

FREEPORT SCHOOL DISTRICT 145

**STUDENT
CODE OF CONDUCT**

2022-2023



OUR MISSION

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.

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.
- The Student Code of Conduct should be considered cumulative in nature. 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 is heard or 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
- Review and discuss handbook and code of conduct, and any similar such materials, with students.

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 be 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, September through 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. 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.

The principal must ensure that a student serving

suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension. 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.

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.

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.

Eight categories of disciplinary action are defined and specified for various specified kinds of misbehavior. Within each category, options for interventions and disciplinary action are defined.

Administrators will determine consequences for those students whose conduct interferes with the educational process. Consequences could include police involvement which may result in the student being arrested.

Multiple lower category violations of The Student Code of Conduct may result in Category 6 action being taken.

All Category 6 actions will result in a recommendation to the Board of Education for expulsion. In addition, any student accumulating multiple suspension days during the school year may also be recommended for expulsion. The recommendation to the Board will include documentation of interventions implemented to correct student behavior.

There are eight categories of infractions: (Each infraction is assigned a 3-digit code)

000 Teacher Managed Offenses

Teachers and Students are involved in a collaborative process to identify class wide expectations. Students are expected to follow those classroom expectations.

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 Multiple Lower Category Violations

May result in category 6 action being taken and could include police involvement. Any student accumulating multiple suspension days during the school year may be recommended for expulsion. The recommendation to the Board must include intervention tried to correct student behavior.

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. 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 STRATEGIES

Parent/Guardian Outreach <i>(This should be utilized upon ALL infractions committed)</i>	Parent Conference Presentation of SCOC and Classroom Guidelines <i>(This should occur at the beginning of the school year with both teacher and administrator)</i>	Seat Change Self-Charting Behavior
Behavior Intervention Plan		Service Referral to School-based Mental Health staff
Confiscation of Item		Student/Teacher/Parent Conference
Confiscation of item with parent conference required for return	Referral to In-school Community	Teacher/Student Conference
Conflict Resolution Meeting	Referral to Support Staff	Teaching of Expectation & Skills
Daily Behavior Card	Reflective Essay/Activity	
Task Completion and Achievement	Reminders and Redirection	Verbal Apology
Detention (Teacher led)	Referral to the MTSS Team	Verbal Warning
Independent Study	Request Parent/Student/ Administrator Conference	Written Apology
Loss of Privileges	Restorative Circles	
Mediation	Restitution	
Mentoring Program	Student Academic Instructional Groups (SAIG)	

CATEGORY 0—CLASSROOM (TEACHER) MANAGED BEHAVIORS

Conduct that Violates Expectations of Code of Conduct		Definition	Action Menu
CLASSROOM MANAGED BEHAVIORS CATEGORY 0	001 TM Tardiness	Failure to be in place of instruction at the assigned time without a valid excuse	Parent/Guardian Outreach Behavior Intervention Plan Confiscation of Item Confiscation of item with parent conference required for return Conflict Resolution Meeting Daily Behavior Card Detention (Teacher led) Independent Study Loss of Privileges Mediation Mentoring Program
	002 TM Insubordination	Failing to comply with proper and authorized directions of a staff member	
	003 TM Inappropriate Language	Use of language, either written or spoken, or conduct or gestures, which are obscene, lewd, profane, vulgar, or sexually aggressive	

CATEGORY 0—CLASSROOM (TEACHER) MANAGED BEHAVIORS

CLASSROOM (TEACHER) MANAGED BEHAVIORS CATEGORY 0	004 TM Disruptive Conduct	Behavior that disrupts the educational process of others by involvement in misconduct that recurs over a period of time	Parent Conference Presentation of SCOC and Classroom Guidelines Referral to In-school Community Service Community Service Referral to Support Staff Reflective Essay/Activity Reminders and Redirection Referral to the MTSS Team Request Parent/Student/Administrator Conference Restorative Circles Restitution Seat Change Self-Charting Behavior Service Referral to School-based Mental Health staff Student/Teacher/Parent Conference Teacher/Student Conference Teaching of Expectation & Skills Verbal Apology Verbal Warning Written Apology
	007 TM Inappropriate Use of Technology	Inappropriate or misuse of personal or school issued electronic equipment that disrupts the educational process	
	008 TM Dress Code/Inappropriate Dress	Out of compliance with dress code, dressing in a manner that disrupts the teaching and learning of others	
	014 TM Unprepared for Class	Repeatedly reporting to class lacking the necessary materials such as books, PE attire, related supplies, etc.	
	019 TM Indecent Gestures	Inappropriate messages via lewd or vulgar motion of body or limbs	
	020 TM Stealing	In possession of, having passed on, or being responsible for removing someone's property, value less than \$2.00, w/o their permission	If interventions above have not helped to support students, referral to the Tier 2 PBIS intervention team should be completed for review.
	022 TM Leaving Without Permission	Leaving the classroom learning environment without permission from staff member in charge	
	025 TM Misuse of Property	Breaking, kicking, mishandling school property	
	026 TM Physical Contact	Student engages in non-serious, but inappropriate physical contact	
	021 TM All Other	Engaging in other similar conduct that disrupts the educational learning process or interferes with teaching and learning	

CATEGORY 1—ATTENDANCE & PUNCTUALITY

ATTENDANCE & PUNCTUALITY	CATEGORY 1	115 Tardiness	Arriving late the place of instruction at the assigned time without a valid excuse	Non-exclusionary: All minor corrective strategies are available PLUS: APAD Detention STC Saturday School Mandatory Parent Meetings (1st-3rd Occurrence)
		120 Leaving w/o Permission	Leaving the classroom learning environment without permission from staff member in charge	Non-exclusionary: In-School Suspension Referral to Truancy Mandatory Parent Meetings (4th+ Occurrence)
		126 Skipping Class	Failure to be in scheduled class for instruction at the assigned time without permission, knowledge, or excuse by school personnel	
		125 Truancy	Failure to report to school without permission, knowledge, or excuse by parent	See District Truancy Policy

CATEGORY 2—APPROPRIATE LEARNING ENVIRONMENT

APPROPRIATE LEARNING ENVIRONMENT	CATEGORY 2	215 Plagiarism/ Cheating	Turning in work that is not students own, copying, providing assignments or answers to another student to turn in as their own	Non-exclusionary: All minor corrective strategies are available PLUS: APAD Detention In-School Suspension STC Saturday School Mandatory Parent Meetings (1st-3rd Occurrence)
		220 Gambling	Playing any game of skill or chance or making bets for money or anything of value	
		240 Insubordination	Failing to comply with proper and authorized directions of a staff member	
		244 Failure to Attend Saturday School	Student failed to attend Saturday School For use by Building Administrative Team only.	

APPROPRIATE LEARNING ENVIRONMENT	250 Verbal Abuse	Student uses inappropriate spoken, written, or nonverbal communication that is <u>directed at another person</u>	Non-exclusionary: All minor corrective strategies are available PLUS: APAD Detention In-School Suspension STC Saturday School Mandatory Parent Meetings <i>(1st-3rd Occurrence)</i>
	251 Profanity	Use of language, either written or spoken, or conduct or gestures, which are obscene, lewd, profane, vulgar, or sexually aggressive	
	255 Interference with School Personnel	Preventing or attempting to prevent school personnel from engaging in their lawful duty	
	260 Inappropriate Dress	Out of compliance with dress code, dressing in a manner that disrupts the teaching and learning of others	
	261 Public Indecency	Engaging in acts that involve nudity or partial nudity, causing others to be alarmed or offended	Exclusionary: All non-exclusionary strategies are available PLUS: Out of School Suspension (Continued presence must pose a safety risk or substantial disruption to the learning environment)
	265 Disruptive Conduct	Behavior that disrupts the educational process of others by involvement in misconduct that recurs over a period of time	
	275 Gang Member Identifiers	Student displays affiliation with a gang	
	283 Violate Behavior Plan/ Contract	Student does not comply with agreed upon behavior plan/ contract.	1-3 Days <i>(4th-Subsequent Occurrences)</i>
	285 Inappropriate Use of Electronics	Inappropriate or misuse of personal or school issued electronic equipment that disrupts the educational process; endangers health or safety; invades the rights of others; or involved illegal or prohibited conduct of any kind	
	280 Other Category 2 Offenses	Engaging in other similar conduct that disrupts the educational learning process or interferes with teaching and learning	

CATEGORY 3—PROTECTION OF PROPERTY

PROTECTION OF PROPERTY	315 Theft	Taking property belonging to the school or to another individual or group w/o prior permission	Non-exclusionary: All minor corrective strategies are available PLUS: APAD Detention In-School Suspension STC
	325 Vandalism	Student uses inappropriate spoken, written, or nonverbal communication that is <u>directed at another person</u>	
	330 Arson	Intentionally starting a fire or combustion on school property	<i>Cont. on next page.</i>

PROTECTION OF PROPERTY	345 Damage of School Owned Electronic Devices	Maliciously and intentionally causing damage to school owned technology	Saturday School Mandatory Parent Meetings <i>(1st-3rd Occurrence)</i>
	350 Burglary	Unauthorized entry into a school building; including offices, classrooms, and unauthorized areas, for the purpose of committing a crime when the building is closed to the students and public	Exclusionary: All non-exclusionary strategies are available PLUS: Out of School Suspension <u>(Continued presence must pose a safety risk or substantial disruption to the learning environment)</u>
	353 Possession of Stolen Property	Having in one's possession property obtained without permission of the owner	
	362 Trespassing	Entering any school property or grounds facilities without proper authority. Includes any school entry during a period of suspension or expulsion	1-3 Days <i>(4th-Subsequent Occurrences)</i>
	363 Loitering	Remaining around or lingering about a school building without a lawful purpose for being there	
	360 Other Category 3 Offenses	Engaging in any other similar actions which threaten or result in the loss or destruction of property	

CATEGORY 4—PROTECTION OF PHYSICAL SAFETY & MENTAL WELL-BEING

WEAPONS

WEAPONS	409 Weapon Firearm - Handgun	"Handgun" - is a firearm which has a short stock and is designed to be held and fired by the use of a single hand; and (B) any combination of parts from which a firearm described in subparagraph can be assembled	Police notification: Weapons Parent/Guardian Outreach Assistant Superintendent of Equity (or Designee) Approval Required
	410 Dangerous Weapon Firearm - Shotgun	"Shotgun" - designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. or "short-barreled shotgun" means a shotgun having one or more barrels less than eighteen inches in length and any weapon made from a shotgun (whether by alteration, modification or otherwise) if such a weapon as modified has an overall length of less than twenty-six inches	10 Days Out of School Suspension <u>(Continued presence must pose a safety risk or substantial disruption to the learning environment)</u> Mandatory Recommendation for Expulsion to the Board of Education * (Requires an expulsion hearing)

CATEGORY 4 <i>WEAPONS</i>	411 Dangerous Weapon Firearm - Rifle	"Rifle" - designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. or "short barreled rifle" means a rifle having one or more barrels less than sixteen inches in length and any weapon made from a rifle (whether by alteration, modification, or otherwise) if such weapon, as modified, has an overall length of less than twenty-six inches	Police notification: Weapons Parent/Guardian Outreach Assistant Superintendent of Equity (or Designee) Approval Required
	412 Dangerous Weapon Firearm - Multiple	Use of more than one of the above (handguns, rifles/shotgun, or other)	10 Days Out of School Suspension (<u>Continued presence must pose a safety risk or substantial disruption to the learning environment</u>) Mandatory Recommendation for Expulsion to the Board of Education * (Requires an expulsion hearing)
	413 Dangerous Weapon Firearm - Other	A weapon, device, instrument, material, or substance, animate, or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does NOT include a pocket knife with a blade of less than 2 1/2 inches in length (18 U.S.C. Section 930(g)(2))	
	414 Dangerous Weapon - Other	A weapon, device, instrument, material, or substance that is readily capable of causing death or serious bodily injury, except a firearm. Exclude a pocket knife with a blade of less than 2 1/2 inches in length	

BULLYING

CATEGORY 4 <i>BULLYING</i>	<p>Refer to Board Policy 7:180</p> <p>Student engages in repeated behavior or communication (direct or via technology) directed toward a student that has or is predicted to have the following effects: (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 services, activities, or privileges provided by the school.</p> <p>In addition to the information above, bullying is further classified as follows:</p>		Non-exclusionary: All minor corrective strategies are available PLUS: APAD Detention In-School Suspension STC Saturday School Mandatory Parent Meetings <i>(1st-3rd Occurrences)</i> <i>Cont. on next page.</i>
	486 Bullying Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals		
	481 Bullying - Religious Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's religious affiliation		

CATEGORY 4 <i>BULLYING</i>	485 Bullying - Racial	Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's actual or perceived race or national origin	<i>Cont. from previous page.</i>
	483 Bullying - Gender	Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's gender identity or gender-related identity and expression	Exclusionary: All non-exclusionary strategies are available PLUS: Out of School Suspension <u>(Continued presence must pose a safety risk or substantial disruption to the learning environment)</u>
	482 Bullying - Disability	Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's physical or mental disability	4-10 Days <i>(4th-Subsequent Occurrences)</i>
	477 Bullying - Cyber	Student repeatedly uses electronic information and communication devices, including but not be limited to, email messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, to deliberately: threaten, harass, or intimidate an individual or group of individuals; place an individual in reasonable fear of harm, or has the effect of substantially disrupting the orderly operation of a school	*If continued presence poses a threat to school safety or substantial disruption to the learning environment and interventions have been exhausted, <u>review for expulsion.*</u>
	484 Bullying - Sexual Orientation	Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's sexual orientation	
	OTHER		
CATEGORY 4 <i>OTHER</i>	400 False Fire Alarm	Student intentionally delivers a message of possible fire being on-campus and/or near campus	
	405 Bomb Threat	Student intentionally delivers a message of possible bomb threat being on-campus and/or near campus	<i>See next page for action responses.</i>
	423 Harassment	Student delivers unwanted or obscene messages in any format such as aggressive pressure or intimidation	

CATEGORY 4 OTHER	473 Racial Harassment	Student delivers unwanted behavior because of race, color, or national origin, such as verbal or physical conduct of a racial nature; can include racial slurs, offensive or derogatory remarks about a person's race or color, or the display of racially-offensive symbols	<p>Non-exclusionary: All minor corrective strategies are available PLUS: APAD Detention In-School Suspension STC Saturday School Mandatory Parent Meetings <i>(1st-3rd Occurrences)</i></p> <p>Exclusionary: All non-exclusionary strategies are available PLUS: Out of School Suspension <u>Continued presence must pose a safety risk or substantial disruption to the learning environment</u> 4-10 Days <i>(4th-Subsequent Occurrences)</i></p> <p>*If continued presence poses a threat to school safety or substantial disruption to the learning environment and interventions have been exhausted, <u>review for expulsion.*</u></p>
	424 Sexual Harassment	Student delivers unwanted and inappropriate sexual advancements or obscene messages in any format	
	471 Sexual Activity	Intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person	
	465 Sexual Violence	Student engages in a sexual act committed against someone without that person's freely given consent	
	425 Sexting	Student sends, forwards, displays, retains, stores or posts nude, semi-nude, sexually suggestive, sexually explicit, lewd, indecent or pornographic photographs, images or messages on a cell phone, computer or other electronic means. Intent to deliberately threaten, harass, or intimidate an individual or group of individuals may be present; placing individual(s) in reasonable fear of harm or has the effect of substantially disrupting the orderly operation of a school	
		Refer to Board Policy 7:180	
	450 Robbery w/o Weapon	Student engages in the taking of money or goods in the possession of another, from his or her person or immediate presence, by force or intimidation, without a weapon	
	472 Possession/ Use of fireworks/ explosives	Student is in possession of or using hazardous, combustible materials readily capable of causing bodily harm and/or property damage	
	463 Violence w/ Physical Injury	Student engages in any conduct that involves a substantial risk that physical force against a person or property that results in injury requiring professional medical attention, including but not limited to the school nurse	
	464 Violence w/o Physical Injury	Student engages in any conduct that involves a substantial risk that physical force against a person or property, that does not result in injury requiring professional medical attention	

CATEGORY 4 OTHER	460 Mob Action	Student is acting together with one or more persons and without authority of law [(knowingly) (intentionally) (recklessly)] disturbs the public peace by the use of force or violence	<i>See previous page for action responses.</i>
	480 Acts that Endanger	Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's gender identity or gender-related identity and expression	
	478 Other Category 4 Offenses	Student annoys, irritates, torments, humiliates others, and/or puts another through painful ordeals based on a person's physical or mental disability	

CATEGORY 5—CONTROLLED SUBSTANCES

CATEGORY 5 CONTROLLED SUBSTANCES	501 Alcohol Related Infractions	Student is under the influence of, has possession of, using or distributing alcohol	For use by building administrative teams, as offenses would require an investigation. Corrective Strategies: Mandatory Parent Meeting
	503 Drug Related Infractions	Student is under the influence of, has possession of, using, or distributing marijuana, illegal drugs/substances, prescriptions and over the counter medications or imitations; possession of drug paraphernalia	Referral to drug counseling services/ substance abuse support Confiscation of Item
	505 Tobacco Related Infractions	Student is in possession of, is using, or distributing tobacco	Police Notification: Alcohol/ Drugs Exclusionary: All non-exclusionary strategies are available. Out of School Suspension <u>(Continued presence must pose a safety risk or substantial disruption to the learning environment)</u> 4-10 Days <i>(All Occurrences)</i>
	510 Vaping or Related Electronic Devices	Student is in possession of, is using, or distributing vaping products or related electronic devices	*If continued presence poses a threat to school safety or substantial disruption to the learning environment and interventions have been exhausted, <u>review for expulsion.*</u>
	507 Other Category 5 Offenses	Engaging in other similar conduct related to possessing controlled substances	

CATEGORY 6—MULTIPLE LOWER LEVEL VIOLATIONS

CATEGORY 6 MULTIPLE LOWER LEVEL VIOLATIONS	600 Multiple Lower Category Offenses	Engaging in multiple lower category offenses may result in category 6 action being taken and could include police involvement.	Any student accumulating multiple suspension days during the school year may be recommended for expulsion. The recommendation to the Board must include interventions tried to correct student behavior.
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ADDITIONAL NOTICES REGARDING SUSPENSION & POLICE NOTIFICATION

The behavior offense committed by the student may be reportable to the police if the incident caused harm to another person and/or a concern for the safety and welfare of self or others.

Use of/Under the influence (drugs or alcohol): The first violation may result in out of school suspension. If the parent and student agree that the student will participate in an appropriate substance abuse prevention program, the original number of suspension days may be reduced by the building administrator. If the student fails to participate and complete the prevention activity, the remainder of the original suspension will be invoked. At no time will the Freeport School District #145 be responsible for any costs, fees, or expenses incurred by the student or family.

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

After any Out of School Suspension, there will be a re-entry meeting held with the student, school staff member(s), parent/guardian(s). A re-entry plan will be developed to support the student's return to school.

If a behavior is deemed a criminal offense by local authorities and such offense is not identified in the Student Code of Conduct, the consequence may be expulsion from the Freeport School District.

CATEGORY 7—TRANSPORTATION

CATEGORY 7 TRANSPORTATION	700 B-Failure to Follow Directions Student is under the influence of, has possession of, using or distributing alcohol	1st Offense: Conference with principal with a written notice sent to parent/guardian
	710 B-Standing While Bus is Moving	2nd Offense: Written warning with school decided consequence (i.e. restorative conference, written apology, restitution, etc.)
	720 B-Prohibited Items on Bus (items that don't fit securely in a backpack)	3rd Offense: Enter student into Check In Check Out, continued conferencing/reteaching
	725 B-Eating/Drinking on Bus	4th Offense: Continued monitoring on CICO and SAIG with bus driver/monitor. Driver/monitor comes to school to conference with student and teacher/principal
	730 B-Horseplay on Bus	
	735 B-Obscene/Indecent Gestures	
	740 B-No ID Card	<i>See next page.</i>

CATEGORY 7 <i>TRANSPORTATION</i>	745 B-Sexual/Racial Harassment	5th Offense: Written warning with 2-3 day bus suspension
	749 B-Other Similar Actions	6th Offense: Written warning with 5-10 day bus suspension
		7th Offense: Written warning with 10-20 day bus suspension
	776 B-Seatbelt Violation	8th Offense: Loss of riding privileges for the remainder of the semester or 30 days, whichever is longer 9th Offense: Loss of riding privileges for the remainder of the school year or 50 days, whichever is longer

CATEGORY 7 <i>TRANSPORTATION</i>	750 B-Threat Assault on Driver or Monitor	
	751 B-Fighting on Bus	
	752 B-Physical Aggression on Bus	
	753 B-Horseplay Outside of Bus	
	760 B-Damage to Another's Property	1st Offense: Enter CICO and SAIG with bus driver/monitor. Driver/monitor comes to school to conference with student and teacher/principal
	761 B-Vandalism of School Bus <\$500	2nd Offense: Written warning and 5-10 day bus suspension
	765 B-Ride While Suspended from Bus	3rd Offense: 10-15 day bus suspension
	766 B-False ID	4th Offense: Loss of privileges for remainder of semester or 30 days, whichever is longer
	770 B-Interference with Authority	5th Offense: Revocation of bus riding privileges for remainder of year or 50 days, whichever is longer
	772 B-Willful Release of Bodily Fluids	
	775 B-Threats to Harm/Bullying (See bullying section above.)	
	779 B-Other Offenses Not Listed	

CATEGORY 7 <i>TRANSPORTATION</i>	780 B-Assault Bus Driver or Monitor	
	781 B-Group Violence on Bus	
	785 B-Damage to Emergency Equipment on Bus	
	786 B-Vandalism to Bus >\$500	First Offense: Revocation of bus riding privileges for the remainder of the school year or 50 days, whichever is longer and a referral to the Board of Education for possible school expulsion.
	790 B-Possession of Weapon or Lookalike	
	791 B-Ignition of Any Material	
	765 B-Ride While Suspended from Bus	
	795 B-Possession of Tobacco/Alcohol/Drugs	
	799 B-Other Offenses Not Listed	

Regarding Transportation offenses, 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.

Consequences may be more severe than above, but not less. Administrators have the authority to use school consequences when appropriate.

According to SB 100, those pupils suspended from the school bus who do not have alternate transportation to school, shall have the opportunity to make up work for equivalent academic credit/ It shall be the responsibility of a pupil's parent or guardian to notify school officials that a pupil suspended from the school bus does not have alternate transportation to school.

The behavior offense committed by the student may be reportable to the police if the incident caused harm to another person and/or a concern for the safety and welfare of self or others.

Restitution for loss or damage will be required in addition to any other prescribed consequences.

Appeal: Students or parents of students who have been disciplined regarding transportation privileges may appeal the principal's decisions as outlined in this administrative manual.

GLOSSARY

B-Assault Bus Driver or Monitor	Any physical attack on the bus driver or the bus monitor
B-Damage Another's Property	Any action that causes damage to another's property
B-Damage to Emergency Equipment on Bus	Any action that causes damage to the emergency equipment on the bus
B-Eating/Drinking on Bus	Consuming any beverages or foods while on the bus
B-Failure to Follow Directions	Refusal to follow directions of FSD staff while on the bus
B-False ID	Providing a bus ID that does not belong to the student presenting said ID
B-Violence with Injury	Any conduct on the bus or at the bus stop that involves the use or attempted use of force against the person or property of another, with or without a weapon, that results in injury requiring professional medical attention.
B-Violence without Injury	Any conduct on the bus or at the bus stop that involves the use or attempted use of force against the person or property of another, with or without a weapon, does not result in injury requiring professional medical attention.
B-Acts that Endanger on Bus	Any action on the bus that has potential to cause danger or physical harm to self or others.
B-Acts that Endanger Outside of Bus	Any action at the bus stop or outside of the bus that has potential to cause danger or physical harm to self or others.
B-Ignition of Any Material	Attempting to, aiding in, or setting any fire on the bus or at the bus stop.
B-Interference with Authority	Preventing or attempting to prevent school personnel from engaging in their lawful duty while on the bus or at the bus stop.
B-No ID Card	Students board the bus without the required bus ID card.
B-Obscene/Indecent Gestures	Nonverbal lewd or vulgar messages delivered through motion of the body or limbs while on the bus or at the bus stop.
B-Other Offenses Not Listed	Any major behavior that doesn't fit into other B categories, but requires interventions to support students' behavioral needs while riding the bus or at the bus stop.
B-Other Similar Actions	Any action on the bus or at the bus stop that poses a safety risk to the bus riders or the public that is not defined elsewhere.
B-Possession of Tobacco/Alcohol/Drugs	Possession, consumption, distribution, or under the influence of tobacco, alcohol, or drugs while on the bus or at the bus stop.
B-Possession of Weapon or Lookalike	A weapon, device, instrument, material, or substance that is readily capable of causing death or serious bodily injury while riding the bus or at the bus stop.
B-Prohibited Items on Bus	Possession of prohibited items while riding the bus or at the bus stop.
B-Ride While Suspended from Bus	Boarding and/or riding the bus while being suspended from the bus.
B-Seatbelt Violation	Violating seat belt laws while riding the bus.

B-Sexual/Racial Harassment	Disrespectful messages in any format related to gender, sexual orientation, or race/ethnicity, while riding the bus or at the bus stop.
B-Standing While Bus is Moving	Standing while the bus is in motion.
B-Threat Assault on Driver or Monitor	Engaging in any behavior or communication directed toward the bus driver or bus monitor that places the driver or monitor in reasonable fear of harm to their person or property.
B-Threats to Harm/Bullying	Refer to Board Policy 7:180 Any behavior or communication, while riding the bus or on the bus, directed toward another that has or is predicted to have the following effects: (1) Placing a 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 services, activities, or privileges provided by the school.
B-Vandalism of School Bus <\$500	Destruction or disfigurement to school bus, of less than \$500, that impairs its usefulness or value.
B-Vandalism to Bus >\$500	Destruction or disfigurement to school bus, of more than \$500, that impairs its usefulness or value.
B-Willful Release Bodily Fluid	Intentional release of a bodily fluid while riding the bus or at the bus stop.

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.

