



**Council Bluffs
Community**
SCHOOL DISTRICT

INTRODUCTION TO THE STUDENT CODE OF CONDUCT

The Student Code of Conduct is designed to encourage students to accept responsibility for their actions, reinforce students to respect the rights of others, facilitate learning and promote the orderly operation of all Council Bluffs Community School District schools. It is composed of five groups of behaviors. Students are required to adhere to this Student Code of Conduct. A student who engages in behavior which is not listed in the Student Code of Conduct, but is detrimental to good order in the schools or which impairs the morale or good conduct of students, will be subject to the authority of the classroom teacher and/or administration.

Application of Disciplinary Interventions

For purposes of this Student Code of Conduct, early learning interventions apply to students in Preschool, elementary interventions apply to students in grades K-5, and secondary interventions apply to students in grades 6-12. District personnel will use their professional judgment to determine which disciplinary interventions for the listed behaviors will be most effective while taking into account the following factors:

- The student's age
- The severity of the student's action
- The student's previous interventions
- Other relevant factors

Students with special needs (i.e., disabilities, IEPs or Section 504 Accommodation Plans) must be disciplined in accordance with federal and state law, as well as district policy.

Students in our Preschool program must be disciplined in accordance with Iowa child care licensing requirements, state and/or federal child care accreditation, as well as district policy.

SCOPE OF AUTHORITY

The provisions of this Student Code of Conduct apply in all situations in which students are involved, including:

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport students for the district;
- Off-site school sponsored activities;
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the student's conduct is the result or cause of disruptive behavior on school grounds; and
- Acts or behavior, which occurs off school property and poses a threat to the safety of students and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of students and faculty or disrupts the learning environment.

Off-campus behaviors that are not school-related but that adversely affect the educational climate will also be subject to school-related interventions. In addition, the district will seek restitution when district property is damaged, destroyed or stolen.

SUPERVISION OF STUDENTS

All district personnel responsible for the care and supervision of students have the responsibility to support students' physical and psychological safety. Therefore, district personnel are authorized to hold students accountable for any unproductive behavior in school, on any property of the school, on any school bus going to or returning from school, or in any vehicle when that vehicle is used to transport students for the district during school-sponsored activities or during a school activity during a non-school time or date.

School personnel may use reasonable and prudent physical force as a last resort to restrain a student whose actions are reasonably believed to result in physical injury to any persons, including the student. School personnel must follow Chapter 103 guidelines if this were to occur.

STUDENT ACCOUNTABILITY

As students within the Council Bluffs Community School District, it is expected that behavior always falls under the guidance of the Council Bluffs Community School District's Student Code of Conduct. This is expected of all District students and parents and/or guardians without exception (unless spelled out through a written success plan). It is encouraged that all students and parents/guardians read and get an understanding of the Student Code of Conduct responsibilities and consequences. Any deviation of expectations can result in interventions written within this document. This method of addressing behaviors will be to ensure a positive learning environment.

STUDENTS' ACCOUNTABILITY FOR PERSONAL SUCCESS

As important members of the Council Bluffs Community School District, students are encouraged:

- To read and become familiar with all District policies.
- To attend school daily, come prepared for academic success and complete all academic work to the best of their ability.
- To understand and follow school rules and instructions given by the school's leaders, teachers and other team members.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school or in the school community.
- To bring to school only those materials that are allowed and which will increase success.
- To treat the school community with respect.
- To respect school property, community property and the property of others.

STUDENTS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

The District strives to promote a safe learning environment. Students should not possess the following articles on school property: drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Iowa and Federal law, School Board policy or the Student Code of Conduct. Students are responsible for any items and/or materials found in their possession. For purposes of the Student Code of Conduct, items are deemed to be within a student's possession if the items are found in any of the following places:

- student's clothing (i.e., pockets, jackets, shoes, socks, hats, etc.);
- student's purse/book bag;
- student's desk;
- student's locker; and/or
- student's automobile located on district property.

It is each student's responsibility to check his or her personal belongings for possible unsafe items before entering school property, any school bus going to or returning from school or any vehicle when that vehicle is used to transport students for the district and school-sponsored activities. A student may be required to provide unsafe items to administration if these items are brought to school.

GROUP I – BEHAVIORS AND INTERVENTIONS

Truancy (Chronic Absence)

Significant time away from school negatively impacts the academic success of our students. Chronic absence includes all absences: excused, unexcused and suspensions that result in significant time away from the school learning environment. School administration or an appointed designee will determine whether the student's absence is verified or unverified. School Administration or appointed designee will also assess if the chronic absence is the result of a familial circumstance and refer such instances for intervention through support services.

***Tardy:** A student is tardy if they are not present at the start of a class period. A student who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Students who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be verified or unverified. A verified tardy is only recorded with a formal written and timed excuse/admit slip from a school administrator, teacher, or district level employee. All other tardy excuses will be unverified.

*Chronic absence can be considered truant under state statutes and city ordinances and may result in a referral for a truancy citation. *Note: School Administration will follow the attendance policy defined in the District Handbook. For detailed information on the attendance policy, please refer to the district's website at <https://www.cb-schools.org/>*

Failure to Adhere to the Approved Dress Code

Students are encouraged to dress in a manner consistent with schools' dress code guidelines. Students whose dress does not meet dress code guidelines which disrupts the learning environment may be subject to interventions.

GROUP I – INTERVENTIONS

PRESCHOOL

First Incident

- Parent/Guardian Contact
- Teacher/Student Conference

Subsequent Incidents

- Intervention Plan / Safety Plan
- Referral to Preschool administration and/or support personnel
- Parent/Guardian Conference

GRADES K – 5

First Incident

- In-school Conference with Student
- Parent/Guardian Contact
- Teacher/Student Conference

Subsequent Incidents

- Intervention Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Parent/Guardian Conference
- Teacher/Student Conference

GRADES 6 – 12

First Incident

- In-school Conference with Student
- Parent/Guardian Contact
- Teacher/Student Conference

Subsequent Incidents

- Intervention Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Parent/Guardian Conference
- Teacher/Student Conference

GROUP II – BEHAVIORS AND INTERVENTIONS

Academic Dishonesty

Cheating on tests, copying assignments or papers, inappropriate use of artificial intelligence, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.

Note: The initial act of academic dishonesty will result in the student receiving a zero on the assignment and parent notification.

Possession and/or Use of Tobacco or Tobacco-like Products

Possession and/or use of any tobacco products, electronic cigarettes, vaping device or any other device that may be used to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy. In order to provide a safe and secure learning environment, these products and the use of these products are not welcome on any school district campus locations.

Possession Exhibition and/or Distribution of Obscene Material

Possessing, exhibiting or distributing obscene material, (either hard copies or electronically) which satisfies all three elements of the Miller Test for obscenity.

Gambling

Gambling is defined as betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

Unproductive Behavior in the Classroom, School or During School Activity

Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment. (i.e. running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.)

Unproductive Behavior on School Bus or at School Bus Stop

Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment.

Use of Abusive, Obscene, Offensive or Profane Language

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive. Any slurs, innuendos or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Note: Severity of the defiant violation (i.e. abusive/derogatory language directed towards school personnel) could warrant Group III Interventions.

Violation of Technology Acceptable Use Policy

Any violation of the expectations, requirements, and/or student responsibilities outlined in the district's Technology Acceptable Use Policy (see page 61). If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities. Possessing, exhibiting, or distributing material, which offends a person's common decency and morals.

Note: Additional interventions may be imposed by administration for violation of this policy.

Possession of Non-Controlled Substances

Possession of a non-controlled substance upon the representation that the substance is a controlled substance.

Possession of Lighters and/or Matches

The possession of lighters and/or matches.

GROUP II – INTERVENTIONS

PRESCHOOL

First Incident

- Conference with student/develop plan with students (with developmentally appropriate behavior strategies)
- Parent/Guardian Contact
- De-escalation/ Peace Corner

Subsequent Incident

- Parent/Guardian Conference and team meeting if needed
- Refer to Preschool Administration and/or support personnel for observation and collaborative development of Support Plan/Safety Plan

GRADES K – 5

First Incident

- In-school Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Teacher/Student Conference to address Developmental Deficits and Reflection
- Restorative Practices
- De-escalation/Peace Corner

Subsequent Incidents

- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Develop Support Plan/ Safety Plan

GRADES 6 – 12

First Incident

- In-school Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Teacher/Student Conference
- Restorative Practices
- De-escalation/Peace Corner

Subsequent Incidents

- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Develop Support Plan/ Safety Plan

GROUP III – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and district administration depending on the severity of the behavior.

Forgery

Making, completing, altering or authenticating any written document so that it purports to have been made by another party. *Note: The behavior includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.*

Dangerous Behavior

Behaving in such a way as could reasonably cause injury to a student, teacher or other staff member (i.e., throwing chairs, throwing items at student/staff, slap boxing, social media challenges, etc.).

Note: Any serious physical injury, which results from a student's behavior may result in Group IV Interventions

Stealing

The unlawful theft or attempted theft of school property or personal property of another with the intent to deprive the person of the property.

Extortion

Obtaining money, information or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

Note: Restitution could be applied as an intervention.

Receiving Stolen Property

Receiving or possessing property which has been stolen from another student and/or school personnel.

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Interventions

Violating conditions of a suspension, expulsion, or other disciplinary intervention including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held.

Possession of Sexually Explicit, Vulgar or Violent Material

Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district school personnel for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation

The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the internet or social media sites), can be included as a participant in violation of a behavior that may include inciting to fight, fighting, or bullying.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity.

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale or otherwise introduce into the body a controlled substance

Unauthorized Entry – Restricted and/or Unsupervised

Students entering into the school or certain areas of the building without permission; students entering restricted areas; students being in school areas without appropriate supervision; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

Possession and/or Use of a Simulated Weapon

The possession, concealment or display of a simulated weapon including, but not limited to orby guns, toy guns, cap guns, nerf guns, etc. that would put a reasonable person in fear or apprehension of harm.

GROUP III – INTERVENTIONS

PRESCHOOL

First Incident

- De-escalation/Peace Corner
- Triage/Reflection with Student(s)/ Mediation with students
- Parent/Guardian Conference
- Individual Support Plan/Safety Plan to set social-emotional learning interventions and goals, involves observations and support services from Preschool staff
- Referral to Community Based Agencies.

Subsequent Incident

- De-escalation/Peace Corner
- Triage with Learner(s)/ Mediation with students
- Parent/Guardian Conference
- Review/Revise Goals and Interventions From Previous Support Plan
- Referral to Community Based Agency.

GRADES K – 5

First Incident

- In-School Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Referral to Community Based Agency

Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/ Safety Plan
- Parent/Guardian Conference
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Referral to community based agencies.

The severity of the behavior could warrant a suspension per discussion with administration.

GRADES 6 – 12

First Incident

- In-School Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Learning Center
- Restorative Practices
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Short-Term Out-of-School Suspension (up to 3 days)
- Referral to Community Based Agency

Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/ Safety Plan
- Parent/Guardian Conference
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Short-Term Suspension
- Referral to Community Based Agency

The severity of the behavior committed could warrant interventions developed by administration or support team.

GROUP IV – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and/or a community based agency depending on the severity of the behavior.

Threatening Another Student

Intentional verbal or physical threat to do harm to a student by a student who possesses a plan and the means to carry out such threat. This includes making verbal or physical threats made electronically during school or after school hours.

Note: Parent/Guardian notification required for students who threatened and threatened students within 24 hours.

Fighting

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a student utilizes social media to promote or incite a fight, i.e., videotaping fights and/or posting the videos on the Internet, texting, phone calls, etc., the student may be included as a participant in violation of a Behavior that may include inciting to fight, fighting or bullying.

Possession and/or Use of Drugs

The use and/or possession of unauthorized prescription drugs, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property. This includes possession and/or use of any forms of edibles, marijuana infused products, vape pens containing THC infused liquid substance.

Assault of Another student

An actual and intentional touching or striking of another student against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. A student using physical force in self- defense during the event of an assault shall not be considered to have engaged in assault themselves.

Threatening of School Personnel

Intentional verbal or physical threat to do violence to a staff member. This includes making threats made electronically during school or after school hours.

Assault of School Personnel

An actual and intentional touching or striking of school personnel against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

False/Fire Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments; requests for sexual favors; and other unwelcome verbal conduct of a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Note: School Administration will follow Title IX guidelines if deemed appropriate.

Sexual Misconduct

An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing.

Note: Students found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration and the Council Bluffs Police Department if warranted.

Bullying -- Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetuated by individuals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

GROUP IV – INTERVENTIONS

PRESCHOOL

First Incident

- De-escalation/Peace Corner
- Triage/Reflection with Student(s)/ Mediation with students
- Parent/Guardian Conference
- Individual Support Plan/Safety Plan, involves observations and support services from Preschool Staff
- Risk Assessment
- Short-term Suspension, With Approval by Administration

Subsequent Incident

- De-escalation/Peace Corner
- Triage with Learner(s)/ Mediation with student
- Parent/Guardian Conference
- Review/Revise Goals and Interventions From Previous Support Plans
- Referral to Community Based Agency
- Short-term Suspension, With Approval by Administration.

GRADES K – 5

First Incident

- In-school Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/Safety Plan
- Learning Center
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Referral to Community Based Agency
- Risk Assessment
- Short-Term Suspension

Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/Safety Plan
- Parent/Guardian Conference
- Learning Center
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Long-Term Suspension
- Reassignment

The severity of the behavior committed could warrant interventions developed by administration or support team.

GRADES 6 – 12

First Incident

- In-School Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/Safety Plan
- Learning Center
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Referral to Community Based Agency
- Risk Assessment
- Short-Term Suspension

Subsequent Incidents

- Modify Support Plan/Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Long-Term Suspension
- Reassignment

The severity of the behavior committed could warrant interventions developed by administration or support team.

GROUP V – BEHAVIORS AND INTERVENTIONS

Students **may** be referred to the Student and Family Services Department upon the first occurrence of any Group V behavior. Any of these behaviors may be reported to local law enforcement agency or other community based agency depending on the severity of the behavior.

Possession of Drugs with Intent to Sell or Distribute

The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

Possession and/or Use of a Weapon Other Than a Firearm

Possession and/or use of any of the following:

- Any of the weapons defined by Iowa law;
- knife
- pen knives;
- projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.);
- blackjack;
- knuckles;
- pepper spray;
- mace;
- “tasers”; or
- normal school supplies, household items or other materials (examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or padlocks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are used as a weapon.

Possession and/or Use of a Firearm

Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a “firearm” shall mean:

- Any weapon that is designed or adapted to expel a projectile by the action of an explosive or other propellant;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas; or
- any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may readily be assembled.

Causing Serious Physical Injury to Student or Staff

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Possession, Use and/or Sale of Explosives

The carrying, concealing, use or sale of a bomb, dynamite or other deadly explosives.

Note: An “explosive” is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.)

Arson

Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).

Terroristic Threat

A threat to commit a crime of violence or a threat to cause bodily injury to another person and terrorization as the result of the proscribed conduct. (i.e., written or verbal statements to shoot up the school, hit list, photos, etc.)

Note: This also includes any threat posted on any social media platform, text messages, or any communication devices.

GROUP V – INTERVENTIONS

PRESCHOOL

First Incident and Subsequent Incidents

- De-escalation/Peace Corner
- Triage with Student(s)/ Mediation with Student
- Parent/Guardian Conference
- Immediate meeting to determine next steps on Support Plan/Safety Plan
- Preschool staff to provide support services
- Short-term Suspension with approval by Administration
- Expulsion

GRADES K – 5

First Incident and Subsequent Incidents

- In-school Conference with Student
- Develop Support Plan/Safety Plan
- Parent/Guardian Conference
- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative Practices
- Referral to Community Based Agency
- Short-Term Suspension
- Long-Term Suspension
- Reassignment
- Expulsion

GRADES 6 – 12

First Incident and Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/ Safety Plan
- Parent/Guardian Conference
- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative Practices
- Referral to Community Based Agencies.
- Short-Term Suspension
- Long-Term Suspension
- Reassignment
- Expulsion

Note: In compliance with state and federal law the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poisonous gas, or as otherwise defined by applicable law. When a student brings or knowingly possesses a weapon meeting the definition of "firearm" under 18 U.S.C. Section 921 to school, a hearing will be held before the Board of Directors for expulsion of the student for a period of not less than one year.

TRAUMA INFORMED INTERVENTIONS

The Council Bluffs Community School District is a “trauma-informed” district. The goal of creating a “trauma informed district” is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all students. When schools are able to address the behavioral health needs of students in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals.

A non-trauma-informed system punishes and blames actions and asks, ‘what’s wrong with you?’ A trauma-informed system will hold individuals responsible for their actions, and will provide space and time to process ‘what happened to them’ without adding guilt or more trauma.

According to the national Substance Abuse and Mental Health Services Administration (SAMSHA) a trauma-informed approach for any system, including schools, adheres to the following 4 R’s:

1. Realizes the widespread impact of trauma and understands potential paths for recovery;
2. Recognizes the signs and symptoms of trauma in clients, families, staff and others involved with the system;
3. Responds by fully integrating knowledge about trauma into policies, procedures and practices; and
4. Seeks to actively resist re-traumatization.

Group I Interventions

Group I behaviors are described as non-physical. Trauma Sensitive interventions to Group I behaviors may include:

- Gather as much information as possible about family stressors and link to resources.
- Foster a feeling of safety in the classroom/at school.
- Develop a strong, trusting relationship with the student/caregiver.
- Partner with the caregiver to identify ways to meet school expectations.
- Provide positive reinforcement for desired behaviors (i.e. attends school on time).

Group II Interventions

Group II behaviors are described as non-physical behaviors that disrupt the learning environment. Trauma Sensitive interventions to Group II behaviors may include:

- Provide a safe space for students to talk through the situation
- Engage the student one to one to reflect on what happened that resulted in the behavior
- Practice Open Communication Dialogues (i.e. I feel (feeling word), because (state what happened) and (state what needs to happen to prevent this feeling from occurring again in a similar situation)
- Use Shaping, Simulation and Modeling strategies to influence the desired behavior
- Positive Setting - indirect way to set events by setting the stage for the desired behavior (i.e. only setting out colored pencils and markers for art, instead of paint)
- Awareness of Self strategies
- Provide consistency, predictability and choice-making opportunities for the student
- Complete a De-Escalation Preferences form (identifies triggers and **what happened** to influence the behavior, also identifies a “safe person” that can assist when the student becomes dysregulated.)
- Integrate multi-sensory integration breaks into class schedule (i.e. Safe Movement, Rhythm and Music, Yoga, Self-Pressure point touch)
- Utilize a sensory or meditation room for emotional regulation and class re-integration
- Provide positive reinforcement for desired behavior (i.e. attends school on time); avoid punishments/consequences (i.e. loss of recess)
- Partner with student/caregiver to develop a home-based reinforcement plan (designed to encourage positive behavior at home in the school setting)

Group III Interventions

Group III behaviors are described as academic integrity and physical behaviors that may cause harm to others. Trauma Sensitive interventions to Group III behaviors may include:

- Social-emotional learning skills psycho-education groups/classes
- Peer/Educator mediation
- Violence prevention/bullying groups
- Restorative Practice strategies
- Consult with School Support Team (Counselor, Trauma Sensitive School Clinician) with relational support

Group IV and V Interventions

Group IV and V behaviors are described as physical behaviors. Trauma Sensitive interventions to Group IV and V behaviors may include:

- Coordinate services with Mental Health Therapists/Agencies Centers (i.e. Substance Use Disorder Treatment)
- Psycho-education groups/classes related to the behavior
- Dispel misconceptions about the undesired behavior
- Restorative Practices strategies
- Consult with School Support Team (Counselor, Trauma Clinician) with relational support

EXPLANATION OF INTERVENTIONS

Alternative School Assignment

The reassignment of a student to a specific alternative program which may be better suited to meet the student's educational needs concerning academics, attendance and/or discipline. Alternative school programs may offer specialized curriculum, smaller teacher/ student ratios and support services.

Note: All student referrals for alternative placement at Success Academies will need the Problem-Solving Team (PST) documentation to be submitted for review. These documents regarding the tiered interventions that have been implemented will be utilized to review whether alternative placement is appropriate. No discretionary referrals will be accepted without this documentation provided.

Community Service

An assignment of work or responsibilities that are given and served as interventions for violations of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, wiping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A student performing community service must be supervised by a member of the school staff.

Transportation will be the sole responsibility of the parent/guardian.

Detention

After notice to the parent/guardian and approval from the building administrator a student may be temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an in-school or out-of-school suspension.

Expulsion

The exclusion from school for a period exceeding ten school days. Only the Board of Education authorizes such action and must approve the student's re-admission into the district. Students who bring a firearm to school will be expelled for no less than a calendar year.

Individual Behavior Support Plan/Safety Plan (Preschool)

ISP includes social-emotional learning interventions, tracking of behavior data and goal setting to promote optimal development in Early Learning. Planning will utilize developmentally appropriate strategies based in best practices in early childhood, includes

Conscious Discipline and Trauma-informed care. Observations and support services may be provided by the Preschool Clinician, with a referral to community agency if appropriate.

In-School Conference

A conference between the violating student and appropriate school personnel.

Learning Center Process

The Learning Center has been established to give students an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor. Students are removed from the regular school environment and placed in a supervised classroom. Teachers are required to provide appropriate assignments for students. The Learning Center may not be available in all buildings.

Mediation

A structured mediation process to resolve disputes between two or more parties to obtain a positive outcome. Mediators facilitate the process, complete documentation and finalize the agreed upon resolution between the parties.

Miller Test

Also known as the Three Prong Obscenity Test, the Miller Test consists of three basic conditions an item must meet to be deemed obscene whether:

1. the average person applying contemporary community standards would find the work, taken as a whole, appeals to the prurient interest,
2. the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law; and
3. the work, taken as a whole, lacks serious literary, artistic, political or scientific value.

Parent/Guardian Conference

A conference will be held with parent/guardian, student and school administration to discuss violations of the Student Code of Conduct and disciplinary interventions that may include suspension for subsequent discipline infractions.

Probation

After notice to, or a conference with, the student and parent/guardian, a student may be placed on probation and required to meet certain standards in specific areas (i.e., academics, attendance and/or behavior) where adjustment must be shown and maintained for continued placement. Probation may last until the end of the marking period or the end of the school year.

Referral to Community-Based Agency

Schools may contact community based agencies when behavior or circumstances warrant this intervention. Community-based agencies may include but are not limited to Mental Health Care Providers, Department of Health and Human Services, Juvenile Justice, and law enforcement or other legal authorities and charges may be filed as appropriate.

Reassignment

A student may be reassigned to another school or program within the district. May only be used with permission from district administration.

Restitution

After notice to, or a conference with, the student and parent/guardian, a student may be required to repair, restore, replace or pay for damaged, vandalized, lost or stolen school property.

Restorative Practices

Practices that emphasize repairing the harm to the victim and the school community caused by the student's misconduct. Student violators of the Student Code of Conduct may have the opportunity to engage in restorative practices as an intervention of their inappropriate behavior, as facilitated by school officials. It is important that any student engaging in restorative practices freely admit to any wrongdoing and express contrition for their actions to the offended parties. Restorative practices developed in response to a Student Code of Conduct violation may include but are not limited to the following productive activities:

- Restitution
- Alternative suspension including Learning Center/Detention
- Personal Reflection and Apology for offense (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in an agency and community supports
- student-to-student mediation
- Staff-to-student mediation

Restorative practices could also serve to supplement a lower-term suspension versus simply in lieu of a suspension. All restorative practice plans should include a timeline with terms of completion specified.

Suspension

The removal of the violating student from the learning environment. The length of time may be imposed by the building principal, the superintendent or their administrative designee. Students shall not be allowed to participate in extracurricular activities, attend any school function or be on any Council Bluffs Public Schools property during the length of the suspension.

- **Short Term Suspension**- suspension up to five school days
- **Long Term Suspension**- suspension six (6) to ten (10) school days- requires collaboration with district administration.

Suspension of Computer Privileges and/or Forfeiture of Access to Computer

Any student found responsible for misuse or inappropriate network practices may have access privileges suspended for a specific period of time. This will preclude students from having access to the district mainframe, Internet or any other network services.

EXAMPLES OF TEACHER INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT	BEHAVIOR MOTIVATIONAL
Seat student near teacher or by role model	Immediate reinforcement of correct response
Avoid distracting stimuli	Keep graphs and charts of student progress
Isolate from other students or move location	Use of timers to facilitate task completion
Different groupings of desks	Structure unstructured times (assemblies, hallway, field trips, etc.)
Allow different positions for activities (bean bag chair, laying, standing)	Allow short breaks between assignments
Adjust grouping of students	Implement self-monitoring strategies
Acceleration to another level, class or group within the classroom	Encourage specific behaviors
Team teach or parallel teach	Provide quiet place for student to retreat
	Implement and maintain home/school communication system
	Develop a system to monitor behavior and reward success
ORGANIZATIONAL	LESSON PRESENTATION
Time limits for assignments	Give assignments orally and visually
Questions at end of each sentence/paragraph to help focus on important information	Use computer assisted instruction
Highlight main facts in the book	Provide a model to student and refer to it often
Organize a notebook or provide a folder to help organize work	Include variety of activities for each lesson
Send daily/weekly progress reports	Provide cross-age tutoring
Develop reward system for work completion	Provide peer note-taking
Conference regularly with the student concerning needs, production, evaluation of progress	Provide an individual folder or notebook to organize individual work, language assignments or projects.
Provide homework assignment notebook	
Utilize parent volunteer or aides	
Implement home/school communication system for assignments	
Conference with student's parents and other school personnel	
COMMUNICATION	CURRICULUM
Provide positive replacement behaviors for inappropriate behaviors or language	Provide special materials
Role play how to express feelings	Provide opportunities for extra drill
Communicate at developmentally appropriate level	Provide study guide
Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3 words)	Provide instructional materials geared toward student's level of basic skills
Ask child to repeat directions to determine comprehension	Stress a subject or topic in greater complexity or depth
Give student extra time to speak if having dis-fluencies (i.e., stuttering)	Present higher levels of abstraction of academic content
Keep commands simple and direct	Provide opportunities for independent study of library research
Pair gestures with directions	Provide enrichment choices in addition to or in lieu of the regular assignment
	Plan for self-selected, interest or need-based tasks

Detailed Behavioral Health Tiered Supports (MTSS)

Universal (Tier 1)

Preventing the development of new incidents/occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings.

Universal SEL Curriculum Lessons EC-PBIS CHAMPS Classroom Management Plan CHAMPS Classroom Support Needs Assessment	CHAMPS Basic 5 Behavior Benchmarks CHAMPS Transition Worksheet CHAMPS Classroom Activity Worksheet CHAMPS Daily Reality Rating Scale CHAMPS STOIC Revision Worksheet	DSC Classroom Management Plan DSC Classroom Support Needs Assessment DSC Basic 5 Behavior Benchmarks	DSC Transition Worksheet DSC Classroom Activity Worksheet DSC Daily Reality Rating Scale DSC STOIC Revision Worksheet
--	--	--	--

Targeted (Tier 2)

Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

Check in/check out daily Mentoring 1-2 times weekly Daily behavior form Goal setting Referral to School Counselor, Grad Coach, SFA and/or School Based Therapist	Behavior contract Structured breaks Functional behavior assessment Classroom management support	Nonverbal cues and signals Peer tutoring Intervention group teaching lagging skills (small group, 1-2 times per week) Self monitoring	Sensory tools Social stories Individual and/or visual schedules Structured reinforcement/reward system
--	--	--	---

Intensive (Tier 3)

Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.

Check in/check out multiple times daily Mentoring 3-5 times weekly Structured breaks Daily behavior form Referral to School Counselor, Grad Coach, SFA and/or School Based Therapist	Preference assessments Individual and/or visual schedule Nonverbal cues and signals Peer tutoring Structured time out	Functional behavior assessment Intervention group teaching lagging skills (1:1 or small group, 3-5 times per week) Social stories Behavior contract Self monitoring	Sensory tools Individual work system Restricted passing Structured reinforcement/reward system
--	---	---	---

Cross Reference: 402, 502, 511, 513, 518, 518.1, 607, 612, Student Rights and Obligations

Legal Reference:

Iowa Code §§ 279.8, 280.21B, 280.22, 280.28, 282.3, .5, 708.1723A, 808A, 281 I.A.C. 12.3(6), 36.15(1), 41
 Approved: July 18, 1989 Revised: May 22, 2007 June 24, 2008 May 26, 2009 March 30, 2010 April 26, 2011
 Effective July 1, 2011 May 27, 2014, August 22, 2023

NON-DISCRIMINATION STATEMENT

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, age, (for employment), national origin, sex, sexual orientation, gender identity, marital status, (for programs), socioeconomic status (for programs), physical or mental disability, religion, creed, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status or any other protected attribute, in its educational programs, activities or employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the school district's Equity Coordinator, Tim Hamilton, 712-328-6423, thamilton2@cbcsd.org, 300 W. Broadway, Suite 1600, Council Bluffs, IA 51503.