

**Students**

**Administrative Procedure - Student Re-Engagement Guidelines**

Actor	Action
<p>Building Principal and/or Dean of Students or designee(s), student’s teacher</p>	<p>Determine on a case-by-case basis whether a <i>re-engagement conference</i> and/or a <i>re-engagement plan</i> is/are appropriate.</p> <p>School boards must adopt a policy on the re-engagement of students who are returning from an exclusionary discipline or an alternative school. 105 ILCS 5/10-22.6(b-25), amended by P.A. 99-456, eff. 9-15-2016. See 7:190, <i>Student Behavior</i>.</p> <p>While neither a <i>re-engagement conference</i> nor a <i>re-engagement plan</i> is mandatory, one or both will advance “supporting the student’s ability to be successful in school following a period of exclusionary discipline,” from Board policy 7:190, <i>Student Behavior</i>.</p> <p>As appropriate:</p> <ol style="list-style-type: none"> <li>1. Initiate and schedule a <i>re-engagement conference</i> with the suspended or expelled student and the student’s parent(s)/guardian(s) for a time soon after the student is excluded. If the student is expelled, a second re-engagement conference may be needed before the student’s scheduled return date.</li> <li>2. Develop a <i>re-engagement plan</i> for each student who is returning from an exclusionary discipline. The plan may address each of the following, as determined on a case-by-case basis:             <ol style="list-style-type: none"> <li>a. Appropriate and available support services, if any, during the period of exclusionary discipline. For students who are suspended out-of-school for longer than 4 days (5-10 days), districts are required to: (1) provide “appropriate and available support services” during the period of their suspension, (2) determine what are the “appropriate and available support services,” and (3) document whether such services are to be provided or whether there are no “appropriate and available support services.” 105 ILCS 5/10-22.6(b-25), amended by P.A. 99-456, eff. 9-15-2016. Districts may refer students who are expelled to “appropriate and available support services.” 105 ILCS 5/10-22.6(b-25), amended by P.A. 99-456, eff. 9-15-2016.</li> <li>b. Provisions for a suspended student to continue work during an out-of-school suspension or makeup academic credit, such as completing academic work; taking tests or exams; or enrolling in an alternative education program. Districts are required to do this for students who are suspended; it is optional whether to give expelled students this opportunity. 105 ILCS 5/10-22.6(b-30), amended by P.A. 99-456, eff. 9-15-2016.</li> <li>c. Academic and behavioral re-engagement strategies and interventions, such as the following:                 <ol style="list-style-type: none"> <li>1) A plan for the student to receive tutoring (during school, after</li> </ol> </li> </ol> </li> </ol>

<b>Actor</b>	<b>Action</b>
	<p>school, at an alternative site, etc.).</p> <ol style="list-style-type: none"> <li>2) Regularly scheduled and/or impromptu meetings with counseling, guidance, or other staff members.</li> <li>3) Steps to prevent future misconduct, such as avoiding certain other students and/or situations.</li> <li>4) Ways to develop the social and emotional skills to cope with adversity.</li> <li>5) An altered schedule.</li> <li>6) A communication plan between the school and the student and his or her parent(s)/guardian(s).</li> <li>7) Completion of identified behavioral assessments, with the consent of the parent/guardian, and/or a safety plan where appropriate.</li> </ol> <p>3. Identify community resources that may help the student, such as mental health and behavioral support services and academic supports.</p>
<p>Parent(s)/Guardian(s), Student, and Building Principal or Dean of Students, or designee(s)</p>	<p>If scheduled, attend the re-engagement conference during which the following occurs:</p> <ol style="list-style-type: none"> <li>1. Help the student understand why he or she was suspended or expelled.</li> <li>2. Review the re-engagement plan, if any, and make adjustments as needed.</li> <li>3. Identify community resources that may help the student, such as mental health and behavioral support services and academic supports.</li> </ol>