



# General Policies & Practices

**Topic: Behavior Management**

**Applicable: PK-12**

**Effective Date: February 22, 2022**

**Updated: February 7, 2022**

In partnering with student's parents/guardians and family members, it is the responsibility of the entire school community to assist children in learning and putting into practice appropriate behavior. School personnel - teachers, instructional assistants, deans and administrators - are charged with preserving the integrity of the learning environment.

In managing their behavior, Irvington Community School students adopt "The Irvington Way":

**Be Respectful**—to our students, parents, staff, community

**Be Responsible**—for my learning, actions, behavior, attitude

**Be Safe**—in my choices, words, actions, life

**Be Involved**—in our classroom, school, community, world

**Be Focused**—on my academic success, test preparation, career plans, personal best

(For more information, refer to "The Irvington Way.")

Irvington Community Schools views student discipline issues as behavior management learning opportunities, which reflects our "compassionate but firm" discipline philosophy and methodology. Irvington Community Schools incorporates restorative practices to promote inclusiveness, relationship building, and a problem solving approach to student discipline. Students, staff and parents embrace restorative practice circles as a method for conflict resolution.

ICS makes these principles reality through a progressive three-step behavior management process that involves:

1. Classroom Management; 2. Restorative Practices Coaching; and 3. Parent/Guardian Engagement

## **Classroom Management**

Irvington Community School teachers are empowered to work with their students in innovative, instructional, engaging behavior management strategies and methodologies. Corrective techniques are numerous and may include conversation, verbal or nonverbal redirection, one-on-one hallway discussions, restorative chats and/or parent contact. If a student demonstrates significant misbehavior, whether involving repetitive infractions or a more serious single incident, causing a substantial disruption to the learning environment, the teacher may refer the student to the Administrative Team.

### **Restorative Practices Coaching**

Irvington Community School Administrative Teams work with students to help them understand their behavior and the negative implications through restorative practices – how it impacts themselves and others. Restorative practices engage students in the following: chats, circles, reflective writing, and apologies. Restorative practices also focus on continued reconciliation. Once restorative practices have been exhausted, in incidents that warrant punitive consequences, or when school safety is compromised, Irvington Community Administrators will refer to the Irvington Community Schools behavior matrix for appropriate consequences. Appropriate consequences, included but not limited to, in school suspension, lunch detention, community service, loss of privileges, out of school suspension, or expulsion.

### **Parent/Guardian Engagement**

What most distinguishes our behavior management methodology is our frequent communication with parents, informing them by phone calls, texts, and in-person of their students' progress towards consistently demonstrating appropriate school behavior, measures being taken, and progress being made. By partnering with parents/guardians and teachers, Irvington Community Schools Administrative Teams implement corrective behavior that stands the best chance of succeeding in encouraging students to grow in character, maximize their educational experience, and evolve into upstanding citizens.

**The following Suspension and Expulsion Procedures are adopted using the Indiana Compilation of School Discipline Laws and Regulations.**

### **Suspension Procedure**

Irvington Community School leadership teams will determine if a student's action warrants an out of school suspension.

1. **Incident Review:** A discussion among members of the administrative team will be held prior to the suspension of any student.
2. **Parent Notification:** After the decision to suspend a student has been determined by the school administrative team, the parent/guardian of the suspended student will be notified of the misconduct, length of suspension, and any other corrective actions taken.
3. **Reintegration Support Meeting:** The student and parent/guardian may be required to participate in a reintegration support meeting with the involved Administrator(s). If determined that a behavior contract is warranted, the behavior contracts will be introduced, stating that further misbehavior will result in progressive disciplinary action.

## **Expulsion Procedure**

When a student's actions warrant a recommendation for expulsion from school, the following process is put in motion:

1. **Parent Incident Notification:** The parent/guardian of the suspended student pending expulsion will be notified of the recommendation.
2. **Incident Review:** When the school administrative team makes the determination to recommend expulsion, they consult with the Chief Executive Officer, explaining the reason(s) for the expulsion recommendation and reviewing the student's discipline history. The Chief Executive Officer will make the determination to go forward with the recommendation for expulsion or determine other consequences / course of action.
3. **Manifestation Conference: Students with an IEP or 504 Plan.** A manifestation conference will be scheduled for any student with an IEP or 504 Plan to determine if their disability manifested the reason for expulsion. The outcome of the manifestation conference will determine if the expulsion process continues.
4. **Parent Due Process Notification by Mail:** Parents/guardians will receive, through certified mail, notice of the recommendation for expulsion and their recourse in the expulsion appeal process. The parents/guardians have 10 school days upon receipt of this letter from the Chief Executive Officer to file for an appeal. The appeal will be overseen by an independent Hearing Officer, appointed by the Chief Executive Officer. Failure by a student (18 years old or above) or the student's parent/guardian to request an appeal will be deemed a waiver of rights administratively to contest the expulsion.
5. **Expulsion Appeal Meeting:** Notice of the appeal meeting being granted will be communicated by the Expulsion Hearing Officer, and will include the reason(s) for the expulsion and the date, time, and place of the appeal meeting. The location of the appeal meeting will be at a neutral site.
6. **Expulsion Appeal Process:** At the expulsion appeal hearing, the involved Administrator(s) will present evidence in writing to support the charges against the student to the Hearing Officer. The student and parent/guardian will have the opportunity to answer the charges against the student, and to present evidence in writing to support the student's position and make a case for reinstatement. Additionally, parents/guardians may provide written statements of support from character witnesses.
7. **Expulsion Appeal Determination:** If an expulsion meeting is held, the Expulsion Hearing Officer will make a written summary of the evidence heard at the meeting, determine whether to uphold the expulsion, change the terms of the expulsion, or overturn the expulsion. The Expulsion Hearing Officer's decision will be sent by certified mail to the student's parent/guardian.
8. **Board of Governors Appeal:** If a parent/guardian does not agree with the determination of the Expulsion Hearing Officer, they reserve the right to appeal the decision to the Irvington Community School Board of Governors.

**Note: Students who are withdrawn under threat of expulsion may find it difficult to obtain enrollment in other schools since schools in Indiana, by law, have the right to deny enrollment to a student who has been expelled or withdrawn under the threat of expulsion from another school.**