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; national origin; military status; unfavorable discharge status from military service; 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 the 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, sexual violence, 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, including sexual violence, 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. The term “sexual violence” includes a number of different acts. Examples of sexual violence include,
but are not limited to, rape, sexual assault, sexual batter, sexual abuse, and sexual coercion.

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 head of Human Resources, 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 Student Code of Conduct. 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.
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
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.

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. Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes cyber-bullying and 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; or

4. Substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer or signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic
mail, Internet communications, instant messages, or facsimile communications. Cyber-bulling 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. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person of 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.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

1. The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District’s goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b)1-12. The District uses the definition of bullying as provided in this policy.

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District’s bullying prevention and response plan is 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 of Article I of the Illinois Constitution.

3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager, as identified in Board Policy 2.260, or any staff member with whom the student is comfortable speaking. 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. Anonymous reports are also accepted.

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
   a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
   b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
   c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
   d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District’s jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student’s act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District’s investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

9. The District’s bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

10. The Superintendent or designee shall post this policy on the District’s Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy’s outcomes and effectiveness. This process shall include, without limitation:
   a. The frequency of victimization;
   b. Student, staff, and family observations of safety at a school;
   c. Identification of areas of a school where bullying occurs;
   d. The types of bullying utilized; and
   e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District’s website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
   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.
   b. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law.
   c. 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District’s educational program as required by State law.
   d. 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.
   e. 7.20, Harassment of Students Prohibited. This policy prohibits any person from harassing or intimidating or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
   f. 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.
   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.
   h. 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.

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: January 8, 2008

Revised: August 14, 2012
August 12, 2014
March 24, 2015
Students

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. Incorporates age-appropriate instruction in grades 7 through 12 about teen dating violence.
4. Notifies 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
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
Administrative Procedure - Harassment of Students Prohibited

The intent of this procedure is to (1) inform the Building Principal of specific steps to prevent harassment of students, and (2) inform staff members of the appropriate response to allegations of harassment. See the U.S. Department of Education’s pamphlet, Sexual Harassment: It’s Not Academic, [ed.gov/about/offices/list/ocr/docs/ocrsphpam.html](http://ed.gov/about/offices/list/ocr/docs/ocrsphpam.html).

<table>
<thead>
<tr>
<th>Actor</th>
<th>Action</th>
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<tbody>
<tr>
<td>Building Principal</td>
<td>Informs staff members and students that the District prohibits</td>
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<td>or Designee</td>
<td>harassment of students. Distributes or references School Board</td>
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<td></td>
<td>policies, 7.20, Harassment of Students Prohibited, and 2.260,</td>
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<td></td>
<td>Uniform Grievance Procedure using various methods. Takes measures</td>
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<td>to prevent harassment of students, which may include:</td>
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<td>1. Conducts periodic harassment awareness training for all school staff,</td>
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<td></td>
<td>including administrators, teachers, and guidance counselors.</td>
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<td></td>
<td>2. Conducts periodic age-appropriate harassment awareness training for</td>
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<td>students.</td>
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<td></td>
<td>3. Provides a means for students to learn and discuss what constitutes</td>
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<td>harassment and how to respond to it in the school setting.</td>
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<td>4. Surveys students to determine if harassment is occurring at school.</td>
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<td>5. Conducts periodic harassment awareness training for parents/guardians,</td>
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<td>6. Works with parents/guardians and students to develop and implement</td>
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<td>age-appropriate, effective measures for addressing harassment.</td>
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<td></td>
<td>7. Determines when extra supervision and precaution should be taken,</td>
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<td>such as, when: two or more students seem to be in conflict with each</td>
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<td>other; there have been previous incidents of harassment, sexual</td>
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<td>assaults, threats, or bullying around perceived sexual orientation; or</td>
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<td>a specific student has had multiple disciplinary violations.</td>
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<td>8. Has a process in place to: (1) inform a staff member when a student</td>
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<td>that he or she supervises has a history of violent or sexually</td>
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<td>inappropriate behavior, and (2) keep such a student constantly</td>
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<td>Actor</td>
<td>Action</td>
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<tr>
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<td>supervised.</td>
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<td>9. Regularly trains staff members regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student.</td>
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<td></td>
<td>10. Identifies areas in the school building that are isolated (e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms) and take extra steps to make them safe.</td>
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<td></td>
<td>11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred.</td>
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<td>Nondiscrimination Coordinator and/or Grievance Complaint Manager</td>
<td>Thoroughly and promptly investigates allegations of harassment by:</td>
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<td>1. Distributing Board policy 2.260, <em>Uniform Grievance Procedure</em>, to any person upon request;</td>
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<td>2. Following Board policy 2.260, <em>Uniform Grievance Procedure</em>;</td>
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<td>3. Notifying a student’s parents/guardians that they may attend any investigatory meetings in which their child is present;</td>
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<td></td>
<td>4. Keeping the complaining parents/guardians informed of any investigation’s progress; and</td>
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<tr>
<td></td>
<td>5. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation’s progress.</td>
</tr>
<tr>
<td>All District Staff Members</td>
<td>Immediately report to the Illinois Department of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. Promptly notify the Superintendent and Building Principal that you made a report.</td>
</tr>
</tbody>
</table>
Students

Administrative Regulation-Prevention, Identification, Investigation, and Response to Bullying and School Violence

The strategic components for integrating an anti-bullying program into the District’s existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Executive Director of Student Services at the District-level and the Building Principal or designee, at the Building-level, is responsible for the integration of these components.

Preventing Bullying and School Violence

2. Assess the District’s Conditions for Development and Learning. Below are resources that discuss and provide information about how to implement school climate measurement instruments:
   Safe Supportive Learning’s School Climate Measurement compendium at: safesupportiveschools.ed.gov/index.php?id=133.

Identifying Bullying and School Violence

1. Post 7.180E2, Be a Hero by Reporting Bullying and School Violence, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying and school violence, 7.180E3, Memo to Staff Regarding Bullying and School Violence.
3. Inform parents about the District’s anti-bullying program, 7.180E4, Memo to Parents/Guardians Regarding Bullying and School Violence.
4. Inform students how to make a report, i.e., complete and submit 7:180E5, Report Form for Bullying and School Violence.

Investigating Reports of Bullying and School Violence

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, i.e., 7:180E5, *Report Form for Bullying and School Violence.*

3. Interview the listed aggressor(s), target(s) and witnesses using 7.180E6, *Interview Form for Bullying and School Violence Investigation.*

**Responding to Bullying and School Violence**


2. Notify the District’s Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7.20, *Harassment of Students Prohibited.*

3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, “How can we help you and your child?”

4. Stop the behavior(s).

5. Eliminate any hostile environment(s) and its effects (see *Preventing Bullying and School Violence #2, above*).

6. Prevent the bullying from happening again.

7. Implement appropriate interventions for the target, aggressor, and District.

8. Address any findings of repeated inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying.

9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.
Students

Exhibit - Resource Guide for Bullying and School Violence Prevention

General Resources

ISBE’s School Bullying Prevention Task Force Report:

Resources section of the website managed by the U.S. Department of Health & Human Services:

Bullying in Schools - Cops - Department of Justice:

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):

Social and Emotional Learning Standards:
www.isbe.net/ils/social_emotional/standards.htm.

Dignity in Schools:

Conditions for Development and Learning: Data Collection Resources

Centers for Disease Control and Prevention (CDC)’s Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools:

Safe Supportive Learning’s School Climate Measurement Compendium:

Positive Behavior Intervention & Supports (PBIS):

CDC’s Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition:

CDC’s Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1:

World Health Organization (WHO) Information Series on School Health’s Document 10, Creating an Environment for Emotional and Social Well-Being:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf.
# Students

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

<table>
<thead>
<tr>
<th>Who reports?</th>
<th>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!</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I report?</td>
<td>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.</td>
</tr>
<tr>
<td>When should I report?</td>
<td>As soon as possible.</td>
</tr>
<tr>
<td>Where or how do I report?</td>
<td>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, Report Form for Bullying and School Violence.</td>
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<tr>
<td></td>
<td>You may make an anonymous tip.</td>
</tr>
<tr>
<td>Why should I report?</td>
<td>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.</td>
</tr>
<tr>
<td>What will happen after I report?</td>
<td>An Administrator will:</td>
</tr>
<tr>
<td></td>
<td>1. Acknowledge and review your report.</td>
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<td>2. Treat your report with privacy and respect.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others.</td>
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<td></td>
<td>5. Provide you with feedback, if appropriate.</td>
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</tbody>
</table>
Students

7.180R(1)E(3) – Exhibit - Memo to Staff Regarding Bullying and School Violence

On District Letterhead

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

First - If a student reports bullying or school violence to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). You will need to evaluate the situation to determine if an immediate referral to my office is needed. Give the student our form for reporting bullying, 7:180R(E)5, Report Form for Bullying and School Violence.

Second - Provide me your feedback and concerns. Do you know of any bullying hot spots that need additional supervision or monitoring? Are there known bullies or targets of bullying?

Third - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in the School Board policy as follows:

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.
4. 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, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board’s entire policy 7:180, Preventing Bullying, Intimidation, and Harassment, may be found on the District’s website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal
Students

7.180R(1)E(4) Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence

On District Letterhead

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District’s anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

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 is an important District goal.

Bullying is defined as follows:

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.
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4. 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, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for
reporting bullying, 7:180R(E)5, Report Form for Bullying and School Violence. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying hot spots needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me if you know of any bullying hot spots in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal
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.)

☐ Race  ☐ Color  ☐ Nationality
☐ Sex  ☐ Sexual orientation  ☐ Gender identity
☐ Gender-related identity  ☐ Gender-related expression  ☐ Ancestry
☐ Age  ☐ Religion  ☐ Physical disability
☐ Mental disability  ☐ Order of protection status  ☐ Homeless status
☐ Marital status  ☐ Parental status  ☐ Pregnancy
☐ Associated with person/group with one or more of the above actual or perceived characteristics
☐ Other
☐ I do not know.
Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

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

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

☐ Classroom       ☐ Locker room
☐ Hallway         ☐ Extracurricular activity
☐ Cafeteria       ☐ Bus
☐ Restroom        ☐ Bus stop
☐ Gym            ☐ School or related activity or event
☐ 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: ___________________________
Students

7.180R(1)E(6) Exhibit - Interview Form for Bullying and School Violence Investigation

To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.

Name of person interviewed: ________________________  Date: ________________________
Name of interviewer: ______________________________  Title: _______________________

Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the Questions section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, Response to Bullying and School Violence.

2. Make your notes on a separate document and attach them to this form.

3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.

4. File this form, notes, and any other evidence provided in a designated investigation and response folder.

5. Use this form to complete 7:180-AP1, E7, Response to Bullying and School Violence.

6. Create a Basic Facts section, i.e., who, what, where, when, why and how.

7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).

8. Include open-ended questions. For example, ask “How are you feeling?” “How has what happened affected you?”

Questions

1. Has this happened before?

2. Do you fear for your safety? How? Where (just at school, home, or both places)?

3. Do you fear that harm would come to any of your personal property? How?

4. Age appropriately ask whether the target’s health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?

5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?

6. Have you quit or modified attendance in any extracurricular activities?

7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?

8. Why do you think this behavior is happening?

9. What will help make you feel safe?
**Students**

**7.180R(1)E(7) - Exhibit - Response to Bullying and School Violence**

To be completed by the Building Principal and attached as a coversheet for the school office's designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student's temporary school student record. Redact all student names other than the student’s name for which the record pertains.

Investigator:    
Title:    

Investigation

File an interview form for each party interviewed in the designated investigation and response folder.  

☐ Check here to indicate that all interview forms have been properly completed and filed.

Target:    
Date:    

Aggressor:    
Date:    

Witnesses:    
Date:    

Are there any prior documented incidents by the aggressor identified above?  ☐Yes ☐No (Attach information)

If yes, have incidents involved target or target group previously?  ☐Yes ☐No

Findings

☐ Bullying  ☐ Other:  

☐ Aggressor motivated by protected characteristics listed in policy 7:20, Harassment of Students Prohibited.

**Bullying and School Violence Investigation Response**

**Response and Plan for Target** (Check all that apply and include descriptions.)

☐ Contact parent/guardian:  
Date:    

Circle contact method: Phone Email Letter In-person Other:  

☐ Safety plan:  

☐ Increase staff supervision:  

☐ Education:  

☐ Minimize contact with aggressor:  

☐ District resources: (Student Services/IDEA/504)  

☐ Other:  

Target follow-up scheduled date:    
Date and initial completed:    

Parent/guardian follow-up date:    
Date and initial completed:    

Circle contact method: Phone Email Letter In-person Other:  

☐ Provide parent/guardian with copies of Board policy 2:260 and 7:180.  
Date:    
Response and Plan for Aggressor (Check all that apply and include descriptions.)

☐ Contact parent/guardian: ____________________________ Date: ____________
  Circle contact method: Phone  Email  Letter  In-person  Other: ________________
☐ 7:190-E1, Aggressive Behavior Reporting Letter and Form sent Date: ____________
☐ Provide parent/guardian with copies of Board policy 2:260 and 7:180 Date: ____________

Restorative Responses

☐ Safety plan: _______________________________________
☐ Increase staff supervision: ____________________________
☐ Education: _________________________________________
☐ Non-District affiliated psychological services: _____________
☐ Alternative school assignment: _________________________
☐ Minimize contact with target: __________________________
☐ District resources(Student Services/IDEA/504): ____________
☐ Other: _____________________________________________

Punitive Responses

☐ Loss of privileges: _________________________________
☐ Detention: _______________________________________
☐ Suspension: _______________________________________  
☐ Expulsion: _______________________________________
☐ Community agency service: __________________________
☐ Reciprocal Reporting Act utilized:  ☐Yes  ☐No
☐ Other: ___________________________________________

Aggressor follow-up date: ___________________________ Date and initial completed: ____________
  Circle contact method: Phone  Email  Letter  In-person  Other: ________________
Parent/guardian follow-up date: ______________________ Date and initial completed: ____________
  Circle contact method: Phone  Email  Letter  In-person  Other: ________________
☐ Contact District complaint manager: __________________ Date: ____________
☐ Target response implementation: ______________________
☐ Aggressor response implementation: ___________________
☐ Systemic culture/climate intervention: _________________
☐ Referral to address needs for ideal conditions for developmental learning: ____________
☐ Other: ___________________________________________

Submit reports to:  ☐Building Principal (if not the investigator) Date: ____________
                    ☐Superintendent  Date: ____________

Signature of investigator: _____________________________ Date: ____________
ROCKFORD PUBLIC SCHOOLS

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Administrative Procedure - Use of Isolated Time Out and Physical Restraint

This administrative procedure applies to all students. Isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools, that is, as a means of maintaining a safe and orderly environment for learning and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. The use of isolated time out shall comply with Board Policy 7.191 Use of Isolated Time Out and Physical Restraint. The use of isolated time out is prohibited unless it is authorized in writing by the Executive Director of Special Education, and the use of isolated time out is identified in an Individual Education Plan as an appropriate method to deescalate a specific student. This prohibition does not extend to ISBE approved, third party educational or residential facilities with which the District contracts to provide education programming to appropriately identified District students. The use of physical restraint by any staff member shall comply with the Illinois State Board of Education (ISBE) rules, Section 1.285, “Requirements for the Use of Isolated Time Out and Physical Restraint.” Isolated time out and physical restraint are defined as follows:

Isolated time out - the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student’s egress is restricted.

Physical restraint - holding a student or otherwise restricting his or her movements. Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

The following also apply:

1. The circumstances under which isolated time out or physical restraint will be applied are limited to maintaining a safe and orderly learning environment. §1.280(c)(1).
2. The ISBE rules are adopted as the District’s written procedure to be followed by staff for the use of physical restraint. §1.280(c)(2).

3. Staff members shall inform the Building Principal, or for special education students, the Special Education Supervisor assigned to the school building, is the school official who will be informed whenever isolated time out or physical restraint is used and this individual shall maintain the documentation required according to Section 1.285. §1.280(c)(3).

4. The Building Principal or Special Education Supervisor shall investigate and evaluate any incident that results in a serious injury as reported by the affected student, parent/guardian, staff member, or other individual. §1.280(c)(4).

5. The Building Principal or Special Education Supervisor shall compile a description of alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4). §1.280(c)(5).

6. The Superintendent or designee shall compile an annual review of the use of isolated time out or physical restraint. The Building Principal and Special Education Supervisors shall report the following information to the Superintendent or designee in order to facilitate the report’s compilation: §1.280(c)(6).
   a. The number of incidents involving the use of these interventions;
   b. The location and duration of each incident;
   c. Identification of the staff members who were involved;
   d. Any injuries or property damage that occurred; and
   e. The timeliness of parental notification and administrative review.

LEGAL REF.: 105 ILCS 5/10-20.33.
Be Safe.
Be Respectful.
Be Responsible.

Student Code of Conduct
2015-2016

Readiness Rocks!
ROCKFORD
PUBLIC SCHOOLS
BOARD OF EDUCATION
SUPERINTENDENT
Dr. Ehren R. Jarrett, Ed.D.

Ken Scrivano - President
Jude Makulec - Vice President
Lisa Jackson - Secretary
Tim Rollins
Michael Harner
Michael Connor
Laura Powers

MISSION, VISION, MOTTO

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

MOTTO
Shaping Tomorrow Today, transitioning from Readiness Rocks

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.

501 7th Street • Rockford, IL 61104
P: 815.966.3000 • F: 815.966.3193
www.rps205.com

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
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DISCIPLINE CRED

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

STUDENT GROWTH IS DEPENDENT UPON POSITIVE AND SUCCESSFUL SCHOOL EXPERIENCES.

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

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

POSITIVE, PROACTIVE RESOLUTIONS DEFUSE CONFLICT.

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

STUDENT RIGHTS AND RESPONSIBILITIES

RIGHTS

To be 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.

To receive fair and equitable treatment without discrimination in every aspect of the educational system.

To be treated respectfully and as an individual.

To expect cultural respect and understanding.

To expect learning to be relevant to life.

To equitably participate in courses and co-curricular activities that promote individual skills and talents.

To be academically challenged.

To be transported in a safe manner.

To expect school to be a safe place of learning.

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

RESPONSIBILITIES

To resolve problems and issues while providing dignity for all.

To become productive citizens.

To recognize when personal actions are interfering with the rights, personal space, feelings, and property of others.

To be culturally sensitive and respect cultural diversity.

To develop a sense of responsibility for personal choices.

To succeed in school by working to the best of one’s ability.

To attend school regularly, arrive on time, and bring supplies.

To follow the Student Code of Conduct adopted by the District, as well as one’s school and class.

To dress appropriately for school.

To ask for help when in need of assistance.

To be an active listener.

To act in a courteous and responsible manner in all school related activities.

To be a participating learner.

PREFACE

This Student Code of Conduct sets forth the 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.
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 expect children to be academically challenged and to learn.

RESPONSIBILITIES

To abide by the Compulsory Attendance Laws.
To communicate an expectation to achieve in every class.
To provide a regular place to do homework.
To expose children to learning activities.
To praise children for effort, improvement and achievement.
To act in a courteous and responsible manner in all school related activities.
To act as partners with school staff for improving student learning and behavior.
To assist children in learning how to make choices and deal with the consequences.
To 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.

STUDENT DISCIPLINE

Fair and equitable discipline is intended to protect the rights and privileges of all persons, in all matters relating to the conduct of the school. Principals, teachers, and certified personnel stand in loco parentis1, in the supervision of students in the absence of parent/guardian. A teacher, other certificated employee, and any other person, whether or not a certificated employee, providing a related service or with respect to a student may use reasonable force as needed to maintain safety for the other students and staff. A teacher may remove a student from the classroom for disruptive behavior.

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 (S.C.C.). 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:

ROBINSON FACTORS—CONDITIONS FOR EXCLUSION

(The primary case analyzing student discipline matters in Illinois is Robinson v. Oak Park and River Forest High School, 213 Ill. App. 3d 777, 82 Ill. 2d 1991). The Robinson court set forth the criteria to use 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
- Ability-functioning level
- Seriousness of the occurrence
- Frequency of inappropriate behavior
- Circumstances and intent
- 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 Vehicles2. 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 this 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 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.

1 In “locus parentis” means that principals, teachers, and other certificated personnel act as the parent in the absence of students. In the absence of parent/guardians.
2 “School Vehicles” means district owned/operated or contracted vehicles.
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.

DISTRICT EXTRACURRICULAR ACTIVITY POLICY
50 POINT RULE

Students in middle or high school who wish to participate in or attend extracurricular activities (extra curricular activities include but are not limited to athletics, dancing, plays, clubs, etc.) must have 49 points or less. Points shall be reduced from the total accumulated points at a rate of 5 points for each week in which they have no disciplinary referrals. If the student remains free of discipline infractions for multiple weeks, the points are accelerated by 5 for each consecutive week (5, 10, 15 etc.) A student will be able to reduce his/her points only to zero. It is the responsibility of the building administrator to develop a calendar for timely review of student point totals. Students participating in extracurricular activities will still be able to try-out, attend practices and meetings. However, they will not be able to participate, attend games or actual performances except for mandated activities (i.e., Fine Arts, ROTC) that are part of the curriculum.

TRUANCY AND TARDIES

Illinois School Code (ILCS) states that each local school district shall establish in writing a set of criteria for use by the local superintendent of schools in determining whether a pupil’s failure to attend school is the result of extra ordinary circumstances, including but not limited to economic or medical necessity or family hardship. 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 ILCS or 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.

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. Strict enforcement of attendance is one way of teaching and reinforcing these concepts. Regular attendance is necessary to insure maximum educational benefits. The Student Code of Conduct addresses strategies for unexcused absences such as skipping and tardy violations.

VOLUNTARY SURRENDER OF WEAPONS AND DRUGS/CANNABIS-MITIGATION

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. If a student turns in a weapon or illegal drugs/cannabis to a school official or other adult on school grounds or at a school related activity, the student’s voluntary report or admission to his/her possession of such weapon or drugs shall be considered by the administration. If the Administration, after investigation, is satisfied that the item turned in both does not belong to the student and is possessed by the student solely for the purpose of delivery to a school official or other adult, the student shall not be disciplined for possession of the item under the Student Code of Conduct.

NOTIFICATION: WHEN A STUDENT IS 18 OR OLDER

Students age 18 and older are adults under Illinois Law. All required notification and contacts of students age 18 and older shall be to the student only. A 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.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER I.D.E.A., 504 AND A.D.A.

If a student is subject to the provisions of IDEA (The Individuals with Disabilities Improvement Act of 2004), Section 504 of the Rehabilitation Act and/or the ADA (Americans with Disabilities Act), discipline not involving a change of placement for a period of longer than ten (10) days 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. A proposed exclusion of a student with a disability for more than ten (10) consecutive school days constitutes a change of placement, as may a series of suspensions less than ten (10) school days. The determination of whether a series of suspensions constitutes a change of placement must be made on a case by case basis. A behavior management plan must be reviewed or developed once an act occurs, which subjects the student to suspension for more than 10 cumulative days in a school year or expulsion.

To implement a change in placement based on discipline, generally it 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. 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.

A change of placement for up to 45 school days, however, may be initiated by the school district without regard to the student’s disability when the students misconduct involves carrying or possessing a weapon at school, on school premises, or to or at a school function; the knowing use, possession, selling or solicitation of controlled substances at school, on school premises or at a school function; or 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.

Note: Any student who refuses to take medications for ADD or ADHD are not prohibited from being disciplined.

LIMITED ENGLISH PROFICIENT STUDENTS
In any contact involving either a student or parents with limited English skills, a District Translator may be provided.

STUDENT SOCIAL MEDIA ACCESS BY DISTRICT AUTHORITY, ILCs
A school administrator may 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 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.

EXPULSION IN ABEYANCE (EIA)
(STAY OF EXPULSION AGREEMENT)
A stay of expulsion agreement may be offered by the building principal when a student has acknowledged involvement in the misconduct and expressed appropriate understanding of the implications of the misconduct, remorse and a commitment to avoid serious misconduct in the future. The Stay of Expulsion 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. An alternative Discipline Program may be assigned.

ISOLATED TIME OUT AND PHYSICAL RESTRAINT
District Schools will not employ Isolated Time Out as defined by Illinois School Code. Students whose behavior presents an imminent physical danger to self or others may be subjected to Physical Restraint. Physical Restraint will be employed only when necessary for safety and shall not be used for disciplinary reasons. Such actions will be kept with 23 IL Admin. Code 1.280 & 1.285.

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. However, reasonable force to prevent bodily harm to one’s self or others is not prohibited.

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

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

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

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. 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. Hard lockdowns are normally reserved for serious security situations.
ALTERNATIVE INSTRUCTION & SOCIAL DEVELOPMENT INTERVENTION DISCIPLINE PROGRAMS

As a means of furthering its process of progressive intervention and assisting students who may require a more structured environment, the Rockford School District provides Alternative Instruction and Social Intervention Services for grades 1-12 within one or more of the Rockford Public Schools. The mission of these services is to execute quality instructional practices during the teaching of social development interventions so students may achieve academic and behavioral success. Students assigned to these services will have the opportunity to return to their respective learning environment upon completion of their Tier 3 plan criteria.

ENTRANCE CRITERIA

The district will be using the 3-Tiered System of Support when determining which students should be referred to Alternative Instruction and Social Intervention Services. A student will be considered for alternative placement after the home school has exhausted Tier 2 interventions as indicated in the District’s Rti Blueprint or if the student has exhibited egregious actions (egregious actions are those that cause serious bodily or mental harm). At this time, the home school will begin to develop Tier 3 interventions as they wait for the alternative placement process to be completed. If placement is not available due to seat availability, the home school is to continue with Tier 3 supports. 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 an Alternative Instruction and Social Intervention Services Environment.

Parents/guardians may request an appeal of the involuntary assignment by submitting a written request to the Superintendent or his/her designee (the office of the Executive Director of Student Services and Alternative Learning). The Superintendent or his/her designee (Executive Director of S.S.A.L.) will convene a meeting of the Discipline Hearing Authority to hear the appeal. During the appeal process students will adhere to the appropriate infraction tier level intervention rendered by school administration.

EXIT CRITERIA

An Individual Student Learning Plan (Tier 3) must be developed for each student assigned to an Alternative discipline program upon entry. The criteria for a student to exit these services must be contained within that plan. Parent/Guardian signature must be secured.

TRANSITION PROCESS

All students returning to their home school from an Alternative Instructional program during an exclusionary period will engage in a transitional process that includes social and academic support services. Student course scheduling and qualified transportation services will begin no later than 10 school days prior to the student’s scheduled return date.

Students with an IEP or 504 Plan will receive an appropriate evaluation prior to their re-entry.

ROOSEVELT OPPORTUNITIES PROGRAM (SECONDARY ONLY)

The Roosevelt Opportunities Program is a 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 eligible for the Roosevelt Opportunities Program, who do not consent to transfer, are processed under the disciplinary procedures outlined in the Student Code of Conduct. 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. Students assigned to this program attend class with other students enrolled in the evening Roosevelt Alternative High School session. 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.

INJURY TRANSFER TO ALTERNATIVE DISCIPLINE PROGRAM APPEAL TO THE BOARD OF EDUCATION

DISCIPLINARY HEARING AUTHORITY

The Hearing Authority will review all administrative recommendations and parental objections for involuntary transfers of students to the District’s Alternative Instruction and Social Intervention Services. 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 recommendations, if any, to attend the District’s Alternative Discipline Program 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 Alternative Discipline Program, 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 Alternative Program. 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 Alternative Discipline Program.

The Discipline Hearing Authority recommendation 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. If insufficient misconduct to justify involuntary transfer to the Alternative Discipline Program is found, the matter is terminated and the Hearing Officer shall issue a written determination rejecting the involuntary transfer. When sufficient misconduct consistent with the Student Code of Conduct is found, the Hearing Officer shall recommend assignment of the student to the appropriate alternative program. Upon direction of the Superintendent, the student must enroll in the Alternative Discipline Program within seven (7) days from the time the direction is mailed to the student and his/her parents.

**REQUEST FOR APPEAL**

If the Superintendent directs involuntary transfer to an Alternative Discipline Program, the parent/guardian may request in writing that the Board review the Superintendent’s decision. The Board of Education will render the final decision in these cases.

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**SUSPENSION PROCEDURE FLOW CHART**

- **INFRACTION WARRANTING OUT OF SCHOOL SUSPENSION**
  - **PARENT/GUARDIAN OUTREACH**
    - PHONE
    - CONFERENCE
    - EMAIL
    - US MAIL LETTER SENT
  - **DUE PROCESS**
    - PRE-SUSPENSION MEETING
    - PARENT CONTACT
    - PRINCIPAL/STUDENT CONFERENCE
  - **PRINCIPAL COMPLETES OFFICE DISCIPLINE REFERRAL & NOTICE OF SUSPENSION**
    - US MAIL NOTICE SENT
  - **SUSPENSION TERM BEGINS/ HOMEWORK REQUESTED**
    - SUSPENSION ENDS/ MANDATORY REINSTATEMENT CONFERENCE WITH PARENT AGREEMENT OR "APPEAL"
APPEAL PROCEDURE/SUSPENSION

STEP 1
REQUEST AN APPEAL IN WRITING

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

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

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GRANTED

SUSPENSION OVERTURNED

INFRACTION REMOVED FROM STUDENT’S RECORD

NOT GRANTED

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

STEP 5
HEARING DATE SCHEDULED WITH PARENTS AND HEARING OFFICER

BOARD DETERMINATION

PARENT NOTIFICATION RECEIVED IN WRITING
### ATTENDANCE POLICY/TRUANCY FRAMEWORK MATRIX

<table>
<thead>
<tr>
<th>CONSEQUENCE</th>
<th>TARDY</th>
<th>UNEXCUSED ABSENCE &quot;SKIPPING&quot;</th>
<th>SECONDARY LEVEL</th>
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<td>ELEMENTARY</td>
<td>SECONDARY</td>
<td>ELEMENTARY</td>
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<tr>
<td>1ST OFFENSE SECONDARY (1 CLASS PERIOD)</td>
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<td>Minor</td>
<td>Minor</td>
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<tr>
<td>2ND OFFENSE SECONDARY (2 CLASS PERIODS)</td>
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<td>Minor</td>
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<tr>
<td>3RD OFFENSE SECONDARY (3 CLASS PERIODS)</td>
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<td>5TH OFFENSE</td>
<td>YSN</td>
<td>School Administration ALE</td>
<td>Principal Truancy Notification Letter Truancy Intervention Support Counseling Intervention Social Work Intervention</td>
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<tr>
<td>6TH OFFENSE</td>
<td>YSN</td>
<td>School Administration ALE</td>
<td>Truancy Intervention Support Counseling Intervention Social Work Intervention</td>
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<tr>
<td>7TH &amp; SUBSEQUENT</td>
<td>YSN</td>
<td>SCHOOL ADMINISTRATION ALE</td>
<td>SSAL Department Notice Truancy Intervention Support Counseling Intervention Social Work Intervention</td>
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<td></td>
<td>• ALE</td>
<td>• Overnight Suspension – (Parent must attend) • Social Suspension • OSS</td>
<td></td>
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</tbody>
</table>
STAFF RIGHTS AND RESPONSIBILITIES

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

RESPONSIBILITIES
To academically challenge students.
To provide learning for students in an equitable manner.
To establish and maintain an environment where all may learn.
To recognize and work with students who have various learning styles.
To respect the rights, dignity, and confidentiality of students, parents/guardians, and other staff.
To inform and consult parents/guardians in assessing the needs and progress of students.
To be proactive toward resolving issues.
To empower students to be personally responsible.
To be culturally sensitive and respect cultural diversity.
To act in a courteous and responsible manner in all school related activities.
To 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 procedures.
To initiate parent contact/support at the First Occurrence of academic or behavior changes.
To develop, with student input and administrator review, a Classroom Rights and Responsibility Plan.
To develop, communicate, and enforce clear behavioral and learning expectations.
DISCIPLINARY SANCTIONS

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. Anywhere, if the conduct may reasonably be considered to be a threat or attempted intimidation of a staff member or a student;
5. Anywhere, if the conduct may reasonably be viewed as bullying or hazarding of a student where such conduct causes or is likely to cause substantial and material disruption during school hours, on school premises, or at a school sponsored activity or event.

LEGAL AUTHORITY

The Board of Education may directly or through its designee suspend or expel any student for conduct occurring at school, on school property, on a school bus, or at a school supervised or school related activity (including internet activity) for the following:
1. Gross disobedience or misconduct;
2. Violation of any published regulation for student conduct adopted or approved by the Board of Education;
3. Conduct which is disobedient and/or which substantially disrupts, impedes, or interferes with the operation of any public school or the operation of any public school bus;
4. Conduct which endangers the safety of others (or which substantially impinges upon or invades the rights of others).

STATE REPORTING

The Rockford Public School is required to report certain incidents to the Illinois State Board of Education through the Student Incident Reporting System (SIRS)
- The school reports 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 (3) days after the occurrence of the attack.

EXPULSION IN ABEYANCE (EIA) (STAY OF EXPULSION AGREEMENT)

A stay of expulsion agreement may be offered by the building principal when a student has acknowledged involvement in the misconduct and expressed appropriate understanding of the implications of the misconduct, remorse and a commitment to avoid serious misconduct in the future. The Stay of Expulsion 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. An alternative Discipline Program may be assigned.

STUDENT EXPULSION

Expulsion is the most severe punishment a school system may impose. The Board of Education may expel a student up to two years. A student who is determined to have brought a weapon to school, any school-sponsored activity or event, or any event which bears a reasonable relationship to school shall be expelled for a period of not less than one calendar year. Expelled students may not enroll in or attend any educational program operated by the school district.

At the discretion of the Superintendent or his/her designee, the Student may be offered the opportunity to voluntarily enroll in the Regional Learning Center's alternative school in lieu of expulsion for non-weapon-related offenses.

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. Expelled students may be readmitted to a Rockford Public School after the period of expulsion.

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.

OUT OF SCHOOL SUSPENSION (OSS)

Out of school suspension (OSS) is the temporary (1 to 10 school days) exclusion of students from school grounds and all school activities. OSS may be imposed by the Superintendent, building Principals, Assistant Principals.

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.

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. 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 before a decision to suspend. The Hearing process may be postponed if a student’s presence poses a danger to people or property or an ongoing threat of disruption to the education process.

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

ADMINISTRATOR DECISION OF FACTS
After weighing the evidence, the principal determines if the charge is supported by the evidence and if so, the appropriate disciplinary action will be taken in accordance with District policies, guidelines, and professional judgment.

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

A 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 parents right to appeal the suspension
3. The length of the suspension
4. Whether expulsion is recommended
5. A request that the parent/guardian contact the principal to arrange a mutually agreeable time for a conference prior to the reenrollment date.

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

HOMEWORK 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 automatically suffer a loss of grade, solely due to suspension. Students must complete all homework assignments and make up any missed tests in a timely manner upon return from suspension.

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.

STUDENT 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.

ALTERNATIVE LEARNING ENVIRONMENT (ALE)
Alternative 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 ALE assignment may be taken to the school principal whose decision shall be final.

SATURDAY SCHOOL
Saturday School is the assignment of a student to a school building on a Saturday for one or more hours. Saturday School may be used as a form of detention beyond the school day.

TRUANCY AND TARDIES
Illinois School Code (ILCS) states that each local school district shall establish in writing a set of criteria for use by the local superintendent of schools in determining whether a pupil’s failure to attend school is the result of extraordinary circumstances, including but not limited to economic or medical necessity or family hardship.

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 ILCS or notification that the absence has been authorized by the parent, legal guardian or other person having legal custody of the child, an employee or other agent, whether a volunteer or otherwise, designated by the public school in which the child is enrolled, 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.

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. 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.
DETENTION

Detention is 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 punishment for minor disciplinary infractions, including truancy, at the discretion of the school Principals or Assistant Principal and appropriate school staff. Failure to attend detention without good cause may result in out of school suspension.

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 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. EXPULSION HEARINGS

In the event of a recommendation for expulsion, the District will schedule a hearing before the Board’s Hearing Officer.

C. 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.

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 attendance of the parent/guardian at the hearing.
3. During the hearing, the student and parents/guardian may be represented by legal counsel, present witnesses and other evidence and cross-examine adverse witnesses. The officer shall hear evidence on the issue of suspension, and recommendation for expulsion, if any.
4. The principal will identify and state a valid rationale for expelling the witness names based upon real evidence and legitimate fear of retaliation.
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.
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 for expulsion and appeals of out of school suspensions and bus suspensions.
DESCRIPTION OF INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND CONSEQUENCES

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

MINOR BEHAVIOR
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 Tier 1 Corrective Strategy.

DISOBEDIENCE/MISCONDUCT (DM)
Problem 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)
Problem behavior which violates expectations and rules that is serious enough to warrant an office discipline referral and may result in an OSS occurrence.

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

DISOBEDIENCE/MISCONDUCT
In all administrative actions taken during the delivery of educational due process for a determined infraction noted within the language of the RPS SCOC. Special Education students will receive appropriate interventions aligned to the SCOC and appropriate educational placement(s) determined during the Manifestation Determination Meeting or as indicated in the student’s behavior intervention plan.

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
- **Alternative 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.

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

THERAPEUTIC/RESOURCE STRATEGIES: Done “by” the offender and require intrinsic motivational behavior change. Such interventions include:
- **Mental health counseling** – Highlights emotional well being, the capacity to live a full and creative life, and the flexibility to deal with life’s inevitable challenges.
- **Anger management classes** – Refers to a system of psychological therapeutic techniques and exercises by which someone with excessive or uncontrollable anger can control or reduce the triggers, degrees, and effects of an angered emotional state.
- **Informal mentoring and behavior coaching** – Helps increase their effectiveness and happiness at school and in a social setting.
# Corrective Strategies, Social Interventions, and Consequences Matrix

## Minor Infractions

<table>
<thead>
<tr>
<th>Mandatory Corrective Strategies</th>
<th>Gross Disobedience / Misconduct (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Outreach</td>
<td>Contact to inform parents of accusation and status of investigation.</td>
</tr>
<tr>
<td>Brief Analysis of behavior</td>
<td>School level investigation and student conference.</td>
</tr>
<tr>
<td>Change in Schedule w/ Administrative Approval</td>
<td>Social Intervention Services</td>
</tr>
<tr>
<td>Confiscation of Item until the end of the year</td>
<td>Student Success Plan Documentation</td>
</tr>
<tr>
<td>Confiscation of Item w/parent conference required for return</td>
<td>1ST OCCURRENCE</td>
</tr>
<tr>
<td>Daily Report Card or Behavior, Task Completion and Achievement Detention</td>
<td>1-3 Days</td>
</tr>
<tr>
<td>Convene IEP Meeting</td>
<td>A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)</td>
</tr>
<tr>
<td>Independent Study</td>
<td>Upon Return from O.S.S.</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>1-3 days of A.L.E. may be assigned for Social Intervention Services</td>
</tr>
<tr>
<td>Mentoring Program</td>
<td>2ND OCCURRENCE</td>
</tr>
<tr>
<td>Oversight Suspension-Parent Conference</td>
<td>ELEMENTARY</td>
</tr>
<tr>
<td>Parent/Student/Administrator Conference (Used for Reinstatement Conference)</td>
<td>1-3 Days</td>
</tr>
<tr>
<td>PBIS Behavior Intervention Plan Progress Reports</td>
<td>A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)</td>
</tr>
<tr>
<td>Restitution</td>
<td>Upon Return from O.S.S.</td>
</tr>
<tr>
<td>Referral to After-School Program Reflective Essay/Activity</td>
<td>1-3 days of A.L.E. may be assigned for Social Intervention Services</td>
</tr>
<tr>
<td>Referral to Community Based Services</td>
<td>2ND OCCURRENCE SECONDARY</td>
</tr>
<tr>
<td>Referral to School-Based Mental Health Staff</td>
<td>3-5 Days</td>
</tr>
<tr>
<td>Referral to Support Staff Reminders and Redirection</td>
<td>A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)</td>
</tr>
<tr>
<td>Role Play</td>
<td>Upon Return from O.S.S.</td>
</tr>
<tr>
<td>Seat Change</td>
<td>1-3 days of A.L.E. may be assigned for Social Intervention Services</td>
</tr>
<tr>
<td>Self-Charting Behavior</td>
<td>3RD OCCURRENCE</td>
</tr>
<tr>
<td>Student Success Plan Documentation</td>
<td>Possible Referral to Gross Disobedience/Misconduct (3) or 2nd Occurrence Intervention</td>
</tr>
<tr>
<td>Student/Teacher Parent Conference</td>
<td>5-10 Days</td>
</tr>
<tr>
<td>Teacher/Student Conference</td>
<td>GDM (3B): Placement at an Alternative Discipline Program</td>
</tr>
<tr>
<td>Teaching of Expectation &amp; Skills Verbal Apology</td>
<td>SECONDARY GDM (3)</td>
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<tr>
<td>Verbal Warning</td>
<td>1ST OCCURRENCE</td>
</tr>
<tr>
<td>Written Apology</td>
<td>5-10 Days</td>
</tr>
<tr>
<td><strong>DM Corrective Strategies</strong></td>
<td>GDM (3B):</td>
</tr>
<tr>
<td>Administrative Strategies:</td>
<td>Possible Referral to Gross Disobedience/Misconduct (3) or 2nd Occurrence Intervention</td>
</tr>
<tr>
<td>PBIS</td>
<td>2ND OCCURRENCE</td>
</tr>
<tr>
<td>Loss of Privileges</td>
<td>5-10 Days O.S.S. With Possible Recommendation for Expulsion</td>
</tr>
<tr>
<td>Alternative Learning Environment Possible Referral to GDM (2)</td>
<td>3RD OCCURRENCE</td>
</tr>
<tr>
<td>Restorative Strategies:</td>
<td>Refer to GDM (3B) or GDM (4)</td>
</tr>
<tr>
<td>Classroom Peace Circles</td>
<td>Upon Return from O.S.S.</td>
</tr>
<tr>
<td>Victim-Offender Mediation</td>
<td>1-3 days of A.L.E. may be assigned for Social Intervention Services</td>
</tr>
<tr>
<td>Peer Juries</td>
<td>GDM (3B):</td>
</tr>
<tr>
<td>Peer Mediation</td>
<td>Placement at an Alternative Discipline Program (Page 8)</td>
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<tr>
<td>Therapeutic/Resource Strategies: Mental Health Counseling</td>
<td><strong>Zero Tolerance</strong></td>
</tr>
<tr>
<td>Anger Management Classes</td>
<td>Weapon and Distribution of Drug Offenses</td>
</tr>
<tr>
<td>Informal Mentoring and Behavior Coaching</td>
<td><strong>Secondary</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
<td>Parent Contact</td>
</tr>
<tr>
<td><strong>10 Day OSS</strong></td>
<td><strong>SSAL Contact</strong></td>
</tr>
<tr>
<td><strong>SSAL</strong></td>
<td><strong>Recommendation to the Board</strong></td>
</tr>
<tr>
<td>(Choose one of the following):</td>
<td>- Expulsion/ESD</td>
</tr>
<tr>
<td>- Expulsion/ESD – Alternative Site</td>
<td>- Expulsion/Board ESD alternative placement at Regional Safe Schools</td>
</tr>
<tr>
<td><em>Expulsion</em> (Requires an expulsion hearing)</td>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td><strong>Case Status 1 Mandatory</strong></td>
<td>EIA (Term: 1 Trimester)</td>
</tr>
<tr>
<td><strong>3-5 Days OSS</strong></td>
<td>*Referral to SSAL</td>
</tr>
<tr>
<td><strong>Parent/Student Training</strong></td>
<td><strong>Social Intervention Services</strong></td>
</tr>
<tr>
<td><strong>Social Intervention Services</strong></td>
<td><strong>Case Status 2 Mandatory</strong></td>
</tr>
<tr>
<td><strong>Recommendation for Expulsion</strong></td>
<td><strong>Term: 2 Trimesters</strong></td>
</tr>
<tr>
<td><strong>5-10 Days OSS with 6th day</strong></td>
<td><strong>5-10 Days OSS</strong></td>
</tr>
<tr>
<td><strong>Referral to SSAL</strong></td>
<td><strong>Safety Transfer</strong></td>
</tr>
<tr>
<td><strong>Social Intervention Services</strong></td>
<td><strong>Zero Tolerance</strong></td>
</tr>
</tbody>
</table>

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SOCIAL INTERVENTION/CONSEQUENCE MATRIX

ELEMENTARY
## Social Intervention/Consequence Matrix

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<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Elementary Minor Examples of Expected Behavior</th>
<th>Elementary Minor</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Obey all school rules.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Always tell the truth.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Use computers responsibly.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Follow teacher’s directions.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Promptly and politely follow adult requests.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Listen and follow all school rules.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Dress appropriately.</td>
<td></td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Keep cell phones and other electronic items stowed away during school. The school shall provide a secure location for all electronic devices. If parent/guardian/student chooses not to place electronic devices in the secure location, the District is not responsible for those electronic devices.</td>
<td></td>
<td>NO</td>
</tr>
</tbody>
</table>

### Elementary Minor

**ALTERING/DESTRUCTION OF SCHOOL RECORDS**
- School records will be defined as temporary and permanent school records, records and reports created and/or maintained by teachers or administrators, disciplinary documents, hall passes, and other similar documents.

**CHEATING** — To violate the rules of honesty in school related actions, requirements and expectations. Cheating includes, but is not limited to, using someone else’s answers.

**COMPUTER VIOLATIONS (1)** — Deliberate destruction, unauthorized entry (hacking) or harm to District computer software, stored data, hard ware, or violation of District’s Authorized Use Policy (AUP). Accessing inappropriate information. Note: Disciplinary action may include restitution, removal from class, and/or restriction from computers.

**DISOBEDIENCE** — Disobedience or refusal to follow directions; disregard or transgression.

**DISRESPECT** — Speech or behavior which shows that you do not think someone or something is valuable, important, etc.: lack of respect.

**DISRUPTION TO THE LEARNING ENVIRONMENT** — Any disruption to the learning environment.

**DRESS CODE VIOLATION (NO POINTS ASSIGNED)**
- 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)

**ELECTRONIC DEVICES - ELECTRONIC SIGNALING DEVICES** — Students may not use or possess electronic signalling (paging) devices or two-way radios on school property at any time. The possession and use of cell phones and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:
1. Unless being used for educational purposes or when needed during an emergency, they must be kept out of sight and in an inconspicuous location, such as a backpack, purse or locker;
2. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules including sexting.

Electronic devices **may be used during the school day if**:  
1. Use of the device is provided in the student’s IEP; or  
2. Permission is received from the student’s teacher; or  
3. Permission is received from a building administrator.

### Elementary Minor Mandatory Corrective Strategies

- Parent/Guardian Outreach
- Brief Analysis of behavior
- Change in Schedule w/Administrative Approval
- Confiscation of item until the end of the year
- Confiscation of item w/parent conference required for return
- Daily Report Card or Behavior, Task Completion and Achievement
- Detention
- Convene IEP Meeting
- Independent Study
- Loss of Privileges
- Mentoring Program
- Overnight Suspension
- Parent/Student/Administrator Conference (Used for Reinstatement Conference)
- PBIS Behavior Intervention Plan
- Progress Reports
- Referral to After-School Program
- Reflective Essay/Activity
- Referral to Community Based Services
- Referral to School-based Mental Health staff
- Referral to Support Staff
- Reminders and Redirection
- Restitution
- Role Play
- Seat Change
- Self-Charting Behavior
- Student Success Plan Documentation
- Student/Teacher Parent Conference
- Teacher/Student Conference
- Teaching of Expectation & Skills
- Verbal Apology
- Verbal Warning
- Written Apology

**Disobedience/Misconduct Corrective Strategies**

**Administrative Strategies:**
- PBIS
- Loss of Privileges
- Alternative 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
<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>ELEMENTARY MINOR</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission before using other's names.</td>
<td><strong>FORGERY</strong> — The unauthorized signing of the name of another person, or altering times, dates, grades, passes or permits.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Refrain from exchanging money for games.</td>
<td><strong>GAMBLING</strong> — Playing any game of skill or chance for money or anything of value.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Play Safely.</td>
<td><strong>HORSEPLAY</strong> — Behavior that is rough or boisterous. Includes play hitting, running, acting out a play fight, and/or practical jokes that result or may result in harm.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE / BE RESPECTFUL</td>
<td>Respect the personal space of others.</td>
<td><strong>INAPPROPRIATE PHYSICAL CONTACT</strong> — Student engages in mild, physical contact that does not result in serious bodily harm. Examples: Pushing, shoving, tripping, and kissing.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Ask permission before leaving assigned area.</td>
<td><strong>LEAVING WITHOUT PERMISSION (1)</strong> — Leaving the assigned area, without obtaining prior approval of the teachers and/or administrators.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Always use appropriate language.</td>
<td><strong>PROFANITY/INAPPROPRIATE COMMUNICATIONS</strong> — Offensive language either written or spoken that is not directed at someone.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Attend School Daily.</td>
<td><strong>SKIPPING CLASS</strong> — Failure to attend without valid cause, any or all assigned classes.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Attend all classes on time.</td>
<td><strong>TARDY (NO POINTS)</strong> — Failure to be in assigned classroom/area when the bell rings.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Remain Calm.</td>
<td><strong>TEMPER TANTRUMS/OUT OF CONTROL BEHAVIOR</strong> — A fit of anger that disrupts or endangers others.</td>
<td>NO</td>
</tr>
</tbody>
</table>

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

**ROLES AND RESPONSIBILITIES**

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

**STUDENT**
- Receive notification of Infraction
- Rights and privileges exercised
- Comply with interventions as assigned by teacher
- Submit signature (if applicable)

**DISOBEDIENCE/MISCONDUCT CORRECTIVE STRATEGIES**

**ADMINISTRATIVE STRATEGIES:**
- PBIS
- Loss of Privileges
- Alternative 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

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## Social Intervention/Consequence Matrix

<table>
<thead>
<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (2)</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td><strong>Computer Violations (2)</strong></td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Violations (1) which results in loss of data, interruption of operations of the School District, or interference with educational activities. Computer Violations (2) includes but is not limited to loss of class access to computers, alteration, damage to or destruction of software or hardware, and modification of data.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td><strong>Damage to Property</strong></td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Causing damage to or defacing school property or property of others on school grounds.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td><strong>Failure to Attend or Complete an Assigned Discipline Program.</strong></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td><strong>Fighting (1)</strong></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The exchange of physical contact, constituting mutual combat, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid the confrontation, all parties will be disciplined.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td><strong>Fireworks/Incendiary Objects</strong></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, model rocket engines and similar materials.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td><strong>Gang Related Behavior</strong></td>
<td>Mandatory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation in any activity that serves to demonstrate membership, advertise or promote gang activity, including the wearing and displaying of jewelry, clothing, symbols, signs, handshakes, or other indicia of a gang.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td><strong>Harassment/Hazing/Discriminatory Conduct</strong></td>
<td>Mandatory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 include 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. (See Bullying)</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td><strong>Leaving Without Permission (2)</strong></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leaving the building, sight of classroom instructor, or assigned area without obtaining prior approval of the teachers and/or administrator.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td><strong>Physical Contact</strong></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To strike or hit another, but not mutual combat. Student engages in actions that involve contact where injury may occur (slapping, hitting, punching, kicking, hair pulling, scratching, biting and spitting).</td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td><strong>Possession of Tobacco/Electronic Smoking Devices</strong></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices.</td>
<td></td>
</tr>
</tbody>
</table>

### GROSS DISOBEDIENCE/GROSS MISCONDUCT (2) MANDATORY CORRECTION STRATEGIES

- Contact to inform parents of accusation and status of investigation.
- School level investigation and student conference.
- Social Intervention Services
- Student Success Plan Documentation

**1st Occurrence**

- 1-3 Days
  - A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)
  - Upon Return from O.S.S.
    - 1-3 days of A.L.E. may be assigned for Social Intervention Services

**2nd Occurrence**

- 1-3 Days
  - A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)
  - Upon Return from O.S.S.
    - 1-3 days of A.L.E. may be assigned for Social Intervention Services

**3rd Occurrence**

- Possible Referral to ODM (3) or 2nd Occurrence Intervention

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

Students serving O.S.S. days will be referred to local community service agencies for instructional opportunities.

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

In all administrative actions taken during the delivery of educational due process for a determined infraction noted within the language of the IPS SDGC.

Special Education students will receive appropriate interventions aligned to the SDGC and appropriate educational placements determined during the Manifestation Determination Meeting or as indicated in the student's behavior intervention plan.
ROLES AND RESPONSIBILITIES

PARENT
Attend S.C.C. 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)

In all administrative actions taken during the delivery of educational due process for a determined infraction noted within the language of the RPS SCC.

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)

GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)

ROCKFORD PUBLIC SCHOOLS

GROSS DISOBEDIENCE/ GROSS MISCONDUCT (2)
MANDATORY CORRECTIVE STRATEGIES

Contact to inform parents of accusation and status of investigation.
School level investigation and student conference.
Social Intervention Services
Student Success Plan Documentation

1ST OCCURRENCE

1-3 Days
A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)

Upon Return from O.S.S.
1-3 days of A.L.E. may be assigned for Social Intervention Services

2ND OCCURRENCE

1-3 Days
A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)

Upon Return from O.S.S.
1-3 days of A.L.E. may be assigned for Social Intervention Services

3RD OCCURRENCE

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

*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.

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

District-wide Behavioral Expectations

BE SAFE
Play and work safe at all times.

BE SAFE
Ask before taking any items.

BE SAFE
Always use appropriate language.

EVENTS OF EXPECTED BEHAVIOR

RECKLESS BEHAVIOR – Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property.

THEFT – Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.

VERBAL ABUSE – Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.

POLICE NOTIFICATION

NO

OPTIONAL

NO

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Solve Problems Peacefully</td>
<td>Battery — Use of force causing bodily harm to another person as determined by school personnel.</td>
<td>Optional</td>
<td>Contact to inform parents of accusation and status of investigation.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Solve Problems Peacefully</td>
<td>Bullying — Hazing or any kind of aggressive behavior designed to cause psychological harm to another or any urging of others to engage in such conduct, including the use of violence, force, noise, coercion, fear, threat, or other comparable conduct. (See Cyber Bullying or Harassment/Hazing/Discriminatory Conduct)</td>
<td>Optional</td>
<td>School level investigation and student conference.</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Obey School Rules</td>
<td>Burglary — Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.</td>
<td>No</td>
<td>Social Intervention Services.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Consider others people’s feelings and respect all personal space.</td>
<td>Cyber Bullying — Use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, videos or sexting. Examples of this behavior include but are not limited to sending false, cruel, vicious messages or materials to others; creating websites that have stories, cartoons, pictures, and jokes ridiculing others; engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others. (See Bullying or Harassment/Hazing/Discriminatory Conduct)</td>
<td>Optional</td>
<td>Student Success Plan Documentation.</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Always remain drug free.</td>
<td>Distribution, or Possession, or Exhibition of Offensive or Harmful Materials/Objects — Actual, constructive or attempted transfer of possession of an object or substance. Possession or distribution of any device, object or substance that can be reasonably considered sufficient to cause serious harm.</td>
<td>Optional</td>
<td>Egrogerous 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.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Complete all assigned consequences.</td>
<td>Failure to Attend or Complete an Assigned Discipline Program</td>
<td>No</td>
<td>Refer to GDM (3b) or GDM (4).</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Solve Problems Peacefully</td>
<td>Fighting (2) — Repeated instances of Fighting 1 or fighting which results in injury requiring emergency medical care or significant disruption to the learning environment.</td>
<td>Optional</td>
<td>1st Occurrence</td>
</tr>
<tr>
<td>Be Respectful.</td>
<td>Consider other people’s feelings and respect others personal space.</td>
<td>Group Violence — More than one student on a side engaging in physical contact to inflict harm or inciting others to do so. Additional persons entering into an initial fight not to restrain or separate but to actively participate in the physical aggression.</td>
<td>MANDATORY</td>
<td>1-3 Days O.S.S.</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Follow School Rules</td>
<td>Interference with School Personnel — Preventing or attempting to prevent school personnel or transportation personnel from engaging in their responsibilities through threats, violence, harassment, or physical action. Providing false information during an investigation or making false accusations against a staff member.</td>
<td>No</td>
<td>2nd Occurrence</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Dress appropriately.</td>
<td>Lewd or Lascivious Conduct — Publicly or indecently exposing breasts (female), buttocks, genitals or pubic area. This includes sexting.</td>
<td>No</td>
<td>4-7 Days O.S.S.</td>
</tr>
</tbody>
</table>

**1st Occurrence**
1-3 Days O.S.S.

**2nd Occurrence**
4-7 Days O.S.S.

**3rd Occurrence**
7-10 Days O.S.S.

**4th Occurrence**
Refer to GDM (3b) or GDM (4)

Upon Return from O.S.S.
1-3 days of A.L.E. may be assigned for Social Intervention Services

**GDM (3b):**
Placement at an Alternative Discipline Program

*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.

Students may be required to complete a social service intervention program.
# SOCIAL INTERVENTION/CONSEQUENCE MATRIX

<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect Property of Others.</td>
<td>POSSESSION OF STOLEN PROPERTY — Having in one’s possession or under one’s control, on school grounds, property that has been stolen, including possession of property without permission of the owner. This includes sexting.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Keep hands and feet to self.</td>
<td>RECKLESS BEHAVIOR (2) - 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 scratches and bruises and other bodily injury which either does not require medical assistance or requires only first aid assistance.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Refrain from engaging in illegal acts.</td>
<td>SALE OR DISTRIBUTION OF INAPPROPRIATE MATERIAL OR SERVICES</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Practice Abstinence.</td>
<td>SEXUAL ACTIVITIES-CONSENSUAL — Any sexually explicit act on school grounds or at a school-related event. Such sexual activities include touching in a sexual manner or engaging in any other consensual sexual activity.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect yourself and others personal space.</td>
<td>SEXUAL HARASSMENT — WITHOUT SEXUAL MISCONDUCT — Sexual harassment includes any communication that denigrates, threatens, or shows hostility toward another based upon that individual’s gender. The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment may consist of unwelcome sexual advances, 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.</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Remain in your assigned areas only.</td>
<td>TRESPASSING (1) - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, excludes any school entrance during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Stay Drug Free.</td>
<td>USE OF TOBACCO — Use of tobacco in any form at school, at school sponsored activities or on a school bus</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Respect School Property.</td>
<td>VANDALISM — Intentionally or recklessly causing damage to or defacing school property or property of others, or such action causing disruption to the educational processes and/or school activities. In ALL CASES the student/parent shall be required to make restitution as determined by the administration.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

## ROLES AND RESPONSIBILITIES

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

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

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<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
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<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DRUGS</strong></td>
<td></td>
<td><strong>Mandatory</strong></td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Always remain drug free.</td>
<td><strong>ALCOHOL</strong> — Possession, having under one's control or using any alcoholic beverage. Possession or control means on ones 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.</td>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Obey School Rules.</td>
<td><strong>DRUGS</strong> — Possessing, having under one's control or using any controlled substance, illegal drug, look-alike drug (any substance represented to be a synthetic drug, prescription drug or alcohol), or prescription drug without a valid prescription, nicotine, or drug paraphernalia; possession or control means on one's person or in a locker, car, desk, or hidden in any accessible location on or abutting school property.</td>
<td><strong>Mandatory</strong></td>
</tr>
</tbody>
</table>

| **OTHER ILLEGAL ACTIVITY**           |                             | **Mandatory**                          |                     |
| **BE SAFE**                          | Refrain from using lighters or matches. | **ARSON/ATTEMPTED ARSON** — The intentional use or attempted use of fire to cause harm to property or any person, or the intent or attempt to participate in or enable the burning property for any reason. | **Mandatory**       |
| **BE RESPONSIBLE**                   | Follow school rules. Only report true emergencies. | **BOMB THREATS** — Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property. | **Mandatory**       |
| **BE RESPECTFUL**                   | Treat others with respect.  | **EXTORTION** — Forcing another to act against his/her will by force or threat of force. | **Mandatory**       |
| **BE RESPONSIBLE**                   | Follow School Rules & Only report true emergencies. | **FALSE ALARMS/AUTOMATIC EXTERNAL DEFIBRILLATORS** — Intentional sounding of a false fire alarm; making a false emergency call; or improperly possessing, tampering with or destroying fire equipment, Automatic External Defibrillators (AED) or emergency signs located on school district premises. | **Mandatory**       |
| **BE RESPECTFUL**                   | Refrain from handling dangerous items. | **POSSSESSION, USE OR TRANSPORTING EXPLOSIVES** — No one will possess, handle, transmit, conceal, nor use any explosive device or substance that can be used as an explosive (substance that bursts forth, usually with a great deal of noise). | **Mandatory**       |
| **BE SAFE**                          | Ask before taking.          | **ROBBERY** — Taking property from a person by force or threat of force. | **Mandatory**       |

## Gross Disobedience/ Gross Misconduct

**Mandatory Corrective Strategies**

- **Case Status 1 MANDATORY**
  - Expulsion in Abeyance (EIA)
    - Term: 1 Trimester
  - 3-5 Days OSS
  - Referral to SSAL
  - Parent/Student Training
    - Social Intervention Services

- **Case Status 2 MANDATORY**
  - Recommendation for Expulsion
    - Term: 2 Trimesters
  - 5-10 Days OSS with 6th day safety transfer
  - Referral to SSAL
  - Social Intervention Services

In all administrative actions taken during the delivery of educational due process for a determined infraction noted within the language of the RPS SCC.

Special Education students will receive appropriate interventions aligned to the SCC and appropriate educational placement(s) determined during the Manifestation Determination Meeting or as indicated in the student's behavior intervention plan.

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2015-2016 Student Code of Conduct
# Social Intervention/Consequence Matrix

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<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
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<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use kind words at all times.</td>
<td>Threats/Intimidation/Severe Bullying - Threatening physical or mental abuse or deprivation including making such threats through social media including using or threatening the use of physical, mental, or emotional abuse to control an individual in the dating relationship. Prohibited threats/ intimidation or severe bullying requires statements or conduct which places a person in reasonable apprehension of being physically or mentally harmed.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Remain in your assigned area.</td>
<td>Trespassing - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, includes any school entry during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

## Physical Aggression

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>Solve Problems Peacefully.</th>
<th>Battery (2) - Use of force causing bodily harm to another person with injury requiring emergency medical care.</th>
<th>MANDATORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Respect yourself and other's personal space.</td>
<td>Sexual Harassment with Sexual Misconduct – Sexual harassment with misconduct is any severe and persistent conduct which is accompanied by unwelcome physical contact of a sexual nature (e.g., intentional brushing against another's body, kissing, or petting, pinching, or touching someone in a sexual manner, etc.). The victims of sexual harassment may be of the same or of the opposite sex. Sexual harassment/misconduct consists of physical acts of sexual or sex-based nature which may be accompanied by persistent unwelcome sexual advances, sexting, requests for sexual favors or other inappropriate communications (e.g., making sexually oriented or sexually derogating 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.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Keep hands and feet to self.</td>
<td><em>Staff Battery</em> - Knowingly or intentionally causing serious bodily injury to staff or attempting to cause serious bodily injury to staff, or negligently causing serious bodily injury to staff with a deadly weapon. Staff includes teachers, administrators, and all school district employees/agents. Injury is defined as a condition resulting in death, lost work days, loss of consciousness, restriction of work or motion, or medical treatment (other than first aid).*</td>
<td>MANDATORY</td>
</tr>
</tbody>
</table>

---

*Refer to Offense Reckless Behavior (3) 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 a staff member.  
*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.
<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>ZERO TOLERANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRUGS</td>
<td>DISTRIBUTION OF DRUGS ON SCHOOL GROUNDS – Actual, constructive, attempted or intended intent to deliver, 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 (indicra).</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Always remain drug free.</td>
<td>MANDATORY</td>
</tr>
</tbody>
</table>

| WEAPONS                              | WEAPON – POSSESSION OF A DANGEROUS OBJECT – The possession of a dangerous object which is not used or attempted to be used by the student to cause bodily harm. NOTE: APPROVAL FROM THE SUPERINTENDENT OR HIS/HER DESIGNEE MUST BE OBTAINED PRIOR TO CHARGING A STUDENT WITH THE OFFENSE OF “POSSESSION OF A DANGEROUS OBJECT OR LOOK-ALIKE WEAPON.” |
| BE SAFE                              | Refrain from bringing toy guns, knives and/or sharp objects to school. |

| WEAPON – POSSESSION OF A LOOK-A-LIKE WEAPON. The possession of a toy or fake weapon or other object which can reasonably be mistaken as a weapon due to its color, shape, composition, and/or sound, and which is not used or attempted to be used by the student to threaten, intimidate, or cause bodily harm to another person. NOTE: APPROVAL FROM THE SUPERINTENDENT OR HIS/HER DESIGNEE MUST BE OBTAINED PRIOR TO CHARGING A STUDENT WITH THE OFFENSE OF “POSSESSION OF A DANGEROUS OBJECT OR LOOK-ALIKE WEAPON.” |
| BE SAFE                              | Refrain from bringing toy guns, knives and/or sharp objects to school. |

| WEAPON – USE OR UNAUTHORIZED POSSESSION OF A FIREARM, DESTRUCTIVE DEVICE, OR ILLEGAL OBJECT – Use and/or possession of a firearm, destructive device, or illegal object 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. |
| BE SAFE                              | Weapons are forbidden. |

| WEAPON – USE OR UNAUTHORIZED POSSESSION OF OTHER PROHIBITED WEAPONS OR THE USE OF A DANGEROUS OBJECT AS A WEAPON – (1) The use and/or possession of any “other prohibited weapon” or (2) the use of 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. |
| BE SAFE                              | Weapons are forbidden. |

**ZERO TOLERANCE MANDATORY CORRECTIVE STRATEGIES**

- Contact to inform parents of accusation and status of investigation.
- School level investigation and student conference.
- Social Intervention Services
- Student Success Plan Documentation
- 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.

**MANDATORY FOR ZERO TOLERANCE**

**Case Status 1**

- MANDATORY
  - Recommendation for Expulsion/ EIA (Term 1 Trimester)
  - 3-5 Days OSS
  - Referral to SSAL
  - Parent/Student Training
  - Social Intervention Services

**Case Status 2**

- MANDATORY
  - Recommendation for Expulsion (Term 2 Trimesters)
  - 5-10 Days OSS with 6th day safety transfer
  - Referral to SSAL
  - Social Intervention Services
  - Parent/Student Training

**ROLES AND RESPONSIBILITIES**

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

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

SECONDARY

www.rps205.com
**Social Intervention/Consequence Matrix**

**District-Wide Behavioral Expectations**

**Examples of Expected Behavior**

**Secondary Minor**

**Police Notification**

**BE RESPECTFUL**

- Use computers responsibly.
- Follow teacher's directions.
- Promptly and politely follow adult requests.
- Listen and follow all school rules.
- Dress appropriately.

- 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.

- Electronic devices - electronic signaling devices—Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time. The possession and use of cell phones and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:
  1. Unless being used for educational purposes or when needed during an emergency, they must be kept out of sight and in an inconspicuous location, such as a backpack, purse or locker.
  2. They must be turned off during the regular school day unless needed during an emergency.
  3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.

- Electronic study aids may be used during the school day if:
  1. Use of the device is provided in the student's IEP; or
  2. Permission is received from the student's teacher.
  3. Permission is received from a building administrator.

**BE RESPONSIBLE**

- Play Safely.
- Ask permission before leaving assigned area.
- Always use appropriate language.
- Attend all classes on time.

- Tardy (No Points) – Failure to be in assigned classroom/area when the bell rings.

**Mandatory Corrective Strategies**

**Parent/Guardian Outreach**

**Brief Analysis of Behavior**

**Change in Schedule**

**w/ Administrative Approval**

**Confiscation of Item until the end of the year**

**Confinement of Item w/parent conference required for return**

**Daily Report Card or Behavior, Task Completion and Achievement Detention**

**Convene IEP Meeting**

**Independent Study**

**Loss of Privileges**

**Mentoring Program**

**Overnight Suspension**

**Parent/student/administrator conference (used for reinstatement conferences)**

**PBIS Behavior Intervention Plan**

**Progress Reports**

**Referral to After-School Program**

**Reflective Essay/Activity**

**Referral to Community Based Services**

**Referral to School-based Mental Health Staff**

**Referral to Support Staff**

**Reminders and Direction**

**Restitution**

**Role Play**

**Self-Charting Behavior**

**Student Success Plan Documentation**

**Student/Teacher Parent Conference**

**Teacher/Student Conference**

**Teaching of Expectations & Skills**

**Verbal Apology**

**Verbal Warning**

**Written Apology**

**Administrative Strategies**

**PBIS**

**Loss of Privileges**

**Alternative 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**

**Roles and Responsibilities**

**Student**

Receive notification of infraction

Rights and privileges exercised

Comply with interventions as assigned by teacher

Submit signature (if applicable)

**Parent**

Attend S.C.C. Violation hearings and conferences as scheduled by District personnel

Reinforce parental corrective strategies for incident level number

Receive appropriate documents referencing infraction code level and as noted by ILCs and District Policy. (This includes APPEL process)

Support Teacher in executing intervention for a

Minor infraction

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

<table>
<thead>
<tr>
<th>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</th>
<th>EXAMPLES OF EXPECTED BEHAVIOR</th>
<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (2)</th>
<th>POLICE NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td>Keep hands and feet to self.</td>
<td>PHYSICAL CONTACT – To strike or hit another, but not mutual combat. Student engages in actions that involve contact where injury may occur (slapping, hitting, punching, kicking, hair pulling, scratching, biting and spitting).</td>
<td>NO</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Stay Drug Free</td>
<td>POSSESSION OF TOBACCO/ELECTRONIC SMOKING DEVICES – Possession of tobacco in any form at school, at school sponsored activities or on a school bus, including electronic smoking devices.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Play and work safe at all times.</td>
<td>RECKLESS BEHAVIOR – Behavior that results, or could potentially result, in physical endangerment of self, others and/or to school property.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Attend School Daily.</td>
<td>SKIPPING CLASS – Failure to attend without valid cause, any or all assigned classes.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Remain Calm.</td>
<td>TEMPER TANTRUMS/ OUT OF CONTROL BEHAVIOR – A fit of anger that disrupts or endangers others.</td>
<td>NO</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Always use appropriate language.</td>
<td>VERBAL ABUSE – Offensive language, behavior, or gesture directed toward any school district employee, volunteer, or student.</td>
<td>NO</td>
</tr>
</tbody>
</table>

### ROLES AND RESPONSIBILITIES

**PARENT**
- Attend S.C.C. 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)

### MANDATORY CORRECTIVE STRATEGIES
- Contact to inform parents of accusation and status of investigation.
- School level investigation and student conference.
- Social Intervention Services
- Student Success Plan Documentation

### 1ST OCCURRENCE

- **1-3 Days**
  - A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)
  - Upon Return from O.S.S.
  - 1-3 days of A.L.E. may be assigned for Social Intervention Services

### 2ND OCCURRENCE

- **3-5 Days**
  - A.L.E. / Social Intervention Services or O.S.S. (Out of School Suspension)
  - Upon Return from O.S.S.
  - 1-3 days of A.L.E. may be assigned for Social Intervention Services

### 3RD OCCURRENCE

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

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.
<table>
<thead>
<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Gross Disobedience/Gross Misconduct (3)</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL. Solve Problems Peacefully.</td>
<td>BATTERY – Use of force causing bodily harm to another person as determined by school personnel.</td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL. Solve Problems Peacefully.</td>
<td>BULLYING – Hazing or any kind of aggressive behavior designed to cause psychological harm to another or any urging of others to engage in such conduct, including the use of violence, force, noise, coercion, fear, threat, or other comparable conduct. (See Cyber Bullying or Harassment/Hazing/Discriminatory Conduct)</td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>BE SAFE. Obey School Rules.</td>
<td>BURGLARY – Unauthorized entry into a building, a vehicle, or a restricted area that involves a theft on school property.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE. Use Computers Responsibly.</td>
<td>COMPUTER VIOLATIONS (2) – Computer Violations – (1) which results in loss of data, interruption of operations of the School District, or interference with educational activities. Computer Violations (2) includes but is not limited to loss of class access to computers, alteration, damage to or destruction of software or hardware, and modification of data.</td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE. Consider others people’s feelings and respect all personal space.</td>
<td>CYBER BULLYING – Use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, videos or sexting. Examples of this behavior include but are not limited to sending false, cruel, vicious messages or materials to others; creating websites that have stories, cartoons, pictures, and jokes ridiculing others; engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others. (See Bullying or Harassment/Hazing/Discriminatory Conduct)</td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>BE SAFE. Always remain drug free.</td>
<td>DISTRIBUTION, OR POSSESSION, OR EXHIBITION OF OFFENSIVE OR HARMFUL MATERIALS/OBJECTS – Actual, constructive or attempted transfer of possession of an object or substance. Possession or distribution of any device, object or substance that can be reasonably considered sufficient to cause serious harm.</td>
<td>OPTIONAL</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE. Complete all assigned consequences.</td>
<td>FAILURE TO ATTEND OR COMPLETE AN ASSIGNED DISCIPLINE PROGRAM</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>BE SAFE. Solve Problems Peacefully.</td>
<td>FIGHTING (1) – The exchange of physical contact, constituting mutual combat, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid the confrontation, all parties will be disciplined.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>BE SAFE. Lighters and matches are forbidden at school.</td>
<td>FIREWORKS/INCENDIARY OBJECTS – Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, model rocket engines and similar materials.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>BE RESPONSIBLE. Fellow School Rules.</td>
<td>INTERFERENCE WITH SCHOOL PERSONNEL – Preventing or attempting to prevent school personnel or transportation personnel from engaging in their responsibilities through threats, violence, harassment, or physical action. Providing false information during an investigation or making false accusations against a staff member.</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>BE RESPECTFUL. Dress appropriately.</td>
<td>LEWD OR LASCIVIOUS CONDUCT – Publicly and indecently exposing breasts (female), buttocks, genitals or pubic area. This includes sexting.</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

**Rockford Public Schools**

**GROSS DISOBDIENEC/GROSS MISCONDUCT (3) MANDATORY CORRECTIVE STRATEGIES:**

- Contact to inform parents of accusation and status of investigation.
- School level investigation and student conference.
- Social Intervention Services
- Student Success Plan Documentation
- 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.

**1ST OCCURRENCE**

- 5-10 Days O.S.S.

**2ND OCCURRENCE**

- 5-10 Days O.S.S. With Possible Recommendation for Expulsion

**3RD OCCURRENCE**

- Refer to GDM (3B) or GDM (4)
- Upon Return from O.S.S.
  - 1-3 days of A.L.E. may be assigned for Social Intervention Services
- GDM (3B):
  - Placement at an Alternative Discipline Program*

*In all administrative actions taken during the delivery of educational due process for a determined instruction noted within the language of the RPS SCDC.

Special Education students will receive appropriate interventions aligned to the SCDC and appropriate educational placement(s) determined during the Manifestation Determination Meeting or as indicated in the student’s behavior intervention plan.

*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.

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

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<table>
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<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (3)</th>
<th>POLICE NOTIFICATION</th>
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</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Respect Property of Others.</td>
<td>POSESSION OF STOLEN PROPERTY – Having in one's possession or under one's control, on school grounds, property that has been stolen, including possession of property without permission of the owner.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Refrain from engaging in illegal acts.</td>
<td>SALE OR DISTRIBUTION OF INAPPROPRIATE MATERIAL OR SERVICES</td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>Practice Abstinence.</td>
<td>SEXUAL ACTIVITIES-CONSENSUAL – Any sexually explicit act on school grounds or at a school-related event. Such sexual activities include touching in a sexual manner or engaging in any other consensual sexual activity.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>Respect yourself and others personal space.</td>
<td>SEXUAL HARASSMENT – WITHOUT SEXUAL MISCONDUCT – Sexual harassment includes any communication that degrades, 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.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Ask before taking.</td>
<td>THEFT – Taking property owned by the school district without permission. Taking property located on school grounds owned by another individual without permission.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Remain in your assigned area.</td>
<td>TRESPASSING (1) - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, excludes any school entry during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>NO</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Stay Drug Free.</td>
<td>USE OF TOBACCO – Use of tobacco in any form at school, at school sponsored activities or on a school bus</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>Respect School Property.</td>
<td>VANDALISM – Intentionally or recklessly causing damage to or defacing school property or property of others, or such action causing disruption to the educational process and/or school activities. IN ALL CASES the student/parent shall be required to make restitution as determined by the administration.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

**ROLES AND RESPONSIBILITIES**

**PARENT**
- Attend S.C.C. 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)

**GROSS DISOBEDIENCE/GROSS MISCONDUCT (3) MANDATORY CORRECTIVE STRATEGIES**
- Contact to inform parents of accusation and status of investigation.
- School level investigation and student conference.
- Social Intervention Services
- Student Success Plan Documentation

**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.**

**1ST OCCURRENCE**
- 5-10 Days O.S.S.

**2ND OCCURRENCE**
- 5-10 Days O.S.S. With Possible Recommendation for Expulsion

**3RD OCCURRENCE**
- Refer to GDM (38) or GDM (4)

**UPON RETURN FROM O.S.S.**
1-3 days of A.L.E. may be assigned for Social Intervention Services

**GDM (38):**
Placement at an Alternate Discipline Program*

*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.

Students may be required to complete a social service intervention program.
### SOCIAL INTERVENTION/CONSEQUENCE MATRIX

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<th>GROSS DISOBEDIENCE/GROSS MISCONDUCT (4)</th>
<th>POLICE NOTIFICATION</th>
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</thead>
<tbody>
<tr>
<td><strong>DRUGS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Always remain drug free.</td>
<td>ALCOHOL – Possession, having under one's control or using any alcoholic beverage. Possession or control means on one's person or in a locker, car, desk, or hidden in any accessible location on or abutting school property. Student may be asked to have a professional chemical dependency assessment at an approved agency.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Obey School Rules.</td>
<td>DRUGS – Possessing, having under one's control or using any controlled substance, illegal drug, look-alike drug (any substance represented to be a synthetic drug, prescription drug or alcohol), or prescription drug without a valid prescription, nicotine, or drug paraphernalia; possession or control means on one's person or in a locker, car, desk, or hidden in any accessible location on or abutting school property.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td><strong>OTHER ILLEGAL ACTIVITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Refrain from using lighters or matches.</td>
<td>ARSON/ATTEMPTED ARSON – The intentional use or attempted use of fire to cause harm to property or any person, or the intent or attempt to participate in or enable the burning of property for any reason.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Follow school rules. Only report true emergencies.</td>
<td>BOMB THREATS – Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Treat others with respect.</td>
<td>EXTORTION – Forcing another to act against his/her will by force or threat of force.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Follow School Rules &amp; Only report true emergencies.</td>
<td>FALSE ALARMS/AUTOMATIC EXTERNAL DEFIBRILLATORS – Intentional sounding of a false fire alarm; making a false emergency call; or improperly possessing, tampering with or destroying fire equipment, Automatic External Defibrillators (AED) or emergency signs located on school district premises.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>Refrain from handling dangerous items.</td>
<td>POSSESSION, USE OR TRANSPORTING EXPLOSIVES – No one will possess, handle, transport, conceal, nor use any explosive device or substance that can be used as an explosive (substance that bursts forth, usually with a great deal of noise).</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE SAFE</td>
<td>Ask before taking.</td>
<td>ROBBERY – Taking property from a person by force or threat of force.</td>
<td>MANDATORY</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Use kind words at all times.</td>
<td>THREATS/INTIMIDATION/SEVERE BULLYING - Threatening physical or mental abuse or deprivation including making such threats through social media including using or threatening the use of physical, mental, or emotional abuse to control an individual in the dating relationship. Prohibited threats/ intimidation or severe bullying requires statements or conduct which places a person in reasonable apprehension of being physically or mentally harmed.</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>BE RESPONSIBLE</td>
<td>Remain in your assigned area.</td>
<td>TRESPASSING - Entering any school facility, restricted area, or onto school property/school vehicle without proper authority, includes any school entry during a period of suspension or expulsion. Unauthorized entry onto school grounds, during a school day, other than the school at which the student is registered.</td>
<td>OPTIONAL</td>
</tr>
</tbody>
</table>

### ROCKFORD PUBLIC SCHOOLS

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

<table>
<thead>
<tr>
<th>ROCKFORD PUBLIC SCHOOLS</th>
<th><strong>MANDATORY CORRECTIVE STRATEGIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>MANDATORY</strong></td>
</tr>
<tr>
<td></td>
<td>Contact to inform parents of accusation and status of investigation.</td>
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<tr>
<td></td>
<td>School level investigation and student conference.</td>
</tr>
<tr>
<td></td>
<td>Social Intervention Services</td>
</tr>
<tr>
<td></td>
<td>Student Success Plan Documentation</td>
</tr>
<tr>
<td></td>
<td><strong>Egregious Infractions</strong>: 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.</td>
</tr>
<tr>
<td></td>
<td><strong>MANDATORY FOR GROSS DISOBEDIENCE/GROSS MISCONDUCT</strong></td>
</tr>
<tr>
<td></td>
<td>• Parent Contact</td>
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<tr>
<td></td>
<td>• 10 Days OSS</td>
</tr>
<tr>
<td></td>
<td>• SSAL Contact</td>
</tr>
<tr>
<td></td>
<td>• Recommendation to the Board (Choose one of the following):</td>
</tr>
<tr>
<td></td>
<td>- Expulsion/EIA</td>
</tr>
<tr>
<td></td>
<td>- Expulsion/EIA - Alternative Site</td>
</tr>
<tr>
<td></td>
<td>- Expulsion/Board EIA alternative placement at Regional Safe Schools</td>
</tr>
<tr>
<td></td>
<td>*Expulsion</td>
</tr>
<tr>
<td></td>
<td>* (Requires an expulsion hearing)</td>
</tr>
</tbody>
</table>

www.rps205.com
## Social Intervention/Consequence Matrix

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

---

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 harm to a staff member.

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

### DISTRICT-WIDE BEHAVIORAL EXPECTATIONS | EXAMPLES OF EXPECTED BEHAVIOR | POLICE NOTIFICATION

### ZERO TOLERANCE

#### DRUGS

<table>
<thead>
<tr>
<th>BE RESPONSIBLE</th>
<th>Always remain drug free.</th>
</tr>
</thead>
</table>

**DISTRIBUTION OF DRUGS ON SCHOOL GROUNDS** -
Actual, constructive, attempted or intended intent to deliver, 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 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**

#### WEAPONS

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>Refrain from bringing toy guns, knives and/or sharp objects to school.</th>
</tr>
</thead>
</table>

**WEAPON – POSSESSION OF A DANGEROUS OBJECT** –
The possession of a dangerous object which is not used or attempted to be used by the student to cause bodily harm.

**NOTE:** APPROVAL FROM THE SUPERINTENDENT OR HIS/HER DESIGNEE MUST BE OBTAINED PRIOR TO CHARGING A STUDENT WITH THE OFFENSE OF “POSSESSION OF A DANGEROUS OBJECT OR LOOK-ALIKE WEAPON.”

- **MANDATORY**

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>Refrain from bringing toy guns, knives and/or sharp objects to school.</th>
</tr>
</thead>
</table>

**WEAPON – POSSESSION OF A LOOK-A-LIKE WEAPON** –
The possession of a toy or fake weapon or other object which can reasonably be mistaken as a weapon due to its color, shape, composition, and/or sound, and which is not used or attempted to be used by the student to threaten, intimidate, or cause bodily harm to another person.

**NOTE:** APPROVAL FROM THE SUPERINTENDENT OR HIS/HER DESIGNEE MUST BE OBTAINED PRIOR TO CHARGING A STUDENT WITH THE OFFENSE OF “POSSESSION OF A DANGEROUS OBJECT OR LOOK-ALIKE WEAPON.”

- **MANDATORY**

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>Weapons are forbidden.</th>
</tr>
</thead>
</table>

**WEAPON – USE OR UNAUTHORIZED POSSESSION OF A FIREARM, DESTRUCTIVE DEVICE, OR ILLEGAL OBJECT** –
Use and/or possession of a firearm, destructive device, or illegal object 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**

<table>
<thead>
<tr>
<th>BE SAFE</th>
<th>Weapons are forbidden.</th>
</tr>
</thead>
</table>

**WEAPON – USE OR UNAUTHORIZED POSSESSION OF OTHER PROHIBITED WEAPONS OR THE USE OF A DANGEROUS OBJECT AS A WEAPON** – (1) The use and/or possession of any “other prohibited weapon” or (2) the use of 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.

### ROLES AND RESPONSIBILITIES

#### PARENT

- Attend S.C.C. violation hearings and conferences as scheduled by District personnel
- Reinforce parental corrective strategies for incident level
- Receive appropriate documents referencing infraction code level and as noted by ICLS and Board Policy.
  (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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**ROCKFORD PUBLIC SCHOOLS**

**ZERO TOLERANCE**

**MANDATORY CORRECTIVE STRATEGIES**

- Contact to inform parents of accusation and status of investigation.
- School level investigation and student conference.
- Social Intervention Services
- Student Success Plan Documentation

**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.

**MANDATORY FOR ZERO TOLERANCE**

- Parent Contact
- 10 Days OSS
- SSAL Contact
- Recommendation to the Board
- Mandatory Recommendation for Expulsion

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ZERO TOLERANCE OFFENSE CLARIFICATION

With the exception of Weapon and Distribution of Drugs, offenses which do not rise to the level of gross misconduct do not require a mandatory recommendation for expulsion. Prior to making a recommendation for expulsion the administrator must contact the Executive Director of Student Services and Alternative Learning.

KEY WEAPON OFFENSE DEFINITIONS

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

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.

3. An “illegal object” is defined as including any biudgeon, black-jack, metal knuckles or other knuckle weapon regardless of its composition, throwing star, any switchblade knife (i.e., 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), or a ballistic knife (i.e., 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).

4. “Other prohibited weapons” are defined as any knife that has a blade which is 3 inches or greater in length and which does not open automatically. Any BB gun, dart gun, blow straws, zip guns, box cutters or other guns or weapons which uses air, CO2 or other non-explosive methods to expel a penetrating projectile.

5. “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, other objects (broken glass, wooden sticks, etc.), any knife that has a blade which is less than 3 inches in length and which does not open automatically (i.e., any knife that is not a switchblade knife such as and including steak knife, pen knife, pocket knife, hunting knife, Swiss Army knife, etc.), razors, etc. In addition, any other object which, by its design, weight, or ability to inflict harm is used as a weapon in the course of a violation of Threats/Intimidation, Fighting (1), Fighting (2), or Battery.

6. “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.

7. “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.
### Social Intervention/Consequence Matrix

#### Minor Infractions

<table>
<thead>
<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Minor Infractions</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>Keep food and drinks off the bus.</td>
<td>Eating/Drinking on Bus</td>
<td>NO</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Listen and follow all school rules</td>
<td>Disobedience</td>
<td>NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Quickly find your seat.</td>
<td>Failure to Clear the Aisle</td>
<td>NO</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Sit in assigned seat.</td>
<td>Failure to Sit in Assigned Seat</td>
<td>NO</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Arrive on time.</td>
<td>Late to Bus Stop</td>
<td>NO</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Keep the buses clean.</td>
<td>Littering</td>
<td>NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Stay in seat.</td>
<td>Failure to Remain Seated</td>
<td>NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Follow all bus rules to remain safe.</td>
<td>Improper Loading/Unloading/Crossing or Willful Exiting the Bus at Wrong Stop</td>
<td>NO</td>
</tr>
</tbody>
</table>

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

#### Major Infractions

<table>
<thead>
<tr>
<th>District-Wide Behavioral Expectations</th>
<th>Examples of Expected Behavior</th>
<th>Major Infractions</th>
<th>Tier</th>
<th>Police Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Keep objects to yourself.</td>
<td>Throwing Objects Inside the Bus</td>
<td>TIER 2</td>
<td>NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Keep objects to yourself.</td>
<td>Throwing Objects/Spitting Out the Windows of the Bus</td>
<td>TIER 2</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Play in a safe place.</td>
<td>Touching a Moving Bus or Playing Near the Bus Wheels</td>
<td>TIER 3</td>
<td>NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Exit from the front of the bus.</td>
<td>Improper Use of a School Bus Emergency Exit</td>
<td>ZERO TOLERANCE</td>
<td>NO</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Keep all objects to yourself.</td>
<td>Throwing Objects at the Bus Driver</td>
<td>ZERO TOLERANCE</td>
<td>OPTIONAL</td>
</tr>
<tr>
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</tbody>
</table>

**Major Behavior:** Problem behavior which violates expectations and rules that is serious enough to warrant an office discipline referral on the first offense.
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 Procedures and a Statement of Rights for Disabled Children. We understand that our child is expected to read and become familiar with all of this Code and has brought it home for us to read. We understand that we, along with our child, are subject to the rules and consequences which it provides.

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

PLEASE LIST ANY OTHER MEANS OF CONTACT

SIGNATURE OF PARENT ___________________________ DATE ________________

SIGNATURE OF STUDENT _________________________ DATE ________________

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

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

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

ALTERNATIVE LEARNING ENVIRONMENT (ALE): Alternative 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 ALE assignment may be taken to the school principal whose decision shall be final. See page 14

BRIEF ANALYSIS OF BEHAVIOR: A summary of the infraction as defined within the Student Code of Conduct including the student’s specific action.

BULLYING: Hazing or any kind of aggressive behavior designed to cause psychological harm to another or any urging of others to engage in such conduct, including the use of violence, force, noise, coercion, fear, threat, or other comparable conduct. See pages 24 and 33

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/DISTRIBUTION OF DRUGS: Administration makes a recommendation for “Expulsion” to the Board for a Term of 1 Trimester for a “Zero Tolerance” Weapon offense.

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/DISTRIBUTION OF DRUGS: Administration makes a recommendation for “Expulsion” to the Board for a Term of 2 Trimesters for a “Zero Tolerance” Weapon offense.

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, 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 student behavior assessment meeting.

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: 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. See pages 24 and 33

DAILY REPORT CARD OR BEHAVIOR TASK COMPLETION AND ACHIEVEMENT: Completion of Tier I PBIS Framework Intervention Tracking and Referral Forms

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 20 and 30

DUE PROCESS: A student facing suspension must be given oral 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 serious bodily or mental harm or that are conspicuously bad or offense such that they rise to the level of gross disobedience or gross misconduct

EXPULSION IN ABEYANCE (EIA) (STAY OF EXPULSION AGREEMENT): A stay of expulsion agreement may be offered by the building principal when a student has acknowledged involvement in the misconduct and expressed appropriate understanding of the implications of the misconduct, remorse and a commitment to avoid serious misconduct in the future. The Stay of Expulsion 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. An alternative Discipline Program may be assigned. See pages 7 and 13

INFRACTION: An offense or behavior which violates the student code of conduct

FUNCTIONAL BEHAVIOR ASSESSMENT: Involves gathering information about a student’s inappropriate or disruptive behavior and determining approaches school staff should take to correct or manage the student’s behavior.

GROSS DISOBEDIENCE/GROSS MISCONDUCT: 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 16

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.
NOTIFICATION TO POLICE: Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard criteria determined by the Rockford Public Schools Student Code of Conduct Matrix.

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 with correcting inappropriate or disruptive behavior.

PARENT/STUDENT/ADMINISTRATOR CONFERENCE: Reinstatement conference after an out-of-school suspension.

PEER JURIES: Seek to provide a means for a fellow student the opportunity 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.

PBIS BEHAVIORAL/INTERVENTION PLAN: A proactive plan designed by school staff to correct inappropriate or disruptive student behavior through positive behavioral interventions, strategies, and supports. This plan is appropriate for both students with and without disabilities.

PEER MEDIATION: The use of peers (e.g., students, teachers) to promote reconciliation, settlement, or compromise between conflicting parties.

REFERRAL TO AFTER-SCHOOL PROGRAM: School and/or community based programs where students can access expanded learning opportunities during after school hours.

REFERRAL TO COMMUNITY-BASED ORGANIZATIONS: 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: These services provide counseling and assessments to students who are in need. Students are allowed to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents/guardians are to be regularly informed of student progress during counseling sessions and at school.

REFERRAL TO SUBSTANCE ABUSE TREATMENT SERVICES: Students with behavior related to substance abuse and/or when there is reason to believe substance abuse counseling is needed, may be referred to school-based or community-based services.

REFERRAL TO SUPPORT STAFF: Assignment of a student’s Social Intervention Plan to one or more RPS support Department divisions for additional services.

REFLECTIVE ESSAY/ACTIVITY: Writing that may involve student views and feelings about a particular subject. The goal of a reflective essay is to discuss what a student has learned and convey any personal experiences and findings that resulted.

RESTORATIVE JUSTICE STRATEGIES: There are many examples of restorative justice 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: Document that outlines the multi-tier level systems of support to address specific behaviors exhibited by the student during the school day.

SATURDAY SCHOOL: Offered on average twice a month beginning, September through May at various schools throughout the District. Site locations will be distributed through the district to serve K-12 students. Availability is contingent upon voluntary school administration scheduling. Students will attend three (3) hours and be required to complete to respective social development activities.

SCOC: Student Code Of Conduct

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.

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

SELF-CARTING BEHAVIOR: Completion of Tier 1 PBIS Framework Intervention Tracking and Referral Forms.

SOCIAL SERVICE INTERVENTION PROGRAM: A program which identifies specific social intervention services for delivery to a specific student to assist in positive character development.

SOCIAL INTERVENTION SERVICES: Providing Social Services to assist a student or parent in understanding the appropriateness of a specific behavior and providing them with tools essential to correcting the behavior. May include Therapeutic/Resource Strategies.

SSAL: Student Services and Alternative Learning Department

STUDENT/TEACHER PARENT CONFERENCE: Collaboration on social development or academic performance involving student parent and classroom teacher.

TEACHER/STUDENT CONFERENCE: Collaboration on social development or academic performance involving student and classroom teacher.

TEACHING OF EXPECTATION & SKILLS: Informational presentations provided by classroom teachers and school administrators for communicating, reviewing and confirming the understanding of the school district and classroom guidelines and expectations.

TRANSITION PROCESS: All students returning to their home school from an Alternative Instructional program during an exclusionary period will engage in a transitional process that includes social and academic support services. Student course scheduling and qualified transportation services will begin no later than 10 school days prior to the student’s scheduled return data.

VERBAL WARNING: Oral reprimand by a teacher/bus driver and administration.

VERBAL OR WRITTEN APOLOGY: A statement of remorse presented by the student at the request of the teacher or school administrator.
Here is a packet of information we were given last year after an assembly/guest speaker. I can't remember who but I think it was organized by our social worker at the time.

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"Peace begins with a smile" -Mother Theresa
### LGBT-Inclusive School Checklist

#### POLICIES & PROCEDURES
- Fairly enforced non-discrimination and anti-bullying/harassment policies that explicitly protect LGBT students
- School forms and applications that are inclusive of all identities and family structures
- A gender-neutral dress code, including for yearbook photos
- Gender-neutral and/or private bathrooms and changing areas

#### COURSE CONTENT
- Health and sexuality education that is inclusive of all sexual orientations and gender identities
- Curriculum that regularly includes information about LGBT people, history and events
- Library resources and displays that are inclusive of LGBT people, history and issues

#### SCHOOL EVENTS & CELEBRATIONS
- School dances and proms that are safe for and inclusive of LGBT students
- Proms, homecoming and athletic events that allow for gender neutral alternatives to “King” and “Queen”
- Valentine’s Day celebrations inclusive of LGBT and non-coupled students
- Observations of Mother’s Day and Father’s Day that affirm all family structures

#### CO-CURRICULAR ACTIVITIES
- Athletic teams and events that are safe for and inclusive of LGBT students
- GSA’s and other student clubs that combat name-calling, bullying and harassment
- School publications that cover LGBT people and issues

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Once you have assessed your school’s policies and practices, you should decide which areas of your school need the most work. Collaborate with other educators and administrators to implement realistic changes within the school.
Coming Out Model*: Stages and Strategies for Counselors

STAGE 1: Identity Confusion: “WHO AM I?”
Characterized by a conscious awareness that being gay, lesbian, bisexual or transgender has relevance to self and behavior: “If my behavior can be called gay, does this mean I am gay?”

Client Issues: fear, personal reality shock, denial, defensiveness, rationalizing

Therapeutic Strategies:
1. Explore sexual orientation
2. Offer support
3. Accept all of client’s experiences and feelings as equally valid

STAGE 2: Identity Comparison “I DON’T BELONG!”
Characterized by comparing perceptions of self and behavior to the perceptions of others.

Client Issues: social reality shock, isolation, disorientation (loss of family structure), alienation, denial, confusion, depression/anger, guilt, shame, “passing”, self-hate

Therapeutic Strategies:
1. Examine positive aspects of “differentness”
2. Explore internalized gender role socialization messages
   a. defining self in terms of others
   b. valuing masculine/feminine characteristics but viewing them as inappropriate for self
   c. viewing sexuality in terms of procreation or for pleasure
3. Assist client in redirecting anger outward
4. Avoid promoting premature labeling

Stage 3: Identity Tolerance “MAYBE I BELONG HERE”
Characterized by turning identity toward homosexuality or gender variance: “I probably am gay, lesbian, bisexual, or transgender”

Client Issues: stress, heightened alienation, acknowledgement of social, emotional, and sexual needs, guilt, acknowledgement of stigmatized identity, lack of social support, couples may deal with overloading

Therapeutic Strategies:
1. Refer to references on homosexuality: bookstores, hotlines, organizations, support groups, religious/spiritual groups, music and literature
2. Validate the normality of feeling “crazy” during this process.

STAGE 4: Identity Acceptance: “I DO BELONG HERE!”
Characterized by a feeling of belonging; identity questions such as “Who am I?” are resolved.

Client Issues: preparation to self-disclose identity (making decisions about who, when, where, and how much to disclose), social skill deficits, stress, work/career issues, couples may deal with different levels of coming out

Therapeutic Strategies:
1. Assess risks of coming out carefully with client, in terms of personal and economic loss
   a. High level risks: assist client in preparing for future. Discuss changes which decrease risk level, such as different career options, change in marital status, relocation. Provide educational and structured activities for client to share with family members.
   b. Lower level risks: client expresses a generalized fear of self-disclosure; assess the long term social and psychological consequences of remaining closeted (ex: lying, staying “on guard”, “passing” guilt, stress, anxiety, depression, substance abuse)
2. Examine internalized homophobic remarks in client. Decision to come out should be based on a position of strength and positive ideology.
3. Develop coming out strategies with client. Assign priorities to persons (low or high); stress importance of not coming out to all persons at the same time; examine expectations of client; use role-playing to practice; stress a non-defensive posture for educating significant others.

STAGE 5: Identity Pride: “THESE ARE MY PEOPLE”
Characterized by preferring a homosexual identity; rejecting values classified as heterosexual; chooses a disclosure as a strategy for coping.

Client Issues: anger, loss of individual identity, high conformity to LGBT community standards, self-disclosure, work/career issues. Couples: monogamy/non-monogamy, money, autonomy, commitment, decision-making, parenting.

Therapeutic Strategies:
1. Propose non-concealment rather than self-disclosure in high-risk areas (custody, employment)
2. Encourage political activism as a productive means of focusing anger
3. Develop strategies for daily interactions
4. Assist client in developing realistic expectations and attitudes regarding the community
5. Help client work through consequences of disclosure.

Client Issues: less intense anger, integration vs. separation, self-disclosure, stress

Therapeutic Strategies:
1. Assist client in developing strategies to cope with stressors of everyday living
2. Continue to evaluate risks and possible outcomes of disclosure in new situations
3. Explore client’s ability to integrate LGBT identity as one aspect of self
4. Assist client in developing strategies to manage anger effectively