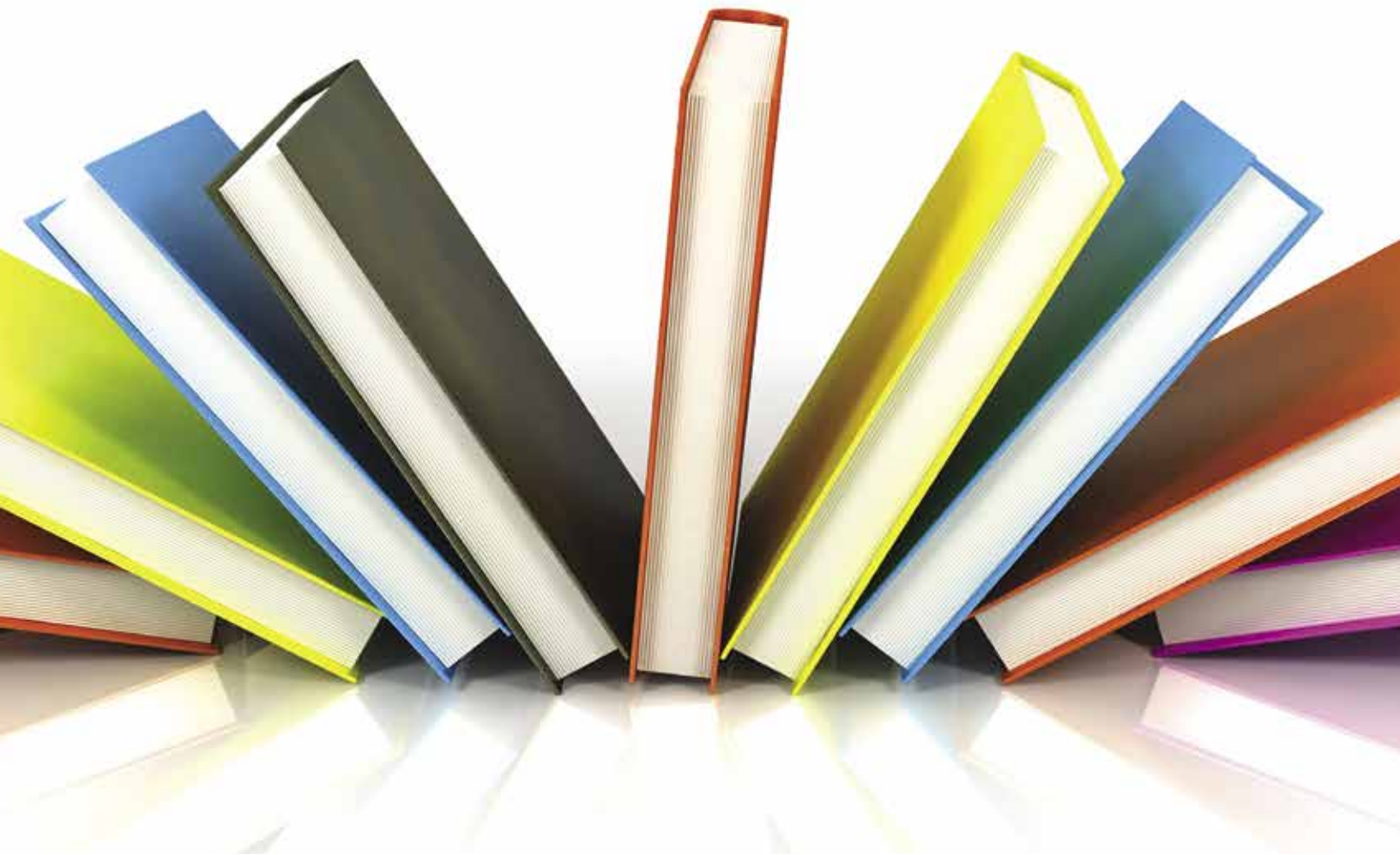




2023-2024

Student

CODE OF CONDUCT





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LANGUAGE/DISABILITY ASSISTANCE

If you have difficulty understanding English, you may request a copy of the Student Code of Conduct in Spanish or Arabic, at no cost, by contacting your child's building principal. Spanish and Arabic versions are also available on the District website at: www.rps205.com.

إذا كان لديك صعوبة في فهم اللغة الإنجليزية، يمكنك طلب نسخة من دليل سلوك الطالب باللغة الإسبانية أو العربية، دون تكلفة، عن طريق الاتصال برئيس المدرسة الخاص بطفلك. النسخة الإسبانية والعربية من دليل سلوك الطالب متاحة أيضًا على الموقع الإلكتروني للمقاطعة: www.rps205.com.

Si tiene dificultad para entender inglés, puede solicitar una copia del Código de Conducta Estudiantil en español o árabe, sin costo alguno, comunicándose con el director de la escuela de su hijo. Las versiones en español y árabe también están disponibles en el sitio web del Distrito en: www.rps205.com.

DISCLAIMER

The District reserves the right to amend the content in this handbook at any time throughout the school year, without notice. Parents and students will be notified of any change to this handbook prior to enforcing changes.

HOW TO REPORT A CONCERN

A staff member, student, parent, or guardian can report a concern to any school personnel. Reports can also be made through the Let's Talk! digital messaging system located on any school website and the District website.

*Individuals with a disability that substantially limits their ability to read or comprehend may request an accommodation by contacting: **Office of the Chief Human Resources Officer at 815-966-3221.***

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Student Code Of Conduct

General Guidelines

Parent-Teacher Advisory Committee

The Parent-Teacher Advisory Committee is a collaborative group who review the Student Code of Conduct annually. The meetings are organized to increase discussion and collaboration regarding disciplinary data and student outcomes. The advisory committee will systematically analyze discipline data and determine where disparities exist, identify overuse of exclusionary discipline, and make recommendations for adjustment to the Student Code of Conduct. The advisory committee convenes annually and works collaboratively on the following tasks:

- Develop written policy guidelines and procedures on student discipline, including school searches and bullying prevention.
- Annually review and make necessary changes to the district student discipline policy and Student Code of Conduct.
- Analyze discipline data to map and provide additional support for students. Services might include mental health, substance abuse, violence intervention, and/or parent support opportunities.
- Collaborate to include provisions in the Student Code of Conduct to address the safety and support of students who have demonstrated behaviors that put them at risk for aggressive behavior, including bullying.
- Establish and maintain policies and procedures that reflect the district's commitment to a positive, prevention-oriented discipline philosophy.

To become a member of the advisory committee, please contact the Student Services Department at P. 815-967-8401 Or E: student.services@rps205.com.

In addition, annual listening sessions are posted on the District's website in January, February and March of each year. Parents, community members, teachers and school administrators are encouraged to attend the meetings.

Notification and Communication of the Student Code of Conduct

At registration and/or the beginning of the school year, the district and each school provides to parents/guardians a copy of the Student Code of Conduct. To ensure that policies are clearly communicated, we also provide versions in any other language spoken by a significant percentage of the population of our parents/guardians. The Student Code of Conduct is updated annually and made available online on our district website at www.rps205.com.

District-Wide Implementation of the Student Code of Conduct

Parents and students should thoroughly read the Student Code of Conduct. An electronic version is available on the website, and a hard copy is provided at registration. School administrators also provide informational sessions on the Student Code of Conduct during Open House, Parent-Teacher Conferences and/or registration. In addition, school leadership teams hold meetings/assemblies to inform students of the behavioral expectations and discipline policies in an age-appropriate manner. Parents and students must sign and submit the Statement Form included in the registration packet, demonstrating that they have received and read the Student Code of Conduct. **See pg. 32.**

Discipline Philosophy

Rockford Public Schools, District 205 uses a preventative, supportive approach to discipline. Administrators are trained to respond to misbehavior with interventions and corrective strategies aimed at teaching expected behaviors, understanding and addressing the root causes of the behavior, resolving conflicts, and meeting students' needs while keeping students in school.

We use a restorative discipline approach that emphasizes building social and emotional skills to help reduce future discipline incidents. This is not a "soft" response to misbehavior nor does it fail to hold students accountable for their behavior. Rather, this approach allows the student to learn from mistakes and practice the skills necessary to avoid future discipline.

This Student Code of Conduct sets forth the behavioral expectations and discipline policy of the Rockford Public Schools District 205 and is designed to clarify the rights and responsibilities of students, parents, teachers, bus drivers, and other school personnel in the District. Students, staff, parents, and others are encouraged to read and discuss the contents of the **Student Code of Conduct**.

Student Rights and Responsibilities

- To attend school daily and learn without being hindered by the actions, or disruptions of others.
- To be given the opportunities to be heard as well as have witnesses and/or an advocate speak on one's behalf.
- To be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff.
- To take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, or disability.
- To treat teachers, staff, and other students, themselves, and property with respect.
- To act in a courteous and responsible manner in all school-related activities.

Parent Rights and Responsibilities

- To be informed and receive explanations of attendance, academic progress and behavior.
- To be consulted as soon as possible when decisions are made that affect one's child.
- To be treated respectfully and be allowed to express feelings without being intimidated or intimidating others.
- To act in a courteous and responsible manner in all school related activities.
- To assist children in learning how to make choices and deal with the consequences.
- To assist children to make the correct choices when dressing for school.
- To assure their child brings to school only those things that are appropriate in a school setting.
- To provide the school with accurate phone numbers, home address, email address and other contact information updates.

Staff Rights and Responsibilities

- To establish a sense of community in the classroom.
- To enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators.
- To respond to complaints or concerns from students and parents/guardians in a timely manner and in a language they understand.
- To seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies.
- To work in a safe place of learning, free from verbal or physical threats and abuse.
- To respect the rights, dignity, and confidentiality of students, parents/guardians and other staff.



Prevention And Intervention

Framework

Rockford Public Schools, District 205 provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of misbehavior and focus on teaching behaviors rather than excluding students for punishment. Challenging behaviors must be addressed in a comprehensive, multi-tiered approach that is designed to teach, nurture, and encourage positive behavior.

The District offers a range of interventions to assist students in developing effective social-emotional, behavioral, and problem-solving skills. The need for interventions are determined on a case-by-case basis, depending on identified student needs. The specific intervention, frequency and intensity of intervention sessions offered may depend on the student's responsiveness to prior intervention efforts, consistent with the District's philosophy of progressive intervention.

Skill-based, small group sessions are provided to identified students by licensed staff members or licensed community agency partners. These sessions are designed to address social-emotional and behavior skill deficits by reteaching, practicing, and mastering appropriate personal and interpersonal skills.

Settings Where the Student Code of Conduct Applies

The Student Code of Conduct applies to all students throughout the school day, at school-related athletic events or activities (whether or not such activities are held on school property or at other locations off school property, including private businesses, field trips, etc), on any mode of district transportation (bus, van, car, etc.), while in remote or blended learning, at before/after school programs or events, at school bus stops, while walking to and from school, and while using the District network. In addition, the Student Code of Conduct shall apply to any act that occurs off school property that interferes with, disrupts, or adversely affects the school environment, such as but not limited to:

- Acts conducted on social media or digital media platforms; and/or
- Acts conducted on district issued devices such as Chromebooks or Ipads; and/or
- Acts conducted on other digital media

Bullying

Our district recognizes that a safe school environment is necessary for students to learn. To ensure the physical and emotional safety of all of our students, the district has adopted a bullying policy that is available on the district website, see policy 7.180. As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior using interventions and supports. We emphasize age-appropriate responses that help educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student.

Students or individuals with knowledge of actual or threatened bullying are encouraged to immediately report bullying. **See pg. 34: Report Form for Bullying and School Violence.** Anonymous reports are also accepted utilizing various methods including "Let's Talk!"; however, this shall not be construed to permit a formal disciplinary action solely on the basis of an anonymous report. A report may

be made orally or in writing to a building administrator or any staff member with whom the individual is comfortable speaking. In addition, complaints of bullying may be submitted to the following:

District Complaint Managers:

Superintendent or his/her designee
501 Seventh Street, Rockford, IL 61104
P. 815-966-3000



Human Resources Executive Director

501 Seventh Street, Rockford, IL 61104
P. 815-966-3221

Bullying reports via Let's Talk! Link (which may be submitted anonymously): www.rps205.com
or QR code

Referral to Community Agencies

In addition to the District's interventions and support provided at every school, some students may be referred by RPS staff for additional support that is offered within Rockford and surrounding communities. Examples of referrals include, but are not limited to: health-based services, mental health services, substance abuse/use, social service agencies, or recreational programming.

Community Partners and Referral Resources

For a list of Community Partners, please visit the District website: www.rps205.com.

Approach to Student Behavior

The goal of the Student Code of Conduct is to create a safe and supportive environment where all students can develop academic, social, emotional, and personal skills. We are committed to discipline that is instructive and corrective so as to reduce the likelihood of behavior reoccurring.

Out-of-school suspension and expulsions are the most serious form of disciplinary consequences and should only be used as a last resort. Except in emergency situations or those where danger is imminent, when a behavioral incident occurs, consideration must first be given to whether the behavior can be appropriately addressed using interventions while allowing the student to remain in school.

When addressing student behaviors, District personnel will not:

- Use zero tolerance policies that require school administrators to suspend or expel students for certain behaviors. The Illinois School Code mandates recommendations for discipline for certain offenses, such as offenses involving weapons.
- Suspend or expel Pre-Kindergarten students.
- Suspend out-of-school for more than 10 consecutive days.
- Advise or encourage students to drop out.
- Issue monetary fees as disciplinary consequences. Restitution may be required.
- Use corporal punishment.
- Use isolated timeout.
- Use physical restraint, unless the student is in imminent danger of harm.
- Send students home early from school for disciplinary purposes without a behavior incident that results in an out-of-school suspension.



Student Code Of Conduct Matrices

BULLYING, INTIMIDATION, SEXUAL HARASSMENT, VERBAL ABUSE K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 1		
<p>Options:</p> <ul style="list-style-type: none"> • Incentives for positive behavior • Re-teach expectation or skill (1-3 sessions) • Teacher, student, parent conference 	<p>Bullying/Cyberbullying (1): Causing discomfort or distress to a Student or Students by teasing the Student or Students or making insulting, humiliating or making dehumanizing gestures/comments.</p> <p>Sexual Harassment (1): Using words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender in a manner that can be reasonably viewed as causing embarrassment or discomfort.</p> <p>Verbal Abuse (1): Offensive language or gestures</p>	<ul style="list-style-type: none"> • Parent notification • Bully Investigation and Report • Student Admin Conference <p>Options:</p> <ul style="list-style-type: none"> • Loss of privileges • Verbal Apology • Verbal Warning • Written Warning • Teacher detention • Administration detention (lunch, before school, or after school). Student will be provided lunch during lunch detention) • No Pass List • Overnight Suspension
LEVEL 2		
<ul style="list-style-type: none"> • Re-teach expectation or skill during lunch period (4-6 sessions) • Peer Mediation or Restorative Conversation • Student-Parent-Administrator Agreement/Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Documented Intervention plan with a goal and skill building sessions (4-6 sessions) • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Incentives for positive behavior • Referral to MTSS Team • Escort to class 	<p>Bullying/Cyberbullying (2): Repeated Level 1 Offense or the first reported incident to administration where any physical or verbal act or conduct, including communications made in writing/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:</p> <ul style="list-style-type: none"> • Placing the student/students in reasonable fear of harm to the student/students' person or property • Causing a substantially detrimental effect on the student/students' physical or mental health • Substantially interfering with the student's academic performance • Substantially interfering with the student/students' ability to participate in or benefit from the services, activities, or privileges provided by the school. <p>Discrimination/Discriminatory Conduct: To annoy, or otherwise negatively interfere with another student, including the wearing or possession of items depicting or implying hatred or prejudice toward another individual on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, pregnancy status, genetic information or any other characteristic protected by law. Examples of harassing or discriminating conduct include labels, slurs, negative stereotyping, insulting or degrading words or actions, or graphic materials (posters, cartoons or jokes).</p> <p>Threats/Intimidation (2): Instilling fear in others including, but not limited to, where there is no physical contact but a reasonable person would feel that physical harm could have occurred based on verbal (e.g., threats of physical harm) or nonverbal communication by the offender (e.g., brandishing a weapon) irrespective of whether such verbal or nonverbal communications are made in person, through a third-party, electronically or through any other means.</p> <p>Verbal Abuse (2): Egregious gestures or oral or written statements meant to dominate, ridicule, manipulate or degrade another.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Bully Investigation and Report <p>All options available to level 1 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • In-school suspension (ISS) (1-3 days) <ul style="list-style-type: none"> • Can be full or partial days • Overnight Suspension • Detention (before school, after school, lunch) • Loss of privileges (extra-curricular sports or events) • Bus suspension (1-3 days) • Bus Safety Class • Temporary removal from classroom (1-2 periods) • Temporary loss of computer Use (1-5 days) • No pass list

BULLYING, INTIMIDATION, SEXUAL HARASSMENT, VERBAL ABUSE K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 3		
<ul style="list-style-type: none"> • Re-teach expectation or skill (7-12 sessions) • Documented Intervention Plan with a goal and skill building sessions (7-12 sessions) • Referral to MTSS Team • Peer Mediation or Restorative Conversation • Student- Parent- Administrator Agreement/ Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Functional Behavioral Analysis (FBA) /Behavior Intervention Plan (BIP) 	<p>Bullying/Cyberbullying (3): Repeated Level 2 Offense, whether it is the same victim or a different victim. Any severe or pervasive physical or verbal act or conduct, including communications made in writing/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:</p> <ul style="list-style-type: none"> • Placing the student/students in reasonable fear of harm to the student/students' person or property • Causing a substantially detrimental effect on the student/students' physical or mental health • Substantially interfering with the student's academic performance • Substantially interfering with the student/students' ability to participate in or benefit from the services, activities, or privileges provided by the school. <p>Discrimination/Discriminatory Conduct (3): Repeated Level 2 Offenses</p> <p>Retaliation: Acts or words taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in protected activity. Protected activity includes an individual's good faith:</p> <ul style="list-style-type: none"> • Participation in the reporting, investigation, and/or resolution of an alleged violation of the Code of Conduct or Board Policy; and/or • Opposition to policies, practices and/or actions that the individual reasonably believes are in violation of the Code of Conduct. <p><i>*Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the Student who made the underlying accusation, the Student who was accused of the misconduct, the reporting party, or any other individual or group of individuals.</i></p> <p>Sexual Harassment without Sexual Misconduct (3): Sexual harassment includes any communication that denigrates, threatens, or shows hostility toward another based upon that individual's gender. The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment may consist of unwelcome sexual advances, sexting, requests for sexual favors or other communication of a sexual or sex-based nature. Prohibited acts of sexual harassment also includes making sexually oriented or sexually degrading comments, or sexually suggestive jokes or gestures; displaying sexually oriented pictures, posters, drawings, or other materials which may be construed by others to be offensive; or engaging in persistent or repeated unwelcome flirting or pressure for dates or generally intimidating conduct.</p> <p>Threats/Intimidation and/or Discrimination (3): Repeated Level 2 Offenses.</p> <p>Verbal Abuse (3): Repeated Level 2 Offense</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Physical Restraint Form (if applicable) • Bully Investigation and Report <p>All options available to level 1-2 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension (OSS) (1-3 days)* • Counseling services during suspension to be available • In-school suspension (ISS) (1-3 days)* <ul style="list-style-type: none"> • Can be full or partial days • Bus suspension (1-3 days) <p>*TOTAL SUSPENSION (OSS + ISS) NOT TO EXCEED THREE DAYS</p>



BULLYING, INTIMIDATION, SEXUAL HARASSMENT, VERBAL ABUSE K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 4		
<ul style="list-style-type: none"> • Transition Services to Alternative Location provided. • Transition services back to zone school provided • Safety Plan or Intervention Plan upon return to zone school. • Progress monitoring schedule upon return to zone school. • Referral to community agency for Anger Management, Nonviolent Conflict Resolution, or Sexual Assault <p>Additional Options:</p> <ul style="list-style-type: none"> • Prevention Counseling upon return to zone school (with parent consent) 	<p>Bullying/Cyberbullying (4): Repeated Level 3 Offenses.</p> <p>Discrimination/Discriminatory Conduct (4): Repeated Level 3 Offenses</p> <p>Retaliation (4): Repeated Level 3 Offenses</p> <p>Sexual Harassment (4): Includes repeated Level 3 Offenses as well as any severe and/or persistent conduct which is accompanied by unwelcome sexual or gender-based conduct (physical, verbal, or electronic including via social media). Sexual harassment also includes unwelcome touching of the private body parts of another (buttocks, breasts, groin), inappropriate words, requests, degrading comments, suggestive jokes or gestures, or unwelcome persistent flirting that occurs against the person's will.</p> <p>Threats/Intimidation (4): Repeated Level 3 Offenses, or Egregious threats regarding activity or actions that could potentially cause serious bodily harm and create mass hysteria, or threats that involve the use of a weapon of which the student reasonably has access to based on the determination of a threat assessment.</p> <p>Unlawful Recording, Photographing, Possession, or Distribution of Images (4): Includes any non-consensual production, possession or distribution of photographs, audio or video recording or other media of students, or school personnel in states of undress or while engaged in acts which have a reasonable expectation of privacy. Includes circumstances in which a student consents to being photographed or recorded in a setting which captures images of non-consenting persons such as restrooms, locker rooms, showers.</p> <p>Verbal Abuse (4): Repeated Level 3 Offense</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Bully Investigation and Report or Threat Assessment • Physical Restraint Form (if applicable) • Mandatory Police Notification <ul style="list-style-type: none"> • Threats/Intimidation • Sexual Harassment • Unlawful Recording <p>All options available to level 1-3 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Bus Suspension • Cell Phone Ban • Out of-school suspension 4-10 days • Roosevelt Opportunity Program (ROP) • Expulsion or Expulsion in Abeyance agreement <ul style="list-style-type: none"> • Requires student services approval



Student Code Of Conduct Matrices

DAMAGE TO PROPERTY K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 1		
<ul style="list-style-type: none"> • Incentives for positive behavior • Re-teach expectation or (1-3 sessions) • Teacher, student, parent conference 	<p>Computer Violation (1): Use of the District computer network or equipment to access and/or download non-educational materials, such as games or other materials that are non-educational but that are not otherwise harmful or sexual in nature.</p>	<ul style="list-style-type: none"> • Parent notification • Student Admin Conference <p>Options:</p> <ul style="list-style-type: none"> • Loss of privileges • Verbal Apology • Verbal Warning • Written Warning • Teacher detention • Administration detention (lunch, before school, or after school). Student will be provided lunch during lunch detention) • No Pass List • Overnight Suspension
LEVEL 2		
<ul style="list-style-type: none"> • Re-teach expectation or skill (4-6 sessions) • Peer Mediation or Restorative Conversation • Student-Parent-Administrator Agreement/ Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Documented Intervention plan with a goal and skill building sessions (4-6 sessions) • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Incentives for positive behavior • Referral to MTSS Team • Escort to class • Restitution 	<p>Damage to Property/Vandalism (2): The destruction, damage or defacement of school property or private / personal property without the consent of the owner or the person having custody or control of the private/personal property. Damage is at a cost of less than \$500.00.</p> <p>Computer Violation (2): Repeated violation of Level 1; or fraudulently altering or copying documents or files authored by another individual, or the intentional misuse of or damage to a District computer or electronic device.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference <p>All options available to level 1 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • In-school suspension (ISS) (1-3 days) <ul style="list-style-type: none"> • Can be full or partial days. • Overnight Suspension • Detention (before school, after school, lunch) • Loss of privileges (extra-curricular sports or events) • Bus suspension (1-3 days) • Bus Safety Class • Temporary removal from classroom (1-2 periods) • Temporary loss of computer use (1-5 days) • No pass list



DAMAGE TO PROPERTY K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 3		
<ul style="list-style-type: none"> • Re-teach expectation or skill (7-12 sessions) • Documented Intervention Plan with a goal and skill building sessions (7-12 sessions) • Referral to MTSS Team • Peer Mediation or Restorative Conversation • Student- Parent- Administrator Agreement/ Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Check In/Check Out (multiple times per day) • Community Service project within the day/building • Functional Behavioral Analysis/ Behavior Plan • Restitution 	<p>Burglary/Theft (3): Unauthorized entry into a District building or restricted area or any vehicle on school property that involves a theft of property with a value of \$500 or less. Taking property owned by another individual or the District without permission where the value of the property is \$500 or less.</p> <p>Possession of Stolen Property (3): Having in one's possession or under one's control, on school grounds, property that has been stolen, including possession of property without permission of the owner.</p> <p>Computer Violation (3): Repeated Level 2 Offense; or, the attempted use of the school district's technology and/or software for any unauthorized purpose. This includes the unauthorized use of a computer / technology, including but not limited to:</p> <ul style="list-style-type: none"> • attempting to access or break into restricted accounts or networks; • attempting to create, modify or destroy files / records without permission; • attempting to copy software, enter, distribute or print unauthorized files / records; • attempting to upload to the internet and / or share or distribute offensive or inappropriate material including video files. 	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference <p>All options available to level 1-2 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 1-3 days* • In-school suspension (ISS) (1-3 days)* <ul style="list-style-type: none"> • Can be full or partial days • Bus suspension (1-3 days) <p>*TOTAL SUSPENSION (OSS + ISS) NOT TO EXCEED THREE DAYS</p>
LEVEL 4		
<ul style="list-style-type: none"> • Transition Services to Alternative Location provided • Transition services back to zone school provided • Safety Plan or Intervention Plan upon return to zone school • Progress monitoring schedule upon return to zone school • Referral to community agency for Anger Management, Nonviolent Conflict Resolution, or Substance Abuse/Use Treatment • Restitution <p>Additional Options:</p> <ul style="list-style-type: none"> • Prevention Counseling upon return to zone school (with parent consent) 	<p>Arson/Attempted Arson (4): The intentional use or attempted use of fire to cause harm to property or any person, or the intent or attempt to participate in or to facilitate the burning of school property.</p> <p>Computer Violation (4): Repeated Level 3 Offense, or the use of the school district's technology and/or software for any misuse or violation of the Board's Acceptable Use Policy, including but not limited to:</p> <ul style="list-style-type: none"> • Accessing or breaking into restricted accounts or networks; • Creating, modifying or destroying files / records without permission; • Copying software; • Entering, distributing or printing unauthorized files / records; or, • Uploading to the Internet and / or sharing or distributing offensive or inappropriate material including video files. <p>Damage to Fire and Safety Equipment (4): Removing, damaging, interfering and/or tampering with safety equipment or other emergency warning equipment, including but not limited to fire alarms, smoke detectors, sprinklers, Automatic External Defibrillators (AED), stop arms or emergency equipment on a school bus, and/or stop signs located on school premises.</p> <p>Damage to Property (4): The destruction, damage or defacement of school property or private/personal property without the consent of the owner or the person having custody or control of the private/personal property. Damage is at a cost in excess of \$500.</p> <p>Theft (4): Repeated level 3 offense; or, unauthorized entry into a District building or restricted area or any vehicle on school property that involves a theft of property with a value in excess of \$500. Taking property owned by another individual or the District without permission where the value of the property is in excess of \$500.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Mandatory Police Notification <ul style="list-style-type: none"> • Arson <p>All options available to level 1-3 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 4-10 days • Roosevelt Opportunity Program (ROP) • Expulsion or Expulsion in Abeyance agreement <ul style="list-style-type: none"> • Requires Student Services Approval

Student Code Of Conduct Matrices

DEFIANCE, DISOBEDIENCE, DISRESPECT K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 1		
<p>Options:</p> <ul style="list-style-type: none"> • Incentives for positive behavior • Re-teach expectation or skill (1-3 sessions) • Teacher, student, parent conference 	<p>Bus Violation (1): Eating/drinking on the bus; failure to clear the aisle, failure to sit in assigned seat (when applicable), littering, failure to remain seated, exiting at unassigned bus stop, disobedience.</p> <p>Cheating/Plagiarism (1): To violate the rules of honesty in school related actions, requirements and expectations. Cheating includes, but is not limited to: using someone else's answers, sharing test questions, copying someone else's work, etc.</p> <p>Disobedience (1): Refusal to follow teacher or school staff directions.</p> <p>Dress Code Violation (1): Refusal or failure to comply with school dress code, including Physical Education uniform.</p> <p>Forgery (1): The unauthorized signing of the name of another person, or altering times, dates, passes or permits, or falsifying a student pass.</p> <p>Gambling (1): Playing any game of skill or chance for money or anything of monetary value.</p> <p>Interference with School Personnel (1): Providing false identification, refusing to provide identification, and/or fleeing from school personnel.</p> <p>Leaving w/o Permission (1): Leaving the classroom or assigned area without obtaining prior approval of the teacher, paraprofessional, administrator, or any other staff member.</p> <p>Skiping (1): Failing to attend 1-4 classes in a semester/trimester, without a valid cause.</p> <p>Tardy (1): Failure to be in an assigned classroom/area 1-4 times in a semester/trimester when the bell rings</p> <p>Trespassing (1): Loitering in an unauthorized place in the school, or on school grounds after being asked to leave. Includes school parking lots and stadiums.</p>	<ul style="list-style-type: none"> • Parent notification • Cheating and/or plagiarism will result in academic consequences and not in an exclusionary consequence • Student Admin Conference <p>Options:</p> <ul style="list-style-type: none"> • Loss of privileges • Verbal Apology • Verbal Warning • Written Warning • Teacher detention • Administration detention (lunch, before school, or after school). Student will be provided lunch during lunch detention) • No Pass List • Overnight Suspension



DEFIANCE, DISOBEDIENCE, DISRESPECT K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 2		
<ul style="list-style-type: none"> • Re-teach expectation or skill (4-6 sessions) • Student-Parent-Administrator Agreement Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Documented Intervention plan with a goal and skill building sessions (4-6 sessions) • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Incentives for positive behavior • Referral to MTSS Team • Escort to class 	<p>Bus Violation (2): Repeated Level 1 offenses</p> <p>Failure to Attend (2): Failure to successfully complete 4-10 administrative interventions of this infraction in one semester/trimester. Administrative interventions may be imposed for Level 1 Offenses such that the failure to complete a Level 1 corrective strategy rises to a Level 2 Offense.</p> <p>Gang Related Behavior (2): Participation in any activity that serves to demonstrate membership, advertise or promote gang activity, including the wearing and displaying of jewelry, clothing, symbols, signs, handshakes, or other distinguishing indicators of gang involvement.</p> <p>Impeding an investigation (2): Providing false or misleading information (whether oral or written) or taking action, alone or working with others where the Student(s) knew or should have known would impede an investigation into possible violations of the Student Code of Conduct.</p> <p>Leaving Without Permission(2): Leaving the building, sight of classroom instructor while on a fieldtrip, or assigned area while on a field trip without obtaining prior approval of the teacher, paraprofessional, administrator, or any other staff member.</p> <p>Skiping (2): Failure to attend five or more classes in a semester/trimester, without a valid cause.</p> <p>Tardy (2): Failure to be in an assigned classroom/area when the bell rings five or more times in a semester/trimester.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Mandatory Police Notification • Gang Related Behavior <p>All options available to level 1 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • In-school suspension (ISS) (1-3 days) <ul style="list-style-type: none"> • Can be full or partial days • Overnight Suspension • Detention (before school, after school, lunch) • Loss of privileges (extra-curricular sports or events) • Bus suspension (1-3 days) • Bus Safety Class • Temporary removal from classroom (1-2 periods) • No pass list
LEVEL 3		
<ul style="list-style-type: none"> • Re-teach expectation or skill (7-12 sessions) • Documented Intervention Plan with a goal and skill building sessions (7-12 sessions) • Referral to MTSS Team • Peer Mediation or Restorative Conversation • Student- Parent- Administrator Agreement/ Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Check In/Check Out (multiple times per day) • Community Service project within the day/building • Behavioral Analysis/ Behavior Plan 	<p>Bus Violation (3): Throwing objects inside the bus or out of a bus window; and/or spitting inside the bus or out of a bus window.</p> <p>Failure to Attend (3): Failure to successfully complete over 10 administrative interventions in one semester/trimester.</p> <p>False Alarm (3): False activation of a fire alarm which does not cause the school or facility to be evacuated.</p> <p>False Report/Hoax (3): Making a false report with the intent to jeopardize the professional reputation, employment or licensure of a school staff member.</p> <p>Repeated Level 2 Violations (3): Gang Related Behavior and/or Impeding an Investigation.</p> <p>Sexual Activity - Consensual (3): Any sexually explicit act on school grounds or at a school-related event. Such sexual activities include touching in a sexual manner or engaging in any other consensual sexual activity.</p> <p>Sexual Misconduct (3): Lewd sexual gestures, sexual activity or exposing private body parts in a lewd manner.</p> <p>Trespassing (3): Entering any school facility, restricted area, or onto school property/ school vehicle without proper authorization during a period of out-of-school suspension or unauthorized entry onto school grounds, during a school day, at a school other than the school at which the student attends.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Mandatory Police Notification • Gang Related Behavior • False Alarm • Trespassing <p>All options available to level 1-2 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 1-3 days* • In-school suspension (ISS) (1-3 days)* <ul style="list-style-type: none"> • Can be full or partial days • Bus suspension (1-3 days) <p>*TOTAL SUSPENSION (OSS + ISS) NOT TO EXCEED THREE DAYS</p>

DEFIANCE, DISOBEDIENCE, DISRESPECT K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 4		
<ul style="list-style-type: none"> • Transition Services to Alternative Location provided. • Transition services back to zone school provided • Safety Plan or Intervention Plan upon return to zone school. • Progress monitoring schedule upon return to zone school. • Referral to community agency for Anger Management, Nonviolent Conflict Resolution, or Substance Abuse/Use Treatment <p>Additional Options:</p> <ul style="list-style-type: none"> • Prevention Counseling upon return to zone school (with parent consent) 	<p>Bus Violation (4): Throwing objects at the bus driver while the bus is moving or improperly using a school bus emergency exit, or tampering with instruments, doors or safety equipment.</p> <p>False Alarm/AED (4): Inappropriate activation of any emergency equipment which results in the evacuation of a school or facility or emergency response; or the false reporting of any emergency (e.g., calling 911 without a need for emergency assistance).</p> <p>False Report/Hoax (4): Making a false report/statement with the intent to deceive, mislead or otherwise misinform any person, concerning a threat against the school, the placement or planting of a bomb, dynamite or other deadly explosive, or other weapons of mass destruction, or other weapons of which the student may have reasonable access to based on the determination of a school threat assessment.</p> <p>Repeated Level 3 Violations (4): False Alarm, False Report/Hoax, Gang Related Behavior, Sexual Activity - Consensual, or Sexual Misconduct, Trespassing</p> <p>Trespassing (4): Entering any school facility, vehicle or premises without authorization while expelled or in violation of an Expulsion in Abeyance agreement; or, allowing another person to access a school facility, vehicle or premises without authorization.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Mandatory Police Notification <ul style="list-style-type: none"> • Bus Violation • False Alarm • False Report/Hoax • Gang Related Behavior • Trespassing <p>All options available to level 1-3 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 4-10 days • Roosevelt Opportunity Program (ROP) • Expulsion or Expulsion in Abeyance agreement <ul style="list-style-type: none"> • Requires Student Services Approval



Student Code Of Conduct Matrices

HARMFUL MATERIALS K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 1		
Options: <ul style="list-style-type: none"> • Incentives for positive behavior • Re-teach expectation or skill (1-3 sessions) • Teacher, student, parent conference 	<p>Electronic devices - electronic signaling devices (1): Students may not use or possess electronic signaling (paging) devices, cell phone jammers, or two-way radios on school property at any time. Unauthorized use of a cell phone in any classroom.</p>	<ul style="list-style-type: none"> • Parent notification • Student Admin Conference <p>Options:</p> <ul style="list-style-type: none"> • Loss of privileges • Verbal Apology • Verbal Warning • Written Warning • Teacher detention • Administration detention (lunch, recess, or after school). Student will be provided lunch during lunch detention) • Confiscation of phone • No Pass List • Overnight Suspension
LEVEL 2		
<ul style="list-style-type: none"> • Re-teach expectation or skill (4-6 sessions) • Peer Mediation or Restorative Conversation • Student-Parent-Administrator Agreement/ Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Documented Intervention Plan with progress monitoring, with a goal and skill building sessions (4-6 sessions) • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Incentives for positive behavior • Referral to MTSS Team • Escort to class 	<p>Electronic device (2): Repeated Level 1 behavior.</p> <p>Fireworks/incendiary objects (2): Possession of firecrackers, smoke bombs, matches, lighters, and similar materials.</p> <p>Tobacco/electronic smoking devices (2): Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices and vaping devices.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Confiscation of Item <p>All options available to level 1 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • In-school suspension (ISS) (1-3 days) <ul style="list-style-type: none"> • Can be full or partial days • Overnight Suspension • Detention (before school, after school, lunch) • Loss of privileges (extra-curricular sports or events) • Bus suspension (1-3 days) • Bus Safety Class • Temporary removal from classroom (1-2 periods) • No pass list



HARMFUL MATERIALS K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 3		
<ul style="list-style-type: none"> • Re-teach expectation or skill (7-12 sessions) • Documented Intervention Plan with a goal and skill building sessions (7-12 sessions) • Referral to MTSS Team • Peer Mediation or Restorative Conversation • Student-Parent-Administrator Agreement/Pact • Relapse Prevention Counseling (Drugs or Alcohol) <p>Additional Options:</p> <ul style="list-style-type: none"> • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Functional Behavioral Analysis (FBA) / Behavior Intervention Plan (BIP) 	<p>Alcohol/Drugs, use or possession (3): Having under one's control, using, or appearing to use any alcoholic beverage/substance, marijuana, or look-alike drug (any substance represented to be a synthetic drug, prescription drug or cannabis). Includes drug paraphernalia. Possession or control is prohibited in and on school district premises, school vehicles, any premises where a school function is being conducted, and at any activity or event which bears a reasonable relationship to school.</p> <p>Harmful materials or objects (3): Attempted transfer or distribution of any device, object, inappropriate material/service, or substance that can be reasonably considered sufficient to cause serious harm. Includes the use, threatened use, or sale of firecrackers, smoke bombs, matches, lighters, and similar materials.</p> <p>Possession of a dangerous object (3): The possession of a dangerous object. A dangerous object may be any object, other than a "weapon," that presents a safety risk/risk of harm based on the circumstances under investigation. Dangerous objects may include but are not limited to mace, pepper spray, razors, broken glass, wooden sticks, or other objects.</p> <p>Use of tobacco (3): Repeated Level 2 Offense</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Confiscation of Item • Physical Restraint Form (if applicable) • Drug/ Alcohol Assessment Referral (For Drug/Alcohol offenses) • Mandatory Police Notification <ul style="list-style-type: none"> • Alcohol/Drugs • Harmful Materials • Tobacco <p>All options available to level 1-2 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 1-3 days* • In-school suspension (ISS) (1-3 days)* <ul style="list-style-type: none"> • Can be full or partial days • Bus suspension (1-3 days) <p>*TOTAL SUSPENSION (OSS + ISS) NOT TO EXCEED THREE DAYS</p>



HARMFUL MATERIALS K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 4		
<ul style="list-style-type: none"> • Transition Services to Alternative Location provided. • Transition services back to zone school provided. • Safety Plan or Intervention Plan upon return to zone school. • Progress monitoring schedule upon return to zone school. • Referral to community agency for Anger Management, Nonviolent Conflict Resolution, or Substance Abuse/Use Treatment <p>ADDITIONAL OPTIONS:</p> <ul style="list-style-type: none"> • Prevention Counseling upon return to zone school (with parent consent) 	<p>Alcohol/drugs (4): Having under one's control, using, or appearing to use any controlled substance, any illegal drug (other than marijuana), or a prescription drug without a valid prescription. Or, any actual, attempted, or planned intent to deliver, purchase, accept, or be involved in a drug/alcohol transaction. A transfer or offer to sell a prescription drug, illegal drug, controlled substance, alcoholic beverage, or look-alike drug. Intent includes appearing to be selling or transferring drugs, and/or the possession of paraphernalia relating to the sale or transfer of drugs or repeated level 3 drug/alcohol offense.</p> <p>Possession/use/transportation of explosive materials (4): Possession, transmission, handling, concealment of any explosive device or substance that can be used as an explosive (substance that bursts forth, usually with a great deal of noise). No one will possess, handle, transmit, conceal, nor use any explosive device or substance that can be used as an explosive (substance that bursts forth, usually with a great deal of noise).</p> <p>Possession of a dangerous object or look-alike weapon (4): Repeated Level 3 Offense OR The possession of a look-alike weapon: fake firearm, destructive device, or other object which can reasonably be mistaken as a firearm, destructive device, or illegal object due to its color, shape, composition, and/or sound. (Student Services exercises discretion whether toys, fake firearms, or fake destructive devices, are to be presented to the School Board.)</p> <p>Weapon - use and/or possession of a weapon (4): Any device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. Weapons include but are not limited to:</p> <ul style="list-style-type: none"> • Any firearms including but not limited to a gun, shotgun, rifle, pistol, or any other weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion, expansion of gas or escape of gas); or • Destructive devices: dynamite cartridge, bomb, grenade, mine, explosive device, or live bullet(s); or • Prohibited weapons: box cutter, pocketknife, metal culinary knife, any metal object with a sharp blade, stun gun, taser, BB gun, dart gun, blow straw, zip guns, or other guns or weapons which uses air, CO2, or other non-explosive methods to expel a penetrating projectile; or • Illegal/Unlawful objects including, but not limited to: switchblades, ballistic knives, throwing stars, brass/metal knuckles or knuckle weaponry, billy club, bludgeon club, or blackjack. The possession of mace, pepper spray, or other noxious substances, absent evidence of attempt to use, will be considered possession of a dangerous object for purposes of this Student Code of Conduct. <p>Weapon - use or threatened use of an object as a weapon (4): Using or attempting to use or threatening to use any object to cause bodily harm. Any object includes, but is not limited to:</p> <ul style="list-style-type: none"> • Look-alike firearms; • Look-alike Destructive devices: dynamite cartridge, bomb, grenade, mine, explosive device, or bullet(s); • Dangerous objects: any tool (hammer, screwdriver, saw, crowbar, or any construction object) or any object commonly used for construction or household repair, mace, pepper spray, razors, or other objects such as padlocks, broken glass, wooden sticks, a chair, pen, pencil, compass, ruler, scissors, etc. 	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Confiscation of Item • Threat Assessment - all threats of violence and/or weapons • Physical Restraint Form (if applicable) • Mandatory Police Notification <ul style="list-style-type: none"> • Alcohol/Drugs • Transportation of Explosive Materials • Dangerous Object/Look-alike • Weapons <p>All options available to level 1-3 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 4-10 days • Roosevelt Opportunity Program (ROP) • Expulsion or Expulsion in Abeyance agreement <ul style="list-style-type: none"> • Requires Student Services Approval

Student Code Of Conduct Matrices

PHYSICAL AGGRESSION K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 1		
<p>Options:</p> <ul style="list-style-type: none"> • Incentives for positive behavior • Re-teach expectation or skill (1-3 sessions) • Teacher, student, parent conference 	<p>Reckless Behavior (1): A student who exhibits behavior that is rough, disorderly and disruptive and not able to correct with discipline or control. May include play hitting, acting out a play fight (one-sided), and/or practical jokes that result in physical harm (minor scrapes, bruises).</p> <p>Physical Aggression (1): Physical contact between two students who together exhibit behavior that is rough, disorderly and disruptive and not able to correct with discipline or control. May include play hitting, acting out a play fight (two-sided), initiating or participating in any unacceptable minor physical action, and/or practical jokes that result in physical harm (minor scrapes, bruises).</p>	<ul style="list-style-type: none"> • Parent notification • Student Admin Conference <p>Options:</p> <ul style="list-style-type: none"> • Loss of privileges • Verbal Apology • Verbal Warning • Written Warning • Teacher detention • Administration detention (lunch, before school, or after school). Student will be provided lunch during lunch detention) • No Pass List • Overnight Suspension
LEVEL 2		
<ul style="list-style-type: none"> • Re-teach expectation or skill (4-6 sessions) • Peer Mediation or Restorative Conversation • Student-Parent-Administrator Agreement/Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Documented Intervention plan with a goal and skill building sessions (4-6 sessions) • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Incentives for positive behavior • Referral to MTSS Team • Escort to class 	<p>Interference with School Personnel (2): Initiating or participating in inappropriate physical or verbal contact with school personnel, a temper tantrum, or being generally defiant by continuing to engage in an altercation with another student, with no intent to harm school personnel.</p> <p>Physical Aggression (2): Physical contact between two students who hit or strike each other, or engage in a fight, and cease upon request from school staff.</p> <p>Reckless Behavior (2): A student who exhibits a fit of anger that disrupts the learning environment, or endangers others to the point where the student needs to be removed for the remainder of the class period for instruction to continue.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference <p>All options available to level 1 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • In-school suspension (ISS) (1-3 days) <ul style="list-style-type: none"> • Can be full or partial days • Overnight Suspension • Detention (before school, after school, lunch) • Loss of privileges (extra-curricular sports or events) • Bus suspension (1-3 days) • Bus Safety Class • Temporary removal from classroom (1-2 periods) • No pass list



PHYSICAL AGGRESSION K-12

Interventions	Offense and Definition	Corrective Strategies
LEVEL 3		
<ul style="list-style-type: none"> • Re-teach expectation or skill (7-12 sessions) • Documented Intervention Plan with a goal and skill building sessions (7-12 sessions) • Referral to MTSS Team • Peer Mediation or Restorative Conversation • Student-Parent-Administrator Agreement/Pact <p>Additional Options:</p> <ul style="list-style-type: none"> • Check In/Check Out (multiple times per day) • Referral to community agency for Anger Management and/or Nonviolent Conflict Resolution • Community Service project within the day/building • Behavioral Analysis/ Behavior Plan 	<p>Battery (3): Use of force causing bodily harm or injury to another student that does not require medical attention beyond the scope of the School Nurse as set forth in accident/ incident report or documentation from a medical provider.</p> <p>Interference with School Personnel (3): Persisting in continuous, severe disruption after being directed to cease by school personnel., or preventing or attempting to prevent school personnel or transportation personnel from doing their job through threats, violence, harassment, or physical action force (actions that are not likely cause serious bodily injury), or making false accusations against a staff member. On the bus, includes behavior which causes the driver to stop the bus route and request additional assistance or to evacuate the bus.</p> <p>Physical Aggression (3): Physical contact between two students who hit or strike each other, or engage in a fight, and need to be restrained by school staff, or the bus needs to be stopped, for the behavior to stop.</p> <p>Reckless Behavior (3): A student who exhibits a fit of anger that disrupts the learning environment, or endangers others to the point where the entire classroom needs to be evacuated or a bus needs to be stopped, to ensure safety. Includes pulling hair out of another's head, spitting, and biting that draws blood.</p> <p>Repeated Level 2 Physical Aggression (3): Repeated instances of Physical Aggression (2) or physical aggression which results in injury requiring emergency medical care or significant disruption to the learning environment.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Physical Restraint Form (if applicable) • Mandatory Police Notification <ul style="list-style-type: none"> • Battery • Physical Aggression • Reckless Behavior <p>All options available to level 1-2 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Out-of-school suspension 1-3 days* • In-school suspension (ISS) (1-3 days)* <ul style="list-style-type: none"> • Can be full or partial days • Bus suspension (1-3 days) • Referral to Screening Assessment and Support Services (SASS) <p>*TOTAL SUSPENSION (OSS + ISS) NOT TO EXCEED THREE DAYS</p>
LEVEL 4		
<ul style="list-style-type: none"> • Transition Services to Alternative Location provided. • Transition services back to zone school provided • Safety Plan or Intervention Plan upon return to zone school. • Progress monitoring schedule upon return to zone school. • Referral to community agency for Anger Management, Nonviolent Conflict Resolution, or Substance Abuse/Use Treatment <p>Additional Options:</p> <ul style="list-style-type: none"> • Prevention Counseling upon return to zone school (with parent consent) 	<p>Battery / Aggravated Battery (4): To intentionally hit, strike, push or to otherwise use egregious physical force that does or could result in serious bodily harm, toward school personnel who are acting in the performance of their professional duties irrespective of whether medical attention is required; or, use of force causing bodily harm or injury to another student that requires medical attention beyond the scope of the School Nurse as set forth in accident/ incident report or documentation from a medical provider.</p> <p>Group Violence (4): More than one student on a side engaging in physical contact to inflict harm or inciting others to do so. Additional persons entering into an initial fight not to restrain or separate but to actively participate in the physical aggression.</p> <p>Physical Aggression (4): Second violation of Physical Aggression (3).</p> <p>Reckless Behavior (4): Second violation of Reckless Behavior (3).</p> <p>Repeated Level 3 Behavior (4): Second or repeated violation of Level 3.</p> <p>Robbery (4): Attempting to take, or taking property from a person by use of force or by threatening the use of force.</p> <p>Sexual Assault (4): Rape (i.e., forced oral, anal or vaginal penetration by using a sexual organ, any body part, foreign object or an object simulating a sexual organ), attempted rape, or child molestation.</p>	<ul style="list-style-type: none"> • Parent, Student, Administrator Conference • Bully Report or Threat Assessment • Physical Restraint Form (if applicable) • Mandatory Police Notification: <ul style="list-style-type: none"> • Battery • Group Violence • Physical Aggression • Reckless Behavior • Robbery • Sexual Assault <p>All options available to level 1-3 offenses, as applicable and available, plus:</p> <ul style="list-style-type: none"> • Cell Phone Ban • Out-of-school suspension 4-10 days • Roosevelt Opportunity Program (ROP) • Expulsion or Expulsion in Abeyance agreement <ul style="list-style-type: none"> • Requires Student Services Approval

Discipline Guidelines

Dress Code and Uniforms

Some schools have Board approved school uniform dress codes and physical education uniforms. In these schools, students must wear the school uniform. For all schools, students' dress and grooming shall not be disruptive to the educational process; shall not constitute a threat to health, safety, welfare, or property and shall be in accordance with public decency and civil statutes as determined by administration. Grooming and neatness are the primary responsibility of students and their parents. Schools may prescribe standards of grooming and dress for participation in co-curricular activities. Schools may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards or may disrupt the education process or learning atmosphere. Student dress will conform to, but not be limited to the following examples:

- IDs are required at all times.
- Hats, head coverings, hoods of clothing, and gloves are not to be worn in ANY District school. Students must remove their head coverings (including hoods of clothing) upon entering the building. * NOTE: Head coverings worn for a bona fide religious purpose are allowed. Students are not to wear coats or jackets in the classroom unless allowed by school administration (due to weather conditions or temporary disruption of the schools' heating supply).
- Students will not wear wheeled shoes.
- Students' clothing will cover undergarments and midriffs.
- Garments or jewelry depicting alcohol, tobacco, or other drugs will not be worn at school or on a school bus, school grounds or at school sponsored activities.
- Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, or gang affiliation will not be worn at school, at school sponsored activities, on a school bus, or on school grounds.

Cell Phone Policy

Personal use of cellular phones is at the discretion of the teacher and may be used for educational purposes or during emergency situations. When not in use for educational or emergency purposes, cell phones are to be turned off or to silent, kept out of sight or in an inconspicuous location such as a backpack, purse, or locker. Cell phones may be used during the school day if the use of the device is provided in the student's Individualized Education Program (IEP) or Section 504 plan; permission is received from the student's teacher; or permission is received from a building administrator.

Unless the cell phone is confiscated for evidentiary purposes, progressive intervention for electronic device violations will be as follows:

- | | |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1st Offense: | Confiscation of device. Device returned to parent or guardian. |
| 2nd Offense: | Confiscation of device. Device returned to parent or guardian.
Cell phone prohibited on school grounds for one week. |
| 3rd Offense: | Confiscation of device. Device returned to parent or guardian.
Cell phone prohibited on school grounds for one semester or trimester. |
| 4th Offense: | Confiscation of device. Device returned to parent or guardian. Student is prohibited from possessing a cell phone on school grounds for the remainder of the school year.
Refer to Repeated level 2 violation under: Defiance, Disobedience, Disrespect K-12, Failure to Attend (2). |

- Cell Phone Bans may be imposed for level 4 violations.



Electronic Network contains the appropriate uses, ethics, and rules of conduct. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Misuse or damage to District-issued devices (e.g. Chromebook or iPad) may result in disciplinary consequences. When a District issued device is damaged, the building principal or the principal's designee may implement disciplinary consequences, up to and including a recommendation for expulsion, based on the severity of the incident, on a case by case basis.

Students must allow District staff to inspect any District issued device upon request. District issued devices are to be used for educational learning activities, and not for any illegal purposes or purposes that violate District policies. Use for purposes other than school-related educational activities may result in disciplinary consequences.

Loss/theft of the District issued device must be reported to the building principal as soon as possible, and not later than 24 hours after the device is lost or stolen.

District Electronic Networks and Technology

Use of the District's electronic networks and technology must be (1) in support of education and/or research and (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or district computers. The District's Student Acknowledgment of Receipt of Administrative Procedures for Acceptable Use of the

Social Media Access

A school administrator may not require a student to provide a password or other related account information in order to gain access to the student's account or profile on a RPS social networking website. The school may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination.

Search and Seizure

School searches are a tool used by the District when deemed necessary in order to maintain order and security in the schools. Under the School Code and Board policy 7.140, the District may inspect and search places and areas such as lockers, desks, parking lots, vehicles and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students, without notice to or the permission of the student and without a search warrant. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left in those places or areas. Searches of a student's person or objects in their possession such as a purse, book bag or phone, may occur if there is a reasonable suspicion that the search will produce evidence the particular student has violated or is violating a school policy or law. Any such search shall be reasonable in scope based on the nature of the suspected misconduct and not excessively

intrusive in light of the age and sex of the student. When feasible, searches of a student will be conducted by a certified employee or liaison police officer of the same sex as the student, outside the view of others, and in the presence of a school administrator or adult witness. Parents/guardians shall be notified of the search having taken place as soon as possible, and a written report regarding the search shall be provided to the Superintendent or designee.

The District also may request the assistance of law enforcement officials for the purpose of conducting inspections and searches for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. Evidence found may be seized and used for disciplinary purposes. It also may be turned over to local law enforcement, when it is reasonably believed to have been used in violation of a law.

Voluntary Reporting/Surrender of Weapons or Drugs

It is a goal of the Student Code of Conduct to foster good citizenship in students and eliminate the presence of weapons and illegal drugs from school grounds and school related events. Students who are aware of or have knowledge of the presence of weapons or illegal drugs/cannabis at school, at school sponsored activities, on school grounds or property, or on school buses, are encouraged to notify a teacher, administrator, or Resource Officer as soon as possible and turn in the contraband. If the Administration, after investigation, is satisfied that the item reported or turned in is possessed by the student for the purpose of delivery to a school official (whether or not the item belongs to the student), the student shall not be disciplined under the Student Code of Conduct.

Videotaping

The District uses video surveillance in public places throughout its school buildings, in parking lots, on athletic fields, and on school buses to assist in maintaining a safe and secure educational environment. Video footage that contains evidence of student misconduct may be used in student disciplinary matters and constitute a student disciplinary record.



Behavior Investigation Guidelines, Including Bullying, Harassment, and Threats

Student discipline and discipline investigations should be conducted privately, in safe locations to the greatest extent possible.

In order to address inappropriate behavior in an equitable manner, school administration must comply, at minimum, to the following steps:

1. Support school staff to avert and correct behavior.
2. Intervene to minimize escalation, resolve conflict, and keep the school environment safe and free from disruption.
3. Conduct a comprehensive investigation.
4. Determine if the behavior incident violates the Student Code of Conduct.
5. Provide the student Due Process.
6. Make deliberate and reasonable efforts to contact the parent or guardian to discuss the incident, interventions, and possible corrective strategies.
7. Assign interventions and/or corrective strategies according to the Student Code of Conduct.
8. Complete required paperwork.
9. Inform parents of their right to appeal an out-of-school suspension or bus suspension if the parent feels the suspension is unwarranted or excessive in the number of days.
10. Welcome the student back to the school environment.



Suspension And Expulsion

Bus Suspension

Students' bus riding privileges may be suspended for violations that place the safety of the bus driver and occupants in serious risk of injury or cause a serious disruption that requires the driver to stop the vehicle and request support.

Procedures/Procedural Safeguards

Bus suspension follows the same procedures as all other suspensions. During the time of the school bus suspension, parents are responsible for transporting their students. Students are expected to attend school for the duration of the bus suspension. Students who do not have alternative transportation during a bus suspension shall be allowed to make up work with no loss of credit. Parents are responsible for notifying the building principal if alternate transportation is not available.

Appeal Process

There are two appeal processes for bus suspensions:

1. For suspensions of 1-10 days, the parent may appeal the suspension within 24 hours of the suspension to the building principal.
2. For suspensions of more than 10 days, the parent may appeal the suspension to the board of education. The parent must appeal the suspension, in writing, within 24 hours of the suspension, to the building principal.

Overnight Suspension

Overnight suspension is used for offenses in which a parent conference is necessary to discuss a behavior incident prior to an in-school or out-of-school suspension. Overnight suspensions must be conducted in person, at the zone school. School administration has the authority to alter the location to meet the needs of the family. The suspension begins after the school day has ended and is lifted after the school team meets with the parent and student.

Procedures/Procedural Safeguards

Overnight suspensions are an agreement between the school administration, the parent/guardian, and the student. The procedure for an overnight suspension is listed below:

1. The parent/guardian is notified that an incident occurred involving their child.
2. School administration will discuss the incident and the charges the student faces.
3. School administration will work with the parent to schedule an in person, reentry meeting for the next school day.
See pg. 33: Parent Tracking Form Re-Engagement Conference
4. If the parent/guardian is unable to attend the next school day, an in-school suspension will be assigned until the parent is able to meet in person, and all procedural safeguards will be followed.

Appeal Process

While there is not an appeal process for an overnight suspension, the opportunity to meet in person to discuss behavior, academic progress and attendance is afforded.

In-school Suspension

In-school suspension is the temporary exclusion of a student from his or her regular classroom, lunch area, and other regular school day activities and assignment to a designated place in the school for one or more hours in a school day, or days.

Procedures/Procedural Safeguards

1. Oral and/or written notice of the charges and evidence supporting the charges must be presented to the accused student.
2. If the charges are denied by the student, the student must be given an opportunity to explain the reasons for the denial to the administrator who issued the suspension.
3. The in-school suspension may not exceed three school days for any incident..
4. The parent/guardian must receive a report of the suspension along with a full statement of the reasons for the in-school suspension determination.

Appeal Process

While there is not an appeal process for an In-School suspension, the opportunity to meet in person to discuss behavior, academic progress and attendance is afforded.

Out-of-school Suspension

Out-of-school suspension (OSS) is the temporary exclusion of students from school, the school bus, school grounds and all school activities. Out-of-school suspension may not exceed 10 consecutive school days.

Procedures/Procedural Safeguards

Overnight suspensions are an agreement between the school administration, the parent/guardian, and the student. The procedure for an overnight suspension is listed below:

1. Oral and/or written notice of the charges and evidence supporting the charges must be presented to the accused student.
2. If the charges are denied by the student, the student must be given an opportunity to explain the reasons for the denial to the administrator who issued the suspension.
3. The out-of-school suspension may not exceed ten school days for any incident.
4. The parent/guardian must receive a report of the suspension along with a full statement of the reasons for it and a notice of a right to review/appeal.
5. Parent/guardian is required to attend the Re-engagement Conference with their student upon return from out-of-school suspension. The Re-engagement Conference shall address intervention strategies and support services to successfully transition back to school. **See pg. 33: Parent Tracking Form Re-Engagement Conference**

OSS or Bus Suspension of 1-3 Days: A suspension of 3 days or less is only allowed if the student's continuing presence in school/on the bus would pose a threat to school/bus safety or a disruption to other students' learning opportunities.

OSS or Bus Suspension of 4-10 Days: A suspension of 4-10 days is only allowed if other appropriate and available Behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school or on the bus would pose a threat to safety or substantially disrupt, impede, or interfere with the operation of the school/bus.

Missed work during suspension

To ensure the continuation of learning, students who are serving an out of school suspension are expected to complete schoolwork during the duration of the suspension. Upon suspension, an automatic homework request will be issued. Students will not suffer a loss of grade or credit solely due to the suspension. Students must complete all homework and any tests in a timely manner upon return from suspension.

Academic and Behavioral Support Services

Appropriate and available support services will be discussed and provided for students who are suspended for more than 4 consecutive school days.

Appeal Process

A parent/guardian may request a review or appeal of an out-of-school suspension. The review/appeal procedure is listed below:

1. Within one school day of receiving the suspension notice, the parent must submit a "Request for a Suspension Review/Appeal" form to the building principal. The form is available from any school administrator.
2. The building principal must schedule a meeting within 3 school days of the receipt of the appeal request.
3. If the building principal grants the appeal request, the discipline will be expunged from the student's school record.
4. If the building principal does not grant the appeal request, the parent has the right to appeal the suspension to the board of education or hearing officer appointed by the board of education. The form for an appeal to the board appointed hearing officer is available from any school administrator and is due within 24 hours of the building principal's decision.
5. The building principal will forward the request to the Student Services Department who will schedule a hearing before the board's hearing officer. A certified letter will be mailed to the parent with the details of the hearing date and time.
6. The parent/guardian and school administration will present evidence and testimony to the hearing officer for consideration regarding the suspension appeal.
7. The hearing officer submits a report to the board of education with a recommendation.
8. The board of education will either uphold or overturn the discipline. If the discipline is overturned, the infraction is removed from the student record.
9. The parent/guardian will receive written notification of the board's decision by mail.



Involuntary Transfer to Adaptive Learning Sites

Rockford Public Schools, District 205 provides programs for high school students who are in need of a non-traditional learning environment for academic and/or behavioral support or at risk of continuing aggressive behaviors due to their behavior patterns in school. These students may be involuntarily transferred to an appropriate Adaptive Learning Site when the school team has exhausted interventions and supports, but the student's behavior does not warrant an expulsion.

Procedures/Procedural Safeguards

If a student continues to struggle academically and/or behaviorally, the building principal may recommend the student attend an Adaptive Learning Site for a specific amount of time. The Adaptive Learning Site will be chosen, in consultation with the parent/guardian and student, based upon the student's unique learning characteristics and behaviors.

1. The school team, in consultation with the parent/guardian and student will discuss the need for a smaller learning environment, or Adaptive Learning Site.
2. The school team will complete a transfer packet and submit the packet to the Student Services Department for approval (**See appeal process below**).
3. If the parent/guardian does not agree with the transfer, they may appeal.
4. If the parent/guardian agrees with the transfer, they will have seven days to enroll their child in the selected program.

Appeal Process

If a parent/guardian does not agree with the involuntary transfer of their child, the parent/guardian may appeal the transfer by making a request in writing within 24 hours to the building principal. The parent/guardian of the student referred for the involuntary transfer and the student may attend the hearing, be represented by legal counsel or other advocate, present information related to the transfer, ask questions, and may present evidence rebutting any charges relevant to the transfer. Failure to attend a scheduled hearing without good cause may be determined by the Hearing Officer to be a waiver of hearing and consent to transfer to the Adaptive Learning Site. During an appeal, the following process is followed:

1. After discussing the Adaptive Learning Site recommendation with the building principal, the parent/guardian may appeal the involuntary transfer. A hearing officer will review all administrative recommendations and parental objections for involuntary transfers.
2. The appeal will be heard by a committee composed of two building level administrators from the district who are not administrators in the student's zone school, and the Superintendent or his/her designee who shall serve as the Hearing Officer. The Hearing Officer shall be the presiding officer at the hearing and shall:
 - a. Schedule a hearing at a specified date, time and place and issue a notice of hearing to the parent/guardian of the student. The Hearing Officer may reschedule any hearing to a specified date, time and place for good cause.
 - b. The Hearing Officer shall be available before the hearing to answer any questions that the student, the parent/guardian, or representative may have about the nature and conduct of the hearing.
 - c. The Hearing Officer will have full charge of the hearing and the authority to direct its proceedings and to control the conduct of all persons present, subject to the general direction of this Student Code of Conduct.
 - d. The Hearing Officer will make a written record of the proceedings, to include a summary of the facts and reasons supporting the decision.
 - e. The Hearing Officer will transmit written findings and determination to the Superintendent of Schools, the principal, the student, and the student's parent/guardian, or representatives.
 - f. If the Hearing Officer rejects the involuntary transfer, the student will return to their zone school.
 - g. If the Hearing Officer upholds the involuntary transfer, the student must enroll in the assigned Adaptive Learning Site within seven days from the time the decision is mailed to the student and his/her parent/guardian.
 - h. If the parent continues to disagree with the outcome of the Hearing Officer, they may appeal the decision to the Board of Education. A written request must be made within 24 hours to the Executive Director of Student Services. In this instance, the Board of Education will render the final decision regarding the transfer.

Adaptive Learning Sites

The following Adaptive Learning programs are available to students, who are involuntarily transferred, are under an Expulsion in Abeyance Agreement (EIA), or have been expelled (when seats are available):

1. Roosevelt Community High School Programs
2. Innovative Learning Center (ILC)
3. Regional Safe Schools Program, Summit Academy



Transition Services to and from Adaptive Learning Sites

Rockford Public Schools, District 205 offers transition services for students returning from alternative learning environments. The transition back to a larger, more complex building can be difficult, and students will receive support and be monitored during the transition. The following services will be provided for students transitioning back to the zone school:

- **Exit meeting:** The Transition Administrator will schedule a meeting with the Adaptive Learning Site staff (if applicable), the parent/guardian, and student to discuss the student's progress.
- **Entrance meeting:** The Transition Administrator will schedule a meeting with staff members at the zone school to discuss the student and begin planning for the student's transition back to the zone school.
- **Transition planning:** The zone school will meet with the parent/guardian and student to create a transition plan, documented in Panorama. The transition plan must include the specific supports and services the student will receive in order to successfully transition back to the zone school.
- **Follow up:** The Transition Administrator will track each student's academic progress, attendance, and behavior for one semester or trimester upon return to the zone school.



Expulsion In Abeyance Agreements (EIA)

An Expulsion in Abeyance (EIA) agreement may be offered by the building principal when a student has acknowledged involvement in misconduct for which an expulsion otherwise is recommended and express appropriate understanding of the implications of the misconduct, remorse, and a commitment to avoid serious misconduct in the future. The EIA agreement gives students an alternative to being expelled from school for gross disobedience or misconduct. Students must successfully complete the terms of the EIA agreement in order for the agreement to terminate. All EIA agreements are voluntary and require the approval of the parent/guardian, building principal, Superintendent or his/her designee, and the School Board.

Procedural Guidelines

1. School administration discusses the terms of the EIA agreement with the student and parent/guardian.
2. The student and parent/guardian agrees to the EIA agreement and signs the required paperwork.

Expulsion in Abeyance Agreement Revocation

If a student does not comply with one or more of the terms of the Expulsion in Abeyance agreement, the stay of expulsion may be lifted. If lifted, the student will be recommended for expulsion, effective immediately, for the remainder of the Expulsion in Abeyance agreement term. The Expulsion period shall go into effect upon the conclusion of the following procedures:

1. The school administration will investigate any new charges triggering a revocation.
2. The student will be provided the opportunity to defend those charges. The school administrator will consider the facts and determine if the revocation will continue.
3. Parents/guardians will be notified of the charges that have led to the revocation of the EIA agreement orally and/or in writing.
4. The school administrator will submit a revocation request to the Student Services Department.
5. A letter will be sent, by certified mail to the parent/guardian detailing the terms of the expulsion.

Expulsion

Expulsion is the most severe consequence a school system may impose. The board of education may expel a student for up to two calendar years when the student's continued presence would meet the requisite safety or disruption level. A student who is determined to have brought a weapon to school, any school-sponsored activity or event, or any event which bears a reasonable relationship to school shall be recommended for expulsion for a period of not less than one calendar year. Expelled students may not enroll in or attend any educational program operated by the school district.

Expulsion recommendations will be acted upon by the Board even if a student withdraws or otherwise transfers to a non-district school prior to the date of the expulsion hearing.

Procedural Guidelines

A Notice of Expulsion is mailed to the parent/guardian by certified or registered U.S. mail, which shall include:

1. A request to appear before the hearing officer to discuss their child's behavior.
2. The time, place, and purpose of the meeting.
3. The rationale for the length of the recommended expulsion.
4. Whether other interventions were attempted or determined not to be appropriate and available.
5. A copy of the corresponding suspension notice.
6. Proposed EIA agreement, if applicable

Expulsion Hearing Procedures

In the event of a recommendation for expulsion, the District will schedule a hearing before the Board's Hearing Officer. The following procedures apply to hearings before the Board's Hearing Officer for recommendations of expulsion:

1. The student shall have an opportunity for a hearing which is conducted by a Hearing Officer appointed by the School Board.
2. The School Board shall provide written notice to the parent/guardian of the time, place, and purpose of the hearing by registered or certified mail and request the appearance of the parent/guardian at the hearing.
3. During the hearing, the student, parents/guardian may be represented by legal counsel, present witnesses and other evidence and cross-examine school witnesses. Parents/guardians must inform school officials if they intend to bring legal counsel to represent the student at the expulsion hearing. The officer shall hear evidence on the issue of the recommendation for expulsion, if any. At the meeting, the hearing officer must state the reasons for the proposed dismissal and the date on which the expulsion is to become effective.
4. Student witness names will remain confidential, to the extent allowed by law. The District administrator presenting the District's position will identify and state a valid rationale for masking other witness names based upon real evidence and legitimate fear of retaliation, when applicable. If the hearing involves a student with a disability, the administrator additionally shall present information as to the outcome of the Manifestation Determination Review (MDR) held by the school's special education team prior to the hearing.
5. The Hearing Officer will allow the parties to clearly explain their respective points of view and to submit whatever evidence they have available that is relevant to the recommendation for expulsion.
6. The Hearing Officer shall prepare a written summary of the information presented at the hearing including such information and commentary as the Hearing Officer deems relevant. The written summary must be presented to the board of education.
7. After receipt of the administrative recommendation and the Hearing Officer's report, the Board shall render a decision. If the Board finds the student in violation of the Student Code of Conduct it shall determine the appropriate level of discipline, up to and including expulsion.
8. Only the board of education can expel a student from school. The decision of the Board shall be in writing with a copy provided to the parents/guardian of the student. If the Board acts to expel the student, the Board's written decision minimally must detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school and must include a rationale as to the specific duration of the expulsion. It also must include a finding of whether other interventions were attempted or it was determined that there were no other appropriate and available interventions.
9. The Department of Human Services will be invited to send a representative to the due process hearing when mental illness is suspected.

Course Credit and Graduation

A student who is expelled will not receive course credit awarded by Rockford Public Schools for the semester in which the expulsion occurs. In the event of an expulsion, the school will notify the parents and student of alternative education opportunities, if any.

Students enrolled in alternative education sites may submit their transfer transcript for review when readmitted to Rockford Public Schools, District 205.

Seniors who are expelled through the end of the semester in which they are scheduled to graduate may be awarded a diploma if they present an official transcript from an alternative program and/or have met all of the District's graduation requirements. However, students who are currently under expulsion in abeyance (EIA) agreements are not only allowed to participate in graduation ceremonies with written consent of the building principal.

Police Notification and Interaction Guidelines

School administrators contact the Rockford Police Department in two situations: emergency and non-emergency.

- **Emergency:** School administrators have the responsibility to call 9-1-1 when they determine a situation to be a safety emergency that is an immediate threat of danger or imminent harm to students, staff, or other school personnel. This includes, but is not limited to:
 - Active use, possession, and/or concealment of a firearm/destructive device, or other weapons or “look-alikes”, or the use or intent to use an object as a weapon to inflict serious bodily harm to a person.
 - A bomb threat
 - An act of physical violence by a student that is in progress and unable to be safely deescalated or stopped by school officials.
- **Non-Emergency:** School administrators have the responsibility to notify police when a student engages in alleged illegal behavior, or as required by law.

Student Rights

Students maintain the following rights when interacting with local law enforcement:

1. Students have the right to refuse to speak to local law enforcement
2. Students can refuse to give consent to be searched by the police, including electronic devices. This may not stop the search.
3. Students shall not be left alone with police officers at any time.
4. Students shall not be removed from the classroom or common areas of the school by police officers unless an emergency exists, as listed above.
5. School administrators must make all reasonable efforts to ensure that the student’s parent/guardian is present during questioning by law enforcement, or if the parent is not available, that a school administrator is present during questioning.

Arrests on School Grounds

School officials should avoid student arrests on school grounds whenever possible. If an arrest is necessary, the police officer should coordinate with the building principal to find a private location out of sight and sound of other students, to the extent possible.

State Reporting

The District is required to report certain incidents to the Illinois State Board of Education through the School Incident Reporting System (SIRS) related to student attendance. (105 ILCS 5/26-3a)

- Students who no longer attend school due to: expulsion, withdrawal (for reasons other than transfer), removal from the attendance rolls due to non-attendance, and chronic and habitual truants.
- Students who have re-enrolled or returned to regular attendance.
- The following incidents are required to be reported to appropriate law enforcement authorities, who then periodically report to the ISBE.
 - Battery to staff (105 ILCS 5/10-21.7)
 - Drug offenses (105 ILCS 5/10-27.1B)
 - Firearm offenses (105 ILCS 5/10-27.1A)

Additionally, local law enforcement will be notified consistent with the provisions set forth in the Student Code of Conduct at Pg. 8-20, when a student is suspected of having engaged in criminal conduct other than that noted above. Information regarding students with disabilities reported to local law enforcement may be shared with appropriate authorities, consistent with IDEA and the Family Educational Rights and Privacy Act.

Student Code of Conduct Receipt Form

NAME OF STUDENT _____

STATEMENT

My child and I have received a copy of the Rockford Public Schools Student Code of Conduct, which includes the Rights, Responsibilities, Rules and Due Process. We understand that our child is expected to read and become familiar with all of this Code and has brought it home for us to read. We understand that we, along with our child, are subject to the rules and consequences which it provides.

NAME	RELATIONSHIP TO STUDENT	PHONE NUMBER
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PLEASE LIST ANY OTHER MEANS OF CONTACT _____

SIGNATURE OF PARENT _____ DATE _____

SIGNATURE OF STUDENT _____ DATE _____

ROCKFORD PUBLIC SCHOOL STUDENT CODE OF CONDUCT IS DISSEMINATED DURING SCHOOL REGISTRATION.

PLEASE RETURN THIS PAGE TO YOUR CHILD'S SCHOOL AFTER READING AND DISCUSSING IT WITH HIM/HER AND SIGNING IT.

PLEASE NOTIFY THE OFFICE IF THERE ARE ANY CHANGES TO THE ABOVE INFORMATION.

**This form is received during registration*

Parent Tracking Form Re-Entry Conference

Re-entry conferences are required to address issues related to the student's time out of school. This form may be used to assist you in ensuring that your child is properly reintegrated into the school setting following a period of School Exclusion*.

- Student schedule developed/shared and discussed (may occur at the meeting if the meeting date is before the student's first day of return to RPS)
- Transportation has been in contact and notified me of pick up and drop off times
- A meeting has been scheduled to discuss my child's return to school
Meeting date and time: _____

At the Re-Entry Conference

- Student behavioral expectations were reviewed
- Academic and behavioral re-entry strategies and interventions were discussed; such as: tutoring, meetings with counselor, a change in student's schedule, and/or other steps to prevent future misconduct
- My child's Student Intervention Plan was reviewed and revised, as appropriate
- I was notified of the scheduling of an IEP/504 meeting to review my child's progress and needs for the remainder of/upcoming year (for students with an IEP or 504 plan)
- My child and I had an opportunity to ask questions that we had

STUDENT NAME _____ STUDENT I.D. _____

SIGNATURE OF PARENT _____ DATE _____

SIGNATURE OF ADMINISTRATION _____ DATE _____

** This form may also be used for reinstatement conference*

Report Form for Bullying and School Violence

To be completed by the bullying target, witness, or person with information about an incident of bullying or school violence and submitted to the building principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

NAME _____ DATE _____
☐ STUDENT ☐ PARENT ☐ STAFF ☐ OTHER

INDICATE HERE IF YOU PREFER TO REMAIN ANONYMOUS
☐ YES ☐ NO

ARE YOU THE TARGET OF THE BULLYING OR SCHOOL VIOLENCE THAT YOU ARE REPORTING? ☐ YES ☐ NO

DATE OF INCIDENT: _____ TIME OF INCIDENT: _____

PERSON(S) BEING REPORTED AS TARGETS OF BULLYING OR SCHOOL VIOLENCE:

NAME _____
☐ Student ☐ Staff

NAME _____
☐ Student ☐ Staff

NAME _____
☐ Student ☐ Staff

PERSON(S) BEING REPORTED AS AGGRESSORS ENGAGED IN BULLYING OR SCHOOL VIOLENCE:

NAME _____
☐ STUDENT ☐ STAFF ☐ OTHER

NAME _____
☐ STUDENT ☐ STAFF ☐ OTHER

NAME _____
☐ STUDENT ☐ STAFF ☐ OTHER

WAS THE INCIDENT BASED ON ANY OF THESE CHARACTERISTICS? (CHECK ALL THAT APPLY.)

NAME _____

<input type="checkbox"/> Age	<input type="checkbox"/> Ancestry	<input type="checkbox"/> Color	<input type="checkbox"/> Gender identity
<input type="checkbox"/> Gender-related expression	<input type="checkbox"/> Gender-related identity		
<input type="checkbox"/> Homeless status	<input type="checkbox"/> Marital status	<input type="checkbox"/> Mental disability	
<input type="checkbox"/> Nationality	<input type="checkbox"/> Order of protection status		
<input type="checkbox"/> Parental status	<input type="checkbox"/> Physical disability	<input type="checkbox"/> Pregnancy	
<input type="checkbox"/> Race	<input type="checkbox"/> Religion	<input type="checkbox"/> Sex	<input type="checkbox"/> Sexual orientation
<input type="checkbox"/> Associated with person/group with one or more of the above actual or perceived characteristics			
<input type="checkbox"/> Other _____ <input type="checkbox"/> I do not know.			

STUDENT(S) WERE TARGETED FOR BULLYING IN THE FOLLOWING WAY(S): (CHECK ALL THAT APPLY.)

- ☐ Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)
- ☐ Written communication (e.g., handwritten notes, other written documents, email, etc.)
- ☐ Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
- ☐ Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- ☐ Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- ☐ Items depicting implied hatred or prejudice were worn, possessed or displayed
- ☐ Other (please explain): _____

STUDENT(S) WERE TARGETED FOR BULLYING IN THE FOLLOWING PLACE(S): (CHECK ALL THAT APPLY.)

- ☐ Bus ☐ Bus stop ☐ Classroom ☐ Cafeteria
- ☐ Extracurricular activity ☐ Gym ☐ Hallway
- ☐ Locker room ☐ Restroom ☐ School or related
- ☐ Other

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

☐ The above information is true and accurate to the best of my knowledge.

SIGNATURE OF PERSON REPORTING _____

Date _____







RESERVATION OF RIGHTS

The District reserves the right to amend the content in this handbook at any time throughout the school year, without notice. However, parents and students will be notified of any change impacting conduct expectations prior to enforcement of the changes.

QUESTIONS?

For questions regarding the Student Code of Conduct please contact:

STUDENT SERVICES

(P) 815.966.5251 | (F) 815.489.2705 | student.services@rps205.com

