



South Bend Community School Corporation
Student Code of Conduct

Inclusive Culture & Language Assistance

A Culture of Inclusion

The South Bend Community School Corporation believes that all children and youth, regardless of race, religion, creed, sex, gender, neurological makeup, or background, have a human right to quality public education in safe and supportive environments, providing a foundation for access to higher education, meaningful employment and full participation in society.

Language Assistance

If you have difficulty understanding English, you may request a copy of the Student Code of Conduct in Spanish at no cost, by contacting your child's building principal. A Spanish version is also available on the District website at: [Link](#).

Si tiene dificultad para entender inglés, puede solicitar una copia del Código de Conducta Estudiantil en español, sin costo alguno, comunicándose con el director de la escuela de su hijo. Una versión en español también está disponible en el sitio web del Distrito en: [Link](#).

South Bend Schools Board Docs and Links

Policies may be found on the SBCSC Board Docs page found here [LINK](#)

Links to documents forthcoming: We are dedicated to ensuring this document is accessible as possible. Links to policies and SBCSC's new homepage are forthcoming, Fall 2024.

Report a Concern

Staff, students, families, and the community can report a concern to any school personnel. Reports can also be made through the reporting form located on any school website and the District website or by calling 574-393-6000.

Message from the Board [Draft]

Dear SBCSC Students and Families,

Welcome to SBCSC! At SBCSC we believe each student is unique and important. As such, we have numerous educational options to choose from and are confident your family will be happy with your choice. Our educators and staff work purposefully and intentionally to create highly engaging learning environments in which every student can benefit from relevant learning opportunities and caring adults. The Board-adopted Student Code of Conduct is designed to help our families, students, teachers, partners, volunteers and neighbors understand how we can work together to build safe, successful and supportive schools while encouraging personal responsibility and relationships.

The Board pledges to work tirelessly to ensure equitable access to a world-class education to unleash the potential of every student. Together, we will shape the bright future of our region.

Sincerely,

Stuart Greene

John Anella

Stephanie Ball

Mark Costello

Kate Lee

Jeanette McCullough

Lesley Wesley

Board of School Trustees

South Bend Community School
Corporation

Message from the Superintendent [Draft]

Dear SBCSC Families,

Ensuring the physical and social-emotional health of our students, staff and partners is central to the South Bend Community School Corporation's mission to educate all students with rigor and care in a culture of excellence to develop engaged citizens. This Student Code of Conduct outlines the range of support we offer to maintain an atmosphere of mutual respect and trust among all students and staff.

The Student Code of Conduct is aligned with our district's 2026 Strategic Plan, and serves as a best-practice model that aims to prevent problems by providing students with clear expectations about behaviors. Within this document, we offer a wide range of encompassing services to ensure our students have the support necessary to reach their full potential.

Please take a moment to review this important document with your children. If you have any questions or concerns about the Student Code of Conduct, or the support SBCSC offers students, please contact your child's principal or SBCSC's Administration Office at 574-393-6000.

Yours in Service,

C. Todd Cummings, Superintendent of Schools South
Bend Community School Corporation

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Mission and Vision

Mission Statement: Together with our community, we create equitable, inclusive, and just schools to ensure all students achieve academic and personal success.

Vision Statement: We are the community's first choice for a relevant and inspiring education.

Strategic Plan 2026

Our Core Values

- We promote a culture of educational excellence where each student learns and thrives in school and beyond.
- We respect, admire and celebrate personal and cultural diversity.
- As a team, we cultivate strong relationships with students, staff, families, and community through restorative practices.
- We ensure safe schools for both students and adults.
- Because our families and community are essential to our success, we will extend and deepen those partnerships.
- We are honest, transparent and accountable to our community.

Our District Priorities

- **Academic Excellence:** We will advance students' skills and competencies in literate practices across all subject areas.
- **Equity, Inclusion, & Justice:** We will mandate nondiscriminatory practices to ensure access to opportunities for all students and staff.
- **Financial Sustainability:** We will responsibly and transparently manage our fiscal and capital resources to deliver a quality education.
- **Community Partnerships:** We will extend, deepen, and monitor community partnerships to strengthen student learning.

Details on the 2026 Strategic Plan including objectives and measurements can be found at [LINK](#).

Master Compliance Plan

Under a stipulation filed with the court on August 31, 2018 (the “Stipulation”), South Bend Community School Corporation (the “District”) agreed and was ordered to take steps to ensure non-discrimination in student disciplinary practices. The SBCSC Master Compliance Plan details the specific measures that the District believes are necessary to achieve full compliance with the Stipulation. Starting with the District’s obligations under the Stipulation, the SBCSC Master Compliance Plan establishes goals and objectives. It then details specific tasks for meeting the goals and objectives, the person or persons responsible for those tasks, and proposed internal deadlines for completion of the tasks.

Master Compliance Plan Goals include:

- Goal 1:** Uniformly implement the Student Code of Conduct across all SBCSC Schools
- Goal 2:** Establish a system of assessment, support, and accountability to ensure staff are using and following the Student Code of Conduct
- Goal 3:** Establish an internal accountability system that creates an organizational structure for district-level monitoring of compliance with the Consent Decree
- Goal 4:** Provide training, resources, and support to teach school rules, social-emotional skills, reinforce positively appropriate behavior, and implement other strategies to promote positive school climates.
- Goal 5:** Establish review and revision process for Student Code of Conduct, including initial revision based on community and stakeholder feedback.

Details on the Master Compliance Plan can be found at _____LINK.

Ensuring Non-Discrimination in School Discipline

While overly harsh school discipline policies can affect all students, they are disproportionately imposed on students of color. Black students, in particular, are far more likely to be suspended, expelled, and arrested than their peers, even for the same behavior. Students of color also tend to receive harsher punishments than their peers receive for the same offenses. This is true both nationwide and in the South Bend School Corporation.

The systemic racial inequalities that persist in the administration of school discipline must be acknowledged, and SBCSC has therefore dedicated itself to eliminating institutional racism and any other form of discrimination or bias that presents barriers to the success of our students.

The School Corporation has incorporated a wide range of targeted strategies to monitor disproportionality and ensure nondiscrimination in student discipline, including but not limited to regular analysis of disciplinary data by race, prioritizing student academic and behavior supports through ongoing implementation of MTSS, and regular review of the Student Code of Conduct and disciplinary processes.

Schools are charged with eliminating racial discrimination in the administration of school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, arrested, or referred to law enforcement. Evidence of punitive measures being imposed in a discriminatory manner against students shall be cause for corrective action by the District.

Shared Rights and Responsibilities

Strategic Alignment

In alignment with the District's mission and vision, our Student Code of Conduct is created to engage staff, students, and community partners to provide the best possible outcomes for our students. The following represents our shared rights and responsibilities:

Teacher/Staff Expectations

Staff members have a right to:

- a) Be treated courteously, fairly, and respectfully by students, parents/guardians and other school staff.
- b) Receive notification of appointments, meetings, and/or conferences with parents/community members.

- c) Work in a safe and orderly environment.

Staff members have the responsibility to:

- a) Maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, physical appearance, national origin, ethnic group, religion, disability, sexual orientation, gender identity, or sex.
- b) Communicate and keep parents/guardians informed on classroom policies, expectations on behavior, student progress and classroom discipline in a language that they understand to facilitate parents/guardians becoming partners with our schools.
- c) Attend work and be punctual, prepared and always respectful to students, staff and parents/guardians.
- d) Involve families, students, staff members and the community in the process of fostering positive behavior and student engagement.
- e) Ensure clear, developmentally and age-appropriate consequences are applied to misbehavior in a way that supports personal growth and learning opportunities for students.
- f) Include appropriate procedures for students with disabilities and due process for all students in our school system.
- g) Maintain a safe working environment where all students can learn and develop good habits.
- h) Make a good faith effort to form positive and supportive relationships with their students.

Student Expectations

Students have a right to:

- a) Be treated courteously, fairly, and respectfully by teachers, parents/guardians, and other school staff.
- b) A public education regardless of their gender, race, religion, national origin, pregnancy, disability, parenthood, marital status, economic status, or any other personal or physical characteristics.
- c) An orderly school and classroom environment that will prompt learning for all students.
- d) Express themselves, in speech, writings or symbolism within the boundaries of the law and policies of the school system.
- e) Safe and orderly transportation to and from school when such transportation is provided within the transportation guidelines of the school system.

Students have a responsibility to:

- a) Be familiar with and abide by all district policies, rules and regulations regarding student conduct.
- b) Always dress appropriately at school and follow all school expectations in the student code of conduct.
- c) Be a contributing member in maintaining a safe, supportive and orderly school environment at all times.
- d) Be respectful to teachers, other students, staff members and other school personnel in the school building.
- e) Attend school regularly and on time, perform assignments, strive for quality work, and be prepared to learn in their classroom daily.
- f) Participate in class and complete all assignments on time in order to assist in the learning process throughout the school year.
- g) Conduct themselves as positive representatives of the school district before, during and after school hours.

Parent/Guardian Expectations

Parents/Guardians have a right to:

- a) Be treated courteously, fairly, and respectfully by students, teachers, and other school staff.
- b) Be actively involved in their children's education.
- c) Be treated courteously, fairly and respectfully by all school staff and principals.
- d) Receive information about the policies of the Board and procedures that relate to their children's education.
- e) Receive regular reports, written or oral, from school staff regarding their student's academic progress or behavior including report cards, behavior progress reports, and conferences.
- f) Receive information and prompt notification of behavior violations by their student and any disciplinary actions taken by principals or school staff.

Parents/Guardians have a responsibility to:

- a) Make sure their children attend school regularly and on time. Parents/guardians need to notify the school at all times when their children are absent or late to school.
- b) Recognize that the education of their student is a joint responsibility of the parents/guardians and school community.
- c) Work with building administrators and school staff by developing an open line of communication to address any academic or behavioral problems their children may be experiencing.
- d) Serve as role models for their children by knowing school rules and expectations as well as encouraging their children to do the same.
- e) Teach their children to maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, physical appearance, national origin, ethnic group, religion, disability, sexual orientation, gender identity or sex.
- f) Stay involved in the educational process as a parent. Attend parent-teacher conferences, read school communications, and maintain up-to-date home, work and emergency numbers with the school office. Parent involvement is expected and appreciated.

Community Members/Volunteer Expectations

Community members/volunteers have a right to:

- a) A safe and secure environment while visiting any school.

Community members/volunteers have a responsibility to:

- a) Assist school administrators and teachers in strengthening school/community relations through participation.
- b) Complete all background checks and have them on file with the school system.
- c) Be willing to work as a student mentor or PTA member or to assist schools throughout the school year in times of need.
- d) Use appropriate language and positive behavior at all times within our school building or while attending a school-sponsored activity.
- e) Always be a good role model for students in regards to dress and being professional, respectful and punctual.
- f) Be an advocate for SBCSC, our students, teachers and families.

Discipline Guidelines & Supporting Policies

Guiding Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- Effective and engaging instruction and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- School staff should promote standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is the framework used within SBCSC to promote a school climate that supports the instruction of students in the academic, social, and behavioral skills needed for students to be successful in school and as citizens of the community. MTSS creates school environments where standards for behavior are taught, disruptive behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. In this effort, SBCSC promotes the following universal expectations for all students and staff: Be Safe, Be Respectful and Be Responsible.

All students are supported through a tiered model of increasingly individualized interventions or enhancements that are available based upon a student's individual academic and behavioral needs. For example, in a tiered system all students in a school are taught in Tier I to use conflict resolution skills, yet there are some students who need more support (Tier II) to use those skills because they also need to practice social skills to interact successfully with peers. An additional tier of support (Tier III) would be needed for a few students who need more personal instruction and direct practice of the conflict resolution skills. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

School principals and staff members are expected to engage students, including students with disabilities, in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns are considered opportunities for problem solving and instruction for growth. Corrective and restorative responses to behavioral concerns include both instruction and appropriate consequences to support children's development of appropriate behavior. The use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit to the student.

If your student is being supported through Tier II or Tier III groups, a really big part of the group is that the participants want to be there which ensures the students are able to get the most out of the group as possible. All groups are voluntary, and you will receive an opt out form in the case you would not like your student to participate. The opt-out form will include the description of the group and the topics they will discuss by week. This is why we invite you as the parent/guardian to talk to your student about joining the group they have been invited to participate in.

Families can also request assistance for their student by completing a Student Assistance Form for the MTSS Process.

Example Interventions by Tier

Tier I	Tier II	Tier III
Schoolwide (80-90% of Students) Supports every student in school through relationship building and classroom management strategies	Targeted (5-10% of Students) Provides additional support for students who need more targeted help through use of small groups	Intensive (1-5% of Students) Provides intensive individualized support for students for whom Tier I and Tier II interventions were not successful
School Interventions		
Restorative Practices Brain Aligned Strategies Conference with Student Communication with Parent Conference with Parent Teach/Re-Teach the Skill	Teach/Re-teach Skills Daily Check-ins with Trusted Adult Refer to MTSS Team Service Learning Written Notification to Guardian Conference with Guardian	Refer/Re-engage with MTSS Team Design Individualized Strategy Refer to Mental and Behavioral Health Partners
Parent Interventions		

Calling Your Student's Teacher Communicating with the School Teacher/Guardian Reward System Seeking Community Resources Asking Your Student Questions Reading All Papers Sent Home	Talk to Teacher/Principal and Student Volunteer to Observe Class Learn about Academic/Behavioral Standards Get to Know Student's Friends and Friends' parents/guardians	Attend All Meetings Follow up with Referral or Appointments Communicate with School Regarding Your Student Continue to Work with the MTSS Team
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Supporting Policies and Procedures

DRESS CODE

Per Board Policy 5511 Dress and Grooming, the School Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parent/guardian to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

The Board authorizes the development of standards for student dress and grooming that promote a professional educational atmosphere that considers the impact on the educational process and the diversity of SBCSC students. Students shall:

- A. be physically clean, neat, and well-groomed;
- B. dress in a manner consistent with their professional responsibilities;
- C. be groomed in such a way that does not disrupt the educational process, nor cause a health or safety hazard.

The established standards for dress and grooming shall be upheld in a nondiscriminatory and uniform manner within each school.

ATTENDANCE POLICY: School Board Policy 5200 Attendance

As stated in Board Policy 5200 Attendance, the Indiana Department of Education requires accurate and consistent reporting of student attendance by SBCSC. The School Board, as an agency of the State, is required to enforce regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Compulsory Attendance

Attendance shall mean to be physically present in a school or at another location where the school's educational program is being conducted during regular school hours on a day in which the educational program in which the student is enrolled is being offered.

Attendance shall be required of all Corporation students, except those exempted under other provisions of State law, during the days and hours that the school is in session or during the attendance sessions to which they have been assigned.

Excused Absences

An unexcused absence is any absence not covered under the definition of excused absence or an exception to compulsory attendance. An out-of-school suspension shall be considered an excused absence. Repeated instances of unexcused absences may result in disciplinary action but not the suspension or expulsion of a student.

The Board considers the following absences as excused:

- A. illness verified by a note from the guardian
- B. recovery from accident verified by a note from the guardian
- C. required court attendance
- D. professional appointments with a signed statement from the professional (doctor, dentist, counselor, lawyer, etc.)
- E. death in the immediate family
- F. observation or celebration of a bona fide religious holiday in accordance with Policy 5223
- G. maternity
- H. military connected families' absences related to deployment and return
- I. college visits
- J. other such good cause as may be acceptable to the Superintendent or permitted by law

Unexcused Absences and Truancy

With the exception of absences resulting from suspension, all absences other than those listed above generally shall be classified as unexcused unless extenuating circumstances, as determined by the principal, warrant that the absence be classified as excused.

A student is "truant" each day or part of the day the student's absence is unexcused. "Absence" means not present at the assigned location any time beyond the tardiness limit. A student will be "tardy" rather than absent if the student is in the assigned location within five (5) minutes after the official start of the school day, class, or assignment. All students who are tardy to school must report to the attendance office to sign in. Elementary school students who are tardy to school must be signed in by their parent/guardian.

Truancy is a serious barrier to student achievement and represents a waste of scarce resources by failing to utilize instruction and curricular resources reserved for the truant student.

Please note: **When a student has had ten (10) unexcused absence days in a school year**, the student is identified as a Habitual Truant and the student's attendance records will be flagged (HT). If the student is enrolled in elementary school, the district will notify the county prosecutor that the parent has violated I.C. 20-33- 2-27 by failing to ensure that the student attends school as required by law. If a student is enrolled in a middle school or a high school and is under the age of eighteen (18), the district will refer the student to truancy court for a

violation of I.C. 20-33-2 (compulsory school attendance). Students who are determined to be in violation of I.C. 20-33-2 may be placed on probation by court and will be monitored more closely by the social worker. If a student violates the terms of probation, the student will be referred back to court for additional action. During every stage, the social worker and/or guidance counselor are encouraged to work with families to remove barriers that prevent regular school attendance.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Participation in school activities is a privilege that carries with it varying degrees of responsibility, recognition and reward. Participating students represent their school and other members of the student body, and it is their duty to conduct themselves in a manner that is positive for themselves, their families, their school and their community. Noncompliance by students with the Code of Conduct may result in a loss of privileges, including participation in certain extracurricular, co-curricular, and athletic activities.

Participants in the school's co-curricular activities shall be governed by local and state laws, related state association regulations, the Code of Conduct, and the Co-Curricular Code of Conduct. These rules and regulations shall be properly distributed to and reviewed by all participants in that particular activity before that activity begins. Members of high school athletic programs are also reminded of the IHSAA rules regarding conduct of contestants, both in and out of school (IHSAA Rule 8, Section 1) and scholastic eligibility (IHSAA Rule 18, Section 1).

This Code of Conduct applies to all students who are connected with any school-sponsored or school-sanctioned co-curricular activity, including clubs and athletic programs in various sports, academic competitions, and competitive groups that are an extension of the curricular program. Such programs include but are not limited to speech and debate teams, Future Business Leaders of America, DECA contests, and competitive music events such as jazz band.

BULLYING

Acts of harassment, intimidation and bullying of or by students is prohibited. Students require a safe and civil school environment to learn, and bullying disrupts the District's ability to educate all students to high standards. Students and staff must treat others with civility and respect. Indiana law defines bullying as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

1. Places the targeted student in reasonable fear of harm to the targeted student's person or property;
2. Has a substantially detrimental effect on the targeted student's physical or mental health;
3. Has the effect of substantially interfering with the targeted student's academic performance; or

4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

Categories of bullying:

1. Physical bullying – hurting a person's body or possessions, including hitting, kicking, punching, spitting, tripping, pushing, taking or breaking someone's things, and making mean or rude hand gestures.
2. Verbal bullying – saying mean things, including teasing, name-calling, inappropriate sexual comments, taunting or threatening to cause harm.
3. Social/relational bullying – hurting someone's reputation or relationships, such as telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone or embarrassing someone in public.
4. Electronic/written communication – cyber-bullying, collective or group note writing, or any bullying undertaken through the use of electronic devices (computer, cell phones, etc.).

Bullying may be reported to any SBCSC staff member. Reports made online will be forwarded directly to building principals based on the school the students attend and/or the school where the bullying occurred. Bullying may be reported anonymously. Care should be taken to keep the identity of the child who was bullied confidential if that is his/her request, where possible. Sometimes SBCSC may not be able to guarantee anonymity.

SEARCH AND SEIZURE

The School Board recognizes its obligation to balance the privacy rights of its students with its responsibility to provide students, faculty, staff, and authorized visitors with a safe, hygienic, and alcohol/drug-free learning environment.

In balancing these competing interests, the Board directs the Superintendent to utilize the following principles:

A. **School Property**

School facilities such as lockers and desks are school property provided for student use subject to the right of the Superintendent and his/her designee to enter the facility as needed and inspect all items in the facility. Students shall not have an expectation of privacy in any facility provided by the school and shall not be permitted to deny entry to a Corporation administrator by the use of a lock or other device.

B. **Student's Person and Possessions**

Prior to a search of a student's person and personal items in the student's immediate possession, consent of the student shall be sought by an administrator. If the student does not consent, such a search shall be permitted based only upon the administrator's individualized reasonable suspicion to believe that the search will produce evidence of a violation of a law, school rule, or a condition that endangers the safety or health of the student or others. Searches of the person of a student shall be conducted and witnessed by a person of the same

gender as the student and shall be conducted in a private place. A searched student's parent or guardian shall be notified of the search within twenty-four (24) hours if possible.

Permission for a student to bring a vehicle on school property shall be conditioned upon consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of law, a school rule, or a condition that endangers the safety or health of the student driver or others. The student shall have no expectation of privacy in any vehicle or in the contents of any vehicle operated or parked on school property.

The Superintendent may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the Superintendent, the search shall be conducted by the law enforcement officers in accordance with the legal standards applicable to law enforcement officers.

C. Breath Test Instruments

Administrators are authorized to arrange for the use of breath-test instruments for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level because the Board has established a zero tolerance for alcohol use.

D. Metal Detectors

To address the School Corporation's duty to maintain a safe learning environment free of the potential presence of weapons, school officials, school resource officers and other school personnel trained in the usage of metal detectors are authorized to use metal detectors, either hand-held wands or walk through devices, for the purpose of determining if a person is in possession of weapons or other dangerous metal objects. When the school administration has a reasonable suspicion to believe weapons or other dangerous metal objects are in the possession of an identified person, a search of the identified person and/or of his/her possessions shall be conducted in accordance the requirements of this policy's provisions for searching a Student's Person or Possessions (B. above) and administrative guideline 7440B.

E. Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs or devices such as bombs on school property under the conditions established in the Superintendent's administrative guidelines.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a law or a school rule or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items of value shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items of no value and seized items that may not lawfully be possessed by the owner shall be destroyed.

The following information shall promptly be recorded for each search pursuant to this policy:

- A. the information upon which the search was based
- B. the time, date, location, students, or places searched, and persons present
- C. a description of any item seized and its disposition
- D. the time and date of notice to the parent or guardian in the case of the search of the person of a student

Student Behaviors and Staff Responses

SBCSC's goal in responding to behaviors is to teach students both expectations for the school environment and how to behave in community with peers and staff. The school environment includes school campuses, school-based activities, buses, and designated bus stops.

Appropriate interventions and disciplinary action for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. The District is determined to meet students where they are and respond appropriately to student behavior informed by social emotional learning and trauma informed care.

Of the six (6) Core Values, within the SBCSC 2026 Strategic Plan, four (4) pertain entirely to student discipline and learning. In alignment with these values, behavior types within the Code of Conduct Matrices in the section below are categorized into the following groups: Ensuring Educational Excellence, Honesty, Respect, and School Safety.

When teachers and/or administrators consider responses, they should prioritize interventions and restorative practices whenever possible and appropriate, engaging with both student families and school MTSS support teams to repair harm and restore the student back in right relationship with the school community. Further consideration may be given to:

- Student's prior behavior patterns and responses to interventions
- Student's willingness to acknowledge his/her behavior
- Student's willingness to make monetary or nonmonetary restitution (considering the student's financial resources)
- Impact of the incident on the overall school community
- Student's intent and the severity of harm caused

In accordance with MTSS practices, behaviors misaligned with SBCSC expectations are addressed in two categories, classroom managed behaviors and office managed behaviors:

CLASSROOM MANAGED BEHAVIORS

Although the majority of students find themselves able to align their behavior with District and School expectations, from time to time students need additional support to properly manage their emotions and/or behavior. Minor disruptions to the classroom or school environment are categorized as classroom managed behavior.

Classroom managed behaviors are behaviors that are inappropriate in nature and briefly disrupt the classroom environment. Teachers should address these behaviors through classroom-level interventions. Teachers can use the Tier I [District Menu of Interventions](#) for ideas on how to address Academic, Behavioral and Attendance concerns. In general, after three (3) attempts at addressing the disruptive behavior through interventions (which should include log entries, a conversation with the student, and redirection of the student) and parent contact, a [MTSS Student Assistance Form](#) should be completed by the teacher or parent/guardian. Every attempt to address a student's disruptive or unsafe behavior should be focused on the student's wellbeing as well as the need for a classroom and school environment that is conducive for learning.

OFFICE MANAGED BEHAVIORS

Office Managed Behaviors are defined as distracting and disruptive student behavior which is prolonged or habitual, or a risk to the health and safety of the student or others in the school or learning environment. Support for students engaged in Office Managed Behaviors goes beyond the classroom, such as defined by Tier II and Tier III level of support. In general, after three (3) attempts at addressing Tier II behavior through interventions, the parent/guardian or teacher should complete a MTSS Student Assistance Form. Student behavior categorized as Tier III may also be addressed using interventions; however, Tier III behaviors concerning student safety may necessitate exclusion (e.g., serious fighting, drug distribution, and weapons/firearm possession). Interventions should be employed for Office Managed Behaviors, and a School's MTSS team should be contacted to help provide ongoing supportive measures for the student and other students in the classroom and/or building.

Although generally, it is appropriate to impose the tiered response indicated within the Behavior Matrix for each specific Behavior Type, certain Behavior Types give an opportunity to utilize interventions to teach and encourage expected behavior first. For each type of Inappropriate Behavior and for Cell Phones, teachers and staff shall deploy three (3) interventions before imposing the first tiered response designated for that Behavior Type in the Behavior Matrix. These Behavior Types are indicated in the Behavior Matrix below with an asterisks (*).

EXCLUSIONARY CONSEQUENCES & APPEALS

Use and Types of Exclusion

Responses should be considered in a graduated manner, where In School Suspension ("ISS") and Out of School Suspension ("OSS") days are allocated at the lowest amount appropriate for the type and tier of behavior. ISS and OSS should only be used as a last resort utilizing alternatives and with a School Building level reentry where the student is welcomed back into the building community.

In-School Suspension is the temporary exclusion of a student from their regular classroom, lunch area, and/or 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. ISS as a response to student behavior is only utilized for Tier III behaviors where there is a significant disruption to the learning environment. ISS, like non-exclusionary responses, is utilized in a graduated approach, with the first option being 1-3 days of ISS, and the second option being 3-5 days of ISS. Behavior types for which ISS is the most severe consequence are indicated within the behavior category or with an “ISS” under Tier III in the Behavior Matrix below. While in ISS, students are required to participate in reflections to address the root of their behavior. To ensure continued learning, students serving an ISS are expected to complete schoolwork during the duration of the class period or school day(s). Students will not suffer a loss of grade or credit solely due to the in-school suspension.

Appeals are not provided for ISS; however, the opportunity for the student and guardian to meet with building leadership to discuss behavior and academic progress is afforded.

Out of School Suspension is the temporary exclusion of students from school, the school bus, school grounds and all school activities. Statutorily, OSS may not exceed ten (10) consecutive school days; however, SBCSC policy prohibits suspension for more than five (5) consecutive school days. OSS as a response to student behavior is only utilized for Tier III behaviors when there is a reasonable risk to student safety. OSS, like ISS, is utilized in a graduated approach, with the first option being 1-3 days of OSS, and the second option being 3-5 days of OSS. Behavior types for which OSS is the most severe consequence are indicated within the behavior category or with an “OSS” under Tier III in the Behavior Matrix below. To ensure the continuation of learning, students who are serving an OSS 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.

Appeals for OSS must be received by the building principal within the following guidelines:

1. Within one (1) school day of receiving the suspension notice, the parent must submit a written request for appeal to the building principal.
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 and the student will have the ability to return to school immediately.

Expulsion is the most severe consequence a school system may impose. SBCSC may expel a student for up to two calendar years. 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. Expulsion as a response to student behavior is only utilized when there is a significant and ongoing risk to student safety. Behavior types for which a recommendation for expulsion is the most severe consequence are indicated within the behavior category or with an “RE” under Tier III in the Behavior Matrix below.

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

Appeals for expulsion will adhere to the following general guidelines:

1. Appeals from expulsion must be received in writing by the Student Services Department no later than ten (10) days after notice of the expulsion.
2. Appeals are heard by the Superintendent or designee.
3. If the Superintendent or designee grants the appeal request, the student will have the ability to return to school immediately.
4. If the SBCSC Board of School Trustees so agrees, further appeal may be heard before the Board.

Re-entry of the student and parent must be prioritized at the end of any ISS, OSS, or Expulsion. The focus of re-entry is to reconcile the student back to the educational environment, reiterate expectations, discuss strategy, and employ behavioral/emotional supports for the student's success. More information on suspension and expulsion due process, procedures, and appeals can be found on the SBCSC Student Services website at [LINK](#).

Circumstances under which exclusionary response is prohibited. Some offenses can rise to the level of Tier III and require notification of the MTSS Team but do not warrant the use of exclusionary discipline (i.e., ISS, OSS, or Expulsion). Such cases are indicated in the matrix below by the notation “Exclusionary response prohibited.”

GRADUATED RESPONSES BASED UPON TIER

Responses to student behavior concerns are organized through a three-tiered structure and become increasingly more intense as students’ behavioral needs increase. The responses outlined in the Student Behavior Matrix below are used in conjunction with tiered interventions and emphasize what we want students “to do.” These include a focus on instruction in appropriate behavior, cultural responsiveness, and problem solving to meet individual needs.













Detention is a possible non-exclusionary response to Tier I or Tier II behavior. Detention (which can include Teacher Detention) does not take a student out of class instructional time or another activity during the school day (e.g., recess, gym, art, or music). Detention takes place in a designated space after school where a student remains to study or do class work to make up for disruptive time during the school day. Detention shall last one (1) hour for intermediate and high school students and thirty (30) minutes for elementary school students.

The following responses include Tier I Supports that are applied flexibly based on identified student needs. Responses can additionally be organized through Tier II Supports, such as Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) to

consistently address the causes of behavioral concerns across varied settings and times. Long-term Tier II intensive personalized plans may include various combinations of responses.

Student Behavior Matrices

Responses to Address Student Misconduct (By Tier)				
Responses Are Graduated and Used in Conjunction with Interventions, (see District Menu of Interventions). An Asterisk (*) Indicates Behaviors for Which Three (3) Interventions Shall be Utilized Before Initiating a Tier Response				
Behavior Type	Tier I: - Parent/Guardian Communication - Administrator/Teacher Parent/Guardian Conference	Tier II (Referral to MTSS Team): - Administrator/Teacher Parent/Guardian Conference - Detention and/or Community Service/Restitution	Tier III (MTSS Team Notified): - All require parent conference and reentry - ISS (Starting 1-3 days, graduating to 3-5 days) - OSS (Starting 1-3 days, graduating to 3-5 days) - Expulsion	Refer to Outside Agency
SBCSC Core Value: Educational Excellence Where Students Learn and Thrive				
Inappropriate Conduct - <i>(Highest response indicated in each Tier 3 box)</i>				
*Disruption that Stops (Minor)		No Tier II Response Authorized	No Tier III Response Authorized	
*Prolonged Disruption			Intentional disruption that is meant to annoy, does not cease, and prohibits teacher from giving instruction and/or students from receiving instruction Maximum Exclusion: ISS (starting 1-3 days; graduating to 3-5 days)	
*Injury Risk (No Harm to Others) Horseplay; tossing or throwing items in aggression	Minor horseplay	<u>1 Occurrence</u> Horseplay/severe rough housing that poses serious risk of injury to others; throwing pens, books, other school items in aggression	<u>2+ Occurrences</u> Repeated horseplay, severe rough housing that poses serious risk of injury to others; tossing or throwing chair, desk, large equipment in	

			aggression (for throwing at another in aggression, see Assault and/Battery) Maximum Exclusion: ISS (starting 1-3 days; graduating to 3-5 days)	
*Property Risk (No Harm to Property) Throwing or tossing laptop, classroom equipment or materials, cell phone, or other property		No Tier II Response Authorized	No Tier III Response Authorized	
SBCSC Core Value: Honest, Transparent, and Accountable				
Improper Use of Technology - <i>(Highest response indicated in each Tier 3 box)</i>				
*Cell Phones (See Personal Communication Device Policy)	 <u>1-2 Occurrences</u> Confiscate and send phone to Office + Administrative Team Communication with Guardian	 <u>3-5 Occurrences</u> Confiscate and send phone to Office + Administrative Team Communication with Guardian	 <u>6+ Occurrences</u> Confiscate send phone to Office + Administrative Team Communication with Parent/Guardian Exclusionary response prohibited.	
Accessing School Records or Records of Another			 Maximum Exclusion: ISS (starting 1-3 days; graduating to 3-5 days)	
Circumventing Security			 Maximum Exclusion: ISS (starting 1-3 days; graduating to 3-5 days)	
Academic Dishonesty & False Accusations - <i>(Highest response indicated in each Tier 3 box)</i>				
Altering Report Cards and Grades			 Maximum Exclusion: ISS (starting 1-3 days; graduating to 3-5 days)	

(Elementary) Altering Report Cards and Grades			No Tier III Response Authorized	
Cheating			Maximum Exclusion: ISS (starting 1-3 days; graduating to 3-5 days)	
Elementary Cheating			No Tier III Response Authorized	
Plagiarism (Includes using AI without proper attribution)	Student may lose 1-2 letter grades on the assignment	Student may lose credit for the assignment	No Tier III Response Authorized	
Elementary Plagiarism			No Tier III Response Authorized	
False Accusations (Making a Knowingly False Report – begin at Tier I) (Knowingly False Report Concerning Staff – automatic Tier II or Tier III)	<u>1 Occurrence</u> Making knowingly false accusation against student with intention to cause negative consequence	<u>2 Occurrences</u> Making knowingly false accusation against student with intention to cause negative consequence <u>1 Occurrence</u> Making a knowingly false serious accusation of suspendable behavior against student; or Making a knowingly false minor accusation against Staff with intention to cause negative consequences	<u>3+ Occurrences</u> Making knowingly false accusation against student with intention to cause negative consequence (if against same student consider whether constitutes bullying behavior) <u>2 Occurrences</u> Making a knowingly false serious accusation of suspendable behavior against student; or Making a knowingly false minor accusation against Staff with intention to cause negative consequences <u>1 Occurrence</u> OSS – making a knowingly false serious accusation against staff (e.g.,	

			<p>involves investigation and resources to ascertain truthfulness; includes DCS and/or law enforcement referral); or making a knowingly false serious accusation against a student (e.g., sexual assault, bomb threat, or other expellable behavior) with intention to cause negative consequence</p> <p>Maximum Exclusion: OSS (starting 1-3 days; graduating to 3-5 days)</p>	
Theft and Vandalism - <i>(Highest response indicated in each Tier 3 box)</i>				
Theft	Return/Restitution/Community Service	Return/Restitution/Community Service	Return/Restitution/Community Service ISS - Item(s) over \$150 OSS - Multiple 2x+ of over \$150 Maximum Exclusion: OSS (Starting 1-3 days, graduating to 3-5 days)	Possible referral to Law Enforcement (>\$150)
Vandalism	Restitution/Community Service	Restitution/Community Service <u>2 Occurrences</u> minor vandalism (less than \$150 in damage)	Restitution/Community Service ISS - multiple 3x minor vandalism (less than \$150 damage) OSS - major vandalism (more than \$150 in damage) Maximum Exclusion: OSS (Starting 1-3 days, graduating to 3-5 days)	
SBCSC Core Value: Respect, Admire, and Celebrate the Individual				
Sexual Conduct - <i>(Highest response indicated in each Tier 3 box)</i>				
(Intermediate and High School) Sexual Words or Gestures	Teacher Parent/guardian Communication + Administrative Investigation (email)	Building Administrative Team Parent/guardian Conference + Notification Letter Home + Referral to Social Worker	Building Administrative Team Parent/guardian Conference + Notification Letter Home + Referral to Social Worker	

			ISS – Multiple (2+ incidents that disrupt the learning environment) Maximum Exclusion: ISS (Starting 1-3 days, graduating to 3-5 days)	
(Elementary) Sexual Words or Gestures	■ Teacher parent/guardian Communication + Administrative Investigation (email) + Notification Sent Home (Note in PowerSchool)	■ Building Administrative Team parent/guardian Conference + Notification Letter Home + Referral to Social Worker	■ Building Administrative Team parent/guardian Conference + Notification Letter Home + Referral to Social Worker Exclusionary response prohibited	
(Intermediate and high school) Pornographic Material	No Tier 1 Response Authorized	■ Possession (1x)	■ ISS – Multiple instances of possession (2+) OSS – Distributing or Showing Pornographic Material RE – Multiple distributing or Showing Pornographic Material Maximum Exclusion: Request for Expulsion	Possible Refer to Law Enforcement
(Elementary) Pornographic Material	■ Teacher parent/guardian Communication + Administrative Investigation (email) + Notification Sent Home (Note in PowerSchool) + Referral to Social Worker	■ Building Administrative Team parent/guardian Conference + Notification Letter Home + Referral to Social Worker Possession may result in Detention	■ Building Administrative Team parent/guardian Conference + Notification Letter Home + Referral to Social Worker ISS – Multiple (2+) OSS – Distributing or Showing Pornographic Material RE – Multiple distributing or Showing Pornographic Material Maximum Exclusion: Request for Expulsion	Possible Referral to Law Enforcement and DCS

(Intermediate and high school) Sexting	■ Teacher Parent/guardian Communication + Administrative Investigation (email)	■ Building Administrative Team Parent/guardian Conference + Notification Letter Home + Referral to Social Worker	■ Building Administrative Team Parent/guardian Conference + Notification Letter Home + Referral to Social Worker ISS – Multiple (2+) (If unwanted sexual material could also be Sex-based Harassment or Bullying) Maximum Exclusion: ISS (Starting 1-3 days, graduating to 3-5 days)	Possible Referral to law Enforcement and DCS
(Elementary) Sexting	■ Teacher parent/guardian Communication + Administrative Investigation (email) + Notification Sent Home (Note in PowerSchool) + Referral to Social Worker	■ Building Administrative Team parent/guardian Conference + Notification Letter Home + Referral to Social Worker	■ Building Administrative Team parent/guardian Conference + Notification Letter Home + Referral to Social Worker ISS if multiple (3+) occurrences (If unwanted sexual material could also be Sex-based Harassment or Bullying) Maximum Exclusion: ISS (Starting 1-3 days, graduating to 3-5 days)	Possible Referral to law Enforcement and DCS
Sex or Sexual Acts	■ Kissing (making out), heavy petting, sexual touching (1)	■ Kissing (making out), heavy petting, sexual touching (2)	■ ISS – Kissing (making out), heavy petting, sexual touching (3+) OSS – Willing participation in sexual intercourse (including oral sex) RE – Willing participation in sexual intercourse (including oral sex) (2x) Maximum Exclusion: Request for Expulsion	Possible Referral to Law Enforcement and DCS
Sex-based Harassment	No Tier I Response Authorized	■ Title IX Referral and Supports	■ Title IX Referral and Supports	Possible Referral to Law

<p>including Sexual Assault</p>		<p>(1x) Verbal or nonverbal sex-based harassment or unwanted physical conduct of a sexual nature (e.g., smacking buttocks, pinching), not including sexual assault</p>	<p>ISS -(2+) Verbal or nonverbal sex-based harassment or unwanted physical conduct of a sexual nature (e.g., smacking buttocks, pinching), not including sexual assault (3-5 days ISS intermediate and high school; elementary begin with 1-3 days ISS) OSS - (3+) Verbal or nonverbal sex-based harassment or unwanted physical conduct of a sexual nature (e.g., smacking buttocks, pinching), not including sexual assault; RE - (1x) sexual assault</p> <p>Maximum Exclusion: Request for Expulsion</p>	<p>Enforcement and DCS</p>
<p>Bullying, Harassment & Provocation - <i>(Highest response indicated in each Tier 3 box)</i></p>				
<p>Bullying/Harassment/Racial Harassment (includes Cyberbullying)</p>	<p>Bullying Report</p> <p><u>1 Occurrence</u> (picking on same student) + Meeting with Social Worker</p>	<p>Bullying Report</p> <p><u>2 Occurrences</u> (picking on same person) + Meeting with Social Worker</p> <p><u>1-2 Occurrences</u> Racial slurs or derogatory words</p>	<p>Bullying Report</p> <p>ISS - 3-4 Occurrences - racial slurs or derogatory words, (Picking on same person) + Meeting with Social Worker</p> <p>OSS - 5+ Occurrences - (Picking on same student) + Meeting with Social Worker; or 1 Occurrence - widely or publicly disseminating material or messages intended to harm another or cause distress</p> <p>RE - multiple (2+) occurrences of widely or publicly disseminating</p>	<p>Possible Referral to Law Enforcement and DCS</p>

			<p>material or messages intended to harm another or cause distress; Encouraging or causing another student to harm another (includes self-harm) + Meet with Social Worker upon re-entry</p> <p>Maximum Exclusion: Request for Expulsion</p>	
<p>Provocation: actions or words intended to incite anger, hostility, or violence</p>	■	■	<p>ISS - 3 or more occurrences of words used to incite a significant disruption or fight (no serious injury)</p> <p>OSS - 1 occurrence - Words used to incite a fight or violence that actually incites a fight or violence (serious injury)</p> <p>RE- Multiple (2+) occurrences - Words used to incite a fight or violence that actually incites a fight or violence (serious injury)</p> <p>Maximum Exclusion: Expulsion</p>	
<p>Profanity</p>	<p>■ <u>1 Occurrence</u> Cursing (generally) or cursing with other student(s)</p>	<p>■ <u>1-2 Occurrences</u> Cursing at or to staff or students</p>	<p>■ <u>ISS - 3+ Occurrences</u> Cursing at or to staff or students</p> <p>Maximum Exclusion: ISS (Starting 1-3 days, graduating to 3-5 days)</p>	
<p>SBCSC Core Value: Safe Schools</p>				
<p>Safety Risk to Others - <i>(Highest response indicated in each Tier 3 box)</i></p>				
<p>Incendiary Devices</p>	■	<p>■ Use of Tier I incendiary device (does not cause harm)</p>	■	

	Possession of lighters, matches, pop-its fireworks, or other minor devices	Possession of more serious incendiary devices (ex: touch lighters, large fireworks, etc.)	<p>ISS - Use of large fireworks, or other incendiary device which could cause harm or injury</p> <p>OSS - Use of large fireworks or other incendiary devices which does cause minor harm or injury</p> <p>RE - Use of large fireworks or other incendiary devices which does cause serious harm or injury</p> <p>Maximum Exclusion: Request for Expulsion</p>	
False Alarm/Bomb Threat	No Tier I Response Authorized	No Tier II Response Authorized	<p>OSS - Pulling fire alarm</p> <p>RE - 2+ Occurrences pulling fire alarm; Bomb threat/ False Bomb threat with intent to cause negative consequence</p> <p>Maximum Exclusion: Request for Expulsion</p>	Referral to Law Enforcement
Arson	No Tier I Response Authorized	No Tier II Response Authorized	<p>OSS - 1-2 Occurrences (minor and causes no serious risk of harm or injury - smoldering)</p> <p>RE - 3+ Occurrences of minor; or one occurrence that causes serious risk of harm or injury - flames/fire that require intervention</p>	Referral to Law Enforcement

			Maximum Exclusion: Request for Expulsion	
Firearms/ Weapons	No Tier I Response Authorized	<p>Confiscate + Student write Statement of Intent Administrative Team Parent/guardian Communication</p> <p>(ex: possession of knife, brass knuckles, ammunition)</p>	<p>Confiscate + Student write Statement of Intent Administrative Team Parent/guardian Communication</p> <p>ISS – possession of Tier II weapon or ammunition</p> <p>OSS – 3+ possessions of Tier II weapon or ammunition; or 1x use of Tier II weapon to intimidate</p> <p>RE – Destructive Device and Firearms as defined (must expel at least 1 calendar year); Deadly Weapon as defined (must expel not more than 1 calendar year)</p> <p>Maximum Exclusion: Request for Expulsion</p>	Referral to Law Enforcement and DCS
Items that Appear to Be Weapons (fake knives/blades, guns, etc.)	<p>Confiscate + Student write Statement of Intent Administrative Team Parent/guardian Communication</p> <p>May not receive item back.</p>	<p>Confiscate + Student write Statement of Intent Administrative Team Parent/guardian Communication</p> <p>May not receive item back.</p>	<p>ISS – Multiple Occurrences (3x)</p> <p>OSS – Using as weapon to intimidate</p> <p>RE – Multiple occurrences (3x) of using as weapon to intimidate; or causes panic in those who believe it is real, or causes others to become hurt due to belief fake weapon is real</p>	

			Maximum Exclusion: Request for Expulsion	
Injury to Others (Fighting)	No Tier I Response Authorized	<p>Facilitate restorative conversations</p> <p>Intention is to harm one another, but no one is harmed (fight is broken up right as it begins)</p>	<p>Facilitate restorative conversations</p> <p>ISS – (1x) Intention is to harm one another and any injuries are minor (minor scratches, bloody nose or bruises)</p> <p>OSS – (2x) Intention is to harm one another, and any injuries are minor (minor scratches, bloody nose or bruises)</p> <p>RE – Intention is to harm one another and serious injury occurs (an injury that requires significant medical treatment or hospitalization)</p> <p>Maximum Exclusion: Request for Expulsion</p>	Possible Referral to Law Enforcement
Assault – intentional act which causes reasonable fear or injury	No Tier I Response Authorized	No Tier II Response Authorized	<p>ISS – Threatening or attempting to cause serious physical harm to a nonparticipating person (if use weapon or item appearing to be weapon to threaten or attempt to harm see <i>Weapons/Firearms or Items that appear to be Weapons</i>)</p> <p>OSS – Threatening or attempting to cause serious physical harm to a nonparticipating person that causes</p>	Referral to Law Enforcement

			other to be injured (ex: fear causes student to trip and fall) Maximum Exclusion: Out of School Suspension (Starting 1-3 days, graduating to 3-5 days)	
Battery (nonparticipating individual is physically harmed)	No Tier I Response Authorized	No Tier II Response Authorized	<p>OSS - Minor injury to the nonparticipating party</p> <p>RE - Serious injury to the nonparticipating party</p> <p>Maximum Exclusion: Request for Expulsion</p>	Referral to Law Enforcement Must refer to JJC for Physical Assault of Teacher I.C. 20-33-8-25 c
Physical Aggression (Elementary)	<p>Teach Skill Deficit /Expectation +Teacher and Administrative Team Parent/Guardian Conference with Social Worker</p>	<p>General Education Behavioral Plan + Teach Skill Deficit /Expectation +Administrative Team Parent/Guardian Communication with Social Worker</p>	No Tier III Response Authorized	
Drugs and Drug Paraphernalia - <i>(Highest response indicated in each Tier 3 box)</i>				
Drugs/Alcohol (includes vaping) (Distribution requires automatic Tier III supports)	No Tier I Response Authorized	<p>Parent Conference, refer to Social Worker, and education program + confiscate material</p>	<p>Parent Conference, refer to Social Worker, education program + confiscate material</p> <p>ISS - 2+ occurrences OSS - 3+ occurrences RE - Distributing or sharing</p> <p>Maximum Exclusion: Request for Expulsion</p>	Referral to Law Enforcement and DCS

Drug Paraphernalia (possession of)	No Tier I Response Authorized	Parent Conference, refer to Social Worker, and education program + confiscate material	Parent Conference, refer to Social Worker, and education program + confiscate material ISS - 2+ occurrences OSS - Distributing or sharing Maximum Exclusion: OSS (Starting 1-3 days, graduating to 3-5 days)	Referral to Law Enforcement and DCS
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Responses to Address Student Attendance and Dress Code				
Responses Are Graduated and Used in Conjunction with Interventions (see District Menu of Interventions). In this chart, the boxes below list the particular and only ways these violations should be addressed (the typical responses described above do not apply).				
Behavior Type	Tier I	Tier II (Referral to MTSS Team)	Tier III (MTSS Team Notified)	Refer to Outside Agency
SBCSC Core Value: Educational Excellence Where Students Learn and Thrive				
Attendance (See Attendance Policy 5200)				
Tardiness/Early Departure (Elementary): Student comes to school/class late	<u>1 Occurrence</u> -Building Administrative Team Parent/guardian Communication -Letter Home to Parent -Parent/Guardian must sign in student	<u>3 Occurrences</u> - Letter to Parent: Notification of impending DCS/ JJC contact -Parent/Guardian must sign in student	<u>4+ Occurrences</u> - Parent/guardian must attend Conference at School with Admin Team - Letter Home - DCS/JJC will be notified -Parent/Guardian must sign in student Exclusionary response prohibited.	Referral to DCS/ JJC
Tardiness/Early Departure (Intermediate and High School):	<u>1 Occurrence</u> Teacher Provides Warning to Student	<u>3 Occurrences</u> Conference with Parent/Guardian + Detention + share policy	<u>4+ Occurrences</u> Parent/Guardian Conference + Detention	

Student comes late to school/class	<u>2 Occurrences</u> Admin contact Parent/Guardian (School Generated - notice next occurrence is detention + share Policy)		Exclusionary response prohibited.	
Excessive Excused Absence: Frequent or prolonged absences believed to adversely affect student's education	<u>3+ Occurrences</u> Building Administrative Team Parent/Guardian Conference for Accommodation	<u>5+ Occurrences</u> Building Administrative Team Parent/Guardian Conference + Review Accommodation + Notification to Parent	<u>10+ Occurrences</u> Building Administrative Team Parent/Guardian Conference + Review Accommodation + Letter Home Exclusionary response prohibited.	
(Intermediate and High School) Unexcused Absence: Failure to report to school without an approved excuse	<u>3+ Occurrences</u> Building Administrative Team Parent/Guardian Communication + Letter	<u>5+ Occurrences</u> Letter Home + Detention	<u>10+ Occurrences</u> Send Letter Home to Parent/Guardian + Detention Exclusionary response prohibited.	Referral to DCS/ JJC
(Elementary) Unexcused Absence: Failure to report to school without an approved excuse	<u>3+ Occurrences</u> Building Administrative Team Parent/Guardian Communication + Letter	<u>5+ Occurrences</u> Building Administrative Team Parent/Guardian Conference + Notification Letter Home May result in Detention	<u>10+ Occurrences</u> Building Administrative Team Parent/Guardian Conference + Notification Letter Home + Referral to Community Attendance Support Partner (e.g. Casie Center) + Detention Exclusionary response prohibited.	Referral to DCS/ JJC

Class Absence ("cutting/skipping class"): Failure to Report to Class	<u>1-2 Occurrences</u> Teacher Communication with Parent + Letter Home	<u>3 Occurrences</u> Letter Home + Detention (1-3 days)	<u>4+ Occurrences</u> Letter Home + Detention (Possible 3-5 days) Exclusionary response prohibited.	
Student Dress Code				
Dress Code Policy	<u>1-2 Occurrences</u> Administrator Parent/Guardian Communication + provide or bring clothing + share Dress Code Policy School uniform policy must be followed.	<u>3 Occurrences</u> Administrator Parent/Guardian Conference + provide or bring clothing + share Dress Code Policy + detention School uniform policy must be followed.	<u>4+ Occurrences</u> Administrator Parent/Guardian Conference + provide or bring clothing + share Dress Code Policy + detention School uniform policy must be followed. Exclusionary response prohibited.	
Refusal to Remedy Dress Code	<u>No Tier I Response Authorized</u>	<u>No Tier II Response Authorized</u>	If a student refuses to remedy clothing that is clearly indecent (e.g., exposes/shows buttocks or undergarments, chest, or private area(s)) the student will complete classwork from ISS for the remainder of the day Maximum Exclusion: 1 day ISS	

District and Family Resources

Mental and Behavioral Health (Chart)

There are a variety of mental health supports available to families. South Bend Community Schools is grateful to CASA for their support in providing the list of providers and is grateful to Oaklawn for their continued partnership, programming, and support.

GENERAL SUPPORTS

<http://www.thefamilygateway.net>

An online mental health resource for families, educators, and child-serving professionals in the Elkhart and St. Joseph Counties in Northern Indiana. It includes downloadable materials and a searchable database of local mental health professionals.

<http://www.Oaklawn.org>

Elkhart and St. Joseph County's Community Mental Health Center's website, which includes a referral feature for Schools. The Center's access number is 574-283-1234.

A list of complete Mental and Behavioral Health Resources can be found on the SBCSC website [Link](#)

Reference Policies

INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY

NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

ANTI-HARASSMENT

RESTORATIVE PRACTICES AND INTERVENTIONS

SECLUSION AND RESTRAINT

Forms

MTSS REQUEST FORM

PARENT TRACKING FORM – REENGAGEMENT CONFERENCE

REENTRY FORM

BULLYING FORM

Glossary

Absence (“School Absence”) – full day absence from school.

Academic Dishonesty – Providing, receiving or viewing answers to quiz or test items or independent assignments; having out or using books, notes or notebooks during a test without permission from a staff member; using the work of other’s as your own; or using deceit or dishonesty to change, alter, or influence one’s own or another’s grades.

Assault – Intentional act that gives a person reasonable fear that they will be seriously physically harmed or offensively touched or that causes injury.

Battery – One-sided aggression where a person knowingly or intentionally touches another in a rude, insolent, or angry manner causing or attempting to cause serious bodily injury to others.

Bomb Threat – The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging.

Bullying – IC 20-33-8-0.2, Overt unwanted repeated acts or gestures including verbal or written communications or images transmitted in any manner; including cyberbullying (See cyberbullying).

Class Absence (“Cutting” or “Skipping” Class) – Once a student arrives on school property, they are expected to attend all assigned classes and/or activities. Failure to do so, without prior approval, will be considered a class absence.

Circumventing Security – using electronic or physical means to usurp electronic or physical security.

Community Service – An unpaid service for the benefit of the public that is performed as part (or all) of the consequence for committing an infraction.

Conference – A communication that takes place face to face or by telephone.

Cyberbullying – The use of information and communication technologies to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

Deadly Weapon – “deadly weapon” means the following: (1) a loaded or unloaded firearm (2) a destructive device, weapon, device, taser (as defined in I.C. 35-47-8-3) or electronic stun weapon (as defined in I.C. 35-47-8-1), equipment, chemical substance, or other material that in the manner it: is used, could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.

Destructive Device I.C. 35-47.5-2-4 – an explosive, incendiary or overpressure device that is configured as a bomb; grenade; rocket with a propellant charge of more than four (4) ounces; missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce; mine; or Molotov cocktail.

Firearm I.C. 35-47-1-5 – “Firearm” means any weapon that is capable of expelling; or designed to expel; or that may readily be converted to expel; a projectile by means of expulsion.

Functional Behavior Assessment (FBA) – An assessment process used to gather the information needed to develop a behavior plan.

Individual Education Program (IEP) – A plan required for special education students that includes goals, supports, services, criteria for measurement of goals and evaluation of progress toward reaching goals.

Injury Risk- type of student behavior that involves actions which could cause injury to a person but does not, includes horseplay.

Injury to Others - Fighting that occurs between students. Does not include students acting in self-defense.

Loss of Privileges – As a consequence of a violation of SBCSC’s Code of Conduct, a student can lose the right to participate in school events and activities, including participation in graduation and senior activities (if the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded).

Make-Up Work – When students are removed from class because of a behavior violation, school staff must provide students with missed assignments and the opportunity to make up those assignments without penalty.

Multi-Tiered System of Supports Team (MTSS Team) – A team consisting of school staff, parents and others who meet and use a formal process to problem solve student academic or readiness to learn issues.

Physical aggression – Physical contact between students who together exhibit behavior that is rough, disorderly, and disruptive and not able to correct with discipline or control which results in minor physical harm (minor scrapes, bruises) or none at all.

Physical assault – I.C. 20-33-8-25(c)- Knowing or intentional touching of another person in a rude, insolent, or angry manner.

Positive Behavior Interventions and Supports – A school wide behavior management framework that has a three-tier model of prevention and intervention.

Response – A result that follows from an action or condition.

Restitution – Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service. Can be replaced (completely or in part) with community service if family/student are unable to pay.

School Resource Officer (SRO) – South Bend city and county Police Departments who work in the school environment.

Sexting – Recording or transmitting images of private sexual activity and/or a person's genitalia, groin, breast or buttocks through a cell phone or other electronic device.

Sex-based Harassment – Unwelcome conduct based on sex that may be verbal, nonverbal, or physical in nature, including sexual assault (e.g., rape, sodomy, sexual assault with an object, fondling).

Stealing/Theft – Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use.

Tardiness – Arriving late to school or class.

Truancy – Unexcused absence from school.

Vandalism – Damage, destruction or defacement of property belonging to the school or others.