

NON-PROFIT
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ROCKFORD, IL

ROCKFORD PUBLIC SCHOOLS

Discipline Code



ROCKFORD
PUBLIC
SCHOOLS

201 South Madison Street
Rockford, IL 61104-2092
815/966-3000

Adopted by the
Board of Education
June 1996
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GLOSSARY CONTINUED

THEFT — Taking property belonging to an individual or the school without permission, such as removing items from another's desk or locker without permission. Level 2

THREATS/INTIMIDATION — An expression of word or deed to inflict pain, injury, damage, or punishment that prevents another from moving or acting in accordance with school policies or personal choice. Level 2

TOBACCO, USE/POSSESSION — Use or possession of tobacco in any form at school, at school-sponsored activities or on a school bus. Level 2

TRESPASSING — Entering any school facility or onto school property/bus without proper authority, includes any school entry during a period of suspension or expulsion. Trespassing also includes entering a school other than where a student is registered. Level 2

VANDALISM — Intentionally or recklessly causing damage to or defacing school or property of others, or such action causing disruption to the educational process and/or school activities. Level 3

VERBAL ABUSE — Offensive language, behavior or gesture directed toward staff or student. Level 2

VERBAL CORRECTION — Verbal direction by staff member to state the expected behavior.

WEAPON — A weapon is any device intended to cause injury or bodily harm; any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection because of its potential use to cause injury or bodily harm. Weapons include but are not limited to any type of knife, any type of firearm, any type of imitation or look-alike firearm, BB guns, chains, razors, clubs, mace or other chemicals or gas, etc.

Possession of a weapon is prohibited on School District premises, school buses, or any other premises where an official school function is being conducted. Possession is defined to include, but not be limited to, having a 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 weapon accessible or available, for example, hidden on school property.

WEAPON, USE OF A LEGITIMATE TOOL AS A WEAPON — Using legitimate tools and instruments, such as pens, pencils, compasses, combs, etc., with an intent to inflict bodily harm upon another or to force another to act against their will. Level 3

GLOSSARY CONTINUED

PEER MEDIATION — An approach to resolve conflict in which individuals talk uninterrupted so they hear each side of the dispute. A trained peer mediates and an adult supervises this discussion.

PERSISTENT — Any ongoing disruption of the environment and/or teaching process after the implementation of a variety of interventions.

PHYSICAL ABUSE — To strike or hit another, but not mutual combat. Level 2

PUSHING OR SHOVING — Inappropriate physical contact that is disruptive to the educational process.

RESTITUTION — There are two types of restitution:
 a. Repair or replacement of property, or to pay the reasonable cost of repair or replacement;
 b. A process for solving a problem and repairing relationships.

RECKLESS BEHAVIOR — Behavior that is a danger to self or others. Includes the use of vehicles on school property. Level 2

ROBBERY — Taking property from a person by force or threat of force. Level 3

SATURDAY PROGRAM — An educational/counseling program conducted by a school on Saturday.

SEXUAL HARASSMENT — Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature. May include, but is not limited to: subtle pressure for sexual activity, inappropriate patting or pinching, intentional brushing against another's body. Level 3

SEXUAL MISCONDUCT — A. Using words, pictures, objects, touching, gestures, or other actions relating to a sexual, suggestive, or obscene message or a person's gender, that may have the effect of causing embarrassment, discomfort, or a reluctance to participate in school activities. B. Consensual sexual activities at school or school related activities. Level 2

SKIPPING CLASS — Failure to attend, without valid cause, all assigned classes. Level 1

STOLEN PROPERTY, POSSESSION OF — Having in one's possession or under one's control property which has been stolen, or possession without permission of property belonging to another. Level 2

SUPPORTIVE CONFRONTATION — The art of confronting problem situations and people, yet in constructive and helpful ways.

TEMPER TANTRUMS — A fit of anger that disrupts or endangers others. Level 2

TEMPORARY ALTERNATIVE PLACEMENT — Sending a student to a supervised alternative location for a short period of time.

TERRORISTIC THREAT — To threaten, promise or imply to physically harm groups of people at a point in the future. Such threats may be in writing, by electronic media or by direct communication (e.g. "Hit lists", bomb threats or other forms of threatened violence upon groups.) Level 3

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Discipline Creed

GLOSSARY CONTINUED

- 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.

This Discipline Code is designed to clarify school policies governing the rights and responsibilities of students, parents, teachers, bus drivers and other school personnel in the Rockford Public Schools. Students, staff, parents and others need to know about these policies and procedures and are encouraged to study and discuss the contents of this code. Understanding rights and responsibilities is one way to better insure that they are respected, provide fairness and are met.



HARMFUL OBJECTS — Possession of any device, object, or substance that can be reasonably considered sufficient to cause serious harm.

HAZING — Disturbing consistently, by pestering or tormenting any individual or group. Level 2

IN SCHOOL SUSPENSION — To remove a student from his/her regular class schedule for a designated time; student is supervised in a specific room within the building.

INAPPROPRIATE PHYSICAL CONTACT/DISPLAY OF AFFECTION — Inappropriate public display of physical contact of a sexual nature with another. Includes behavior such as kissing, fondling, long embracing, etc. Disrupting school or causing embarrassment or physical or emotional harm to another through horseplay, play fighting, or inappropriate touching. Level 1

INATTENTION — Not engaged in the lesson.

INDECENT GESTURE — Making gestures which convey a grossly offensive, obscene or sexually suggestive message.

INTERFERENCE WITH SCHOOL PERSONNEL — Preventing or attempting to prevent school/transportation personnel from engaging in their responsibilities through threats, violence, harassment, or physical action. Level 3

LATE DAY PROGRAM (Alternative schedule) — A school outside the regular school day hours.

LATE TO BUS STOP — Deliberately delaying the bus or chronic tardiness to scheduled bus stop.

LEAVING WITHOUT PERMISSION — Failure to attend assigned class without permission or excuse; leaving the building, classroom, or assigned area without obtaining prior approval of the teachers and/or administrator. Level 1

LITTERING — Throwing or scattering debris in improper locations. Level 1

OBSCENITY/PROFANITY — Language, conduct or behavior offensive to accepted standards of decency and modesty. Such behavior directed to an individual is Abusive Behavior. Level 1

OFFENSIVE MATERIALS — Displaying or distributing materials that are patently offensive sexually, racially, or religiously. Material promoting harmful effects. e.g. Drug lab instructions, weapons or bomb building instructions or distribution of other instructions for illegal or harmful activities. Level 2

ON-SITE ALTERNATIVE PROGRAM — Program housed within the student's normal attendance center school and would offer an alternative to the standard classroom.

OUT OF SCHOOL SUSPENSION — A student may not attend school or school-sponsored activities for a period of up to ten school days and is not permitted to ride a school bus during this time.

PEACE TABLE — A form of mediation where two or more individuals resolve their differences.

GLOSSARY CONTINUED

ELECTRONIC DEVICES — Use or possession of any electronic or communication device such as pagers, boomboxes or cellular phones. The use of electronic devices such as walkman radios or hand held games is at the discretion of school site administration. Level 1

EXPLOSIVES — Substances that burst forth, usually with a great deal of noise, such as fireworks, firecrackers, cherry bombs, etc. No one will possess, handle, transmit, conceal, nor use any explosive device or substance that can be used as an explosive. Level 3

EXPULSION — The permanent exclusion of a student from school attendance and school activities for a period of time as determined by the Board of Education. The Board may expel a student up to two calendar years. A student found to have brought a weapon (firearm) to school shall be expelled for not less than one calendar year.

EXTORTION — Forcing another to act against his/her will; taking property from a person by force or threat of force. Level 3

FAILURE TO ATTEND DISCIPLINE PROGRAM — Refusing to or failing to attend programs such as ISS, Saturday School, Detention, Counseling or other alternatives to suspension. Such action will result in the application of further consequences as determined by the principal. Level 2

FALSE IDENTIFICATION/FORGERY — Using another person's name or identification as one's own. Level 1

FIGHTING — The exchange of mutual, physical contact, 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. Level 2

FIRE ALARMS — Unless an emergency exists, a student will not willfully sound a fire alarm or cause a fire alarm to be sounded. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. Includes misuse of fire extinguishers on school property/school bus. Level 3

FIREWORKS/INCENDIARY OBJECTS — Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, and similar materials. Level 2

GAMBLING — Playing any game of skill or chance for money or anything of value. Level 2

GANGS, RELATED BEHAVIOR — Participation in any activity that serves to advertise or promote gang activity, including the wearing and displaying of jewelry, clothing, signs, or other indicia of a gang. Level 2

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. Level 3

HARASSMENT/HAZING — To repeatedly annoy, impede or otherwise negatively interfere with another person's life. Examples include derogatory slurs based on race, gender, disability, ancestry or other group or individual characteristics. Also included is the wearing or possession of items depicting or implying hatred of or prejudice toward identified groups. Level 2

Students Rights and Responsibilities

RIGHTS

- To be given the opportunity 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 responsibilities, rights and discipline policies.
- 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 promote individual skills and talents.
- To be academically challenged.
- To be transported in a safe manner.

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 discipline guidelines adopted by the District, as well as one's school and class.
- 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.

Parents Rights and Responsibilities

GLOSSARY CONTINUED

RIGHTS

- To view 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 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 Discipline Code and appeal process.
- To expect children to be academically challenged and to learn.

RESPONSIBILITIES

- To abide by the Legal Compulsory Attendance Laws.
- 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 provide the school with accurate home and emergency phone numbers.
- To be culturally sensitive and to instill this in children.
- To be an active listener and learner.

DAMAGE TO PROPERTY — Causing damage to or defacing school or property of others. This includes "computer hacking" which is defined as damage to or unauthorized use of hardware and/or software. Level 2

DEROGATORY REMARK — Use of religious, disability, sexual, ethnic, or racial slurs, pictures, objects, gestures, etc. Level 1

DETENTION — Keeping a student before or after regular school hours for a reasonable time or detaining a student during school hours, such as lunch time.

DISCRIMINATORY CONDUCT — Using words, pictures, objects, gestures, or other actions demeaning to any religious, disabled, ethnic, or racial individual or group. Level 2

DISOBEDIENCE — Refusal or failure to comply with a direction or instruction of a staff member. Level 1

DISTRACTION — Actions that divert the concentration or attention of others.

DRESS CODE — A student shares with his or her parents the right to dress according to personal preference except where such dress is dangerous to the student's health and safety of others or is distracting or indecent to the extent that it interferes with the learning and teaching process. Grooming and neatness is also the primary responsibility of students and their parents. Schools may prescribe standards of grooming and dress for participation in extracurricular activities. Each school may develop recommended guidelines that are consistent with these statements. They may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards or may disrupt the education process or learning atmosphere. Student dress will conform to the following: Level 2

- Hats, head covering, jackets, coats, and gloves are not to be worn in school. Students must remove their head coverings upon entering the building.
- Students will wear shoes.
- Students' clothing will cover undergarments and bare midriffs (such as may be associated with beachwear).
- Garments or jewelry depicting alcohol, tobacco, or other drugs will not be worn at school or on a school bus.
- Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, gang affiliation, or occult reference will not be worn at school or on a school bus.

DRUGS/ALCOHOL — Selling, giving, possessing, having under one's control, or using any controlled substance or alcoholic beverage; possession or control means on one's person or in a locker, car, desk, or hidden in any location on or next to school property. Also includes any transfer of a prescription drug and using or having under one's control any related paraphernalia in the sale or use of drugs. Level 3

DRUG, LOOK-ALIKE — Distribution of any substance represented to be a drug or alcohol. Level 3

DRUG, OTHER — Use of inhalants, designer drugs, improper use of medication and other substances used to produce intoxication or altered consciousness. Such infractions carry mandatory referral for chemical dependency assessment. Level 3

Glossary

AGE-APPROPRIATE — Able to be understood or appreciated by someone at a certain age, in a language they can understand.

ALTERNATIVE EDUCATIONAL PLACEMENT — An educational and rehabilitative program to provide an alternative for students facing repeated out of school suspensions or expulsion.

ARSON/ATTEMPTED ARSON — By means of fire, cause harm to property or any person or participate in or enable the burning of property of any person. Level 3

BATTERY — Use of excessive force causing bodily harm to another person. Level 3

BEHAVIORAL CONTRACT — Formal or informal agreement between a student, teacher, and parent stating behavioral expectations and positive and negative consequences. Usually in written form.

BOMB THREAT — 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. Level 3

BULLYING/THREATS AND INTIMIDATION — An expression of word or deed to threaten or inflict physical or emotional pain on another or to prevent them from acting in accordance with personal choice or school policies. Level 2

BURGLARY — Unauthorized entry into a building that involves a theft. Level 3

CLASSROOM BEHAVIORAL MANAGEMENT PLAN — A plan developed by teachers and students that outlines classroom rights and responsibilities. The plan should be submitted to building administration.

COMPUTER VANDALISM — Deliberate destruction or harm to district computer software, stored data or hardware. Examples include, installation of a computer “virus”, unauthorized modification of software, changing district stored information or Web sites, deliberate damage of hardware. Level 2

COMPUTER VIOLATIONS — Unauthorized installation, copying or modification of computer programs or stored information. Opening unauthorized web sites. “Hacking”. Level 2

CONFERENCE — A meeting involving the student, parent, counselor, transportation personnel, support personnel and/or administration.

CONFERENCE WITH ADMINISTRATION, PRO-ACTIVE — A conference held between the student and one or more school officials. Teachers and bus drivers may request this intervention after earlier Level 1 interventions have not proven successful.

CONTACT WITH PARENT/GUARDIAN — Contact of the parent/guardian through a meeting, telephone call, or letter to support student performance.

CORPORAL PUNISHMENT — Inflicting bodily harm upon an individual for disciplinary purposes. Corporal punishment is expressly prohibited throughout Rockford Public Schools. However, reasonable force to prevent bodily harm to one’s self or others is not prohibited.

CULTURE — Ways of life of individuals or a group of individuals.

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 participate with parents, community, and staff in school decisions.
- To have a safe working environment (includes school bus).

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 parents/guardians in assessing the needs and progress of students.
- To be pro-active toward resolving issues.
- To empower students to be personally responsible.
- To be culturally sensitive and respect cultural diversity.
- To act in a courteous and responsible manner in all school related activities.
- To be fair, equitable, and consistent in all interactions.
- To be responsive to student needs.
- To be informed of the Discipline Code 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 student input and administrator review, a Classroom Rights and Responsibility Plan.
- To develop, communicate and enforce clear behavioral and learning expectations.

Student Discipline

All standards of conduct will apply during school hours and at any school-sponsored event regardless of time or location.

In addition, the Athletic Code of Conduct applies to all students participating on District athletic teams, including cheerleading and Pom pon squads.

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, bus drivers, and certified personnel stand *in loco parentis*, that is, in the supervision of students in the absence of parent/guardian.

The teaching of self-discipline (responsibility for a person's own actions) is a goal of the Rockford Public School District's discipline code. To insure that students exhibit appropriate behavior and performance, 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. Should corrective measures be necessary, the following will be considered:

- Student's age
- Ability-functioning level
- Seriousness of the offense
- Frequency of inappropriate behavior
- Circumstances and intent — including family circumstances and/or home environment situations
- Potential effect of the misconduct on the school environment
- Relationship of the behavior to any handicapping condition
- Relationship of the behavior to alcohol or drug influence

NOTICE:

With very young children, application of discipline consequences should focus more on care for the child and holding caregivers responsible than consequences to the child. Please reference the district's Discipline Guidelines in Early Childhood Education for further guidance.

SCHOOL BUS ISSUES

Student safety is the primary concern of the Rockford School District's Transportation Department. Misbehavior on school vehicles poses a threat to the safety of everyone on the roadway. Laws and regulations have been established to insure the safety of students and drivers on District owned/operated or contracted vehicles.*

Please refer to pages 16-21 in this booklet for specific information concerning transportation discipline.

TRANSPORTATION

Discipline of Students with Disabilities

Assuring the safety of students with disabilities is a priority in the transportation department. In order to do so, pertinent information about the student must be shared in confidence with the transportation department so the bus driver is aware of any disabilities or special circumstances about each student. This will empower the driver to intervene properly if the student misbehaves and to ask for the necessary assistance in an emergency.

Intervention should be made according to the Transportation Section of the Discipline Code and the student's Individual Education Plan (IEP). If a student's behavior causes a continuous safety hazard, a behavior management plan should be written and/or updated to include specific interventions to be used on the school bus. One student's behavior cannot be allowed to jeopardize the safety of the students on the bus, the driver and the general public.

Rights and Responsibilities of Students, Parents, and Transportation Staff

The rights and responsibilities of students, parents, and transportation staff as well as the procedures for student discipline, suspension, due process and appeals appear in the District's Discipline Code. The transportation department seeks to uphold the District's Discipline Creed and to ensure everyone's safety while riding to and from school.

Field Trips

TRANSPORTATION

Every individual (student or adult) must abide by the safety rules of the bus at all times. Intervention into inappropriate behavior on a field trip must come immediately from the staff member in charge of the field trip. If the behavior continues, the school bus driver must intervene. A referral should be written if the student does not respond to the interventions and progressive discipline must occur according to this discipline code.

After School Activity Routes

Safety is our first priority in transporting students to and from activities. Additional hazards of transporting students after dark and constant changes in ridership can create immediate safety problems. Since before and after school activities are optional, the following interventions will be taken for any referrals from an activity route:

INTERVENTION
By Administrator or Designee

FIRST REFERRAL

- ALL MUST BE APPLIED:
- Conference with the student
 - Parent notification (phone or letter)
 - Loss of activity bus riding privilege (1 week)

SECOND REFERRAL

- MUST BE APPLIED:
- Conference with the student
 - Parent notification (phone or letter)
 - Loss of activity bus riding privilege (rest of semester)

Level 1

The resolution of Level 1 behaviors is primarily the responsibility of teachers, support personnel, and parents/guardians. Notification of parent/guardian is recommended at each occurrence. Administrative and parental assistance can be initiated without engaging the formal referral process. Level 1 behaviors include, but are not limited to the following:

BEHAVIOR

- Being inattentive
- Derogatory remark
- Disobedience
- Distracting others
- Excessive and/or loud talking
- Excessive tardiness
- Failure to do assigned work
- Failure to bring necessary materials to class
- Failure to pay school fines, fund raising commitments, or return equipment
- Inappropriate dress
- Inappropriate physical contact/display of affection
- Littering
- Loitering
- Possession of electronic devices
- Possession of false identification/forgery/failure to carry school ID
- Profanity and/or obscenity
- Pushing and shoving
- Throwing objects

INTERVENTION

Documented evidence of persistent behaviors, appropriate interventions, and administrative dialogue and approval may move the matter to Level 2.

In all Levels, the selection of interventions should reflect consideration of circumstances on page 6 of this Code

THE FOLLOWING INTERVENTIONS MAY BE USED TO ADDRESS LEVEL 1 BEHAVIORS, TWO OF WHICH MUST INCLUDE PARENT CONTACT.

- Assigned school service relative to behavior
- Behavioral contracts/behavior management plans
- Brief hall conference with student
- Classroom activity exclusion
- Classroom behavior management plan
- Classroom meeting
- Classroom "peace table"
- Conference
- Conference with Administration, pro-active
- Consultation/intervention with other teachers/counselors/support personnel
- Contact with parent/guardian (site, phone, letter, visit)
- Controlled ignoring
- Cooling off/time out
- Incentives/positive reinforcers
- Nonverbal correction
- Peer mediation
- Seating change
- Supportive confrontation
- Teacher initiated detention
- Temporary alternative placement (another class)
- Temporary removal of items that disrupt
- Use of verbal de-escalation methods
- Verbal correction
- Withdrawal of privileges
- Write responsibility "last chance" paragraph

Level 2

These interventions are the responsibility of school-based administration, with assistance from teachers, support staff, and parents. One or more interventions may be utilized. Level 2 behaviors include, but are not limited to the following:

BEHAVIOR

Possession or use of alcohol carries a mandatory intervention of a 5 day Out of School Suspension, to be reduced to 2 days if student has a professional assessment at an approved agency. Possession or use of tobacco mandates referral to an intervention program.

- Altering/destruction of school records
- Computer Vandalism
- Discriminatory conduct
- Distribution, possession, exhibition of offensive or harmful materials
- Damage to property
- Failing to attend the assigned discipline program
- Fighting
- Fireworks/incendiary objects
- Gambling
- Gang related behavior
- Harassment/hazing
- Leaving the building without permission
- Physical abuse
- Persistent Level 1 behaviors
- Possession of harmful objects
- Possession of stolen property
- Possession, use, or reasonable suspicion of being under the influence of alcohol.
- Reckless behavior
- Sexual misconduct
- Temper tantrum/out of control behavior
- Theft
- Threats/intimidation/bullying
- Trespassing
- Truancy
- Use/possession of tobacco
- Verbal abuse
- Violation of district computer agreements and licenses

NOTICE:

In the event a parent/guardian is not able to attend school, any responsible adult named by the parent and agreed to by school administration may substitute for the parent.

Zero Tolerance

TRANSPORTATION

Any of the following behaviors cause an immediate unsafe condition on the bus and will not be tolerated. A mandatory 10 day out of school suspension will result because of the seriousness of the behavior. School bus driver must intervene each time these behaviors occur and immediately notify transportation supervisor and submit a detailed referral.

BEHAVIOR

- Battery
- Group Violence
- Possession, use or transporting explosives/fireworks
- Staff assault
- Throwing objects at the bus driver
- Use/possession of a weapon
- Use of a legitimate tool as a weapon

INTERVENTION

These interventions are the responsibility of school-based administration and central office personnel, with assistance from transportation supervisors, bus drivers, support staff, and parents. Zero Tolerance Behaviors create an extremely dangerous situation on a school bus and will receive a mandatory 10 day out of school suspension because of the seriousness of the behavior.

ALL

OCCURRENCES

MUST BE APPLIED:

- Out of School Suspension (10 days)
- Mandatory recommendation for expulsion for firearms
- Consultation/referral to police agency and possible arrest

MAY BE APPLIED:

- Possible recommendation for expulsion (includes look-alike firearms)
- Request Alternative Transportation (septran, mass transit, parent)
- Expulsion from Transportation

Level 3

TRANSPORTATION

Any of the following behaviors cause an unsafe condition on the bus and cannot continue. School bus driver must intervene each time these behaviors occur and immediately submit a referral.

BEHAVIOR

- Arson/attempted arson
- Burglary
- Distribution or sale of alcohol/drugs or look-alike alcohol/drugs
- Extortion
- Failure to remain inside of windows of the bus
- Improper use of a school bus emergency exit
- Possession, use or reasonable suspicion of being under the influence of alcohol/drugs
- Robbery
- Sexual harassment
- Threats with a weapon
- Use/possession of a weapon
- Vandalism - \$30 or more
- Other matters as covered by Illinois School Code or State Law

INTERVENTION

Level III interventions are the responsibility of school-based administration and central office personnel, with assistance from transportation supervisors, bus drivers, support staff, and parents. Level III behaviors create an extremely dangerous situation on a school bus and will be dealt with in regards to safety following these interventions.

FIRST OCCURRENCE

- MUST BE APPLIED:
- Review school bus rules with the student
 - Parental notification
 - Loss of bus riding privilege (5 days)
 - Mandatory recommendation for expulsion for firearms

SUBSEQUENT OCCURRENCES

- MUST BE APPLIED:
- Loss of bus riding privilege (10 days)
 - Mandatory recommendation for expulsion for firearms

- MAY BE APPLIED AS APPROPRIATE:
- Any of the above interventions
 - Request Alternative Transportation (septran, mass transit, parent)
 - Expulsion from Transportation

INTERVENTION

FIRST OCCURRENCE

Level 2 interventions are divided into FIRST, SECOND and SUBSEQUENT occurrences and may be applied as appropriate.

- Parent/guardian conference with administrator/teacher
- 1 detention before/after school
- Parent/guardian In Class or In School Suspension with child (up to 1 day)
- Fighting - up to 3 days
- Out of School Suspension (1 day)
- Peer mediation
- Referral to outside agency or authority
- Restitution or community service.
- In school suspension

SECOND OCCURRENCE

- Parent/guardian conference with administrator/teacher
- 1-3 detentions before/after school
- Parent/guardian In Class or In School Suspension with child (up to 3 days)
- Out of School Suspension (up to 3 days)
- Late Day Program
- Fighting - up to 5 days
- Peer mediation
- Student attendance at Saturday Program
- Student and parent attendance at Saturday Program
- Referral to outside agency or authority
- Restitution or community service.

SUBSEQUENT OCCURRENCES

- Parent/guardian conference with administrator/staff to establish behavioral plan
- Parent/guardian In Class or In School Suspension with child (up to 5 days)
- Out of School Suspension (up to 5 days)
- Alternate Education Placement (On-site or Off-site)
- Fighting - up to 10 days
- Referral to outside agency or authority
- Consultation/referral to police agency and possible arrest
- Restitution or community service
- Recommendation for expulsion
- Late Day Program
- Saturday Program

Level 3

TRANSPORTATION

These interventions are the responsibility of school-based administration and central office personnel, with assistance from teachers, support staff, and parents. One or more interventions may be utilized. Board of Education action may also be necessary. Level 3 behaviors include, but are not limited to the following:

BEHAVIOR

As fighting among older students presents a greater risk of physical harm to bystanders and staff as well as the combatants, the Principal may elevate a first occurrence of fighting to a Level III.

- Arson/attempted arson
- Battery
- Bomb threats
- Burglary
- Distribution or sale of alcohol/ drugs or look-alike alcohol/drugs
- Distribution or sale of cannabis, a controlled substance or a look-alike substance
- Extortion
- Felony possession of cannabis or a controlled substance
- Fighting
- Fire alarms
- Group Violence
- Interference with school personnel
- Persistent Level 2 behaviors
- Possession of cannabis
- Possession, use or transporting explosives
- Robbery
- Sexual harassment
- Staff assault
- Terroristic Threat
- Threats with a weapon
- Use/possession of a weapon
- Use/possession of other intoxicants or drugs
- Use of a legitimate tool as a weapon
- Vandalism
- Other acts or omissions constituting a felony

INTERVENTION

FIRST OCCURRENCE

NOTE: Sale or distribution of controlled substances, and/or possession of controlled substances in amounts constituting a felony will result in a mandatory recommendation for expulsion.

ANY OR ALL OF THE FOLLOWING INTERVENTIONS MAY BE USED TO ADDRESS LEVEL 3 BEHAVIORS

- Out of School Suspension (10 days)
- Out of School Suspension 5 days with restitution and/or follow-up to outside agency or authority
- Mandatory 10 day suspension and counseling for possession of cannabis
- Alternate Education Placement (On-site or Off-site)
- Possible recommendation for expulsion (includes look-alike firearms)
- Mandatory recommendation for expulsion for firearms, felony possession of cannabis or a controlled substance and/or distribution of cannabis or a controlled substance or a look-alike substance
- Consultation/referral to police agency and possible arrest
- Late Day Program

SUBSEQUENT OCCURRENCES

- Out of School Suspension (10 days)
- Consultation/referral to police agency and possible arrest
- Alternate Education Placement (On-site or Off-site)
- Mandatory recommendation for expulsion
- Late Day Program

FIRST OCCURRENCE

- MUST BE APPLIED:
- Review school bus rules with student
 - Lunch or after school detention (1-3)
 - For physical abuse, loss of bus riding privilege (1-3 days)
 - For property damage, loss of bus riding privilege or I.S.S. (1-3 days)
 - Parental notification

- MAY BE APPLIED AS APPROPRIATE:
- Assignment to Saturday Bus Safety Class (requires attendance of parent or responsible adult) OR Conference with principal, parent, student, and transportation supervisor (include bus driver if possible)*
 - Referral to school support staff
 - Out of School Suspension (1-3 days)
 - Restitution or community service
 - Loss of bus riding privilege (1-3 days)
 - Referral to outside agency or authority

SECOND OCCURRENCE

- MUST BE APPLIED:
- Assignment to Saturday Bus Safety Class (requires attendance of parent or responsible adult) OR Conference with principal, parent, student, and transportation supervisor (include bus driver if possible)**
 - Lunch or after school detention (3-5)
 - For physical abuse, loss of bus riding privilege (3-5 days)
 - For property damage, loss of bus riding privilege or I.S.S. (3-5 days)

- MAY BE APPLIED AS APPROPRIATE:
- Loss of bus riding privilege (3-5 days)
 - Any of the above interventions

SUBSEQUENT OCCURRENCES

* Failure to attend Safety Class or Conference will result in loss of bus riding privilege (3 days)

- MUST BE APPLIED:
- Loss of bus riding privilege (up to 5 days)
- MAY BE APPLIED AS APPROPRIATE:
- Any of the above interventions
 - Level III interventions for repeated Level II behaviors
 - Request Alternative Transportation after progressive interventions

Level 2

TRANSPORTATION

Any of the following behaviors cause an unsafe condition on the bus and cannot continue. School bus driver must intervene each time these behaviors occur.

BEHAVIOR

- Aggressive pushing and shoving
- Physical abuse
- Excessive noise
- Discriminatory conduct
- Distribution, possession, exhibition of offensive materials
- Damage to property
- Failure to remain seated
- Fighting
- Incendiary objects/ Lighters/Matches
- Gambling
- Gang related behavior
- Hazing
- Improper loading/unloading/ crossing
- Indecent gestures
- Profanity/threats at a staff member
- Possession of harmful objects
- Possession of stolen property
- Reckless behavior
- Sexual misconduct
- Spitting on another person
- Temper tantrum/ out of control behavior
- Theft
- Threats/intimidation
- Throwing objects inside the bus
- Throwing objects/spitting out of windows of the bus
- Trespassing
- Use/possession of tobacco
- Verbal abuse

INTERVENTION

Level II interventions are divided into 1st, 2nd, and subsequent occurrences for referrals of Level II behaviors.

Level II interventions are the responsibility of school-based administration, with assistance from transportation supervisors, bus drivers, support staff, and parents. To assure everyone's safety on the bus, certain interventions must be applied and any other interventions may be applied as appropriate with each referral as indicated below. Additional intervention steps may be utilized with regard to student's age and ability-functioning level. In each occurrence, the administrator/designee will have a conference with the student and make parental notification (by phone and/or by sending/mailling a copy of referral home).

Student Suspension

LEGAL AUTHORITY

The Board of Education may directly or through its designees suspend or expel any student guilty of the following:

1. Willful violation of any published regulation for student conduct adopted or approved by the Board of Education; or
2. Conduct which is disobedient and/or which substantially disrupts, impedes, or interferes with the operation of any public school; or
3. Conduct which endangers the safety of others or which substantially impinges upon or invades the rights of others at school, on school property, on a school bus, or at a school-supervised activity; or
4. Conduct which constitutes the commission of a felony, or which, if the student is a juvenile, would constitute the commission of a felony if committed by an adult.

Students will receive an informal hearing by the principal or his/her designee* before a decision to suspend. The Hearing process may be postponed if a student's presence poses a danger to people or property or an ongoing threat of disruption to the education process.

DUE PROCESS PROCEDURES FOR SUSPENSION

A. EMERGENCY REMOVAL

The principal/transportation supervisor may remove a student without an informal hearing if the student's continued presence is an immediate danger or an ongoing threat of disruption. In such cases, the notice and hearing shall follow as soon as practicable.

B. INFORMAL HEARING PROCEDURES

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

C. ADMINISTRATOR DECISION OF FACTS

After weighing the evidence, the principal determines if the charge is supported by the evidence and the appropriate disciplinary action in accordance with District policies and guidelines and professional judgement.

* Hereafter "principal" refers to "principal or his/her designee."

GENERAL PROCEDURES FOR SUSPENSION

A. 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.

B. NOTIFICATION OF SUSPENSION

Reasonable effort must be made to notify the parent/guardian/emergency 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 letter of suspension is presented to the student and mailed to the parent/guardian, with a copy to the School Board containing:

1. the date and specific reasons for the suspension
2. the appeal procedures
3. the length of the suspension
4. a request that the parent/guardian contact the principal to arrange a mutually agreeable time for a conference prior to the readmission date.

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.

C. HOMEWORK DURING SUSPENSION

To ensure continuation of learning, suspended students are expected to complete schoolwork during their time of suspension. Upon request, a suspended student may be given assignments during the period of suspension.

D. 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

E. STUDENT REINSTATEMENT CONFERENCE FOR PARENTS

1. The parent and administrator/transportation supervisor should 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.

Level 1

TRANSPORTATION

Any of the following behaviors cause an unsafe condition on the bus and cannot continue. School bus driver must intervene each time these behaviors occur and submit a referral only when the behavior does not change.

BEHAVIOR

- | | |
|---|---|
| ■ Bringing objectionable items on bus | ■ Late to bus stop |
| ■ Derogatory remarks | ■ Littering |
| ■ Disobedience | ■ Possession of false identification/forgery/failure to carry school ID |
| ■ Eating/Drinking on bus | ■ Profanity/Obscenity/Indecent Gesture |
| ■ Failure to clear the aisle while others are loading/unloading | ■ Pushing and shoving (non-aggressive) |
| ■ Failure to sit in assigned seat | ■ Spitting |
| ■ Horseplay | |

INTERVENTION

The resolution of Level 1 behaviors is primarily the responsibility of bus drivers, transportation supervisors, and parents/guardians. However, whenever a student repeats Level 1 behaviors over several days and does not change after multiple interventions by the bus driver, a referral will be written and school-based administration will intervene. To assure everyone's safety on the bus, certain interventions must be applied and any other interventions may be applied as appropriate with each referral as indicated below. Additional intervention steps may be utilized with regard to student's age and ability-functioning level. In each occurrence, the administrator/designee will have a conference with the student and make parental notification (by phone and/or by sending/mailing a copy of referral home). Level 1 interventions are divided into 1st, 2nd, and subsequent occurrences for referrals of repeated Level 1 behaviors.

MUST BE APPLIED:

- Review school bus rules with the student
- Parental notification

MAY BE APPLIED AS APPROPRIATE:

- | | |
|---------------------------------------|---|
| ■ Lunch or after school detention (1) | ■ Restitution or community service |
| ■ Referral to school support staff | ■ Referral to outside agency or authority |

MUST BE APPLIED:

- Assignment to Saturday Bus Safety Class (requires attendance of parent or responsible adult) OR Conference with principal, parent, student, and transportation supervisor (include bus driver if possible)**

MAY BE APPLIED AS APPROPRIATE:

- Lunch or after school detention (1-3)
- Any of the above interventions

MUST BE APPLIED:

- Loss of bus riding privilege (up to 5 days)

MAY BE APPLIED AS APPROPRIATE:

- Any of the above interventions
- Level II subsequent occurrences interventions for repeated Level I

* Intervention into any minor offense that causes a serious safety hazard must be according to Level II interventions

** Failure to attend Safety Class or Conference will result in loss of bus riding privilege (3 days)

Transportation Discipline

SAFETY IS THE #1 PRIORITY IN TRANSPORTING STUDENTS.

Safety is the first priority while transporting students to and from school. School bus drivers stand *in loco parentis*, that is, in the supervision of students in the absence of parent/guardian and are a key link to the educational process. They have a great deal of responsibility when driving the bus and must have the full cooperation of all students to ensure everyone's safety.

All standards of conduct as outlined in this Section of the District Discipline Code will apply while students are on the school bus regardless of time or location. Any behavior on a bus that would endanger the well-being of the students, the bus driver, or the general public may result in a loss of bus riding privileges. Behaviors that distract the bus driver from watching the road cause an unsafe bus ride and increase the possibility of an accident. *Even Level I behaviors can create an immediate danger and can be treated as a Level II or III behavior depending on the result of the behavior and the severity of the incident.*

School bus drivers must be able to concentrate on their driving at all times. A momentary distraction from their concentration on the road can lead to a serious accident resulting in injury and/or death. The safety and well-being of each student depends on everyone following the standards of conduct!

The first priority of the bus driver is driving the bus safely!! Any behavior that threatens the safety of the students, the driver, or the general public must be intervened with by the driver. The bus driver is responsible for assigning every student a seat and making sure students sit in their assigned seat. Bus drivers will use any of the following interventions each time a Level I, II, or III behavior occurs and keep a log in a notebook. As many interventions as appropriate and necessary should be attempted before a bus referral is written.

- | | |
|--|--|
| ■ Verbal correction | ■ Conference with Administration, pro-active |
| ■ Repeated verbal correction | ■ Consultation/intervention with Transportation Supervisor |
| ■ Use of verbal de-escalation methods | ■ Contact parent/guardian with a supervisor |
| ■ Stopping bus and verbal correction | ■ Incentives/positive reinforcers |
| ■ Securing bus, walking bus aisle, and verbal correction | ■ Reviewed posted bus rules |
| ■ Seating change (temporary) | ■ Bus Rules Activity sent home |
| ■ Seating change (long term) | ■ Temporary removal of items that disrupt |
| ■ Behavioral contract | |
| ■ Brief conference with student (on bus) | |

APPEAL PROCEDURE

A. REQUEST FOR APPEAL

1. A parent/student shall have the right to request a review of the suspension. To request a hearing, contact the administrator who initiated the suspension.
2. In the event the initial hearing does not result in a resolution of the appeal, a hearing will be conducted with the school principal.
3. If the hearing with the school principal does not result in a resolution, the parent/guardian may request in writing a hearing before an officer appointed by the Board.

B. HEARING PROCESS

1. The student shall have an opportunity for a hearing which is conducted by a hearing officer appointed by the School Board.
2. The Board shall provide written notice to the parent/guardian of the time, place, and purpose of the hearing by registered or certified mail and request the appearance of the parent/guardian at the hearing.
3. During the hearing, the student and parents/guardian may be represented by legal counsel, present witnesses and other evidence and cross-examine adverse witnesses. The officer shall hear evidence on the issue of suspension.
4. The identity of student witnesses need not be revealed if in the judgement of the principal it would adversely impact the witnesses' school experience. If student witnesses are not identified, the principal shall carefully and thoroughly interview all witnesses and form a judgement as to the accuracy of the statements.
5. The hearing officer will allow the parties to clearly explain their respective points of view and to submit whatever evidence they have available that is relevant to the suspension.
6. After receipt of the hearing officer's report, the Board shall decide the issue of guilt. If the Board finds the student guilty as charged, it shall determine the appropriate level of discipline with consideration of administrative recommendation and the discipline code.
7. The decision of the Board shall be in writing with a copy provided to the parents/guardian of the student.
8. A suspended student who is attending school while awaiting outcome of the appeal and whose suspension is upheld by the Board, will begin the period of suspension the first school day following Board action.

Student Expulsion

Expulsion is the most severe punishment a school system may use. The Board may expel a student up to two years. A student who is determined to have brought to school a weapon, as defined by Section 921 of Title 18, United States Code (generally defined as firearms), shall be expelled for a period of not less than one calendar year. Expelled students may not enroll in or attend any educational program operated by the school district.

DUE PROCESS PROCEDURES FOR EXPULSION

- A. Due process for expulsion follows the same procedures as for suspension. Administration will make a recommendation for expulsion to the Board of Education and issue a mandatory ten day suspension.
- B. A student facing expulsion may not attend school during the period of time the Board is considering expulsion.
- C. A hearing will automatically be scheduled for any student being recommended for expulsion.

HEARING PROCESS FOR EXPULSION The hearing process for an expulsion recommendation shall be scheduled in accordance to the suspension hearing process.

CONDITIONS OF EXPULSION

- A. A student may not receive course credit for the semester in which the expulsion occurs.
- B. In the event of an expulsion, the school will notify the parents and student of available private education options.
- C. Expelled students may be readmitted to a Rockford Public School after the period of expulsion.
- D. A student with a handicapping condition may be expelled for engaging in conduct that would warrant such action for a non-handicapped student if the misconduct is not related to the handicapping condition.

Discipline of Students with Disabilities

Students with disabilities are subject to the same discipline code as are regular education students, except where offenses are found to be causally related to the handicapping condition. Disciplinary procedures and measures shall be addressed and may be included in the student's Individual Education Plan (IEP) and discussed with the parent/guardian in that process. For offenses warranting expulsion, the IEP team will meet to determine if a causal relationship exists between the student's disabling condition and the alleged misconduct.

Limited English Proficient Students

In any contact involving either a student or parents with limited English skills, a language advocate shall be provided.

Corporal Punishment

Corporal punishment is inflicting bodily harm upon an individual for disciplinary purposes. The Rockford Public Schools do not believe corporal punishment is an effective means of enforcing or maintaining proper student behavior; therefore corporal punishment is prohibited. However, reasonable force to prevent bodily harm to one's self or others is not prohibited.