

Students

Administrative Procedure - Student Re-Engagement Guidelines

Actor	Action
<p>Building Principal and/or Assistant Principal or designee(s), student's teacher</p>	<p>Determine on a case-by-case basis the type of <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), See 7:190, <i>Student Behavior</i>.</p> <p>As appropriate:</p> <ol style="list-style-type: none"> 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. 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"> 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), Districts may refer students who are expelled to "appropriate and available support services." 105 ILCS 5/10-22.6(b-25),. 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),. c. Academic and behavioral re-engagement strategies and interventions, may include the following: <ol style="list-style-type: none"> 1) A plan for the student to receive tutoring (during school, after school, at an alternative site, etc.). 2) Regularly scheduled and/or impromptu meetings with counseling, guidance, or other staff members. 3) Steps to prevent future misconduct, such as avoiding certain other students and/or situations. 4) Ways to develop the social and emotional skills to cope with adversity. 5) An altered schedule. 6) A communication plan between the school and the student and his or her parent(s)/guardian(s). 7) Completion of identified behavioral assessments, with the consent of the

	<p>parent/guardian, and/or a safety plan where appropriate.</p> <p>3. Identify community resources that may help the student, such as mental health and behavioral support services and academic supports. Note: 20 ILCS 1705/76, added by P.A. 101-45, requires the Ill. Dept. of Public Health to create and maintain an online database and resource page on its website that contains mental health resources specifically geared toward school social workers, school counselors, parents, teachers, and school support personnel. See the database at: www.dhs.state.il.us. Also, the Ill. Public Aid Code, 305 ILCS 5/5-5.23(g), amended by P.A. 101-461, eff 7-1-20, requires the Ill. Dept. of Healthcare and Family Services to restructure the Family Support Program (formerly known as the Individual Care Grant program) to enable early treatment of youth, emerging adults, and transition-age adults with a serious mental illness or serious emotional disturbance.</p>
<p>Parent(s)/Guardian(s), Student, and Building Principal or Assistant Principal, or designee(s)</p>	<p>If scheduled, attend the re-engagement conference during which the following occurs:</p> <ol style="list-style-type: none"> 1. Help the student understand why he or she was suspended or expelled. 2. Review the re-engagement plan, if any, and make adjustments as needed. 3. Engage in identifying community resources that may help the student, such as mental health and behavioral support services and academic supports.

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