other than to access the District’s schools by completion of the ISBE/Attestation Enrollment and Residency form. A Power of Attorney or a statutory short term guardianship form indicating a transfer of care and custody for non-educational reasons also may be acceptable, subject to District review and approval. Relatives of a student who have been given custody of a child and are receiving public aid benefits on behalf of that child may submit evidence of the same to establish legal custody. 105 ILCS 5/10-20(12a).

All documentation regarding legal guardianship or caretaker custody or residency MUST be kept in the student’s cumulative folder and updated when a change occurs.

### Residency Referral Procedures

If there are any concerns with a student/families residency please follow the procedures below:

1. **Referral:** School Administration must submit a Residency Referral with all supporting documentation required to the Manager of Student Outreach. Residency Officers will **NOT** accept cases given to them directly. *(Referral can be found in Inside Edition, Outreach Forms)*

2. **Review:** Once the referral has been submitted, the Manager of Student Outreach will review the referral and supporting documentation for accuracy of all documents submitted. The manager will then forward the referral to the Residency Officers for processing.

3. **Investigation:** The Residency Officers will review the referral and conduct an investigation on student/family residency

4. **Determination:** If residency concerns are determined to be true, a certified residency letter will be sent out notifying parents of their due process rights, specific reasons why the board believes that the pupil is a nonresident of the district and include the amount of nonresident tuition owed pursuant to 105 ILCS 5/10-20.12a (a)
Section IV

Alternative Placement
(Gen Ed Only)

“Going to school is rarely a choice at all, but rather just the thing you do because everyone else does it.”

-Brian Huskie
The Purpose

To Prevent students from dropping out or leaving school prior to completion and graduation through access to in and out of district alternative school programming

Alternative School Programming

Waukegan Public School D60 (WPS60) currently offers six (6) Alternative Schooling options:

- Alternative Operations Educational Center (AOEC)
- Middle School Alternative Program (MSAP)
- Twilight
- Ombudsman (OES)
- Lake County Regional Office of Education (ROE) Safe Schools
- Homebound Tutoring

AOEC

Provides students grades 6-12 with a continuum of academic and social emotional learning support services to assist in completing and/or graduating in accordance with the criteria established by the State of Illinois and WPS60.

All students work towards achieving their learning and social emotional goals by:

- Building positive relationships with staff and fellow students
- Meeting attendance requirements
- Understanding learning goals and school-wide expectations
- Receiving and providing frequent and specific feedback
- Making connections to real world situations
- Actively participating in their learning
- Accepting diverse perspectives, cultures, and learning styles
- Communicating a belief of success

Middle School Alternative Program (MSAP) at AOEC

MSAP is self-paced, computer-assisted, and student centered educational program. The program was developed for students who are currently over aged in their designated grade levels. These students will be given the opportunity to complete middle school core classes and be exposed to high school curriculum. Students are admitted through an intake interview and review of their prior academic work. Students that have exhibited behavior concerns at their home schools will be vetted to determine if student can be successful within this educational environment. All students are referred to this program by school administrators and the district Student Outreach department.

Ombudsman (OES)

Ombudsman Educational Services provides alternative education programs for middle and high school students who have dropped out or who are at risk of dropping out of school. A flexible schedule with morning, afternoon, and in some cases, evening sessions means students don’t have to choose between life and school. Ombudsman offers academic, social and behavioral support so that students earn their high school diplomas and are prepared to make positive choices about the future.

- utilizes a number of research-based curriculum resources to deliver its instructional model. Initial and ongoing teacher-led instruction is tailored to ensure each student earns the necessary credits to arrive at graduation in accordance with his or her success plan. Ombudsman’s rigorous and relevant academic programs are accredited by AdvancED and aligned to Common Core and state-specific standards.

- offers program options customized to meet school districts’ needs for alternative education, credit recovery, dropout prevention and dropout recovery for middle and high school students who, for a variety of reasons, haven’t been successful in a traditional education setting. Some students lack the number of credits typical for their age group; some are off track to graduate due to issues such as poor attendance or academics. Students who have been suspended, expelled or adjudicated can also benefit from Ombudsman, as can those who are English Language Learners and
Ombudsman’s options offer flexible class schedules and individual support for academic, social and behavioral success so that students can progress through school to earn their high school diplomas and be prepared to make positive choices about the future.

- **Alternative Education**: Programs for students who have been suspended, expelled or adjudicated;
- **Credit Recovery**: Programs for students who lack the number of credits typical for their age group;
- **Dropout Prevention**: Programs for students who are at risk of dropping out of school;
- **Dropout Recovery**: Programs that identify, engage and re-enroll students who have already left school so they can return to earn a high school diploma;
- **Ombudsman PLUS**: Alternative education program for at-risk middle and high school students who have challenging educational and behavioral needs that may keep them from being successful in a traditional classroom setting, but who can benefit from intensive behavioral support, comprehensive wrap-around services, rigorous academics and ongoing support for students who are re-integrated into their district schools.
- **Wraparound Services**: Many Ombudsman programs offer wraparound services such as counseling and support from social workers to help students navigate challenging issues that they may face;
- **Post-secondary Preparation**: All students receive post-secondary preparation. Ombudsman students participate in college and career fairs, job shadowing, internship and mentorship opportunities, and have opportunities to perform community and volunteer service so that they experience the range of options available to them in the future.

**Lake County Regional Office of Education (ROE) Safe Schools**

The Regional Safe School Program serves disruptive students in grades 6 – 12 who have received multiple suspensions, are eligible for expulsion, or have been expelled from school in Lake County, Illinois. The students we serve often face long-term issues that influence their behavior and success in the classroom, including domestic violence, poverty, and drug and alcohol abuse.

Our goals are to provide students with techniques to improve their decision-making skills related to school, home, and community; to increase and maintain regular school attendance through twelfth grade, to enrich academic performance; and to transition successfully to traditional school, work, or other environments. Our student support services include conflict resolution and problem-solving techniques; goal development and implementation; academic study strategies; and referrals as needed for drug education and treatment programs, gang outreach and counseling services.

**Students Served**: Disruptive students who have received multiple suspensions, are eligible for expulsion, or have been expelled from school.

**Grade Level**: Sixth (6th) through twelfth (12th).

**Program Goals**: Provide students techniques to improve decision making skills related to school, home, and community; to improve student compliance with school/district discipline codes; to improve/maintain school attendance; to improve/maintain academic performance; to transfer successfully to home school/work/other alternative.

**Alternative Education Plan (AEP)**: Developed by the district, the student, the parent, and the ROE Alternative Program staff prior to the student’s enrollment in the program. The AEP outlines the student’s requirements for successful completion of and exit from the program.

**District Liaison**: Districts will identify a district administrator to facilitate the referral, authorize credit/course of study plans and student transportation, assist in developing the AEP at enrollment and transfer to home school, and confirm all school records are updated and maintained by the district.

**Curriculum**: Learning activities will follow the student’s course of study as determined at the AEP conference. The student will be presented with a combination of traditional teacher-directed classes, individualized instruction, and independent study through the use of technology delivered learning. The technology learning program will be utilized only with our high school students to meet their academic needs to recover academic credit. The high school student may receive instruction in both required and elective classes/courses.
Support Services: Includes social skills instruction (i.e., conflict resolution, decision-making skills, problem-solving skills), baseline and random drug screens, goal development and implementation, and academic study skills and strategies. Students and parents are assisted with referrals to Lake County community service agencies as needed to assist with drug education/treatment programs, Gang Outreach Program of Lake County, and individual and/or family counseling.

Course Credit: Grades and credits from the Regional Safe School Program will be accepted towards promotion/graduation by the student’s home school district.

Class Size: Approximately ten (10) to fifteen (15) students per academic team.

Instruction Time: Attendance is Monday through Friday, 8:30 a.m. – 2:30 p.m.

Staff Time: Availability is Monday through Friday, 8:00 a.m. - 3:30 p.m.

Transportation: Transportation arrangements will be made by the student’s home school district. The student will not be allowed to drive his/her own vehicle to school.

Program Review: 30-day reviews will be maintained and available for the purpose of confirming appropriateness of the AEP and program placement. This will take place at 30-day intervals to monitor student progress. The Regional Safe School Program staff will maintain regular contact with the parents/guardians and district liaison to assure the student’s optimal success.

Transition Plan: Identification of the student’s goals, activities, and time lines for a smooth transition to his/her home school, to work, or to another alternative. A conference will be scheduled with the parent(s)/guardian(s), home school district liaison, other support service representatives, and the Regional Safe School Program staff to finalize the plan.

HomeBound Tutoring
Homebound Tutoring is available only to Waukegan Public School's students. Homebound/hospital instruction program for Waukegan students who are unable to come to school for medical or other reasons. The students involved in this program have medical certification from their doctors requiring the program.

Middle School
Alternative Placement Referral Procedures

Once the school determines that an Alternative Placement Referral is needed, the following procedures must be followed.

1. School: School Administration must submit a referral for Alternative Placement with all supporting documentation required to the Office of Student Outreach. *(Referral and required documentation checklist can be found in Inside Edition, Outreach Forms)*

2. Review: Once the referral has been submitted, the Manager of Student Outreach will review the referral and supporting documentation for accuracy of all documents submitted.

3. Investigation: A meeting is scheduled with school administration and student outreach to determine future meeting dates with the school’s MTSS team in order to discuss student interventions and student progress monitoring. *(Student Outreach has provided form titled Middle School Tier 2 Intervention plan to format and model this process.)*
4. **Recommendation**: The Outreach representative submits their recommendation for Student Placement to the Manager of Student Outreach along with all their findings/evidence and proof of interventions. *(A final meeting must be held between school admin, MTSS team, and Manager of Outreach to determine next steps)*

5. **Manager Review**: Once the meeting has been completed, The manager of Student Outreach will compile all documentations/recommendations and present them to the director of Student Outreach for final approval.

6. **Determination of Placement**: The Director of Student Outreach will review all documents/recommendations and determine student placement. Outreach personnel will then make contact with the family to determine timeline for placement.

*PLEASE NOTE this referral process will take approximately 4-6 weeks to complete from the start of the initial referral for Alternative Placement.

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**High School**

**Alternative Placement Referral Procedures**

Once the school determines that an Alternative Placement Referral is needed, the following procedures must be followed.

1. **School**: School Administration must submit a referral for Alternative Placement with all supporting documentation required to the Office of Student Outreach. *(Referral and required documentation checklist can be found in Inside Edition, Outreach Forms)*

2. **Review**: Once the referral has been submitted, the Manager of Student Outreach will review the referral/supporting documentation for accuracy of all documents submitted and present them to the director of Student Outreach for final approval.

3. **Determination**: Once the referral has been approved, Outreach personnel will make contact with the family to determine timeline for placement. The student referred will be placed on a waitlist for alternative placement and remain in current school until placement is official.

*PLEASE NOTE student placement is pending based on available seats at various alternative sites. NO REFERRALS WILL ACCEPTED WITHIN GRADING WINDOWS CENTERED AROUND END OF SEMESTER GRADING. (ie Student Finals)*
Section V

FORMS
Attendance & Truancy
Behavior & Discipline
McKinney-Vento & Residency
Alternative Placement
(Gen Ed only)