BOARD OF EDUCATION

MISSION, VISION, MOTTO

MISSION
Collaboratively engage all students in a world-class education.

MOTTO
Shaping Tomorrow Today

VISION
Be the first choice for all families

This vision will be achieved when the following are realities for the district:

a) It is a driver of prosperity for the region.
b) All students are college and career ready.
c) All students feel valued and empowered to reach their full potential.
d) Each individual flourishes intellectually, physically, and emotionally.
e) All stakeholders are both responsible and accountable for student success.

LANGUAGE/DISABILITY ASSISTANCE

If you have difficulty understanding English, you may request a copy of the Student Code of Conduct in Spanish or language assistance, at no cost, by contacting: Office of the Executive Director of Bilingual and Multicultural Services, P: 815-966-3195 or Bilingual.Services@rps205.com.

Individuals with a disability that substantially limits their ability to read or comprehend this Student Code of Conduct may request an accommodation by contacting: Office of the Chief of Human Resources P: 815-966-3221.

A version of the Student Code of Conduct in English and Spanish also is available on the District’s website at: www.rps205.com

RESERVATION OF RIGHTS

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

QUESTIONS?

For questions regarding the Student Code of Conduct please contact: Student Services and Alternative Learning

P: (815) 966-5251 • F:(815) 489-2705

ssal@rps205.com

501 7th Street • Rockford, IL 61104
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www.rps205.com
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DISCIPLINE CREED

EVERYONE IS ENTITLED TO A SAFE, SECURE, ORDERLY ENVIRONMENT IN WHICH TO LEARN AND WORK.

STUDENT GROWTH IS DEPENDENT UPON POSITIVE AND SUCCESSFUL SCHOOL EXPERIENCES.

DISCIPLINE IS A SHARED RESPONSIBILITY: STUDENTS AND ADULTS ARE BOTH RESPONSIBLE FOR AN ORDERLY, SAFE, EQUITABLE LEARNING ENVIRONMENT.

ACTIONS ARE WHAT WE HAVE CHOSEN TO DO: ACTIONS ARE A PRODUCT OF CHOICES.

POSITIVE, PROACTIVE RESOLUTIONS DEFUSE CONFLICT.

HIGH STANDARDS AND COURTEOUS, RESPECTFUL BEHAVIOR, ON THE PART OF ALL FOSTER A CLIMATE OF ACHIEVEMENT.

STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS
To be treated equally by every member of the school community
To be given the opportunities to be heard as well as have witnesses and/or an advocate speak on one’s behalf.
To pursue a successful education without disruption.
To discuss educational concerns with teachers and other school staff.
To be informed of student rights and responsibilities under the Student Code of Conduct, Board policy and Classroom Rights and Responsibility Plan.
To receive fair and equitable treatment without discrimination in every aspect of the educational system.
To be treated respectfully and as an individual.
To expect cultural respect and understanding.
To expect learning to be relevant to life.
To equitably participate in courses and co-curricular activities that promotes individual skills and talents.
To be academically challenged.
To be transported in a safe manner.
To expect school to be a safe place of learning.
To learn without being hindered by the actions of others.

Students should receive a response whenever they go to an adult with a concern of any kind.

RESPONSIBILITIES
To resolve problems and issues while providing dignity for all.
To become productive citizens.
To recognize when personal actions are interfering with the rights, personal space, feelings, and property of others.
To be culturally sensitive and respect cultural diversity.
To develop a sense of responsibility for personal choices.
To succeed in school by working to the best of one’s ability.
To attend school regularly, arrive on time, and bring supplies.
To follow the Student Code of Conduct adopted by the District, as well as one’s school and class.
To dress appropriately for school.
To ask for help when in need of assistance.
To be an active listener.
To act in a courteous and responsible manner in all school related activities.
To be a participating learner.

PREFACE

This Student Code of Conduct sets forth the behavioral expectations and discipline policy of the Rockford School District and is designed to clarify the rights and responsibilities of students, parents, teachers, bus drivers and other school personnel in the Rockford Public Schools. Students, staff, parents and others are encouraged to study and discuss the contents of this Code. Understanding rights and responsibilities is one way to better ensure that these rights and responsibilities are respected, and provide fairness.

The Board of Education, additionally, has several policies specific to student behavior expectations, which can be accessed at: http://www3.rps205.com/District/BOE/Pages/Board-Contacts.aspx (Click on Governing Policies in the left hand column. Student conduct policies are in the 7000 series generally but may also be governed by policy statements in other series.)

In the event of a conflict between Board policy and this Student Code of Conduct, the policy shall control.
PARENT RIGHTS AND RESPONSIBILITIES

RIGHTS
To view all temporary and permanent records and visit school in accordance with Board of Education policy.
To be informed and receive explanations of academic progress and behavior.
To be consulted as soon as possible when decisions are made that affect one’s child.
To be involved in the decision making process for the school district.
To request and be granted conferences with school personnel.
To express feelings without intimidating or being intimidated.
To expect school to be a safe place of learning.
To expect cultural respect and understanding.
To be treated respectfully.
To be informed of the Student Code of Conduct and appeal process.
To be advised as to the Classroom Rights and Responsibility Plan applicable to their child(ren).
To expect children to be academically challenged and to learn.

RESPONSIBILITIES
To abide by the compulsory attendance laws (See policy 7.70).
To communicate an expectation to achieve in every class.
To provide a regular place to do homework.
To expose children to learning activities.
To praise children for effort, improvement and achievement.
To act in a courteous and responsible manner in all school related activities.
To act as partners with school staff for improving student learning and behavior.
To assist children in learning how to make choices and deal with the consequences.
To assist children to make the correct choices when dressing for school.
To provide the school with accurate home and emergency phone numbers and update as needed.
To be culturally sensitive and to instill this in children.
To be an active listener and learner.
Assure your child attends school daily and on time.

STAFF RIGHTS AND RESPONSIBILITIES

RIGHTS
To be supported by other staff and parents/guardians.
To work in a positive atmosphere for learning and teaching.
To work in an atmosphere free from verbal or physical threats and abuse.
To be present at student/parent conferences.
To be involved in the decision making process for the school district.
To expect cultural respect and understanding.
To be provided with resources necessary to carry out responsibilities.
To work in partnership with others.
To have a safe working environment (includes school bus).
To be treated respectfully and as an individual.
To expect school to be a safe place of learning.

RESPONSIBILITIES
To academically challenge students.
To provide learning for students in an equitable manner.
To establish and maintain an environment where all may learn.
To recognize and work with students who have various learning styles.
To respect the rights, dignity, and confidentiality of students, parents/guardians and other staff.
To inform and consult with parents/guardians in assessing the needs and progress of students.
To be proactive toward resolving issues.
To empower students to be personally responsible.
To be culturally sensitive and respect cultural diversity.
To act in a courteous, professional, and responsible manner in all school related activities.
To dress in a professional manner at all times.
To be fair, equitable, and consistent in all interactions.
To be responsive to student needs.
To be informed of the Student Code of Conduct and appeal process.
To implement approved and accepted teaching and assessment practices.
To initiate parent contact/support at the first occurrence of academic or behavior changes.
To develop with administrator review a Classroom Rights and Responsibility Plan.
To develop, communicate, and enforce clear behavioral and learning expectations.
To respond to students whenever they go to an adult with a concern of any kind.
STUDENT DISCIPLINE

The teaching of self-discipline (responsibility for a person’s own actions) is a goal of the Rockford Public School District’s Student Code of Conduct (SCOC). It is the school’s responsibility to implement a program for teaching a system of essential rules and to administer just and constructive corrective measures when appropriate.

Fair and equitable discipline is intended to protect the rights and privileges of all persons, in all matters relating to the conduct of the school. Principals, teachers, and certified personnel stand in loco parentis1, in the supervision of students in the absence of parent/guardian. Under the School Code, they are tasked with maintaining a safe and appropriate educational environment, conducive to learning, in a manner consistent with this SCOC.

Should corrective measures be necessary, the following principles will apply:

• Corrective measures and the need therefore shall be determined on a case by case basis.
• Corrective measures shall be determined and administered in a fair, equitable and nondiscriminatory manner, based upon identified evidence that supports a determination that misconduct occurred or that the student’s behavior places him/her at risk for continuing aggressive behaviors, including bullying and harassment.
• Students shall be afforded a chance to learn from and correct their behaviors with as little disruption to their education as practicable. A Multi-tiered System of Supports (MTSS) will be used whenever possible before resorting to strategies or consequences that may result in lost instructional time for students.
• It is the intention of the Board of Education that this SCOC be viewed as cumulative so that repeat or persistent violations result in increased interventions and progressive discipline and that consequences are commensurate with the seriousness and nature of the infraction(s) committed.
• Student safety is the primary concern of the Rockford School District’s Transportation Department. Laws and regulations have been established to ensure the safety of students and drivers on School Vehicles2. Major misbehavior on school vehicles that distracts the driver poses a threat to the safety of everyone on the roadway.
• Conduct reasonably believed to be illegal or conduct that presents an immediate or ongoing safety risk to self or others or risk of significant destruction or loss of school property may be reported by administrators to local law enforcement personnel, in addition to any other consequences appropriate under this SCOC.
• Relationship of the behavior to alcohol or drug influence
• Relationship of the behavior to known disability
• Relationship of the behavior to alcohol or drug influence

ROBINSON FACTORS

A primary case analyzing student discipline matters in Illinois is Robinson v. Oak Park and River Forest High School, 213 Ill. App. 3d 77, 82 (1991). The Robinson court set forth criteria to be used by the courts to analyze whether a school board’s decision to discipline was unreasonable, arbitrary, capricious, or oppressive. The Robinson factors are: (1) the egregiousness of the student’s conduct; (2) the history or records of the student’s past conduct; (3) the likelihood that such conduct will affect the delivery of educational services to other children; (4) the severity of the punishment; and (5) the interest of the child.

Information that may assist in the above analysis includes:

• Student’s age and ability-functioning level
• Seriousness of the occurrence
• Frequency and nature of inappropriate behavior
• Circumstances and intent
• Effect of the misconduct on the school environment
• Relationship of the behavior to known disability
• Relationship of the behavior to alcohol or drug influence

With very young children, Pre-K learning appropriate behaviors for a school setting is a significant component of the child’s educational program. Application of School Exclusion options should be for extraordinary reasons only. Behavior interventions instead should focus more on care for the child, skill building and the safety of other students.

APPLICATION OF THE STUDENT CODE OF CONDUCT

Grounds for disciplinary action apply whenever the student’s conduct is reasonably related to school or school activities, including but not limited to conduct occurring:

1. On school grounds or commencing on school grounds but occurring off school grounds, before, during, or after school hours or at any other time the student is participating in or attending a school related activity;
2. Off school grounds at a school sponsored activity or event, or any activity or event which bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function or event in school provided and/or school authorized transportation;
4. Off school grounds, but through access to or use of the District’s electronic network, including Internet, website or email systems;
5. Anywhere, if the conduct is in violation of the SCOC and causes (or is likely to cause) substantial and material disruption during school hours, on school premises, or at a school sponsored activity or event.

TEACHER AUTHORITY

A teacher must utilize corrective behavioral strategies and consequences for minor infractions that occur in their classroom or other location when students are under their responsibility and control, e.g. field trips, extra curricular activities.

A teacher may remove a student from the classroom for persistent or substantially disruptive behavior, after having made reasonable attempts to address the behavior in class without success, accompanied with a written disciplinary referral.

1  In “loco parentis” means that Principals, Teachers, and other certified personnel, act as the parent in the supervision of students, in the absence of parent/guardians.
2  “School Vehicles” means district owned/operated or contracted vehicles.
RESOURCE OFFICER OR CPI TRAINED STAFF
A teacher or other person providing related services to a student, whether or not licensed as a teacher, may use momentary periods of physical restriction by direct person to person contact designed to prevent a student from harming himself, others or property. Physical restraint, however, shall not be used unless the individual utilizing the technique is currently certified.

ADMINISTRATOR AUTHORITY
Administrators have the same authority to address student conduct as teachers. In addition, administrators may use momentary periods of physical restriction to remove a disruptive student who is unwilling to leave the area voluntarily or request assistance from appropriate personnel, e.g. security staff.

When it has been determined by a Principal or Assistant Principal that a student is in violation of the provisions of this Student Code of Conduct, the Principal or Assistant Principal shall impose and document appropriate and available disciplinary measures, up to and including out-of-school suspension or recommendation for expulsion or alternative learning school placement when supported by the evidence. The Principal or Assistant Principal, additionally, shall be responsible for providing sufficient written notice to the parent any time a student is suspended out of school, or recommended for expulsion and/or transfer to an alternative learning school.

SENATE BILL 100 (PA 99-0456) – EXCLUSION CONSIDERATIONS
Effective the 2016-17 school year, the Illinois School Code significantly modified the requirements related to the use of corrective measures that include exclusion from school. “School Exclusion” includes OSS, bus suspensions, expulsions or transfers to alternative learning schools. In addition to continuing to require individualized decision making:

• A variety of behavioral interventions, strategies and consequences generally will be used with students, as appropriate and available, before resorting to use of School Exclusion.

• School Exclusions will only take place, consistent with the following and, where applicable, the rules of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act:
  1. OSS or Bus Suspension of 1-3 Days: Student’s continuing presence would: (a) pose a threat to school safety, or (b) a disruption to other student’s learning.
  2. OSS 4-10 Days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School: Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, and (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.
  3. 45 School Day IAES (Interim Alternative Educational Setting): Student eligible for special education: (a) engages in a dangerous weapons or drug offense or misconduct that causes substantial bodily injury, as defined in IDEA, irrespective of whether the misconduct is related to the student’s disability (administrator decision, with approval of Executive Director of Special Education and General Counsel) or (b) engages in disability related behaviors which pose an ongoing safety risk if the student were to remain in school (by order of a hearing officer).

• All reasonable efforts will be made to resolve safety threats and address disruptions before determining the student’s continuing presence warrants recommendation for School Exclusion.

STATE REPORTING (ISBE AND LOCAL LAW ENFORCEMENT)
The Rockford Public School is required to report certain incidents to the Illinois State Board of Education through the School Incident Reporting System (SIRS) related to student attendance. (105 ILCS 5/26-3.a.)

• Students no longer attending school due to: expulsion, withdrawal (for reason other than transfer), removal from the attendance rolls due to non-attendance, and chronic and habitual truants.
• Students who have re-enrolled or returned to regular attendance.

Additionally, the following incidents are required to be reported to appropriate law enforcement authorities, who then periodically report to the ISBE.

• Battery to staff, (105 ILCS 5/10-21.7)
• Drug offenses (105 ILCS 5/10-27.1B)
• Firearm offenses (105 ILCS 5/10-27.1A)

Additionally, local law enforcement will be notified consistent with the provisions set forth in this SCOC at pp. 26 to 48, when a student is suspected of having engaged in criminal conduct other than that noted above. Information regarding students with disabilities reported to local law enforcement may be shared with appropriate authorities, consistent with IDEA and the Family Educational Rights and Privacy Act.

STUDENT CONDUCT RECORDS
A discipline record will be maintained on each student. This record will include Student Code of Conduct violations, interventions designed to assist the student in correcting behavior, and consequences assigned for inappropriate behavior. A parent or administrator may request, at any time, to review behavioral records and request consideration for a Social Intervention Educational Services program. Access shall be granted consistent with rules governing the release of school student record information.

NOTIFICATION: WHEN A STUDET IS 18 OR OLDER
Students age 18 and older are adults under Illinois Law and all rights in regard to student record information transfer to the adult student, unless the courts have appointed a legal guardian for the student. All required notification and contacts of students age 18 and older shall be to the student only, unless otherwise required by law. An adult student may grant written permission for the District to disclose the student’s records to his/her parent by contacting the building principal or their school counselor.

Parents of adult students who can establish that the student remains a dependent, as that term is defined by the IRS, additionally, may
have continued access to the adult student’s records but they do not have rights to release information from those records or to make educational decisions on behalf of the student absent a written assignment of such rights by the student to the parent or court order appointing the parent as the legal guardian of the student, with educational decision making rights.

**DISTRICT EXTRACURRICULAR OR CO-CURRICULAR ACTIVITY POLICY**

Students who wish to participate in or attend extracurricular or co-curricular activities (including but not limited to athletics, dancing, plays, clubs, etc.) must be in good standing academically and behaviorally at the time of the activity or event.

Academic good standing requires the kindergarten-5th grade student to be performing satisfactorily overall. All students in 6th-12th grades, except those entering 6th and 9th grade, must have a passing grade in at least 5 classes the previous semester. All students entering 9th grade are automatically deemed eligible to participate in co-curricular activities the first semester of their 9th grade year.

Continued co-curricular participation for all students requires the student maintain a passing grade in at least 5 classes per week with no unexcused absences. Any student failing to meet these criteria shall be deemed ineligible to participate on a weekly basis in co-curricular competitions until the specified academic criteria are met.

Behavioral good standing means the student is not currently subject to School Exclusion or, if subject to School Exclusion, has specific written consent from the building Principal to be present at the activity or event and, where applicable, is compliant with the Conduct Code for Participants in Extracurricular Activities.

The SCOC applies to student conduct while participating in or attending any District sponsored extracurricular or co-curricular activity.

See Board Policies 7.240 and 7.300. See also 7.335 (Dance Policy).

**SCHOOL ATTENDANCE**

The progress and success of each student depends to a great degree upon regular attendance at school, for the entire school day. Good attendance is important because it is an employability skill that students should become familiar with and practice at an early age. Regular attendance at school also is required by the School Code, and individuals who contribute to a student’s chronic truancy from school may be subject to court involvement.

If any child enrolled in a public school is absent from school, and there is no record that such absence is for a valid cause, as defined in the Board policy 7.70 nor notification that the absence has been authorized by the parent, legal guardian or other person having legal custody of such child, an employee or other agent, whether a volunteer or otherwise, designated by the public school in which the child is enrolled shall, within two hours after the first class in which the child is enrolled, make a reasonable effort to promptly telephone and notify the parent or guardian of the child’s absence from school. The school requires at least if not more than two telephone numbers be given at the time of enrollment of the child in school to assist with this notice.

Strict enforcement of attendance is one way of teaching and reinforcing these concepts. Regular attendance is necessary to ensure maximum educational benefits. The Student Code of Conduct addresses strategies for unexcused absences such as skipping and tardy violations. Students who are chronically truant may be referred to the truancy officer and other community resources for appropriate follow-up. Students who are 17 years of age or older, additionally, may be excluded from school for a semester due to chronic truancy or academic failure, provided that appropriate notice and intervention efforts have been attempted prior to exclusion. Students who are 19 years of age or older and who have dropped out of school may be denied reenrollment if they cannot otherwise timely graduate taking courses during the regular school term, provided they are afforded an opportunity for a hearing consistent with expulsion hearings before a denial is final. However, school officials shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties, and no student shall be denied enrollment or reenrollment in violation of IDEA or the ADAAA.

**SEARCH AND SEIZURE**

School searches are a tool used by the District when warranted in order to maintain order and security in the schools. Under the School Code and Board policy 7.140, the District may inspect and search places and areas such as lockers, desks, parking lots, vehicles and other school property and equipment owned or controlled by the school, as well as personal effects left in those places and areas by students, without notice to or the consent of the student and without a search warrant. Student’s have no reasonable expectation of privacy in these places or areas or in their personal effects left in those places or areas.

Searches of a student’s person or objects in their possession such as a purse, book bag or phone, may occur if there is a reasonable suspicion that the search will produce evidence the particular student has violated or is violating a school policy or law. Any such search shall be reasonable in scope based on the nature of the suspected misconduct and not excessively intrusive in light of the age and sex of the student. When feasible, searches of a student will be conducted by a certified employee or liaison police officer of the same sex as the student, outside the view of others, and in the presence of a school administrator or adult witness. Parent/guardian shall be notified of the search having taken place as soon as possible, and a written report regarding the search shall be provided to the Superintendent or designee.

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

STUDENT SOCIAL MEDIA ACCESS BY DISTRICT AUTHORITY

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

VIDEOTAPING

The District uses video surveillance in public places throughout its school buildings and on school busses to assist in maintaining a safe and secure educational environment. Video tapes that contain evidence of student misconduct may be used in student disciplinary matters and constitute a student disciplinary record.

FEES AND FINES/RESTITUTION

The District does not issue fees or fines as a consequence for student misconduct. Restitution will be required when applicable, but does not qualify as a fee or fine.

VOLUNTARY REPORTING OF WEAPONS AND DRUGS/CANNABIS

It is a goal of the Student Code of Conduct to foster good citizenship in students and eliminate the presence of weapons and illegal drugs from school grounds and school related events. Students who have knowledge of the presence of weapons or illegal drugs/cannabis at school or school sponsored activities or on school grounds or property, including busses, are encouraged to notify a teacher, administrator, Resource Officer or Safety Officer as soon as possible or turn in the contraband in order to contribute to maintaining a safe school environment for all. If the Administration, after investigation, is satisfied that the item reported or turned in both does not belong to the student and, if applicable, is possessed by the student solely for the purpose of delivery to a school official, the student shall not be disciplined under the Student Code of Conduct.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER IDEA, SECTION 504 AND ADAAA

If a student is subject to the provisions of IDEA (The Individuals with Disabilities Improvement Act of 2004), Section 504 of the Rehabilitation Act (Section 504) and/or the ADAAA (Americans with Disabilities Act Amendment Act), discipline not involving a change of placement may be imposed without regard to whether the behavior requiring discipline is a manifestation of the student’s disability. Thus, in such cases the Principal or Assistant Principal may impose appropriate discipline not to exceed a ten (10) day suspension.

Under Section 504/ADAAA and IDEA: 1) A student is excluded from the educational program for more than 10 consecutive school days (i.e., expelled); or 2) A student experiences a series of suspensions totaling more than ten (10) school days that constitute a pattern, based on the nature of the offenses, frequency and length of suspensions.; or a student is expelled. The determination of whether a series of suspensions constitutes a change of placement must be made on a case by case basis by the Principal assigned to the student’s building or, if unavailable, the Section 504 Compliance Officer.

To implement a change in placement based on discipline, generally it first must be determined if the behavior is, or is not, a manifestation of a student’s identified disability. If the behavior is a manifestation of the student’s disability, the school must address the behaviors through the IEP (Individual Education Program) or 504 plan and may not impose discipline unless the 45 day IAES applies. If the behaviors are not related to the disability, then the student may be disciplined in the same manner as students without disabilities, except special education eligible students must continue to receive appropriate educational services. Additionally, a behavior management plan must be reviewed or developed when an act occurs which may subject the special education eligible student to expulsion or OSS for more than 10 cumulative days in a school year irrespective of the relationship of the misconduct to the student’s disability.

A change of placement for up to 45 school days (45 day IAES), however, may be initiated by the school district without regard to the student’s disability when the students misconduct involves: a) carrying to or possessing a dangerous weapon at school, on school premises, or to or at a school function; b) the knowing use or possession of drugs, or selling or solicitation of controlled substances at school, on school premises or at a school function; or c) the infliction of serious bodily injury upon another at school, on school premises or at a school function. For purposes of this section, “school function” has the same meaning “school activities.”

When the placement of a student with a disability is changed for disciplinary reasons, the procedural protections of IDEA or Section 504 apply. Please refer to the Special Education Procedural Safeguards or Section 504 Student Rights Summary for further information on disciplining a student with disabilities. If you need a copy of either of these procedural safeguards go to Special Education Services Parent Rights (http://www.isbe.net/spec-ed/pdfs/nc__proc_sgfrds_34-57j.pdf and http://www.isbe.net/spec-ed/html/consent.htm) or contact your child’s case manager or building Principal.

MEDICATION MANAGEMENT OF BEHAVIORS – PARENT AND STUDENT RIGHTS

Parents may not be required to medically manage a student’s behaviors as a condition of participation in the District’s programs and services. Students may not be disciplined on the basis of a parent’s decision to address a student’s physical or mental health condition other than with medication. This does not preclude the student from being disciplined if warranted by the student’s conduct, taking into consideration any procedural safeguards that may apply.

ISOLATED TIME OUT AND PHYSICAL RESTRAINT

District schools will not employ Isolated Time Out as defined by Illinois School Code. Students whose behavior presents an imminent
physical danger to self or others may be subjected to Physical Restraint. Physical Restraint will be employed only when necessary for safety reasons and shall not be used for disciplinary reasons. Such actions will be keeping with 23 IL Admin. Code 1.280 & 1.285, including: (a) physical restraint being employed only by individuals who have completed and are currently certified in the use of the approved District training for use of physical restraint, (b) completion of incident reports and (c) notification of parents/guardians.

This provision does not apply to momentary periods of physical restriction by direct person to person contact designed to prevent a student from harming himself, others or property or removing a disruptive student who is unwilling to leave the area voluntarily. Also, this provision does not apply to use of non-isolated time out.

**CORPORAL PUNISHMENT**
Corporal punishment is inflicting bodily harm upon an individual for disciplinary purposes. The Rockford Board of Education does not believe corporal punishment is an effective means of enforcing or maintaining proper student behavior; therefore corporal punishment is prohibited.

**DRESS CODE**
Some schools have Board approved school uniform dress codes and physical education uniforms. In these schools, students must wear the school uniform. For all schools, student’s dress and grooming shall not be disruptive to the educational process; shall not constitute a threat to health, safety, welfare, or property and shall be in accordance with public decency and civil statutes as determined by administration.

Grooming and neatness are the primary responsibility of students and their parents. Schools may prescribe standards of grooming and dress for participation in co-curricular activities. Schools may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards or may disrupt the education process or learning atmosphere. Student dress will conform but not be limited to the following examples:

- **ID’s are required at all times. Students are not allowed on the bus without an ID.**
- **Secondary Only**
- **Hats, head covering*, hoodies, jackets, coats, and gloves are not to be worn in school. Students must remove their head coverings upon entering the building.**
- **Students will not wear wheeled or heeled shoes.**
- **Students’ clothing will cover undergarments and midriffs.**
- **Garments or jewelry depicting alcohol, tobacco, or other drugs will not be worn at school or on a school bus, school grounds or at school sponsored activities.**
- **Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, or gang affiliation will not be worn at school or school sponsored activities or on a school bus; or school grounds.**

* NOTE: Head coverings worn for a bona fide religious purpose are allowed.

**HARD & SOFT LOCKDOWN**
The lockdown of a school is not a form of student discipline. Lockdowns are used when there is danger in or near the school and students and staff need to be protected from danger or as part of a safety drill. A lockdown involves securing doors and windows in an attempt to keep intruders from gaining access to staff and students. In the event of a preventative or SOFT LOCKDOWN, exterior doors are secured and no one is allowed in or out of the building, however; the routine of the school is maintained (or may be restricted) consistent with an external threat (such as, for example, a robbery at a nearby facility, suspicious activity in an area, gas leak at a nearby facility, etc). In the event of a full or HARD LOCKDOWN, there is a total cessation of school activity, no teaching, students seek shelter, classrooms are locked or doors closed, silence is maintained in the building, no one is allowed in our out of the building. Hard lockdowns are normally reserved for serious security situations.

**BULLYING, INTIMIDATION AND HARASSMENT**
Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate and are prohibited by the District. A copy of the District’s policies prohibiting bullying and harassment are included in full at the end of the SCOC, see page 53 for definition.

Students are encouraged to immediately report bullying or harassment that they experience, witness or otherwise have knowledge of. A report may be made orally or in writing to the District Complaint Manager, as identified in Board Policy 2.260, Board Policy 7.20, Board Policy 7.180 or any staff member with whom the student is comfortable speaking. Retaliation for good faith reporting or participating in an investigation of bullying or harassment shall not be tolerated.

Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Staff members are to intervene, when appropriate, and report to the building administrator responsible for investigating student misconduct.

Anonymous reports are also accepted by the District Complaint Manager or any staff member using the District’s ‘Lets Talk’ website link or the report form at the back of this SCOC.

**District Complaint Managers:**
Superintendent or his/her designee
501 Seventh Street, Rockford, IL 61104
P: 815-966-3000

Human Resources Executive Director
501 Seventh Street, Rockford, IL 61104
P: 815-966-3221

Anonymous reports (Lets Talk link): www.rps205.com

**ACCEPTABLE USE OF TECHNOLOGY**
Use of the District’s electronic networks and technology must be (1) in support of education and/or research and (2) for a legitimate
school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District’s electronic networks or district computers. General rules for behavior and communications apply when using electronic networks. The District’s Student Acknowledgment of Receipt of Administrative Procedures for Acceptable Use of the Electronic Network contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user’s account but not erased, may be monitored or read by school officials. A copy of the Student’s Acknowledgment of Procedures for Acceptable Use of the District’s Electronic Network is included in full at the end of this SCOC.

**SOCIAL INTERVENTION/EDUCATIONAL SERVICES AND PROGRAMS**

**SERVICES**

The Rockford Public Schools offers a range of services to assist students in developing effective social-emotional, behavioral and problem solving skills necessary to become productive citizens. Service needs are determined on a case-by-case basis, depending on the identified student need. **Not all services are applicable or appropriate to each situation** and the nature, frequency and intensity of services offered may depend on the student’s responsiveness to prior intervention efforts, consistent with the District’s philosophy of progressive intervention.

**Detention.** The assignment of a student to a designated location in the school for one hour prior to or after the regular school day. Detention may be assigned as a consequence for minor disciplinary infractions, including truancy, at the discretion of the school principal or assistant principals and appropriate school staff. Failure to attend detention without valid cause in and of itself is a violation of the SCOC and may result in progressive disciplinary sanctions.

**Referral to Community Based Organizations.** A support service offered within the community to which a student may be referred by RPS staff. Examples include: referrals for health, mental health or substance abuse assessment/treatment, linkage with social service agencies, government resources or recreational programs.

**Restorative Strategies.** Problem solving interventions done “with” the student. They focus on the harm caused and how it will be repaired. See p. 21 for further information.

**Saturday School.** A form of detention beyond the normal school days, offered on average twice a month beginning, September through May at various schools throughout the District. Site locations will be distributed throughout the District to serve K-12 students. Date assigned is based on seat availability. Students will attend three (3) hours and be required to complete social-emotional or behavior skill development activities relevant to the nature of the offense underlying the Saturday school assignment.

**Social Intervention Learning Environment.** Social Intervention Learning Environment is the temporary exclusion of a student from his or her regular classroom, lunch area and other regular school day activities and assignment to a designated place in the school for one or more hours in a school day, or days. Appeal of assignment to a social intervention learning environment may be taken to the school principal, whose decision shall be final. See p. 23

**Teacher or Support Staff Services.** Problem solving/skill building interventions or corrective strategies used by teachers or support staff addressing student misconduct in the classroom or other location where students are under their responsibility and control. See p. 22 for list of interventions/corrective strategies used for minor infractions.

**Therapeutic Strategies.** Corrective strategies/ skill building interventions done “by” the student which require intrinsic motivational behavior change. Examples include, counseling, mentoring, anger management or conflict resolution classes. See p. 21 for further information.

**PROGRAMS**

As a means of furthering its process of progressive intervention and assisting students who may require a more structured learning environment, Rockford Public Schools provides Social Intervention/Educational Programs (SIEP) for grades 5-12. Students appropriate for placement in SIEP are those whom the building principal or his/her designee identify as:

(a) in need of a non-traditional learning environment for academic and/or behavioral support,

(b) at risk of continuing aggressive behaviors due to their behavior patterns in school, or

(c) having engaged in repeated misconduct that warrants a recommendation for expulsion and have been offered an EIA agreement (see p. 18).

These placements offer students a chance to demonstrate their ability to correct their behaviors and/or progress academically, with additional supports that include, smaller teacher/student class ratios, individual and/or group counseling services, and an approved social-emotional curriculum, flexible scheduling and other individualized supports. Their mission is to execute quality instructional practices during the teaching of social development interventions so students may achieve academic and behavioral success. Individualized Student Learning Plans are developed at each placement.

Assignment to a SIEP placement is at the sole discretion of the administration. SIEP placements may be offered within a student’s zone school, RPS specialized program, or through assignment to program with which the District has contracted. Classes taken and credit earned will transfer back to the student’s zone school upon return. Student attendance is mandatory.
There are two general ways by which a student may be referred for a SIEP placement:

1. Involuntary transfers - conduct does not rise to the level of expulsion, or
2. EIA agreements - conduct does qualify for expulsion recommendation.

Parent/Guardian, or where applicable adult student, consent is not needed for involuntary transfers but the decision to transfer may be appealed to the Hearing Authority. Parent/Guardian, or where applicable adult student, consent is required for EIA driven placements. If consent is not provided, the student is processed under the disciplinary procedures outlined in the Student Code of Conduct. (See, e.g. EIA Agreements at p. 18.)

ENTRANCE CRITERIA

The District will be using the Multi-tiered System of Support (MTSS) when determining which students should be referred to a SIEP. A student will be considered for SIEP placement:

1. After the home school has exhausted all appropriate and available MTSS in-school services exhausted (behavioral and/or academic) or
2. If the student has exhibited egregious actions that rise to the level of an expulsion recommendation. (Egregious actions are those that cause serious bodily or emotional harm or are conspicuously bad or offensive such that they constitute gross disobedience or gross misconduct.)

If placement is not available due to the lack of a seat at the student’s grade level, the home school is to continue with MTSS supports, provided the student has not been recommended for expulsion. For students that are subject to the provisions of IDEA or Section 504, a Manifestation Determination Review (MDR) shall be conducted prior to an involuntary assignment to a SIEP. A special education student’s IEP Team must concur that the student’s special education needs can be met within the SIEP placement, with our without modification of the current IEP.

INDIVIDUALIZED STUDENT LEARNING PLAN

An Individual Student Learning Plan must be developed for each student assigned to a SIEP placement upon entry. The plan will address the students social-emotional and academic learning needs. Parent/Guardian and student signature are required, evidencing their understanding of and participation in the development of the individualized student learning plan.

If the student receives accommodations under a 504 Plan, the plan should be reviewed and modified as appropriate at the time of development of the Individual Student Learning Plan.

If the student has an IEP, the IEP governs the student’s individualized learning needs.

EXIT CRITERIA/RE-ENGAGEMENT PROCESS

The criteria for a student to exit SIEP placements must be contained within the Individualized Student Learning Plan/IEP. If placement is pursuant to an EIA agreement the length of placement is consistent with the term of the Board approved agreement.

All students returning to their home school from a SIEP placement will engage in re-engagement process no later than 10 days prior to the student’s scheduled return date. The re-engagement plan minimally shall address student course scheduling, transportation services for qualifying students, coordination of supplemental social and/or academic support services for the student to increase the probability of a successful transition back to the home school.

An IEP or 504 Team meeting will occur prior to re-entry for students with an IEP or 504 Plan to review the student’s progress and current educational services and/or accommodations needed on return.

SIEP PROGRAM DESCRIPTIONS

The following programs are available for SIEP placements as of the time of publication of this SCOC. The District continues to investigate other SIEP programs that may be appropriate to meet the needs of Rockford Public Schools students. Prior to placement in any program, the parent/student would be provided a description of that program, regardless of whether it is summarized below.

Involuntary Transfer Programs – Programs for Students who are in need of a non-traditional learning environment for academic and/or behavioral support or at risk of continuing aggressive behaviors due to their behavior patterns in school may be involuntarily transferred to an appropriate SIEP placement when the building principal has exhausted the MTSS services within the student’s assigned building but the student’s conduct does not warrant recommendation for expulsion.

EIA Programs (Middle and High School) See also p. 18.

EIA – Zone School. Student is allowed to remain in his or her zone school while receiving individualized supports as set forth in their EIA agreement and/or Individualized Student Learning Plan or IEP.

EIA Outside of Zone School. Student is transferred to an educational program governed by Rockford Public Schools or contracted through Rockford Public Schools.

ROOSEVELT OPPORTUNITIES PROGRAM (SECONDARY ONLY)

The Roosevelt Opportunities Program is a program that addresses the EIA program created for students who may have violated the Student Code of Conduct in a way that allows removal from the traditional school environment for a period of one or two semesters. Students referred to this program are high school students, are nonviolent and may be habitual disciplinary problems.

Students will attend an afternoon program from 2:00 PM – 6:00 PM Monday through Thursday evenings. The student’s schedule will include classes that are taken in the core areas of English, Math, Science and Social Studies. All classes taken within the Roosevelt Opportunities Program will transfer back to the student’s home school for credit toward graduation requirements. Student attendance is mandatory.
The Roosevelt Opportunities Program is an educational program that continues to set high expectations of academic success. The small class size (up to 15), individualized instruction, and positive teacher-student relationships significantly impact the student’s level of motivation. The staff at Roosevelt is committed to providing a challenging and supportive educational environment.

**HEARING AUTHORITY APPEAL (IN VOLUNTARY TRANSFERS ONLY)**

The Hearing Authority will review all administrative recommendations and parental objections for involuntary transfers of students to the District’s SIEP placement.

The Hearing Authority shall be a committee comprised of two building level administrators from the District who are not administrators in the student’s home school, or retired administrators, and the Superintendent or his/her designee who shall serve as the Hearing Officer. The Hearing Officer shall be the presiding officer at the hearing and shall:

a. Schedule a hearing at a specified date, time and place and issue a notice of hearing to the parent/guardian of the student. The Hearing Officer may re-schedule any hearing to a specified date, time and place for good cause.

b. Be available before the hearing to answer any questions that the student, his parents, guardians, or representative may have about the nature and conduct of the hearing.

c. Have full charge of the hearing and the authority to direct its proceedings and to control the conduct of all persons present, subject to the general direction of this Student Code of Conduct.

d. Make a written record of the proceedings, to include a summary of the facts and reasons supporting the decision.

e. Transmit written findings and determination to the Superintendent of Schools, the principal, the student and the student’s parents, guardians, or representatives.

The parent/guardian of the student referred for involuntary transfer and the student referred may attend the hearing, be represented by legal counsel or other advocate, present information related to involuntary transfer to the SIEP placement, ask questions of any person presenting evidence in relation to the transfer, and may present evidence rebutting any charges relevant to the referral to the SIEP placement. Failure of the parent/guardian to attend a scheduled hearing with the Disciplinary Hearing Authority without good cause may be determined by the Hearing Authority to be a waiver of hearing and consent to transfer to the SIEP placement.

The Hearing Authority determination must be based solely on the evidence presented at the hearing, which shall include information supporting any and all basis for the referral and reflect the majority opinion of the Hearing Authority.

a. If insufficient misconduct to justify involuntary transfer to the SIEP placement is found, the matter is terminated and the Hearing Officer shall issue a written determination rejecting the involuntary transfer.

b. When sufficient misconduct consistent with the Student Code of Conduct is found, the Hearing Officer shall issue a written determination assigning the student to the recommended SIEP placement.

Upon direction of the Superintendent or his or her designee, the student must enroll in the assigned SIEP placement within seven (7) days from the time the direction is mailed to the student and his/her parents.

**LEVEL 2 APPEAL**

If the parent continues to disagree with the outcome of the Hearing Authority, they may appeal the decision to the Board of Education. A request for appeal must be in writing to the Office of the Student Services and Alternative Learning. The Board of Education will render the final decision in these cases.
**SUSPENSION PROCEDURE FLOW CHART**

**INFRACTION WARRANTING OUT OF SCHOOL SUSPENSION**

**PARENT/GUARDIAN OUTREACH**
- Phone
- Conference
- Email
- US Mail letter sent

**DUE PROCESS**
- Pre-Suspension Meeting
  - (Informal Hearing)
  - Parent Contact
  - Principal/Student Conference

**PRINCIPAL COMPLETES**
- Office Discipline Referral
- & Notice of Suspension
- US Mail Notice Sent

**SUSPENSION TERM BEGINS/**
- Homework Requested

**SUSPENSION ENDS/**
- Mandatory Conference with Parent
- Agreement or *Appeal
APPEAL PROCEDURE/SUSPENSION FLOW CHART

STEP 1
REQUEST AN APPEAL IN WRITING
(FORM AVAILABLE AT SCHOOL)

STEP 2
RETURN THE REQUEST FOR APPEAL WITHIN 24 HOURS TO THE BUILDING PRINCIPAL AND OBTAIN A DATE AND TIME OF THE MEETING

STEP 3
APPEAL MEETING IS SCHEDULED WITH THE PRINCIPAL WITHIN 3 SCHOOL DAYS

GRANTED
SUSPENSION OVERTURNED
INFR McNSTION REMOVED FROM STUDENT’S RECORD

STEP 4
PARENT RECEIVES BOARD OF EDUCATION APPEAL DOCUMENT & PRINCIPAL NOTIFIES THE STUDENT SERVICES AND ALTERNATIVE LEARNING DEPT. TO SCHEDULE A HEARING BEFORE THE BOARD’S HEARING OFFICER

STEP 5
HEARING DATE SCHEDULED WITH PARENTS AND HEARING OFFICER

BOARD DETERMINATION

UPHELD
STUDENT SUSPENSION STANDS

OVERTURNED
INFR McNSTION REMOVED FROM STUDENT’S RECORD

PARENT NOTIFICATION RECEIVED IN WRITING

NOT GRANTED
# ATTENDANCE POLICY/TRUANCY FRAMEWORK MATRIX

<table>
<thead>
<tr>
<th>CONSEQUENCE</th>
<th>TARDY</th>
<th>UNEXCUSED ABSENCE “SKIPPING”</th>
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<tbody>
<tr>
<td></td>
<td>ELEMENTARY</td>
<td>SECONDARY</td>
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<tr>
<td>1ST OFFENSE SECONDARY (1 CLASS PERIOD)</td>
<td>Minor</td>
<td>Minor</td>
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<tr>
<td><strong>MANDATORY:</strong></td>
<td>Parent/Guardian Outreach</td>
<td>After School Detention</td>
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<tr>
<td><strong>SECONDARY</strong></td>
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<tr>
<td>2ND OFFENSE SECONDARY (2 CLASS PERIODS)</td>
<td>Minor</td>
<td>Minor</td>
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<tr>
<td><strong>MANDATORY:</strong></td>
<td>Parent/Guardian Outreach</td>
<td>Saturday School</td>
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<tr>
<td><strong>SECONDARY</strong></td>
<td></td>
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<tr>
<td>3RD OFFENSE SECONDARY (3 CLASS PERIODS)</td>
<td>Minor</td>
<td>Minor</td>
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<tr>
<td><strong>MANDATORY:</strong></td>
<td>Parent/Guardian Outreach</td>
<td>Social Intervention Learning Environment</td>
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<td><strong>SECONDARY</strong></td>
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<tr>
<td><strong>SECONDARY</strong></td>
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<tr>
<td>5TH OFFENSE</td>
<td>Youth Services Network (YSN)</td>
<td>School Administration Social Intervention Learning Environment</td>
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<tr>
<td><strong>SECONDARY</strong></td>
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<tr>
<td>6TH OFFENSE</td>
<td>YSN</td>
<td>School Administration Social Intervention Learning Environment</td>
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<td><strong>SECONDARY</strong></td>
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<tr>
<td>7TH &amp; SUBSEQUENT</td>
<td>YSN</td>
<td><strong>SCHOOL ADMINISTRATION</strong></td>
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<tr>
<td><strong>SECONDARY</strong></td>
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* Refer to page 21 for clarification of Minor, DM and GDM
SCHOOL EXCLUSION PROCEDURES

LEGAL AUTHORITY
The Board of Education may directly or through its designees may suspend, expel and/or transfer to an Alternative Learning School (School Exclusion) any student for conduct occurring at school; on school property; on a school bus; at a school supervised or school related activities (including Internet activity); or anywhere if the conduct is in violation of the SCOC and causes or is likely to cause a substantial and material disruption during school hours, on school premises or at a school sponsored activity or event, consistent with the following, when supported by identified evidence:

- A variety of behavioral interventions, strategies and consequences will be used with students, as appropriate and available, before resorting to use of School Exclusion, unless the law mandates an exclusion referral.
- School Exclusions will only take place, consistent with the following and, where applicable, the rules of IDEA or Section 504:
  1. OSS or Bus Suspension of 1-3 days: Student’s continuing presence would: (a) pose a threat to school safety, or (b) a disruption to other student’s learning.
  2. OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School: Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, and (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.
  3. 45 School Day IAES (Interim Alternate Educational Setting): Student eligible for special education, (a) engages in a weapons or drug offense or misconduct that causes substantial bodily injury, as defined in IDEA, irrespective of whether the misconduct is related to the student’s disability (administrator decision, with approval of Executive Director of Special Education) or (b) engages in disability related behaviors which pose an ongoing safety risk if the student were to remain in school (by order of a hearing officer.)
  4. Other interventions that were attempted or whether there were no other appropriate and available interventions.

OUT OF SCHOOL SUSPENSION (OSS)
Out of school suspension (OSS) is the temporary (1 to 10 school days) exclusion of students from school, the school bus, school grounds and all school activities, absent specific written permission of the Principal for good cause. OSS may be imposed by the Superintendent or his/her designee, building Principals, Assistant Principals, consistent with the Legal Authority governing suspensions. Students suspended will receive a reasonable opportunity to make up work missed at no loss of credit. (See SB-100 on page 7)

EFFECTIVE TIME OF SUSPENSION
Suspension becomes effective after the informal suspension hearing and notification of the parent/guardian, emergency person or at the end of the school day or release from official custody, whichever is later. An exception to the informal hearing time line exists when conditions warrant an emergency removal.

EMERGENCY REMOVAL
The Principal may remove a student from school and a Transportation Supervisor may remove a student from a school bus without an informal hearing if the student’s continued presence is an immediate danger or an ongoing threat of disruption to school operations or the learning of others, having attempted reasonable efforts to resolve the threat or disruption before resorting to removal. In such cases, the notice and informal hearing shall follow as soon as practicable.

INFORMAL HEARING PROCEDURES
Students will receive an informal hearing by the Principal or Assistant Principal (Administrator) before a decision to suspend, unless emergency removal was required.

The Administrator must attempt to inform the student personally of the charge(s). The student is given an explanation of the evidence. The Administrator has authority to decide if the explanation will identify witnesses. The student is given a reasonable opportunity to state his/her position before a decision is made to suspend.

ADMINISTRATOR DECISION OF FACTS
After weighing the evidence, the Administrator determines if the charge is supported by the evidence, and proceeds with the appropriate interventions, support services, and consequences, in accordance with District policies, guidelines, and professional judgment.

NOTIFICATION OF SUSPENSION
Administration will call all numbers provided by the parent/guardian, to notify the parent/guardian or emergency contact person of the suspension. No student is to be sent home from school prior to the close of school before a parent/guardian/emergency person contact is made. It is the responsibility of the parent/guardian to update the school as to telephone numbers/changes.

A Notice of Suspension is presented to the student and mailed to the parent/guardian, which shall include:

1. The date and specific reasons for the suspension.
2. The right to appeal the suspension.
3. The length of the suspension and the rationale for the duration.
4. Other interventions that were attempted or whether there were no other appropriate and available interventions.

www.rps205.com
5. If the length of suspension is for 4-10 days, the support services to be provided or whether there are no appropriate and available services.

6. Whether expulsion also is recommended.

7. Request that the parent/guardian contact the principal to arrange a mutually agreeable time for a reengagement conference prior to the readmission date.

Note: For students with disabilities, if the suspension is determined to be a change of placement, a date and time for an MDR meeting and, for special education students, a copy of the parent’s procedural safeguards under IDEA. (This may be sent with or separately from the OSS notice.)

During a period of suspension a student may not participate in any school-related activity and the student is not to be present on any school owned property without prior authorization of the Principal, for good cause.

**Lost Work During Suspension**

To ensure continuation of learning, students who are serving an out of school suspension are expected to complete schoolwork during their time of suspension. Upon suspension, an automatic homework request will be issued. Students shall not suffer a loss of grade or credit reduction solely due to suspension. Students must complete all homework assignments and make up any missed tests in a timely manner upon return from suspension, as determined during the re-engagement conference.

**Loss of Bus Riding Privilege**

During the time of a school bus suspension, parents are responsible for transporting their student. Students are expected to attend school for the duration of the bus suspension. Students who do not have alternative transportation during a bus suspension shall be allowed to make up work with no loss of credit. Parents are responsible for notifying the building principal if alternate transportation is not available. (See also, p. 48)

**Expulsion in Abeyance (EIA) Agreement**

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

**Expulsion also will be processed even if a student transfers to a non-district school.**

**Student Expulsion**

Expulsion is the most severe consequence a school system may impose. The Board of Education may expel a student up to two years when the student’s continuing presence would meet the requisite safety or disruption level set forth under Legal Authority (p. 17). 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, unless modified by the Superintendent or his/her designee. Expelled students may not enroll in or attend any educational program operated by the school district, except with the written permission of the school principal, for good cause.

At the discretion of the Superintendent or his/her designee, the Student may be offered the opportunity to voluntarily enroll in an Alternative Learning School in lieu of expulsion for non-weapon-related offenses, subject to space availability.

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

**Conditions of Expulsion**

A student will not receive course credit for the semester in which the expulsion occurs. In the event of an expulsion, the school will notify the parents and student of alternative education opportunities, if any. Expelled students may be readmitted to a Rockford Public Schools after the period of expulsion. Credit for course work completed during the period of expulsion may be granted, subject to District rules governing transfer of credits. See policies 7.40 & 7.50

Seniors who are expelled through the end of the semester in which they are scheduled to graduate may be awarded a diploma if they present an official transcript from an alternative program and they meet all other graduation requirements. However, such seniors will not be permitted to participate in the graduation ceremony.

**Notification of Recommendation for Expulsion**

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

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

Note: For students with disabilities, if the suspension is determined to be a change of placement, a date and time for an MDR meeting and, for special education students, a copy of the parent’s procedural safeguards under IDEA. (This may be sent with or separately from the OSS notice).
PARENT/STUDENT RE-ENGAGEMENT (REINSTATMENT) PROCESS

OUT OF SCHOOL SUSPENSIONS

STUDENT RE-ENGAGEMENT (REINSTATEMENT) CONFERENCE FOR PARENTS

1. The parent and administrator/transportation supervisor will arrange a mutually satisfactory time for a conference. If the parent finds it difficult because of working hours, family responsibilities, or distance from school to come to the school for a conference, the school administrator should find some alternative means for the conference.

2. During the conference the student’s achievements as well as difficulties will be reviewed to determine additional steps to be taken by the school/transportation department, the student and the parent to ensure the student’s future success and safety when reinstated.

3. When any student’s School Exclusions (Out of school suspensions) reach a total of five (5) days, within a school year, a Student Success Plan will be developed for that student.

EXPULSION/EIA

A) STUDENT RE-ENGAGEMENT (REINSTATEMENT) CONFERENCE FOR PARENTS

1. The parent and administrator/transportation supervisor will arrange a mutually satisfactory time for a conference. If the parent finds it difficult because of working hours, family responsibilities, or distance from school to come to the school for a conference, the school administrator should find some alternative means for the conference.

2. During the conference the student’s achievements as well as difficulties will be reviewed to determine additional steps to be taken by the school/transportation department, the student and the parent to ensure the student’s future success and safety when reinstated.

3. When any student’s School Exclusions (Out of school suspensions or Expulsion/EIA) reach a total of five (5) days, within a school year, a Student Success Plan will be developed for that student.

B) STUDENT RE-ENGAGEMENT PLAN

A re-engagement plan will be developed for your student which may, based on a case-by-case determination, address:

1) whether there are appropriate support services available for your student during the period of School Exclusion, 2) provision of school work during the School Exclusion, and 3) strategies to assist with the student’s re-engagement upon return to school (such as tutoring, and/or steps to prevent future misconduct.)

Re-Engagement Conference Attendance for Student’s with IEP or 504 Plans.

When a student with an identified disability accumulates five (5) days of School Exclusion in a school year, as part of the re-engagement process, the IEP Team will convene at a mutually agreed upon time to review the Student’s IEP and behaviors to consider whether amendments are appropriate to address the behaviors, e.g. goal update, revision of an existing behavior plan or conducting an FBA/development of a behavior plan.

For students with 504 plans, if five (5) days of School Exclusion are reached in a school year, the Student’s Team will meet to consider the need for alternate or supplemental accommodations related to behaviors, classroom problem solving or behavior plan, and modification of Student Success Plan.

When a student eligible for Special Education, pursuant to IDEA, reaches total of ten (10) days of cumulative School Exclusion in a school year, the student’s IEP Team will review, or develop, a behavior plan for the Student consistent with State regulations, upon the occurrence of any act that may subject the student to further School Exclusion. The student’s IEP Team will only need to hold a Manifestation Determination Review (“MDR”) conference if the discipline contemplated constitutes a change in placement due to expulsion or a series of School Exclusions close in time for similar misconduct etc.

When a student with a 504 Plan reaches a total of ten (10) days of cumulative School Exclusion in a school year, an MDR conference will be held.

RE-ENGAGEMENT CONFERENCE PARTICIPANTS

If a student was excluded during a promotional grade (i.e., 8th grade and is promoted to the 9th grade), Administrative staff of the Therapeutic Day school or Social Intervention Educational Program, and Administrative staff of the receiving Rockford Public School, both must be present at the re-engagement conference. In the case of students served by IDEA, the Therapeutic Day school or Social Intervention Educational Program Case Manager (or his/her designee) must be present at the re-engagement conference, in addition to the IEP team of the receiving school for all re-engagement conferences.

For Students with Section 504 Plans, at all grade levels, the School Counselor must participate in the re-engagement conference.

APPEAL PROCEDURE/HEARINGS

Parents/guardians have the right to appeal to the Board of Education any out of school or bus suspension. As outlined below, there are multiple levels of appeal available to parents who seek to contest any out of school or bus suspension.

A. APPEAL OF OUT OF SCHOOL SUSPENSION
HEARING OFFICER

The Board will appoint a hearing officer to conduct hearing on recommendations for expulsion and appeals of out of school suspensions and bus suspensions.
DESCRIPTION OF INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND CONSEQUENCES

DEFINITION OF MINOR BEHAVIOR, DISOBEDIENCE/MISCONDUCT AND GROSS DISOBEDIENCE/GROSS MISCONDUCT

MINOR BEHAVIOR
Behavior which violates expectations and rules but not serious enough to warrant an office discipline referral. Three (3) Minor Infractions or a combination of (3) Minor Infractions may result in an office discipline referral for a Tier 1 Corrective Strategy. (See, p. 22)

DISOBEDIENCE/MISCONDUCT (DM)
Behavior which violates expectations and rules that is serious enough to warrant an office discipline referral on the first offense.

GROSS DISOBEDIENCE/GROSS MISCONDUCT (GDM)
Behavior which violates expectations and rules that is serious enough to warrant an office discipline referral and may result in a School Exclusion ONLY if the behavior meets the applicable criteria and School Exclusion is supported by indicated evidence.

INTERVENTIONS AND CORRECTIVE STRATEGIES

TYPES OF INTERVENTIONS
There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, & Therapeutic.

Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, when applicable. This may include the need to conduct functional assessments, develop/ review behavior management plans, hold a Manifestation Determination Review (MDR) meeting prior to imposing a disciplinary consequence involving a change of placement or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

ADMINISTRATIVE STRATEGIES: Statutory, rule-based, or contract-based interventions done "to" the offender, such as detention or suspension. Some examples of Administrative Strategies are:

- **Loss of Privileges** - The temporary or permanent exclusion from specific school related activity.
- **Social Intervention Learning Environment** - The temporary exclusion of a student from his or her regular classroom, lunch area and other regular school day activities and assignment to a designated place in the school for one or more hours in a school day, or days.
- **Out-of-School Suspension** - The temporary exclusion of students from school grounds and all school activities. OSS may be imposed by the Superintendent or his/her designee, building Principals, or Assistant Principals, when the applicable criteria are met and supported by identified evidence. (See, p. 23)

RESTORATIVE STRATEGIES: Problem solving interventions done "with" the offender. They focus on the harm caused and how it will be repaired. Examples may include:

- **Classroom Peace Circles** - Primary goal is to promote peace. Students get acquainted, build relationships, address issues and take action.
- **Mediation When Appropriate** - A process that provides interested students in conflict an opportunity to meet their offender, in a safe and structured setting, and engage in a mediated discussion of the incident. With the assistance of a trained school personnel, the student in conflict is able to tell about the physical, and emotional impact of the incident.
- **Peer Juries** - The Peer Jury program is an innovative, alternative tool used to divert non-violent, juvenile offenders from formal court action. Offenders can avoid formal court convictions by choosing to participate in the Peer Jury program and agreeing to comply with the sentence imposed by the jury of their peers.
- **Peer Mediation** - The use of peers (e.g., students, teachers) to promote reconciliation, settlement, or compromise between conflicting parties.
- **Student Support** - Middle and High School Peer Mentor Program.

THERAPEUTIC STRATEGIES: Done "by" the offender and require intrinsic motivational behavior change. Such interventions include, but not limited to the following:

- **Mental health counseling** - Highlights emotional well being, the capacity to live a full and creative life, and the flexibility to deal with life’s inevitable challenges.
- **Anger management classes** - Refers to a system of psychological therapeutic techniques and exercises by which someone with excessive or uncontrollable anger can control or reduce the triggers, degrees, and effects of an angered emotional state.
- **Informal mentoring and behavior coaching** - Helps increase their effectiveness and happiness at school and in a social setting.
SOCIAL INTERVENTIONS, CORRECTIVE STRATEGIES AND CONSEQUENCES MATRIX

MANDATORY ACTIVITIES

The following activities must occur any time student misconduct occurs that warrants a written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS and/or 5 days of SILE in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

SOCIAL INTERVENTIONS/CORRECTIVE STRATEGIES/CONSEQUENCES, AS APPLICABLE TO OFFENSE, WITHIN THE CONTEXT OF PROGRESSIVE DISCIPLINE

The following is a non-exhaustive list of interventions and corrective strategies that may be used when responding to verified incidents of misconduct. Not all interventions will be appropriate and/or available for all forms of misconduct.

| Parent/Guardian Outreach | Behavior Intervention Plan | Progress Reports | Brief Analysis of Behavior | Change in Schedule, with Administrative Approval | Confiscation of item | Confiscation of item with parent conference required for return | Conflict Resolution Meeting | Daily Behavior Card | Daily Report Card or Behavior Task Completion and Achievement | Detention | Independent Study | Loss of Privileges | Mentoring Program | Multi-tier System of Support | Parent Conference | Presentation of SCOC and Classroom Guidelines | Request IEP/504/ Problem-Solving Team Meeting | Request Parent/Student/ Administrator Conference | Referral to After-School Program | Reflective Essay/Activity | Referral to In-school Community | Referral to Support Staff | Reminders and Redirection | Restitution | Role Play | Seat Change | Self-Charting Behavior | Service Referral to School-based Mental Health staff | Student Success Plan Documentation |
|--------------------------|---------------------------|-----------------|--------------------------|---------------------------------|-------------------|---------------------------------|------------------------|------------------|-------------------------------|----------------|---------------------|------------------|-------------------|-----------------------------|-----------------|---------------------------|--------------------------|--------------------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------|

A. MINOR OFFENSES (TEACHER ACTIONS)

B. DISOBEDIENCE MISCONDUCT (DM - ADMINISTRATOR ACTIONS)

All of options available to minor offenses, as applicable and available, plus:

- Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
- Loss of Privileges
- Social Intervention/Educational Services (See p. 11)
- Student Success Plan Documentation

C. GROSS DISOBEDIENCE MISCONDUCT (GDM 2, 3 & 4 - ADMINISTRATOR ACTIONS)

All of options available to Minor and Disobedience Misconduct, as applicable and available, plus:

- Social Intervention/Educational Programs (See p. 11)
- School Exclusion, ONLY if supported by identified evidence (see next page for criteria)
## GROSS DISOBEDIENCE/ GROSS MISCONDUCT (2)

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>EXCLUSIONARY</th>
<th>Social Intervention Learning Environment (1st, 2nd, 3rd Occurrence)</th>
<th>Case status 1: Mandatory SSAL Approval Required with 3 days OSS Possible EIA recommendation for expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-3 days OSS (1st, 2nd, 3rd Occurrence)</td>
<td>Case status 2: Mandatory SSAL Approval Required with 4-10 days OSS Possible recommendation for expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECONDARY</th>
<th>EXCLUSIONARY</th>
<th>Social Intervention Learning Environment (1st &amp; 2nd Occurrence)</th>
<th>Mandatory SSAL Approval Required 10 days OSS Possible EIA or Expulsion recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-3 days OSS (1st &amp; 2nd Occurrence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-10 Days OSS (1st &amp; 2nd Occurrence)</td>
<td></td>
</tr>
</tbody>
</table>

### GROSS DISOBEDIENCE/ GROSS MISCONDUCT (3)

<table>
<thead>
<tr>
<th>MANDATORY (1 CALENDAR YR. MINIMUM)</th>
<th>Look-a-like, Firearm or Destructive Device – Use of</th>
<th>Illegal Object – Possession or Use</th>
<th>Any other object used to cause bodily harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary* &amp; Secondary</td>
<td>Firearm/Destructive device – Possession or Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illegal Object – Possession or Use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GROSS DISOBEDIENCE/ GROSS MISCONDUCT (4)

<table>
<thead>
<tr>
<th>MANDATORY (1 CALENDAR YR. MINIMUM)</th>
<th>Look-a-like, Firearm or Destructive Device – Use of</th>
<th>Illegal Object – Possession or Use</th>
<th>Any other object used to cause bodily harm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Firearm/Destructive device – Possession or Use</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Illegal Object – Possession or Use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WEAPONS – ELEMENTARY* & SECONDARY

SSAL Approval Required (See p. 46 for definitions)

- **Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE** (See p. 46).

** Parent/Student participation in Safety Training is a required intervention in conjunction with weapons offense charge.

** an expulsion recommendation will be processed even if a student transfers to a non-district school.

### SCHOOL EXCLUSION

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

**OSS or Bus Suspension of 1-3 days:** Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.

**OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School:** Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

**Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE** (See p. 46).
NOTICE OF SCHOOL EXCLUSION – DOCUMENTATION TO PARENT

Out of School Suspension Notice
The following is to be sent to the Parent when a student is issued an out of school suspension:

1. Suspension letter,
2. Disciplinary referral write-up,
3. Prior Social Intervention/Educational Services and Programs report,
4. Rationale for the duration of the suspension, and
5. Reinstatement conference date.

Expulsion Recommendation Notice
The following is to be sent to the Parent when a student is issued an expulsion recommendation:

1. Letter of expulsion recommendation;
2. The time, place, and purpose of the meeting;
3. Copy of the underlying letter of suspension;
4. Disciplinary referral write-up;
5. Prior Social Intervention/Educational Services and Programs report;
6. Rationale for the duration of the expulsion;
7. Re-engagement conference date.
8. All applicable documents for perusal prior to meeting/hearing.

NOTE: For students with disabilities, when the expulsion constitutes a change of placement (p. 12), the date and time of an MDR meeting and, for special education eligible students, a copy of the parents’ procedural safeguards must be sent to the parent along with or in addition to the above notices.

CONTINUING SERVICES EXPECTATIONS DURING PERIOD OF EXCLUSION

- Students issued an OSS for 4-10 days will receive the support services noted in the suspension letter, if any.
- Special education eligible students will continue to receive services to allow them the opportunity to continue to progress in the general curriculum and on their IEP goals during a period of School Exclusion once they have received more than 10 days of OSS in a school year, as determined by the administration (OSS) or IEP Team (change of placement for disciplinary reasons). (Not applicable to students with 504 plans.)
- Students shall be allowed to make up work missed during a period of suspension, without penalty.
SOCIAL INTERVENTION/CONSEQUENCE MATRIX

ELEMENTARY
# 2018-2019 STUDENT CODE OF CONDUCT

## SOCIAL INTERVENTION/CONSEQUENCE MATRIX

<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>ELEMENTARY MINOR</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Obey all school rules.</td>
<td>ALTERING/DESTRUCTION OF SCHOOL RECORDS - School records will be defined as temporary and permanent school records, records and reports created and/or maintained by teachers or administrators, disciplinary documents, hall passes, and other similar documents.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Always tell the truth.</td>
<td>CHEATING - To violate the rules of honesty in school related actions, requirements and expectations. Cheating includes, but is not limited to, using someone else’s answers.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Use computers responsibly.</td>
<td>COMPUTER VIOLATIONS (1) - Deliberate destruction, unauthorized entry (hacking) or harm to District computer software, stored data, hard-ware, or violation of District’s Authorized Use Policy (AUP). Accessing inappropriate information. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Follow teacher’s directions.</td>
<td>DISOBEDIENCE - Disobedience or refusal to follow directions; disregard or transgression.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Promptly and politely follow adult requests.</td>
<td>DISRESPECT - Speech or behavior which shows that you do not think someone or something is valuable, important, etc.: lack of respect.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Listen and follow all school rules.</td>
<td>DISRUPTION TO THE LEARNING ENVIRONMENT - Any disruption to the learning environment.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Dress appropriately.</td>
<td>DRESS CODE VIOLATION - Refusal or failure to comply with school dress code, including failure to provide school issued identification card (ID), as outlined in the student handbook. (If Applicable)</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Keep cell phones and other electronic items stowed away during school. The school shall provide a secure location for all electronic devices. If parent/guardian/student(s) choose to not place electronic devices in the secure location, the District is not responsible for those electronic devices.</td>
<td>ELECTRONIC DEVICES - ELECTRONIC SIGNALING DEVICES - Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time. The possession and use of cell phones and other electronic devices, (other than paging devices and two-way radios) are subject to the following rules: 1. Unless being used for educational purposes or when needed during an emergency, they must be kept out of sight and in an inconspicuous location, such as a backpack, purse or locker; 2. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules including sexting. <strong>Electronic devices may be used during the school day if:</strong> 1. Use of the device is provided in the student’s IEP; or 2. Permission is received from the student’s teacher; or 3. Permission is received from a building administrator.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Ask permission before using other’s names.</td>
<td>FORGERY - The unauthorized signing of the name of another person, or altering times, dates, grades, passes or permits.</td>
<td>NO</td>
</tr>
</tbody>
</table>

## ELEMENTARY MINOR CORRECTIVE STRATEGIES

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>SAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Outreach</td>
<td>Behavior Intervention Plan, Progress Reports, Brief Analysis of Behavior, Change in Schedule, with Administrative Approval, Confiscation of item until the end of the year, Confiscation of item with parent conference required for return, Conflict Resolution Meeting, Daily Behavior Card, Daily Report Card or Behavior, Task Completion and Achievement, Detention, Independent Study, Loss of Privileges, Mentoring Program, Multi-tier System of Support, Overnight Suspension-Parent Conference, Parent/Student Training, Social Intervention Services, Presentation of SCOC and Classroom Guidelines, Request IEP/504/ Problem-Solving Team Meeting, Request Parent/Student/Administrator Conference, Referral to After-School Program, Reflective Essay/Activity, Referral to In-school Community, Referral to Support Staff, Reminders and Redirection, Restitution, Role Play, Seat Change, Self-Charting Behavior, Service Referral to School-based Mental Health staff, Student Success Plan Documentation, Student/Teacher/Parent Conference, Teacher/Student Conference, Teaching of Expectation &amp; Skills, Verbal Apology, Verbal Warning, Written Apology, Written Warning</td>
</tr>
<tr>
<td>DISTRICT-WIDE EXPECTATIONS</td>
<td>EXAMPLES OF EXPECTED BEHAVIOR</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Refrain from exchanging money for games.</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Play Safely.</td>
</tr>
<tr>
<td>BE SAFE / BE RESPECTFUL</td>
<td>Respect the personal space of others.</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission before leaving assigned area.</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Always use appropriate language.</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Attend School Daily.</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Attend all classes on time.</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Remain Calm.</td>
</tr>
</tbody>
</table>

**MINOR BEHAVIOR**

Problem behavior which violates expectations and rules but not serious enough to warrant an office discipline referral. Three (3) Minor infractions or a combination of (3) Minor infractions may result in an office discipline referral for a DM Corrective Strategy.

**MANDATORY ACTIVITIES**

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.
### District-Wide Behavioral Expectations

<table>
<thead>
<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td></td>
<td><strong>GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Computer Violations (2)</strong> - Computer Violations – (1) which results in loss of data, interruption of operations of the School District, or interference with educational activities. Computer Violations (2) includes but is not limited to loss of class access to computers; alteration, damage to or destruction of software or hardware, and modification of data.**</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Optional</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Damage to Property - Causing damage to or defacing school property or property of others on school grounds.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Optional</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Failure to Attend or Complete an Assigned Discipline Program.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Gang Related Behavior - Participation in any activity that serves to demonstrate membership, advertise or promote gang activity, including the wearing and displaying of jewelry, clothing, symbols, signs, handshakes, or other indicia of a gang.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Harassment/Hazing/Discriminatory Conduct - To repeatedly annoy, impede or otherwise negatively interfere with another student, including the wearing or possession of items depicting or implying hatred of or prejudice toward another individual on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, pregnancy status, genetic information or any other characteristic protected by law. Examples of harassing or discriminating conduct include epithets, slurs, negative stereotyping or insulting or degrading words or actions. Other examples of harassing or discriminating conduct includes the use of written text messages, sexting, social media or graphic materials, such as posters, cartoons or jokes, which denigrate or show hostility toward a particular individual or group. <em>All bully offenses require a bully report on file (See Bullying)</em>.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Leaving Without Permission (2) - Leaving the building, sight of classroom instructor, or assigned area without obtaining prior approval of the teachers and/or administrator.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Physical Contact - To strike or hit another, but not mutual combat. Student engages in actions that involve contact where injury may occur (slapping, hitting, punching, kicking, hair pulling, scratching, biting and spitting).</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Possession of Tobacco/Electronic Smoking Devices - Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>

### ROLES AND RESPONSIBILITIES

#### Non-Exclusionary

- Social Intervention Learning Environment (1st, 2nd, 3rd Occurrence)

#### Exclusionary

- 1-3 days OSS (1st, 2nd, 3rd Occurrence)

### Corrective Strategies

- All of options available to minor offenses, as applicable and available, plus:
  - Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
  - Loss of Privileges
  - Social Intervention/Educational Services (See p. 11)
  - Student Success Plan Documentation

- All of options available to Minor and Disobedience Misconduct, as applicable and available, plus:
  - Social Intervention/Educational Programs (See p. 11)
  - School Exclusion, ONLY if supported by identified evidence (see page 23)

### Non-Exclusionary

- Social Intervention Learning Environment

### Exclusionary

- 1-3 days OSS

### Roles and Responsibilities

#### Parent

- Attend SCOC violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing Infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

#### Student

- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)

*Term of Placement: Students returning from an alternative learning site for elementary students will only occur at the beginning of the trimester.

Students serving OSS days will be referred to local community service agencies for instructional day opportunities, if available.

Students may be required to complete a social service intervention program.

Appropriate educational placement(s) determined
## Mandated Activities
The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

## School Exclusion
School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

- OSS or Bus Suspension of 1-3 days: Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.
- OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School: Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

**Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE** (See p. 23).

**an expulsion recommendation will be processed even if a student transfers to a non-district school.**

Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable. This may include the need to conduct functional assessments, develop/review behavior management plans, hold a Manifestation Determination Review (MDR) meeting prior to imposing a disciplinary consequence involving a change of placement or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

## GROSS DISOBEDIENCE/ GROSS MISCONDUCT (2)

<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE SAFE</td>
<td>Play and work safe at all times.</td>
<td>RECKLESS BEHAVIOR - Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Ask before taking any items.</td>
<td>THEFT - Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Always use appropriate language.</td>
<td>VERBAL ABUSE - Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.</td>
<td>NO</td>
</tr>
</tbody>
</table>

## Rockford Public Schools

### Mandated Activities
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable. This may include the need to conduct functional assessments, develop/review behavior management plans, hold a Manifestation Determination Review (MDR) meeting prior to imposing a disciplinary consequence involving a change of placement or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

### Social Intervention/Consequence Matrix

<table>
<thead>
<tr>
<th>Distinctive/Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (2)</th>
<th>Police Notification</th>
</tr>
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<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Play and work safe at all times.</td>
<td><strong>RECKLESS BEHAVIOR</strong> - Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Ask before taking any items.</td>
<td><strong>THEFT</strong> - Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Always use appropriate language.</td>
<td><strong>VERBAL ABUSE</strong> - Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.</td>
<td>NO</td>
</tr>
</tbody>
</table>

### Roles and Responsibilities

#### Parent
- Attend SCOC violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by ICLS and Board Policy.
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

#### Student
- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)

*Term of Placement: Students returning from an alternative learning site for elementary students will only occur at the beginning of the trimester.

Students serving OSS days will be referred to local community service agencies for instructional day opportunities, if available.

Students may be required to complete a social service intervention program.

**Appropriate educational placement(s) determined**

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<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Solve Problems Peacefully.</td>
<td>BATTERY - Use of force causing bodily harm to another person as determined by school personnel.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Solve Problems Peacefully.</td>
<td>BULLYING - Including cyberbullying, means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing the student or students in a reasonable fear of harm to the student’s or students’ person or property; (2) causing a substantially detrimental effect on the student’s or students’ physical or mental health; (3) substantially interfering with the student’s or students’ academic performance; or (4) substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying, as defined in this subsection (b), may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. *All bully offenses require a bully report on file</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Obey School Rules.</td>
<td>BURGLARY - Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Consider others people’s feelings and respect all personal space.</td>
<td>CYBER BULLYING - Examples of this behavior include but are not limited to sending false, cruel, vicious messages or materials to others; creating websites that have stories, cartoons, pictures, and jokes ridiculing others; engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others. *All bully offenses require a bully report on file (See Bullying or Harassment/Hazing/Discriminatory Conduct)</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Always remain drug free.</td>
<td>DISTRIBUTION, OR POSSESSION, OR EXHIBITION OF OFFENSIVE OR HARMFUL MATERIALS/OBJECTS - Actual, constructive or attempted transfer of possession of an object or substance. Possession or distribution of any device, object or substance that can be reasonably considered sufficient to cause serious harm.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Complete all assigned consequences.</td>
<td>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Solve Problems Peacefully.</td>
<td>FIGHTING (2) - Repeated instances of Fighting 1 or fighting which results in injury requiring emergency medical care or significant disruption to the learning environment.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Consider other people’s feelings and respect others personal space.</td>
<td>GROUP VIOLENCE - More than one student on a side engaging in physical contact to inflict harm or inciting others to do so. Additional persons entering into an initial fight not to restrain or separate but to actively participate in the physical aggression.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

### SOCIAL INTERVENTION/CONSEQUENCE MATRIX

#### GROSS DISOBEDIENCE/ GROSS MISCONDUCT (3) CORRECTIVE STRATEGIES

- All of options available to minor offenses, as applicable and available, **plus**:
  - Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
  - Loss of Privileges
  - Social Intervention/Educational Services (See p. 11)
  - Student Success Plan Documentation

- All of options available to Minor and Disobedience Misconduct, as applicable and available, **plus**:
  - Social Intervention/Educational Programs (See p. 11)
  - School Exclusion, ONLY if supported by identified evidence (see page 23)

#### EGREGIOUS INFRINGEMENTS

- Actions that cause or are likely to cause serious bodily or emotional harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.

#### EXCLUSIONARY

- 1-3 days OSS
  - (1st, 2nd, 3rd, 4th Occurrence)

#### ROLES AND RESPONSIBILITIES

- **PARENT**
  - Attend SCOC violation hearings and conferences as scheduled by District personnel
  - Reinforce parental corrective strategies for incident level
  - Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
  - Support school in executing intervention for a Major Infraction

- **SUBJECT**
  - Receive notification of Infraction
  - Rights and privileges exercised
  - Comply with interventions as assigned by administrator
  - Witness statement given/signed (if applicable)
  - Submit signature (if applicable)

---

*Term of Placement: Students returning from an alternative learning site for elementary students will only occur at the beginning of the trimester.

Students serving OSS days will be referred to local community service agencies for instructional day opportunities, if available.

Students may be required to complete a social service intervention program.
### RESPONSIBLE

- **Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE**
  (See p. 23).

- Disciplinary interventions short of School Exclusion have been exhausted.
- (b) substantially disrupt, impede, or interfere with the operation of the school.
- AND (c) appropriate and available behavioral and continuing presence in school would:
  - OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School: Student's other student's learning.

- An expulsion recommendation will be processed even if a student transfers to a non-district school.

### RESPECTFUL

- **Interference with School Personnel** - Preventing or attempting to prevent school personnel or transportation personnel from engaging in their responsibilities through threats, violence, harassment, or physical action. Providing false information during an investigation or making false accusations against a staff member.

- **Lewd or Lascivious Conduct** - Publicly and indecently exposing breasts (female), buttocks, genitals or pubic area. This includes sexting.

- **Possession of Stolen Property** - Having in one’s possession or under one’s control, on school grounds, property that has been stolen, including possession of property without permission of the owner. This includes sexting.

### MANDATORY ACTIVITIES

**The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.**

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
- A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
- For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

### EXCLUSIONARY

**1-3 days OSS (1st, 2nd, 3rd, 4th Occurrence)**

### ROLES AND RESPONSIBILITIES

**PARENT**
- Attend SCOC violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

**STUDENT**
- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)

### SCHOOL EXCLUSION

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

**OSS or Bus Suspension of 1-3 days:** Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.

**OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School:** Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

**Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE** (See p. 23).

** Optional**

**Egregious Infractions:** Actions that cause or are likely to cause serious bodily or emotional harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.
**Social Intervention/Consequence Matrix**

<table>
<thead>
<tr>
<th>District-wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (3)</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect yourself and others personal space.</td>
<td>Sexual Harassment - Without Sexual Misconduct - Sexual harassment includes any communication that denigrates, threatens, or shows hostility toward another based upon that individual’s gender. The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment may consist of unwelcome sexual advances, requests for sexual favors, sexting, or other communication of a sexual or sex-based nature. Prohibited acts of sexual harassment also includes making sexually oriented or sexually degrading comments, or sexually suggestive jokes or gestures; displaying sexually oriented pictures, posters, drawings, or other materials which may be construed by others to be offensive; or engaging in persistent or repeated unwelcome flirting or pressure for dates or generally intimidating conduct. <em>All bully offenses require a bully report on file</em></td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Remain in your assigned areas only.</td>
<td>Trespassing (1) - Entering any school facility, restricted area, or onto school property/school vehicle without proper authorization, excludes any school entry during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Stay Drug Free.</td>
<td>Use of Tobacco - Use of tobacco in any form at school, at school sponsored activities or on a school bus</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Respect School Property.</td>
<td>Vandalism - Intentionally or recklessly causing damage to or defacing school property or property of others, or such action causing disruption to the educational processes and/or school activities. In ALL CASES the student/parent shall be required to make restitution as determined by the administration.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

**Mandatory Activities**

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
- A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
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**School Exclusion**

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

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Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE (See p. 23).

**Gross Disobedience/ Gross Misconduct (3) Corrective Strategies**

- All of options available to minor offenses, as applicable and available, plus:
  - Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
  - Loss of Privileges
  - Social Intervention/Educational Services (See p. 11)
  - Student Success Plan Documentation
- All of options available to Minor and Disobedience Misconduct, as applicable and available, plus:
  - Social Intervention/Educational Programs (See p. 11)
  - School Exclusion, ONLY if supported by identified evidence (see page 23)

**Egregious Infractions:** Actions that cause or are likely to cause serious bodily or emotional harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.

**Exclusionary**

1-3 days OSS (1st, 2nd, 3rd, 4th Occurrence)

**Roles and Responsibilities**

**Parent**

- Attend SCOC violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by I LCS and Board Policy. (This includes APPEAL process)
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

**Student**

- Receive notification of Infraction Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)

**School Exclusion**

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**an expulsion recommendation will be processed even if a student transfers to a non-district school.**
## Responsible District-Wide Expectations

### Behavior Expectations

<table>
<thead>
<tr>
<th>Expected Behavior</th>
<th>BE SAFE</th>
<th>BE RESPONSIBLE</th>
<th>BE RESPECTFUL</th>
</tr>
</thead>
</table>

### Solo-Aware Behaviors

- **ALCOHOL** - Possession, having under one's control or using any alcoholic beverage. Possession or control means on one's person or in a locker, car, desk, or hidden in any accessible location on or abutting school property. Student may be asked to have a professional chemical dependency assessment at an approved agency.

- **DRUGS** - Possessing, having under one's control or using any controlled substance, illegal drug, look-alike drug (any substance represented to be a drug, synthetic drug, prescription or alcohol); includes possession of paraphernalia relating to the sale or transfer of drugs. The intent includes appearing to be selling or transferring drugs (indicia).

- **DISTRIBUTION OF DRUGS ON SCHOOL GROUNDS** - Actual, constructive, attempted or intended intent to deliver, attempting to purchase, attempting to accept, involved in a drug transaction, transfer or offer to sell a prescription drug, illegal drug, controlled substance, alcoholic beverage, or look-alike drug (any substance represented to be a drug, synthetic drug, prescription or alcohol); includes possession of paraphernalia relating to the sale or transfer of drugs. The intent includes appearing to be selling or transferring drugs (indicia).

### Other Illegal Activity

- **ARSON/ATTEMPTED ARSON** - The intentional use or attempted use of fire to cause harm to property or any person, or the intent or attempt to participate in or enable the burning property for any reason.

- **BOMB THREATS** - Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property.

- **EXTORTION** - Forcing another to act against his/her will by force or threat of force. *All bullying offenses require a bully report on file*

- **FALSE ALARMS/AUTOMATIC EXTERNAL DEFIBRILLATORS** - Intentional sounding of a false fire alarm; making a false emergency call; or improperly possessing, tampering with or destroying fire equipment, Automatic External Defibrillators (AED) or emergency signs located on school district premises.

- **POSSESSION, USE OR TRANSPORTING EXPLOSIVES** - No one will possess, handle, transmit, conceal, nor use any explosive device or substance that can be used as an explosive (substance that bursts forth, usually with a great deal of noise).

- **ROBBERY** - Taking property from a person by force or threat of force.

### Mandate

**MANDATORY**

- **Witness statement given/signed**
- **Receive notification of infraction**
- **Submit signature (if applicable)**
- **Support school in executing intervention for**
- **(This includes appeal process)**

### Roles and Responsibilities

- **PARENT**
  - Attend SCOC violation hearings and conferences as scheduled by District personnel
  - Reinforce parental corrective strategies for incident level
  - Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
  - Support school in executing intervention for a Major Infraction
  - Submit signature (if applicable)

- **STUDENT**
  - Receive notification of infraction
  - Rights and privileges exercised
  - Comply with interventions as assigned by administrator
  - Witness statement given/signed (if applicable)
  - Submit signature (if applicable)

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<tr>
<th>DISTRICT WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (4)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use kind words at all times.</td>
<td>THREATS/INTIMIDATION/SEVERE BULLYING - Threatening physical or mental abuse or deprivation including making such threats through social media including using or threatening the use of physical, mental, or emotional abuse to control an individual in the dating relationship. Prohibited threats/ intimidation or severe bullying requires statements or conduct which places a person in reasonable apprehension of being physically or mentally harmed. *All bully offenses require a bully report on file</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Remain in your assigned area.</td>
<td>TRESPASSING - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, includes any school entry during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYSICAL AGGRESSION</td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Solve Problems Peacefully.</td>
<td>BATTERY (2) - Use of force causing bodily harm to another person with injury requiring emergency medical care.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect yourself and other’s personal space.</td>
<td>SEXUAL HARASSMENT WITH SEXUAL MISCONDUCT - Sexual harassment with misconduct is any severe and persistent conduct which is accompanied by unwelcome physical contact of a sexual nature (e.g., intentional brushing against another’s body, kissing, or petting, pinching, or touching someone in a sexual manner, etc.). The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment/misconduct consists of physical acts of sexual or sex-based natures which may be accompanied by persistent unwelcome sexual advances, sexting, requests for sexual favors or other inappropriate communications (e.g., making sexually oriented or sexually degrading comments, or sexually suggestive jokes or gestures; displaying sexually oriented pictures, posters, drawings, or other materials which may be construed by others to be offensive; or engaging in persistent or repeated unwelcome flirting or pressure for dates or generally intimidating conduct). *All bully offenses require a bully report on file</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Keep hands and feet to self.</td>
<td>STAFF BATTERY - Knowingly or intentionally causing serious bodily injury to staff or attempting to cause serious bodily injury to staff; or negligently causing serious bodily injury to staff with a deadly weapon. Staff includes teachers, administrators, and all school district employees/agents. Injury is defined as a condition resulting in death, lost work days, loss of consciousness, restriction of work or motion, or medical treatment (other than first aid).*</td>
<td>MANDATORY</td>
</tr>
</tbody>
</table>

3 Refer to Offense Reckless Behavior (2) to the extent a student intended to engage in an act to harm someone other than a staff member but that the staff member was inadvertently harmed. Refer to Offense Staff Battery if the student engages in a reckless act that results in harming to a staff member.

4 Refer to Offense Verbal Abuse or Offense Threats/Intimidation/Severe Bullying to the extent the student engages in verbal abuse of staff or threatens to harm a staff member.

All of options available to minor offenses, as applicable and available, plus:
- Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
- Loss of Privileges
- Social Intervention/Educational Services (See p. 11)
- Student Success Plan Documentation

All of options available to minor and Disobedience Misconduct, as applicable and available, plus:
- Social Intervention/Educational Programs (See p. 11)
- School Exclusion, ONLY if supported by identified evidence (see page 23)

Egregious Infractions: Actions that cause or are likely to cause serious bodily or emotional harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.

3 Days OSS
- Mandatory SSAL Approval Required
- Parent/Student Training
- Social Intervention Services
- Possible EIA Recommendation

4-10 Days OSS
- Mandatory SSAL Approval Required
- Social Intervention Services
- Possible Recommendation for Expulsion

* (Requires an expulsion hearing)

PARENT
- Attend SCOC violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

STUDENT
- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)
### SOCIAL INTERVENTION/CONSEQUENCE MATRIX

<table>
<thead>
<tr>
<th>DISTRICT WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>WEAPONS</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE SAFE</td>
<td>Refrain from using objects as a weapon</td>
<td>WEAPON - USE OF AN OBJECT AS A WEAPON - The use or attempted use of an object by the student to cause bodily harm.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Refrain from bringing toy guns, knives and/or sharp objects to school.</td>
<td>WEAPON - USE OF A LOOK-A-LIKE WEAPON - The possession of a toy or fake firearm or destructive device or other object which can reasonably be mistaken as a firearm or destructive device, or illegal or unlawful object due to its color, shape, composition, and/or sound, and which is used or attempted to be used by the student to threaten or to cause bodily harm to another person.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Weapons are forbidden.</td>
<td>WEAPON - USE OR UNAUTHORIZED POSSESSION OF A FIREARM, DESTRUCTIVE DEVICE, OR ILLEGAL/UNLAWFUL OBJECT - Use and/or possession of a firearm, destructive device, illegal object, or an object that is unlawful to possess on school grounds is prohibited in and on school district premises, school vehicles, any premises where a school function is being conducted, and at any activity or event which bears a reasonable relationship to school.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Weapons are forbidden.</td>
<td>WEAPON - USE AND/OR POSSESSION OF ANY OTHER PROHIBITED WEAPON OR A DANGEROUS OBJECT AS A WEAPON OR THREAT - The use and/or possession of any “other prohibited weapon” or a “dangerous object” as a weapon or threat is prohibited in and on school district premises, school vehicles, any premises where a school function is being conducted, and at any activity or event which bears a reasonable relationship to school.</td>
<td>MANDATORY</td>
</tr>
</tbody>
</table>

### MANDATORY ACTIVITIES

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

### SCHOOL EXCLUSION

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

**OSS or Bus Suspension of 1-3 days:** Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.

**OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School:** Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

Mandatory Expulsion Recommendation, Any Grade Level – WEAPONS OFFENSE (See p. 23).

** an expulsion recommendation will be processed even if a student transfers to a non-district school.
### SOCIAL INTERVENTION/CONSEQUENCE MATRIX

<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>SECONDARY MINOR</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Use computers responsibly.</td>
<td>COMPUTER VIOLATIONS (1) - Deliberate destruction, unauthorized entry (hacking) or harm to District computer software, stored data, hardware, or violation of District’s Authorized Use Policy (AUP). Accessing inappropriate information. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Follow teacher’s directions.</td>
<td>DISOBEDIENCE - Disobedience or refusal to follow directions; disregard or transgression.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Promptly and politely follow adult requests.</td>
<td>DISRESPECT - Speech or behavior which shows that you do not think someone or something is valuable, important, etc.: lack of respect.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Listen and follow all school rules.</td>
<td>DISRUPTION TO THE LEARNING ENVIRONMENT - Any disruption to the learning environment.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Dress appropriately.</td>
<td>DRESS CODE VIOLATION (NO POINTS ASSIGNED) - Refusal or failure to comply with school dress code, including Physical Education uniform and failure to provide school issued identification card (ID), as outlined in the student handbook. (If Applicable)</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Keep cell phones and other electronic items stowed away during school. The school shall provide a secure location for all electronic devices. If parent/guardian/student(s) choose to not place electronic devices in the secure location, the District is not responsible for those electronic devices.</td>
<td>ELECTRONIC DEVICES - ELECTRONIC SIGNALING DEVICES - Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time. The possession and use of cell phones and other electronic devices, other than pagers and two-way radios, are subject to the following rules: 1. Unless being used for educational purposes or when needed during an emergency, they must be kept out of sight and in an inconspicuous location, such as a backpack, purse or locker. 2. They must be turned OFF during the regular school day unless needed during an emergency. 3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules. Electronic study aids may be used during the school day if: 1. Use of the device is provided in the student’s IEP; or 2. Permission is received from the student’s teacher. 3. Permission is received from a building administrator.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Play Safely.</td>
<td>HORSEPLAY - Behavior that is rough or boisterous. Includes play hitting, running, acting out a play fight, and/or practical jokes that result or may result in harm.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission before leaving assigned area.</td>
<td>LEAVING WITHOUT PERMISSION (1) - Leaving the assigned area, without obtaining prior approval of the teachers and/or administrators.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Always use appropriate language.</td>
<td>PROFANITY/INAPPROPRIATE COMMUNICATIONS - Offensive language either written or spoken that is not directed at someone.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Attend all classes on time.</td>
<td>TARDY (NO POINTS) - Failure to be in assigned classroom/area when the bell rings.</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### MINOR BEHAVIOR

Problem behavior which violates expectations and rules but not serious enough to warrant an office discipline referral. Three (3) Minor Infractions or a combination of (3) Minor Infractions may result in an office discipline referral for a DM Corrective Strategy.

#### MANDATORY ACTIVITIES

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.
- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

### ROCKFORD PUBLIC SCHOOLS

#### SECONDARY MINOR CORRECTIVE STRATEGIES

Parent/Guardian Outreach  
Behavior Intervention Plan  
Progress Reports  
Brief Analysis of Behavior  
Change in Schedule, with Administrative Approval  
Confiscation of item until the end of the year  
Confiscation of item with parent conference required for return  
Conflict Resolution Meeting  
Daily Behavior Card  
Daily Report Card or Behavior Task Completion and Achievement  
Detention  
Independent Study  
Loss of Privileges  
Mentoring Program  
Multi-tier System of Support  
Overnight Suspension-Parent Conference  
Presentation of SCOC and Classroom Guidelines  
Request IEP/504/ Problem-Solving Team Meeting  
Request Parent/Student/Administrator Conference  
Referral to After-School Program  
Referral to In-school Community  
Referral to Support Staff  
Reminders and Redirection  
Restitution  
Role Play  
Seat Change  
Self-Charting Behavior  
Service Referral to School-based Mental Health staff  
Student Success Plan Documentation  
Student/Teacher/Parent Conference  
Teacher/Student Conference  
Teaching of Expectation & Skills  
Verbal Apology  
Verbal Warning  
Written Apology  
Written Warning

#### DISOBEDIENCE/MISCONDUCT CORRECTIVE STRATEGIES

Administrative Strategies:  
Multi-tier system of support  
Loss of Privileges  
Restorative Strategies:  
Classroom Peace Circles  
Victim-Offender Mediation  
Peer Juries  
Peer Mediation  
Therapeutic/Resource Strategies:  
Mental Health Counseling  
Anger Management Classes  
Informal Mentoring and Behavior Coaching  
Social Intervention Learning Environment  
Possible Referral to GDM (2)

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<table>
<thead>
<tr>
<th>DISTRICT WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Obey all school rules.</td>
<td>ALTERING/DESTRUCTION OF SCHOOL RECORDS - School records will be defined as temporary and permanent school records, records and reports created and/or maintained by teachers or administrators, disciplinary documents, hall passes, and other similar documents.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Always tell the truth.</td>
<td>CHEATING/PLAGIARISM - To violate the rules of honesty in school related actions, requirements and expectations. Cheating includes, but is not limited to, using someone else’s answers.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Take care of school property.</td>
<td>DAMAGE TO PROPERTY - Causing damage to or defacing school property or property of others on school grounds.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Complete all assigned consequences.</td>
<td>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission before using another’s names.</td>
<td>FORGERY - The unauthorized signing of the name of another person, or altering times, dates, grades, passes or permits.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Refrain from exchanging money for games.</td>
<td>GAMBLING - Playing any game of skill or chance for money or anything of value.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Gang activity is forbidden.</td>
<td>GANG RELATED BEHAVIOR - Participation in any activity that serves to demonstrate membership, advertise or promote gang activity, including the wearing and displaying of jewelry, clothing, symbols, signs, handshakes, or other indicia of a gang.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Consider other people’s feelings and respect others personal space.</td>
<td>HARASSMENT/HAZING/Discriminatory CONDUCT - To repeatedly annoy, impede or otherwise negatively interfere with another student, including the wearing or possession of items depicting or implying hatred of or prejudice toward another individual on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, pregnancy status, genetic information or any other characteristic protected by law. Examples of harassing or discriminating conduct include epithets, slurs, negative stereotyping or insulting or degrading words or actions. Other examples of harassing or discriminating conduct includes the use of written text messages, sexting, social media or graphic materials, such as posters, cartoons or jokes, which denigrate or show hostility toward a particular individual or group. *All bully offenses require a bully report on file (See Bullying)</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Always remain on school grounds.</td>
<td>LEAVING WITHOUT PERMISSION (2) - Leaving the building, sight of classroom instructor, or assigned area without obtaining prior approval of the teachers and/or administrator.</td>
<td>NO</td>
</tr>
</tbody>
</table>

GROSS DISOBEDIENCE/GROSS MISCONDUCT (2) CORRECTIVE STRATEGIES

- All of options available to minor offenses, as applicable and available, plus:
  - Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
  - Loss of Privileges
  - Social Intervention/Educational Services (See p. 11)
  - Student Success Plan Documentation

NON-EXCLUSIONARY

- 1-3 Days Social Intervention Learning Environment (1st & 2nd Occurrence)

EXCLUSIONARY

- 1-3 Days OSS (1st & 2nd Occurrence)
- Upon Return from O.S.S. 1-3 days of Social Intervention Learning Environment

SUBSEQUENT OCCURRENCE

- Possible Referal to GDM (3) or 2nd Occurrence Intervention

ROLES AND RESPONSIBILITIES

- PARENT
  - Attend SCOC violation hearings and conferences as scheduled by District personnel
  - Reinforce parental corrective strategies for incident level
  - Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
  - Support school in executing intervention for a Major Infraction
  - Submit signature (if applicable)

- STUDENT
  - Receive notification of Infraction
  - Rights and privileges exercised
  - Comply with interventions as assigned by administrator
  - Witness statement given/signed (if applicable)
  - Submit signature (if applicable)

Students may be required to complete a social service intervention program.
### Social Intervention/Consequence Matrix

<table>
<thead>
<tr>
<th><strong>District-Wide Behavioral Expectations</strong></th>
<th><strong>Examples of Expected Behavior</strong></th>
<th><strong>Gross Disobedience/Gross Misconduct (2)</strong></th>
<th><strong>Police Notification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Keep hands and feet to self.</td>
<td>Physical Contact - To strike or hit another, but not mutual combat. Student engages in actions that involve contact where injury may occur (slapping, hitting, punching, kicking, hair pulling, scratching, biting and spitting).</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Stay Drug Free</td>
<td>Possession of Tobacco/Electronic Smoking Devices - Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Play and work safe at all times.</td>
<td>Reckless Behavior - Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Attend School Daily.</td>
<td>Skipping Class - Failure to attend without valid cause, any or all assigned classes.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Remain Calm.</td>
<td>Temper Tantrums/ Out of Control Behavior - A fit of anger that disrupts or endangers others.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Always use appropriate language.</td>
<td>Verbal Abuse - Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.</td>
<td>NO</td>
</tr>
</tbody>
</table>

### Mandatory Activities

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

### School Exclusion

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

OSS or Bus Suspension of 1-3 days: Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.

OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School: Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

Mandatory Expulsion Recommendation, Any Grade Level - Weapons Offense (See p. 23).

**an expulsion recommendation will be processed even if a student transfers to a non-campus school.**

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**ROCKFORD PUBLIC SCHOOLS**

**GROSS DISOBEDIENCE/GROSS MISCONDUCT (2) CORRECTIVE STRATEGIES**

All of options available to minor offenses, as applicable and available, **plus:**

- Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
- Loss of Privileges
- Social Intervention/Educational Services (See p. 11)
- Student Success Plan Documentation

All of options available to Minor and Disobedience Misconduct, as applicable and available, **plus:**

- Social Intervention/Educational Programs (See p. 11)
- School Exclusion, ONLY if supported by identified evidence (see page 23)

**NON-EXCLUSIONARY**

1-3 Days Social Intervention Learning Environment (1st & 2nd Occurrence)

**EXCLUSIONARY**

1-3 Days OSS (1st & 2nd Occurrence)

Upon Return from OSS S: 1-3 days of Social Intervention Learning Environment

**SUBSEQUENT OCCURRENCE**

Possible Referral to GDM (3) or 2nd Occurrence Intervention

**ROLES AND RESPONSIBILITIES**

**PARENT**

Attend SCOC violation hearings and conferences as scheduled by District personnel

Reinforce parental corrective strategies for incident level

Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)

Support school in executing intervention for Major Infraction

Submit signature (if applicable)

**STUDENT**

Receive notification of infraction

Rights and privileges exercised

Comply with interventions as assigned by administrator

Witness statement given/signed (if applicable)

Submit signature (if applicable)

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**Students serving OSS days will be referred to local community service agencies for instructional day opportunities. (District transportation contingent upon selected services.)**

**Students may be required to complete a social service intervention program.**

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<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Solve Problems Peacefully.</td>
<td>BATTERY - Use of force causing bodily harm to another person as determined by school personnel.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BULLYING - Hazing or any kind of aggressive behavior designed to cause psychological harm to another or any urging of others to engage in such conduct, including the use of violence, force, noise, coercion, fear, threat, or other comparable conduct. (See Cyber Bullying or Harassment/Hazing/Discriminatory Conduct) *All bully offenses require a bully report on file.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Solve Problems Peacefully.</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Use Computers Responsibly.</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Obey School Rules.</td>
<td>BURGLARY - Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td></td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Always remain drug free.</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Complete all assigned consequences.</td>
<td>FIGHTING (1) - The exchange of physical contact, constituting mutual combat, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid the confrontation, all parties will be disciplined.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Solve Problems Peacefully.</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Lighters and matches are forbidden at school.</td>
<td>FIREWORKS/INCENDIARY OBJECTS - Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, model rocket engines and similar materials.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Follow School Rules.</td>
<td>--------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL INTERVENTION/CONSEQUENCE MATRIX**

**EXAMPLES**

**BE RESPECTFUL**
- Solve Problems Peacefully.

**BE SAFE**
- Obey School Rules.
- Always remain drug free.

**BE RESPONSIBLE**
- Complete all assigned consequences.

**GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)**

- BATTERY - Use of force causing bodily harm to another person as determined by school personnel.
- BULLYING - Hazing or any kind of aggressive behavior designed to cause psychological harm to another or any urging of others to engage in such conduct, including the use of violence, force, noise, coercion, fear, threat, or other comparable conduct. (See Cyber Bullying or Harassment/Hazing/Discriminatory Conduct) *All bully offenses require a bully report on file.
- BURGLARY - Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.
- COMPUTER VIOLATIONS (2) - Computer Violations – (1) which results in loss of data, interruption of operations of the School District, or interference with educational activities. Computer Violations (2) includes but is not limited to loss of class access to computers; alteration, damage to or destruction of software or hardware, and modification of data.
- CYBER BULLYING - Use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, videos or sexting. Examples of this behavior include but are not limited to sending false, cruel, vicious messages or materials to others; creating websites that have stories, cartoons, pictures, and jokes ridiculing others; engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others. *All bully offenses require a bully report on file. (See Bullying or Harassment/Hazing/Discriminatory Conduct)
- DISTRIBUTION, OR POSSESSION, OR EXHIBITION OF OFFENSIVE OR HARMFUL MATERIALS/OBJECTS - Actual, constructive or attempted transfer of possession of an object or substance. Possession or distribution of any device, object or substance that can be reasonably considered sufficient to cause serious harm.
- FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM
- FIGHTING (1) - The exchange of physical contact, constituting mutual combat, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid the confrontation, all parties will be disciplined.
- FIREWORKS/INCENDIARY OBJECTS - Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, model rocket engines and similar materials.
- INTERFERENCE WITH SCHOOL PERSONNEL - Preventing or attempting to prevent school personnel or transportation personnel from engaging in their responsibilities through threats, violence, harassment, or physical action. Providing false information during an investigation or making false accusations against a staff member.

**POLICE NOTIFICATION**
- OPTIONAL

**EXCLUSIONARY**
- 4-10 Days O.S.S. (1st & 2nd Occurrence)
- Upon Return from O.S.S.
- 1-3 days of S.I.L.E may be assigned for Social Intervention Services

**SUBSEQUENT OCCURRENCE**
- Refer to GDM (3B) or GDM (4)
- GDM (3B): Placement at a Social Intervention Educational Program

**ROLES AND RESPONSIBILITIES**
- **PARENT**
  - Attend SCOC violation hearings and conferences as scheduled by District personnel
  - Reinforce parental corrective strategies for incident level
  - Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
  - Support school in executing intervention for a Major Infraction
  - Submit signature (if applicable)
- **STUDENT**
  - Receive notification of Infraction
  - Rights and privileges exercised
  - Comply with interventions as assigned by administrator
  - Witness statement given/signed (if applicable)
  - Submit signature (if applicable)

Appropriate educational placement(s) determined
<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Dress appropriately.</td>
<td>LEWD OR LASCIVIOUS CONDUCT - Publicly and indecently exposing breasts (female), buttocks, genitals or pubic area. This includes sexting.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect Property of Others.</td>
<td>POSSESSION OF STOLEN PROPERTY - Having in one’s possession or under one’s control, on school grounds, property that has been stolen, including possession of property without permission of the owner.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Refrain from engaging in illegal acts.</td>
<td>SALE OR DISTRIBUTION OF INAPPROPRIATE MATERIAL OR SERVICES</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Practice Abstinence.</td>
<td>SEXUAL ACTIVITIES-CONSENSUAL - Any sexually explicit act on school grounds or at a school-related event. Such sexual activities include touching in a sexual manner or engaging in any other consensual sexual activity.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect yourself and others personal space.</td>
<td>SEXUAL HARASSMENT - WITHOUT SEXUAL MISCONDUCT - Sexual harassment includes any communication that denigrates, threatens, or shows hostility toward another based upon that individual’s gender. The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment may consist of unwelcome sexual advances, sexting, requests for sexual favors or other communication of a sexual or sex-based nature. Prohibited acts of sexual harassment also includes making sexually oriented or sexually degrading comments, or sexually suggestive jokes or gestures; displaying sexually oriented pictures, posters, drawings, or other materials which may be construed by others to be offensive; or engaging in persistent or repeated unwelcome flirting or pressure for dates or generally intimidating conduct. *All bully offenses require a bully report on file.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask before taking.</td>
<td>THEFT - Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

Mandatory Activities

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

School Exclusion

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

**OSS or Bus Suspension of 1-3 days:** Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.

**OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School:** Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE (See p. 23).

** an expulsion recommendation will be processed even if a student transfers to a non-district school.
**MANDATORY ACTIVITIES**

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/ amendment
- For students who have received 5 days of OSS in a school year, the administration/IEP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing intervention services.
- A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
- For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

**SCHOOL EXCLUSION**

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

**OSS or Bus Suspension of 1-3 days:** Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.
### Social Intervention/Consequence Matrix

<table>
<thead>
<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (4)</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Always remain drug free.</td>
<td>Alcohol - Possession, having under one’s control or using any alcoholic beverage. Possession or control means on one’s person or in a locker, car, desk, or hidden in any accessible location on or abutting school property.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DISTRIBUTION OF DRUGS ON SCHOOL GROUNDS - Actual, constructive, attempted or intended intent to deliver, attempting to purchase, attempting to accept, involved in a drug transaction, transfer or offer to sell a prescription drug, illegal drug, controlled substance, alcoholic beverage, or look-alike drug (any substance represented to be a drug, synthetic drug, prescription or alcohol); includes possession of paraphernalia relating to the sale or transfer of drugs. The intent includes appearing to be selling or transferring drugs (indicia).</td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Always remain drug free.</td>
<td>DRUGS - Possessing, having under one’s control or using any controlled substance, illegal drug, look-alike drug (any substance represented to be a synthetic drug, prescription drug or alcohol), or prescription drug without a valid prescription, nicotine, or drug paraphernalia; possession or control means on one’s person or in a locker, car, desk, or hidden in any accessible location on or abutting school property.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Obey School Rules.</td>
<td>ARSON/ATTEMPTED ARSON - The intentional use or attempted use of fire to cause harm to property or any person, or the intent or attempt to participate in or enable the burning property for any reason.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Follow school rules. Only report true emergencies.</td>
<td>BOMB THREATS - Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Treat others with respect.</td>
<td>EXTORTION - Forcing another to act against his/her will by force or threat of force. *All bully offenses require a bully report on file</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Follow School Rules &amp; Only report true emergencies.</td>
<td>FALSE ALARMS/AUTOMATIC EXTERNAL DEFLIBRILLATORS - Intentional sounding of a false fire alarm; making a false emergency call; or improperly possessing, tampering with or destroying fire equipment, Automatic External Defibrillators (AED) or emergency signs located on school district premises.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Refrain from handling dangerous items.</td>
<td>POSSESSION, USE OR TRANSPORTING EXPLOSIVES - No one will possess, handle, transmit, conceal, nor use any explosive device or substance that can be used as an explosive (substance that bursts forth, usually with a great deal of noise).</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Ask before taking.</td>
<td>ROBBERY - Taking property from a person by force or threat of force.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use kind words at all times.</td>
<td>THREATS/INTIMIDATION/SEVERE BULLYING - Threatening physical or mental abuse or deprivation including making such threats through social media including using or threatening the use of physical, mental, or emotional abuse to control an individual in the dating relationship. Prohibited threats/intimidation or severe bullying requires statements or conduct which places a person in reasonable apprehension of being physically or mentally harmed. *All bully offenses require a bully report on file</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Remain in your assigned area.</td>
<td>TRESPASSING - Entering any school facility, restricted area, or onto school property/school vehicle without proper authorization, includes any school entry during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

---

**ROCKFORD PUBLIC SCHOOLS**

**GROSS DISOBEDIENCE/GROSS MISCONDUCT (4) CORRECTIVE STRATEGIES**

All options available to minor offenses, as applicable and available, plus:

- Student/Parent/Administrator Conference (Teacher participation optional, at administrator’s discretion)
- Loss of Privileges
- Social Intervention/Educational Services (See p. 11)
- Social Intervention/Educational Programs (See p. 11)
- Social Intervention/Educational Services (See page 23)
- Social Intervention/Educational Programs (See page 23)

Egregious Infractions: Actions that cause or are likely to cause serious bodily or emotional harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.

**EXCLUSIONARY**

- Parent Contact
- 10 Days OSS
- Mandatory SSAL Approval Required
- Possible Recommendation to the Board (Choose one of the following)
  - Expulsion/EIA
  - Expulsion/EIA - SIEP
  - Expulsion/Board EIA
  - Alternative Placement at Regional Safe Schools
  - *Expulsion

* (Requires an expulsion hearing)

**ROLES AND RESPONSIBILITIES**

**PARENT**

- Attend SCCO violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

**STUDENT**

- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)

---

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### District Wide Behavioral Expectations

<table>
<thead>
<tr>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (4)</th>
<th>Corrective Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>Solve Problems Peacefully.</td>
<td><strong>Battery (2)</strong> - Use of force causing bodily harm to another person with injury requiring emergency medical care.</td>
</tr>
<tr>
<td><strong>SAFE</strong></td>
<td>Solve Problems Peacefully.</td>
<td><strong>Fighting (2)</strong> - Repeated instances of Fighting 1 or fighting which results in injury requiring emergency medical care or significant disruption to the learning environment.</td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>Group attacks against peers is forbidden.</td>
<td><strong>Group Violence</strong> - More than one student on a side engaging in physical contact to inflict harm or inciting others to do so. Additional persons entering into an initial fight not to restrain or separate but to actively participate in the physical aggression.</td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>Keep hands and feet to self.</td>
<td><strong>Reckless Behavior (2)</strong> - Knowingly or intentionally causing harm to staff or attempting to cause harm to staff; or negligently causing harm to staff. Staff includes teachers, administrators, all school district employees/agents. The definition of harm shall include minor scrapes and bruises and other bodily injury which either does not require medical assistance or requires only first aid assistance.</td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>Respect Yourself and other’s personal space.</td>
<td><strong>Sexual Harassment - With Sexual Misconduct</strong> - Sexual harassment/misconduct is any severe and persistent conduct which is accompanied by unwelcome physical contact of a sexual nature (e.g., intentional brushing against another’s body, kissing, or petting, pinching, or touching someone in a sexual manner, etc.). The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment/misconduct consists of physical acts of sexual or sex-based natures which may be accompanied by persistent unwelcome sexual advances, sexting, requests for sexual favors or other inappropriate communications (e.g., making sexually oriented or sexually degrading comments, or sexually suggestive jokes or gestures; displaying sexually oriented pictures, posters, drawings, or other materials which may be construed by others to be offensive; or engaging in persistent or repeated unwelcome flirting or pressure for dates or generally intimidating conduct). <em>All bullying offenses require a bully report on file</em></td>
</tr>
<tr>
<td><strong>RESPECTFUL</strong></td>
<td>Keep hands and feet to self.</td>
<td><strong>Staff Battery</strong> - Knowingly or intentionally causing serious bodily injury to staff or attempting to cause serious bodily injury to staff; or negligently causing serious bodily injury to staff with a deadly weapon. Staff includes teachers, administrators, and all school district employees/agents. Injury is defined as a condition resulting in death, lost work days, loss of consciousness, restriction of work or motion, or medical treatment (other than first aid).</td>
</tr>
</tbody>
</table>

---

2 Refer to Offense Reckless Behavior (2) to the extent a student intended to engage in an act to harm someone other than a staff member but that the staff member was inadvertently harmed. Refer to Offense Staff Battery if the student engages in a reckless act that results in harming to a staff member.

3 Refer to Offense Verbal Abuse or Offense Threats/Intimidation/Severe Bullying to the extent the student engages in verbal abuse of staff or threatens to harm a staff member.

---

**Social Intervention/Consequence Matrix**

**Physical Aggression**

<table>
<thead>
<tr>
<th>Offense</th>
<th>Corrective Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Battery</strong></td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>Fighting</strong></td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>Group Violence</strong></td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>Reckless Behavior</strong></td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>Sexual Harassment</strong></td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>Staff Battery</strong></td>
<td>MANDATORY</td>
</tr>
</tbody>
</table>

**Electronic Presence**

- Electronic presence in the learning environment, including classroom, cafeteria, gymnasium, or school grounds.
- Electronic communication as it pertains to the learning environment.

**Incidental**

- Incidental property damage or theft.
- Incidental property damage or theft.

**Intentional**

- Intentional property damage or theft.
- Intentional property damage or theft.

**Intentional**

- Intentional property damage or theft.
- Intentional property damage or theft.

---

**Exclusionary**

- Parent Contact
- 10 Days OSS
- Mandatory SSAL Approval Required
- Possible Recommendation to the Board (Choose one of the following)
  - Expulsion/EIA
  - Expulsion/EIA - SIP
  - Expulsion/Board EIA alternative placement at Regional Safe Schools
- *Expulsion* (Requires an expulsion hearing)

---

**Roles and Responsibilities**

**Parent**

- Attend SCCO violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by ILCS and Board Policy. (This includes APPEAL process)
- Support school in executing intervention for a Major Infraction
- Submit signature (if applicable)

**Student**

- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by administrator
- Witness statement given/signed (if applicable)
- Submit signature (if applicable)
### SOCIAL INTERVENTION/CONSEQUENCE MATRIX

#### DISTRICT WIDE BEHAVIORAL EXPECTATIONS | EXAMPLES OF EXPECTED BEHAVIOR | WEAPONS | POLICE NOTIFICATION
--- | --- | --- | ---
**BE SAFE** | Refrain from using objects as a weapon | **WEAPON - USE OF AN OBJECT AS A WEAPON** - The use or attempted use of an object by the student to cause bodily harm. | MANDATORY
**BE SAFE** | Refrain from bringing toy guns, knives and/or sharp objects to school. | **WEAPON - USE OF A LOOK-A-LIKE WEAPON** - The possession of a toy or fake firearm or destructive device or other object which can reasonably be mistaken as a firearm or destructive device, or illegal or unlawful object due to its color, shape, composition, and/or sound, and which is used or attempted to be used by the student to threaten or to cause bodily harm to another person. | MANDATORY
**BE SAFE** | Weapons are forbidden. | **WEAPON - USE OR UNAUTHORIZED POSSESSION OF A FIREARM, DESTRUCTIVE DEVICE, OR ILLEGAL/UNLAWFUL OBJECT** - Use and/or possession of a firearm, destructive device, illegal object, or an object that is unlawful to possess on school grounds is prohibited in and on school district premises, school vehicles, any premises where a school function is being conducted, and at any activity or event which bears a reasonable relationship to school. | MANDATORY
**BE SAFE** | Weapons are forbidden. | **WEAPON - USE AND/OR POSSESSION OF ANY OTHER PROHIBITED WEAPON OR A DANGEROUS OBJECT AS A WEAPON OR THREAT** - The use and/or possession of any “other prohibited weapon” or a “dangerous object” as a weapon or threat is prohibited in and on school district premises, school vehicles, any premises where a school function is being conducted, and at any activity or event which bears a reasonable relationship to school. | MANDATORY

#### MAJOR BEHAVIOR: Problem behavior which violates expectations and rules that is serious enough to warrant an office discipline referral on the first offense.

#### MANDATORY ACTIVITIES

The following activities must occur any time student misconduct occurs that warrants a minor or major written referral.

- Contact to inform parents of accusation and status of investigation.
- School level student conference during investigation (dialogue).
- Social-emotional intervention services
- Student Success Plan development or review/amendment
- For students who have received 5 days of OSS in a school year, the administration/EIP Team/504 Team will consider the need for implementation or review of an individualized behavior management plan as part of the Student’s Success Plan, IEP or 504 Plan.
- Student discipline will be implemented consistent with the procedural safeguards set forth in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, when applicable.
  - A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary consequence involving a change of placement (p. 12)
  - For special education eligible students, development/review of behavior management plans, or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.

#### SCHOOL EXCLUSION

School exclusion may ONLY be issued or recommended if supported by identified evidence that meets the criteria set forth below. All reasonable efforts are to be made to reduce the safety threat, address the disruption and minimize the number of days out of school.

**OSS or Bus Suspension of 1-3 days:** Student’s continuing presence would pose: (a) a threat to school safety, or (b) a disruption to other student’s learning.

**OSS 4-10 days, Bus Suspension of 4 or More Days, Expulsion, Transfer to an Alternative Learning School:** Student’s continuing presence in school would: (a) pose a safety threat to other students, staff or members of the school community or (b) substantially disrupt, impede, or interfere with the operation of the school, AND (c) appropriate and available behavioral and disciplinary interventions short of School Exclusion have been exhausted.

Mandatory Expulsion Recommendation, Any Grade Level - WEAPONS OFFENSE (See p. 23).

** an expulsion recommendation will be processed even if a student transfers to a non-district school.
PRIOR APPROVAL FOR GDM 4/WEAPONS EXPULSION OR EIA RECOMMENDATIONS

Prior to making a recommendation for expulsion, with or without an EIA, the administrator must contact the Executive Director of Student Services and Alternative Learning for approval.

KEY WEAPON OFFENSE DEFINITIONS

MANDATORY SCHOOL EXCLUSION RECOMMENDATION FOR ONE YEAR – SSAL APPROVAL REQUIRED

NOTE: In the event of a conflict between these definitions and the definition(s) set forth in the School Code, 105 ILCS 5/10-22.6(d), the School Code definition shall apply.

1. The term “firearm” is defined as any gun, shotgun, rifle, pistol, stun gun or taser, or any other weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion, expansion of gas or escape of gas.

2. A “destructive device” includes any dynamite cartridge, bomb, grenade, mine, explosive device, or bullet. The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon or designed or redesigned as the ammunition or destructive element of or for a weapon.

3. An “illegal/unlawful object” is defined as including any weapon or other object that is defined as “illegal” under the Illinois Compiled Statutes (e.g. switchblades, ballistic knives, throwing stars, brass/metal knuckles or other knuckle weaponry regardless of its composition, billy club/bludgeon/black-jack), or which is defined as unlawful to possess on school grounds without authorization, including all knives and any objects so designated by statute or local ordinance.

4. Any “Object Used to Cause Bodily Harm” is defined as the use or attempted use of any object to cause bodily harm to another that requires more than first aid. “Any object” includes but is not limited to: look-a-likes of firearm or destructive devices, prohibited weapons, or dangerous objects.

SCHOOL EXCLUSION AN OPTION ONLY IF SUPPORTED BY IDENTIFIED EVIDENCE ESTABLISHING THE REQUISITE CONTINUING SAFETY THREAT OR DISRUPTION.

5. “Other prohibited weapons” are defined as any BB gun, dart gun, blow straw, zip guns, box cutters or other guns or weapons which uses air, CO2 or other non-explosive methods to expel a penetrating projectile.

6. “Dangerous objects” are defined as any tool (hammer, screwdriver, saw, crowbar, and/or any object commonly used for construction or household repair), mace, pepper spray, razors, fidget spinners, other objects (broken glass, wooden sticks, chair, pencils, scissors etc.) that presents a safety risk/risk of harm within the school environment based on the circumstances under investigation.

7. “Dangerous Weapon” for purposes of a 45 school day IAES, means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length. (18 USC §930.) Dangerous weapons could include any of the above definitions of a weapon, and the student is not limited to a consequence of a 45 day IAES.

Note: a. “Possession” is defined to include- but not to be limited to-having a prohibited weapon found in a space assigned to a student such as a locker or desk, on the student’s person or property (on the student’s body, in student clothing, in an automobile) under the student’s control; or having a prohibited object accessible or available, for example, hidden on or abutting school property.

b. “Look-A-Like Weapons” include objects such as realistic- looking toy firearms, bombs, grenades, mines and any other toy object that can be reasonably mistaken for an illegal object or weapon of any kind.
SOCIAL INTERVENTION/CONSEQUENCE MATRIX

TRANSPORTATION
### DISTRICT-WIDE BEHAVIORAL EXPECTATIONS

#### MINOR INFRACTIONS

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>MINOR INFRINGEMENTS</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep food and drinks off the bus.</td>
<td>EATING/DRINKING ON BUS</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Listen and follow all school rules</td>
<td>DISOBEDIENCE</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Quickly find your seat.</td>
<td>FAILURE TO CLEAR THE AISLE</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Sit in assigned seat.</td>
<td>FAILURE TO SIT IN ASSIGNED SEAT</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Arrive on time.</td>
<td>LATE TO BUS STOP</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Keep the buses clean.</td>
<td>LITTERING</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Stay in seat.</td>
<td>FAILURE TO REMAIN SEATED</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Follow all bus rules to remain safe.</td>
<td>IMPROPER LOADING/UNLOADING/CROSSING OR WILLFUL EXITING THE BUS AT WRONG STOP</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

#### MINOR BEHAVIOR:
Problem behavior which violates expectations and rules but not serious enough to warrant an office discipline referral. Three (3) Minor Infractions or a combination of (3) Minor Infractions may result in an office discipline referral for a 100 level code.

### DISTRICT-WIDE BEHAVIORAL EXPECTATIONS

#### MAJOR INFRACTIONS

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>MAJOR INFRINGEMENTS</th>
<th>LEVEL</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep objects to yourself.</td>
<td>THROWING OBJECTS INSIDE THE BUS</td>
<td>GDM (2)</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Keep objects to yourself.</td>
<td>THROWING OBJECTS/SPITTING OUT THE WINDOWS OF THE BUS</td>
<td>GDM (2)</td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>Play in a safe place.</td>
<td>TOUCHING A MOVING BUS OR PLAYING NEAR THE BUS WHEELS</td>
<td>GDM (3)</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Exit from the front of the bus.</td>
<td>IMPROPER USE OF A SCHOOL BUS EMERGENCY EXIT</td>
<td>GDM (4)</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Keep all objects to yourself.</td>
<td>THROWING OBJECTS AT THE BUS DRIVER</td>
<td>GDM (4)</td>
<td>OPTIONAL</td>
<td></td>
</tr>
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</table>

#### MAJOR BEHAVIOR:
Problem behavior which violates expectations and rules that is serious enough to warrant an office discipline referral on the first offense.

#### TRANSPORTATION | MINOR

**FIRST INFRACTION**
- Reflective Essay or Other Reflective Activity
- Independent Study
- Reminders and Redirection
- Driver/Student Conference
- Confiscation of item with Parent conference required for return
- Teaching of Expectations and Skills

#### TRANSPORTATION | MAJOR

**CORRECTIVE STRATEGIES**
- Contact to inform parents of accusation and status of investigation. Parents/guardian will be given the option to attend the student conference.
- School level investigation and student conference.
- Appropriate Level Intervention. (May require bus operator to stop bus for safety reasons)
- **Egregious Infractions:** Actions that cause serious bodily or mental harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.
**STATEMENT**

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

<table>
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<tr>
<th>NAME</th>
<th>RELATIONSHIP TO STUDENT</th>
<th>PHONE NUMBER</th>
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</table>

PLEASE LIST ANY OTHER MEANS OF CONTACT __________________________________________________________

SIGNATURE OF PARENT __________________________________ DATE ____________________

SIGNATURE OF STUDENT __________________________________ DATE ____________________

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

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

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

*This form is received during registration*
PARENT TRACKING FORM RE-ENGAGEMENT CONFERENCE

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

Prior to the Student’s Scheduled Return to School (EIA Agreements, Involuntary Transfers or Expulsions only)

☐ Student schedule developed/shared and discussed (may occur at the meeting if the meeting date is before the student’s first day of return to RPS)

☐ Transportation has been in contact and notified me of pick up and drop off times

☐ A meeting has been scheduled to discuss my child’s return to school

Meeting date and time: __________________________

At the Re-engagement Conference

☐ Student behavioral expectations were reviewed

☐ Academic and behavioral re-engagement strategies and interventions were discussed; such as, tutoring, meetings with counselor, a change in student’s schedule, and/or other steps to prevent future misconduct

☐ My child’s Student Success Plan was reviewed and revised, as appropriate

☐ I was notified of the scheduling of an IEP/504 meeting to review my child’s progress and needs for the remainder of/upcoming year (for students with an IEP or 504 plan).

☐ I and my child had an opportunity to ask questions that we had.

STUDENT NAME ____________________________________________ STUDENT I.D. __________________________

SIGNATURE OF PARENT ____________________________________ DATE __________________________

SIGNATURE OF ADMINISTRATION ____________________________ DATE __________________________

* This form may also be used for reinstatement conference
STUDENTS

Exhibit - Report Form for Bullying and School Violence
To be completed by the bullying target, witness, or person with information about an incident of bullying or school violence and submitted to the Building Principal’s office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

NAME ________________________________________________________

DATE _____________________ ___

Indicate here if you prefer to remain anonymous. Yes ______ No ______

ARE YOU THE TARGET OF THE BULLYING OR SCHOOL VIOLENCE THAT YOU ARE REPORTING? Yes ______ No ______

Date of incident:__________________________ Time of incident:__________________________

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

NAME ________________________________________________________

NAME ________________________________________________________

NAME ________________________________________________________

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

NAME ________________________________________________________

NAME ________________________________________________________

NAME ________________________________________________________

PERSON(S) WHO WITNESSED THE BULLYING OR SCHOOL VIOLENCE:

NAME ________________________________________________________

NAME ________________________________________________________

NAME ________________________________________________________

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

Race ______ Color ______ Nationality ______ Sex ______ Sexual orientation ______

Gender identity ______ Gender-related identity ______

Gender-related expression ______ Ancestry ______ Age ______ Religion ______

Physical disability ______ Mental disability ______

Order of protection status ______ Homeless status ______ Marital status ______

Parental status ______ Pregnancy ______

Associated with person/group with one or more of the above actual or perceived characteristics ______

I do not know.
STUDENT(S) WERE TARGETED FOR BULLYING IN THE FOLLOWING WAY(S): (CHECK ALL THAT APPLY.)

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

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

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

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

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

SIGNATURE OF PARENT ___________________________________________  DATE ___________________________
GLOSSARY OF TERMS

45 SCHOOL DAY IAES/45 DAY IAES: A form of disciplinary removal available for special education students who commit gross misconduct involving dangerous weapons, illegal drugs or serious bodily injury for up to 45 school days, irrespective of whether the misconduct is related to the student’s disability. See p. 9

504 PLAN: An written plan developed by school staff and parents for students with disabilities who are in need of accommodations to ensure equal access to the District’s programs and services.

ADAAA: Americans with Disabilities Act Amendment Act. A federal law addressing equal access and nondiscrimination rights of individuals with disabilities.

ALTERNATIVE LEARNING SCHOOL: Alternative learning schools are schools outside of the Rockford Public Schools to which students who are subject to or at risk of expulsion may be referred, for purposes of continuing their education and addressing their behavioral needs during the period of the recommended term of exclusion. The Board must approve an ALS placement based upon the recommendation of the Superintendent or his/her designee.

BALLISTIC KNIFE: A knife which is a device that propels a knife-like blade as a projectile by means of a coil spring, elastic material or compressed gas.

BRIEF ANALYSIS OF BEHAVIOR: A summary of the conduct/SCOC infraction being addressed within a Student Success Plan including the student’s specific action.

BULLYING: Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

(1) placing the student or students in reasonable fear of harm to the student’s or students’ person or property;
(2) causing a substantially detrimental effect on the student’s or students’ physical or mental health;
(3) substantially interfering with the student’s or students’ academic performance; or
(4) substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

INCLUDES CYBERBULLYING: Examples of this behavior include: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. See pages 30 and 40. See also, Board Policy 7.180 or refer to www.rps205.com.

CASE STATUS (1): Administration makes an “Expulsion in Abeyance” recommendation to the Board for an Elementary student gross disobedience/gross misconduct offense.

CASE STATUS (1) WEAPON: Administration makes a recommendation for “Expulsion” to the Board for a Term of 3 Trimesters.

CASE STATUS (2): Administration makes a recommendation for “Expulsion” to the Board for an Elementary student gross disobedience/ gross misconduct offense.

CASE STATUS (2) WEAPON: Administration makes a recommendation for “Expulsion” to the Board for a Term of beyond 3 Trimesters.

CHANGE IN SCHEDULE WITH ADMINISTRATOR APPROVAL: The principals’ reassignment or reconstruction of the student’s educational placement within the school. (E.g. lunch detention)

COMMUNITY SERVICE: Allows the student to participate in some activity to serve and benefit the community. Examples include working at a soup kitchen, cleaning up litter, helping at a facility for the aged, etc.

CONFERENCE: Face to face dialogue and collaboration involving students, teachers, and/or administrators and parents/guardians in discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

CONFISCATION OF ITEM: Teacher or Administrator removal of an item that is forbidden on school property from the student’s possession.

CONFISCATION OF ITEM WITH PARENT CONFERENCE REQUIRED FOR RETURN: Teacher or Administrator removal of an item that is forbidden on school property from the student’s possession but returning to the parent/guardian only.

CONVENE IEP MEETING: School administrator and appropriate Special Education personnel schedule a meeting to discuss special education eligible student behavior and steps appropriate to address the behavior.

CONSUMPTION/USE: The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in the offense.

CORRECTIVE STRATEGIES: Providing a student with alternative “choice” options in the event they are challenged with a future similar incidents. (E.g. better choices to “avoid” or prevent similar incidents from occurring)

CYBER BULLYING: Bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photoptical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. “Cyber-bullying” includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. “Cyber-bullying” also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Examples of this behavior include but are not limited to sending false, cruel, vicious messages or materials to others; creating websites that have stories, cartoons, pictures, and jokes ridiculing others; engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others. See pages 30 and 40. See also, Board Policy 7.180 or refer to www.rps205.com.

DAILY REPORT CARD OR BEHAVIOR TASK COMPLETION AND ACHIEVEMENT: Completion of Tier Framework Intervention; tracking and referral forms.

DANGEROUS OBJECTS: See p. 46 for definition.

DANGEROUS WEAPON: See p. 46 for definition.

DESTRUCTIVE DEVICE: See p. 46 for definition.

DETENTION: The assignment of a student to a designated location in the school for one hour prior to or after the regular school day.

DISRUPTION TO THE LEARNING ENVIRONMENT: Any disruption to the learning environment. See pages 26 and 37

DUE PROCESS: A student facing suspension must be given oral and written notice of allegations, or an opportunity to hear the evidence, to respond if the student denies the allegations and notice of hearing before the student is removed from school. Note: A student that poses a danger to persons or property may be removed immediately with the notice of hearing following as soon as possible.
EGREIOUS INFRACTIONS: Actions that cause or likely will cause serious bodily or emotional harm or that are conspicuously bad or offensive such that they rise to the level of gross disobedience or gross misconduct.

EXPLICIT INTERNET THREAT: An explicit threat on an Internet website against a school employee, a student, or any school-related personnel, and (i) the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and (ii) the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

EXPULSION IN ABEYANCE (EIA) (EIA AGREEMENT): A written agreement that gives students an alternative to being expelled from school for gross disobedience or misconduct. All Stay of Expulsion Agreements require the approval of parent/guardian, building principal, Superintendent or his/her designee, and School Board. See pages 18

INFRACTION: An offense or behavior which violates the Student Code of Conduct.

FIREARM: See p. 46 for definition.

FUNCTIONAL BEHAVIOR ASSESSMENT: A process that involves gathering information about a student’s inappropriate or disruptive behavior, its antecedents and consequences and then determining approaches school staff should take to correct or manage the student’s behavior.

GROSS DISOBEDIENCE/GROSS MISCONDUCT (GDM): Examples of Gross Disobedience or Gross Misconduct include but are not limited to: Fighting, Battery, Drugs, Weapons, Arson, Bullying, Reckless Behavior (2), Staff Battery, etc. See page 23

IDEA: Individuals with Disabilities Education Act. A federal law governing special education eligible student rights.

IEP: Individualized Educational Plan developed for special education students by District staff with specialized knowledge and training in working with students with disabilities, the student’s general education teacher(s), administrators and parents.

ILLEGAL OBJECT: See p. 46 for definition.

LOSS OF PRIVILEGES: Temporary or permanent exclusion from specific school related activities.

MENTORING PROGRAM: A student is paired with a mentor (a counselor, teacher, student, or community member) who supports the student in personal, academic, and social development.

MANIFESTATION DETERMINATION REVIEW: a 504 or IEP Team meeting to review the relationship between a student’s verified misconduct and known disability.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS): Support services developed by school support staff to correct academic failure and inappropriate or disruptive student behavior through positive behavioral interventions, strategies, and supports. This plan is appropriate for both students with and without disabilities. Note: The District uses MTSS academic data to determine special education eligibility for the category of Learning Disability only. Behavioral data resulting from MTSS interventions may be considered in the process of evaluation decisions or IEP development but failure to improve with MTSS interventions is insufficient grounds for determining eligibility without something more.

OVERNIGHT SUSPENSION: Suspension pending parent/guardian consent to engage in conference with the administrator the day after an incident.

PARENT/GUARDIAN OUTREACH: Parent/guardian outreach requires school staff to inform parents/guardians of their child’s behavior and seek the parents’/guardians’ assistance/involvement with correcting inappropriate or disruptive behavior.

PARENT/STUDENT/ADMINISTRATOR CONFERENCE: A meeting involving the parent, student and administrator(s) (teacher optional) to discuss student academic and social development. Additionally, the conference(s) associated with a School Exclusion to assist with re-engagement of the student in the regular public school setting (formerly reinstatement conference).

PEER JURIES: Provide a means for a student to account for his/her behavior to a group of his/her peers and repair the harm caused to the victim and the school community. Peer Jurors will assign corrective strategies to help him/her be accountable for his/her actions. Peer Juries are facilitated or supervised by licensed school staff. Corrective strategies assigned will not include School Exclusion.

PEER MEDIATION: The use of peers (e.g., students,) to promote reconciliation, settlement, or compromise between conflicting parties. Peer mediations may be facilitated or supervised by licensed school staff.

RE-ENGAGEMENT PROCESS: The process by which students who have been subject to School Exclusion are re-engaged in the regular public school program. See p. 19 of the SCOC and Board policy 7.190.

REFERRAL TO AFTER-SCHOOL PROGRAM: An intervention/support service wherein school and/or community based programs provide students with expanded learning opportunities during after school hours.

REFERRAL TO COMMUNITY-BASED ORGANIZATIONS: An intervention wherein students can be referred to community-based organizations for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.

REFERRAL TO SCHOOL-BASED HEALTH AND MENTAL HEALTH STAFF: An intervention for students who may need health or social-emotional assessment and/or supports while in school. Students are provided an opportunity to share issues or concerns that may be contributing to inappropriate or disruptive behavior or negatively affect academic success with staff specifically trained to meet these needs. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges or other barriers to school success. Counseling services may be provided individually or in small groups. Parent’s prior written consent is required for group work led by a social worker. Parents’/guardians are to be regularly informed of student progress during counseling sessions and at school, consistent with confidentiality rules governing the services provided.

REFERRAL TO SUBSTANCE ABUSE TREATMENT SERVICES: An intervention for students with behavior related to substance abuse and/or when there is reason to believe substance abuse assessment/counseling is needed. Referral may be to school- based or community-based services.

REFERRAL TO SUPPORT STAFF: An intervention wherein school support personnel or other licensed staff with particular expertise are consulted to review and make recommendations for modification of a student’s written Student Success Plan, IEP or 504 Plan.

REFLECTIVE ESSAY/ACTIVITY: A corrective intervention that involves a writing activity wherein the student considers his/her views and feelings about a particular subject related to the student’s misconduct/behavioral skill building need or the views/feelings of others impacted by the conduct. The goal of a reflective essay is to discuss what a student has learned and convey any personal experiences and findings that resulted.
**RESTORATIVE STRATEGIES:** Intervention/active learning models or strategies that provide a means for a student to account for his/her behavior to others and repair the harm caused to the victim and the school community. See p. 21. There are many examples of restorative practices, ranging from simple conversations with students who misbehave to more intensive interventions involving multiple actors.

**ROLE PLAY:** Assimilation or modeling of appropriate responses to a similar experience.

**SAFETY PLAN:** A plan put into place when a student exhibits conduct that may pose a safety risk/threat to self or others. The plan documents the multi-tier level systems of support to address specific behaviors exhibited by the student during the school day. A safety plan could include a temporary safety transfer to another school until such time as an expulsion referral can be acted upon.

**SATURDAY SCHOOL:** A form of detention beyond the normal school days, offered on average twice a month beginning, September through May at various schools throughout the District. Site locations will be distributed throughout the District to serve K-12 students. Date assigned is based on seat availability. Students will attend three (3) hours and be required to complete social development activities relevant the offense which led to Saturday School assignment.

**SCHOOL EXCLUSION:** Out of school suspension, expulsion or transfer to an alternative learning school for sufficient disciplinary reasons, following receipt of applicable due process. See p. 28 to 45.

**SCHOOL GROUNDS:**
1. On school grounds or commencing on school grounds but occurring off school grounds, before, during, or after school hours or at any other time the student is participating in or attending a school related activity.
2. Off school grounds at a school sponsored activity or event, or any activity or event which bears a reasonable relationship to school student is participating in or attending a school related activity.
3. Traveling to or from school or a school activity, function or event in school provided and/or school authorized transportation.
4. Off school grounds, but through access to or use of the District’s electronic network, including Internet, website or email systems.
5. Anywhere, if the conduct is in violation of the SCOC and causes or is likely to cause substantial and material disruption during school, school hours, on school premises, or a a school sponsored activity or event.

**SCOC:** Student Code Of Conduct

**SEAT CHANGE:** Reassignment of seating by classroom teacher, bus driver or administrator.

**SECTION 504:** Provision of the Rehabilitation Act protecting students with disabilities from discrimination and providing FAPE to eligible students with disabilities that may not qualify for services under IDEA.

**SELF-CHARTING BEHAVIOR:** Data tracking by a student of the student’s compliance with positive behavior goals established in an individual behavior plan, which may be part of a Student Success Plan or a stand alone plan.

**SOCIAL INTERVENTION/EDUCATIONAL SERVICES AND PROGRAMS:**

a. Social Intervention/Educational Program: A program which identifies specific social and academic intervention services for delivery to a specific student to assist in positive character development and continuation of their academic learning.

b. Social Intervention/Educational Services: Social Services which assist a student or parent in understanding the appropriateness of a specific behavior and providing them with tools essential to correcting the behavior. Services are outlined in the Student Success Plan or IEP. See p. 21. Strategies.

**SOCIAL INTERVENTION LEARNING ENVIRONMENT (SILE):** The temporary exclusion of a student from his or her regular classroom, lunch area and other regular school day activities and assignment to a designated place in the school for one or more hours in a school day, or days. Appeal of assignment to a social intervention learning environment may be taken to the school principal, whose decision shall be final.

**SSAL:** Student Services and Alternative Learning Department

**STUDENT SUCCESS PLAN:** A proactive plan designed by school staff to correct academic failure and inappropriate or disruptive student behavior through behavioral interventions, strategies, and supports. This plan is appropriate for both students with and without disabilities.

**STUDENT/TEACHER PARENT CONFERENCE:** A meeting involving student parent and classroom teacher wherein the parties collaborate on social development or academic progress.

**TEACHER/STUDENT CONFERENCE:** A meeting involving student and classroom teacher wherein the parties collaborate on social development or academic progress.

**TEACHING OF EXPECTATION & SKILLS:** The process of explaining, reminding or clarifying conduct expectations or of teaching students alternative, acceptable means of responding to situations that have resulted in misconduct.

**VALID CAUSE:** A valid cause for a student absence includes: illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control to the student, other circumstances that cause reasonable concern to the parent/guardian for the student’s health, safety or other reason approved by the Superintendent or designee. See Board Policy 7.190

**VERBAL OR WRITTEN WARNING:** Oral or written reprimand by a peer jury/teacher/bus driver and/or administrator.

**VERBAL OR WRITTEN APOLOGY:** A statement of remorse presented by the student at the request of the teacher, school administrator or peer jury.

**WEAPONS:** See p. 46 for specific definitions.

**YSN:** Youth Services Network