

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, career path, while becoming productive members of their community.

STUDENT CODE OF CONDUCT

2023-2024



CORE VALUES & BELIEFS

We commit to making sure that our planning, practices, and the way we evaluate our work will reflect our core values and beliefs:

Academic Achievement
Continuous Learning & Improvement
Parent and Community Partnership
Student Focused
Equity for all
Cultural Awareness and Tolerance

RESERVATION OF RIGHTS

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

DISCLAIMER

This handbook provides guidance on school expectations and supports for student misconduct, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website (<https://www.fsd145.org/>) or at the Board office, located at 501 E. South Street, Freeport, IL 61032.

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STUDENT ACKNOWLEDGEMENT

Name of Student: _____

Student Acknowledgement and Pledge

I acknowledge receiving and/or being provided electronic access to the FSD 145 Student Code of Conduct. I have read these materials and understand all rules, responsibilities and expectations. In order to help keep my school safe, I pledge to adhere to all School and School District rules, policies and procedures.

I understand that the Student Code of Conduct and School District policies may be amended during the year and that such changes are available on the School District website or in the school office. I understand that my failure to return this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and School District rules, policies and procedures.

Student Signature

Date

PARENT/GUARDIAN ACKNOWLEDGEMENT

Name of Student: _____

I acknowledge receiving and/or being provided electronic access to the FSD 145 Student Code of Conduct. I have read these materials and understand all rules, responsibilities and expectations.

I understand that the Student Code of Conduct and School District policies may be amended during the year and that such changes are available on the School District website or in the school office.

I understand that my failure to return this acknowledgement will not relieve me or my child from being responsible for knowing or complying with School and School District rules, policies and procedures.

Parent/Guardian Signature

Date

PHILOSOPHY & PRINCIPLES OF STUDENT DISCIPLINE

We believe staff members should establish trusting, collaborative relationships with the students within the schools. The school structure should provide shared values, expectations, and utilize restorative systems to maintain building and classroom management. The aim of the FSD 145 Student Code of Conduct is to support growth and development of students to be self-aware, socially responsible, build appropriate relationships, self manage and regulate their own behavior, and be responsible decision makers. FSD 145 is responsible for developing and administering a system of discipline that is just in nature.

Execution of the Student Code of Conduct should be fair and equitable and protect the privacy and rights of all parties involved in each distinct incident. Administrators and staff should ensure execution of the Student Code of Conduct involves the teaching of behavioral expectations, corrective actions and strategies, and lastly restorative approaches for the purpose of reintegration into the classroom setting.

The following principles determine all decisions made in addressing student misconduct:

- All decisions on infractions and corrective actions are determined on a case by case basis.
- All decisions are based on a culmination of evidence that supports misconduct occurred or that a student's behavior places them at risk for continuing aggressive behaviors, including bullying and harassment.

- Through the MTSS process students should be afforded an opportunity to learn from and correct their behavior with as little disruption to their school day as possible.
- Repeat offenses should result in an increased level of intervention and progressive corrective actions that align to the egregious nature of the identified offense.
- The safety of our students while traveling to and from school is a priority to our district. Misbehavior on school buses or other district transportation is considered risky and inappropriate.
- Behavior determined to be illegal or potentially result in significant loss may be reported to local law enforcement in addition to any appropriate action as determined by the Student Code of Conduct.

SETTINGS WHERE CODE OF CONDUCT APPLIES

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or
5. During periods of remote learning.

RIGHTS & RESPONSIBILITIES

STUDENT RIGHTS

- To receive a fair, equitable, and high quality educational opportunity daily.
- To be cared for by the staff members you interact with daily.
- To be safe at school daily.
- To be respected by fellow students, as well as, staff members daily.
- To be heard by administrators and staff members daily.
- To be provided an opportunity to tell your side of the story prior to receiving interventions or support.

PARENT RIGHTS

- Receive regular official reports of the student's academic progress and attendance.
- Make recommendations and give input to educational planning.
- Request and be granted conferences with teachers and/or the principal.
- Receive explanations from teachers for students' grades.
- Read all school records pertaining to their students, within appropriate guidelines.
- Obtain full information on any rights referred to, but not explained in the Handbook.

STAFF RIGHTS

- To work in a safe school environment.
- To be treated fairly and respectfully.
- To be supported by other staff members and parents/guardians.
- To be provided with resources necessary to carry out responsibilities.
- To be involved in the decision making process of FSD 145.

STUDENT RESPONSIBILITIES

- To be respectful, responsible, and safe daily.
- To become familiar with Student Code of Conduct expectations.
- To always work to resolve problems with fellow students as well as staff members.
- To tell a staff member when something dangerous occurs.
- To ask for help from a staff member anytime it is needed.
- To only bring materials to school that are required and appropriate.

PARENT RESPONSIBILITIES

- Act as partners with school staff by sharing appropriate ideas on improving student learning and by preventing or resolving student discipline problems.
- Provide supervision for the student's health, physical and emotional well-being and prompt and regular attendance.
- Provide the school with written explanations for student absences or tardiness and attend parent conferences.
- Provide appropriate supervision of students before and after school.

STAFF RESPONSIBILITIES

- To challenge students academically on a daily basis.
- To explicitly teach, re-teach, model appropriate behavioral expectations.
- To regularly communicate celebrations and concerns to parents/guardians.
- To respect the rights, culture, dignity, and confidentiality of students, parents/guardians and other staff.
- To actively participate in the supervision of classrooms and hallways daily.
- To collaborate in reviewing discipline data on an ongoing basis for the purpose of addressing any systemic inequities.
- To be familiar with the Student Code

ACCESS TO STUDENT SOCIAL NETWORKING PASSWORDS & WEBSITES

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. For further information on the use of behavioral interventions for students with disabilities please contact the PPS Department.

Discipline of Special Education Students

Disabled and non-disabled students are subject to disciplinary procedures to promote behavioral change, which prepares students to function successfully in their educational, social and community environments, and to protect the school environment, fellow students, faculty and public property as well as themselves.

In all cases, the discipline of students with disabilities shall be in accordance with the requirements of Federal and State law. The District shall comply with the Individuals With Disabilities

Education Improvement Act of 2004 and the Illinois State Board of Education's Special Education rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

ISOLATED TIME OUT, TIME OUT, AND PHYSICAL RESTRAINT

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others.

CORPORAL PUNISHMENT

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

ROBINSON FACTORS

The rights of students in disciplinary decision making was analyzed in an Illinois court case entitled Robinson v. Oak Park and River Forest High School, 213 Ill. App. 3d 77, 82 (1991). The court's decision set forth criteria to be used in order 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.

To both better ensure adherence to legal requirements as well as to better provide for the equitable issuance of disciplinary actions, the following student-specific factors should be considered in all disciplinary decisions:

- Level of intellectual/academic functioning
- Age/grade level
- Health, mental illness and/or other disability (or suspected disability)
- Peer factors (i.e. is or has the student been a victim of bullying)
- Prior exposure or experience with trauma
- Substance abuse or addiction

SOCIAL INTERVENTION/SOCIAL SERVICES

FSD 145 provides a multitude of services that assist students in the development of effective social-emotional, behavioral and problem solving skills necessary to become productive citizens.

Service needs are determined on a case-by-case basis, depending on behavior exhibited and student need. **PLEASE NOTE: Not all services are applicable or appropriate to each situation.**

Execution of the Code of Conduct considers the student's responsiveness to prior intervention efforts, consistent with the FSD 145 Principles and Philosophy of Student Discipline. Building Principals shall limit the number

and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures:

Positive Behavior Interventions & Supports

Freeport School District is committed to the district wide implementation of Positive Behavior Interventions and Supports (PBIS) framework. PBIS is a systems approach that establishes behavioral supports to help ensure students social, emotional, and academic success.

The Freeport School District offers preventative social emotional learning programs to our students in grades Pre-K through 9th grade. Second Step provides instruction to students in Pre-K through 8th grade in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. Our freshmen are offered School-Connect, a multimedia curriculum designed to improve high school students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers.

Freeport School District offers student services from school counselors, psychologists, special learning disabilities teachers, social workers, and the Behavior Intervention Specialist, when it is deemed appropriate. Diagnostic evaluation and therapeutic help, when indicated, should go hand in hand with discipline in an attempt to remedy the cause as well as the symptoms. All of our treatment resources are available as preventive and helpful measures to the student. Severe offenses or minor ones repeatedly performed by one student should be met with the appropriate discipline, followed or accompanied by diagnostic evaluation and therapeutic help.

Student Teacher Conference (STC) or Detention

Students who are having difficulty with their behavior may be given a

detention or Student Teacher Conference (STC). STC's or detentions are held for 15-30 minutes. STC's are assigned by classroom teachers and are used for private conferences for minor disciplinary purposes which occurred in that teacher's classroom. Detentions may be assigned by the principal or sometimes teachers and are usually held for 30 minutes during lunch or after school.

School personnel should notify parents that they will kept at school the next day if they are assigned an after-school student-teacher conference or detention. If a student-teacher conference or detention is missed due to absence from school, it MUST be made up the first day the student returns to school. Failure to serve a STC or detention may result in further disciplinary action. Please be sure to sign and return the note regarding the STC or detention the next day, noting what arrangements have been made for the student to get home.

In-School Suspension/APAD

Students may be assigned in-school suspension where homework is assigned and provided. Other educational services, however, may be limited.

Saturday School

A form of detention beyond the normal school days, offered on average twice a month beginning in September and concluding in May at a school site determined by FSD 145. Students will attend 120 minutes and be required to complete social-emotional or behavior skill development activities relevant to the nature of the offense underlying the Saturday school assignment.

Out of School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. According to Illinois School Code 105 5/10-22.6 an out of school suspension may be used when the infraction(s) committed, "(i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school". A student may be assigned an out-of-school suspension if:

1. Out-of-school suspension is listed as an available consequence for the Student Code of Conduct behavior category, and
2. The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in the District student information system, or
3. The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the FSD 145 student information system, and
4. The student was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
5. A copy of the misconduct report (generated in the District student information system) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school. Out-of-school suspensions are excused absences.

Note that, during the duration of the suspension, the administrator (and/or administrative team) identifies and begins to coordinate a plan for addressing whatever factors have been determined to have led the student to endanger the physical, emotional, or mental safety of specific students/staff in the building. Such information shall be used to help inform the reentry meeting.

Interim Alternative Educational Setting

Pursuant to, and in accordance with, the Individuals with Disabilities Education Act (IDEA), a student eligible for special education may be placed in a 45-school-day Interim Alternative Educational Setting if the child:

- Carries or possesses a weapon

- Knowingly uses, possesses, sells, or solicits illegal drugs, or
- Inflicts serious bodily injury upon another person while at school.

The decision to remove a student to an interim alternative educational setting may be made regardless of whether the behavior is determined to be a manifestation of the child's disability.

The school administrator must receive approval from the Assistant Superintendent of Pupil Personnel Services prior to removing the student to an interim alternative educational setting.

SPECIAL PROGRAMS

Students in Transitional Education (SITE) Program

SITE is an alternative program. It is not a separate school. The objective at SITE is to help students develop the skills and coping strategies necessary to be successful in their home schools. Students are invited to attend the program if one or more of the following conditions are met:

- Students in 5th-11th grade.
- Admittance is a recommendation from the Board of Education in lieu of a suspension or expulsion.
- Admitted due to involvement in misconduct that can be demonstrated as serious, repetitive and/or cumulative which is affecting the student's ability to learn.
- SITE candidates are students who typically display at-risk behaviors, which may include emotional disorders (with or without an IEP), lack of motivation, drug and or alcohol dependency, depression, or anxiety.

Freeport Alternative High School

The Freeport Alternative High School offers opportunities for students who have not had success within the traditional high school setting. Students are accepted to FAHS on a quarterly basis through an application based process. Students who qualify for attendance at FAHS must be 17 years or older and have a credit deficiency. Student priority at FAHS is determined by need and the ability to complete graduation requirements by the end of the current school year.

DUE PROCESS PROCEDURES FOR OUT OF SCHOOL SUSPENSIONS

The student should ordinarily be given an informal hearing (as outlined below) before the principal decides to suspend a student.

Emergency Removal

The school administrator may remove a student without an informal hearing if that school administrator determines that it is not possible to conduct a hearing because the student's continued presence is an immediate danger to persons or property or may physically disrupt the school's orderly operation. In such case, however, the Assistant Superintendent of Equity (or designee) must be notified and approve this course of action. Whenever a student is removed, a parent/guardian should be notified when the informal suspension hearing will be held. This hearing will normally be provided within three school days.

Informal Hearing Procedures

1. **Notice.** The school administrator must attempt to inform the student of the charge(s).
2. **Student Response.** If the student admits the charge(s), the school administrator then determines the appropriate disciplinary action.
3. **Explanation of Evidence.** If the student denies the charge(s), the

school administrator gives the student an explanation of the evidence resulting in the charge(s). The school administrator has authority to decide if the explanation of evidence will include the names of witnesses.

4. **Student Statement.** The school administrator then gives the student a reasonable opportunity to state the student's side of the story.
5. **Administrator Decision of Facts.** After weighing the evidence, the school administrator determines if the evidence supports the charge. If the student is found innocent of all charges, the incident is closed.
6. **Determination of Disciplinary Action.** If the student is found guilty the school administrator determines the appropriate disciplinary action in accordance with District and School policies, guidelines and professional judgment.

General Procedures for Suspension

Effective time of Suspension. Suspension becomes effective at the end of the school day. If a student is physically released to a parent/guardian or emergency contact person before the end of the school day, then the day of this release shall be considered a day half or full-day of suspension (depending upon the time of release).

Parent/Guardian Notification of Suspension. Reasonable effort must be made by the school to notify the parent/guardian/emergency person of the suspension and reasons for the action.

A letter is mailed to the parent/guardian containing the following information:

- The time, date and specific reasons for the suspension.
- The procedures to be followed by the student and parent/guardian for possible student reinstatement.
- The maximum length of the suspension in the absence of other administrative action, such as review for possible expulsion.
- A request that the parent/guardian contact the school administrator to arrange a mutually agreeable time for a conference prior to the

readmission date.

- Notice to the parent/guardian that a student is automatically reinstated after ten (10) school days unless other action is pending or except as provided in other sections of these procedures.

The letter and a copy of the section on Major Suspension Procedures from the Student Code of Conduct should be sent home with the student.

Parents shall be informed that student suspension includes a denial of opportunity to participate in any school-related activities and the student is not to enter any Freeport school property without prior authorization of the principal or designee.

Student Notification of Suspension. If the decision is made to suspend a student, the student shall be informed of:

- The school suspension and the length of suspension, not to exceed ten (10) school days.
- The reason(s) for the action.
- The student's right to return to school at the end of suspension unless other administrative action is pending, such as review for possible expulsion.
- The suspension includes a denial of opportunity to participate in any school-related activities.
- The student is not to enter any Freeport Public Schools property without prior authorization of the principal or designee.

Homework During Suspension

To ensure the continuation of learning, students involved in either a minor or major suspension are expected to complete schoolwork during their time of suspension.

Upon request, a suspended student should be told of assignments during the period of suspension. Students must be given make-up assignments, projects or examinations only when those activities will be graded and used to determine a grade for the course. Teachers should not be required to

spend additional time working with a student to prepare the assignments because of the student's misbehavior.

Student Re-entry/Restoration

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

A meeting ordinarily must be held with the parent to seek resolution of the misconduct and consider reinstatement within ten (10) school days unless 1) by mutual consent of the school administrator and parent a later date is selected because of special circumstances, or 2) because the suspension is continued because of physical or mental illness, incarceration of the student in juvenile home or similar institution, or 3) pending expulsion hearing when, in the judgment of the principal or principal's designee, the student's return would pose a threat to the safety of any person.

The parent and the school administrator should arrange a mutually satisfactory time for a conference. If the parent does not ask for a conference within ten (10) days, the school administrator should initiate contact. 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.

During the conference the student's achievement as well as difficulties will be reviewed to determine additional steps to be taken by the school, the student and the parent to ensure the student's future success when reinstated.

A major suspension temporarily denies the disruptive student the right to attend school, including all classes and school activities, for a period of more than twenty-four hours, but not more than ten (10) school days, except as provided below. In implementing this regulation, school personnel shall make special efforts to advise students and parents that a student is automatically reinstated after ten (10) days if no other administrative procedure, such as expulsion, is pending. If a suspended student does not return after the ten (10) day limit, a telephone call or home visit shall be made to encourage the student to reenter.

SUSPENSION APPEAL PROCESS/HEARINGS

The Student and Parent Complaint Procedure may be followed if the student or parent chooses to appeal the suspension judgment.

Principal/Dean/Designee

1. The parent or student [emancipated or 18] sends a letter within 5 days to the principal asking for a conference. The letter should give detailed information about the problem.
2. The principal arranges for a conference. The conference is scheduled within 7 working days of the request.
3. The conference is held with the principal.
4. The principal/dean sends a written decision to the parent or student within 7 working days.
5. Parents may appeal the principal/dean decision to the Hearing Officer.
6. The parent or student asks for a review of the principal/dean within 10 working days of the decision. The review request must include evidence of a violation of law or School District policy.
7. The Hearing Officer must respond to the parent in writing within 7 working days after receipt of the request. The Hearing Officer can schedule a hearing with the parent and the necessary school staff.
8. The Hearing Officer arranges for a conference. The hearing will be scheduled within 10 working days of the request.
9. The hearing is held with the Hearing Officer. The principal can be included.
10. The Hearing Officer will provide parents a written letter indicating any change in the principal/school's decision within 7 days after hearing.

Decision of the Hearing Officer is final.

OTHER DISCIPLINARY ACTIONS

EXCEPTIONS TO USING IDENTIFIED ACTIONS

If the school principal has chosen not to impose the identified action, the principal will inform the Hearing Officer. In deciding not to impose an identified action, the principal shall consider these factors and include this information in informing the Hearing Officer within five (5) working days of the initial contact:

The student's behavior and attitude and whether it shows substantial improvement over time; The availability of an alternative form of disciplinary action or a special program, which is more likely to produce acceptable behavior than the identified disciplinary action;

- The existence of extenuating circumstances, which, in the judgment of the principal, indicate the student is responsible only partially for the misconduct.
- The Hearing Officer will review the information received from the principal and make recommendations within seven (7) working days if the action followed needs to be modified.

EXPULSION PROCESS/HEARING

Definition and Consequences of Expulsion

Expulsion denies the student attendance at school or school activities in any Freeport Public School from eleven (11) school days to the rest of the semester, unless the semester ends within such a short period of time that the expulsion would not be effective. The expulsion, however, shall not extend beyond two calendar years. When a student is expelled, even at the end of a semester, the student loses credit for the semester involved. The principal, at the time of the conference to readmit the student after expulsion, will provide information from the student's teachers on possible partial credit for work completed prior to the expulsion.

Due Process Procedure for Expulsion

Suspension Pending an Expulsion.

Informal Hearing. Whenever the principal or designee determines that a student's alleged misconduct is of such a serious nature that expulsion may be warranted, the administrator should conduct the informal hearing outlined under Due Process Procedures for Suspension in the previous

section. If the evidence at the suspension hearing indicates possible grounds for expulsion, the student may be suspended pending an expulsion hearing. (See II.B. below on Initiation of Expulsion Procedure)

Emergency Removal. The student may be removed from school on an emergency basis without a hearing if the conditions outlined under emergency removal (due process procedures for suspension) are met. The informal hearing for possible suspension pending expulsion should be conducted as soon as possible and within three days following the emergency removal. In such case, however, the Assistant Superintendent of Equity (or designee) must be notified and approve this course of action. The Emergency Removal days must be counted as part of the maximum of ten (10) days a student can be out of school on a suspension pending expulsion hearing.

Initiation of Expulsion Procedure

When the evidence from the suspension hearing and/or the investigation indicates possible grounds for expulsion, the principal should be informed. Only the Principal as outlined in this Section may initiate expulsion procedures.

The expulsion procedures are formally initiated by the principal sending the notice of expulsion hearing letter described below.

Notice of Expulsion Hearing Letter

When invoking expulsion procedures, the principal shall send a notice by certified and regular mail to the parent/guardian and the student.

The notice letter shall specify the following information:

- The specific charge(s) and the act(s) which support the charge(s);
- A statement that if the evidence supports the charge(s), it may result in expulsion from the School District;
- The time, date and location of the hearing to consider the issues bearing on a possible expulsion. The hearing shall not occur before five (5) days from the date the notice is mailed, unless the parent is notified personally or by phone and an earlier hearing date giving two (2) days' notice can be offered. The parent may request an extension

of time for the expulsion hearing, which will be conducted by the Board of Education. (A note of contact and agreement should be kept in the records).

Pre-Hearing Procedure for Expulsion

Representation or Counsel

The parent/guardian and student may be accompanied at the hearing by a third party or legal counsel, if they choose.

The parent/guardian and student shall notify the principal by telephone at least two (2) days prior to the hearing who, if anyone, will accompany them to the hearing.

Witnesses

The parent/guardian and student may produce their own witnesses at the hearing and question witnesses as appropriate.

The parent/guardian and student shall notify the principal at least two (2) days prior to the hearing which witnesses, if any, they will produce at the hearing and which adverse witnesses, if any, they currently wish to cross-examine through counsel.

The identity of student witnesses need not be revealed if, in the judgment of the principal, it would adversely impact the witness school experience. If the identity of the student witness is not disclosed, the principal shall carefully and thoroughly interview the witness, form a judgment as to the accuracy of the statements, and ask any question requested by the parent/guardian.

Failure to Notify Principal of Counsel or Witnesses

If no prior notice is given to the principal, and a Counsel or Witnesses are brought, the principal may postpone the hearing for two (2) days.

Conduct of Hearing

- The Hearing Officer should allow the parties to clearly explain their respective points of view and to submit whatever evidence they have available relevant to the case.
- The parent and student may discuss the expulsion and present any information and witnesses that are pertinent to expulsion.

- The parent and student may ask questions of witnesses, as appropriate.
- During the hearing, the Board of Education may let the designee; the investigators and other school personnel submit the evidence to the extent feasible. This shall not preclude the Board of Education from submitting evidence of his/her own instance when the interests of a complete understanding of the issues may require it.
- Strict rules of evidence shall not apply to the proceedings. However, this provision shall not limit the hearing officer's control of the hearing.
- The Board of Education may rely upon district and school records as well as testimony.
- The Board of Education shall make a record of the hearing (it may be a tape recording) and the student or his/her counsel may make a record.

Post-Hearing Procedures for Expulsion

Determining Facts and Appropriate Disciplinary Action

- After the hearing, the Board of Education should sift the evidence and make a decision in light of the facts.
- The Board of Education shall determine if the evidence supports the charge(s).
- The Board of Education shall determine whether or not to expel the student.

The Board of Education may consider the student's disciplinary history in making a final decision.

Notice of Hearing Decisions to Parent/Guardian

The decision of the principal is communicated at the hearing or by phone later in the same day of the hearing or on the following day and within three (3) days after the hearing the principal shall mail to the parent/guardian, in the same manner as described in II.C.1. (Notice of Expulsion Hearing) above, a notice of his/her decision.

If the decision is to expel, the letter shall state:
That the expulsion will be effective on a specified date:

- The period of the expulsion;
- The specified reason(s) for the expulsion;
- That the student may return to school on a date specified by The Board of Education.

Forwarding Hearing Decision to Hearing Officer

Reinstatement Pending Expulsion Hearing

- After ten (10) days on suspension pending an expulsion hearing, the student must be readmitted until the expulsion hearing unless,
- In the judgment of the principal or his/her designee, the student's return would pose a threat to the safety of any person or to the orderly operation of school programs; or
- The expulsion hearing has been held and a decision made to expel the student; or
- The expulsion hearing has been postponed by an agreement of the parent/guardian; or
- Because of the physical or mental illness or incarceration of the student, or similar reasons.

Expulsion without a Hearing

A student may not be expelled without a hearing unless, after appropriate notice of the place and time set for the hearing:

- Neither a parent, nor guardian nor the student appears; or
- The student, if 18 years of age or over, or an emancipated minor, does not appear; or
- The parent/guardian, or the student, if 18 years of age or older or

emancipated, waives in writing the right to a hearing.

Length of Expulsion. Expulsion denies the student attendance at school activities in any Freeport School from eleven (11) days to the remainder of the semester, unless the semester ends within such a short period of time that the expulsion would be too short to be effective. However, the expulsion shall not extend beyond two calendar years.

Loss of Credit. When it becomes necessary for a student to be expelled from school even at the end of a semester, loss of credit at the time of expulsion is presumed for the semester involved; however, during any subsequent readmission conference, a review of the student's academic status by the principal may determine that some credit be granted for work completed prior to the expulsion.

Readmission from Expulsion. Expelled students shall be readmitted to school after the period of expulsion. When the student is readmitted to school, all reasonable efforts will be made to help the student plan to complete his/her educational program. The Freeport School District 145 Re-Entry Procedures will be followed.

Alternative Education Program. During the expulsion process, the district may consider placement in an alternative program.

If the decision is to expel, the letter shall state:
That the expulsion will be effective on a specified date:

- The period of the expulsion;
- The specified reason(s) for the expulsion;
- That the student may return to school on a date specified by The Board of Education.

Forwarding Hearing Decision to Hearing Officer

Reinstatement Pending Expulsion Hearing

- After ten (10) days on suspension pending an expulsion hearing, the student must be readmitted until the expulsion hearing unless,
- In the judgment of the principal or his/her designee, the student's return would pose a threat to the safety of any person or to the orderly

operation of school programs; or

- The expulsion hearing has been held and a decision made to expel the student; or
- The expulsion hearing has been postponed by an agreement of the parent/guardian; or
- Because of the physical or mental illness or incarceration of the student, or similar reasons.

Expulsion without a Hearing

A student may not be expelled without a hearing unless, after appropriate notice of the place and time set for the hearing:

- Neither a parent, nor guardian nor the student appears; or
- The student, if 18 years of age or over, or an emancipated minor, does not appear; or
- The parent/guardian, or the student, if 18 years of age or older or emancipated, waives in writing the right to a hearing.

Length of Expulsion. Expulsion denies the student attendance at school activities in any Freeport School from eleven (11) days to the remainder of the semester, unless the semester ends within such a short period of time that the expulsion would be too short to be effective. However, the expulsion shall not extend beyond two calendar years.

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Alternative Education Program. During the expulsion process, the district may consider placement in an alternative program.

STUDENT USE OF ELECTRONICS

The use of electronic devices and other technology at school is a privilege, not a right. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), iPod®, iPad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

Students may be in possession of cell phones on school property or at school events within established guidelines by the Board of Education for such use.

When such guidelines are not followed, the school administration may confiscate such devices, and determine which disciplinary measures will be invoked. Appropriate consequences are outlined in the Student Code of Conduct. In all instances, due process will be followed.

The following guidelines shall be enforced by the school administration:

Elementary

- Students in grades K-4 are not permitted to have cellular telephones or other electronic devices in their possession while on school property.

Middle School

- Students in grades 5-8 may have cellular telephones at Carl Sandburg and Freeport Middle Schools.
- The use and display of electronic devices, including cellular telephones, is prohibited on school property.
- If the electronic device becomes a safety issue on the bus, drivers and/or monitors have the right to confiscate electronic devices for the remainder of the ride.
- Cell phones must be locked in a locker, or in the possession of the office or a staff member.
- Cell phones must be turned off throughout the school day.
- The school day begins with the first bell and ends with the dismissal bell.

High School

- Students in grades 9-12 are permitted to have a cellular telephone in their possession.
- Electronic devices, including cellular telephones, must be in silent mode and out-of-sight during the regular school day; except for the following permissible behaviors:
 1. Text or transmit data during passing and lunch
 2. Use personal music devices during passing, lunch and study hall (e.g. iPods, mp3 players, etc.)
 3. Teacher-directed purposeful applications using personal electronic devices (e.g. cell phones, smart phones, tablets, laptops, etc.)

Using any electronic device, including a cellular telephone, in any manner that causes substantial disruption to school operations or interferes with the rights of other students or staff members, including using the device to cheat, signal others, take photographs of others without permission using the device to take photographs in a bathroom or locker room, invade the privacy of others, or otherwise violate student conduct rules is prohibited.

Students participating in field trips, extracurricular activities, or other special events may be granted permission to use electronic devices, including cellular telephones, by the supervising staff member. A cellular telephone may also be used on school property in emergency situations that immediately threaten the health or safety of students, staff, or other individuals.

The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

STUDENT TRANSPORTATION

Students are not permitted to ride a bus other than the bus to which they are assigned. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus management can be handled by the bus driver. In the case of an office disciplinary referral, student bus problems will be investigated and handled by the building principal or a designee.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school.

In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.

6. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
7. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
8. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
9. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
10. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
11. Never run back to the bus, even if you dropped or forgot something.

Video and audio cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus.

SEARCH & SEIZURE

Student Searches

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules

and policies.

The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy.

In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

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

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will:

- (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing;
- (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

THREAT ASSESSMENT

Student safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify threats and prevent targeted school violence. A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others.

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and students are also encouraged to report any such threats to the Building Principal.

After assessing and responding to any initial safety issues posed by the threat, threats will be assessed by the school's Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

STUDENT DISCIPLINE POLICY

Disciplinary Action Categories

The infraction categories in this section clarify existing District policies and regulations. The use of the disciplinary action categories will increase District-wide school-to-school consistency in identifying and handling problems. The corrective measures outlined will be taken based on an understanding of the student, and sound guidance principles.

Seven categories of disciplinary action are defined and specified for various specified kinds of misbehavior. Each category levels behavioral infractions given the egregiousness of the identified misbehavior. Within each category, options for interventions and corrective strategies are defined.

Administrators will determine consequences for those students whose conduct interferes with the educational process. Some consequences could include police notification and involvement based on the egregiousness of the infraction.

100 Attendance and Punctuality

Students are expected to attend school and classes regularly and on time. Parents are legally responsible to have their children in attendance at school.

200 Appropriate Learning Environment

Students are expected to act in a manner permitting teachers to teach and students to learn without interference or disruptions.

300 Protection of Property

Students are expected to recognize the property rights of staff members, other students and the public by: 1) using property (equipment) only for its intended purpose without damage to property; 2) using property belonging to others only with permission of the owner or person in charge of the property; and 3) reporting to school officials, situations which may result in damage to, loss of, or misuse of property.

400 Protection of Physical Safety and Mental Well-Being

Students are expected to behave with respect for the educational climate and to promote respect for the physical safety and emotional well-being of

other students and staff. Students are expected to resolve conflicts through discussion, problem-solving techniques, and with assistance by staff members.

500 Controlled Substances

Students will not possess controlled substances or medication prescribed for another person while at school or at school events. School Board Policy defines use of medication in school. No drug or tobacco paraphernalia is allowed.

600 Weapons

Students are prohibited from possessing or utilizing

700 Transportation

The listed infractions are not complete lists of possible behaviors that are prohibited on school buses; the Freeport School District holds the right to amend and make changes as the offense warrants.

DISTRICT OFFENSE CODES, DEFINITIONS, and ACTIONS

The Action Menu is intended to be used only as a guideline by administrators or designee. The following due process procedures will be followed for all student-related incidents:

1. Investigation

Building administrators will interview students involved with behavioral incidents and gather evidence to determine what happened before issuing any behavioral interventions or actions.

2. Student Statement

Building administrators should provide an opportunity for the student identified as committing the behavioral infraction to explain their side of the situation and provide context around the incident.

3. Administrator Decision

Building administrators/staff must consider and utilize restorative practice or other interventions/support to address the conduct in question before considering exclusionary discipline. After considering options, the administrator proceeds to assign the appropriate level of intervention and action(s).

4. Notices

Notice to Student Building administrators must tell the student, specifically: the part of the Student Code of Conduct they are accused of violating, the disciplinary measures the school will take, and the school's future expectations for the student.

Notice to Parent/Guardian School staff must contact parent/legal guardian to communicate the behavior event, disciplinary consequence, and/or behavioral interventions. Appropriate documentation must also be provided to the parent in accordance with all applicable requirements of the Illinois School Code and district policy.

PARENT CONTACT GUIDELINES

- Teacher Managed Referrals: Teachers shall contact families for Teacher Managed referrals (i.e. repeated or escalation behavior)
- Office Managed Referrals: All Office Managed referrals warrant parent communication by a Teacher, Administrator, or School Designee

PROGRESSIVE DISCIPLINE

In the Freeport School District, it is our goal to use preventative measures with students as much as possible.

In the Freeport School District, it is our goal to use progressive discipline measures with students. Repeated instances of an infraction may lead to an increase in the tier of intervention responses utilized.

Progressive discipline means that school staff will look into behavior incidents and make decisions based on the individual and the circumstances. The goal of progressive discipline is to ensure that students are treated with dignity and respect and to ensure that consequences are fair and equitable. Please refer to the Action Menu in this document for examples.

If Out of School Suspension results in more than 3 days, school designees must contact the Equity Director prior to issuing the suspension.

Corrective Interventions and Strategies

Corrective interventions can be found for each category and level within the intervention matrix identified on the following pages. The purpose of the matrix is to best align corrective interventions to the infractions a student may commit. The corrective interventions range from use as a required strategy to an additional option for supporting students depended upon the egregiousness of the infraction.

CORRECTIVE STRATEGIES

Parent/Guardian Outreach *(This should be utilized upon ALL infractions committed)*

Request Parent/Student/Administrator Conference

Presentation of SCOC and Classroom Guidelines

(This should occur at the beginning of the school year with both teacher and administrator)

Restorative Circles

Restitution

Student Academic Instructional Groups (SAIG)

Behavior Intervention Plan

Loss of Privileges

Confiscation of Item

Seat Change

Confiscation of item with parent conference required for return

Self-Charting Behavior

Conflict Resolution Meeting

Service Referral to School-based Mental Health staff

Daily Behavior Card

Student/Teacher/Parent Conference

Task Completion and Achievement

Teacher/Student Conference

Detention (Teacher led)

Teaching of Expectation & Skills

Parent Conference

Verbal Apology

Referral to In-school Community

Verbal Warning

Referral to Support Staff

Written Apology

Reflective Essay/Activity

Mediation

Reminders and Redirection

Mentoring Program

Referral to the MTSS Team

CATEGORY 1—ATTENDANCE & PUNCTUALITY				
	A	B	C	D
Tardiness (1-3 occurrences)	◆			
Skipping Class	◆	◆		
Truancy	◆	◆		
Leaving w/o Permission	◆	◆		
Tardiness (+3 occurrences)		◆		

CATEGORY 1—ATTENDANCE & PUNCTUALITY	
Level A (Teacher Managed Infractions)	
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Reteach of Expectations and Skills
Additional Interventions Available	<ul style="list-style-type: none"> • Teacher/Student Conference • Teacher/Student/Parent/Conference • Referral to the Attendance Team
Exclusion	None
Level B	
Required Intervention	<ul style="list-style-type: none"> • Mandatory Parent Meeting • Referral to K-6 Attendance Liaison • Referral to District Truancy Specialist • Referral to MTSS Team
Additional Interventions Available <i>*Additional Support may also be requested from the Regional Office of Education</i>	<ul style="list-style-type: none"> • Saturday School • Skill-based Detention • Mentoring Program • Loss of Privileges • APAD (Alternate Placement for Attitude Development); Periods only.

CATEGORY 2—APPROPRIATE LEARNING ENVIRONMENT				
	A	B	C	D
Insubordination	◆	◆		
Disruptive Conduct	◆	◆	◆	
Inappropriate Language	◆	◆		
Dress Code/ Inappropriate Dress	◆	◆		
Unprepared for Class	◆			
Public Indecency	◆	◆	◆	
Plagiarism/Cheating		◆	◆	
Gambling		◆	◆	
Failure to Attend any Assigned Intervention		◆	◆	
Interference with School Personnel		◆	◆	
Inappropriate Use of Electronics/Technology		◆	◆	
Gang Related Activity/ Member Identifiers		◆	◆	

CATEGORY 2—APPROPRIATE LEARNING ENVIRONMENT		
Level A (Teacher Managed Infractions)		
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Reteach of expectations and skills through the FSD District SEL Curriculum 	
Additional Interventions Available	<ul style="list-style-type: none"> • Mediation • Restorative Circle • Loss of Privileges • Verbal Warning 	<ul style="list-style-type: none"> • Teacher led, skill based Detention • Student/teacher/Parent Conference • Verbal Apology
Level B		
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Reteach of expectations and skills through the FSD District SEL Curriculum 	
Additional Interventions Available	<ul style="list-style-type: none"> • Mandatory Parent Meeting • Skill Based Detention • Referral to MTSS Team • Referral to Support Staff • Mentoring • Saturday School • Loss of Privileges 	
Exclusion	1-2 Periods of ATS <u>or</u> APAD 1-2 Days of In-School Suspension	

CATEGORY 2—APPROPRIATE LEARNING ENVIRONMENT	
Level C	
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Mandatory Parent Meeting or Reinstatement Parent Meeting • Referral to MTSS Team • Mandatory Police Notification for Arson, Bomb Threat, and False Fire Alarm
Additional Interventions Available	<ul style="list-style-type: none"> • Skill Based Detention • SAIG Group • Saturday School • Mentoring • Mandatory Parent Meeting • Referral to Threat Assessment Team • Restitution
Exclusion	1-3 Days In-School Suspension <u>or</u> 1-3 Days Out of School Suspension <i>(Not to exceed a total of 3 days)</i>

CATEGORY 3—PROTECTION OF PROPERTY				
	A	B	C	D
Minor Stealing	◆			
Misuse of Individual or School Property	◆			
Theft		◆	◆	◆
Possession of Stolen Property		◆		
Loitering		◆		
Arson		◆	◆	◆
Vandalism		◆	◆	◆
Damage of School Technology		◆		
False Fire Alarm			◆	◆
Burglary			◆	
Trespassing			◆	◆

CATEGORY 3—PROTECTION OF PROPERTY		
Level A (Teacher Managed Infractions)		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Reteach of expectations and skills through the FSD District SEL Curriculum	
Additional Interventions Available	<ul style="list-style-type: none">• Verbal Apology• Verbal Warning• Loss of Privileges• Written Apology• Seat Change	<ul style="list-style-type: none">• Teacher Led Skill Based Detention• Self Charting Behavior• Mediation• Replacement• Restitution
Exclusion	None	
Level B		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Reteach of expectations and skills through the FSD District SEL Curriculum	
Additional Interventions Available	<ul style="list-style-type: none">• Restorative Circle• Referral to Support Staff• Behavior Contract• Restitution	<ul style="list-style-type: none">• Skill Based Detention• Mandatory Parent Meeting• Referral to MTSS Team• Saturday School
Exclusionary Action	1-2 Periods of ATS <u>or</u> APAD 1-2 Days of In-School Suspension	

CATEGORY 3—Level C		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Mandatory Parent Meeting or Reinstatement Parent Meeting• Referral to MTSS Team• Referral to Threat Assessment Team• Mandatory Police Notification for Arson, Bomb Threat, and False Fire Alarm	
Additional Interventions Available	<ul style="list-style-type: none">• Skill Based Detention• SAIG Group• Saturday School• Mentoring• Mandatory Parent Meeting	<ul style="list-style-type: none">• Restitution• Skill Based Detention• Mandatory Parent Meeting• Referral to MTSS Team• Saturday School
Exclusionary Action	1-3 Days In-School Suspension <u>or</u> 1-3 Days Out of School Suspension (<i>Not to exceed a total of 3 days</i>)	
Level D		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Mandatory Parent Meeting or Reinstatement Parent Meeting	<ul style="list-style-type: none">• Referral to Threat Assessment Team• Mandatory Police Notification for Arson, Bomb Threat, and False Fire Alarm
Additional Interventions	<ul style="list-style-type: none">• Restitution• Referral to MTSS Team	
Exclusion	<ul style="list-style-type: none">• 4-10 Days Out of School Suspension• Alternative Placement to SITE/RAP or Recommendation for Expulsion (<u>Requires approval of the Asst. Superintendent of Equity or PPS</u>)	

CATEGORY 4—PHYSICAL SAFETY & MENTAL WELL-BEING				
	A	B	C	D
Physical Contact	◆	◆		
Indecent Gesture	◆			
Acts that Endanger		◆	◆	
Harassment / Discrimination		◆	◆	◆
Verbal Abuse		◆	◆	
Sexual Harassment		◆	◆	
Sexual Activity		◆	◆	◆
Sexting			◆	◆
Threats/Intimidation		◆	◆	◆
Possession/Use of Fireworks/ Explosives		◆	◆	
Bomb Threat			◆	◆
Bullying			◆	◆
Cyber Bullying			◆	◆
Sexual Violence			◆	◆
Violence w/o Physical Injury			◆	◆
Violence w/Physical Injury			◆	◆
Robbery w/o a Weapon				◆
Mob Action				◆

CATEGORY 4—PHYSICAL SAFETY & MENTAL WELL-BEING		
Level A (Teacher Managed Infractions)		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Reteach of expectations and skills through the FSD District SEL Curriculum	
Additional Interventions Available	<ul style="list-style-type: none">• Verbal Apology• Verbal Warning• Loss of Privileges• Written Apology• Mediation	<ul style="list-style-type: none">• Teacher Led Skill Based Detention• Seat Change• Self Charting Behavior
Exclusion	None	
Level B		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Reteach of expectations and skills through the FSD District SEL Curriculum	
Additional Interventions Available	<ul style="list-style-type: none">• Mediation• Restorative Circle• Referral to Support Staff• Behavior Contract	<ul style="list-style-type: none">• Skill Based Detention• Mandatory Parent Meeting• Referral to the MTSS Team
Exclusionary Action	1-2 Periods of ATS or APAD 1-2 Days of In-School Suspension	

CATEGORY 4—PHYSICAL SAFETY & MENTAL WELL-BEING		
Level C		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Mandatory Parent Meeting or Reinstatement Parent Meeting• Referral to MTSS Team• Referral to the Threat Assessment Team	
Additional Interventions Available	<ul style="list-style-type: none">• Skill Based Detention• SAIG Group• Saturday School	<ul style="list-style-type: none">• Mentoring• Mandatory Parent Meeting
Exclusionary Action	1-3 Days In-School Suspension <u>or</u> 1-3 Days Out of School Suspension <i>(Not to exceed a total of 3 days)</i>	
Level D		
Required Intervention	<ul style="list-style-type: none">• Parent/Guardian Outreach• Mandatory Parent Meeting or Reinstatement Parent Meeting• Referral to MTSS Team• Referral to the Threat Assessment Team	
Additional Interventions	<ul style="list-style-type: none">• Police notification	
Exclusionary Action	<ul style="list-style-type: none">• 4-10 Days Out of School Suspension• Alternative Placement to SITE/RAP <u>(Requires approval of the Asst. Superintendent of Equity or PPS)</u>• Recommendation for Expulsion <u>(Requires approval of the Asst. Superintendent of Equity)</u>	

CATEGORY 5—CONTROLLED SUBSTANCES				
	A	B	C	D
Tobacco Related Infractions		◆		
Alcohol Related Infractions		◆	◆	◆
Vaping or Related Electronic		◆	◆	◆
Drug Related Infractions		◆	◆	◆
Level B				
Required Intervention	<ul style="list-style-type: none">• Mandatory Parent Meeting• Reteach of expectations and skills• Confiscation of items			
Additional Interventions Available	<ul style="list-style-type: none">• Referral to MTSS Support Team• Referral to substance abuse support• Service referral to school-based mental health			
Level C				
Required Intervention	<ul style="list-style-type: none">• Mandatory Parent Meeting or Reinstatement Parent Meeting• Referral to MTSS Team• Referral to substance abuse support			
Additional Interventions Available	<ul style="list-style-type: none">• Service referral to school-based mental health• Mentoring• Reflective Activity• Referral to Threat Assessment Team			
Exclusion	<ul style="list-style-type: none">• 1-3 Days In-School Suspension <u>or</u> 1-3 Days Out of School Suspension <i>(Not to exceed a total of 3 days)</i>			

CATEGORY 5—CONTROLLED SUBSTANCES	
Level D	
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Mandatory Parent Meeting or Reinstatement Parent Meeting • Referral to substance abuse support • Mandatory Police Notification for Illegal Drugs/ Substances
Additional Interventions Available	<ul style="list-style-type: none"> • Referral to MTSS Team • Service referral to school-based mental health • Referral to Threat Assessment Team
Exclusionary Action Available	<ul style="list-style-type: none"> • 4-10 Days Out of School Suspension • Alternative Placement to SITE/RAP (<u>Requires approval of the Asst. Superintendent of Equity or PPS</u>) • Expulsion (<u>Requires approval of the Asst. Superintendent of Equity</u>)

CATEGORY 6 —Weapons				
	A	B	C	D
WEAPON-AMMUNITION			◆	◆
WEAPON-OTHER (INCLUDING ALL KNIVES)			◆	◆
WEAPON– POSSESSION OF A LOOK-ALIKE WEAPON			◆	◆
DANGEROUS WEAPON-HANDGUN				◆
DANGEROUS WEAPON-SHOTGUN				◆
DANGEROUS WEAPON-RIFLE				◆
DANGEROUS WEAPON- MULT FIREARM				◆
DANGEROUS WEAPON-FIREARM OTHER				◆
DANGEROUS WEAPON- OTHER				◆

CATEGORY 6—Weapons	
Level C	
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Mandatory Parent Meeting or Reinstatement Parent Meeting • Referral to MTSS Team • Referral to the Threat Assessment Team
Additional Interventions Available	<ul style="list-style-type: none"> • Service referral to school-based mental health • Mentoring • Reflective Activity
Exclusionary Action	1-3 Days In-School Suspension <u>or</u> 1-3 Days Out of School Suspension (<i>Not to exceed a total of 3 days</i>)
Level D	
Required Intervention	<ul style="list-style-type: none"> • Parent/Guardian Outreach • Mandatory Parent Meeting or Reinstatement Parent Meeting • Mandatory Police Notification for Weapons • Mandatory Recommendation for Expulsion (Requires approval of the Asst. Superintendent of Equity) • Mandatory Referral to Threat Assessment Team
Additional Interventions Available	<ul style="list-style-type: none"> • Referral to MTSS Team • Service referral to school-based mental health
Exclusionary Action Available	<ul style="list-style-type: none"> • 4-10 Days Out of School Suspension • Alternative Placement to SITE/RAP (<u>Requires approval of the Asst. Superintendent of Equity or PPS</u>)

CATEGORY 7—Transportation		
Level A		
Additional Interventions Available	<ul style="list-style-type: none"> • Restorative Conference • Written Apology • Verbal Apology • Seat Change 	<ul style="list-style-type: none"> • Referral to Support Staff • Restitution • Confiscation of item by administration
Exclusionary Action	None	
7A0 Seat Belt Violation 7A1 Failure to Follow Directions 7A2 Standing While the Bus is Moving 7A3 Prohibited Items on the Bus 7A4 Eating/Drinking on the Bus 7A5 Horseplay on the Bus 7A6 Horseplay Outside of the Bus 7A7 Physical Contact 7A8 Obscene/Indecent Gestures 7A9 No ID Card	1st Offense: Parent/Guardian Outreach Reteach of expectations/skills 2nd Offense: Parent/Guardian Outreach Administrative decision of additional intervention 3rd Offense: Parent/Guardian Outreach Saturday Bus Safety Course 4th Offense: Mandatory Parent Meeting Administrative decision of additional intervention 1 Day Bus Suspension	5th Offense: Mandatory Parent Meeting 2 Day Bus Suspension 6th Offense: Mandatory Parent Meeting Administrative decision of additional intervention 3 Day Bus Suspension 7th Offense: Mandatory Parent Meeting 4-6 Day Bus Suspension 8th Offense: Mandatory Parent Meeting 6-10 Day Bus Suspension

CATEGORY 7—Transportation		
Level B		
Additional Interventions Available	<ul style="list-style-type: none"> • Restorative Conference • Written Apology • Verbal Apology • Seat Change • Restitution 	<ul style="list-style-type: none"> • Referral o Support Staff • Referral to Substance Abuse Support • Confiscation of item by administration
Exclusionary Action	Out of School Suspension Recommendation for Expulsion (Requires approval of the Asst. Superintendent of Equity)	
7B9 Sexual/Racial Harassment 7B1 Threat/Intimidation 7B2 Alcohol Related Infraction 7B3 Vaping or Related Infraction 7B4 Drug Related Infraction 7B5 Violence w/o Physical Injury 7B6 Vandalism< \$500 7B7 Interference with School Personnel 7B8 Willful Release of Bodily Fluids 7B9 Bullying	1st Offense: Parent/Guardian Outreach Saturday Bus Safety Course Administrative decision of additional intervention 2nd Offense: Mandatory Parent Meeting 2 Day Bus Suspension 3rd Offense: Mandatory Parent Meeting 3-4 Day Bus Suspension 4th Offense: Reinstatement Parent Meeting 1-3 Day OSS	5th Offense: Reinstatement Parent Meeting 5 Day OSS 6th Offense: Reinstatement Parent Meeting 4-10 Day OSS Recommendation for Expulsion (Requires approval of the Asst. Superintendent of Equity)

CATEGORY 7—Transportation		
Level C		
Additional Interventions Available	<ul style="list-style-type: none"> • Restorative Conference • Written Apology • Verbal Apology • Seat Change • Restitution • Police Notification 	<ul style="list-style-type: none"> • Referral to Support Staff • Referral to Substance Abuse Support • Confiscation of item by administration
Exclusionary Action	4-10 Day Out of School Suspension Recommendation for Expulsion (Requires approval of the Asst. Superintendent of Equity)	
7C0 Assault on the Driver or Monitor 7C1 Vandalism > \$500 7C2 Drug Related Infractions- Student is under the influence of, has possession of, using, or distributing marijuana, THC, illegal drugs/substances, prescriptions or over the counter medications, or imitations; possession of drug paraphernalia. 7C3 Ignition of a Material 7C4 Mob Action	1st Offense: Reinstatement Parent Meeting Administrative decision of additional intervention 4-10 Day OSS Possible Recommendation for Expulsion (Requires approval of the Asst. Superintendent of Equity) 2nd Offense: Reinstatement Parent Meeting 4-10 Day OSS Recommendation for Expulsion (Requires approval of the Asst. Superintendent of Equity)	

GLOSSARY

Check In Check Out	Intervention focused on fostering a positive relationship between a student and an adult and providing positive, constructive feedback to the students throughout the day.
Detention	A detention is assigned to a student for a period of time, before or after school, for 60 minutes or less.
Detention-lunch	The student is not allowed free time at lunch and is assigned to a detention room during their lunch and lunch recess time period.
Drug Related Infractions	Possession, consumption, distribution, or under the influence of drugs, including but not limited to illicit, prescription, or over the counter; possession of drug paraphernalia.
Expulsion	Expulsion means the removal of a student from an FSD 145 school for a period of time beyond 10 consecutive days for a defined period of time not to exceed 2 calendar years. The board of education may approve an expulsion with or without educational opportunities. If approving educational services during an expulsion, the student would not return to the school where the offense took place.
Functional Behavior Assessment	A process that centers on determining the purpose of a behavior (the function) and identifying the environmental events that surround it (antecedents and consequences). Information gathered through this process guides the development of a Behavior Intervention Plan.
In-School Suspension/ APAD	In-school suspension/APAD means that the student was assigned an in-school suspension with homework but limited or no other educational services.
Law Enforcement-Arrest	An arrest occurs when a student commits a school related offense and a report is made to law enforcement. After law enforcement conducts an independent investigation, law enforcement arrests the student and removes the student from the care and custody of school officials. School administrators immediately notify the parent/guardian.

Law Enforcement-Referral to Police	A referral to police occurs when a student commits a school related offense and a report is made to law enforcement. After law enforcement conducts an independent investigation, law enforcement takes action but does not remove the student from the care and custody of school officials. School administrators immediately notify the parent/guardian.
Out of School Suspension- 1-3 Days	Out of school suspension for 1-3 days means that the student committed an offense and the discipline officer determines that the student's return to school poses a safety risk or significant disruption to the educational learning opportunities of other students. Students will be provided homework.
Out of School Suspension- 4-10 Days	Out of school suspension for 4 or more days means that the student committed an offense and the discipline officer determines that the student's return to school poses a safety risk or significant disruption to the educational learning opportunities to other students. Homework and available educational support services will be provided for the duration of the suspension.
Parent Conference	The school official(s) has a conference with the parent/guardian regarding academic, social emotional, and/or behavioral concerns.
Re-entry Meeting	The re-entry meeting occurs after an out of school suspension on the day the student returns to school. Parents/guardians are requested to attend this meeting. The meeting is guided by a required form.
Recovery/Time out	The Recovery Process is not designed to punish, but is used strictly to eliminate annoying or disruptive behaviors.
Referral to Community/ Outside Agency	The school official refers the student and/or parent/guardian to an outside agency to assist with an academic, behavioral, or social emotional concern.

RENEW-Rehabilitation, Empowerment, Natural Supports, Education, & Work	This intervention is focused on student centered planning and goal setting at a Tier 3 level for students in middle/ high school. RENEW is an evidence-based model structured around individualized transition planning for youth with emotional and behavioral challenges. The transition plan is created with the youth as the driving force, honoring their voice and vision. RENEW generates creative opportunities to wrap-around a student and help them achieve the outcomes they desire, such as high school completion, employment, and post-secondary education.
Restorative Circle	Restorative circle intervention provides re-teaching, reflection, and opportunity for a student to repair harm or reintegrate into the school or classroom setting.
Restorative Conference	The restorative conference intervention focuses on the collective voice of those impacted by a specific incident to resolve conflict and repair harm.
Restorative Conversation	The restorative conversation intervention is held between one adult and one or more students involved in a minor incident to resolve conflict.
Saturday School	The student is assigned to attend a Saturday school detention as determined by the school official. Saturday school programs have a duration of 120 minutes.
Sent Home Early	A student cannot be sent home early from school by a school official without a behavior incident that results in an out of school suspension as defined within this glossary, unless the parent/guardian is notified of a medical concern that requires immediate attention.
Social Academic Instructional Group (SAIG)	Social Academic Instructional Groups (SAIG) is small group instruction that focuses on targeted externalizing, internalizing, academic behavioral, and attendance skills.