



**ROCKFORD BOARD OF EDUCATION  
INVITATION FOR BID ON SUPPLIES, MATERIALS, EQUIPMENT OR SERVICES  
FOR SCHOOL DISTRICT NO. 205  
ROCKFORD, ILLINOIS**

IFB No.        **21-35 Printing of Student Handbook and Code of Conduct**

DATE:        **April 27, 2021**

RE:        **ADDENDUM NO. 1**

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To All Bidders:

Included are modifications, clarifications and/or corrections for the Project Manual and are hereby made a part of the contract documents. Please attach this addendum to the Project Manual(s) in your possession. Please note the receipt of this addendum on the bid form. Bidders shall review changes to all portions of this work as changes to one portion may affect the work of another.

**If you plan to hand deliver your IFB submission on the due date, please note you must check in on the 2nd floor prior to coming to the bid opening. Please allow time for this as late submission will not be accepted.**

Refer all questions relative to the business aspect, Instructions to Bidders, Special Conditions, and questions concerning the technical aspect of the documents to the Director of Purchasing by email at [purchasingdeptstaff@rps205.com](mailto:purchasingdeptstaff@rps205.com).

**CLARIFICATIONS**

This addendum includes Requests for Information (RFI) to date, corresponding answers, 2020-21 versions of the student handbook and code of conduct, and a list of schools by quantity.

ROCKFORD BOARD OF EDUCATION

By: Dane Youngblood  
Director of Purchasing

## CLARIFICATIONS

Below are Requests for Information (RFI) to date and corresponding responses.

1. Can you clarify exactly what is 67# EVB for cover stock?
  - a. [Exact Vellum Bristol.](#)
2. Can you clarify the colored paper requirement? What are “inset pages of color in Student Code of Conduct”?
  - a. [This can be any shade of orange card stock.](#)
3. Would you be able to send a sample of a previous book or perhaps take and some cell phone pictures?
  - a. [2020-21 versions of the student handbook and code of conduct are included in this addendum.](#)
4. Section 3.2.1. Please elaborate on the ink requirements for 3.2.1.4 and 3.2.1.5 (4/1, 3/3, etc).
  - a. [Black.](#)
5. Also confirm that 3.2.1.4 is the cover and 3.2.1.5 is the body as 3.2.1.7 seems to contradict 3.2.1.4 as the cover stock.
  - a. [This can be any shade of orange card stock.](#)
6. 3.2.1.7 - please confirm what this means, as the specifications for the Student Code of Conduct do not indicate any colored paper - 3.2.2.4 and 3.2.2.5 indicate white cover and white offset.
  - a. [This is white card stock with colored pictures and text on the front.](#)
7. 3.2.2.5 Confirm what 3/3 is, typically we use 1/1 or 4/4.
  - a. [Please see attached examples for clarity.](#)
8. If this is similar to a book produced previously, a photo of that book or access to the files would be helpful.
  - a. [2020-21 versions of the student handbook and code of conduct are included in this addendum.](#)
9. 3.3.1 Is there a list of schools and books per school so we can correctly calculate packaging requirements?
  - a. [A list of schools by quantity is included in this addendum.](#)
10. What are the ink colors? Are the text pages black ink only or is it four color process? Is the cover four color process, 2 sides, one side or black ink?
  - a. [The text pages and cover for the Student Handbook are black ink. The text pages for the Code of Conduct are blank ink, and the cover is color. Please see the attached examples for clarity.](#)



**2020-2021**  
**Parent/Student**  
**HANDBOOK** Pre-K to 12





Rockford Public Schools focuses on college and career readiness for all of its students. It is among the largest school districts in Illinois and the second-largest employer in the Rockford region. RPS 205 strives to be the first choice for all families.

**Mission**

Collaboratively engage all students in a world-class education.

**Vision**

Be the first choice for families.

**Motto**

Shaping Tomorrow Today

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**ROCKFORD PUBLIC SCHOOL DISTRICT 205**

**Assertion of Respect for Diversity and Equity**

Rockford Public School District 205 is comprised of, and services a community that is multicultural and diverse in racial, ethnic and socio economic backgrounds. We believe that such diversity enriches our educational activities and our everyday interactions. We celebrate diversity through acceptance of one another, and we endeavor to learn from one another in a climate of positive engagement and mutual respect. Believing that the future of America is dependent on the full participation of all of its citizens, we strive to develop the potential of, and accept leadership by, persons of diverse backgrounds. Without reservations, we are committed to ensuring that the educational process in District 205 is conducted in an atmosphere that:

- Honors and respects diversity;
- Supports equity in educational opportunity and outcomes; and
- Is free of discrimination and harassment.



## Table of Contents

Letter from Superintendent.....	4
Board Members' Information .....	5
Letter from Student Services and Alternative Learning Department .....	6
Ann Marie's Law.....	7
Attendance (policy updates) (Appendix J).....	7
Basic Supplies.....	9
Curriculum and Instruction Standards .....	9
Dress Code.....	10
Education of Homeless Children .....	11
Electronic Devices (updates).....	11
Emergency Closing/Inclement Weather .....	12
Erin's Law.....	12
Extra-Curriculum/Co-Curricular .....	12
Field Trips/Educational Tours.....	12
Grade Placement.....	13
Graduation Requirements .....	13
Growth and Development Class.....	16
Hazardous Materials.....	17
Healthy Students are Healthy Learners.....	17
Health and Dental Examinations/ Immunizations .....	18
Hearing and Vision .....	19
Homeless and Prevention (updates) .....	19
Illinois Eavesdropping Law .....	21
Instruction (updates) (Appendix N).....	21
Medications at School .....	23
Medical Emergency Care .....	24
Parent Concerns/Parent Involvement.....	24
Parent-Teacher Conferences .....	24
Physical Education Medical Procedures .....	25
Press Policy.....	25
Professional Personnel.....	25
Publications/Social Media Access (updates) (Appendix M) .....	26
Questioning of Students by Police or Social Service Officials.....	27
Racial and Ethnic Equity.....	26
Records/Student Files .....	27
Religious Holidays.....	27
Reporting Pupil Progress.....	28
Residence.....	28
Response to Intervention.....	29
Retention .....	29
Safety Program.....	30
School Accountability .....	31
School Admissions/Transfers .....	32
School Lunches.....	33
School Visitation Rights.....	33
School Year Calendar/Day .....	33
Search and Seizure Policy 7.140.....	34
Section 504 Accommodation Plans.....	35
Senate Bill 100 .....	35
Sex Offender Registry.....	35
Special Education Programs and Services.....	36
Student Accidents/Insurance.....	37
Student Address Changes.....	37
Student Code of Conduct (policy updates) (Appendix F) .....	37
Student Fees .....	38
Student Harassment.....	39
Student Support Services.....	39

## Table of Contents

Telephone Procedures.....	39
Title I Programs .....	40
Tobacco Prohibition Policy.....	40
Transportation (updates).....	40
Uniform Grievance Procedure.....	42
Visitors' Code of Conduct.....	42
Web Site Information.....	42
Appendix A Family Education Rights and Privacy Act (FERPA) .....	42
Appendix B Health & Dental Examinations, Immunizations & Exclusion of Students .....	45
Appendix C Uniform Grievance Procedure .....	47
Appendix D Equal Education Opportunities .....	48
Appendix E Harassment of Students Prohibited .....	49
Appendix F Preventing Bullying Intimidation and Harassment (Policy updates) .....	50
Appendix G Teen Dating Violence Prohibited .....	56
Appendix H Student & Family Privacy Rights.....	56
Appendix I Compulsory Attendance Law.....	58
Appendix J Medicaid Data Release – Special Educations Students Only .....	59
Appendix K Attendance Policy/Tuancy Framework Matrix (Policy updates).....	60
Appendix L Erin's Law .....	61
Appendix M Homeless Students .....	62
Appendix N Right to Privacy in the School Settings Act - Social Network Access .....	64
Appendix O Acceptable Use of the Electronic Network.....	65
Appendix P School Admissions & Student Transfer To and From Non-District Schools.....	68
Appendix Q Student Transfer Form.....	70
Appendix R Proficiency Exam Procedures.....	71
Appendix S Search and Seizure.....	71
Appendix T Non Public/Non Graded School Student, Including Home Schooled Students.....	72
Appendix U Indoor Air Quality Plan (IAQP).....	73
Appendix V Ann Marie's Law.....	77
Appendix W Restrictions on Publication .....	79
Appendix X Student Discipline.....	80
Signature Page.....	81
School Academic Calendar) .....	82

**Please review this handbook for information concerning our schools. It should be noted that the handbook is only a summary of board policies governing the district; board policies are available on the district's website and at the administration building. Website Link: <http://www3.rps205.com>.**

Dear Parents:

This handbook outlines the policies, procedures and expectations for all children in Rockford Public Schools. We want children to behave, to be held accountable for their actions and to have no distractions as they pursue learning. We want to be partners with you as we all work together to make sure every child has an outstanding experience – one that results in a high school diploma indicating mastery of all learning material.

Each school may have additional procedures designed to improve student behavior and learning. These procedures will be given to you at registration and will serve as a supplement to this document.

We encourage and appreciate your active involvement in our schools and look forward to working with you. Together, we can do what it takes for all children to have a very successful 2020-2021 school year.

Dr. Ehren Jarrett  
Superintendent of Rockford Public Schools

**Educational Philosophy and Objectives:**

- Average student performance in Rockford Public Schools will exceed state and national averages on standardized achievement tests.
- The disparity in achievement among all identified ethnic/racial groups will be eliminated on such tests.
- Each student will participate in setting and will achieve personally challenging educational goals based on the student's interests, talents and abilities.
- All students will meet or exceed district performance standards for knowledge and skill necessary to succeed at each appropriate level.



## Members of the Board of Education

DISTRICT A	Anthony Dixon (815) 490-4160 <a href="mailto:anthony.dixon@rps205.com">anthony.dixon@rps205.com</a>	Term Expires 2021
DISTRICT B	Tim Rollins (815)987-8910 (work) <a href="mailto:tim@rollins4rockford.com">tim@rollins4rockford.com</a>	Term Expires 2023
DISTRICT C	Kenneth Scrivano (815)871-6683 (cell) <a href="mailto:Kenneth.Scrivano@rps205.com">Kenneth.Scrivano@rps205.com</a>	Term Expires 2021
DISTRICT D	Jude Makulec (815) 633-6818 (home) <a href="mailto:judemakulec@gmail.com">judemakulec@gmail.com</a>	Term Expires 2023
DISTRICT E	David Seigel (815) 608-3636 <a href="mailto:david.seigel@rps205.com">david.seigel@rps205.com</a>	Term Expires 2023
DISTRICT F	Michael Connor (815) 505-7809 <a href="mailto:Michael.connor@rps205.com">Michael.connor@rps205.com</a>	Term Expires 2021
DISTRICT G	June Stanford <a href="mailto:June.stanford@rps205.com">June.stanford@rps205.com</a>	Term Expires 2021

**School Handbook  
2020-2021 SCHOOL YEAR**

**Daily school attendance leads to a better life!**

Dear Parents/Guardians,

Many studies show that the time you invest in your child's education directly impacts their quality of life. This investment starts with daily on-time attendance.

This year we are challenging parents to set a goal of improving their child's attendance for the entire year. After reflecting on the common barriers that often keeps children out of school, we developed a checklist of common issues that we hope will be helpful in meeting your goal for this year. Please plan ahead so that these barriers do not impact your child during the school year.

- ☐ Does your child have or need bus services? Need help? For assistance, please call:  
Transportation Department  
2000 Christina St.  
Phone: (815)966-3706
- ☐ Do you have back-up child care arrangements for unexpected events or other emergencies? Make sure that your school-aged children are not responsible for watching younger children during the school day.
- ☐ Do you have up-to-date immunizations and physical exam for pre-k, kindergarten, 6th and 9th grade students? The Ronald McDonald Care Mobile provides free medical care to uninsured or underinsured children ages 0-18. For more information about the Care Mobile, call (815) 971-5810.

**Additional Locations:**  
**(Call to make an appointment)**

Crusader Clinic – (815) 490-1600  
Winnebago County Health Dept. – (815) 720-4000  
Primary Care Provider or Walk-in Clinics – see yellow pages

As always, the Student Services and Alternative Learning staff is available to help you with all attendance and truancy initiatives. If you have any questions or need any assistance, please call us at (815) 966-5251.

Sincerely,  
Student Services and Alternative Learning

## Ann Maries' Law

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and Depression awareness and prevention are important Board goals.

The Student Services Department for the Rockford Public Schools has developed (and ensures the implementation of) Suicide and Depression Awareness Prevention Programs to achieve the Board of Education goals for improved social climate and student safety. RPS Board policy 7.290 (**See Appendix V**)

Protocols and Procedures include:

- a) Protocols for administering youth suicide awareness and prevention education to students and staff.
- b) Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
- c) Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified at increased risk of suicide

## Attendance

School attendance is vital to students' achievement. Students who develop patterns of good attendance are more likely to be successful both academically and socially.

- When students attend school, they earn better grades, score better on standardized tests and are more likely to graduate from high school.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- Rockford Public School is working to improve its schools in ways that will make students feel more welcome, safe and enthusiastic about showing up every day. At the same time, we're developing incentives to improve student attendance.

**\*\*\*Please note: Students will receive a percentage of the full day of attendance credit contingent upon their arrival time after the school day has begun. Partial day attendance is recorded in 25%, 50% and 75% increments of instructional minutes.**

### Parents Influence Attendance-Be Involved

- Please contact the school on days when your child will be absent within the first two hours of the start time.
- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or email address.
- Parents must sign their child in/out in the office when they leave during the day.

Every student is expected to attend school on a daily basis, unless there is a valid justification for his/her absence. Please plan ahead so that your child does not have "parent permitted trancies." If you need support to get your child to school, contact your building principal for assistance.

### Compulsory Attendance Law

Persons having custody or control of a child subject to the provisions of compulsory attendance law should refer to the Rockford Public Schools Code of Conduct Handbook and **Appendix I**.

### Attendance Policy

#### Reporting of absences:

1. When a student is absent from school, the parent/guardian is required to telephone the school office prior to or within the first two hours of start time. The parent/guardian must call each day the student is absent unless previous arrangements have been made. If the parent/guardian has not called within the first two hours of the school day, the attendance secretary will attempt to call the parent/guardian to find out the reason why the student is absent. If no contact is made with the parent/guardian on the day the student is absent, the administration will classify the absence as unexcused.
2. The determination as to whether an absence is excused or unexcused will be made by school administration in compliance with Illinois law and District/Board Policy.

### **Excused Absences – Valid Cause (Compulsory Attendance see Appendix I)**

Students shall be excused from school when the absence is:

- ☐ Due to his or her illness
- ☐ For a medical or dental appointment
- ☐ For a court appearance
- ☐ For funeral attendance (1-3 days depending on funeral location)
- ☐ Observation of a holiday or ceremony of his or her religion or attendance at religious retreats.
- ☐ Extraordinary circumstances including medical necessity or family hardship

Students absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion in the allotted time frame, shall be given full credit.

### **The Five (5) Day Excused Absence Policy**

Students who accumulate more than five (5) days of absences per semester must provide proof of the nature of the excused absence, in the form of a note from the doctor or excuse from school nurse, for the absence to be considered excused. Failure to do so will result in an unexcused absence. Valid reasons for excused absences for the five day rule include illness of the student, injury, unavoidable accident or emergency and anticipated absence with administrative approval prior to the absence. Excused absences not counted in the five (5) day rule are: religious holidays, medical appointments with written proof from doctor; funeral for family members; court appearances with written proof from court; pre-approved college visits; extended serious/critical illness of student/family member; other absences as determined by administration (see valid cause). Students exceeding 10 days for any reason will be dropped (Administration Regulation 7.70).

### **Tuant Absences**

Tuant absences are accumulated after a student exceeds 1% of absences (valid or non-valid) for the academic school year. Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. The City of Rockford and Winnebago County ordinances consider each unexcused absence as an incident of truancy.

- When a school does not receive parental explanation of a student absence, the absence will be considered unexcused.
- Letters will be sent to parents of students who accrue multiple unexcused absences.
- If a student is truant, parents will be contacted to determine the root cause and offer the appropriate support needed to improve future attendance.
- Students who are chronically truant may be referred to the Student Services Department, Truancy Intervention Center or the Winnebago County Court System for more intense intervention.

Examples include but are not limited to: no transportation to school, missing the school bus, oversleeping, participation in non-school sponsored events, personal business, private vehicle breakdown/failure to start, and truancy.

### **Release for Appointments**

Parents/Guardians are encouraged to make appointments during times that do not conflict with school and instructional time. Students will only be released to non-parents/guardians if the parent/guardian has called the school prior to the student's release and provided the name of the person to whom the student is to be released. This individual must provide the school with a photo ID. The parent/guardian should also provide the following information:

- Name and grade of student
- Time of appointment
- Type of appointment
- Time to be released from school
- Approximate time of return to school.

*On the day of the appointment, students should come to the office and receive a pass in order to be excused from class at the designated time. The parent/guardian (or parent approved care giver) must sign the student out through the office. When the student returns, they must sign back in with the office, and provide a written note from the doctor verifying the appointment. All appointments not verified by written proof from the doctor will be considered unexcused.*

### **Illness at School**

*If a student becomes ill while at school, they must come to the office to use the phone to contact parent/guardian. Students may not use any pay phones, classroom phones, cell phones, or other electronic communications equipment for the purposes of calling home when ill. If the student is sent home by a school employee as a result of the student's illness or injury, then this shall be considered an excused absence.*



## **Tardiness**

Tardiness is a Minor Infraction which will result in a Code of Conduct Intervention. Please refer to the Rockford Public School's Code of Conduct for tardy corrective strategies, social interventions and consequences.

### **For Elementary students:**

When any student is late to school, the parent/guardian must accompany the student to the attendance office to report the tardy. Excessive tardiness will result in a conference with administration or be reported to the truancy officer. Tardies accumulate annually and do not start over after the first semester. Attendance is taken each day, and tardiness is documented.

### **For secondary students:**

1<sup>st</sup> TARDY WARNING

2<sup>nd</sup> TARDY WARNING

3<sup>rd</sup> TARDY WARNING, a subsequent tardy will result in administration action in compliance with the Student Code of Conduct.

4<sup>th</sup> Tardy Detention

5<sup>th</sup> Tardy, Saturday School or Detention II

6<sup>th</sup> Tardy ALE

7<sup>th</sup> Tardy, (See Tardy Matrix, **Appendix K**)

A student who arrives late to school for any reason will receive an unexcused tardy unless they can provide written proof that they had a legitimate appointment during the time that corresponds with that portion of the school day(s) they missed. See **Appendix I** and **Appendix K**.

## **Attendance Violations**

Please refer to **Appendix I** for Illinois School Code Legal Reference.

## **Basic Supplies**

School supply list can be accessed by contacting your child's school or visiting the RPS website [www3.rps205.com](http://www3.rps205.com) (school) link.

## **Curriculum & Instruction Standards**

The curriculum shall contain instruction on subjects required by state statute or regulation, including but not limited to the following:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, (i) drug and substance abuse prevention.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) career and technical education. Students otherwise eligible to take a driver education course must receive a passing grade in at least eight (8) courses during the previous two (2) semesters before enrolling in the course. The superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include classroom instruction on distracted driving as a major traffic safety issue. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in state law for the receipt of a Certificate of Completion from the Secretary of State shall be provided to students in writing at the time of their registration.
3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In grades 4 through 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. The curriculum in grades 3 and above shall contain a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. In addition, in all grades, bullying prevention and gang resistance education and training must be taught.
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
8. In all grades, physical education must be taught including a developmentally planned health-related fitness that increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, encourage healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6.310, Credit for Alternative Courses and Programs, and Course Substitution, and 7.260, Exemption from Physical Activity.

9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) other components necessary to develop a sound mind in a healthy body.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics, Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and state. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
14. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
16. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
17. In all schools offering a secondary agricultural education program, courses as required by 105 ILCS 5/2-3.80.

**The Dual Credit Quality Act (110 ILCS 27/)** defines dual credit as a college course taken by a high school student for credit at both the college and high school level. 110 ILCS 27/5 and 105 ILCS 5/10-20.62(a), amended by P.A. 100-792, eff. 1-1-19. An instructor who teaches a dual credit course does not need the certification required by Article 21 of the School Code but must meet the standards set forth in 110 ILCS 27/20(1), (2), or (3), amended by P.A. 100-1049, eff. 1-1-19. Dual credit programs require: (a) a specific partnership agreement between the district and a CC, as long as the district is in the CC's jurisdiction (110 ILCS 27/16, added by P.A. 100-1049, eff. 1-1-19), or (b) cooperation between the school district and the institution providing the dual credit courses (see the Higher Education Student Assistance Act at 110 ILCS 947/10 for a definition of *institution*). If the district and CC cannot agree within 180 days of a district's initial request to enter into a partnership agreement, the two parties must use the model partnership agreement located at 110 ILCS 27/19, added by P.A. 100-1049, eff. 1-1-19.

After 1-1-19, out-of-state dual credit contracts are prohibited until a district first offers the CC in the district in which the district is located the opportunity to provide a dual credit course. 110 ILCS 27/17, added by P.A. 100-1049, eff. 1-1-19. In addition, a district seeking to enter into an agreement with an out-of-state institution must provide notice to the Ill. State Board of Higher Education (BHE) of its intent to which the BHE will have 30 days to provide the district with a list of in-state institutions that can provide the district an equivalent dual credit opportunity. Id. Agreements between a district and an out-of-state institution that were in effect before 1-1-19 will not be affected. Id. A high school evaluation of a dual credit program must also incorporate the analysis of data from the Ill. State Board of Education's (ISBE) statewide longitudinal data system (see the P-20 Longitudinal Education Data System Act, 105 ILCS 13/, for more information).

## **Dress Code**

Most elementary and middle schools have board approved school uniform dress codes. Students attending those schools must wear the school uniform. At registration, you will be given uniform guidelines. 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.

Grooming and neatness are the primary responsibility of students and their parents. Schools may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards or may disrupt the education process or learning atmosphere. Student dress will conform to the following:

- 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 shoes.
- Students' clothing will cover undergarments and bare midriffs.

- Garments or jewelry depicting alcohol, tobacco, or other drugs will not be worn at school or on a school bus, school grounds or school sponsored activities.
- Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, and gang affiliation will not be worn at school or on a school bus, school grounds or school sponsored activities.

## Education of Homeless Children

Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State Law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. The superintendent shall appoint a liaison for homeless children.

The purpose of the Families In Transition Department (FIT) is to serve students whether they have been homeless for a short period of time or have been without housing for a long period. The law requires that students who are homeless receive confidential services. The FIT department protects the rights of homeless students and helps to remove all of the barriers that would prevent a student from immediately enrolling in, attending, and fully participating in school. For more information, contact the Families In Transition Department at 815-966-3163.

A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act. (See **Appendix M**)

## Electronic Devices

Electronic devices are not to be used in school; therefore the school and staff are not responsible for lost or stolen electronic devices such as cell phones, iPods, MP3 players, cameras, etc. Devices will be confiscated and parent/guardian will be required to pick the item(s) up from the school office.

**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, including \*sexting that will cause disruption to the educational environment or will otherwise violate student conduct rules.

Electronic devices may be used during the school day if:

1. Use of the device is provided in the student's IEP;
2. Permission is received from the student's teacher;
3. Permission is received from a building administrator.

An electronic device: any type of electronic communication device, defined at 705 ILCS 405/3-40(a), added by P.A. 96-1087. It includes, but is not limited to, a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures. This includes cellular telephones (see [www.thesaurus.com](http://www.thesaurus.com)), listing cellular and wireless telephones as synonyms.

*\*Sexting: a portmanteau word of sex and texting with no clear definition. It is commonly explained as the act of sending sexually explicit photos, images, or messages electronically, primarily by mobile phone or the internet, that are taken with or without consent. It also includes indecent visual depictions, which means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed (705 ILCS 405/3-40(a), added by P.A. 961087, eff. 1-1-11).*

*For more information, please refer to the RPS Student Code of Conduct.*

## Emergency Closing/Inclement Weather

We are asking that you please listen to your radios (WROK 1440 AM, WQFL 100.9 FM, WKMQ 95.3 FM, WNIU 89.5 FM, WLBK/WDEK 1360 AM, WNTA 1330 AM), LATREMENDA (Spanish Station-Chicago), the local television stations (WREX TV 13, WTVO TV 17, WIFR TV 23, WQRF TV 39), if you believe inclement weather may cause the schools to be closed. This decision is made and shared with the media by 6:30 a.m. for immediate dissemination to the community. Also, please check the district's website for this information, at [www3.rps205.com](http://www3.rps205.com), emergency notification system.

## Erin's Law

### Notice of instruction in recognizing and avoiding sexual abuse/Safety Awareness

The district provides five (5) days advance notice to parents prior to offering any class or course in recognizing and avoiding sexual abuse to pupils in grades kindergarten through 12. **(See appendix L)**

- The district provides that such pupils shall not be required to take the course if the parent/guardian submits written objection.
- The safety awareness course is an age-appropriate curriculum.
- The district provides effective professional development for educators.
- The district partners with parents for education on the importance of awareness and strategy.
- Enhanced disciplinary enforcement against licensed professionals who knowingly fail to report.

## Extracurricular and Co-Curricular Activities

Student body desires concerning co-curricular activities are important. Selection of members or participants is at the discretion of the sponsors or coaches, provided that the selection criteria conform to the districts' policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code. Building principals are responsible for the scheduling and announcing of student extracurricular and co-curricular activities. Non-school sponsored student groups are governed by the district's policy on student use of school buildings.

### Co-curricular Eligibility

Co-curricular activities include all athletic and non-academic activities sponsored by the board of education in elementary, middle schools and high schools. Student participation in these activities is encouraged provided students first meet certain academic requirements.

For students in kindergarten through 5th grade, selection of participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the district's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For students in 6th through 12th grade, selection of participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. In addition, participation in co-curricular activities is dependent upon course selection and successful progress in those courses.

In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, all students in 6th-12th grades, except those entering 9th grade, **must have received a passing grade in at least five (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 five (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.

For students receiving services under IDEA or Section 504 of the Rehabilitation Act of 1973, their IEP or 504 plans will be reviewed for proper implementation prior to determining ineligibility. Should this review determine that the individual plan is appropriately implemented and that the student's ineligibility is unrelated to his/her disability, the student shall be held ineligible.

## Field Trips/Educational Tours

Student trips are permitted which enhance or supplement educational programs or which fulfill obligations to the interscholastic activity program. No student trip shall significantly interfere with the educational routine of students who must remain in school.

- I. Field Trips:

- A. Educational: The building principal may authorize educationally related field trips. If transportation is required, students shall be charged for such transportation in an amount not to exceed the cost thereof which shall include a reasonable allowance for depreciation of the vehicles used.
- B. Interscholastic Activity Program: The building principal may provide transportation at school expense for school sponsored activities in which students participate. These activities include interscholastic athletics and other co-curricular activities.
- II. As a supplement to a particular course of instruction, the superintendent may authorize educational tours within and out of the United States for students or employees. No school funds may be used for any expenses incurred on such tours such as meals, lodging, and transportation. The salaries of necessary personnel may be paid while on a tour if they are acting in the ordinary course of their employment.
- III. Transportation: If available, transportation will be provided by the school district. If non-school vehicles are used, the driver and the owner shall have filed with the school district prior to the trip proof of automobile insurance in the minimum amount of \$100,000/\$300,000 bodily injury liability coverage.
- IV. Supervision: Proper supervision by school district personnel shall be provided for all school sponsored student trips. Parents are permitted to assist in such supervision.
- V. Parental Permission: No student shall be allowed on a field trip or educational tour without the informed consent of the student's parent or guardian evidenced by a signed authorization.

## Grade Placement

Students, who are new to the Rockford Public Schools, either by transfer from non-public schools or from schools outside the District, will initially be placed at the grade level they would have reached elsewhere. Final grade placement and exceptions regarding placement are made by the school principal. Exceptions will be made only after notification and an explanation is given to the parents of the student.

### Grading and Promotion

The staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance based on Illinois Standards Achievement Tests, the Iowa Test of Basic Skills, or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance.

The administration offers remedial assistance for students who do not demonstrate proficiency. First (1st) through eighth (8th) grade students who do not show proficiency in reading and or math by the end of the school year will be required to attend summer school. After the summer school session is complete, students who have improved their academic performance, as reflected by a passing (proficient) grade, will be promoted to the next grade. The summer school teacher will make a promotion recommendation to the building Principal. The decision at the building level regarding the student's promotion to the next grade shall be the responsibility of the Building Principal.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- a miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- the teacher agrees to allow the student to do extra work that may impact the grade;
- an inappropriate grading system used to determine the grade; or
- an inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

## Graduation Requirements

The School Board determines high school graduation requirements that will provide each student ample opportunity to achieve the purpose for which the School District exists and that meet the minimum graduation requirements contained in state law. Unless otherwise exempted, each student must successfully accomplish the following courses in order to graduate from high school:

1. Complete all courses as provided in The School Code, 105 ILCS 5/27-22, according to the year in which a student entered the 9th grade.
2. Complete all minimum requirements for graduation as specified by Illinois State Board of Education Rule, 23 Ill. Admin. Code §1.440.
3. Receive a passing grade on examination(s) covering the subjects of patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
4. Take the Prairie State Achievement Examination, unless the student is exempt according to 105 ILCS 5/2-3.64.
5. Complete all District course requirements as follows:

Academic Area	District 205 Graduation Requirements 2016-2020	District 205 Graduation Requirements Students beginning with the 2018-2019 year	Illinois State Board of Higher Education Requirements	Highly Selective Colleges and Universities
English	4 years (8 credits)	4 years (8 credits)	4 years	4 years
Math	3 years (6 credits) <ul style="list-style-type: none"><li>Algebra</li><li>Geometry</li><li>1 year beyond Geometry</li></ul>	3 years (6 credits) <ul style="list-style-type: none"><li>Integrated Math 1</li><li>Integrated Math 2</li><li>Integrated Math 3</li></ul>	3 years Courses that include Algebra & Geometry content	3-4 years
Science	3 years (6 credits) <ul style="list-style-type: none"><li>Biology</li><li>A Physical Science</li><li>1 additional year of Science</li></ul>	3 years (6 credits) <ul style="list-style-type: none"><li>Biology</li><li>Integrated Science 1 or Chemistry</li><li>Integrated Science 2 or Physics</li></ul>	2 years	4 years
Social Science	3 years (6 credits) <ul style="list-style-type: none"><li>World Geography or World History</li><li>US History</li><li>American Government (s)</li><li>Economics (s)</li><li>Pass Constitution Test</li></ul>	3 years (6 credits) <ul style="list-style-type: none"><li>Global Studies</li><li>US History</li><li>American Government (s)</li><li>Economics (s)</li><li>Pass the Constitution Test</li></ul>	2 years	4 years
PE/Health	PE - 3.5 years (7 credits) Health - .5 years (1 credit)	PE - 3.5 years (7 credits) Health - .5 years (1 credit)	1 Semester	Selective colleges and universities use a holistic approach to admissions. There is not a course formula that will ensure admission. Academic and non-academic factors are considered for college admission.
Fine Arts, Foreign Language, CTE	2 year (4 credits)	2 year (4 credits)	1 Year	
Other Electives	Electives to achieve total credits required by Board Policy	Electives to achieve total credits required by Board Policy	Varies	
AP Course/ Dual Credit	At least one AP or Dual Credit Course in any subject area is strongly encouraged.	At least one AP or Dual Credit Course in any subject area is strongly encouraged	AP or Dual Credit Courses area strongly encouraged.	
Total	48 Credits			

(s) Semester Course

### **Classification by Grade Level**

*Calculated at the beginning of each school year.*

1 <sup>st</sup> year in 9 <sup>th</sup> grade	Freshman	Sophomore	Junior	Senior
2012-2 <sup>nd</sup> 2013 and later 2011 -	0-9	10-19	20-29	30+
2 <sup>nd</sup>	0-11	12-23	24-33	34+

\*See Dual Credit Quality Act Page

\*\*Per Illinois School Code, if a student graduates earlier, the number of required physical education credit hours is reduced according to number of semesters enrolled.

\*\*\*Students who enroll in AP classes are required to take the AP exam.

\*\*\*\* Students entering a Rockford Public High School on or after the 2012/2013 school year will be required to complete three (3) years of Science including one year of physical science and one year of life science.

**\*\*\*\* Students entering a Rockford Public High School on or after the 2012/2013 school year will be required to complete a total of 408 credit hours to graduate.**

The Superintendent or designee is responsible for:

- 1) maintaining a description of all course offerings that comply with the above graduation requirements;
- 2) notifying students and their parent(s)/guardian(s) of graduation requirements;
- 3) developing the criteria for determining when a student accomplishes number 5 above as well as a method for recording that fact in the student's school record; and
- 4) taking all other actions to implement this policy.

### **Early Graduation**

Students may apply for early graduation by submitting a plan to their counselor by the last day of school sophomore year. The student must meet all credit and course specific requirements including taking the Prairie State Exam.

Notification of the student's request and verification of the student's acceptability for early graduation will be given to the Superintendent for approval.

### **Certificate of Completion**

A student with a disability who has an individualized education program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a Certificate of Completion after the student has completed 4 years of high school (and as more fully described in the Administrative Regulation). The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parent(s)/guardian(s).

### **Veterans of World War II, the Korean Conflict, or the Vietnam Conflict**

Upon application, an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict will be awarded a diploma, provided that he or she: (1) resided within an area currently within the district at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma or General Educational Development (GED) Diploma.

### **Credit for Alternative Courses and Programs and Course Substitutions**

Graduation credit will not be given for:

1. Home schooling;
2. Continuing education courses;
3. Military service;
4. Volunteer service credit programs;
5. Proficiency exams other than the Consumer Education Proficiency test developed and furnished by the State Board of Education.

### **Exchange Programs**

Diplomas will be granted to exchange students when the criteria for graduation established by the State of Illinois and the board of education have been successfully met. The board of education may grant a Certificate of Attendance to exchange students.

District students will receive academic credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal.

### **Correspondence/Virtual Learning**

A limited number of pre-approved correspondence credits from institutions accredited by North Central Association or courses that are offerings of the Illinois Virtual High School will be accepted with permission of the building principal.

### **Community College Classes**

Those courses accepted for credit will be from a pre-approved list of courses mutually agreed to by the district and the community college.

### **Youth Apprenticeship Vocational Education Program**

Students participating in the Youth Apprenticeship Vocational Education Program may earn credit toward graduation for work-related training received at manufacturing facilities or agencies.

### **Substitutions for Physical Education and Other Required Courses**



A. Vocational or Career and Technical Education Courses.

A student in grades 9-12 may satisfy one or more high school courses for graduation requirements by successfully completing related vocational or technical education if:

1. The vocational or technical course contains at least 50% of the content of the required course or graduation requirement for which it is substituted; and
2. The student's parent(s)/guardian(s) request and approve the substitution in writing.

The superintendent or his/her designee shall prepare a listing of such "related" vocational or technical courses which at any time meet the substitution requirement provided for in this policy.

B. Physical Education Courses

A student may request that the building principal excuse him/her from physical education courses for the following reasons:

1. In grades 11-12, participation in an interscholastic athletic program;
2. In grades 11-12, enrollment in a specific academic course required for admission to an institution of higher learning, provided that the addition of such a course to the student's schedule would result in a course load of more than the district's normal practice;
3. In grades 11-12, enrollment in academic classes required for graduation from high school, provided that the addition of such a course to the student's schedule would result in a course load of more than the district's normal practice; or
4. In grades 9-12, enrollment in a Reserve Officers Training Corps (ROTC) Program sponsored by the district.

Students must submit such requests in writing with as much specificity as possible. Principals shall maintain records showing that they applied the stated criteria to the student's individual circumstances

### **Student Testing and Assessment Program**

The district Student Assessment Program provides information for determining individual student achievement and guidance needs, curriculum and instruction effectiveness, as well as school performance measured against District student learning objectives and statewide norms.

The superintendent or designee shall manage the student assessment program that, at a minimum:

1. Uses the State Assessment System and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Tests the grades and subjects according to the schedule required by the State Assessment System. The district's assessment program may include testing students in grades not required by state law to be tested.
3. Tracks the achievement of all students.
4. Provides each student and his or her parents/custodians with an evaluation of the student's learning on the basis of test and assessment results. See policy 6.280, Grading and Promotion.
5. Utilizes professional testing practices.

Overall student assessment data on tests required by state law will be aggregated by the district and reported, along with other information, on the district's annual report card. Board Policy 7.340, Student Records, and its implementing procedures govern record keeping and access issues.

## **Growth and Development Class**

### **Elementary:**

Fifth grade students shall be provided annually, during the school year, a growth and development presentation. One of the certified nursing staff, physical education or health teacher, or other designated health representative will provide a video production on the normal body changes which occur as children's bodies mature and grow. A discussion and question/answer period will follow. Parents wishing to preview the film during normal school hours may do so by contacting the school nurse. Parents wishing to exclude their child from participating in this presentation may submit a letter of objection to the building nurse. If there is no letter of objection on file in the Health Office, all 5<sup>th</sup> grade students will participate in this presentation. RPS Board policy 6.60, 105 ILCS 5/27.

**Secondary:** Middle school students will be taught a class in growth and development. A letter is given to students to take home to parents prior to the class date. This letter will explain what is covered during the class (puberty, STD's, abstinence, safe decision making skills, and reproduction). The student would be excluded from these lessons only if the parent signs, and the student returns, the signed letter to the school. Any excluded student will be assigned an alternate lesson for the time frame of this unit.

## Hazardous Materials

### Cleaning Products

Rockford Public Schools follows Illinois EPA guidelines and uses only environmentally "green" cleaning products for general purpose cleaning.

### Pesticides

Rockford Public Schools uses an Integrated Pest Mgmt. Sys. to reduce pest populations in schools. During the summer, Facilities Dept. may utilize lawn applications on athletic fields and occasionally other areas for weed control. If you desire additional info regarding pesticide use, please contact our office or Guy Carynski, Environmental Health Coordinator, at 815-966-3010 or [guy.carynski@rps205.com](mailto:guy.carynski@rps205.com).

### Asbestos

Information about asbestos-containing materials in the school can be found in the Asbestos Mgmt. Plans which are located in the office of each school. Notification of abatements, inspections, & repairs are published annually. See this year's notification at the end of **Appendix T**.

## Healthy Students Are Better Learners

Health Services staff encourages the following good hygiene practices to allow for optimum learning opportunities:

**Thorough & frequent hand washing**

**8-10 hours of sleep each night**

**Eating a nutritious breakfast**

**Exercise for 30 minutes, at least 3X/week**

If, however, your child is ill, they should not be sent to school. Your child should remain at home for at least 24 hours after their symptoms have resolved. Please consider contacting your doctor for advice if your child exhibits any of the following conditions:

**Severe pain that limits activity**

**Contagious illness or condition**

**Constant cough**

**Temperature of 100.4 degrees or higher**

**Vomiting or diarrhea**

**Skin rash**

**Head Lice** - Head lice are tiny insects that gather mostly behind the ears, back of the neck and only live on the human head. The presence of lice can occur in all levels of income, age, sex, or race. Lice cannot fly or jump, they are passed along following prolonged, direct head-to-head contact. Head lice do not cause illness nor do they transmit communicable diseases.

Researchers advise treating only the person affected with live lice, using a medicated shampoo, closely following the package directions. Children under the age of 2 years or pregnant women should consult with their doctor's for treatment recommendations. Treatment is followed by thorough combing of the affected person's hair daily for 7-10 days.

Mass Screenings, notifications, and school exclusion have been proven to be ineffective in controlling this nuisance and in avoiding re-infestation. The health services staff will focus on parent and staff education, as is recommended by current research.

### Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the district's policies. The superintendent will develop procedures for communicable and chronic infectious diseases for the board's consideration.

### Benefits of Physical Activity and Outdoor Recess

Recess and physical activity holds many physical, social and even academic benefits for children. Yet a recent parent survey concluded that less than 25% of children in grades 4 through 12 participate in 20 minutes of vigorous activity or 30 minutes of any physical activity per day. The American Academy of Pediatrics reports the value of physical activity. The American Academy of Pediatrics writes: not only will regular physical activity help your child lose weight and maintain that weight loss but has these additional benefits:

- Stronger bones and joints
- Greater muscle strength
- A decrease in body fat
- Improved flexibility
- A healthier cardiovascular system (thus reducing his risk of developing heart disease and high blood pressure)
- A reduced likelihood of developing diabetes
- More energy
- A greater ability to handle stress and resolve conflict
- Improvements in self-confidence and self-esteem
- Greater social acceptance by physically active peers

- Opportunities to make new friends
- Better concentration at school

All students are expected to participate in daily outdoor recess. If there are restrictions due to health that are identified by a medical provider, these must be provided to the nurse in writing. This documentation should include: definition of limitation and recommended duration of excuse. **Any restriction must be updated each school year.** During inclement weather, principals will follow District guidelines to determine whether students will remain indoors for recess or be sent outside to participate in activity. Such decisions will be based on principal discretion. Every building should follow their guidelines and procedures in cases of situational circumstances (immediate crisis due to extreme weather patterns).

### **School-Based Health Center**

The Board of Education of Rockford Public School District No. 205 (District 205) has partnered with Crusader Community Health (Service Organization) to provide medical, dental, optical and mental health services to District 205 students. Crusader Community Health – Auburn Campus, a School-Based Health Center, consists of a seamless partnership of trusted local agencies dedicated to the health and well-being of your child. The partnership includes a nurse practitioner, physician assistant, dentist, dental hygienist, optometrist, behavioral health provider, and their assistants.

The goal of the health center is to improve the physical and emotional health of students and teach them life-long positive health behaviors. The health center will be open Monday through Friday, weather permitting, except for New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving, and Christmas.

Services are provided by Crusader Community Health, Rosecrance and Rockford Family Eye Care. District No. 205 will transport eligible students to and from District No. 205 schools and the school based health center. In order for your child to obtain services at the school-based health center a signed consent must be on file. Please note, consents are an OPT OUT format. If there is a service listed on the consent that you do not want your child to have you must draw a line through and initial next to that service. This consent is provided to RPS 205 by Crusader Community Health. Any questions regarding OPT OUT should be directed towards Crusader Community Health.

### **Growth and Development Presentation**

Fifth grade students shall be provided annually, during the school year, a growth and development presentation. One of the certified nursing staff, physical education or health teacher, or other designated health representative will provide a video production on the normal body changes which occur as children's bodies mature and grow. A discussion and question/answer period will follow. Parents wishing to preview the film during normal school hours may do so by contacting the school nurse. Parents wishing to exclude their child from participating in this presentation may submit a letter of objection to the building nurse. If there is no letter of objection on file in the Health Office, all 5<sup>th</sup> grade students will participate in this presentation. RPS Board policy 6.60, 105 ILCS 5/27

## **Health & Dental Examinations / Immunizations**

Rockford School District requires that all children show proof of having had a health examination and required immunizations PRIOR to the first day of school. (Board Policy 7.100 and 105 ILCS 5/27-8.1).

### **HEALTH EXAMINATIONS**

A student must have a physical examination within one year prior to entering:

- 1) A pre-school program
- 2) Kindergarten
- 3) Sixth Grade
- 4) Ninth Grade
- 5) Any student new to the school district must meet requirement within 30 days of enrollment

### **DENTAL EXAMINATIONS**

All Illinois children in Kindergarten, 2nd, 6th and 9th grades are required to have an oral health exam by a licensed dentist prior to May 15th of the school year. The examination must have taken place within 18 months prior to May 15th of the school year.

### **VISION EXAMINATIONS**

Public Act 95-0671 requires eye exams within one year prior to Kindergarten entry, and for all students who enter a public, private, or parochial school in Illinois for the first time. The exam must be conducted by a qualified optometrist or ophthalmologist. Proof of the required eye exam must be submitted by the first day of school.

## **IMMUNIZATIONS**

Students must show proof of basic immunization and required boosters for Diphtheria, Tetanus, Pertussis, Polio, Red Measles, Mumps, Rubella, Haemophilus Influenza Type B (pre-school only), Meningococcal (6-12<sup>th</sup> grades), Pneumococcal (24-59 months), Hepatitis B (pre-school, 6-12<sup>th</sup> grades), and Varicella.

## **LEAD SCREENING**

Students entering pre-school and Kindergarten must show proof of lead screening. The requirement for children to be tested or assessed applies to children six months through six years of age. Testing is mandatory for students who reside in ZIP codes 61101, 61102, 61103, and 61104.

## **OBJECTIONS**

Children whose parents or legal guardians object to health, dental, vision exams or to the required immunizations may submit a letter explaining their religious beliefs and request an exemption to the law. See your Healthcare Provider for details and state of IL required form.

## **NEW STUDENTS**

Parents or legal guardians have 30 days to comply with the above requirements if a student enters the district from out of state, regardless of age.

The required health examinations, immunizations, and lead screening may be obtained at the local health department, clinic, or doctor's office of choice. See **Appendix B**.

## **Hearing & Vision Screening**

**Hearing screening services** shall be provided annually for all children attending preschool, three years of age or older; Kindergarten, grades one through three; are in any special education class; have been referred by a teacher, parent; or are transfer students. In lieu of the screening services required, a completed and signed report form, indicating that the child has had an ear examination by a physician and an audiological evaluation completed by an audiologist within the previous 12 months, is acceptable. If a hearing examination report or audiological evaluation is not on file at the school, your child, in the mandated age, grade, or group will be screened. "The parent or legal guardian of a student may object to hearing screening tests for their children on religious grounds. (23 Ill.Admin.Code 675.110)

**Vision screening services** shall be provided annually during the school year, as mandated for the following children: pre-school, Kindergarten, 2<sup>nd</sup> to 8<sup>th</sup> grades and in all special education classes; those students referred by teachers, parents; and transfer students. If a vision examination report is not on file at the school, your child, in the mandated age, grade, or group will be screened. "Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months." (105 ILCS 27-8.1, Section 685.110) The parent or legal guardian of a student may object to vision screening tests for their child on religious grounds.

## **Homeless and Prevention**

The Illinois State Board of Education (ISBE) considers the school enrollment, attendance and success of homeless children and youth throughout Illinois as a high priority. It is the policy of the ISBE that every homeless child and youth be sensitively identified as required by the federal McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), 42 U.S.C. § 11431 et seq., that every such child or youth be enrolled in and attend the appropriate school on every school day, and that school admission for such children and youth be immediate and be handled sensitively and in a child and family-centered manner in accordance with McKinney-Vento and the Illinois Education for Homeless Children Act (IEHCA), 105 ILCS 45/1-1 et seq. This policy is promulgated with the intention of minimizing educational disruption for homeless children and youth and promoting stability and continuity in education as well as providing social supports during a period of housing in stability.

### **Definition of "Homeless"**

Both Illinois and federal law define "homeless." Homeless students include, but are not limited to, children or youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (commonly referred to as being "doubled up"), are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, are living in emergency or transitional shelters, are abandoned in hospitals, are awaiting foster care placement, are staying in public or private places not ordinarily used as sleeping accommodations; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings, or are otherwise not residing in a fixed, regular and adequate nighttime residence. There is no specific time limit on how long a

child or youth can be considered homeless. Whether a child or youth meets the definition of homeless depends on the living situation and the individual circumstances.

### **Choice of Schools**

A homeless child or youth is entitled to attend any of the following:

- 1) the school in which he or she was enrolled when permanently housed;
- 2) the school in which he or she was last enrolled; or
- 3) any public school that non homeless students who live in the attendance area in which the homeless child or youth is actually living are eligible to attend. The first two choices are referred to as the "school of origin." Children and youth who have experienced homelessness are permitted to attend their school of origin for as long as they remain homeless, or if the child becomes permanently housed, for the remainder of the academic year in which housing is acquired. Where a homeless child or youth may be staying day-to-day in different attendance areas, each such area shall be considered an available choice for school enrollment. If a homeless child or youth presents for enrollment and the school to which they present is neither a school of origin nor a school in which other children or youth in the same living area as the homeless child are entitled to attend, it is appropriate to attempt to explain this to the parent, guardian or youth. However, no school district should deny enrollment of a child for that reason without also taking reasonable steps to help ensure that the child or family is promptly enrolled in an appropriate school district (and advising the parent, guardian or youth of the dispute resolution process and referring them to low-cost or free legal assistance).

### **Transportation**

Where a homeless child or youth chooses to continue enrollment in his or her school of origin, school districts must ensure that transportation is provided. If the homeless child or youth continues to live in the area served by the Local Educational Agency (LEA) where the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the LEA where the school of origin is located. If the homeless child's or youth's living arrangements in the area served by the LEA of origin terminate, and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the LEA's are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. Parents/guardians, in either scenario, shall make a good-faith effort to provide or arrange for transportation to the school of origin, including authorizing relatives, friends or a program for homeless persons to provide the child with transportation; however, it is ultimately the school districts' responsibility to ensure that appropriate transportation is provided and in no event shall appropriate transportation not be provided to a homeless student on any given school day.

### **Primary Duties of School Districts**

All Illinois school districts are LEA's within the meaning of McKinney-Vento and must comply with its provisions. Among the most important responsibilities for LEA's are the following:

- to allow and promote access of homeless children, youth and families in all programs and activities offered by the school (including preschool, kindergarten, after school programs, etc.) and to refrain from any segregation, discrimination or stigmatization of such students;
- wherever possible, and consistent with the wishes of the parent or guardian, to keep a homeless child or youth at his or her "school of origin" as defined in state and federal law;
- to adopt a policy and practice for providing appropriate transportation services to enable homeless children and youth to attend the school of origin;
- to provide notice throughout the community and at all school locations of the rights of, and services for, homeless children and youth, including school choices and transportation availability as well as the name and phone number of the liaison (Posters and brochures have been developed by Opening Doors ([www.homelessed.net](http://www.homelessed.net)), a technical assistance grantee of the Illinois State Board of Education and are available for use by school districts);
- to review and revise any policies, websites, forms and other similar items that may act as barriers to the enrollment, attendance and success of homeless children and youth (and in reviewing and revising any such items, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship);
- to provide outreach to homeless families and youth to ensure that all school-age and pre-school age children not enrolled in school are promptly enrolled in the proper school or pre-school;
- to provide a fair process for resolving disputes between the LEA and any homeless child, parent or youth in accordance with applicable law and as set forth in the Homeless Student Dispute Procedures herein;
- to immediately enroll all homeless students in free breakfast and lunch programs and to waive any of the fees or charges that are subject to waiver under the Illinois fee-waiver rules; and
- to capture data regarding homeless children and youth as required by the Illinois State Board of Education and federal law.

### **Coordination with other Agencies and Resources**

School districts should develop relationships and coordinate with agencies providing supportive services to the families of homeless children and youth. Such agencies include domestic violence agencies, shelter operators, transitional housing facilities, runaway and homeless youth centers, transitional living programs for homeless youth, and other public and private social services (e.g., the Illinois Department of Healthcare and Family Services and the Illinois Department of Human Services). All local school districts should undertake this coordination activity which can help facilitate access of homeless families to food stamps, Medicaid, employment services and emergency assistance. To provide comprehensive services to homeless children and youth and their families, school districts should endeavor to integrate child development programs, preschool programs, and programs for runaways.

### **Ensuring Privacy**

It is prohibited under the Illinois School Students Records Act, for any school staff to provide school student records or information therein to any landlord, zoning office, contractor, and municipal official or housing authority. See **Appendix H**.

### **Illinois Eavesdropping Law**

Teachers may choose to use tape recorders as an instructional tool or as a means for making accommodations for students with special needs. Parents who have concerns or questions about this practice should contact the school administrator.

### **Instruction**

#### **Materials**

The educational process is enhanced by a variety of instructional materials. Within the district resources, an effort will be made to equip classrooms and learning centers with an evenly proportioned, wide assortment of teaching tools, textbooks, workbooks, audio-visual materials, and equipment selected to meet the individual needs of students. The purpose of all instructional materials in the school is to assist in providing quality learning experiences for students.

#### **Instructional Television**

Instructional television shall be available for use by all staff and will reflect the curriculum of the District. The building principal shall monitor the use of instructional television in the school.

#### **Electronic Networks**

Electronic networks and technology, including the Internet and electronic mail, are parts of the district's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The superintendent or designee shall develop an implementation plan for this policy and appoint a system administrator(s). The school district is not responsible for any information that may be lost, or damaged, or become unavailable when using the network, or any information that is retrieved or transmitted via the Internet. Furthermore, the district will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

#### **Curriculum**

The use of the district's electronic networks and technology shall (1) be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and development levels of the students, and (2) comply with the selection criteria for instructional materials and library media center materials. Staff members may, consistent with the superintendent's implementation plan, use the Internet throughout the curriculum. The district's electronic network is part of the curriculum and is not a public forum for general use.

#### **Acceptable Use**

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 Authorization for Use of Electronic Networks and Technology Guidelines 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. (Refer to **Appendix O**)

#### **Internet Safety**

Each district computer with Internet access shall have a filtering device that is designed to block entry to visual depictions that are (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by federal law and as determined by the superintendent or designee. The superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided that person receives prior permission from the superintendent or system administrator. The superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks;

2. Restrict student access to inappropriate matter as well as restricting student access to harmful materials;
3. Ensure student and staff privacy, safety and security when using electronic communications;
4. Restrict unauthorized access, including "hacking" and other unlawful activities; and
5. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

#### **Authorization for Electronic Network Access**

Each user must sign the district's Authorization for Use of Electronic Networks and Technology as a condition for using the district's electronic network. Each student and his or her parent(s)/guardian(s) must sign the authorization before being granted unsupervised use. All users of the districts computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network. The failure of any student or staff member to follow the terms of the Authorization for Use of Electronic Networks and Technology, or this policy, will result in the loss of privileges, disciplinary action, and/or legal action. (\*Refer to **Appendix O**)

#### **Community Resources**

Community resources shall be used to enrich the instructional programs. Such enrichment may be provided by individual citizens and by the organizations and institutions in the community and by planned observation of community and/or governmental activities.

#### **Library/Media Centers**

A Library Media Center will be provided in every school in the district with appropriate materials to enrich and support the curriculum. These materials shall be available for every student in the district, free of charge, to take home on a temporary basis. Students/families will be financially responsible for books that are lost when taken home. Every school library/media center in the school district will be viewed as an information resource center for instruction and curriculum.

#### **Textbooks**

Textbooks shall be provided as instructional tools in all core curriculum\* classes throughout the district. These text and all supplemental learning materials in the education of core classes shall be available for the take home studies of each student in District 205. In the event that proof exists that there is no text available in a given core class, then any and all material used will be provided for take home study.

**\*Core Curriculum is defined as Math, English, Sciences, History, Reading, Writing, Language, Health, Social Studies, Government, and Economics.**

The board of education shall approve the selection and adoption of textbooks upon recommendation of the superintendent. The superintendent shall establish the mechanics for the selection of textbooks which shall involve students, teachers, and administrators.

The instructional material used in the district shall appropriately reflect the multi-cultural and multi-ethnic nature of our American society and shall adequately express the value and worth of each such segment of our society without ethnic, racial or sexual prejudice or discrimination, insofar as quality textbooks are available.

The district shall provide textbooks for use in the public school without charge to students. The Superintendent shall determine a method of distribution of free textbooks subject to approval of the board of education. This does not mean that there will be no deposits to encourage return of textbooks by students nor that they will not be charged for lost or damaged textbooks.

Students shall be financially responsible for any books which they lose when taken home. The superintendent shall establish a procedure for requiring repayment for textbooks and instructional materials lost or damaged. The superintendent shall request textbooks available through the Illinois Textbook Program and other government resources.

#### **Supplemental Media**

Teachers are encouraged to limit the use of supplemental media material to only that which will enhance, or otherwise illustrate, the subjects being taught. All supplemental media material must be age-appropriate. Additionally, no movie shall be shown to students which is rated R unless prior written approval is received from the building principal. Additionally, no movie shall be shown to students which is rated NC-17.

#### **Home and Hospital Instruction**

A student who is absent from school for an extended period of time or ongoing intermittent absences, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.



A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child's birth or a miscarriage. Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

#### **Title I Programs**

The superintendent or designee shall seek funding under Title I improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities to improve the educational opportunities of educationally disadvantaged or deprived children.

All district schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the district's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the district's schools.

#### Title I Parental Involvement

The district maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in district-level and school-level compacts.

#### District-Level Parental Involvement Compact

The superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the district's expectations for parental involvement; (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and (3) other provisions as required by federal law. The superintendent or designee shall ensure that the compact is distributed to parents/guardians of students receiving services, or enrolled in programs under Title I.

#### School-Level Parental Involvement Compact

Each building principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation; (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement; (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and (4) other provisions as required by federal law. Each building principal or designee shall ensure that the compact is distributed to parents/guardians of students receiving services, or enrolled in programs under Title I.

### **Medications at School**

#### **Prescription Medication**

In an amendment to 105 ILCS 5/22.30, pursuant to Public Act 99-0843, all school Districts must implement an **"Asthma Episode Emergency Response Protocol"** in an effort to provide assistance to a pupil experiencing symptoms of wheezing, coughing shortness of breath, chest tightening, or breathing difficulty.

In addition, annually, the district shall request an asthma action plan from the parents or guardians of a pupil with asthma. If provided, the asthma action plan must be kept on file in the office of the school nurse, or in the absence of a school nurse, the school administrator. Copies of the asthma action plan may be distributed to appropriate school staff that interact with the pupil on a regular basis, and if applicable, may be attached to the pupil's federal Section 504 plan or Individualized Education Plan (IEP).

If your child is diagnosed with asthma, this memo serves as a request for you to **provide an asthma action plan** to your school's nurse. Please contact your school's nurse for any questions or more details of the District's Asthma Episode Emergency Response Protocol.

#### **Self-Administered of Asthma Medication**

A student may possess asthma medication prescribed for use at the student's discretion; provided the student's parent/guardian has provided a written authorization for self-administration and self-carry of asthma medication. The parent/guardian of the student must provide to the school the prescription label, which must contain the name of the asthma medication, the prescribed dosage, and the time at which, or circumstances under which the asthma medication is to be administered.

**Prescription Medication:** Medications shall be administered to students by the school nurse or voluntary school personnel only when absolutely necessary for the critical health and well-being of the student. Medication prescribed once or twice per day should be administered by the parent around school hours. If it is determined that the student shall receive medication at school, the procedures set forth below shall be followed:

1. The student's physician shall provide written orders detailing the name of the student, the type of disease or illness involved, the name of the drug, dosage, time interval in which the medication is to be taken, the desired benefits of the medication, the side effects, and an emergency number where the physician can be reached.

2. The student's parent or legal guardian shall provide to the school nurse a written request authorizing the administration of the prescribed medication at school including a parent emergency phone number.
3. Medication shall be brought to the school, by the parent or legal guardian, in the original container appropriately labeled by the pharmacy or physician. Prescription drugs shall display all of the following information: Student name, prescription number, medication name/dosage, administration route and/or directions, date and refill, licensed prescriber's name, pharmacy name, address, and phone number, name or initials of pharmacist. Non-prescription drugs shall be brought to school and stored with the manufacturer's original label indicating the ingredients and the student's name affixed to the container.

#### **Administration of Approved Discretionary Medication**

The School Health Council of the Winnebago County Medical Association has approved the intermittent administration of certain non-prescription medications, which may be made available at the school, following appropriate physical assessment by the registered school nurse: Tylenol or Advil (generic substitutes allowed). This service is offered to alleviate the child's minor discomforts and to avoid early dismissals from school. It is our hope that providing this service improves attendance and enhances academic performance.

Parent or legal guardian written consent must be obtained before any medication is given to the child. Only the School Nurse / Registered Nurse may administer these medications in accordance with established protocols. The approved consent form requires the parent/guardian to select which medication may be made available for their child. The consent is effective for the current school year.

Approved discretionary medications are intended for occasional use only. If the child requires any prescription medication or non-prescription medication on a regular basis, or is beyond weight-based dosage range, the parent or legal guardian must obtain and complete an "Authorization for Medication" form, a written order from the child's doctor, and provide a supply of the medication in the original container.

**Life Threatening Emergency Medication Administration:** If a student experiences an extreme allergic reaction during school hours, the school nurse or trained school staff may administer epinephrine (Epi-pen) in accordance with district protocols. If this occurs, Emergency Medical Services (EMS) will be called and parent or designated emergency contact will be notified. The parent or legal guardian of a student may object to administration of EpiPen for their child/children by submitting a written request that his or her student shall NOT be administered epinephrine under any circumstances. The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or the storage of any medication by school personnel. A Student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of medication, or the storage of the medication by school personnel.

#### **Medical Emergency Care**

All Rockford Public Schools are equipped with Automatic Defibrillator Devices. State law requires the Illinois High School Association to post a hands-only cardiopulmonary resuscitation and automated external defibrillators training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at: [www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx](http://www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx)

#### **Parent Concerns**

Concerns regarding your child's education should be discussed with the classroom teacher. Contact the school principal if further discussion is needed.

#### **Parental Involvement**

In order to assure collaborative relationships between students' families, the board of education and the district, and to enable parent(s)/guardian(s) to become active partners in their children's education, the superintendent shall develop administrative procedures to:

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the district.
4. Inform parents/guardians on how they can assist their children's learning. (ref 20 U.S.C. §6319)

#### **Parent-Teacher Conferences**

Conferences may be held any time during the school year upon the request of a parent or teacher. District parent/teacher conferences are held in the Fall and Spring of each school year. Parent attendance is expected at the Fall and Spring conference sessions. Some schools may use alternative dates for conferences. Please check the schedule inside the back cover for conference dates or visit [www.rps.205.com](http://www.rps.205.com)

## Physical Education Medical Procedures

Due to medical issues, students may need to have their participation level modified. Whenever possible, please have your medical provider provide alternative or modified activities so you may continue to participate and earn points. When a student requires a medical modification we ask for the following:

- Provide medical documentation from a physician or another medical professional as soon as possible.
- Submit a document with specific modifications including preferred or allowed activities.
- Doctors may fax the school nurse with participation specifics.
- Students that are participating at a modified level will still be able earn their daily points for participation by working at the expected modified level.

If a Doctor or Physician does not allow a student to participate in PE, the following guidelines will apply:

- 1-10 medically excused days – Student will be expected to make those days up
- 11-19 medically excused days – Student will be expected to make up 10 days of physical activity. For the remaining days, the student will be provided C.O.P.E. (Cognitive Only Physical Education) or PLATO work that is aligned with State standards.
- 20+ medically excused days – Student and parent will work with school representatives (teacher, counselor, and Assistant Principal) to best meet the needs of the student. These options may include, but are not limited to:
  - Student may medically withdraw from the class and NOT receive credit
  - Student may stay in the class and make up the missed classes until the desired grade is achieved
  - Student may switch to a different class offered during that hour
  - Student may stay in the class and have their grade frozen

## Press Policy

The IL State Board of Education requires school districts under Section 105 ILCS 5/17-1.2 to notify parents/guardians of the posting of specified documents and include information on accessibility. This publication under the notice of stated press documents, Press Policy 4.10 from the RPS Board Policy 4.10., District Annual budget, and Expenditure Report information may be accessed on the RPS Website – (<http://www3.rps205.com>)

## Professional Personnel

### Teacher Qualifications

A teacher, as the term is used in this policy, refers to a district employee who is required to be certified under state law. The following qualifications apply:

1. Each teacher must:
  - a. Have a valid Illinois certificate that legally qualifies the teacher for the duties for which the teacher is employed.
  - b. Provide the district office with a complete transcript of credits earned in institutions of higher education.
  - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the district office with a transcript of any credits earned since the date the last transcript was filed.
  - d. Notify the superintendent of any changes in the teacher's transcript.
2. All teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) must be highly qualified for those assignments as determined by state and federal law.

The superintendent or designee shall:

1. Monitor compliance with state and federal law requirements that teachers be appropriately certified and highly qualified for their assignments;

2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified: (a) of their right to request their students' classroom teachers' professional qualifications, and (b) whenever their child is assigned to, or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

## **Publications**

### **Student Directory Information/Publication of Student Photographs/Images/Work**

Directory information may include the following: student's name and address, parents' name and address, birth date, gender, grade level, academic awards and honors, participation in school-sponsored activities, organizations and athletics, major field of study, and period of attendance in school. Directory information may be released to the general public upon request. Parents who request that directory information not be included in school publications should notify the school on an annual basis before the beginning of the school year. A form for opting out of directory information is available in the district office or online at [www3.rps205.com](http://www3.rps205.com).

Parents are advised that they cannot select specific items to be included or withheld from directory information. Opting out means that their students will not be included in yearbook, school student directory, activity or athletic programs, school newsletter, local newspaper articles, graduation or vendor listings such as for class rings and graduations announcements.

### **Military**

In addition, as required by law, District 205 will provide the names, addresses and telephone listing of students in grades 10-12 to military recruiters and representatives of institutions of higher education upon request. Parents who request that directory information not be included in school publications or released to military recruiters and/or representatives of institutions of higher education should notify the school on an annual basis before the beginning of the school year. A form for opting out of military on directory information requests is available in the district office or online at [www3.rps205.com](http://www3.rps205.com).

### **Photographs/Images/Work**

Student photographs/images/work that does not contain individual identifying information about a student may be published on the District and school web sites or in District publications. Parents who do not want their student's photograph/image or work to be published in print, video or on the web, should provide written notice indicating their request to the school on an annual basis within 14 days of registration. A form for opting out of student photographs/images/work is available at the district office or online at [www3.rps205.com](http://www3.rps205.com).

### **School-Sponsored Publications**

School-sponsored publications and productions are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material which is inconsistent with the district's educational mission. All student media shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

### **Non-School-Sponsored Publications and Web Sites Accessed or Distributed at School**

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such outside source so long as the material to be distributed is primarily prepared by students.

**Distribution of non-school-sponsored written material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district. Distribution "at school" includes distribution on school property or at school-related activities.**

A student engages in gross disobedience and misconduct and may be disciplined for:

- (1) accessing or distributing forbidden material; or
- (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

### **Student-Created, Distributed, Written or Electronic Material Including Blogs**

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing written or electronic material, including internet material and blogs that causes substantial disruption to school operations or interferes with the rights of other students or staff members. The building principal shall develop administrative procedures to implement this policy.

### **Social Media Access**

A school administrator may not require a student to provide a password or other related account information in order to gain access to the student's account or profile on a 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. If the school administrator has reasonable cause to believe that the student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy. **(Refer to Appendix N)**

### **Questioning of Students by Police or Social Service Officials**

No student will be questioned by police or social service officials on school property during school hours on matters unrelated to the school without notification to a parent or guardian, unless the investigation involves the safety or well-being of the child. However, police personnel may be used in a counseling/discipline role in the presence of the building principal concerning school-related situations. As indicated by RPS205 student code of conduct, the school principal has the right to summon police or other law enforcement officials to deal with a student regarding serious school-related misconduct. Every attempt will be made to notify a parent or guardian if a child is to be questioned. The child will always be questioned in the presence of a school official. If an abuse or neglect report has been filed on a student, the following guidelines will apply to investigations on school property by the Department of Children and Family Services.

1. The DCFS worker will contact the principal stating the need for an interview and arrange an appropriate time for that interview.
2. The principal will arrange for a private location for the interview to take place.
3. The principal will arrange for an appropriate school representative to witness the interview. This could be the principal, the school nurse, social worker, home school counselor, teacher or psychologist.
4. Upon arrival in the building, the DCFS worker will provide the principal with proper identification and attempt to notify the parent(s) or guardian of the interview. If the parents(s) or guardian cannot be located to be notified, DCFS will assume responsibility for conducting the interview.
5. If protective custody is deemed necessary, DCFS will provide the school with written notification that the child is being removed from the school's custody.
6. The DCFS worker, in the presence of the principal, will attempt to contact the parent(s) or guardian and inform them of their action. If parent(s) or guardian cannot be reached and later call the school for information, they will be able to obtain information regarding their child by calling the DCFS office at 987-7650.

### **Racial and Ethnic Equity**

Board of Education policies prohibit racial discrimination against students, parents, and employees. A copy of this policy may be obtained in any school office, or the Attorney's office. Complaints of discrimination may be filed using the Uniform Grievance Procedure **(Appendix C)** for assistance.

### **Bilingual Education**

The district shall provide a transitional bilingual educational program for students whose native language is other than English. The program shall recognize the student's primary language and culture as educational assets and seek to develop the necessary proficiency in English to provide the student access to the regular educational program.

### **Records/Student Files**

The Rockford Board of Education has established a policy insuring the privacy of student educational records, as required by federal and state laws. Please refer to **Appendix A** of this handbook for further details.

### **Religious Holidays**

#### **Recognition and/or Observance of Religious Events, Celebrations, or Holidays**

Religion is undeniably an important element in America's history and culture. An explanation of religious history and traditions plays a vital role in understanding the literature, the arts, history, and current events of a culture.

The historical and contemporary significance of religious holidays may be included in the program of education provided that such instruction is presented in an unbiased and objective manner. The selection of holidays to be recognized shall take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities, materials, and visuals shall be educationally sound and sensitive to religious differences, and shall be selected carefully to avoid the excessive and unproductive use of school time. Teachers shall be especially discriminating in planning activities that are to take place immediately preceding or on a religious holiday. The use of symbols associated with religious holidays shall be permitted as a teaching aid.

Music, art, literature, and drama having religious themes (including traditional carols, seasonal songs, and classical music) shall be permitted if presented in an objective and balanced manner without sectarian indoctrination. Religious content included in student performances shall be selected on the basis of its independent educational merit and shall seek to give exposure to a variety of religious customs, beliefs, and forms of expression. Holiday programs, parties, or performances shall not become religious celebrations, or be used as a forum for religious worship, such as a devotional reading of sacred writings, or the recitations of prayers. Student participation in a program or performance which involves personally objectionable religious material or expression shall be voluntary and students are free to be excused from any such program. Expressions of belief or non-belief initiated by individual students shall be permitted in composition, art forms, music, speech, and debate. However, teachers may not require projects or activities which force students to contradict their personal religious beliefs or non-beliefs. No religious belief or non-belief shall be promoted or disparaged by the school district's employees in their official capacities.

### **Religious Observance**

A student shall be released from school, as an excused absence, for the purpose of observing a religious holiday. The parent(s)/guardian(s) must give written notice to the district five (5) days before the student's anticipated absence.

The parent(s)/guardian(s)'s written notification of the student's anticipated absence shall satisfy the district's requirement for a written excuse when the student returns to school. The superintendent shall develop and distribute to teacher's appropriate procedures regarding student absences for a religious holiday which include a list of religious holidays on which students shall be excused from attendance, how teachers are notified of a student's impending absence, and the state law requirement that teachers provide the student an equivalent opportunity to make up any examination, study, or work requirement.

### **Graduation and Baccalaureate Exercises**

The use of an invocation and/or benediction at high school graduation and/or baccalaureate exercises shall rest within the discretion of the graduating senior class.

The invocation and/or benediction, if used, shall be given by a student volunteer.

Consistent with the principle of equal liberty of conscience, the invocation and/or benediction shall be nonsectarian and not proselytizing in nature.

## **Reporting Pupil Progress**

Progress reports will be issued midway through each trimester to inform students, parents and guardians of midterm progress in each class. If you have questions about a progress report, please discuss it with your student. If more clarification is needed, please contact the teacher. Progress reports will be sent home with each child.

Report cards are issued at the end of each trimester, three times during the school year for elementary students. The reports will include an evaluation of academic achievement, conduct and effort. They are issued to give parents/guardians a clearer understanding of your child's total progress. Report cards will be sent home with each child.

## **Residence**

Only students who are residents of the district may attend a district school without a tuition charge, except as otherwise provided below or in state law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child; (b) the reason the child lives with him or her, other than to receive an education in the district; and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the district knows the current address of the child's natural or adoptive parent, the district shall request in writing that the person complete a signed statement or Power of Attorney stating; (a) the role and responsibility of the person with whom their

child is living; and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the district during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The district, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the district, but will be living within the district within 60 days after the time of initial enrollment, the child is allowed to enroll subject to the requirements of state law and must not be charged tuition.

Non-resident students may attend district schools upon the approval of a request submitted by a student's parent(s)/guardian(s) for nonresident admission. The superintendent may, but is not required to, approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by state law.
4. The student's parent(s)/ guardian(s) will be responsible for transporting the student to and from school.
5. Non-resident students are not eligible to attend district schools that offer specialized programs except at the express authorization of the Superintendent or designee.

**Non-resident students may attend district school's tuition-free pursuant to:**

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any state or federal law or a court order mandates the acceptance of a non-resident student.

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board Policy 6.140, *Education of Homeless Children*, and its implementing administrative procedure govern the enrollment of homeless children.

If the superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the district for whom tuition is required to be charged, he or she on behalf of the school board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by Certified Mail, Return Receipt Requested. The person who enrolled the student may challenge this determination and request a hearing as provided by The School Code, 105 ILCS 5/10-20.12b.

## **Response to Intervention**

RtI is a multi-tiered model of service delivery to promote efficient response to students' needs. Each tier provides increasingly intensive support structures to ensure student success. Three tiers of intervention allow schools to offer increasingly intensive interventions to students who are not making adequate progress behaviorally or in the core classroom curriculum (Tier I). Interventions in Tiers II and III are intensified by increasing time, decreasing group size, using materials matched to students' academic and/or behavioral needs, modifying modes of presentation and providing frequent corrective feedback. **(See Student Code of Conduct Handbook)**

## **Retention**

Retention of a student at a grade level may be recommended by the parent, classroom teacher, or the principal in cases where the child's progress is not adequate for success at the next grade level. An Individual Learning Plan or Academic Improvement Plan should be implemented when student retention is being considered. An Individual Learning Plan (ILP) should be developed by the parent, teacher and principal collaboratively, to foster the child's academic success and progress on the learning standards. Once the student demonstrates academic progress according to his/her ILP, then promotion will be considered.

*Decisions about a child's retention are finalized by the school principal with the approval of the superintendent. Parents must receive written notification of retention decisions by the close of the school year.*



## Safety Program

All district operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on district property or at a district event.

The superintendent or designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention, prevention of targeted school violence including but not limited to bomb threats, weapons, and explosives on campus, school safety drill program, tornado protection, instruction in safe bus riding practices, emergency aid, post crisis management and responding to medical emergencies at an indoor and outdoor physical fitness facility..The District has developed a threat assessment procedure and treat assessment teams, as required by law. During each academic year, each school building must conduct a minimum of:

1. Three school evacuation drills;
2. One bus evacuation drill;
3. One severe weather and shelter-in-place drill;
4. Law Enforcement Drill: Armed Intruder; and
5. Law Enforcement Drill: Reverse Evacuation.

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the superintendent or appropriate designee must conduct a law enforcement drill during the academic year. The law enforcement drill must be conducted according to the district's comprehensive safety and crisis plan and it may be conducted on days and times those students are not present in the building.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to use any available cellular telephone. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except: (1) during an emergency situation; (2) to call for assistance if there is a mechanical problem; (3) where a cellular telephone is owned by the school district and used as a digital two-way radio; and (4) when the school bus is parked.

### Convicted Child Sex Offender and Notification Laws

State law prohibits a child sex offender from being present on school property or loitering on a public way within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

- a. A parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially; (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services; or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the building principal of his or her presence at the school, or
- b. Has permission to be present from the school board, superintendent or superintendent's designee. If permission is granted, the superintendent or board president shall provide the details of the offender's upcoming visit to the building principal.

In all cases the superintendent or designee, who is a certified employee, shall supervise a sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the superintendent shall develop guidelines for managing his or her presence in school.

The superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Child Murderer and Violent Offender against Youth Community Notification Law.

The superintendent or designee shall serve as the district contact person for purposes of these laws. The superintendent and building principal shall manage a process for schools to notify the parents/guardians that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration, parent-teacher conferences and at other times as the superintendent or building principal determines advisable.

All contracts with the school district that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the district due to a conviction of a crime listed in 105 ILCS 5/10-21.9, or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before

sending any employee or agent to any school building or school property. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender against Youth Database.

### **Unsafe School Choice Option**

The unsafe school choice option allows students to transfer to another district school or to a public charter school within the district. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by state law and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, which occurred on school grounds during regular school hours or during a school-sponsored event.

The superintendent or designee shall develop procedures to implement the unsafe school choice option.

### **Student Insurance**

The board of education shall annually designate a company to offer student accident insurance coverage. The board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company. Every student who participates in athletics, cheerleading, or pompons must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.

### **Emergency Closing**

The superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

### **School Bus Safety**

Rockford Public Schools considers bus transportation to be an extension of the learning environment where students are expected to follow all transportation guidelines. 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. Violations may result in suspension of school vehicle riding privileges. If riding privileges are suspended, state law requires that students continue to attend school and parents are responsible for student transportation to school. For more information, please refer to the Rockford School District Transportation Handbook available at your school. Buses are equipped with audio and visual monitoring devices. Parents are not allowed to see the videos per legal counsel.

## **School Accountability**

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared State Goals for Learning which accompanying Illinois Learning Standards. The school board gives priority in the allocation of resources, including funds, time, personnel and facilities, to fulfilling this purpose.

### **Quality Assurance**

The school board continuously monitors student achievement and the quality of the district's work. The superintendent shall supervise the following quality assurance components, in accordance with State Board of Education rules, by:

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.
2. Submitting School Improvement Plans for board approval that comply with state law and contain:
  - District student learning objectives;
  - Assessment systems for measuring students' progress in the fundamental learning areas; and
  - Reporting systems for informing the community and the state of assessment results.
3. If applicable, preparing and implementing a No Child Left Behind Act plan, according to federal law, and seeking the school board's approval where necessary or advisable.
4. Continuously monitoring whether the district and its schools are making adequate yearly progress as defined by state law. If the district and/or any of its schools fail to make adequate yearly progress, the superintendent shall take the actions provided in state law as well as other responses designed to increase the likelihood that the district and/or schools will make adequate yearly progress the following year. The superintendent shall seek the school board's approval where necessary or advisable.
5. Publishing a school report card in accordance with state law.

The superintendent shall make regular assessment report to the board, including projections whether the district and each school is or will be making adequate yearly progress as defined in state law. The Superintendent shall seek board approval for each district and/or school improvement plan and otherwise when necessary or advisable.

### **School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring**

This section applies to only those students enrolled in a school identified by the school board for school improvement, corrective action, or restructuring according to federal law. Those students may transfer to another public school within the district, if any, that has not been so identified. If there are no district schools available into which a student may transfer, the superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The district shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by state and federal law.

If any district school or the district itself is identified for improvement, the superintendent or designee shall identify, develop, or revise a school and/or district plan for improvement in accordance with federal law. This school and/or district plan shall be presented to the board for approval.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any district school that: (1) failed to make adequate yearly progress for three (3) consecutive years, or (2) is subject to corrective action or restructuring.

### **Multi-Culturalism**

The instructional program shall emphasize multi-cultural education by presenting in context the contributions of all races and cultures, and by recognizing in all grades the similarities of students' various cultures. The building principal shall monitor the school's multi-cultural experiences and instructional program.

## **School Admissions and Student Transfers To and From Non-District Schools**

To be eligible for admission, a child must be five (5) years old on or before September 1<sup>st</sup> of that school term. Children who enter first grade must be six (6) years old on or before September 1<sup>st</sup> of that school term. A child with exceptional needs who qualifies for special education services is eligible for admission at three (3) years of age. Parent(s)/guardian(s) may request early admission for a child. The superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

All students must register for school each year on the dates and at the place designated by the superintendent. Parents/guardians of students enrolling in the district for the first time must present:

1. A certified copy of the student's birth certificate. The school shall promptly make a copy of the certified copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. Upon the failure of a person enrolling a student to provide a copy of the student's birth certificate, the building principal shall immediately notify the local law enforcement agency and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case shall be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the principal shall so refer the case. The principal shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence as required by Board Policy 7.60, Residence.
3. Proof of disease immunization or detection and the required physical examination, as required by state law and Board Policy 7.100, Health and Dental Examinations, Immunizations, and Exclusion of Students.
4. Notice of Good Standing -- [https://www.isbe.net/Documents/33-78\\_student\\_transfer.pdf#search=Good%20standing](https://www.isbe.net/Documents/33-78_student_transfer.pdf#search=Good%20standing)

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board Policy 6.140, Education of Homeless Children, and its implementing administrative procedure govern the enrollment of homeless children.

### **Student Transfers To and From Non-District Schools**

A student may transfer into or out of the district according to state law and procedures developed by the superintendent. A student seeking to transfer into the district must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the school district.

The district accepts foreign exchange students with a J-1 visa and who reside within the district as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 Visa are not required to pay tuition. Privately sponsored exchange students on an F-1 Visa may be enrolled if an adult resident of the district has temporary guardianship and the student lives in the home of that guardian. Exchange students on an F-1 Visa are required to pay tuition at the established district rate. F-1 Visa student admission is limited to high schools and attendance may not exceed 12 months. The board may limit the number of exchange students admitted in any given year. Exchange students must comply with district immunization requirements. Once admitted, exchange students become subject to all district policies and regulations governing students.

The district cannot drop a student at age 17. Rather, the district can deny reenrollment to a regular education dropout student who is 19 or older under limited conditions. In addition, the district may deny reenrollment for one semester to students who are between 17 and 19 for academic or attendance reasons – but the student cannot be excluded for more than one semester in such cases. Whenever a student is being denied reenrollment the student must be afforded a due process hearing before an independent hearing officer established under 105 ILCS 5/26-2 from Ch. 122, par. 26-2

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1. Before being denied re-enrollment, the district will offer the individual due process as required in cases of expulsion under the district's discipline code. A person denied re-enrollment will be provided counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Act or accommodation plans under the Americans with Disabilities Act. (Please refer to **Appendix D**)

### **Appeal/Request for Administrative Transfer**

Parents shall have the right to appeal a student assignment which falls outside of the transfer period if:

1. A **safety issue** warrants a transfer. The safety issue **must be documented** and supported by a police report or incident report and a school administrator must be aware of the situation. **Do not request documentation from the school administrator/principal**, you must provide us with the name of the administrator and we will contact them to verify. Safety issues that warrant a transfer are as follows:
  - Court-issued Restraining Order;
  - Student is a victim of a violent crime at his/her school; or
  - A student to student harassment is occurring. (This category involves gang recruitment/harassment and must be documented by Police Reports and/or administrative support.)
2. Out of a special program such as Dual Language Immersion, Arts/Gifted, Montessori, or Haskell Steam Program.

Parents who want a transfer to their **zone** school or who want siblings together may request to be placed on the waitlist of their **zone** school anytime during the year, or request a transfer during the summer. Waitlists are honored for the following year if seats become available.

Parents must file a written appeal at the Welcome Center within 10 school days after receiving notification of the child's school assignment or transportation route.

In order to enroll a student at a new school, an assignment receipt from the Welcome Center will be required. Student records will be forwarded to the new school after the child has actually enrolled and the school requests the records.

Parents/guardians of students moving out of the district should notify the child's school of the exact date that they will be moving and complete the necessary withdrawal forms. Providing advance notice of the move as well as the name and address of the child's new school allows for a smooth transition into the new school. Records will be forwarded after the child has enrolled at the new school and a request for records is made. \*See Appendix A Family Education rights & Privacy Act (FERPA)

### **School Lunches**

The Rockford School Board approved a federally funded alternative meal program that will allow all students to receive breakfast and lunch at no cost to students. The district would still receive state reimbursement for breakfast and lunch, and increased federal reimbursement will replace out-of-pocket costs from students and their families for meals served at school.

The switch means parents will not need to complete a meal form at registration as of the 2015-16 school year. They also won't need to send money with their children to cover the cost of school meals. It will eliminate any stigma that might be tied to completing a lunch program application. Also, students who have negative account balances won't need alternative meals.

\*Breakfast is available at all schools.

### **School Visitation Rights**

Policy #8:95-E1, The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child's school. (School Visitation Rights act 820 ILCS 147)

## **School Year Calendar and Day**

### **School Calendar**

The school board, upon the superintendent's recommendation and subject to state regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 180 days to ensure the legally required number of days of actual student attendance.

### **Commemorative Holidays**

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the school code to study and honor the commemorated person or occasion. The board of education may, from time to time, designate a regular school day as a commemorative holiday.

### **School Day**

The board establishes the length of the school day with the recommendation of the superintendent and subject to state law requirements. The superintendent or designee shall ensure that observances required by state law are followed during each day of school attendance. **Seizure**

## **Search and Seizure Policy**

To maintain order and security in the schools, school authorities are authorized to conduct searches of school property and equipment, as well as of students and their personal effects. "School authorities," as used in this policy, shall be defined as those individuals with authority and accountability over a school building, such as a principal, assistant principal and school liaison police officers.

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. This paragraph applies to student vehicles parked on school property. In addition, building principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle and personal effects therein, without notice and without suspicion of wrongdoing.

School authorities may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials. The superintendent or his or her designee may authorize searches conducted through the use of specially trained dogs.

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, clothing, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the district's student conduct rules. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

School authorities may authorize the random use of manual or walk-through metal detectors on students and their personal effects when they enter school buildings in order to screen for weapons. If metal is detected, the student will be asked to remove the metal causing the alarm and then retested. If metal is again detected, the student or his/her personal effects will be searched. Any schools with installed walk-through metal detectors, whether used randomly or daily, must post a sign outside the entrance to be used for metal detector screenings stating: "Any person entering this building may be subject to search." Schools should also include information about its metal detector program in a student handbook, if any, distributed to students at the beginning of each year or term.

Separate lines should be available for male and female students to pass through walk-through units (or to be screened by manual wands); male school authorities should be assigned to monitor the line for male students, and female school authorities should be assigned to monitor the line for female students.

There should be adequate space near the metal detectors to maintain order among the students waiting to be screened, but the area should be arranged in a way that prevents students from bypassing the search procedure.

All entrances not used for the metal detector screens should be locked so as to prevent entry from the outside, but must remain operable from the inside to comply with the fire code. If feasible, school personnel should be posted near locked doors to prevent screened students from assisting others in circumventing the screen process.

Tables must be placed adjacent to walk-through metal detectors, and shall have ample trays to accommodate the personal metal possessions of students passing through the detector.

Prior to student's passage through a walk-through metal detector, he or she shall be instructed to place any metal items in their possession into a tray, and to place any other personal items (coats, backpacks, purses, etc.) on the table for scanning with a hand-held wand or physical inspection.

If the alarm sounds when a student passes through the metal detector or when the wand is passed along the student's body, the student should be asked to remove whatever metal is causing the alarm and then retested. If the alarm sounds again, the student should be escorted by school officials to a place of privacy and patted down. If a weapon is discovered, the Rockford Police Department must be notified immediately, and the weapon must be held by the school official who discovers it until the law enforcement officials arrive at the building. When feasible, the search should be conducted as follows:

- Outside the view of others, including students;
- In the presence of a school administrator or adult witness; and
- By a certified employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search and given to the superintendent. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

If a search produces evidence that the student has violated or is violating the law or the district's policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

The Superintendent or designee may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. **(See Appendix S)**

## **Section 504 Accommodation Plans**

Rockford Public Schools comply with Section 504 of the Rehabilitation Act, as well as all other non-discrimination legislation, to ensure that students with disabilities have equal educational opportunity. Parents or guardians wishing to discuss the development of a 504 Plan should contact the school principal.

## **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:** 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 if the student's continuing presence warrants recommendation for School Exclusion.

## **Sex Offender Registry**

A list of sex offenders required to register under the Sex Offenders Registration Act is available for inspection at the Winnebago County Public Safety Building, in the school office, and on-line at <http://www.isp.state.il.us/sor/>

## **Special Education Programs and Services**

### **Education of Children with Disabilities**

The school district shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the district, as required by the Individuals with Disabilities Education Act ("IDEA") and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's Special Education rules, that special education services are needed.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the district shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the district shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The district may maintain membership in one or more cooperative associations of school districts which shall assist the school district in fulfilling its obligations to the district's disabled students.

Rockford Public Schools offer special education programs and services for eligible children ages 3 through 21. Programs are offered in the areas of speech and language, learning disabilities, mental impairment, orthopedic impairment, vision impairment, serious emotional impairment, hearing impairment, other health impairments, developmental delay, autism and multiple disabilities. Any child for whom there is a concern can be referred for a case study evaluation to determine eligibility for special education and related services. Each school has the services of a special evaluation team. A child can be referred to this team through the school principal, by parents and/or by the child's teacher. Written authorization must be given by the child's parents or guardian before any testing can take place. All children are evaluated in their primary language.

All children receiving special education instruction and/or related services must have an annually developed "Individualized Education Program" (IEP) designed to meet their specific educational needs. Parents must be involved in the process which determines the need for special education and develops their child's IEP. For more information, contact the Special Education Department at 966-3053.

The Rockford School District bills the Illinois Medicaid system for various services given to special education students who have a medical card. These services may include counseling, speech and language, health care, and assistance with activities of daily living. If your child has any of the above services listed on his/her IEP and has a medical card, billing will be done. Please call 966-3197 if you have any questions.

If necessary, students may also be placed in nonpublic special education programs or education facilities. Refer to **Appendix J** for Medicaid data release.

### **DCFS Wards – Transfer of Parental Rights at the age of 18**

89 Ill. Admin. Code 314.30.

(c) Foster parents or other caregivers shall be responsible for giving consents for the following school related activities: field trips within the State of Illinois, routine social events, school enrollment, sporting events, and cultural events. For other situations that arise which require consent from a child's parent or guardian, the Department shall be contacted. For situations relating to special education services, the Department and the surrogate parent must be contacted. Surrogate parents appointed by Illinois State Board of Education are the only persons authorized to provide consent to special education services.

d) Children for whom the Department is legally responsible who are eligible for special education services are entitled to receive the protections, services, and due process provided under state and federal laws. The Department shall make all reasonable efforts to ensure that such children are classified as eligible for special education services only in accordance with mandated case study evaluation practices provided under State and federal law (23 Ill. Adm. Code 226, Special Education, and 20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act).

See also, Id. at 314.40(b) which reiterates following all the state and federal laws re: IDEA.

### Student Accidents/Insurance

Basic first aid is administered in schools by school personnel (nurses, principals, etc..) for minor injuries such as scrapes, bruises and minor cuts. Nurses will administer first aid for more serious injuries such as possible fractures, lacerations and severe bruising. Parents are contacted when medical attention is required. Hospitals cannot administer treatment without the consent of parents or guardians unless the situation is life-threatening. Thus, it is important that we have the correct phone number where you can be reached during the day.

The school district has purchased a Student Accident Insurance Program that covers your child for injuries incurred while participating in school sponsored and supervised activities, including all sports. This program pays benefits up to \$5,000,000 with no deductible.

Ambulance services for injured students/staff may occasionally be required by the Rockford Public Schools. The following guidelines are to be used by school personnel when using these services for school-based incidents:

1. Ambulance service required for students who are injured while participating in school sponsored and supervised activities is covered under the Student Accident Insurance Program.
2. Every effort will be made by school personnel to contact parents before requesting this transportation. This would apply to non-life-threatening situations. In the case of life-threatening situations, the ambulance would be called immediately before any attempt to contact parents for their permission.
3. If parents refuse the use of an ambulance, even though school personnel feel it is necessary, it is then the full responsibility of the parent involved.
4. There is no need for a principal/staff member to sign any papers in regard to the ambulance service.

### Student Accident Insurance

Because accidents also occur away from school, parent/guardians may wish to enroll their child(ren) in the 24 Hour Coverage Policy which provides around the clock accident coverage for your child anywhere in the world: protection during vacation, weekends, and school days, as well as all travel. Enrollment forms are available in your school's office.

### Student Address Changes

Address changes for **all** students enrolled in District 205 can be completed at the **student's assigned school, transportation or the Welcome Center**. When a move occurs, the **parents/guardian** needs to complete a **Request for Change of Address Form**, which may be obtained from the school, transportation or Welcome Center. Two proofs of the new address (see list below) are also required before the current address information can be changed in the mainframe computer record. Outdated and inaccurate addresses may result in the parents/guardian not receiving important school and district-wide mailing.

#### PROOF OF RESIDENCY

#### ONE OF THE FOLLOWING:

- Mortgage Closing Papers (homeowners, closing DEED) (*intent to purchase will not be accepted*) (*must be within last 30 days*)
- Signed and dated lease **WITH** proof of last month's payment, e.g. canceled check or receipts (renters) (*must be within last 30 days*) or \*Catholic Charities, Rock Valley Immigration office letter
- "Affidavit of Residence" to be used when the person seeking to enroll a student is living with a district resident (form available at the Welcome Center). **In addition, district resident must provide tow acceptable proof of address listed below.**

**OR**

#### TWO OF THE FOLLOWING:

- Most recent property tax bill and proof of payment, e.g. canceled check or Form 1098 (homeowners) (*must be within last 30 days*)
- Utility bills (*must be within last 30 days*)



- Current DHS Medical Card **MUST** include the Parent/Guardian(s) current address
- Mail received at new residence, including forwarded mail (**only ONE of these will be accepted and must be within the last 30 days**)

**\*Drivers License, Rent Receipts and Voter's Registration, etc. can be obtained under false pretenses and may NOT be used for verification of residency.**

## Student Code of Conduct

The Student Code of Conduct sets forth the 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.

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 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 Student Code of Conduct. 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

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.

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

When it has been determined by a principal or assistant principal that a student is in violation of the provisions of the Student Code of Conduct, the principal or assistant principal shall impose appropriate disciplinary measures. It is the intention of the board of education that this code can be viewed as cumulative so that repeat or persistent violations result in increased interventions and progressive discipline. 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. Whenever a child is found in violation of major behaviors indicated in the code, the principal or assistant principal will determine appropriate consequences for the offense based on the Student Code of Conduct. If a child continues to violate the Student Code of Conduct, appropriate consequences will continue to be dispensed as well as Positive Behavior Intervention Strategies utilized for the child based on the Response to Intervention (RtI) 3 – Tiered Systems of Support model. A parent or administrator may request, at any time, to review behavioral records and request consideration for an alternative program.

For more information, refer to your copy of the **Rockford School District Student Code of Conduct**, which will also discuss suspension and expulsion procedures, with due process requirements, behavior interventions guidelines, policies and procedures, and alternative learning opportunities. Bullying Policy Reference; ADHD. (see **Appendix F**)

## Student Fees

The Rockford Board of Education will establish the per pupil student fees. Please see your school office for specifics.

Student fees should be paid at the beginning of the current school year and will become part of the school budget. Make checks payable to your child's school.

### **WAIVER OF STUDENT FEES**

The superintendent will recommend to the board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students will pay for the loss of school books or other school-owned materials.

Fees for textbooks, other instructional materials, and/or class fees are waived for students who meet the eligibility criteria for fee waiver contained in this policy. Students receiving a fee waiver are not exempt from charges for lost and/or damaged books, locks, materials, supplies, and equipment.

The superintendent shall ensure that applications for fee waivers are widely available and distributed according to state law and ISBE rule and that provisions for assisting parents/guardians completing the application are available.

### **ELIGIBILITY CRITERIA**

A student shall be eligible for a fee waiver when:

1. The student currently lives in a household that meets the lunch or breakfast eligibility guidelines established by the federal government pursuant to the National School Lunch Act, 42 U.S.C. §1758; 7 C.F.R. Part 245; or
2. The student or student's family is currently receiving aid under Article IV of the Illinois Public Aid Code - Temporary Assistance to Needy Families (TANF) or Supplemental Nutritional Assistance Program (SNAP) under the U.S. Department of Agriculture's food and Nutrition Services
3. The superintendent or designee may give additional consideration where one or more of the following factors are present:
  - Illness in the family;
  - Unusual expenses such as fire, flood, storm damage, etc.;
  - Seasonal unemployment;
  - Emergency or other hardship situations.

The superintendent or designee must follow the verification requirements of 7 C.F.R. 245.6a when using the free lunch or breakfast eligibility guidelines pursuant to The National School Lunch Act as the basis for waiver of the student's fee(s). When using a district established or other independent verification process, the superintendent or designee may not require verification more often than every 60 calendar days. The superintendent or designee shall not use any information from any independent verification process to determine free lunch or breakfast eligibility pursuant to The National School Lunch Act.

The Districts will notify the parent(s)/guardian(s) within 30 days as to whether the fee waiver request has been granted or denied. A building principal's denial of a fee waiver request may be appealed to the superintendent by submitting the appeal in writing to the superintendent within 14 days of the denial. The superintendent or designee shall respond within 14 days of the receipt of the appeal. The superintendent's decision may be appealed to the board. The decision of the board is final and binding.

Questions regarding the fee waiver request process should be addressed to the building principal's office.

## **Student Harassment**

The Rockford Board of Education has established a policy concerning student harassment. Please refer to **Appendix F** of this handbook for further details.

## **Student Support Services**

The following student support services may be provided by the school district:

1. Health services supervised by a qualified nurse.
2. The superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease, including head lice (*Pediculus Humanus Capitis*).
3. Educational and psychological testing services and the services of a psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s) with interpretation, as well as the appropriate professional staff.
4. The services of a social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.
5. Guidance and counseling services.

The superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health problems that impact learning ability. The district, however, assumes no liability for preventing, identifying, or treating such problems.

This policy shall be implemented in a manner consistent with state and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

### **Telephone Procedures**

Unless an emergency situation exists, teachers and students will not be called to the telephone during school hours. Teachers will be notified of all parent calls. Calls should be returned to parents in a timely manner.

The school telephone should be used by students only in cases of emergency, such as illness or accident. Arrangements for after-school activities should be made before your child comes to school.

### **Title I Programs**

The superintendent or designee shall seek funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities to improve the educational opportunities of educationally disadvantaged or deprived children.

All district schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the district's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the district's schools.

#### **Title I Parental Involvement**

The district maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

#### **District-Level Parental Involvement Compact**

The superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The superintendent or designee shall ensure that the compact is distributed to parents/guardians of students receiving services, or enrolled in programs under Title I.

#### **School-Level Parental Involvement Compact**

Each building principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards, and (4) other provisions as required by federal law. Each building principal or designee shall ensure that the compact is distributed to parents/guardians of students receiving services, or enrolled in programs under Title I.

### **Tobacco Prohibition Policy**

All district facilities are tobacco free. The use of tobacco on school district property and in the buildings is prohibited. The use of "tobacco" shall mean cigarette, cigar, pipe (in a lit or unlit condition) or tobacco in any form, including smokeless tobacco, in a condition which enables it to be placed in the mouth without being smoked.

### **Transportation**

The district shall provide free transportation for all students in the district: (1) residing at a distance of one and one-half miles or more from their assigned schools, or (2) residing within one and one-half miles from their assigned schools where walking would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parent(s)/guardian(s) may file a petition with the school board requesting transportation due to the existence of a serious safety hazard. Non-public school students shall be transported in accordance with state law. Homeless students shall be transported in accordance with the McKinney-Vento Homeless Assistance Act. Only students attending Rockford Public Schools, school district employees or classroom volunteers with the permission of the superintendent or designee, may ride the school bus (provided, that students with disabilities shall be transported to schools outside the

district when specified in an individualized educational program, and students attending non-public schools being transported pursuant to state law). No students with animals shall be allowed on a school bus except with permission of the superintendent or designee; however, if an animal is transported it shall be confined at all times when on the school bus. The student discipline code shall apply to all students riding a district school bus, district owned vehicle, or district contracted vehicle.

A student who is required to, for disciplinary reasons, serve a detention period either before or after a regular school day shall be provided transportation unless the parent/guardian of the student has agreed to provide transportation.

Bus schedules and routes shall be determined by the superintendent or designee and shall be altered only with the superintendent or designee's approval and direction. In fixing the routes, every effort should be made to have the pick-up and discharge points as safe and convenient for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration, except as provided below.

- Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with state law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated any time a bus is bearing one or more students.
- The superintendent shall implement procedures in accordance with state law for accepting comment calls about school bus driving.
- All contracts for charter bus services must contain the clause prescribed by state law regarding criminal background checks for bus drivers.
- Free transportation services and vehicle adaptation for special education students shall be provided if included in the students' Individualized Educational Programs.
- School funds shall not be expended for transportation costs associated with an educational tour.

Transportation may be provided for students attending school sponsored field trips and outdoor education classes and a reasonable charge may be assessed for such transportation in an amount not exceeding the cost of providing such transportation including a reasonable allowance for depreciation. The superintendent or designee may authorize the use of school buses for transportation for school sponsored field trips and outdoor education classes if approved pursuant to board policy, and determine whether a charge will be made therefore. Transportation may be provided for students participating in school sponsored extracurricular activities and athletic activities and a reasonable charge may be assessed for such transportation not exceeding the cost thereof, including a reasonable allowance for depreciation. Custodial parent/guardians may transport their own child to and from an event. They must sign their child out with the coach prior to leaving. Where the district does not provide transportation, students and their parent/guardian are required to provide their own transportation.

Staff transportation of students in district vehicles or private vehicles is prohibited absent prior authorization from the administration. Notwithstanding, the board recognizes that from time to time situations may arise in which students attending school sponsored activities and events do not have transportation home following the event. In the event that students are left without transportation home after a school sponsored activity or event which is conducted at a location other than a district facility, and in other non-life threatening circumstances, certificated employees of the district may transport students home provided that they possess minimum automobile injury and liability insurance coverage of \$100,000.00/\$300,000.00. Where an employee transports students under this section the employee shall, not later than the day following the event, make a written report to the building principal of the school sponsoring the event including the name and address of the student transported and the time of departure and arrival at the student's home, and the mileage.

The superintendent or designee shall develop and implement a post-trip inspection procedure to ensure that the school bus driver is the last person leaving the bus and that no passenger is left behind or remains on the vehicle at the end of a route, work shift, or workday.

## **Operational Services**

### **Administrative Procedure-School Bus Safety Rules**

The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.

7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something. 4:170-AP3

### **Transportation and Education Stability for Foster Care Students**

The office of Student Services, for the Rockford Public Schools, serves as the "Point of Contact" (P.O.C.) with respect to our local "Child Welfare Agency" (CWA) under the federal "Every Student Succeeds Act" (ESSA). RPS provides procedures governing how school transportation is arranged, provided and funded for students in foster care in effort to maintain enrollment in their school of origin and in consideration for the best interest of the child under E.S.S.A.

### **Best Interest Guidelines**

New requirements under Title 1 of ESEA, as amended by ESSA, emphasize the importance of limiting educational disruption by keeping students who are in foster care (due to entering the foster care system or changing placements) in their schools of origin, unless it is determined to be in the best interest of a student to change schools.

If it is not in the best interest of a student to remain in his or her school of origin, a student in foster care should be enrolled in his or her new school without delay.

An SEA, in collaboration with the State or tribal child welfare agency, must ensure that an LEA takes into consideration all factors relating to a student's best interest in determining whether the student should remain in his or her school of origin.

### **Best Interest Determination Factors/Considerations:**

- Appropriateness of the current educational setting and proximity of placement
- Preferences of the student
- Preferences of the student's parent(s) or education decision-maker(s)
- The student's attachment to the school, including meaningful relationships with staff and peers
- Placement of the student's sibling(s)
- Influence of the school climate on the student, including safety
- The availability and quality of the services in the school to meet the student's educational and social emotional needs.

## **Uniform Grievance Procedure**

Students, parent(s)/guardian(s) employees or community members should notify any district complaint manager if they believe that the board of education, its employees or agents have violated their rights guaranteed by the State or Federal Constitution, State or Federal Statute, or Board Policy or have a complaint regarding any of the listed acts specified in Board Policy 2.260 refer to **Appendix C** contained in this handbook.

## **Visitors' Code of Conduct**

The Rockford School District encourages visits by parents or guardians, citizens, and board of education members to all school campuses. All visitors shall report to the school office and sign the guest register. Name tags will be provided for each visitor. If a parent wishes to confer with a staff member, an appointment must be made. Conferences will be held outside school hours or at a time arranged by the principal.

Any staff member may request any person entering the school campus to provide identification and the purpose of the visit. A person who refuses to provide such information is guilty of a Class A misdemeanor. The principal or designee shall seek the immediate removal of any person who (1) refuses to provide identification or the purpose of the entry, (2) interferes with, disrupts, or threatens to disrupt any school activity or the learning environment, or (3) engages in an activity in violation of board policy. If the principal determines the conduct of a visitor warrants denial of access, the principal may request that the superintendent notify the visitor that access to a school campus is denied. The superintendent, acting upon a request from the principal, may notify the visitor that his/her access is denied up to one year. The notification shall be in writing and shall advise the visitor that he/she may request a mediation hearing. Said request must be made no later than 10 days after the date of the notice. Any person who behaves in an unsportsmanlike manner during an athletic or co-curricular event may be ejected from the event and/or denied admission to school events for up to one year. The notification shall be in writing.

## **Web Site Information**

Please consider using our website [www3.rps205.com](http://www3.rps205.com) to find answers to questions about the school calendar, menus, enrollment process, fees, school physicals, etc.

A Quick Links listing on the left navigation bar will provide an index to find answers to specific questions.

This website also contains links to individual **School Sites**, along with information regarding the **Illinois Learning Standards and ISBE Resources** where you can view individual school report cards prepared by the ISBE and **Online Resources** which provides research and websites to reinforce learning.

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## APPENDIX A

7.340

### **Family Education Rights & Privacy Act**

#### **Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records**

The district maintains two types of school records for each student: permanent record and temporary record. These records may be integrated.

The permanent record shall include:

- Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s)
- Academic transcripts, including grades, class rank, graduation date, grade level achieved, and scores on college entrance examinations
- Attendance record
- Accident and health reports
- Record of release of Permanent Record information in accordance with 105 ILCS 10/6(c)
- Scores received on all state assessment tests administered at the high school level (that is, grades 9 through 12)

The permanent record may include:

- Honors and awards received
- School-sponsored activities and athletics

No other information shall be kept in the permanent record. The permanent record shall be maintained for at least 60 years after the student graduated, withdrew, or transferred.

All information not required to be kept in the student permanent record is kept in the student temporary record and must include:

- A record of Release of Temporary Record information in accordance with 105 ILCS 10/6(c)
- Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8)
- Information regarding serious infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction
- Information provided under the Abused and Neglected Child Reporting Act (325 ILCS 5/8.6), including any final finding report received from a Child Protective Service Unit Completed Home Language Survey

The temporary record may include:

- Family background information
- Intelligence test scores, group and individual
- Aptitude test scores
- Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews
- Elementary and secondary achievement level test results
- Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
- Honors and awards received
- Teacher anecdotal records
- Disciplinary information
- Special education files, including the report of the multidisciplinary staffing on which placement or non-placement was based, and all records and tape recordings relating to special education placement hearings and appeals
- Verified reports or information from non-educational persons, agencies, or organizations
- Verified information of clear relevance to the student's education

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, requires that the Rockford Public Schools, District No. 205 ("the District"), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

**The Family Educational Rights and Privacy Act (FERPA)** and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- 1. The right to inspect and copy the student's education records within 15 school days of the day the district receives a request for access.**
  - The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the building principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The district charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.
  - These rights are denied to any person against whom an order of protection has been entered concerning a student (105 ILCS 5/10-22.3c and 10/5a, and 750 ILCS 60/214(b)(15)).
- 2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes is inaccurate, misleading, irrelevant, or improper.**
  - Parents/guardians or eligible students may ask the district to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the building principal or records custodian, clearly identify the record they want changed, and specify the reason.
  - If the district decides not to amend the record as requested by the parents/guardians or eligible student, the district will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.
- 3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.**
  - Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
  - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - Upon request, the district discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by state or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.
  - When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.
  - Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.
- 4. The right to a copy of any school student record proposed to be destroyed or deleted.**
  - Student records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.
- 5. The right to prohibit the release of directory information concerning the parent's/guardian's child.**
  - Throughout the school year, the district may release directory information regarding students, limited to:
    - ❖ Name

- ❖ Address
- ❖ Gender
- ❖ Grade level
- ❖ Birth date and place
- ❖ Parents'/guardians' names and addresses
- ❖ Academic awards, degrees, and honors
- ❖ Information in relation to school sponsored activities, organizations, and athletics
- ❖ Major field of study
- ❖ Period of attendance in school

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*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parents/guardians or eligible student is specifically informed otherwise.*

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- A photograph of an unnamed student is **not** a school record because the student is not individually identified. The district shall obtain the consent of a student's parents/guardians before publishing a photograph or videotape of the student in which the student is identified.
6. **The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.**
    - Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the building principal where your student is enrolled for further instructions.
  7. **The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under state law.**
  8. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA is:  
 Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington DC 20202-4605

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## APPENDIX B

7.10

### Students

#### **Health and Dental Examinations, Immunizations, and Exclusion of Students**

##### **Required Health Examinations and Immunizations**

A student's parent(s)/guardian(s) shall present proof that the student received a health examination and the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health, within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including early childhood programs, special education, head start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

##### **As required by State Law:**

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. Before admission and in conjunction with the required physical examination, parents(s)/guardian(s) of children between the ages of six (6) months and six (6) years must provide a statement from a physician that their child was "risk-assessed" or screened for lead poisoning.
4. The Department of Public Health is responsible for providing all female students entering



sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless the student is homeless, or transferring from out-of-state, failure to comply with the above requirements by **the first day of school will result in the student's exclusion from school until the required health forms are presented to the district.** New students who register after the first day of school shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by the first day of school may attend classes. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccination is properly submitted.

### **Eye Examination**

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before the first day of school that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by the first day of school, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after the first day of school. The superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the Department of Public Health. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

### **Dental Examination**

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15<sup>th</sup> of the current school year in accordance with rules adopted by the Illinois Department of Public Health.

If a child in the second or sixth grade fails to present proof by May 15<sup>th</sup>, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May each school year.

### **Exemptions**

In accordance with rules adopted by the Illinois Department of Public Health, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds if the student's parents/guardians present to the superintendent a signed statement explaining the objection,
2. Health examination or immunization requirements on medical grounds if a physician provides written verification,
3. Eye examination requirement if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. Dental examination requirement if the student's parents/guardians show an undue burden or a lack of access to a dentist.

### **Homeless Child**

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board Policy 6.140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq.  
105 ILCS 5/27-8.1 and 45/1-20.  
410 ILCS 45/7.1 and 315/2e  
23 Ill. Admin Code § 1.530  
77 Ill. Admin. Code Part 665.

CROSS REF.: 6.30, 6.140, 6.180, 7.50

Adopted: October 28, 1997

Revised: March 22, 2005

May 9, 2006

August 26, 2008  
August 14, 2012  
November 27, 2012

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## APPENDIX C

2.260

### Board of Education

#### Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any district complaint manager if he or she believes that the board of education, its employees or agents have violated his or her rights guaranteed by the State or Federal Constitution, State or Federal Statute, or Board Policy, or have a complaint regarding:

1. Title II of the American with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.;
5. Title VI of the Civil Rights Act, 42 U.S.C. § 2000d et seq.;
6. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. § 2000e et seq.;
7. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
8. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, programs;
10. Victims' Economic Security and Safety Act, P.A. 93-591;
11. Illinois Equal Pay Act of 2003, P.A. 93-0006; or  
Provision of services to homeless students.
12. Illinois Whistleblower Act, 740 ILCS 174/1 et seq.

The complaint manager will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt an equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. All deadlines may be extended by the complaint manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the district's main office is open.

#### Filing a Complaint

A person (hereinafter complainant) who wishes to avail himself or herself of this grievance procedure may do so by filing a complaint with any district complaint manager. The complainant shall not be required to file a complaint with a particular complaint manager and may request a complaint manager of the same gender. The complaint manager may request the complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The complaint manager may assist the complainant as needed.

#### Investigation

The complaint manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the complainant is a student, the complaint manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the complainant will not be disclosed except (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

Within 30 school business days of the date the complaint was filed, the complaint manager shall file a written report of his or her findings with the Superintendent. The complaint manager may request an extension of time. If a complaint of sexual harassment contains allegations

involving the superintendent, the written report shall be filed with the board of education, which shall render a decision in accordance with Section 3 of this Policy. The Superintendent will keep the Board informed of all complaints.

### **Decision and Appeal**

Within five (5) school business days after receiving the complaint manager's report, the superintendent shall mail his or her written decision to the complainant by U.S. mail, first class, as well as the complaint manager.

Within five (5) school days after receiving the superintendent's decision, the complainant may appeal it to the board of education by making a written request to the complaint manager. The complaint manager shall promptly forward all materials relative to the complaint and appeal to the board of education. Within 30 school business days, the board of education shall affirm, reverse, or amend the superintendent's decision or direct the superintendent to gather additional information. Within five (5) school business days of the board's decision, the superintendent shall inform the complainant of the board's action.

This grievance procedure shall not be construed to create an independent right to a board of education hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

### **Complaint Managers**

The superintendent shall appoint a complaint manager. The district's nondiscrimination coordinator may be appointed a complaint manager. The superintendent shall insert into this policy the address and telephone number of the current Complaint Manager.

Matt Zedkar  
Chief Human Resources Officer  
Human Resources Dept.  
501 7<sup>th</sup> Street  
Rockford, IL 61104  
815-966-3221

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. § 621 et seq.  
Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.  
Equal Pay Act, 29 U.S.C. § 206(d).  
Immigration Reform and Control Act, 8 U.S.C. § 1324a et seq.  
Individuals With Disabilities Education Act, 20 U.S.C. § 1400 et seq.  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq.  
Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.  
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d et seq.  
Equal Employment Opportunities Act, Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq.  
Title IX of the Education Amendments, 20 U.S.C. § 1681 et seq. Equal Pay Act of 2003, 820 ILCS 112.  
Illinois Whistleblower Act, 740 ILCS 174/1 et seq.  
Victims' Economic Security and Safety Act, 820 ILCS 180, 56 Ill.Admin.Code § 280.  
775 ILCS 5/1-101 et seq.  
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27.1 and 45/1-15.  
23 Ill. Admin. Code §§ 1.240 and 200-40.

CROSS REF.: 5.10, 5.20, 6.140, 6.170, 6.260, 7.10, 7.20, 7.180, 8.70, 8.110  
Adopted: June 11, 2002  
Revised: October 28, 2003  
December 14, 2004  
September 23, 2008  
February 23, 2010  
July 10, 2012

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## **APPENDIX D**

### **Board of Education**

### **Equal Educational Opportunities**

7.10

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, status as homeless, or economic and social

conditions, or actual or potential marital or parental status, including pregnancy. Further, the district will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the district remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

### **Sex Equity**

No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied access to educational and extracurricular programs and activities.

Any student may file a Sex Equity Complaint by using the Uniform Grievance Procedure. A student may appeal the board of education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

### **Administrative Implementation**

The superintendent shall appoint a Nondiscrimination Coordinator. The superintendent and building principal shall use reasonable measure to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. § 11431 et seq.  
Title IX, 20 U.S.C. § 1681 et seq., 34 C.F.R. Part 106.  
Rehabilitation Act of 1973, 29 U.S.C. § 791; et seq.  
Art 1. Sec 18 of the Illinois Constitution.  
Good News Club v. Milford Central Schools 121 S. Ct 2093 (2001)  
Equal Employment Opportunities Act, Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq.  
105 ILCS 5/10-21.3, 5/10-22.5, 5/22-19, and 5/27.1  
23 Ill. Admin. Code §§ 1.240, 200-40 and 200-50.

CROSS REF.: 2.260, 6.260, 7.20, 7.130, 7.330, 8.20

Adopted: June 11, 2002

Revised: October 28, 2003  
December 14, 2004  
September 23, 2008

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## **APPENDIX E**

**7.20**

### **Students**

#### **Harassment of Students Prohibited**

##### **Prohibited Conduct**

No person, including a district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The district will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexting, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

##### **Sexual Harassment Prohibited**

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
  - a. Substantially interfering with a student's educational environment;
  - b. Creating an intimidating, hostile, or offensive educational environment;

- c. Depriving a student of educational aid, benefits, services, or treatment; or
- d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms “intimidating,” “hostile,” and “offensive” include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person’s alleged sexual activities

### **Making a Complaint; Enforcement**

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the building principal, assistant building principal, dean of students, or a complaint manager. A student may choose to report to a school administrator of the student’s same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the building principal, assistant building principal or dean of students for appropriate action.

The district’s designated complaint managers are the Superintendent and the Chief Human Resources Officer, both of whom maintain offices at 501 7th Street, Rockford IL 61104, and both of whom may be contacted via telephone at (815) 966-3000.

The superintendent shall use reasonable measures to inform staff members and students of this policy, such as by including it in the appropriate handbooks.

Any district employee who is determined, after investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any district student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students. If a hostile environment is found to exist, in violation of this policy, the superintendent will take steps reasonably calculated to end the harassment, to eliminate the hostile environment, and to prevent it from recurring. The superintendent shall also ensure that the affected students are afforded their rights provided for under Title IX of the Education Amendments of 1972, if applicable, which may include counseling and change of placement. Documentation of the district’s investigation and action taken will be maintained and kept confidential to the extent possible.

LEGAL REF.: Title IX of the Educational Amendments, 20 U.S.C. § 1681 et seq.  
 34 C.F.R. Part 106.  
 105 ILCS 5/10-20.12, 19-22.5 and 5/27- 23.7  
 775 ILCS 5/1-101 et seq., Illinois Human Rights Act  
 23 Ill. Admin. Code § 200.10 et seq.  
Davis v. Monroe County Board of Education, 119 S.Ct. 1661(1999).  
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).  
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).  
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2.260, 5.20, 7.10, 7.180, 7.190

Adopted: October 28, 1997

Revised: May 23, 2000  
 December 14, 2004  
 February 12, 2008  
 August 14, 2012  
 March 24, 2015

## **APPENDIX F**

**7.180**

### **Students**

#### **Preventing Bullying, Intimidation, and Harassment**

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying, on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

For purposes of this policy, the term bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.  
Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, sexting, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. For the purposes of this policy, the term bullying includes harassment, intimidation, retaliation, and school violence.

A student who is being bullied is encouraged to immediately report it orally or in writing to the District Complaint Manager (identified in Board Policy 2.260) or any staff member with whom the student is comfortable speaking. Anyone who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. The District will not punish anyone because he or she made a complaint or report, supplied information, or otherwise participated in an investigation or proceeding, provided the individual did not make a knowingly false accusation or provide knowingly false information.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
  - a. 2.260, *Uniform Grievance Procedure*. This policy contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably. After an investigation, the Complaint Manager shall file a written report of his or her findings with the Superintendent for his or her action. The student may appeal any decision to the Board.
  - b. 6.235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District's *Authorization of Electronic Network Access*.
  - c. 7.20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing or intimidating or bullying a student based on an actual or perceived characteristic that is identified in the policy. Those characteristics are also identified in the second paragraph of 7.180, Preventing Bullying, Intimidation, and Harassment.
  - d. 7.185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation. It encourages anyone with information about an incident of teen dating violence to report it to any school staff member.
  - e. 7.190, *Student Discipline*. This policy prohibits students from engaging in hazing, bullying or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.

- f. 7.310, *Publications*. This policy prohibits students from: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- g. 7.190, *Student Discipline*. This policy adopts a Student Code of Conduct which prohibits students from engaging in hazing, bullying or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.

Full implementation of the above policies includes: (1) conducting a prompt and thorough investigation of alleged incidents of bullying, (2) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (3) protecting students against retaliation for reporting bullying.

- 2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
- 3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6.60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6.65, *Student Social and Emotional Development*.
- 4. Fully informs staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
  - a. Communicating the District's expectation – and the State law requirement that teachers and other certificated employees maintain discipline.
  - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
  - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
  - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.
- 5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report: (a) alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence, and (b) locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
- 6. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in aggressive behavior.
- 7. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
- 8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
- 9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
- 10. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every two years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

LEGAL REF.: 405 ILCS 49/1 et seq.; 105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.  
23 Ill.Admin.Code §§1.240 and 1.280.

CROSS REF 2.240, 2.260, 4.170, 5.230, 6.60, 6.65, 6.235, 7.20, 7.185, 7.190, 7.220, 7.230, 7.240, 7.285, 7.310

Adopted:

Revised:

August 14, 2012  
August 12, 2014  
March 24, 2015



**Students**

**7.180R(1)E(2) Exhibit – Be a Hero by Reporting Bullying and School Violence**

<b>Who reports?</b>	YOU, if you have information about bullying, harassment, school violence, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied, please report it!
<b>What do I report?</b>	Any activity that targets someone to be hurt. Bullying, harassment, school violence, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.  Bullying, harassment, school violence, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.
<b>When should I report?</b>	As soon as possible.
<b>Where or how do I report?</b>	Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <i>Report Form for Bullying and School Violence</i> . You may make an anonymous tip.
<b>Why should I report?</b>	Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.
<b>What will happen after I report?</b>	An Administrator will: <ol style="list-style-type: none"> <li>1. Acknowledge and review your report.</li> <li>2. Treat your report with privacy and respect.</li> <li>3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private.</li> <li>4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others.</li> <li>5. Provide you with feedback, if appropriate.</li> </ol>

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**School Sample Documents for Reporting for Bullying**





## Students

### 7.180R(1)E(5) 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: \_\_\_\_\_  
☐ Student ☐ Parent ☐ Staff ☐ Other \_\_\_\_\_

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

Are you the target of the bullying or school violence that you are reporting? ☐ Yes ☐ No

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_

Person(s) being reported as targets of bullying or school violence:

Name: \_\_\_\_\_ ☐ Student ☐ Staff

Name: \_\_\_\_\_ ☐ Student ☐ Staff

Name: \_\_\_\_\_ ☐ Student ☐ Staff

Person(s) being reported as aggressors engaged in bullying or school violence:

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Person(s) who witnessed the bullying or school violence:

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Name: \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

Was the incident based on any of these characteristics? (Check all that apply.)

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

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

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

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom   | <input type="checkbox"/> Locker room                         |
| <input type="checkbox"/> Hallway     | <input type="checkbox"/> Extracurricular activity            |
| <input type="checkbox"/> Cafeteria   | <input type="checkbox"/> Bus                                 |
| <input type="checkbox"/> Restroom    | <input type="checkbox"/> Bus stop                            |
| <input type="checkbox"/> Gym         | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> 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: \_\_\_\_\_ Date: \_\_\_\_\_

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**APPENDIX G****7.185****\*Teen Dating Violence Prohibited**

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall:

1. Incorporate the prohibition against teen dating violence in the Student Code of Conduct.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
  - a. building principal
  - b. a complaint manager identified in Policy 7.20, Harassment of Students Prohibited.
3. Incorporate age-appropriate instruction in grades 7 through 12 about teen dating violence.
4. Notify students and parents/guardians of this policy.

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2.240, 5.100, 5.230, 6.60, 6.65, 7.20, 7.180, 7.190, 7.220, 7.230, 7.240

Adopted: January 14, 2014

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**APPENDIX H****7.15****Students****Student and Family Privacy Rights****Surveys**

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the district's educational objectives as identified in Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

**Surveys Created by a Third Party**

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

**Survey Requesting Personal Information**

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the district) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child or ward to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

**Instructional Material**

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request. The term "instructional material" means instructional content that is provided to a student,

regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

### **Physical Exams or Screenings**

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.).
3. Is otherwise authorized by board policy.

### **Selling or Marketing Students' Personal Information Is Prohibited**

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or state identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

### **Notification of Rights and Procedures**

The superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.:	Protection of Pupil Rights, 20 U.S.C. §1232h. Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/1 <u>et seq.</u> ; ILCS 5/10-20.38.
CROSS REF.:	2:260, 6:210, 6:220, 6:260, 7:130
Adopted:	February 8, 2005
Revised:	May 21, 2008 (correcting statutory citations only)

**Compulsory Attendance Law**

This policy applies to individuals who have custody or control of a child: (a) whose age meets the compulsory attendance age listed in State law, or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. Unless a student has already graduated from high school, compulsory attendance ages are as follows:

1. Before the 2014-2015 school year, students between the ages of 7 and 17 years.
2. Beginning with the 2014-2015 school year, students between the ages of 6 (on or before September 1) and 17 years.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

A student's parent(s)/guardian(s) must provide telephone numbers to the Principal and update them as necessary, authorize all absences and notify the school in advance or at the time of the child's absence. If a student is absent without prior authorization, the Building Principal or designee shall make a reasonable effort to notify the parent(s)/guardian(s) of the child's absence within two hours after the first class by telephoning the numbers provided.

**Tuancy**

The Superintendent or designee shall develop diagnostic procedures for identifying the cause(s) of unexcused student absenteeism. The diagnostic procedures include, but are not limited to, interviews with the student, his or her parent(s)/guardian(s), and any school official(s) or other people who may have information.

The following supportive services may be offered to truant or chronically truant students: parent teacher conferences, student and/or family counseling, or information about community agency services.

Any 17-year-old resident may, upon providing documentation of dropout status for the previous six months, participate in the District's various programs and resources for truants.

The Superintendent or designee will determine if a student is a truant, chronic or habitual truant, or a truant minor. If truancy continues after supportive services have been offered, the Superintendent or designee may request the resources of outside agencies, such as the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education.

**Discipline**

No punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against chronic truants for such truancy unless available supportive services and other school resources have been provided to the student.

**Student Employment**

The Superintendent shall develop procedures for excusing from attendance those students who are lawfully employed.

**Regulations**

The Superintendent shall develop and adopt administrative regulations implementing this policy.

LEGAL REF.: 105 ILCS 5/26-1.  
705 ILCS 405/3-33.5.  
23 Ill.Admin.Code §§1.242 and 1.290.  
CROSS REF.: 6.110, 6.150, 7.10, 7.50, 7.60, 7.80, 7.190  
Adopted: October 28, 1997  
Revised: December 19, 2000  
December 13, 2005  
June 10, 2008  
October 28, 2014

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## Appendix J

### **Medicaid Data Release – Special Education Students Only**

If your child received special education services and is also Medicaid eligible, Rockford School District 205 can seek partial reimbursement from Medicaid for health services documented in your approved child's Individualized Education Program (IEP). Medicaid reimbursement is a source of federal funds approved by Congress to help school districts maintain and improve diagnostic and therapeutic services for students.

The reimbursement process requires the school district to provide Medicaid with your child's name, birth date and Medicaid number. Federal law requires annual notification of our intent to pursue this reimbursement opportunity.

If you approve of the release of information to Medicaid, do nothing.

If you object to the release of information to Medicaid, not or at any time in the future, please state your objection in writing and forward it to Jennifer Lawrence, Executive Director of Special Education, 501 Seventh Street, Rockford, IL 61104.

Regardless of your decision the district must continue to provide, at no cost to you, the services listed in your child's IEP.

This program has no impact on your child's or your family's current or future Medicaid benefits. Under federal law, participation in this program CANNOT:

- a. Decrease lifetime coverage or any other public insurance benefit,
- b. Result in the family paying for services that would otherwise be covered by Medicaid,
- c. Increase your premiums or lead to discontinuation of benefits or insurance, or
- d. Result in the loss of eligibility for home and community-based waivers.

Your continued consent allows the district to recover a portion of the costs associated with providing health services to your child.

## Attendance Policy/Truancy Framework Matrix

Consequence	Tardy		Unexcused Absence "Skipping"		Level
	Elementary	Secondary	Elementary	Secondary	
1 <sup>st</sup> Offense <b>Secondary</b> (1 Class Period)	Minor	Minor	Minor	<b>Mandatory:</b> <b>Parent/Guardian Outreach</b> After School Detention Truancy Intervention Support Counseling Intervention Social Work Intervention	DM
2 <sup>nd</sup> Offense <b>Secondary</b> (2 Class Periods)	Minor	Minor	Minor	<b>Mandatory:</b> <b>Parent/Guardian Outreach</b> Saturday School Truancy Intervention Support Counseling Intervention Social Work Intervention	DM
3 <sup>rd</sup> Offense <b>Secondary</b> (3 Class Periods)	Minor	Minor	Minor	<b>Mandatory:</b> <b>Parent/Guardian Outreach</b> Social Intervention Learning Environment Truancy Intervention Support Counseling Intervention Social Work Intervention	GDM (2) (1 <sup>st</sup> Offense)
4 <sup>th</sup> Offense	Lunch Detention	After School Detention	<b>Mandatory:</b> <b>Parent/Guardian Outreach</b> Lunch Detention Truancy Intervention Support Counseling Intervention Social Work Intervention	<b>Mandatory:</b> <b>Parent/Guardian Outreach</b> Social Intervention Learning Environment Truancy Intervention Support Counseling Intervention Social Work Intervention	GDM (2) (2 <sup>nd</sup> Offense)
5 <sup>th</sup> Offense	Youth Service Network (YSN)	School Administration Social Intervention Learning Environment	Principal Truancy Notification Letter Truancy Intervention Support Counseling Intervention Social Work Intervention		GDM (2) (3 <sup>rd</sup> Offense)
6 <sup>th</sup> Offense	YSN	School Administration Social Intervention Learning Environment	Truancy Intervention Support Counseling Intervention Social Work Intervention		GDM (2) (3 <sup>rd</sup> Offense)  Refer to the Student Code of Conduct
7 <sup>th</sup> & Subsequent	YSN	<b>School Administration</b> <ul style="list-style-type: none"> <li>Social Intervention Learning Environment</li> <li>Overnight Suspension ~ (Parent must attend conference)</li> <li>Social Suspension</li> </ul>	SSAL Department Notice Truancy Intervention Support Counseling Intervention Social Work Intervention		Truancy Court

300 minutes per day constitutes 1 full day of attendance – Grades 2 – 12    150 Minutes per day constitutes ½ day of attendance – Grades 2 – 12

**\*\*August, 2018, after 10 day Count**

240 Minutes – full day attendance – Pre-K – 1<sup>st</sup> 120 Minutes – ½ day attendance – Pre-K = 1<sup>st</sup>

\*Example: 15 Minutes Tardy for 10 days = 150 Minutes = ½ day Attendance (**Form Updated: June 2019**)

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## Appendix L

### Erin's Law

#### Core Components of Effective and Comprehensive Child Sexual Abuse Prevention Programs

The Task Force recommends that, to effectively address the issue of child sexual abuse in Illinois, all public schools should implement a child sexual abuse prevention program with students in grades Pre-Kindergarten through 5. Members of this Task Force reviewed a variety of existing prevention curricula. However, recognizing the limited research available on the effects of specific curricula and the diversity of needs, resources and student populations in Illinois schools, the Task Force has chosen not to promote any specific prevention curriculum. Rather, we recommend the following core components from which each school or district can craft an effective and comprehensive child sexual abuse prevention program.

1. Programs should include techniques to teach children to recognize child sexual abuse, equip them with skills to reduce their vulnerability and encourage them to report the abuse.
2. Programs should include more than one session, ideally, at least four (Davis & Gidycz, 2000). Recognizing the importance and effectiveness of an environmental design, programs may include such building interventions as visual aids displayed throughout the school, reinforcing the concepts learned within the prevention program (Taylor, Stein, Woods, Mumford, & Mennemeier, 2011)
3. Programs should be conducted at least annually, building on skills learned the previous year, and should be developmentally appropriate for each grade level.
4. Programs should involve children as active learning participants and should to be the most effective, include discussion, modeling and role playing (Davis & Gidycz, 2000).
5. Programs should have the capacity to be delivered by a wide range of personnel (Barron & Topping, 2010). Acknowledging the varying resources and staffing patterns of each school, prevention programs should have the capacity to be delivered by a wide range of professionals, including teachers, school counselors, outside agency prevention educators, etc. Professionals delivering these prevention programs should have a thorough knowledge of child sexual abuse, including how to respond appropriately to disclosures.
6. Programs should include an evaluation component with measurable outcomes.
7. Programs should be culturally sensitive and adaptable for use within varying school contexts (age, race, special needs, etc.).
8. Although we recognize that thorough research is limited on the efficacy of specific child sexual abuse prevention programs, we recommend that schools seek to implement programs that include an evidence-based curriculum.
9. Programs must include a professional training component for administrators, teachers and other school personnel on talking to students about child sexual abuse prevention, effects of child sexual abuse on children, handling disclosures, and mandated reporting.
10. Recognizing that parents play a key role in protecting children from abuse, programs must include a component that encourages parental involvement within the child sexual abuse prevention program. This component should inform parents about child sexual abuse topics including but not limited to characteristics of offenders, grooming behaviors, and how to discuss this topic with their children (Kenny, 2010)

Task Force has identified the following statewide resources:

1. Illinois Coalition Against Sexual Assault (ICASA)  
100 N. 16th Street  
Springfield, IL 62703  
(217)753-4117  
<http://www.icasa.org>  
ICASA consists of 33 sexual assault centers and 26 satellite offices across the state that provide prevention education programs to schools and professional training to school personnel.
2. Child Advocacy Centers of Illinois  
1133 S. Second Street  
Springfield, IL 62704  
(217)528-2224  
<http://www.cacionline.org>

CACI consists of 39 children's advocacy centers (CACs) across the state. In addition to their work coordinating investigations of child sexual abuse and serious physical abuse, several CACs facilitate community-based and school-based prevention programs.

#### Conclusions and Recommendations:

The story of Erin Merryn is just one example of more than 42 million stories of child sexual abuse survivors across the United States. Her courage and determination have allowed her to be a face and a voice for survivors of child sexual abuse. Erin is constantly attacking this "silent epidemic". She travels the country year round to share her message. She has been an inspiration and a source of healing. Her vision has evolved. Erin's dream is to give children a voice through school-based child sexual abuse prevention programs. Illinois was the first state to enact her legislation. She has inspired eleven other states to adopt or formalize a plan to enact this law, and these states are looking to the proactive leadership of Illinois.



Every child deserves the right to have their minds, bodies, and innocence protected. It is time we stand up for children and give a voice to the voiceless. Schools are the most effective way to make sure every child receives this important message. Illinois will be an example for the entire country on the prevention of child sexual abuse.

Information contained in this report has outlined the prevalence of child sexual abuse. Many victims of sexual abuse are under the age of 7 (Briere et al., 1996; Finkelhor, 1994). It is too late for most children who receive prevention education under Illinois law. This does not mean the current law is not important or effective; rather, our findings strongly suggest the need to simply begin prevention education earlier in the school curriculum.

Schools providing child sexual abuse education is not a new initiative. Hundreds of schools in Illinois already have programs in place. Mandates under the "Health Education Act", "Sex Education", and "Internet Safety Education Curriculum" require instruction beginning in 6th grade. The following recommendations enhance and improve current Illinois law to make our children safer.

The Erin's Law Task Force recommendations:

- Child sexual abuse prevention education should be taught in grades pre-K through 12. "Best Practices" should be included in this instruction (See page 16 of this report).
- Training for school administrators should be amended to include child sexual abuse as a selective strand under the Illinois Administrator Academy.
- Child sexual abuse training should be provided as a Certified Professional Development Unit (CPDU) for certified non-administrative school personnel.

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## **Appendix M**

**6.140 (Policy No. 3115 Students)**

### **Homeless Students: Enrollment Rights and Services**

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Are abandoned in hospitals;
- E. Awaiting foster care placement;
- F. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
- G. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- H. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families' resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, and proof of residency, mailing address or other documentation. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including

compliance with the state's address confidentiality program when necessary. However, emergency contact information cannot be demanded in a form or manner that constructs a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

### **Duties of the Liaison for Homeless Students**

Pursuant to McKinney-Vento, all school districts must have in place a liaison for homeless children and youth who are properly trained on the liaison's duties as set forth below and who is reasonably available to families throughout the school day to implement the requirements of the Act. The school liaison for homeless children and youth must ensure that:

- Homeless children and youth are sensitively identified by school personnel, whether currently enrolled or not yet attending school and, if appropriate, aid such children or youth in accessing the appropriate school;
- Homeless children and youth have a full opportunity to succeed in the district's schools and that homeless families' children and youth receive all educational services for which they are eligible, including Head Start, Even Start, preschool and referrals for healthcare, dental care, mental health and other appropriate services;
- Parents and guardians of homeless children and youth are informed about the district's educational services and opportunities and are given meaningful chances to participate in their child's education;
- Public notice of the educational rights of homeless children and youth is disseminated at locations where homeless families and children are served such as schools, shelters, soup kitchens, public aid offices, city hall, food pantries, public libraries, court houses, and police stations;
- Disputes between the school district and homeless parents are handled in accordance with applicable law and the procedures set forth herein;
- Parents or guardians of a homeless child or youth (and any unaccompanied youth) are fully informed of all transportation services, including transportation to the school of origin and are assisted in accessing transportation to the school that is appropriately selected;
- Staff coordinate and collaborate with, among others, school personnel responsible for the provision of related services to homeless children and youth (such coordination and collaboration may include, for example, the development of training programs on rights of homeless children and youth and their families under applicable law); and,
- Ensure that special attention is given to locating and enrolling homeless children and youth not currently in school.

### **Homeless Student Dispute Procedures**

Disagreements may occur between a school district and a homeless student or homeless parent regarding, among other things, enrollment or transportation. As soon as such a disagreement arises, the school district liaison should become involved. If the district has legitimate reason to disagree with a parent, guardian or homeless youth regarding an issue related to the rights of homeless students, the district must follow a dispute procedure that includes these steps:

- Immediately enroll the student(s) and arrange for transportation and other services as appropriate.
- With the involvement of the district's liaison, attempt to discuss the issues with the parent/youth to determine if more information can clear up the issues. Failing to accomplish that:
  - Issue a letter to the parent/guardian or youth explaining, with a degree of specificity, the district's position as to the homelessness-related dispute. In this letter, the district must also include referrals to free/reduced cost legal help and an outline of the dispute resolution procedure. The district must copy on such letter the applicable regional superintendent of schools and Illinois' Coordinator for the Education of Homeless Children and Youth ("State Coordinator").
- Refer the child or his or her parent or guardian to the fair and impartial ombudsperson appointed by the district's regional superintendent of schools (the "Ombudsperson"). The district's liaison should exercise responsibility for facilitating access to legal help and advocacy and other information and, upon knowledge that legal representation is obtained by a family or youth, the district (through its liaison or otherwise) shall appropriately work with such legal representative throughout the dispute resolution process.
- The Ombudsperson shall: be familiar with the educational rights and needs of homeless children; work with all parties to schedule a meeting, notifying such parties of the meeting's date, time and location; and, to the extent available, provide the parties with any

requested resource information in advance of the meeting so as to enable a full and fair presentation of their respective positions in the dispute resolution process. If at all possible, such meeting should occur within five (5) school days of the district's letter.

- The Ombudsperson shall, as part of the meeting, allow for a complete presentation of relevant facts by all parties. The child and/or his or her parent or guardian should be allowed to have assistance from a legal representative knowledgeable of federal and state laws pertaining to homeless students' educational rights.
- At the conclusion of the meeting or promptly thereafter, the Ombudsperson shall, in writing, communicate his or her decision to the parties and inform the parties of the ability to have the state coordinator review compliance with applicable law.
- Either party may, within five (5) school days of the Ombudsperson's decision, send a written request to the state coordinator asking the state coordinator to review such decision for compliance with applicable law. Such request must include any documentation related to the dispute resolution proceeding.
- Upon receiving a request for review, the state coordinator may request from either party any additional information that he or she deems relevant to determining compliance with applicable law. No later than ten (10) school days after receiving the request for review, the state coordinator shall make a recommendation to the State Superintendent of Education regarding the Ombudsperson's decision and the appropriate placement of the student (deferring, in this review, to any and all findings of fact by the Ombudsperson).
- Within ten (10) days of receiving the state coordinator's recommendation, the State Superintendent of Education or designee will inform all parties of the final determination.
- If the State Superintendent of Education or designee determines that the district's action giving rise to the dispute is inconsistent with applicable law, he/she may order the district to take any action necessary for such district to be in compliance with applicable law. Should the district not comply with such order, the state superintendent shall place the district's recognition status on probation in accordance with 23 Ill. Admin. Code 1.20(b).
- Regardless of the decision of the State Superintendent of Education or designee, the State Coordinator will follow-up with the school district within five (5) school days after such determination to review the status of the dispute.

Cross References: Board Policy 3120 Enrollment  
Board Policy 3231 Student Records  
Board Policy 3413 Student Immunization and Life-Threatening Conditions

Legal References: RCW 26A.225.215 Enrollment of Children without Legal Residences  
Title I, Part C No Child Left Behind Act, 2002  
42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act

Management Resources: Policy News, October 2002 NCLB Addresses Homeless Students  
Policy News, October 2004 Homeless Students: Enrollment Rights and Services Update

Adopted:  
School District Name:  
Revised: 10.02; 10.04, 12.13  
Classification: Essential

## Appendix N

Public Act 098-0129

### **Right to Privacy in the School Setting Act. Social Network Access**

Section 5. Definitions. In this Act:

"Elementary or secondary school" means a public elementary or secondary school or school district or a nonpublic school recognized by the State Board of Education.

"Post-secondary school" means an institution of higher learning as defined in the Higher Education Student Assistance Act.

"Social networking website" means an Internet-based service that allows individuals to do the following:

- (1) construct a public or semi-public profile within a bounded system created by the service;
  - (2) create a list of other users with whom they share a connection within the system; and
  - (3) view and navigate their list of connections and those made by others within the system.
- (4) "Social networking website" does not include electronic mail.

Section 10. Prohibited inquiry.

- (a) It is unlawful for a post-secondary school to request or require a student or his or her parent or guardian 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 or to demand access in any manner to a student's account or profile on a social networking website.

- (b) Nothing in this Section limits a post-secondary school's right to do the following:

- 1) promulgate and maintain lawful school policies governing the use of the post-secondary school's electronic equipment, including policies regarding Internet use, social networking website use, and electronic mail use; and

- 2) monitor usage of the post-secondary school's electronic equipment and the post-secondary school's electronic mail without requesting or requiring 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.
- (c) Nothing in this Section prohibits a post-secondary school from obtaining information about a student that is in the public domain or that is otherwise obtained in compliance with this Act.
- (d) This Section does not apply when a post-secondary school has reasonable cause to believe that a student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy.

Section 15. Notification. An elementary or secondary school must provide notification to the student and his or her parent or guardian that the elementary or secondary school may request but 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 if the elementary or secondary school has reasonable cause to believe that the student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy. The notification must be published in the elementary or secondary school's disciplinary rules, policies, or handbook or communicated by similar means.

Section 20. Penalty. A post-secondary school or an agent of a post-secondary school who violates this Act is guilty of a petty offense.

Effective Date: 1/1/2014

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**Appendix O Policy - Policy 6.235 - Access to Electronic Networks**  
**Rockford Public Schools 205 Student Acknowledgement of Receipt of**  
**Administrative Procedures for Acceptable Use of the Electronic Network 2019 -2020**

All use of electronic networks shall be consistent with the Rockford Public Schools 205's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures may result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Accessing Electronic Network and Internet - Student access to the network is automatically granted as part of registration. To acknowledge network access, students (referred to as "users") must submit a signed copy of the Student Acknowledgment of Receipt of Administrative Procedures for Acceptable Use of the Electronic Network (referred to as the "Acknowledgment"). Each user will be required to submit a newly-signed acknowledgment of the Acknowledgment at the beginning of each school year. In the event a user's electronic network privileges are suspended or revoked, that user will be required to submit a signed Acknowledgment before the Rockford Public Schools 205 will consider restoring electronic network access privileges.

Enforcement - Any violation of the terms of Board Policy (referred to as the "Policy"), of these Administrative Procedures, or of additional rules, regulations, or other terms or conditions of electronic network access authorized by the Superintendent or designee may result in the suspension or revocation of electronic network privileges, disciplinary action, and/or appropriate legal action up to and including dismissal. Disciplinary measures, if any, shall be considered and imposed consistent with Rockford Public Schools 205 discipline policies. Discipline may include dismissal.

Terms and Conditions

Acceptable Use - Access to the Rockford Public Schools 205's electronic network must be: (a) for the purpose of education or research, consistent with the Rockford Public Schools 205's educational objectives, or (b) for legitimate Rockford Public Schools 205 use. Access also must comply with the Policy, these Administrative Procedures, federal and Illinois law or any additional rules, regulations or other terms and conditions of electronic network access promulgated by the Superintendent or designee, and all other disciplinary policies and regulations for the safety and pedagogical concerns of the Rockford Public Schools 205.

Privileges - The use of the Rockford Public Schools 205's electronic network is a privilege, not a right, and inappropriate use will result in the suspension or revocation of those privileges. The Superintendent or designee will make the final decision as to whether a user violated these procedures. If a violation is found, the Superintendent or designee may then deny, revoke, or suspend the access privileges of any user who violates the Policy, these Administrative Procedures or any other terms or conditions governing the use of the Rockford Public Schools 205's electronic network.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Do not become abusive in messages to others,
2. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
3. Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.

4. Recognize that electronic mail (e-mail) and use of the Rockford Public Schools 205's electronic network is not private. System administrators have access to all e-mail, and detailed web log history. Any discovery of messages relating to or in support of illegal activities will be reported to the authorities.
5. Consider all communications and information accessible via the network to be private property of the Rockford Public Schools 205.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Any use which disrupts the proper and orderly operation and discipline of schools in the Rockford Public Schools 205; threatens the integrity or efficient operation of the Rockford Public Schools 205's electronic network; violates the rights of others, is primarily intended as an immediate solicitation of funds; is illegal or for illegal purposes of any kind; or constitutes gross disobedience or misconduct is an unacceptable use. Use of the Rockford Public Schools 205's electronic network for any unacceptable use will result in the suspension or revocation of electronic network privileges, disciplinary action, and/or appropriate legal action. Unacceptable uses of the Rockford Public Schools 205's electronic network specifically include, but are not limited to, the following:

1. Using the network for any illegal activity, such as fraud, libel, forgery or a violation of copyright laws of other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
2. Unauthorized downloading of any software, music, video or other media or other file to the Rockford Public Schools 205's electronic network without an educational or professional purpose, regardless of whether it is copyrighted or de-virused;
3. Using the network for private financial or commercial gain including gambling or advertising;
4. Continually using resources, such as file space, toner, or paper, in a wasteful manner;
5. Hacking, jail breaking or gaining unauthorized access to files, resources, or entities including using another user's account or password;
6. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, or use of information about anyone which is of a personal nature including a photograph;
7. Posting material authored or created by another without his/her consent;
8. Posting anonymous messages;
9. Accessing, submitting, posting, publishing, or displaying any material that is defamatory, abusive, obscene, profane, sexually oriented, threatening, harassing, illegal or which violates the rights of others;
10. Using the network while access privileges are suspended or revoked;
11. Taking any steps which threaten, or which may reasonably be interpreted to threaten, any person, group of persons, building, or property with harm, regardless of whether the user intends to carry out such threat;
12. Deliberately accessing, creating, displaying, transmitting, or otherwise possessing or disseminating material which contains pornography, obscenity, or sexually explicit, pervasively lewd and vulgar, or indecent or inappropriate language, text, sounds, or visual depictions;
13. Creating or sending e-mail or other communications which purport to come from another individual (commonly known as "spoofing"), or otherwise assuming an anonymous or false identity in communicating with other individuals, businesses, or organizations;
14. Modifying, disabling, compromising, or otherwise circumventing any anti-virus, user authentication, or other security feature maintained on the Rockford Public Schools 205 network or on any external computer, computer system, or computer account;
15. Creating or deliberately downloading, uploading, or forwarding any computer virus, or otherwise attempting to modify, destroy, or corrupt computer files maintained by any individual on any computer;
16. Participating in, or directly connecting with current Rockford Public Schools 205 staff in a social networking environment without an educational or professional purpose;
17. Using encryption software or otherwise encoding or password-protecting any file which is created with, sent from, received by, or stored on the Rockford Public Schools 205's electronic network;
18. Attempting to commit any action which would constitute an unacceptable use if accomplished successfully.

**No Warranties** - The Rockford Public Schools 205 makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Rockford Public Schools 205 will not be responsible for any damages the user may suffer. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions, whether caused by the Rockford Public Schools 205's negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The Rockford Public Schools 205 specifically denies any responsibility for the accuracy or quality of information obtained through its electronic network services.

**Indemnification** - The user agrees to indemnify the Rockford Public Schools 205 for any losses, costs, or damages, including reasonable attorneys' fees, incurred by the Rockford Public Schools 205 relating to, or arising out of, any violation or breach of the Policy, these Administrative Procedures or any other terms or conditions governing the use of the Rockford Public Schools 205's electronic network.

**Security** - Network security is a high priority. If the user observes a security problem on the network, the user must notify the system administrator or Building Principal and should not disclose the problem to other users: Users are expected to maintain the confidentiality of their account and password. Users shall not use another individual's account without permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Any acts of vandalism committed by the user will result in cancellation of privileges, other disciplinary action and/or legal action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Privacy** - Any electronic communications or files created on, stored on, or sent to, from, or via the electronic network are the property of the Rockford Public Schools 205. Consequently, users do not have any expectation of privacy with respect to such messages and files. Users should remember that such messages and files can be recovered from the electronic network's back-up system even after they have been deleted from a user's individual account.

The Superintendent or designee may access and review such messages and files when necessary to maintain the integrity and efficient operation of the electronic network; to monitor compliance with the Policy, these Rules and Regulations, and all other rules, regulations, or other terms or conditions of electronic network access authorized by the Superintendent; and to further all other educational, safety and instructional concerns of the Rockford Public Schools 205. The Rockford Public Schools 205 also reserves the right to intercept, access, and disclose to appropriate authorities all information created with, sent to, received by, or stored on the electronic network at any time, with or without user notice. Use of the Rockford Public Schools 205's electronic network to create, store, send, receive, view, or access any electronic communication or other file constitutes consent by the user for the Rockford Public Schools 205 to access and review such files.

Further, if Rockford Public Schools has reasonable cause to believe the student's account on a social networking website contains evidence that the student has violated a school disciplinary rule or policy, then Rockford Public Schools 205 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, even if such site has not been accessed through one of Rockford Public Schools 205's servers.

**Copyright Web Publishing Rules** - Copyright law and Rockford Public Schools 205 policy prohibit the re-publishing of text or graphics found on the Internet or on Rockford Public Schools 205 websites or file servers without explicit written permission.

1. Material from other electronic sources (including the Internet) must not be used unless written permission has been obtained by the user from the author. Additionally, any material so used, must be properly cited.
2. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission.
3. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
4. Material from software owned by the Rockford Public Schools 205 or school may not be used without permission or unless the licensing agreement specifically allows for such use.

**Use of Electronic Mail** - The Rockford Public Schools 205's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the Rockford Public Schools 205. The Rockford Public Schools 205 provides electronic mail to aid student's grades 9-12 as an education tool.

1. The Rockford Public Schools 205 reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any user to another user's electronic mail account is strictly prohibited.
2. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
3. Electronic messages transmitted via the Rockford Public Schools 205's Internet gateway are electronically labeled with an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as a user of the Rockford Public Schools 205's electronic network. Great care should be taken, therefore, to compose messages in a manner that will reflect well on the name and reputation of the Rockford Public Schools 205. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
4. Downloading any file attached to any Internet-based message is prohibited unless the user is certain, to the best of their ability, of that message's authenticity and the nature of the file so transmitted.
5. Use of the Rockford Public Schools 205's electronic mail system constitutes consent to these regulations.

**Cooperation with Investigations** - The Rockford Public Schools 205 reserves the right to participate and cooperate fully in any investigation requested or undertaken by either law enforcement authorities or a party alleging to have been harmed by the use of the Rockford Public Schools 205 electronic network. Evidence of illegal activity will be reported or turned over to appropriate authorities.

**Internet Safety** - Internet access is limited to only those "acceptable uses" as detailed in these procedures. Staff member users are responsible for supervising students while they are using Rockford Public Schools 205 Internet access to ensure that the students abide by the Terms and Conditions for electronic access contained in these procedures and/or the student handbook. The Rockford Public Schools 205 network for Internet access has a filtering device that blocks entry to Web sites (as defined by the Children's Internet Protection Act (CIPA) and as determined by the Superintendent or designee) that are:

1. Obscene (for definition, see the case of *Miller v. California* 1973)

2. Child Pornography (for definition, see 18 U.S.C. 2256)
3. Harmful to Minors (for definition, see below) The CIPA defines "Harmful to Minors" as:

Any picture, image, graphic image file, or other visual depiction that — (i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors" (Secs. 1703(b)(2), 20 U.S.C. sec 3601(a)(5)(F) as added by CIPA sec 1711, 20 U.S.C. sec 9134(b)(f)(7)(B) as added by CIPA sec 1712(a), and 147 U.S.C. sec. 254(h)(c)(G) as added by CIPA sec. 1721(a)).

Non-School-Sponsored Publications/Websites Students are prohibited from accessing and/or distributing at school any pictures, written material; or electronic material, including material from the Internet or from a blog, that:

1. Will cause substantial disruption of the proper and orderly operation and discipline
2. Violates the rights of others, including but not limited to material that is libelous,
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent or vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or
5. Is distributed in kindergarten through twelfth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by Rockford Public Schools 205.

Policy Modifications-The Board of Education may modify the terms and conditions of electronic network use and/or the provisions of the Policy and these Administrative Procedures at any time. The Superintendent or designee may also disseminate additional rules, regulations, or other terms or conditions of electronic network access as may be necessary to ensure the safe, proper, and efficient operation of the computer network and the individual Rockford Public Schools 205 schools. Notice of any such modifications or additional rules, regulations, or other terms of conditions of access shall be promptly communicated to all authorized users, including by posting such modifications on the electronic network or in a conspicuous place at access locations. Use of the electronic network constitutes acceptance of the terms of the Policy, these Administrative Procedures, and any additional rules, regulations, or other terms or conditions of electronic network access which may have been promulgated by the Superintendent or designee.

The Children's Online Privacy Protection Act of 1998, (U.S.C. 6501, et seq.) which prohibits unfair or deceptive acts or practices in connection with the collection, use, and/or disclosure of personal information from and about children under the age of 13 on the Internet. The Rockford Public Schools 205 uses several third-party apps that are accepted as an instructional technology resource for our students, some of which require parental consent. A full list of the products and services supported by Rockford Public Schools as an instructional technology resource can be found on our district website.

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## **Appendix P**

**7.50**

### **School Admissions and Student Transfers To and From Non-District Schools**

#### **Age**

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years old on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age.

#### **Admission Procedure**

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.

2. Proof of residence, as required by Board Policy 7.60, *Residence*.
3. 3 Proof of disease immunization or detection and the required physical examination, as required by State law and Board Policy 7.100, *Health and Dental Examinations, Immunizations, and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who **Rockford Public Schools 7.50** is either deployed to active duty or expects to be deployed to active duty during the school year. [Students who are children of active duty military personnel transferring will be allowed to enter (a) the same grade in which they studied at the school from which they transferred, if the transfer occurs during the district's school year, or (b) the grade level following the last grade completed].

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board Policy 6.140, *Education of Homeless Children*, and its implementing administrative procedure govern the enrollment of homeless children. Notice of good standing/Not a criminal/Escaped or pending charges of an expulsion (See student transfer to and from non-district schools).

### Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District. However, in no case shall the student serve an expulsion or suspension in excess of the time permitted by statute (i.e. two calendar years).

### Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

### Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1. (See 6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under Policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be provided counseling and be directed to alternative educational programs, including adult education **Rockford Public Schools 7.50** programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the *Individuals with Disabilities Educational Act* or accommodation plans under the *Rehabilitation Act, Section 504*.

Legal REF: 105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/22-65.  
5/27-8.1, and 10/8.1. 45/1 et. seq., and 70/1 et. seq.  
325 ILCS 50/1 et. seq. and 55/1 et. seq.  
410 ILCS 315/2e.

20 Ill. Admin.Code part 1290 Missing Person Birth Records and School Registration.

23 Ill.Admin.Code §375 Student Records

CROSS REF.: 6.30, 6.110, 6.140, 6.300, 6.310, 7.60, 7.70, 7.100, 7.340

Adopted: October 28, 1997

Revised: March 8, 2005

April 14, 2009

August 14, 2012

October 28, 2014

March 24, 2015



## Student Transfer Form

ILLINOIS STATE BOARD OF EDUCATION  
 Accountability Division  
 100 North First Street, E-310  
 Springfield, Illinois 62777-0001

STUDENT IDENTIFICATION NUMBER (8-digits)							

## STUDENT TRANSFER FORM

In accordance with Section 2-3.13a of the School Code, all public school districts are to provide this form to any student who is moving out of the school district to verify whether or not the student is "in good standing" and, whether or not their medical records are up-to-date and complete as defined in Section 2-3.13a. "In good standing" means that the student is not being disciplined by an out-of-school suspension or expulsion, and is entitled to attend classes, as of the date of this form. No public school district is required to admit a new student unless they can produce this form from the student's previous Illinois public school district. **This form is not to be returned to the Illinois State Board of Education. It is to be sent directly to the student's new school they will be attending.**

NAME OF STUDENT (Last, First, Middle)	BIRTHDATE (Month, Day, Year)	GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female	GRADE LEVEL
ADDRESS OF STUDENT (Street, City, State, Zip Code)			
NAME OF PARENT OR GUARDIAN	PARENT/GUARDIAN TELEPHONE (Include Area Code)		
	Home		Work
ADDRESS OF PARENT OR GUARDIAN			
DISTRICT NAME AND NUMBER TRANSFERRING TO	NEW DISTRICT ADDRESS (City, State, Zip Code)		
NAME OF SCHOOL STUDENT WILL BE TRANSFERRING TO	NAME OF PRINCIPAL AT NEW SCHOOL		

Please check (✓) the appropriate box.

- ☐ I hereby attest that the above student is "in good standing" and that all medical records for the above student are up-to-date and complete as of the date of this form.
- ☐ The above student's medical records are not up-to-date and complete as documented in the student's permanent records.
- ☐ I hereby attest that the above student is not "in good standing" due to a current suspension and/or expulsion from \_\_\_\_\_ until \_\_\_\_\_; but is entitled to transfer in accordance with Section 2-3.13a (105 ILCS 5/2-3.13a), unless the receiving district has, pursuant to Section 2-3.13a, adopted a policy providing that if a student is suspended or expelled for any reason from any public or private school in this or any other state, the student must complete the entire term of the suspension or expulsion before being admitted into the school district. This policy may allow placement of the student in an alternative school program established under Article 13A of this Code, if available, for the remainder of the suspension or expulsion.
- ☐ I hereby attest that the above student is not "in good standing" due to a current suspension and/or expulsion from \_\_\_\_\_ until \_\_\_\_\_ and is not eligible for transfer for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. 8921 et seq.); for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or for battering a staff member of the school.

NAME OF PRINCIPAL	SCHOOL PHONE	COUNTY
DISTRICT NAME AND NUMBER		DISTRICT ADDRESS (City, State, Zip Code)

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Principal

## **Appendix R**

### **Proficiency Exam Procedures**

1. A student who enters our district from a non-accredited program and who lacks a sufficient transcript may demonstrate proficiency for any credit-bearing course, including PE or electives.
2. Any time a student who meets this criteria requests an opportunity to demonstrate proficiency, the following procedure will be followed.

In compliance with School Board Policy 7.40, student may have academic credits recognized by the District if the student demonstrates appropriate academic proficiency, by following the steps listed below:

- a. The school counselor identifies the course(s) the student/family indicate the student already completed
  - b. An email request is sent to Executive Director of Curriculum, Keri Neri indicating the course(s) for which the student would like to demonstrate proficiency
  - c. A determination will be made by the Superintendent regarding the eligibility of the request to continue in the process
  - d. The assessment(s) will be provided to the school administration for proctoring with the student at the school site
  - e. The student responses are returned to the district office (c/o Keri Neri) for scoring
  - f. A determination regarding proficiency will be made and communicated to the school
  - g. If a student demonstrates proficiency, the course is recorded with a pass/fail designation for the grade.
3. For any courses which do not already have a district-level approved assessment, the curriculum department will work with the buildings to identify an appropriate assessment of the student's skill in any given area and for any school in our system.

Exams need a 60% pass rate. They are content-based and may only be taken once in order to determine proficiency; no re-takes will be permitted.

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## **Appendix S**

**7.140**

### **Search and Seizure Students**

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, clothing, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's Student Code of Conduct. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

School authorities may authorize the random use of manual or walk-through metal detectors on students and their personal effects when they enter school buildings in order to screen for weapons. If metal is detected, the student will be asked to remove the metal causing the alarm and then retested. If metal is again detected, the student or his/her personal effects will be searched. Any schools with installed walk-through metal detectors, whether used randomly or daily, must post a sign outside the entrance to be used for metal detector screenings stating: "Any person entering this building may be subject to search." Schools should also include information about its metal detector program in a student handbook, if any, distributed to students at the beginning of each year or term.

Separate lines should be available for male and female students to pass through walk-through units (or to be screened by manual wands); male school authorities should be assigned to monitor the line for male students, and female school authorities should be assigned to monitor the line for female students.

There should be adequate space near the metal detectors to maintain order among the students waiting to be screened, but the area should be arranged in a way that prevents students from bypassing the search procedure.

All entrances not used for the metal detector screens should be locked so as to prevent entry from the outside, but must remain operable from the inside to comply with the fire code. If feasible, school personnel should be posted near locked doors to prevent screened students from assisting others in circumventing the search procedure.

Tables must be placed adjacent to walk-through metal detectors, and shall have ample trays to accommodate the personal metal possessions of students passing through the detector.

Prior to student's passage through a walk-through metal detector, he or she shall be instructed to place any metal items in their possession into a tray, and to place any other personal items (coats, backpacks, purses, etc.) on the table for scanning with a hand-held wand or physical inspection.

If the alarm sounds when a student passes through the metal detector or when the wand is passed along the student's body, the student should be asked to remove whatever metal is causing the alarm and then retested. If the alarm sounds again, the student should be escorted by school officials to a place of privacy and patted down. If a weapon is discovered, the Rockford Police Department must be notified immediately, and the weapon must be held by the school official who discovers it until the law enforcement officials arrive at the building.

When feasible, the search should be conducted as follows:

- outside the view of others, including students;
- in the presence of a school administrator or adult witness; and
- by a certified employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent or designee. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

#### Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/1 et. seq.:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

School officials 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 allow school officials to make a factual determination.

#### Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

LEGAL REF.: Veronia School District 47J v. Acton, 115 S.Ct. 2386 (1995).  
T.L.O.V. New Jersey, 105 S.Ct. 733 (1985).  
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).  
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).  
People v. Dilworth, 661 N.E.2d 310 (1996).  
People v. Pruitt, 662 N.E. 2d 540 (Ill. App. 1st Dist. 1996).  
105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.  
Right to Privacy in the School Setting Act, 105 ILCS 75/1 et. seq.  
CROSS REF.: 7.130, 7.150, 7.190  
Adopted: October 28, 1997  
Revised: August 27, 2002  
March 22, 2016

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## Appendix T Students

7.40

### Nonpublic/Non Graded School Student, Including Home Schooled Students

#### Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has North Central Accreditation or has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Accepted credits will be recorded as pass/fail. These credits are not eligible for a letter grade. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy 7.30, Student Assignment, as well as administrative procedures implementing this policy.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to School Board policy 7.30, Student Assignment, as well as administrative procedures implementing this policy.

### **Part-Time Attendance**

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

### **Students with a Disability**

The District will accept for part-time attendance those students with disabilities who live within the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

### **Extracurricular and Co-Curricular Activities and Interscholastic Sports**

Nonpublic school students, including those who attend a District school part-time, are not allowed to participate in extracurricular or co-curricular activities unless the activity is directly related to and part of the requirement for a credit class. A nonpublic student who participates in such an activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Interscholastic sports and IHSA sanctioned activities will be limited to students who are enrolled full-time in the District.

### **Participation in District Level Assessments**

The District has no obligation to provide assessments to students who are currently attending a nonpublic/non-graded school. The students may take tests such as PSAT and SAT normally given at the high school level at the same cost charged District students.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.  
CROSS REF.: 4.110, 6.170, 6.190, 6.320, 7.30, 7.300  
Adopted: September 29, 1999  
Revised: March 24, 2015

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## **Appendix U**

### **Indoor Air Quality (IAQ) Plan**

#### **Rockford Public School District 205**

*Updated: May, 2011*

### **Policy & Purpose**

It is the objective of the Rockford School District to provide clean and safe buildings for students and staff to work in.

Rockford Public Schools will use best management practices and a multi-disciplinary approach to maintain its buildings in such a way that supports a healthy environment for its occupants.

### **Scope**

The procedures outlined in this document apply to all Rockford Public School District owned buildings.

### **Responsibilities**

#### **Environmental Health & Safety Coordinator:**

- a. Will maintain Indoor Air Quality Plan, and oversee implementation.
- b. Will lead air quality investigations, and perform air sampling as needed.
- c. Will communicate with the laboratory, communicate issues to Chief Operating Officer, and communicate with building principals and parents as needed.
- d. Will assist with building walkthroughs.
- e. Will maintain Integrated Pest Management (IPM) system.
- f. Will oversee Asbestos Management Plans.

- g. Will oversee Radon Gas Program
- h. Will oversee Lead Paint RRP Program

**Operations Manager:**

- a. Will oversee building cleanliness, and insure that custodial service follows steps outlined in these procedures.
- b. Will assist with building walkthroughs.
- c. Will insure air filters in school buildings are changed according to maintenance schedule.
- d. Will insure custodial service follows 'Green Chemicals' rules.

**Maintenance Manager:**

- a. Will oversee HVAC operations.
- b. Will assist with building walkthroughs.
- c. Will communicate to EHS Coordinator when HVAC service in a building has been interrupted due to malfunction or power outage, or when there is a major roof leak, or pipe leak that may result in a subsequent moisture problem.
- d. Will continue to develop strategies to remedy landscape drainage issues, and downspout and gutter placements that contribute to flooding.

**Maintenance Planner:**

- a. Will address work orders for roof leaks and plumbing leaks quickly to prevent water damage and moisture build-up within the interior of the building.
- b. Will notify EHS Coordinator of work orders for air quality, mold, HVAC malfunctions, major roof leaks, plumbing leaks, and floods that may result in a subsequent moisture problem within the interior of the building.
- c. Will assist with building walkthroughs.

**Food Services Director:**

Will insure Food Services Dept. operates according to Winnebago County Health Department standards and operates in a way that minimizes food-borne odors that can impact indoor air quality.

**Training**

Rockford Public School District employees who perform air quality inspections, cleaning and remediation, asbestos O&M, lead paint renovation, and radon gas detection will be trained and certified according to EPA and IEMA approved methods and guidelines. Employees will repeat training as regulations change or as needed for review.

**Elements of Indoor Air Quality**

There are many factors that can impact indoor air quality. HVAC design and operation, housekeeping, food preparation, waste, pesticides, asbestos materials, naturally occurring gases (Radon), lead paint, pollen, dust, fungal spores, vehicle emissions, office equipment, cleaning products, synthetic furnishings, science labs, personal care products, nearby construction activities, dirty air filters, plants, air fresheners, and pet dander all contribute to a building's indoor air quality.

- a. HVAC Operations  
HVAC & exhaust systems are a critical component of good indoor air quality. How they function, and the systems settings influence the amount of outside air, building pressure, temperature, and humidity levels. Rockford Public Schools rely on both central air handling systems and unit ventilators and are operated according to regional educational standards to provide adequate air movement. HVAC systems will be placed onto an HVAC Summer Operating Schedule, to be updated annually.
- b. Housekeeping  
All Rockford Public School buildings are cleaned daily during the academic year. Custodial staff abides by EPA regulations regarding limiting cleaning chemicals to only approved 'green' cleaning products. Rubbish is removed daily. Air filters are changed quarterly. Stained or wet ceiling tiles are replaced with new tiles.
- c. Moisture Control & Mildew Prevention  
The key to mold prevention is moisture control. Mold requires water to grow, so it is important to prevent moisture problems in buildings. The Indoor Air Quality Plan focuses on this premise.  
Moisture problems can have many causes, including uncontrolled humidity, roof leaks, condensation, plumbing leaks, floods, landscaping and foundation design, and downspout/gutter placement. According to the EPA Office of Air and Radiation, the indoor relative humidity level should be kept below 60% to prevent moisture problems.  
Maintaining low humidity levels, altering carpet cleaning methods, and monitoring closed buildings during the summer months will significantly reduce the chance of moisture problems developing.  
The purpose of the HVAC Summer Operating Schedule is to control humidity levels with the goal of keeping the humidity below 60%. The timing and setting of each building's HVAC operations will be determined by several factors including the carpet cleaning schedule, amount of precipitation, temperature, and humidity levels.

Custodial service will follow these carpet cleaning procedures to reduce the amount of time carpets remain wet:

1. Only anti-fungal, mildew resistant shampoo will be used.
2. Minimal amount of water will be used.
3. After carpet cleaning, encourage ventilation of room by the following means:
  - a. If window air conditioner is present, turn it on.
  - b. Place and turn on floor fans.
  - c. If no air conditioner is present, turn on floor fans and prop door open.
  - d. If no air conditioner or fans are available, custodial service will contact Operations Support Center before carpet cleaning, so fans can be made available.
4. No furniture or rugs will be placed back onto carpeting until carpet is completely dry

Walkthroughs: Moisture problems develop when buildings have sat empty for periods of time during the summer months when school is not in session. Roof-top ventilation units that circulate air or provide air conditioning can fail due to power outages or equipment malfunctions, and the conditions of the interior the building can change quickly when this occurs.

Flooding after a heavy rain is a fairly common occurrence, and it is important to remove the water and dry out the interior of the building as quickly as possible.

For these reasons, schools that have historically had problems with moisture will be checked weekly by Operations Support Center staff during the summer months when school is not in session. During inspections, buildings will be checked for HVAC malfunctions, plumbing leaks, roof leaks, vandalism, wildlife entry, flooding, mold, and odor. Operations Support Center staff will use a Building Inspection Form and will submit completed forms to Environmental Health & Safety Coordinator each week.

Problems identified during the building inspections will be corrected through the Rockford School District work order system.

### **Food Services**

Cooking activities generate odors, moisture, and food waste that can impact indoor air quality. Rockford Public Schools food service follows strict standards outlined by the Winnebago County Health Department and the Illinois Department of Public Health.

### **Integrated Pest Management (IMP)**

Uncontrolled pest activity can affect indoor air quality by leaving bio detritus that can become airborne. Rockford Public School District practices Integrated Pest Management; an approach to pest control that reduces pest populations while minimizing pesticide use.

### **Asbestos Management**

While asbestos does not have an immediate impact on indoor air discomfort, asbestos is a known human carcinogen. In accordance with state and federal regulations, Rockford Public Schools maintains an Asbestos Management Plan for every building containing asbestos materials. Schools are inspected every six (6) months by Rockford School District employees trained in asbestos O&M, and every three (3) years by an outside contractor.

### **Radon Gas Program**

Radon is a naturally occurring, colorless, odorless, radioactive gas that is known as human carcinogen. Radon travels through soil and enters buildings through cracks and other holes in the foundation. Rockford Public School District, in cooperation with the Illinois Emergency Management Agency, has begun a Radon Program to reduce exposure to radon gas in the school buildings.

### **Lead Paint Program**

Lead is a toxic metal that is especially dangerous to children under six (6) years of age. When lead paint is disturbed, lead dust can become airborne and it is easily ingested. In compliance with EPA Final Rule 40 CFR Part 745, Rockford Public Schools practices Lead Paint Renovation, Repair, & Painting procedures, and maintains lead paint renovation certification. All Rockford School District employees who remove/renovate leaded paint are trained and certified in Lead RRP practices.

### **Other Environmental Factor**

According to Tools for Schools, published by the American Lung Association and the EPA, symptoms of poor indoor air quality can be caused by other factors and are not necessarily due to air quality deficiencies. Environmental stressors such as: improper lighting, noise, vibration, seasonal allergies, overcrowding, poor ergonomics, and psychosocial problems can all produce symptoms that are similar to those associated with poor air quality.

### **Air Quality Inspections**

Air quality inspections may be prompted by several factors:

- a. Staff or students complaints of illness in a specific area.

- b. Staff or students complaints of an odor in a specific area.
- c. When staff report 'mold.'
- d. A flood, leak, or extensive water damage to the interior of a building.
- e. Routine inspections.

When Operations Support Center receives a request for a mold/air quality inspection, employees trained in mold inspection and remediation will respond within 24 hours, but usually the same business day, and the initial inspection, corrective measures, and results of follow-up will be documented and retained in the EHS Coordinator's office.

When an area is found to have mold, Rockford Public School employees trained in mold remediation will follow methods outlined in USEPA Office of Air and Radiation's Mold Remediation in Schools and Commercial Buildings, doc# EPA 402-K-01-001.

All surfaces and materials will be cleaned according to EPA guidelines. In summary, EPA Methods are as follows:

**Method 1:** Wet vacuum and steam cleaning of porous materials such as carpeting and upholstery.

**Method 2:** Damp-wipe surfaces with water and detergent. Fungicide or biocide may be used but is not necessary.

**Method 3:** HEPA vacuum after area has dried.

**Method 4:** Discard severely damaged materials and PPE in plastic bags.

If mold problem is extensive, the Rockford School District may obtain assistance from outside remediation companies to be determined on a case-by-case basis. An "extensive mold problem" would be mold that is found in three (3) or more rooms, involves several square feet of ceiling, wall, or flooring, and is found on several different types of materials.

Follow-up: Approximately 7 to 10 days after the area has been cleaned, it will be rechecked to determine the moisture problem has been corrected, and mold has not returned.

### **Air Sampling**

In most cases, air sampling is not necessary, and is not recommended by the EPA as part of an investigation or first response to a mold problem. Since no EPA or other federal threshold limits have been set for mold, sampling cannot be used to check a buildings compliance with mold standards.

Air sampling may be useful in some circumstances, such as part of a site evaluation, to help identify unspecified health concerns, to identify mold species, to differentiate between mold and soot or dirt, or to determine if an area has been adequately cleaned after remediation.

If air samples are collected, the Rockford School District will use only AIHA EPA Accredited Laboratories certified in environmental microbiology.

### **Tools & Equipment**

#### **PPE:**

Personal Protective Equipment such as latex gloves, N95 respirators, and eye protection will be utilized as necessary.

#### **Fans:**

Rockford Public School District will maintain an inventory of floor fans for the purpose of drying carpets after cleaning. Operations Support Center will work closely with custodial staff to insure placement and rotation of fans to coincide with custodial carpet cleaning schedule.

#### **Wet-Vacs:**

Used to remove water.

#### **HEPA Vacuums:**

HEPA (High Efficiency Particulate Air) Vacuums are used for final cleanup of a remediation area after areas have dried.

#### **Fluke 975 Air Meter:**

Used to measure carbon dioxide levels, carbon monoxide levels, temperature, and humidity.

#### **Fluke Thermal Imager:**

Used to find moisture in carpeting, walls, and ceilings.

#### **Bio-Scan Surface Air Sample Kit:**

Counts per square centimeter amount of fungi, particulates, skin cell fragments, insect biodebris, and pollen.

#### **Air-O-Cell Spore Trap & Air Pump:**

Counts per cubic meter of air amount of fungi, particulates, skin cell fragments, insect bio detritus, and pollen.

**Cleaning Products:**

The following products may be used during cleaning and remediation:

- Sanitizing Extraction Bonnet Cleaner
- Jomax Mildew Killer
- Sodium Hypochlorite (bleach)
- Re-Fresh Odor Control

**EPA Tools for Schools Action Kit**

Problem-solving kit designed to assist staff with maintaining a healthful environment, and identifying problems.

**Attachments:**

**A: Summer HVAC Operating Schedule: TBA**

**B: Closed Building Inspection Form: [MOLDbldginspectionform.xls](#)**

**C: EPA Remediation Guidelines: [Mold Remediation in Schools and Commercial Buildings | Mold | US EPA](#)**

**D: Training Certificates: [MOLD training certificates.pdf](#)**

**ANNUAL ASBESTOS NOTIFICATION**

In 1986 Congress passed the Asbestos Hazard Emergency Response Act (AHERA). This law required all schools K-12 to be inspected for asbestos containing building materials (ACBM).

Those inspections were completed in 1989, and the management plan for managing all ACBM was filed with the State Department of Education. A copy of the management plan for each school is on file in the principal's office of each respective school, as well as the Facilities Department at the Administration Building located at 501 7th St., Rockford Illinois 61104. Based on this inventory and our construction management records since the inventory was completed, the following schools are considered to be asbestos free:

- Ellis
- Lewis Lemon
- Barbour
- RESA

During the calendar year 2011, PSI, a private Occupational and Health consulting firm, in accordance with federal regulations under AHERA, re-inspected all schools. The results of these re-inspections are contained within each respective school's management plan.

All asbestos-containing material that was identified in the management plan will continue to be monitored. The District will conduct a re-inspection of all inventoried asbestos containing material every six months. The School District's Environmental technicians are qualified to conduct routine activities around asbestos containing materials, to handle accidental releases of asbestos fibers if these materials become damaged, and to monitor the condition of these materials.

If you have any questions about the Asbestos Management Program in the Rockford School District #205, please contact Guy Carynski, Environmental Health & Safety Coordinator at 815-966-3016.

Director of Facilities

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**Appendix V**  
**Students****7.290****Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program



The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.163(c) (2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For students, implementation will incorporate Board policy 6.60, *Curriculum Content*, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
  - b. For staff, implementation will incorporate Board policy 5.100, *Staff Development*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
  - a. For students in grades 7 through 12, implementation shall incorporate the training required by 105 ILCS 5/10-22.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
  - b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:
  - a. Board policy 6.65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
  - b. Board policy 6.270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services.
  - c. Board policy 7:250, *Student Support Services*, implementing the Children's Mental Health Act of 2003, 405 ILCS 49/1 et seq. (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
  - d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to Ann Marie's Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7.250, *Student Support Services*.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

#### **Illinois Suicide Prevention Strategic Planning Committee**

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

#### **Monitoring**

The Board will review and update this policy pursuant to Ann Marie's Law and Board policy 2.240, *Board Policy Development*.

#### **Information to Staff, Parents/Guardians, and Students**

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.

#### **Implementation**

This policy shall be implemented in a manner consistent with State and federal laws, including the Children's Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/1 et. seq., and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.: 105 ILCS 5/2-3.163, 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.

745 ILCS 10/1 et. seq.

CROSS REF.: 2.240, 5.100, 6.60, 6.65, 6.120, 6.270, 7.180, 7.250.

Adopted: November 22, 2016

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## Appendix W

7.310

### Students

#### Restrictions on Publications

##### School-Sponsored Publications and Web Sites

School-sponsored publications, productions and web sites are part of the curriculum and are not a public forum for general use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

##### Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a publication includes, without limitation: (1) written or electronic print material, (2) audio-visual material, on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the District.

Students are prohibited from creating, distributing and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language, or sexting;
4. Is reasonably viewed as promoting illegal drug use or other illegal activity; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources so long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on-campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

### Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes substantial disruption or foreseeable risk of a substantial disruption to school operations or (2) interferes with the rights of other students or staff members.

### Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is bullying and/or cyberbullying according to the Student Code of Conduct and Board Policy 7.180 Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy.

LEGAL REF.: 105 ILCS 5/27-23.7

Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988). Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 89 S.Ct. 733 (1969).

CROSS REF.: 6.235, 7.180, 8.25

Adopted: October 28, 1997

Revised: February 12, 2008

August 14, 2012

November 22, 2016

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## **Appendix X**

**7.190**

## **Students**

### **Student Discipline**

The Board shall adopt a Student Code of Conduct governing the Rockford Public Schools which may be reviewed and amended from time to time.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

#### **Required Notices**

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and if a student is reportedly in possession of a firearm, also the student's parents/guardians. "School grounds" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

In addition, the Board will report all incidents of battery committed against teachers, teacher personnel, administrative personnel or educational support personnel to the local law enforcement authorities immediately after the occurrence of the attack and to the Department of State Police's Illinois Uniform Crime Reporting Act no later than three days after the occurrence of the attack, and to the State Board of Education through the Student Incident Reporting System.

LEGAL REF.: 105 ILCS 5/10-22.6; 105 ILCS 5/24-24; 105 ILCS 5/10-20.35;

720 ILCS 5/1-1; 720 ILCS 550/1; 720 ILCS 570/100.

Adopted: October 28, 1997

Revised: August 24, 1999

June 26, 2001

August 26, 2003

June 10, 2008

June 25, 2013

March 24, 2015

August, 2020

Dear Parent/Guardian

Thank you for taking the time to review the Student Handbook for the 2020-21 school year. This document provides comprehensive information relative to District 205 schools. However, each school may also have specific procedures for individual building expectations. Please review with your child(ren) any areas that would be pertinent to their daily school schedule.

Should you have any questions regarding information contained within this document, please contact your school office.

-----  
Please cut along dotted line and return the bottom portion to the school.

Student's Name\_\_\_\_\_

Parent/Guardian Name\_\_\_\_\_

Relationship to Student\_\_\_\_\_

Phone Number\_\_\_\_\_

Signature of Parent/Guardian\_\_\_\_\_

Date\_\_\_\_\_

- ☐ Please return this page to your child's school after reading and signing.
- ☐ Please update the office if there are any changes to the above information.

# Rockford Public Schools #205 | 2020-2021 Academic Calendar

27 - 31 Teacher Institute

AUGUST 2020						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

5 Teacher Institute

15 Presidents Day  
No School

1 First Day of School

7 Labor Day

SEPTEMBER 2020						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 End of Trimester  
(Elementary)

22-26 Spring Break

12 Columbus Day –  
No School

30 End of Quarter  
(Secondary)

OCTOBER 2020						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2021						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 End of Quarter  
(Secondary)

2 Good Friday –  
No School

11 Veterans Day –  
No School

24 End of Trimester  
(Elementary)

25-27 Fall Break

NOVEMBER 2020						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2021						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day

23-31 Winter Break

DECEMBER 2020						
		1	2	3	4	7
6	7	8	9	10	11	14
13	14	15	16	17	18	21
20	21	22	23	24	25	28
27	28	29	30	31		

JUNE 2021						
		1	2	3	4	6
6	7	8	9	10	11	13
13	14	15	16	17	18	20
20	21	22	23	24	25	27
27	28	29	30	31		

7 Last Day of School  
8-14\* \*Emergency Days

Elem Trimesters	
1st	58
2nd	60
3rd	56
Total	174

1 Winter Break

18 No School- M.L. King  
Day

22 End of Quarter  
(Secondary)

JANUARY 2021						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

KEY	
Holiday Break- No School	
Professional Development- No School	
P/T Conferences- No School	
End of Grading Period	
*Emergency Days	

HS/MS Quarters	
1st	42
2nd	45
3rd	42
4th	45
Total	174

## 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 Parent/Student Handbook please contact: Student Services and Alternative Learning  
**(P) 815.966.5251 | (F) 815.489.2705 | [ssal@rps205.com](mailto:ssal@rps205.com)**



# 2020-2021 Student CODE OF CONDUCT





## BOARD OF EDUCATION

### SUPERINTENDENT

Dr. Ehren R. Jarrett, Ed.D.

Ken Scrivano - President

Tim Rollins - Vice President

Jude Makulec - Secretary

Anthony Dixon

June Stanford

Michael Connor

David Seigel

## 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](mailto: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](http://www.rps205.com)

## RESERVATION OF RIGHTS

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## 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](mailto:ssal@rps205.com)

501 7th Street • Rockford, IL 61104  
P: 815.966.3000 • F: 815.966.3193

[www.rps205.com](http://www.rps205.com)



# TABLE OF CONTENTS



<b>DISCIPLINE CREED</b>	4
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>	4
<b>PARENTS RIGHTS AND RESPONSIBILITIES</b>	5
<b>STAFF RIGHTS AND RESPONSIBILITIES</b>	5
<b>STUDENT DISCIPLINE</b>	6
DISTRICT EXTRACURRICULAR ACTIVITY POLICY	8
SCHOOL ATTENDANCE	8
STUDENT SOCIAL MEDIA ACCESS BY DISTRICT AUTHORITY, ILCS	9
VOLUNTARY REPORTING OF WEAPONS AND DRUGS/CANNABIS	9
DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER IDEA, 504 AND ADA	9
ISOLATED TIME OUT AND PHYSICAL RESTRAINT	9
CORPORAL PUNISHMENT	10
DRESS CODE	10
HARD & SOFT LOCKDOWN	10
<b>SOCIAL INTERVENTION/EDUCATIONAL SERVICES</b>	11
DETENTION	11
SATURDAY SCHOOL	11
PROGRAMS	11
ENTRANCE CRITERIA	12
EXIT CRITERIA/RE-ENGAGEMENT PROCESS	12
SIEP PROGRAM DESCRIPTIONS	12
INVOLUNTARY TRANSFER PROGRAMS	12
<b>ROOSEVELT OPPORTUNITIES PROGRAM</b>	12
HEARING AUTHORITY APPEAL	13
<b>SUSPENSION PROCEDURE FLOW CHART</b>	14
<b>APPEAL PROCEDURE SUSPENSION FLOW CHART</b>	15
<b>ATTENDANCE POLICY/TRUANCY FRAMEWORK MATRIX</b>	16
SCHOOL EXCLUSION PROCEDURES	17
LEGAL AUTHORITY	17
OUT OF SCHOOL SUSPENSION	17
EFFECTIVE TIME OF SUSPENSION	17
EMERGENCY REMOVAL	17
INFORMAL HEARING PROCEDURES	17
ADMINISTRATOR DECISION OF FACTS	17
NOTIFICATION OF SUSPENSION	17
MISSED WORK DURING SUSPENSION	18
LOSS OF BUS RIDING PRIVILEGE	18
EXPULSION IN ABEYANCE (EIA) AGREEMENT	18
STUDENT EXPULSION	18
CONDITIONS OF EXPULSION	18
<b>PARENT/STUDENT RE-ENGAGEMENT (REINSTATEMENT) PROCESS</b>	19
<b>APPEAL PROCEDURE/HEARINGS</b>	19
APPEAL OF OUT OF SCHOOL SUSPENSION	20
EXPULSION HEARINGS	20
BUS SUSPENSION	20
HEARING PROCESS	20
HEARING OFFICER	20
<b>DESCRIPTION OF REPARATIVE PRACTICES FOR DISRUPTIVE BEHAVIOR</b>	21
DEFINITION OF MINOR, DISOBEDIENCE AND GROSS DISOBEDIENCE OR MISCONDUCT	21
TYPES OF INTERVENTIONS	21
SOCIAL INTERVENTIONS, CORRECTIVE STRATEGIES, & REPARATIVE MATRIX	22
<b>CORRECTIVE STRATEGIES AND REPARATIVE PRACTICES</b>	22
<b>ELEMENTARY - SOCIAL INTERVENTION/REPARATIVE MATRIX</b>	25
ELEMENTARY DISCIPLINARY RESPONSES	26-35
<b>SECONDARY SOCIAL INTERVENTION/REPARATIVE MATRIX</b>	36
SECONDARY DISCIPLINARY RESPONSES	37-45
KEY WEAPON OFFENSE DEFINITIONS	46
<b>TRANSPORTATION – SOCIAL INTERVENTION REPARATIVE MATRIX</b>	47
TRANSPORTATION DISCIPLINARY RESPONSES	48
<b>STUDENT STATEMENT FORM</b>	49
<b>GLOSSARY OF TERMS</b>	53-55



# 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.**

## 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.

# 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.

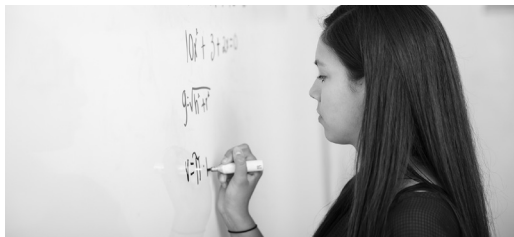
To dress appropriately for school.

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.



# 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.
- To provide reinforcement of children who do not engage in the problem or inappropriate behavior.

# 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 parentis<sup>1</sup>, 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 reparative practices 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 Vehicles<sup>2</sup>. 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.

## 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 reparative practices 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 seek administrator authority for removal of 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.**

## 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

<sup>1</sup> 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.

<sup>2</sup> "School Vehicles" means district owned/operated or contracted vehicles.



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. Physical restraint is to be used only when a student presents an immediate danger to the safety and well-being of himself/herself or another person and is likely to cause physical harm.

### 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 5/26-3a.)

- 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 STUDENT 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 ADA.

## **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 ADA**

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 ADA (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/ADA and IDEA: a change of placement for disciplinary reasons occurs when 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 student's 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\\_sfgrds\\_34-57j.pdf](http://www.isbe.net/spec-ed/pdfs/nc_proc_sfgrds_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 is to be used only when a student presents an immediate danger to the safety and well-being of himself/herself or another person and is likely to cause physical harm. 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 ANY RPS 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 or out of the building, and no electronics. 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](http://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.

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

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

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

## 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 reparative practice 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.

**Threat Assessment Teams.** The District may utilize threat assessment teams in efforts to prevent and address targeted school violence; i.e., when a student specifically selects a school or a member of a school community for harm.

### 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 or 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 (INVOLUNTARY 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.

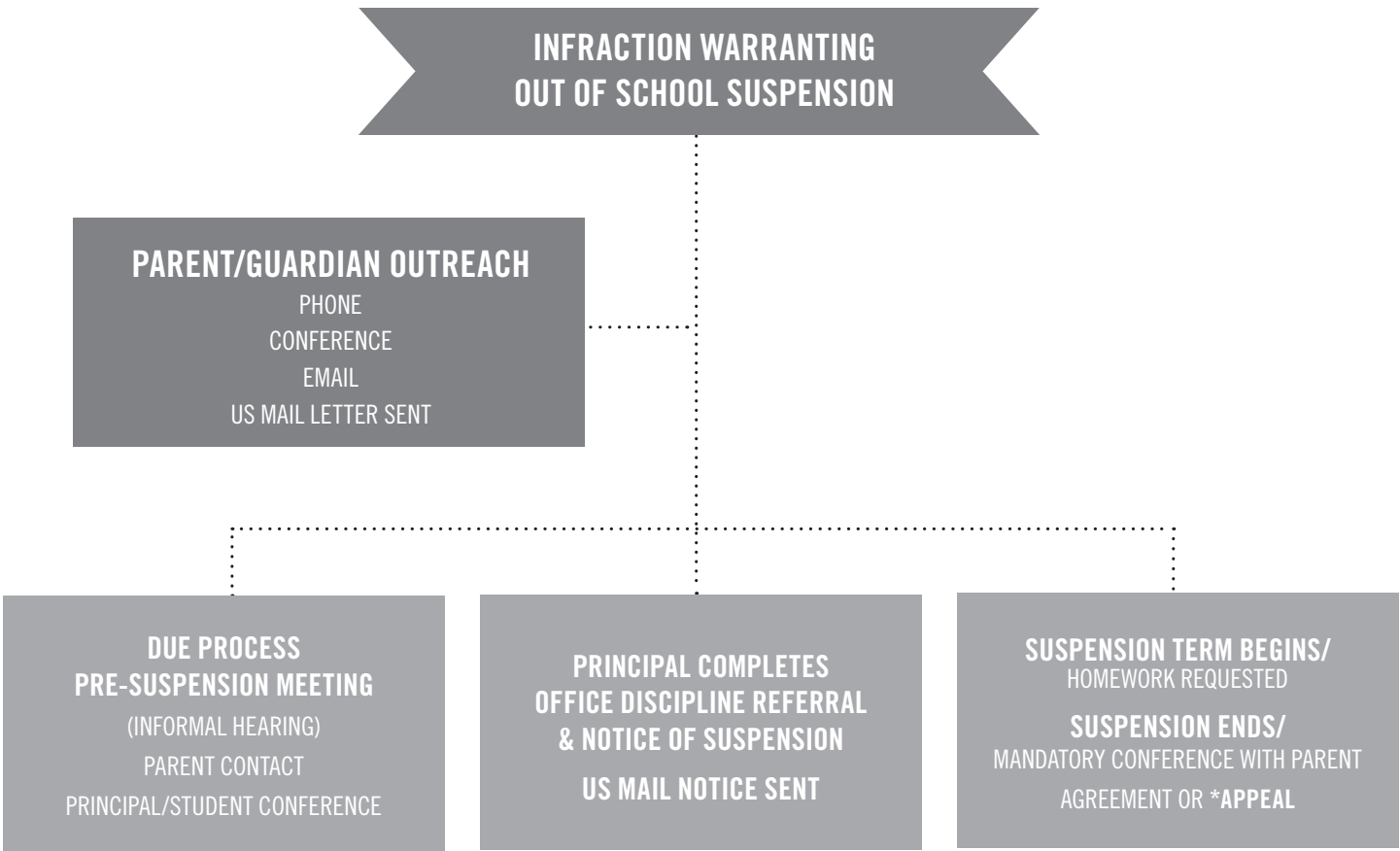
- a. If insufficient misconduct to justify involuntary transfer to the SIEP placement is found, the matter is terminated and the Hearing Officer shall issue a written determination rejecting the involuntary transfer.
- b. When sufficient misconduct consistent with the Student Code of Conduct is found, 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.

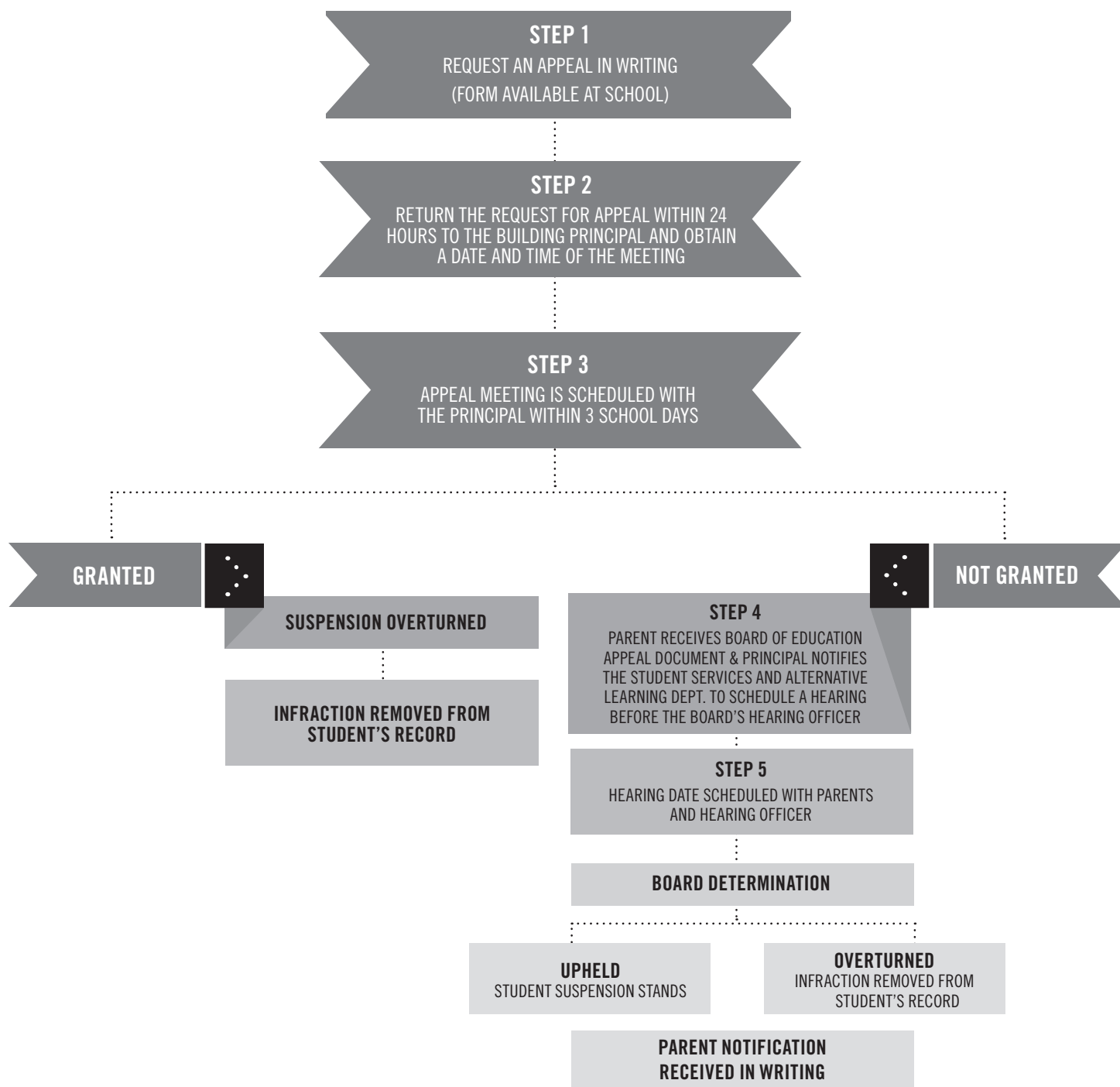
### **LEVEL 2 APPEAL**

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



# APPEAL PROCEDURE/SUSPENSION FLOW CHART



# ATTENDANCE POLICY/TRUANCY FRAMEWORK MATRIX

CONSEQUENCE	TARDY		UNEXCUSED ABSENCE "SKIPPING"		
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY	LEVEL
1ST OFFENSE <b>SECONDARY</b> (1 CLASS PERIOD)	Minor	Minor	Minor	<b>MANDATORY:</b> <b>Parent/Guardian Outreach</b> After School Detention Truancy Intervention Support Counseling Intervention Social Work Intervention	DM
2ND OFFENSE <b>SECONDARY</b> (2 CLASS PERIODS)	Minor	Minor	Minor	<b>MANDATORY:</b> <b>Parent/Guardian Outreach</b> Saturday School Truancy Intervention Support Counseling Intervention Social Work Intervention	DM
3RD OFFENSE <b>SECONDARY</b> (3 CLASS PERIODS)	Minor	Minor	Minor	<b>MANDATORY:</b> <b>Parent/Guardian Outreach</b> Social Intervention Learning Environment Truancy Intervention Support Counseling Intervention Social Work Intervention	GDM (2)
4TH OFFENSE	Lunch Detention	After School Detention	<b>MANDATORY:</b> <b>Parent/Guardian Outreach</b> Lunch Detention Truancy Intervention Support Counseling Intervention Social Work Intervention	<b>MANDATORY:</b> <b>Parent/Guardian Outreach</b> Social Intervention Learning Environment Truancy Intervention Support Counseling Intervention Social Work Intervention	GDM (2)
5TH OFFENSE	Youth Services Network (YSN)	School Administration Social Intervention Learning Environment	Principal Truancy Notification Letter Truancy Intervention Support Counseling Intervention Social Work Intervention		GDM (2)
6TH OFFENSE	YSN	School Administration Social Intervention Learning Environment	Truancy Intervention Support Counseling Intervention Social Work Intervention		GDM (2) Refer to the Student Code of Conduct
7TH & SUBSEQUENT	YSN	<b>SCHOOL ADMINISTRATION</b> <ul style="list-style-type: none"> <li>Social Intervention Learning Environment</li> <li>Overnight Suspension ~ (Parent must attend conference)</li> <li>Social Suspension</li> </ul>	SSAL Department Notice Truancy Intervention Support Counseling Intervention Social Work Intervention		Truancy Court

\* 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 reparative practices 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.)
- 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.

## 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 reparative practices, 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.
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.

### **MISSED 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.

**\*\*an expulsion recommendation 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).

### **EIA REVOCATION**

- A. Reinstatement. If Student does not comply with one or more terms of this Agreement, the stay of expulsion may be lifted and if lifted, Student will be expelled, effective immediately, for the remainder of the Expulsion Period. The reinstated Expulsion Period shall go into effect upon the conclusion of due process proceedings available to the Student, if any, associated with verification of Student having engaged in the conduct triggering the revocation.
- B. Transfer/Re-enrollment. If Student transfers out of the District and returns anytime during the term of this Agreement, all of the conditions set forth in this Agreement shall continue to be in effect for the remainder of the Agreement's term. In addition, the transfer may trigger the revocation of this agreement.
- C. New Offenses. If Student commits a new offense(s) during the term of this Agreement, student will be subject to discipline



appropriate to that offense(s), up to and including a new expulsion referral. The consequence(s) for a new offense(s) **is in addition to any consequence(s) the new offense(s) may have under the terms of this Agreement, including reinstatement of the expulsion, and will be determined separate and apart from the impact the new offense(s) has on this Agreement.**

- D. Successful Completion. Student's successful completion of this Agreement without the expulsion being reinstated for any reason shall resolve this matter. While the expulsion recommendation and this Agreement will remain a part of Student's temporary school record, Student's record will not reflect an expulsion having occurred.

## PARENT/STUDENT RE-ENGAGEMENT (REINSTATEMENT) 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.

#### 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

1. **Step 1 of the Appeal Process:** A parent/guardian/adult student shall have the right to request a review of an out of school suspension or a bus suspension. An appeal is made by contacting the school administrator who initiated the suspension in writing within 24 hours of the issuance of the suspension. This meeting is the "initial appeal hearing." (Note: The name of the administrator who initiated the suspension is on the suspension form.)
2. **Step 2 of the Appeal Process:** The appeal meeting with the principal will be scheduled within 3 school days. In the event the initial appeal hearing is not conducted by the building principal and the initial appeal hearing does not resolve the matter, the parent may request an "appeal hearing" with the building principal. If the initial appeal hearing is conducted by the building principal and the matter is not resolved, then go to Step 3 of the Appeal Process.
3. **Step 3 of the Appeal Process:** If the appeal hearing with the building principal does not resolve the matter, then the parent/ guardian/adult student may appeal to the Board of Education. An appeal to the Board must be submitted in writing within 24 hours of the hearing with the building principal. Appeal forms are readily available at each school building. Upon receipt of the properly executed appeal form, the District will schedule a hearing before the Board's Hearing Officer.
4. During an appeal of an out of school suspension the student will remain **out of school** until the appeal decision is rendered. If the student has served all or a portion of the suspension and the board grants the appeal, the suspension shall be expunged from the student's record.
5. Failure to attend a hearing on an out of school or bus suspension without good cause may result in waiver of appeal and immediate commencement of suspension.

## B. BUS SUSPENSIONS

Appeal of bus suspensions less than ten (10) days will be handled in the same fashion as out of school suspensions. Appeal of bus suspension for more than ten (10) days will be conducted in the same fashion as an expulsion hearing. (See p. 23).

## C. EXPULSION HEARINGS

In the event of a recommendation for expulsion, the District will schedule a hearing before the Board's Hearing Officer.

## D. HEARING PROCESS

The following procedures apply to hearings before the Board's Hearing Officer on appeals of out of school suspensions and recommendations for expulsion.

1. The student shall have an opportunity for a hearing which is conducted by a Hearing Officer appointed by the School Board.
2. The 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. (See also, p. 24)
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, and/or recommendation for expulsion, if any. At the meeting, the hearing officer must state the reasons for the proposed dismissal and the date on which the expulsion is to become effective.
4. Student witness names will remain confidential, to the extent allowed by law. The District administrator presenting the District's position will identify and state a valid rationale for masking other witness names based upon real evidence and legitimate fear of retaliation when applicable. If the hearing involves a student with a disability, the Administrator additionally shall present information as to the outcome of the MDR meeting held prior to hearing.
5. The Hearing Officer will allow the parties to clearly explain their respective points of view and to submit whatever evidence they have available that is relevant to the suspension or recommendation for expulsion.
6. The Hearing Officer shall prepare a written summary of the information presented at the hearing including such information and commentary as the Hearing Officer deems relevant.
7. After receipt of the administrative recommendation and the Hearing Officer's report, the Board shall render a decision. If the Board finds the student in violation of the Student Code of Conduct it shall determine the appropriate level of discipline, up to and including expulsion.
8. The decision of the Board shall be in writing with a copy provided to the parents/guardian of the student. If the Board acts to expel the student, the Board's written expulsion decision minimally must detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school and must include a rationale as to the specific duration of the expulsion. It also must include a finding of whether other interventions were attempted or it was determined that there were no other appropriate and available interventions.
9. The Department of Human Services will be invited to send a representative to the due process hearing when mental illness is suspected.

The hearing process for an expulsion recommendation shall be scheduled in the same manner as suspension hearings.

## 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 REPARATIVE PRACTICES FOR DISRUPTIVE BEHAVIOR

## 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 school based intervention strategies that are available to teachers and administrators: Administrative, Restorative, and 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 reparative practice involving a change of placement or provide ongoing educational services during a period of exclusion over 10 cumulative days in a school year.**

**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, 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.
- **Cultivating Positive Relationships**
- **Support Groups**
- **Staff Counseling**

**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** - Mindfulness and relaxation techniques helps increase their effectiveness and happiness at school and in a social setting.



**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)

# SOCIAL INTERVENTIONS, CORRECTIVE STRATEGIES AND REPARATIVE 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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/REPARATIVE PRACTICES 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.*

### A. MINOR OFFENSES (TEACHER ACTIONS)

<b>Parent/Guardian Outreach</b> Behavior Intervention Plan Progress Reports Brief Analysis of Behavior 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 Referral to After-School Program Referral to In-school Community Referral to Support Staff Reflective Essay/Activity	Reinforcement of Children who did not engage in the problem or inappropriate behavior Reminders and Redirection Request IEP/504/ Problem-Solving Team Meeting Request Parent/Student/Administrator Conference 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
<b>B. DISOBEDIENCE MISCONDUCT (DM - ADMINISTRATOR ACTIONS)</b>		<b>C. GROSS DISOBEDIENCE MISCONDUCT (GDM 2, 3 &amp; 4 - ADMINISTRATOR ACTIONS)</b>	

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 next page for criteria)

		GROSS DISOBEDIENCE/ GROSS MISCONDUCT (2)	GROSS DISOBEDIENCE/ GROSS MISCONDUCT (3)	GROSS DISOBEDIENCE/ GROSS MISCONDUCT (4)
ELEMENTARY	NON-EXCLUSIONARY	Social Intervention Learning Environment (1st, 2nd, 3rd Occurrence)		
	EXCLUSIONARY	1-3 days OSS (1st, 2nd, 3rd Occurrence)	1-3 days OSS (1st, 2nd, 3rd, 4th Occurrence)	<b>Case status 1</b> Mandatory SSAL Approval Required with 3 days OSS Possible EIA recommendation  <b>Case status 2</b> Mandatory SSAL Approval Required with 4-10 days OSS Possible recommendation for expulsion
SECONDARY	NON-EXCLUSIONARY	Social Intervention Learning Environment (1st & 2nd Occurrence)		
	EXCLUSIONARY	1-3 days OSS (1st & 2nd Occurrence)	4-10 Days OSS (1st & 2nd Occurrence)	Mandatory SSAL Approval Required 10 days OSS Possible EIA or Expulsion recommendation
<b>WEAPONS – ELEMENTARY* &amp; SECONDARY</b> SSAL Approval Required (See p. 46 for definitions)				
<b>MANDATORY</b> (1 CALENDAR YR. MINIMUM)	Look-a-like , Firearm or Destructive Device – Use of	Firearms/Destructive device – Possession or Use	Illegal Object – Possession or Use	Any other object used to cause bodily harm

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

### 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).

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



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## 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/REPARATIVE MATRIX



# ELEMENTARY

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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 INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	ELEMENTARY MINOR	POLICE NOTIFICATION	ELEMENTARY MINOR CORRECTIVE STRATEGIES
BE RESPONSIBLE	Obey all school rules.	<b>ALTERING/DESTRUCTION OF SCHOOL RECORDS</b> - Any intentional action to alter, change, or modify any school record absent the express consent of a teacher, administrator, or authorized staff member is prohibited. School records will be defined as temporary and permanent school student records, records and reports created and/or maintained by teachers or administrators, disciplinary documents, hall passes, and other similar documents. Excludes school records maintained or stored in electronic, digital, or computerized form. See Computer Violations (4)	NO	<b>Parent/Guardian Outreach</b> Behavior Intervention Plan Progress Reports Brief Analysis of Behavior 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 Parent Conference Parent/Student Training Social Intervention Services Presentation of SCOC and Classroom Guidelines Referral to After-School Program Referral to In-school Community Referral to Support Staff Reflective Essay/Activity Reinforcement of Children who did not engage in the problem or inappropriate behavior Reminders and Redirection Request IEP/504/ Problem-Solving Team Meeting Request Parent/Student/Administrator Conference 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
BE RESPONSIBLE	Always tell the truth.	<b>CHEATING/PLAGIARISM</b> - 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. This may include electronic media.	NO	
BE RESPECTFUL	Use computers responsibly.	<b>COMPUTER VIOLATIONS (1)</b> - 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, and inappropriate images on school device. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.	NO	
BE RESPECTFUL	Follow teacher's directions.	<b>DISOBEDIENCE</b> - Disobedience or refusal to follow directions; disregard or transgression.	NO	
BE RESPECTFUL	Promptly and politely follow adult requests.	<b>DISRESPECT</b> - Speech or behavior which shows that you do not think someone or something is valuable, important, etc.: lack of respect.	NO	
BE RESPECTFUL	Listen and follow all school rules.	<b>DISRUPTION TO THE LEARNING ENVIRONMENT</b> - Any disruption to the learning environment.	NO	
BE RESPONSIBLE	Dress appropriately.	<b>DRESS CODE VIOLATION</b> - 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)	NO	
BE RESPONSIBLE	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.	<b>ELECTRONIC DEVICES - ELECTRONIC SIGNALING DEVICES</b> - 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 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 including sexting. <b>Electronic study aids may be used during the school day if:</b> 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. <b>PROGRESSIVE INTERVENTION FOR ELECTRONIC DEVICE VIOLATIONS</b> <b>1st Offense</b> - Confiscated and returned to parent or legal guardian <b>2nd Offense</b> - Confiscated and returned to parent or legal guardian – cell phone prohibited for 1 week* <b>3rd Offense</b> - Confiscated and returned to parent or legal guardian – cell phone prohibited for 1 semester* <b>4th Offense</b> - Refer to GDM level 2 – Failure to Attend or Complete the assigned discipline program *Student is prohibited from possessing a cell phone on property.	NO	<b>DISOBEDIENCE/MISCONDUCT CORRECTIVE STRATEGIES</b> <b>Administrative Strategies:</b> Multi-tier system of support Loss of Privileges <b>Restorative Strategies:</b> Classroom Peace Circles Mediation when Appropriate Peer Juries Peer Mediation <b>Therapeutic/Resource Strategies:</b> Mental Health Counseling Anger Management Classes Informal Mentoring and Behavior Coaching Social Intervention Learning Environment Possible Referral to GDM (2)



## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	ELEMENTARY MINOR	POLICE NOTIFICATION
BE RESPONSIBLE	Ask permission before using other's names.	<b>FORGERY</b> - The unauthorized signing of the name of another person, or altering times, dates, grades, passes or permits, or possession of pass booklet.	NO
BE RESPONSIBLE	Refrain from exchanging money for games.	<b>GAMBLING</b> - Playing any game of skill or chance for money or anything of value.	NO
BE SAFE	Play Safely.	<b>HORSEPLAY</b> - 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.	NO
BE SAFE / BE RESPECTFUL	Respect the personal space of others.	<b>INAPPROPRIATE PHYSICAL CONTACT</b> - Student engages in mild, physical contact that does not result in serious bodily harm. Examples: Pushing, shoving, tripping, and kissing.	NO
BE RESPONSIBLE	Ask permission before leaving assigned area.	<b>LEAVING WITHOUT PERMISSION (1)</b> - Leaving the assigned area, without obtaining prior approval of the teachers and/or administrators.	NO
BE RESPECTFUL	Always use appropriate language.	<b>PROFANITY/INAPPROPRIATE COMMUNICATIONS</b> - Offensive language either written or spoken that is not directed at someone.	NO
BE SAFE	Attend School Daily.	<b>SKIPPING CLASS</b> - Failure to attend without valid cause, any or all assigned classes.	NO
BE RESPONSIBLE	Attend all classes on time.	<b>TARDY</b> - Failure to be in assigned classroom/area when the bell rings.	NO
BE SAFE	Remain Calm.	<b>TEMPER TANTRUMS/ OUT OF CONTROL BEHAVIOR</b> - A fit of anger that disrupts or endangers others.	NO

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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

### ELEMENTARY MINOR CORRECTIVE STRATEGIES

#### Parent/Guardian Outreach

Behavior Intervention Plan  
Progress Reports  
Brief Analysis of Behavior  
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  
Parent Conference  
Parent/Student Training  
Social Intervention Services  
Presentation of SCOC and Classroom Guidelines  
Referral to After-School Program  
Referral to In-school Community  
Referral to Support Staff  
Reflective Essay/Activity  
Reinforcement of Children who did not engage in the problem or inappropriate behavior  
Reminders and Redirection  
Request IEP/504/ Problem-Solving Team Meeting  
Request Parent/Student/Administrator Conference  
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  
Mediation when Appropriate  
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)

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)	POLICE NOTIFICATION
BE RESPONSIBLE	Use Computers Responsibly.	<b>COMPUTER VIOLATIONS (2)</b> - 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.	OPTIONAL
BE RESPECTFUL	Take care of school property.	<b>DAMAGE TO PROPERTY</b> - Causing damage to or defacing school property or property of others on school grounds.	OPTIONAL
BE RESPONSIBLE	Complete all assigned consequences.	<b>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM.</b>	NO
BE SAFE	Solve problems peacefully.	<b>FIGHTING (1)</b> - 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.	NO
BE SAFE	Lighters and matches are forbidden at school.	<b>FIREWORKS/INCENDIARY OBJECTS</b> - Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, model rocket engines and similar materials.	NO
BE RESPONSIBLE	Gang activity is forbidden.	<b>GANG RELATED BEHAVIOR</b> - 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.	OPTIONAL
BE RESPECTFUL	Consider other people's feelings and respect others personal space.	<b>HARASSMENT/HAZING/DISCRIMINATORY CONDUCT</b> - 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)	MANDATORY
BE RESPONSIBLE	Always remain on school grounds.	<b>LEAVING WITHOUT PERMISSION (2)</b> - Leaving the building, sight of classroom instructor, or assigned area without obtaining prior approval of the teachers and/or administrator.	NO
BE RESPECTFUL	Keep hands and feet to self.	<b>PHYSICAL CONTACT</b> - To strike or hit another, but not mutual combat. Student engages in actions that involve contact where injury or uninvited touching may occur (slapping, hitting, punching, kicking, hair pulling, scratching, biting and spitting).	NO
Be RESPONSIBLE	Stay Drug Free	<b>POSSESSION OF TOBACCO/ELECTRONIC SMOKING DEVICES</b> - Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices and vaping devices.	NO

### 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

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

### EXCLUSIONARY

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

\*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**

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)	POLICE NOTIFICATION
BE SAFE	Play and work safe at all times.	<b>RECKLESS BEHAVIOR (1)</b> - Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property. Includes aggressive arguments, threats of physical violence or invitations to fight, attempted fighting in which a student has to be physically restrained to prevent escalation to physical contact, or engaging in behavior that is commonly recognized as an antecedent to fighting, e.g., removing personal belongings such as jewelry, clothing, backpack/ bookbag, "facing off" or "squaring up" in a fighting stance, etc.	NO
BE SAFE	Ask before taking any items.	<b>THEFT</b> - Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.	OPTIONAL
BE SAFE	Always use appropriate language.	<b>VERBAL ABUSE</b> - Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.	NO

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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.

## 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

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

### EXCLUSIONARY

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

\*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

[www.rps205.com](http://www.rps205.com)

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)	POLICE NOTIFICATION
BE RESPECTFUL	Solve Problems Peacefully.	<b>BATTERY</b> - Use of force causing bodily harm to another person as determined by school personnel.	OPTIONAL
BE RESPECTFUL	Solve Problems Peacefully.	<p><b>BULLYING</b> - 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:</p> <p>(1) placing the student or students in a reasonable fear of harm to the student's or students' person or property;</p> <p>(2) causing a substantially detrimental effect on the student's or students' physical or mental health;</p> <p>(3) substantially interfering with the student's or students' academic performance; or</p> <p>(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.</p> <p>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</p>	OPTIONAL
BE SAFE	Obey School Rules.	<b>BURGLARY</b> - Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.	NO
BE RESPECTFUL	Consider others people's feelings and respect all personal space.	<b>CYBER BULLYING</b> - 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)	OPTIONAL
BE SAFE	Always remain drug free.	<b>DISTRIBUTION, OR POSSESSION, OR EXHIBITION OF OFFENSIVE OR HARMFUL MATERIALS/OBJECTS</b> - 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.	OPTIONAL
BE RESPONSIBLE	Complete all assigned consequences.	<b>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM</b>	NO
BE SAFE	Solve Problems Peacefully.	<b>FIGHTING (2)</b> - Repeated instances of Fighting 1 or fighting which results in injury requiring emergency medical care or significant disruption to the learning environment.	OPTIONAL
BE RESPECTFUL	Consider other people's feelings and respect others personal space.	<b>GROUP VIOLENCE</b> - 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.	OPTIONAL

### 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 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.



## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)	POLICE NOTIFICATION
BE RESPONSIBLE	Follow School Rules.	<b>INTERFERENCE WITH SCHOOL PERSONNEL</b> - 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.	NO
BE RESPECTFUL	Dress appropriately.	<b>LEWD OR LASCIVIOUS CONDUCT</b> - Publicly and indecently exposing breasts (female), buttocks, genitals or pubic area. This includes sexting.	NO
BE RESPECTFUL	Respect Property of Others.	<b>POSSESSION OF STOLEN PROPERTY</b> - 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.	OPTIONAL
BE RESPECTFUL	Keep hands and feet to self.	<b>RECKLESS BEHAVIOR (2)</b> - 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.	MANDATORY
BE RESPONSIBLE	Refrain from engaging in illegal acts.	<b>SALE OR DISTRIBUTION OF INAPPROPRIATE MATERIAL OR SERVICES</b>	NO
BE SAFE	Practice Abstinence.	<b>SEXUAL ACTIVITIES-CONSENSUAL</b> - 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.	OPTIONAL

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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.

## ROCKFORD PUBLIC SCHOOLS

### 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 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.

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)	POLICE NOTIFICATION
BE RESPECTFUL	Respect yourself and others personal space.	<b>SEXUAL HARASSMENT - WITHOUT SEXUAL MISCONDUCT</b> - 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. *All bully offenses require a bully report on file	NO
BE RESPONSIBLE	Remain in your assigned areas only.	<b>TRESPASSING (1)</b> - Entering any school facility, restricted area, or onto school property/school vehicle without proper authorization, <b>excludes</b> 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.	NO
BE SAFE	Stay Drug Free.	<b>USE OF TOBACCO</b> - Use of tobacco in any form at school, at school sponsored activities or on a school bus	NO
BE RESPONSIBLE	Respect School Property.	<b>VANDALISM</b> - 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.	OPTIONAL

### 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 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.

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (4)	POLICE NOTIFICATION
DRUGS			
BE SAFE	Always remain drug free.	<b>ALCOHOL</b> - Possession, having under one's control or using or appearing to use any alcoholic beverage/substance. 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.	MANDATORY
BE RESPONSIBLE	Always remain drug free.	<b>DISTRIBUTION OF DRUGS ON SCHOOL GROUNDS</b> - 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).	MANDATORY
BE SAFE	Obey School Rules.	<b>DRUGS</b> - Possessing, having under one's control or using or appearing to use any controlled substance, illegal drug, look-alike drug (any substance represented to be a synthetic drug, prescription drug or cannabis), 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.	MANDATORY
OTHER ILLEGAL ACTIVITY			
BE SAFE	Refrain from using lighters or matches.	<b>ARSON/ATTEMPTED ARSON</b> - 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.	MANDATORY
BE RESPONSIBLE	Follow school rules. Only report true emergencies.	<b>BOMB THREATS</b> - 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.	MANDATORY
BE RESPONSIBLE	Follow School Rules	<b>COMPUTER VIOLATIONS (4)</b> - Deliberate destruction, unauthorized entry (hacking) or harm to District computer software, stored data, hard-ware, or violation of District's Authorized Use Policy (AUP) is prohibited. This prohibition includes accessing unauthorized areas of computers or inappropriate information, using air drop, accessing any personal, private, or confidential information of students, faculty, administrators, staff members, or vendors. And /or 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. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.	OPTIONAL
BE RESPECTFUL	Treat others with respect.	<b>EXTORTION</b> - Forcing another to act against his/her will by force or threat of force. *All bully offenses require a bully report on file	MANDATORY
BE RESPONSIBLE	Follow School Rules & Only report true emergencies.	<b>FALSE ALARMS/AUTOMATIC EXTERNAL DEFIBRILLATORS</b> - 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.	MANDATORY
BE RESPECTFUL	Refrain from handling dangerous items.	<b>POSSESSION, USE OR TRANSPORTING EXPLOSIVES</b> - 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).	MANDATORY
BE SAFE	Ask before taking.	<b>ROBBERY</b> - Taking property from a person by force or threat of force.	MANDATORY

# 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)
- Student Success Plan Documentation

All 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

### CASE STATUS 1

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

### CASE STATUS 2

- 4-10 Days OSS
  - Mandatory SSAL Approval Required
  - Social Intervention Services
  - Possible Recommendation for Expulsion
- \* (Requires an expulsion hearing)**

## 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)

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (4)	POLICE NOTIFICATION
BE RESPONSIBLE	Use kind words at all times.	<b>THREATS/INTIMIDATION/SEVERE BULLYING</b> - Threatening physical or mental abuse or sexting or deprivation including making such threats through social media <u>including using or threatening the use of physical, mental, or emotional abuse to control an individual in the dating relationship</u> . Prohibited threats/intimidation or severe bullying requires statements or conduct which places a person in reasonable apprehension of being physically or mentally harmed. Such conduct may be repeated or a single action depending on the severity and level of impact on the victim and includes the wearing or possession of items depicting or implying hatred of or prejudice toward another individual. *All bully offenses require a bully report on file	OPTIONAL
BE RESPONSIBLE	Remain in your assigned area.	<b>TRESPASSING</b> - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, <b>includes</b> 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.	OPTIONAL
<b>PHYSICAL AGGRESSION</b>			
BE RESPECTFUL	Solve Problems Peacefully.	<b>BATTERY (2)</b> - Use of force causing bodily harm to another person with injury requiring emergency medical care.	MANDATORY
BE RESPONSIBLE	Refrain From Unlawful Recording	<b>NON-CONSENSUAL OR UNLAWFUL RECORDING OR PHOTOGRAPHING OF STUDENTS OR STAFF</b> - Includes any non-consensual production, possession or distribution of photographs, audio or video recording or other media of students, or school personnel in states of undress or while engaged in acts which have a reasonable expectation of privacy. Includes circumstances in which a student consents to being photographed or recorded in a setting which captures images of non-consenting persons such as restrooms, locker rooms, showers.	MANDATORY
BE RESPECTFUL	Respect yourself and other's personal space.	<b>SEXUAL HARASSMENT – WITH OR WITHOUT SEXUAL MISCONDUCT</b> – Sexual harassment/misconduct is any severe and/or persistent conduct which is accompanied by unwelcome physical contact of a sexual nature, including but not limited to actions such as (e.g., intentional brushing against another's body, kissing, or patting, pinching, or touching someone in a sexual manner, including touching with objects, 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 actions or words such as 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.	MANDATORY
BE RESPECTFUL	Keep hands and feet to self.	<sup>3</sup> <b>STAFF BATTERY</b> - 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). <sup>4</sup>	MANDATORY

### GROSS DISOBEDIENCE/ GROSS MISCONDUCT (4) 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

#### CASE STATUS 1

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

#### CASE STATUS 2

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

**\* (Requires an expulsion hearing)**

### 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)

<sup>3</sup>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.

<sup>4</sup>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/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	WEAPONS	POLICE NOTIFICATION
<b>WEAPONS - SSAL APPROVAL REQUIRED</b>			
<b>BE SAFE</b>	Refrain from using objects as a weapon	<b>WEAPON - USE OF AN OBJECT AS A WEAPON</b> - The use or attempted use of an object by the student to cause bodily harm.	<b>MANDATORY</b>
<b>BE SAFE</b>	Do not bring toy guns, knives and/or sharp objects to school.	<b>WEAPON - USE OF A LOOK-A-LIKE WEAPON</b> - 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.	<b>MANDATORY</b>
<b>BE SAFE</b>	Weapons are forbidden.	<b>WEAPON - USE OR UNAUTHORIZED POSSESSION OF A FIREARM, DESTRUCTIVE DEVICE, OR ILLEGAL/ UNLAWFUL OBJECT</b> - 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.	<b>MANDATORY</b>
<b>BE SAFE</b>	Weapons are forbidden.	<b>WEAPON - USE AND/OR POSSESSION OF ANY OTHER PROHIBITED WEAPON OR A DANGEROUS OBJECT AS A WEAPON OR THREAT</b> - 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.	<b>MANDATORY</b>

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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).

## ROCKFORD PUBLIC SCHOOLS

### WEAPONS 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.

### WEAPONS (1 CALENDAR YEAR MINIMUM)

#### Case Status 1

##### MANDATORY

- Recommendation for Expulsion or EIA (Term: 3 trimesters)
- 1-3 Days OSS
- SSAL Approval Required
- Parent/Student Training
- Social Intervention Services

#### Case Status 2

##### MANDATORY

- Recommendation for Expulsion or EIA (Term: beyond 3 trimesters)
  - 4-10 Days OSS with 6th day safety transfer
  - SSAL Approval Required
  - Social Intervention Services
  - Parent/Student Training
- \* (Requires an expulsion hearing)**

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



## SOCIAL INTERVENTION/REPARATIVE MATRIX



# SECONDARY

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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 INTERVENTION/REPARATIVE MATRIX

# ROCKFORD PUBLIC SCHOOLS

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	SECONDARY MINOR	POLICE NOTIFICATION
BE RESPECTFUL	Use computers responsibly.	<b>COMPUTER VIOLATIONS (1)</b> - 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, and inappropriate images on school device. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.	NO
BE RESPECTFUL	Follow teacher's directions.	<b>DISOBEDIENCE</b> - Disobedience or refusal to follow directions; disregard or transgression.	NO
BE RESPECTFUL	Promptly and politely follow adult requests.	<b>DISRESPECT</b> - Speech or behavior which shows that you do not think someone or something is valuable, important, etc.: lack of respect.	NO
BE RESPECTFUL	Listen and follow all school rules.	<b>DISRUPTION TO THE LEARNING ENVIRONMENT</b> - Any disruption to the learning environment.	NO
BE RESPONSIBLE	Dress appropriately.	<b>DRESS CODE VIOLATION (NO POINTS ASSIGNED)</b> - 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)	NO
BE RESPONSIBLE	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.	<b>ELECTRONIC DEVICES - ELECTRONIC SIGNALING DEVICES</b> - 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 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 including sexting. <b>Electronic study aids may be used during the school day if:</b> 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. <b>PROGRESSIVE INTERVENTION FOR ELECTRONIC DEVICE VIOLATIONS</b> <b>1st Offense</b> - Confiscated and returned to parent or legal guardian <b>2nd Offense</b> - Confiscated and returned to parent or legal guardian – cell phone prohibited for 1 week* <b>3rd Offense</b> - Confiscated and returned to parent or legal guardian – cell phone prohibited for 1 semester* <b>4th Offense</b> - Refer to GDM level 2 – Failure to Attend or Complete the assigned discipline program *Student is prohibited from possessing a cell phone on property.	NO
BE SAFE	Play Safely.	<b>HORSEPLAY</b> - 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.	NO
BE RESPONSIBLE	Ask permission before leaving assigned area.	<b>LEAVING WITHOUT PERMISSION (1)</b> - Leaving the assigned area, without obtaining prior approval of the teachers and/or administrators.	NO
BE RESPECTFUL	Always use appropriate language.	<b>PROFANITY/INAPPROPRIATE COMMUNICATIONS</b> - Offensive language either written or spoken that is not directed at someone.	NO
BE RESPONSIBLE	Attend all classes on time.	<b>TARDY (NO POINTS)</b> - Failure to be in assigned classroom/area when the bell rings including but not limited to Hall Sweeps.	NO

## SECONDARY MINOR CORRECTIVE STRATEGIES

### Parent/Guardian Outreach

Behavior Intervention Plan  
 Progress Reports  
 Brief Analysis of Behavior  
 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  
 Parent Conference  
 Presentation of Scoc and Classroom Guidelines  
 Referral to After-School Program  
 Referral to In-school Community Referral to Support Staff  
 Reflective Essay/Activity  
 Reinforcement of Children who did not engage in the problem or inappropriate behavior  
 Reminders and Redirection  
 Request IEP/504/ Problem-Solving Team Meeting  
 Request Parent/Student/Administrator Conference  
 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  
 Social Intervention Learning Environment  
 Possible Referral to GDM (2)

### 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

## 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.

# SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)	POLICE NOTIFICATION
BE RESPONSIBLE	Obey all school rules.	<b>ALTERING/DESTRUCTION OF SCHOOL RECORDS</b> - Any intentional action to alter, change, or modify any school record absent the express consent of a teacher, administrator, or authorized staff member is prohibited. School records will be defined as temporary and permanent school student records, records and reports created and/or maintained by teachers or administrators, disciplinary documents, hall passes, and other similar documents. Excludes school records maintained or stored in electronic, digital, or computerized form. See Computer Violations (4)	NO
BE RESPONSIBLE	Always tell the truth.	<b>CHEATING/PLAGIARISM</b> - 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. This may include electronic media.	NO
BE RESPECTFUL	Take care of school property.	<b>DAMAGE TO PROPERTY</b> - Causing damage to or defacing school property or property of others on school grounds.	OPTIONAL
BE RESPONSIBLE	Complete all assigned consequences.	<b>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM</b>	NO
BE RESPONSIBLE	Ask permission before using other's names.	<b>FORGERY</b> - The unauthorized signing of the name of another person, or altering times, dates, grades, passes or permits, or possession of pass booklet.	NO
BE SAFE	Refrain from exchanging money for games.	<b>GAMBLING</b> - Playing any game of skill or chance for money or anything of value.	NO
BE RESPONSIBLE	Gang activity is forbidden.	<b>GANG RELATED BEHAVIOR</b> - 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.	OPTIONAL
BE RESPECTFUL	Consider other people's feelings and respect others personal space.	<b>HARASSMENT/HAZING/DISCRIMINATORY CONDUCT</b> - 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)	NO

## 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 O.S.S.**  
May be assigned 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 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 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.

Appropriate educational placement(s) determined



# SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)	POLICE NOTIFICATION
BE RESPONSIBLE	Always remain on school grounds.	<b>LEAVING WITHOUT PERMISSION (2)</b> - Leaving the building, sight of classroom instructor, or assigned area without obtaining prior approval of the teachers and/or administrator.	NO
BE RESPECTFUL	Keep hands and feet to self.	<b>PHYSICAL CONTACT</b> - To strike or hit another, but not mutual combat. Student engages in actions that involve contact where injury or uninvited touching may occur (slapping, hitting, punching, kicking, hair pulling, scratching, biting and spitting).	NO
BE RESPONSIBLE	Stay Drug Free	<b>POSSESSION OF TOBACCO/ELECTRONIC SMOKING DEVICES</b> - Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices and vaping devices.	OPTIONAL
BE SAFE	Play and work safe at all times.	<b>RECKLESS BEHAVIOR (1)</b> - Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property. Includes aggressive arguments, threats of physical violence or invitations to fight, attempted fighting in which a student has to be physically restrained to prevent escalation to physical contact, or engaging in behavior that is commonly recognized as an antecedent to fighting, e.g., removing personal belongings such as jewelry, clothing, backpack/ bookbag, "facing off" or "squaring up" in a fighting stance, etc.	NO
BE SAFE	Attend School Daily.	<b>SKIPPING CLASS</b> - Failure to attend without valid cause, any or all assigned classes.	NO
BE SAFE	Remain Calm.	<b>TEMPER TANTRUMS/ OUT OF CONTROL BEHAVIOR</b> - A fit of anger that disrupts or endangers others.	NO
BE SAFE	Always use appropriate language.	<b>VERBAL ABUSE</b> - Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.	NO

## 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 reparative practice 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.

# 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 O.S.S.**  
May be assigned 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 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/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)	POLICE NOTIFICATION
BE RESPECTFUL	Solve Problems Peacefully.	<b>BATTERY</b> - Use of force causing bodily harm to another person as determined by school personnel.	OPTIONAL
BE RESPECTFUL	Solve Problems Peacefully.	<b>BULLYING</b> - 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	OPTIONAL
BE SAFE	Obey School Rules.	<b>BURGLARY</b> - Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.	NO
BE RESPONSIBLE	Use Computers Responsibly.	<b>COMPUTER VIOLATIONS (2)</b> - 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.	OPTIONAL
BE RESPECTFUL	Consider others people's feelings and respect all personal space.	<b>CYBER BULLYING</b> - 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)	OPTIONAL
BE SAFE	Always remain drug free.	<b>DISTRIBUTION, OR POSSESSION, OR EXHIBITION OF OFFENSIVE OR HARMFUL MATERIALS/OBJECTS</b> - 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.	OPTIONAL
BE RESPONSIBLE	Complete all assigned consequences.	<b>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM</b>	NO
BE SAFE	Solve Problems Peacefully.	<b>FIGHTING (1)</b> - 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.	NO
BE SAFE	Lighters and matches are forbidden at school.	<b>FIREWORKS/INCENDIARY OBJECTS</b> - Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, model rocket engines and similar materials.	NO
BE RESPONSIBLE	Follow School Rules.	<b>INTERFERENCE WITH SCHOOL PERSONNEL</b> - 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.	NO

## 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

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

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)	POLICE NOTIFICATION
BE RESPECTFUL	Dress appropriately.	<b>LEWD OR LASCIVIOUS CONDUCT</b> - Publicly and indecently exposing breasts (female), buttocks, genitals or pubic area. This includes sexting.	NO
BE RESPECTFUL	Respect Property of Others.	<b>POSSESSION OF STOLEN PROPERTY</b> - 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.	OPTIONAL
BE RESPONSIBLE	Refrain from engaging in illegal acts.	<b>SALE OR DISTRIBUTION OF INAPPROPRIATE MATERIAL OR SERVICES</b>	MANDATORY
BE SAFE	Practice Abstinence.	<b>SEXUAL ACTIVITIES-CONSENSUAL</b> - 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.	OPTIONAL
BE RESPECTFUL	Respect yourself and others personal space.	<b>SEXUAL HARASSMENT - WITHOUT SEXUAL MISCONDUCT</b> - 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	MANDATORY
BE RESPONSIBLE	Ask before taking.	<b>THEFT</b> - Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.	OPTIONAL

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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.

## ROCKFORD PUBLIC SCHOOLS

### 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

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)

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)	POLICE NOTIFICATION
BE RESPONSIBLE	Remain in your assigned area.	<b>TRESPASSING (1)</b> - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, <b>excludes</b> 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.	NO
BE RESPONSIBLE	Stay Drug Free.	<b>USE OF TOBACCO</b> - Use of tobacco in any form at school, at school sponsored activities or on a school bus	OPTIONAL
BE RESPONSIBLE	Respect School Property.	<b>VANDALISM</b> - 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.	OPTIONAL

### 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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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.**

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.

### 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

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)



# SOCIAL INTERVENTION/REPARATIVE MATRIX

# ROCKFORD PUBLIC SCHOOLS

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (4)	POLICE NOTIFICATION
DRUGS			
BE SAFE	Always remain drug free.	<b>ALCOHOL</b> - Possession, having under one's control or using or appearing to use any alcoholic beverage/substance. 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.	MANDATORY
BE RESPONSIBLE	Always remain drug free.	<b>DISTRIBUTION OF DRUGS ON SCHOOL GROUNDS</b> - 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 cannabis); includes possession of paraphernalia relating to the sale or transfer of drugs. The intent includes appearing to be selling or transferring drugs (indicia).	MANDATORY
BE SAFE	Obey School Rules.	<b>DRUGS</b> - Possessing, having under one's control or using or appearing to use 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.	MANDATORY
OTHER ILLEGAL ACTIVITY			
BE SAFE	Refrain from using lighters or matches.	<b>ARSON/ATTEMPTED ARSON</b> - 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.	MANDATORY
BE RESPONSIBLE	Follow school rules. Only report true emergencies.	<b>BOMB THREATS</b> - 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.	MANDATORY
BE RESPONSIBLE	Follow School Rules	<b>COMPUTER VIOLATIONS (4)</b> - Deliberate destruction, unauthorized entry (hacking) or harm to District computer software, stored data, hardware, or violation of District's Authorized Use Policy (AUP) is prohibited. This prohibition includes accessing unauthorized areas of computers or inappropriate information, using air drop, accessing any personal, private, or confidential information of students, faculty, administrators, staff members, or vendors. And /or 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. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.	OPTIONAL
BE RESPECTFUL	Treat others with respect.	<b>EXTORTION</b> - Forcing another to act against his/her will by force or threat of force. *All bully offenses require a bully report on file	MANDATORY
BE RESPONSIBLE	Follow School Rules & Only report true emergencies.	<b>FALSE ALARMS/AUTOMATIC EXTERNAL DEFIBRILLATORS</b> - 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.	MANDATORY
BE RESPECTFUL	Refrain from handling dangerous items.	<b>POSSESSION, USE OR TRANSPORTING EXPLOSIVES</b> - 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).	MANDATORY
BE SAFE	Ask before taking.	<b>ROBBERY</b> - Taking property from a person by force or threat of force.	MANDATORY
BE RESPONSIBLE	Use kind words at all times.	<b>THREATS/INTIMIDATION/SEVERE BULLYING</b> - Threatening physical or mental abuse or sexting or deprivation including making such threats through social media <u>including using or threatening the use of physical, mental, or emotional abuse to control an individual in the dating relationship.</u> Prohibited threats/intimidation or severe bullying requires statements or conduct which places a person in reasonable apprehension of being physically or mentally harmed. Such conduct may be repeated or a single action depending on the severity and level of impact on the victim and includes the wearing or possession of items depicting or implying hatred or of prejudice toward another individual. *All bully offenses require a bully report on file	OPTIONAL

## 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)
- Student Success Plan Documentation

All 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

- 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 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/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	GROSS DISOBEDIENCE/GROSS MISCONDUCT (4)	POLICE NOTIFICATION
PHYSICAL AGGRESSION			
BE RESPONSIBLE	Remain in your assigned area.	<b>TRESPASSING</b> - Entering any school facility, restricted area, or onto school property/school vehicle without proper authorization, <b>includes</b> 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.	OPTIONAL
BE RESPECTFUL	Solve Problems Peacefully.	<b>BATTERY (2)</b> - Use of force causing bodily harm to another person with injury requiring emergency medical care.	MANDATORY
BE SAFE	Solve Problems Peacefully.	<b>FIGHTING (2)</b> - Repeated instances of Fighting 1 or fighting which results in injury requiring emergency medical care or significant disruption to the learning environment.	OPTIONAL
BE RESPECTFUL	Group attacks against peers is forbidden.	<b>GROUP VIOLENCE</b> - 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.	OPTIONAL
BE RESPONSIBLE	Refrain From Unlawful Recording	<b>NON-CONSENSUAL OR UNLAWFUL RECORDING OR PHOTOGRAPHING OF STUDENTS OR STAFF</b> - Includes any non-consensual production, possession or distribution of photographs, audio or video recording or other media of students, or school personnel in states of undress or while engaged in acts which have a reasonable expectation of privacy. Includes circumstances in which a student consents to being photographed or recorded in a setting which captures images of non-consenting persons such as restrooms, locker rooms, showers.	MANDATORY
BE RESPECTFUL	Keep hands and feet to self.	<b>RECKLESS BEHAVIOR (2)</b> - 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.	MANDATORY
BE RESPECTFUL	Respect Yourself and other's personal space.	<b>SEXUAL HARASSMENT – WITH OR WITHOUT SEXUAL MISCONDUCT</b> – Sexual harassment/misconduct is any severe and/or persistent conduct which is accompanied by unwelcome physical contact of a sexual nature, including but not limited to actions such as (e.g., intentional brushing against another's body, kissing, or patting, pinching, or touching someone in a sexual manner, including touching with objects, 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 actions or words such as 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.	MANDATORY
BE RESPECTFUL	Keep hands and feet to self.	<sup>3</sup> <b>STAFF BATTERY</b> - 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). <sup>4</sup>	MANDATORY

## 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)
- Student Success Plan Documentation

All 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

- 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 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)

<sup>3</sup> 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.

<sup>4</sup> 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/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	WEAPONS	POLICE NOTIFICATION
<b>WEAPONS - SSAL APPROVAL REQUIRED</b>			
BE SAFE	Refrain from using objects as a weapon	<b>WEAPON - USE OF AN OBJECT AS A WEAPON</b> - The use or attempted use of an object by the student to cause bodily harm.	MANDATORY
BE SAFE	Do not bring toy guns, knives and/or sharp objects to school.	<b>WEAPON - USE OF A LOOK-A-LIKE WEAPON</b> - 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.	<b>WEAPON - USE OR UNAUTHORIZED POSSESSION OF A FIREARM, DESTRUCTIVE DEVICE, OR ILLEGAL/ UNLAWFUL OBJECT</b> - 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.	<b>WEAPON - USE AND/OR POSSESSION OF ANY OTHER PROHIBITED WEAPON OR A DANGEROUS OBJECT AS A WEAPON OR THREAT</b> - 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/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.
  - o A Manifestation Determination Review (MDR) meeting will take place prior to imposing a disciplinary reparative practice involving a change of placement (p. 12)
  - o 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.

## ROCKFORD PUBLIC SCHOOLS

### WEAPONS 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.

### WEAPONS

- Parent Contact
- 10 Days OSS
- SSAL Approval Required
- Recommendation to the Board
- Mandatory Recommendation for Expulsion

**\* (Requires an expulsion hearing)**

### 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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# 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, pen, pencil, compass and ruler, 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/REPARATIVE MATRIX**

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# **TRANSPORTATION**

## SOCIAL INTERVENTION/REPARATIVE MATRIX

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

**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.

## SOCIAL INTERVENTION/REPARATIVE MATRIX

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIOR	MAJOR INFRACTIONS	LEVEL	POLICE NOTIFICATION
BE SAFE	Keep objects to yourself.	THROWING OBJECTS INSIDE THE BUS	GDM (2)	NO
BE SAFE	Keep objects to yourself.	THROWING OBJECTS/SPITTING OUT THE WINDOWS OF THE BUS	GDM (2)	OPTIONAL
BE SAFE	Play in a safe place.	TOUCHING A MOVING BUS OR PLAYING NEAR THE BUS WHEELS	GDM (3)	NO
BE SAFE	Exit from the front of the bus.	IMPROPER USE OF A SCHOOL BUS EMERGENCY EXIT	GDM (4)	NO
BE SAFE	Keep all objects to yourself.	THROWING OBJECTS AT THE BUS DRIVER	GDM (4)	OPTIONAL

**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

### REPEAT INFRACTIONS

Any Lower-Level Intervention  
Change in route with Supervisor Approval  
Confiscation of item until end of the year  
Daily Behavior Card or Behavior, Functional Behavioral Assessment

## 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.



NAME OF STUDENT \_\_\_\_\_

## STATEMENT

My child and I have received a copy of the Rockford Public Schools Student Code of Conduct which includes the Rights, Responsibilities, Rules, 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.

NAME	RELATIONSHIP TO STUDENT	PHONE NUMBER

PLEASE LIST ANY OTHER MEANS OF CONTACT \_\_\_\_\_

SIGNATURE OF PARENT \_\_\_\_\_

DATE \_\_\_\_\_

SIGNATURE OF STUDENT \_\_\_\_\_

DATE \_\_\_\_\_



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

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

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

# 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 \_\_\_\_\_

☐ Student ☐ Parent ☐ Staff ☐ Other

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

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

Date of incident:

Time of incident:

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

NAME \_\_\_\_\_ ☐ Student ☐ Staff  
 NAME \_\_\_\_\_ ☐ Student ☐ Staff  
 NAME \_\_\_\_\_ ☐ Student ☐ Staff

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

NAME \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other  
 NAME \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other  
 NAME \_\_\_\_\_ ☐ Student ☐ Staff ☐ Other

### 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.)

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

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

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

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

- |   |                                    |  |
|---|------------------------------------|--|
| <input type="checkbox"/> Classroom                | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Gym                                 |
| <input type="checkbox"/> Locker room              | <input type="checkbox"/> Bus       | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Hallway                  | <input type="checkbox"/> Restroom  |  |
| <input type="checkbox"/> Extracurricular activity | <input type="checkbox"/> Bus stop  |  |
| <input type="checkbox"/> 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 knifelike 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](http://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 photooptical 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](http://www.rps205.com).

**DAILY REPORT/BEHAVIOR CARD (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.

**EGREGIOUS 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.

**POLICE NOTIFICATION:** The Board direction to administrators as to when local law enforcement personnel should be notified of suspected criminal conduct. Certain offenses require police reports by law while others depend on whether the activity is considered criminal behavior. See p. 26-45 and 48.

**PRESENTATION OF SCOC AND CLASSROOM GUIDELINES:** Teaching of expectations and skills provided by classroom teachers and school administrators communicating, reviewing and confirming the understanding of the school district and classroom guidelines and expectations (academic and behavioral).

**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.

**REPARATIVE PRACTICES** Appropriate actions performed by school staff which assist students in behavior reform and restorative noble character.

**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
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 at 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 (SIEP):**

- 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 performance.

**SWITCHBLADE KNIFE:** A knife which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife.

**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 of 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

## 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](mailto:ssal@rps205.com)**

**District SCOC and Parent/Student Handbook Order  
2021/2022 School Year**

<b>21/22 School Year</b>	<b>SCOC</b>		
<b>School</b>	<b>English</b>	<b>Spanish</b>	<b>Arabic</b>
Auburn	1700	250	0
East	1000	200	80
Guilford	1950	80	0
Jefferson	1700	400	0
Roosevelt	600	25	
Eisenhower	950	25	50
Flinn	780	120	50
Kennedy	550	50	0
Lincoln	700	50	50
Marshall MS	550	10	0
RESA	600	750	10
West	1000	50	0
Barbour	375	400	0
Beyer	550	140	5
Bloom	400	10	5
Brookview	470	20	0
Carlson	350	70	3
Cherry Valley	450	50	10
Conklin	320	125	0
Ellis	500	25	0
Fairview E.C.	575	80	20
Froberg	475	25	0
Gregory	280	180	0
Haskell	325	10	0
Hillman	350	300	0
Johnson	425	15	10
Lane	650	25	0
Lathrop	175	200	0
Lewis Lemon	375	20	5
Marshall Elementary	420	15	0
McIntosh	300	25	0
Montessori	400	35	0
Nashold E.C	560	160	0
Riverdahl	750	120	0
Rolling Green	700	30	200
Spring Creek	550	0	20
Summerdale E.C.	585	15	0
Washington	275	290	0
Welsh	480	40	0
West View	450	6	0
Whitehead	350	275	0
Welcome Center	75	25	15
Circles of Learning Har	120	40	10
Admin and SSAL Dept	200	20	5
Bilingual	5	5	2
Transportation	225	0	0
	<b>25570</b>	<b>4806</b>	<b>550</b>

Total Eng & Span

**30,926**

<b>Handbook</b>		
<b>English</b>	<b>Spanish</b>	<b>Arabic</b>
1700	250	0
1000	200	80
1950	80	0
1700	400	0
600	25	
950	25	50
780	120	50
550	50	0
710	50	50
550	15	0
600	750	10
1000	50	0
375	400	0
550	140	5
400	10	5
470	20	0
350	70	3
450	50	10
300	125	0
500	25	0
575	80	20
475	25	0
280	180	0
325	10	0
350	300	0
425	15	10
650	25	0
175	200	0
375	20	5
420	15	0
300	25	0
400	35	0
560	160	0
750	120	0
700	30	200
550	0	20
585	15	0
275	290	0
480	40	0
450	6	0
350	250	0
75	25	15
200	40	10
50	20	5
2	2	2
225	0	0
<b>25487</b>	<b>4783</b>	<b>550</b>

**30,820**