

District 118 Discipline Policies, Practices, and Supports



A Partnership Committed to:

**A school where every child feels safe,
seen and supported.**

**A school where every student has the
chance to learn, grow and thrive.**

Agenda



Laws & District Policies

PBIS, Progressive Discipline, & Restorative Practices

Threat Protocols & Safety Support Plans

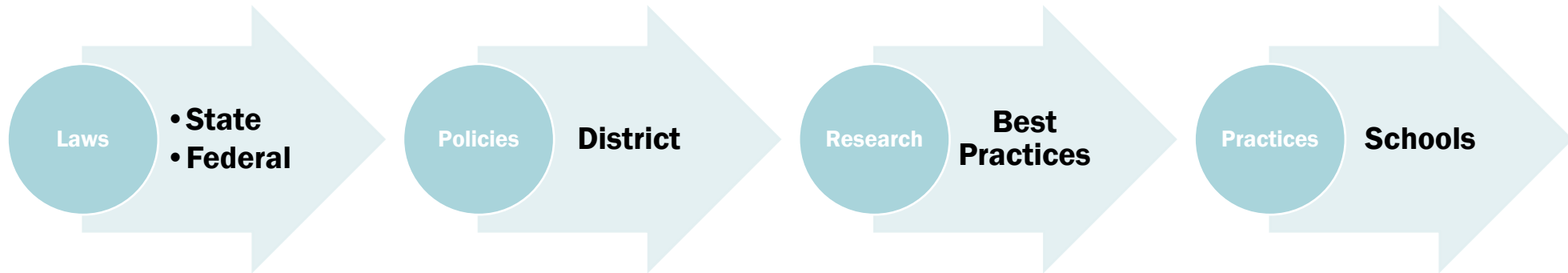
Bullying Procedures

Communication & Home-School Partnership

Continuous Improvement

Questions & Answers

Informing School Practices





State and Federal Laws

Student Behavior – State Legal Landscape

- The Illinois State Board of Education and Illinois General Assembly mandate how schools manage student behavior in Illinois.
- Student removal from school should be considered only after a school has exhausted all appropriate and available interventions in most cases (**Senate Bill 100**).
- Zero tolerance policies are prohibited (**Senate Bill 100**).

Student Behavior – State Legal Landscape

- Students cannot be denied recess except when a student poses an immediate threat to safety or during investigations and in-school suspensions (P.A. 102-0357).
- **HB3772** as introduced prohibits expulsion for grades K-2 and places restrictions on suspensions.

Student Behavior - Federal Legal Landscape



The Federal IDEA guarantees free appropriate education with individualized plans and resources for students with disabilities.

- A student with an IEP or 504 plan cannot be removed from their current placement for more than 10 school days within a school year without triggering additional protections.

Student Behavior - Federal Legal Landscape



- If a student is facing removal beyond 10 days, the school must hold a Manifestation Determination Review (MDR) to decide:
 - Was the behavior caused by or directly related to the student's disability?
 - Was the behavior a result of the school's failure to implement the IEP?
- If yes to either, the student cannot be disciplined in the same way as peers and the IEP team must adjust supports by developing or revising a Behavior Intervention Plan to address the behavior proactively.



District Policies

Board of Education Policies

- Policy 7:180 Prevention of and Response to Bullying, Intimidation & Harassment
- Policy 7:190 Student Behavior
- Policy 7:200 Suspension Procedures
- Policy 7:210 Expulsion Procedures
- Policy 7:30 Misconduct by Students with Disability
- Policy 7:250 Student Support Services



School Practices



PBIS, Progressive Discipline, & Restorative Practices

Managing Student Behavior

Commitments: A school where every child feels safe, seen and supported. A school where every student has the chance to learn, grow and thrive.

- Clear expectations and consistency
- Provide leveled supports for students
- Progressive and restorative response
- Legal compliance
- Communication with families

Positive Behavior Interventions and Supports (PBIS): Clear Expectations & Consistency

The school uses a positive behavior management system aligned with PBIS. Expectations for respect, responsibility, and honesty are taught through “cool tool” lessons and displayed in a building-wide matrix. Positive behaviors are reinforced daily with Cardinal Cards and recognized through individual, classroom, and school-wide celebrations. While PBIS emphasizes encouraging positive behavior through rewards, appropriate consequences are still applied when expectations are not met.

Tier 3

Tertiary Prevention

⌚ 5% students



Tier 2

Secondary Prevention

15% - 10% students



Tier 1

Universal or Primary Prevention

⌚ 80% of students



PBIS: Tiered Supports



Multi-Tiered Support:

Tier 1: Universal Supports

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- Schoolwide/ classroom expectations
 - SEL Standards & SEL Curriculum
 - Class/Grade-level meetings
 - Cool Tools: Behavior Expectation Lessons
 - Common Sense Media Lessons
 - Playground Expectations
 - Character Coupons – Respect, Responsibility, & Honesty
 - Safety-A-Rama: Personal Physical and Bus Safety
 - PBIS Celebrations
 - Bullying Prevention
 - Team/grade-level incentives
 - Classroom behavior systems
 - Virtual social work resources
 - Parent-teacher conferences
 - Social work / teacher referrals
 - District anonymous bullying reporting system & Safe to Help reporting systems
 - Alternative learning environment break

Multi-Tiered Support –

Tier 2: Targeted Interventions

- Student Mentoring
- Incentive Charts Behavior
- Contracts
- Attendance Check-In
- Social Work Group
- Check-in Check-out
- Peer Mediation
- Social/ Emotional counseling groups
- Social/Emotional Intervention
- Zones of Regulation Program

Multi-Tiered Support –

Tier 3: Intensive, Individualized Support

- Individual Behavior Plans
- Attendance Behavior Plans
- Daily Behavior Monitoring: Point Sheets
- Pull out Social Work Services
- Check in – Check out System
- Mentoring Behavior Conference
- Functional Behavior Analysis
- Social Developmental Study
- Community Resources



What Our Data Tells Us

Office Referral Data

- **90%** of Palos West students have received one or less office behavior referrals this year.
- **81%** of Palos West students had no office referrals.

Progressive Discipline

Progressive discipline is used to help students learn from mistakes while keeping the classroom safe, respectful, and supportive. Consequences increase gradually based on the student's behavior and needs.

The goal is to teach, not just punish. This approach gives children chances to reflect, improve, and develop better decision-making skills.



Progressive Discipline Looks Different For Every Student

Factors Considered with Progressive Discipline

- Age and developmental stage (e.g., a kindergartener's understanding and impulse control differs from a sixth grader's)
- Intent of the behavior (e.g., was it accidental, reactive, or premeditated?)
- Severity of the behavior (e.g., minor disruption vs. a safety threat)
- Frequency and pattern of behavior (e.g., a one-time incident vs. repeated occurrences)
- Prior disciplinary history (e.g., has the student received multiple warnings or interventions?)
- Student's ability to understand and follow expectations (e.g., students with IEPs or 504 Plans with identified disabilities)

Factors Considered with Progressive Discipline (Continued)

- Level of disruption or harm caused (e.g., physical injury, emotional harm, or significant interruption to learning)
- Honesty and accountability (e.g., did the student admit wrongdoing, show remorse, or attempt to repair harm?)
- Response to redirection or intervention (e.g., escalated behavior vs. de-escalation and cooperation)
- Context or external factors (e.g., recent trauma, family circumstances, or medical concerns)
- Opportunities for restorative practices (e.g., whether the behavior can be addressed through reflection, repair, and learning)

Progressive Discipline: How It Works

- Starts small: Minor misbehaviors may be addressed with a reminder or administrative conference with student.
- Builds gradually: If the behavior continues, consequences become more serious (parent contact, detention, loss of privileges or suspension).

Progressive Discipline: Early Response

- Parent contact
- Verbal reminders
- Reviewing school/classroom expectations
- Reflective activities or assignments
- Removal of distractions
- Social work support
- Peer Mediation
- Behavior Contracts

Progressive Discipline: Intermediate Response

- Detention (middle school)
- In-school suspensions
- Social work support
- Meeting with parents
- Bus Suspensions
- Daily Behavior Chart
- Loss of Privileges

Progressive Discipline: Heightened Response

- Out-of-school suspensions
- Individualized safety plans
- Alternative school placements
- Law Enforcement Referral (criminal activity)
- Expulsions



Restorative Practices



Supportive measures are strategies schools use alongside disciplinary consequences to help students learn from mistakes, repair harm, and build better skills. Instead of focusing only on punishment, supportive measures ensure discipline is educational and restorative.

Restorative Practices: Supportive Measures

**Positive
Behavioral
Interventions and
Supports (PBIS)**

**Restorative
conversations or
circles**

**Social-Emotional
Learning (SEL)
Lessons**

**Individualized
behavior plans**

**Access to school
social workers**

**Peer or adult
mentoring
programs**



Restorative Practices: Supportive Measures

Check-In/Check-Out System

Positive reinforcement systems

Opportunities to repair harm
(apologies, service, peer mediation)

Social Skills Groups

Collaborative Problem Solving with Families



Cycle of Support



Student Behavior

1. PBIS, Progressive Discipline, and Restorative Practices work together.
2. There is no singular consequence or intervention that improves student behavior.
3. Students learn Social-Emotional and behavior skills at different rates with varying levels of support.

Student Behavior

4. Action taken may not always be visible from the outside.
5. Most of how we respond, we cannot legally share based on student privacy laws.
6. We are all in this together.



Additional Safety Measures



Responding to Safety Threats

Threat Assessment



A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably observable) behaviors to identify potentially dangerous or violent situations, to assess them, and to manage/address them.

Threat Assessment: Key Steps

- Identify individual(s)/situation(s) whose behavior causes concern for violence
- Gather additional relevant information in a lawful and ethical manner
- Assess the individual(s)/situation(s) in context based on the totality of the information available
- Manage the individual situation to prevent violence and mitigate impact of harm

Threat Assessment: Levels of Threat



- Determine level of threat: low, moderate, high, imminent, direct
- Level of threat may be revised based on new information
- Level of threat is not always related to the level of consequence/disciplinary action, specifically involving incidents with weapons.

Student Safety/Support Plans

Safety/support plans developed by the school team for a student who requires significant emotional, and safety measures to be implemented at school.

Required Notification to Law Enforcement

- Board Policy 7:190 and 5:90
 - A person is in possession of a firearm on or around school grounds.
 - A person on school grounds that is involved or is suspected of being involved in a drug related incident.
 - Battery against a staff member.

New Notification Requirements

The Board of Education is amending Policy 7:190 to add the following notification requirements:

- **Any threat of gun violence on school grounds.**

Parents should speak with their children about the consequences associated with making a threat of gun violence.



Responding to Reports of Bullying

Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment



- Bullying includes cyber-bullying and means any **severe** or **pervasive** physical or verbal act or conduct including, communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

Policy 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment



- Placing the student or students in reasonable fear of harm to the student's or students' person or property;
- Causing a substantially detrimental effect on the student's or students' physical or mental health;
- Substantially interfering with the student's or students' academic performance; or
- Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by the school.

Key Indicators of Bullying



- **Intent:** The behavior is meant to hurt, humiliate, or control.
- **Repetition:** It happens more than once or has the potential to happen repeatedly.
- **Power Imbalance:** The perpetrator uses their power (physical, social) over someone perceived as weaker.

Key Impacts of Bullying



- Psychological & Emotional Impacts
 - Anxiety & Depression, Low Self-Esteem, Emotional Reactivity, and/or Powerlessness
- Behavioral & Social Impacts
 - Avoidance, Isolation, and/or Change in Habits
- Physical & Academic Impacts
 - Somatic Complaints, Academic Decline, and/or Unexplained Injuries/Belongings

Investigating and Addressing Student Behavior



- All behaviors are taken seriously and investigated thoroughly
- Behaviors that do not meet the definition of bullying are addressed under board policy 7:190 Student Behavior



Communication & Home-School Partnership

Communication Expectations for School Wide Safety Emails

Information that can be shared:

- Description of the incident.
- Description of the school district's response.
- Requests for at-home follow up.

Information that cannot be shared:

- Information that identifies the student(s) involved.
- Whether the student(s) were removed from school.
- Any information regarding disciplinary measures, including suspension or expulsion.

Communication Expectations for School Wide Safety Emails



Schoolwide Safety Emails

- Weapons, Look-alikes, Other inappropriate objects
- Lockdowns, Hold & Secure, and Evacuation
- Suspicious person on school grounds
- Local law enforcement communication

Communication Challenges

- State and federal student privacy rights laws prevent school officials from sharing student discipline information.
- Providing accurate information in a timely manner.
- Proliferation of inaccurate information, speculation, misunderstandings and rumors spread online/social media.

Increased Communication

- Dashboard on website to share monthly aggregate data on physical aggression and inappropriate contact by school.
- Student Behavior FAQ, district procedures, and policies are available on the Palos 118 website under **Resources>Student Behavior and School Safety**

Strengthening Home-School Partnership

- Routinely discuss school behavior expectations (especially "using kind words" and "keeping hands to self").
- Reinforce the concept of "See Something, Say Something."
- Immediate notify school officials of any threats of school safety
- Follow up with at-home positive reinforcement/consequences in addition to school positive reinforcement/consequences.
- Check your child's backpack daily.

Continuous Improvement

- Increase full-time social work support.
- Pilot new SEL program with more explicit instruction.
- Share student behavior data monthly.
- Implement monthly district level student behavior reviews.

Continuous Improvement

- Increase parent participation on Handbook Committee.
- Climate surveys for 4th and 5th grade students.
- Advocate for more local control.



Q&A

Palos West Parent Meeting Form



**Parent
Feedback/Suggestions**
