

# South Bend Community School Corporation

STUDENT



## CODE OF CONDUCT

Visit the website for documents and additional  
resources: [www.sbcsc.k12.in.us/scc](http://www.sbcsc.k12.in.us/scc)

## **STUDENT CODE OF CONDUCT (SCC)**

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#### **ADDITIONAL RESOURCES AVAILABLE ON STUDENT CODE OF CONDUCT WEBSITE**

ABC's of SBCSC (acronyms)  
Acknowledgement of Receipt of SCC form for students and parents/guardians  
Mental Health Resources (list of supports available to families)  
Student Behavior Document (#130102)

## **I. INTRODUCTION**

The Student Code of Conduct (SCC) sets out a comprehensive code of conduct for South Bend Community Schools and the role of appropriate discipline in achieving quality education for every student every day. The guide has two major components. One is a clear set of behavioral expectations for students, staff, and parents. The other is guidance for responding effectively when students' behavior does not meet those expectations—that is, responding in ways that not only correct behavior but that also repair harm, affirm expectations, further students' education, and strengthen the school community.

This Student Code of Conduct reflects the school corporation's commitment to Culturally Responsive Positive Behavioral Interventions and Supports, and to building positive school communities where every student can thrive. It incorporates restorative justice strategies that are proven to enhance community safety, build mutual responsibility, and reduce suspensions and expulsions. Its aim is to help the corporation and all its stakeholders ensure that our schools are safe places where every student is fully educated for personal success and responsible citizenship.

This is an approach that focuses on collaboration and community building. It reflects a belief that students perform best in strong learning communities, where they feel safe, supported, and understand their mutual responsibilities. It assumes that students best learn appropriate behavior in a context that models a commitment to dignity and respect, that fosters awareness of their own and others' needs, and that holds them accountable in ways that build empathy and responsibility.

The SCC names rights and responsibilities, sets out expectations, and recommends interventions that can help build strong learning communities. It assumes proactive efforts to build social and emotional capacity, laying a strong foundation for success and making it easier for students to manage their own behavior or respond well to correction. It offers progressive levels of corrective responses, which gradually become more targeted and more formal as it becomes clear that individual students need more support in order to recognize and meet their responsibilities to their learning communities.

The SCC is intended to help students, staff, and families work together toward building schools that help every student reach his or her potential.

## **II. STUDENT AND PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES**

### **Student Rights**

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

### **Student Responsibilities**

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and obey school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

### **Parent/Guardian Rights**

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Board's policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

### **Parent/Guardian Responsibilities**

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights

### **III. Who Should Read the SCC**

The Student Code of Conduct, or SCC, is important for all members of the school community to read and understand.

**Students:** The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the good behavior that is expected of you at school. The SCC describes behaviors that are not allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates.

**Parents/Guardians:** The SCC is your guide for understanding the behavior that is expected of your student at school and the steps that will be taken if your child behaves inappropriately. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk to your school principal so that you and the school can cooperate to help your child succeed.

**School Staff:** The SCC is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your administration can work to maintain a safe and orderly learning and work environment.

**School Administrators:** The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. When the school year begins, please distribute a copy of the SCC to students and parents/guardians and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

**Other District Staff:** The SCC is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Chief Officer is responsible for monitoring the implementation of prevention strategies and the safety and security program in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of students and preparing recommendations for improving school discipline.

#### **IV. Where and When the SCC Applies**

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by SBCSC (such as a school bus), and while using the SBCSC network.<sup>1</sup>

The SCC also applies to student behavior outside of school if the behavior disrupts or may disrupt the educational process at the school. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process at the school.

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<sup>1</sup> The SBCSC network means systems, computer resources and infrastructure used to transmit, store and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the SBCSC intranet system or SBCSC mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Students are subject to the requirements in the Policy on Student Acceptable Use of the SBCSC Network ([7540.03](#) - **STUDENT/STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY GUIDELINES**)

## **V. How the SCC Should be Used**

In a safe, respectful, and productive learning environment, all students know what behaviors are expected of them and understand how to demonstrate good behavior at school. If a student behaves inappropriately, school staff members intervene to correct the student's behavior. The sections below should be used as a guide to help all schools create a safe, respectful, and productive learning environment by (1) guiding students towards positive behavior, and (2) responding quickly and consistently to correct any inappropriate student behavior.

### ***Guiding Students to Positive Behavior***

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school. Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day.

In order to guide students to positive behavior, **all school staff** must follow these steps:

- 1) Set expectations for positive behavior.
  - Create expectations for positive behavior and predictable routines for students.
  - Post expectations for positive behavior throughout the school.
  - Regularly communicate high expectations for student success demonstrating positive behavior.
- 2) Teach positive behavior.
  - Build positive relationships with students.
  - Model positive behavior for students.
  - Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
  - Practice expected behavior with students in all settings.
- 3) Reinforce positive behavior.
  - Regularly review expectations for positive behavior, reteaching and allowing practice as needed.
  - Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
  - Praise and reward students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning. For more information about guiding students to positive behavior, see the Additional Resources section.

### ***Responding to Inappropriate Student Behavior***

The second part of building a safe, respectful, and productive learning environment is effectively addressing inappropriate behavior, if it occurs. All members of the school community should take steps to correct the student's inappropriate behavior, remedy any harm caused, and prevent the same inappropriate behavior from recurring. Students, parents/guardians, teachers, and staff are responsible for reporting inappropriate student behavior to the school principal. The school principal or designee is responsible for assigning the appropriate interventions and consequences to address the inappropriate behavior and must also respect the rights of any student accused of inappropriate behavior. The section below explains the responsibility of each member of the school community when students behave inappropriately.

**Students:** If you feel unsafe, have a problem with another student that you cannot solve, or see someone hurting or bullying another child, tell your teacher, principal, or another staff member.

**Parents/Guardians:** If your student feels unsafe, has a conflict with another child, or if you see a student behaving inappropriately, inform the school principal. The following steps will be taken if a student behaves inappropriately and are explained in more detail below. School administrators will (1) redirect to correct behavior; (2) intervene to minimize disruption; (3) investigate; (4) afford due process; (5) assign interventions and/or consequences; (6) complete a report; (7) inform parents/guardians of the right to appeal; and (8) take steps to restore the student's participation in the school community.

**Teachers and Staff:** Actively supervise students at all times. Listen to student chatter and investigate rumors of inappropriate behavior. Take every opportunity to correct minor inappropriate behaviors you may observe among students in the classroom and in common areas. Use instructive and corrective responses to guide students to appropriate behaviors and refrain from calling students out or posting their names for inappropriate behavior. If you see a conflict between students that you cannot resolve, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, inform your administration and intervene as necessary to keep students safe.

**Principals and Administrators:** If you learn about a conflict between students, hear an allegation of a student behaving inappropriately, or witness an inappropriate act, follow these steps:

- 1) *Redirect to correct behavior.* All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) *Intervene* to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to notify the parents/guardians.
- 3) *Investigate* by talking to all students, teachers, school staff, or other witnesses to the incident. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, follow the Board's Search and Seizure Policy (<http://www.neola.com/southbend-in/search/policies/po5771.htm>)
- 4) *Afford due process* for the student.
  - a) Using the information gathered in the investigation, determine whether the student's behavior falls within the SCC. If so, determine the Level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and evaluate the range of possible interventions and consequences.
  - b) Inform the student of the allegations made, the applicable SCC infraction(s), and the range of consequences the student faces.



- c) Allow the student to respond to the charges. In other words, let the student tell his/her side of the story.
  - d) Make reasonable efforts to contact the parents/guardians and notify them of the allegations before assigning interventions and consequences.
- 5) Assign interventions or consequences according to the SCC.
- a) Determine whether it is more likely than not that the student engaged in the identified SCC inappropriate behavior.
  - b) The principal has the authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff victim, and the rights of the student engaged in inappropriate behavior.
  - c) Identify the appropriate intervention(s) and/or consequence(s) that best address and correct the student's inappropriate behavior. *Before assigning, consider the following:*
    - The goals of assigning interventions or consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior skills by addressing the triggers for inappropriate student behavior.
    - Use corrective and instructive consequences as much as possible to teach appropriate behavior, including the use of balanced and restorative justice when available, when appropriate and when all parties voluntarily agree to participate.
    - Select consequences that are in proportion to the inappropriate behavior.
    - Avoid consequences that will remove the student from class and school, if possible.
    - **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.** When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior.
    - Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.
    - Consider these factors when deciding which consequence will be most effective:
      - Student's age, maturity, and grade,
      - Student's prior conduct and record of behavior,
      - Student's willingness to acknowledge the inappropriate behavior,
      - Student's willingness to make restitution,
      - Impact of the incident on the overall school community,
      - Student's intent and the severity of harm caused, and
      - Parent/guardian's level of cooperation and involvement.
    - Impose age-appropriate consequences for all SCC inappropriate behaviors.
      - Students of different grades and ages are at different developmental levels, so the appropriate response to behavior may vary depending on the student. Less severe consequences may be appropriate for lower grade or younger students when compared to higher grade or older students.
    - If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.<sup>2</sup>

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<sup>2</sup> In-school suspension means that the student will attend school but will spend the day away from peers and normally assigned classroom instructional settings while completing assigned instructional tasks. In-school suspension shall not exceed five days.

- d) If required by the police notification guidelines, and only after a reasonable effort has been made to contact the student's parents/guardians, notify the South Bend Police Department/Saint Joseph County Police Department.
- 6) Complete report in PowerSchool for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the student's home address.
- 7) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.
- The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
  - If a student has been suspended or referred for expulsion, the parents/guardians may appeal in writing to the Office of Expulsions services, or his/her designee. The Office of Expulsions Services will determine whether any factual errors were made in the principal's investigation, whether the student was charged with the correct inappropriate behavior under the SCC, whether the length of the suspension was commensurate with the student's inappropriate behavior, and, in the case of a referral for expulsion, whether the referral was appropriate. The Office of Expulsions Services' decision shall be final. The term of a student's suspension or referral for expulsion is not halted by the parents/guardians' appeal.
  - If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Office of Expulsions Services. The decision of the Office of Expulsions Services regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/guardians' appeal.
- 8) Restore the student's participation in the school community.
- After a student serves a consequence, the school counselor, disciplinarian, or other staff member should review with the student the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those individuals. Anytime a student is removed from the learning environment, he or she should be welcomed back without bias and given the supportive services necessary for transition back into the school community and, ultimately, social and academic success.
  - When a student is set to return from an expulsion and has been attending the APPROVE Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition. After a student returns from an expulsion, principals should schedule and complete check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition and ensure successful reintegration into the school community.

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Out-of-school suspension means that the student is removed from class attendance or school attendance. Out-of-school suspension shall not exceed ten days. Parents/guardians must be notified for both in-school and out-of-school suspensions.

## Special Guidelines

### Out-of-School Suspension Guidelines

Students serving out-of-school suspensions are 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.

Suspensions are excused absences. The principal must ensure that students serving suspensions are able to obtain homework, and upon the students' return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

Students serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with the Office of Expulsions Services approval. The students' attendance will still be marked as suspended. The Office of Expulsions Services must approve any other exception to the out-of-school suspension guidelines.

### Police Notification Guidelines (see Administrative Guideline 5540B)

The school principal will use the Student Code Of conduct to determine the appropriate intervention(s) and/or consequence (s) to address a student's behavior.	
South Bend Police Department//Saint Joseph County Police Department /SRO <b>MAY</b> be notified	South Bend Police Department/Saint Joseph County Police Department/SRO <b>MUST</b> be notified
<p>H. Theft or possession of stolen property that costs less than \$150</p> <p>J. Vandalism or criminal damage to property that costs less than \$500</p> <p>M. Fighting- more than two people and/or involves injury</p> <p>M. Initiating or participating in any inappropriate, minor physical contact with school personnel</p> <p>O. Inappropriate sexual conduct</p> <p>P. Possession, use, sale or distribution of fireworks</p> <p>R. Battery or aiding or abetting in the commission of a battery that does not result in a physical injury.</p> <p>S. False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>L. Use of intimidation credible threats of violence, coercion, or persistent severe bullying</p> <p>R. Aggravated battery or aiding or abetting in the commission of a battery that results in a physical injury.</p>	<p>H. Theft or possession of stolen property that costs more than \$150</p> <p>J. Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel</p> <p>P. Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use intent to use any other object to inflict bodily harm.</p> <p>P. Arson</p> <p>Q. Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function.</p> <p>Q. Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication.</p> <p>S. False Activation of a fire alarm which cause school facility to be evacuated or causes emergency services to be notified.</p> <p>S. Bomb threat</p> <p>T. Persistent or severe acts of sexual harassment or sex acts which include the use of force</p>

## **VI. Student Behaviors Covered by the Student Code of Conduct (SCC)**

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in three different levels, according to the degree of disruption to the learning environment.

- Level I lists behaviors that are *inappropriate*.
- Level II lists behaviors that *seriously disrupt*.
- Level III lists behaviors that *most seriously disrupt*.

### ***Special Notes:***

#### **Individual School Rules and Academic Progress**

Individual schools may develop school rules that are consistent with this SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

#### **School Dress Codes and Uniform Policies**

Schools may adopt a dress code policy that forbids students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Students who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process as described in Level II, Seriously Disruptive Behavior. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to students enrolled in Military Academies or JROTC Programs.

#### **Military and JROTC Programs**

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Students enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (student act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with the parents/guardians, student, military academy principal, and a designee of the Office of Education & Innovation High School office. Students who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Students who have been given an administrative transfer to another South Bend Public School or expelled from the South Bend Community Schools lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative

transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

Students may not be denied instruction in the classroom setting pending parent/guardian conference. ISS and At Home Isolation are not classroom settings.

Students may not be denied instruction in the classroom setting due to excessive trancies, or excessive excused or unexcused absences.

**School Board Policies and Administrative Guidelines Related to Student Behaviors**  
**(not exclusive):**

Student Network and Internet Acceptable Use and Safety Policy and Guidelines

<http://www.neola.com/southbend-in/search/policies/po7540.03.htm>

Anti-Harassment

<http://www.neola.com/southbend-in/search/policies/po5517.htm>

Bullying

<http://www.neola.com/southbend-in/search/policies/po5517.01.htm>

Corporal Punishment

<http://www.neola.com/southbend-in/search/policies/po5630.htm>

Search and Seizure

<http://www.neola.com/southbend-in/search/policies/po5771.htm>

Use of Seclusion and Restraint with Students

<http://www.neola.com/southbend-in/search/policies/po5630.01.htm>

Student Records

<http://www.neola.com/southbend-in/search/policies/po8330.htm>

For a complete index of SBCSC policies and Administrative Guidelines:

<http://www.neola.com/southbend-in/>

### ***Specific Inappropriate Behaviors***

The following section lists the behaviors that are inappropriate at school. The left-hand column lists the specific inappropriate behavior and the middle and right-hand columns present the interventions and consequences that school principals should use to address the inappropriate behavior. The middle column lists “REFLECTIVE, INSTRUCTIVE, CORRECTIVE, RESTORATIVE RESPONSE”.

These responses are evidence-based instructive and corrective responses that staff should consider first when responding to inappropriate behavior.<sup>3</sup>

The right-hand column lists “ADDITIONAL CONSEQUENCE” for principals to utilize if recommended interventions from the middle column are insufficient to address the student’s inappropriate behavior. Responses should be considered in a graduating manner.

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<sup>3</sup> For more information about Instructive, Corrective, and Restorative Responses, see the Additional Resources section.



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I	Behaviors in which the instructional response will take place within the classroom	1	2	3	SRO
<b>A. Improper Use of Technology:</b> Using a personal communication device during school hours or on the bus	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Does the student understand the expectation for use of technology in this particular setting?</li> <li>Can a potential confrontation be avoided by making a simple, direct request to put the cell phone, etc., away/turn it off?</li> <li>Is this rule being enforced inconsistently, thus leading to the likelihood of students testing the limits?</li> <li>Is it possible that the use of technology is permitted in other school settings?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Teach the appropriate and inappropriate times for the use of technology in each setting (instruction, passing period, lunch, etc.).</li> <li>Teach the procedure for responding to a request to turn a device off. (Ex: Turn the device off, put it out of sight, or put it in the locker). Make teaching the procedure as visual as possible. Practice the responses.</li> <li>Teach the thinking and reasoning behind unacceptable uses of technology (i.e., spreading rumors and fear quickly, disrupting the learning environment).</li> <li>Teach families the policy on technology and the philosophy behind the decisions.</li> <li>Teach the consequences for the improper use of technology and the reasoning behind the consequences.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Prior to a confrontation, teach the procedures for proper use, and teach the procedure for what a student is to do when asked to stop using the technology.</li> <li>In a calm voice, ask the student to turn the device off and put it away. Specify “away”: pocket, locker, binder, etc.</li> <li>Give the student a choice and respect the student’s choice.</li> <li>Do not engage in a power struggle. Provide the student with two choices and allow him/her a reasonable amount of time to decide.</li> <li>Implement a cell phone check in procedure, where students turn in their phones at the beginning of class and get them back at the end of class.</li> <li>Teach a phone etiquette class. Students who misuse technology may be required to take a refresher course.</li> </ul>	■			



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I	Behaviors in which the instructional response will take place within the classroom	1	2	3	SRO
<b>B. Disrespectful Behavior:</b>  1. Walking Away: Leaving while a staff member or adult in authority is talking to the student.  2. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.  3. False Information: Providing false or misleading information either written or oral	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>How can I address the student's feelings of powerlessness so that he is less defensive when I assert my authority?</li> <li>How might my words, tone, and body language make the student feel disrespected?</li> <li>Is the student's behavior related to something other than what is going on in school? The behavior is directed at me but is this really about me?</li> <li>How can I prevent engaging in a power struggle with the student? Can I use humor to diffuse the situation? Can I allow the student a small "win" in some way?</li> <li>How can I use assertive communication to demonstrate empathy, explain disappointment, and set expectations for changed behavior?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>What are the consequences for the student if he misses class because he is suspended? What critical instruction will he miss out on today if he is sent out of the room? How will I ensure that he has an opportunity to get the instruction that he missed?</li> <li>Is this simply a difference in conflict styles? How can I provide the student with the opportunity to calm down and "save face"?</li> <li>Is there a time when I can address the behavior one on one when the student is in a calm frame of mind?</li> <li>How can I help the student feel welcome back into the classroom after the incident is over?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>In calm tone of voice and using as few words as possible, redirect student to appropriate behavior</li> <li>Use language in directions that emphasizes the student's choice and responsibility</li> <li>Use the "broken record" technique repeating the expected behavior in a low volume and calm tone. Give the redirection then return to instruction giving attention to the class and allowing time for student to make appropriate choice.</li> <li>Allow student space and time to calm down.</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>After the student has de-escalated, find ways to welcome the student back into the classroom community and maintain his/her self-respect.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Timeout in classroom with a student reflection sheet</li> <li>Time out in buddy classroom with a student reflection sheet</li> <li>Teacher model expected behavior through mini-lessons</li> <li>Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Have student complete a reinforcement survey and offer behavior contract</li> </ul>	■	■  <b>Primary</b>  1-2 days ASD max  <b>Intermediate</b>  1 day ISS max  <b>High School</b>  1 day ISS max		



	<ul style="list-style-type: none"> <li>Teacher-created modules to review appropriate behavior with reflection/question feedback</li> <li>Positive phone calls/notes home for positive choices</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Classroom community meeting</li> <li>Offer the student the opportunity to write a letter, make a list, or journal as a means of expressing thoughts and concerns.</li> <li>Offer student leadership roles in the classroom</li> <li>Referral to Social Worker/Counselor for intervention</li> <li>Participation in peace or healing circle with staff and peers impacted by behavior</li> <li>Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal)</li> <li>Anger management support group (if available and approved by principal)</li> <li>Social skills support group with lessons provided during lunch or after-school (if available and approved by principal)</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I	Behaviors in which the instructional response will take place within the classroom	1	2	3	SRO
<b>C. Dress Code:</b> Dress does not comply with building expectations	<p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Does the student have all the resources necessary to comply with the school dress code? For example, does the student own a belt? Are they growing out of their uniform clothes (shirt no longer stays tucked or is extra tight)?</li> <li>Should I keep extra belts, etc., in my classroom?</li> <li>How can I affirm that clothing norms are different in school and at home but neither is good or bad?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>Have I recognized and praised the student when he is compliant or has some measure of compliance with the dress code?</li> <li>Am I able to correct the misbehavior with humor?</li> <li>Is noncompliance attention-seeking behavior? If so, for what behaviors can I praise the student?</li> <li>How does my teaching affect the student's self-image?</li> <li>Does enforcement of the dress code target particular groups of students?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Make an effort to give a ratio of 4 positive comments to 1 negative comment.</li> <li>Praise and thank the student (publicly or privately) on the way that he demonstrates compliance with the dress code. Even if the belt is missing say, "Thank you for keeping your shirt tucked in! Good Job!"</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior. Ask the student; for example: "I noticed that you do not wear a belt to school. What's up?" Review expectation and natural consequences of noncompliance with dress code (missed instruction, constant reminders from staff)</li> <li>Offer behavior contract</li> <li>Identify an adult in the building with whom the student has a relationship and ask that individual to reinforce the expectation</li> <li>Contact home for a Teacher, Student, and Parent/Guardian Conference to discuss issues and offer support</li> <li>Referral to social worker for family resources</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Offer oversized collar shirt or lab coat to wear during class over inappropriate attire.</li> <li>Contact home to ask parent to bring change of clothes</li> </ul>	■	<p>■</p> <p><b>Primary</b></p> <p>1 day ASD (max)</p> <p><b>Intermediate</b></p> <p>1 day ISS or ASD</p> <p><b>High School</b></p> <p>1 day ISS or ASD</p>		

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I		1	2	3	SRO
<b>D. Attendance:</b> 1. Tardy: Late to class without an approved excuse 2. Unexcused Absence: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration. Indiana Law states that once a student 10 days of unexcused absences is defined as habitual truancy. <a href="#">IC 20-33-2 (Compulsory School Attendance)</a> 3. Truancy: Leaving the classroom or assigned area without obtaining approval; hiding	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>What personal problems might prevent the student from getting to school on time?</li> <li>Are there challenges at home that might prevent the student from getting to school on time?</li> <li>Is my curriculum relevant to the student's identity and lived experiences?</li> <li>Why is the student tardy or frequently absent?               <ul style="list-style-type: none"> <li>Consider location of locker, peer interactions, mobility issues</li> <li>Is the lack of structure and opportunity to socialize during passing period too distracting for the student?</li> <li>Is there a pattern in the times the student is tardy or absent? (Class is after lunch or first thing in the morning, visitation weekends)</li> </ul> </li> <li>How am I reinforcing/rewarding the student for the incidents when the student is on time?</li> <li>How am I engaging the student in the classroom community after he/she does come in late?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior. Ask the student; for example: "I noticed that you are usually absent first hour. What's up?" Listen respectfully and work with the student to problem-solve.</li> <li>Review expectation and natural consequences of missing class (missed instruction, fails to help student meet personal goals, disrupts class, loss of passing privileges, and, if chronic, referral to outside agency).</li> <li>Explicitly teach "late/on time". Does it mean being in the room? In the seat? In the assigned seat with materials out and ready? Teach dismissal procedures. Do students stay in their assigned seat? Are they dismissed when the bell rings or upon teacher approval?</li> <li>Begin class with a highly motivating, engaging activity daily.</li> <li>Greet students at the door.</li> <li>Create opportunities for movement and collaboration with peers within the class period.</li> <li>Have student complete a reinforcement survey and offer behavior contract</li> <li>Contact home for a Teacher, Student, and Parent/Guardian Conference to discuss issues and offer support</li> <li>Referral to social worker</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Early or delayed passing for 1 week</li> <li>Loss of classroom privileges</li> <li>Grades K-6 possible referral to <a href="#">CASIE Center</a></li> <li>Grades 7-8 possible referral to JJC</li> </ul>		 <b>Primary</b>  1 <sup>st</sup> Offense Parent contact  Repeated/ Chronic (10 days) Legal action  <b>Intermediate</b>  1 <sup>st</sup> Offense Parent contact  Repeated (after 5 days) 2 days (max) ISS/ASD  Chronic (10+) Legal action  <b>High School</b>  1 <sup>st</sup> Offense Parent Contact  Repeated (after 5 days) 2 days ISS (max) Parent conference required  Chronic 3-5 days ISS Written parent notification		

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I		1	2	3	SRO
<b>E. Inappropriate Language/Gestures/Disruptive/Disorderly Conduct:</b> 1. Conduct which is likely to result in serious bodily injury or substantial property damage, and/or making unreasonable noise that interferes with educational activities and refusing to cease the disruption when requested 2. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury 3. Saying words that are offensive, sexual, or considered obscene in an academic, professional setting.	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Did the conduct in question cause a large disruption? Bodily injury? Property damage?</li> <li>Was the location of the incident (gym, hallway, cafeteria, locker room, library, etc.) a factor?</li> <li>How can we be proactive to reduce the number of incidents that occur in these places? (video cameras, adult supervision, locked rooms, etc.)</li> <li>Were electronics or social media involved?</li> <li>Did student refuse to cooperate? How was that demonstrated: verbally, physically, body language?</li> <li>Was this incident premeditated or spontaneous?</li> <li>What is the function of the behavior? Can the need be met in a different way?               <ul style="list-style-type: none"> <li>Attention - make student leader of an activity</li> <li>Avoidance - peer buddy for work time or remediation</li> </ul> </li> <li>What are the consequences for the student if he misses class because he is suspended? What critical instruction will he miss out on today if he is sent out of the room? How will I ensure that he has an opportunity to get the instruction that he missed?</li> <li>When does the behavior occur – during work time or instruction? Is the student walking, standing, and visiting? Is the behavior truly disrupting the class?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>How can I welcome the student back into the classroom after the incident is over?</li> </ul> <b>Instructional Response:</b> <ul style="list-style-type: none"> <li>Give wait time to observe purpose of behavior (e.g., out of seat to sharpen pencil, blow nose, or visiting)</li> <li>Intervene early before the student has time to escalate behavior</li> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Use language in directions that emphasizes the student's choice and responsibility</li> <li>Use the "broken record" technique repeating the expected behavior in a low volume and calm tone. Give the redirection then return to instruction giving attention to the class and allowing time for student to make appropriate choice and comply with redirection.</li> <li>Reinforce students who are following the rules.</li> <li>Clarify purpose and need for being seated BEFORE instruction.</li> <li>Allow movement to increase engagement in instruction. Revisit lesson plan to include movement if possible.</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>Make student aware of the number of times a behavior occurs. This should be done in a</li> </ul>		 <b>Primary</b>  1 <sup>st</sup> Offense Parent Contact  Repeated/ Chronic 1-2 days ASD  To Staff 2 days OSS max  <b>Intermediate</b>  1 <sup>st</sup> Offense 1 day ISS (max)  Repeated/ Chronic 2 days ISS  To Staff 2 OSS max Parent conference required  <b>High School</b>  1 <sup>st</sup> Offense 1 day ISS  Repeated/ Chronic 2 days ISS  To staff		




	<p>nonthreatening way using a visual representation or self-monitoring. This could be a strategy that is a cue between the student and teacher, such as a tally on one particular part of the chalkboard or on a scrap piece of paper to be discussed after class.</p> <ul style="list-style-type: none"> <li>• Remove other students from the area if risk of injury is involved</li> <li>• Model appropriate behavior in a stressful situation - maintain a calm demeanor</li> <li>• Avoid confrontational verbalizations or body language</li> <li>• Talk to student in a calm tone of voice</li> <li>• Offer support to the student who appears anxious or frustrated.</li> <li>• Referral to social worker or counselor</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Consider seating arrangement</li> <li>• Timeout in classroom with a student reflection sheet</li> <li>• Time out in buddy classroom with a student reflection sheet</li> <li>• Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Complete reinforcement survey and offer behavior contract</li> <li>• Removal of privileges/free time/recess for 1 day</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Diffuse with humor – give them a moment to get it out of their system and then move on</li> <li>• Allow student a seat where standing doesn't interfere.</li> <li>• Offer student leadership roles in the classroom</li> <li>• Offer choices of appropriate alternative behaviors. Explain both the positive and negative choice and consequences, and then allow the student time to make a choice.</li> <li>• Give the student a way to redeem him/herself or to relent in a non-demeaning way. In other words, allow the student a way out that allows him/her the chance to save face.</li> </ul>		2 OSS max Parent conference required		
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level I		1	2	3	SRO
<b>F. Academic Dishonesty:</b> Using the work of others or published work; violating rules of honesty such as copying another student's test, assignment, etc.	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Is there a skill deficit that causes the student to feel the need to cheat? Is it related to a specific subject, content, or standard?</li> <li>What other stresses might there be in the student's life that could have sparked this behavior, e.g. too much homework, too many after-school activities causing time pressure, emotional overload, anxiety regarding desire to perform well academically?</li> <li>How can I modify instruction to increase understanding/mastery?</li> <li>How can I reinforce the student's confidence in his or her own abilities?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Teach the definition of plagiarism and the reasons why it is an egregious offense.</li> <li>Teacher student conference to review behavior expectation and consequences for repeated offense.</li> <li>Retake test or redo assignment, possibly using an alternative method or format</li> <li>Remediate skills or increase support (e.g., peer buddy)</li> <li>Call on student when they are most likely to respond correctly.</li> <li>Create cooperative learning situations where the student can share his proficiencies.</li> </ul> <b>Corrective Response:</b> <ul style="list-style-type: none"> <li>Alter testing environment (e.g., seat the student near teacher when taking tests/quizzes)</li> <li>Class meeting or peer mediation</li> <li>Contact home – teacher, student, parent consultation</li> <li>Zero for the assignment</li> </ul>	■			


Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
<b>Level II</b>	<b>Elevated Infractions:</b> Behaviors in which the instructional response will take place outside of the classroom. In all instances, consider the possible motivations of the student. In determining the instructional response, administer the lowest level of intensity necessary in order to elicit a change in behavior. In rare instances, Administrators may find it necessary to notify the School Resource Officer or law enforcement.	1	2	3	SRO
<b>G. Prolonged Interruption of Instruction:</b> Conduct that causes a large disruption to the learning environment for either 20% or 15 consecutive minutes of the education process after having received direct instruction and multiple interventions regarding compliance.	<b>Reflective Questions:</b> <ul style="list-style-type: none"> <li>Is the student's behavior related to something other than what is going on in school? The behavior is directed at me but is this really about me?</li> <li>What type of conduct is the key disruption- verbal or physical?</li> <li>What is the purpose for the misconduct (avoidance, attention, etc.)?</li> <li>Was the location of the incident (gym, hallway, cafeteria, locker room, library, etc.) a factor?</li> <li>How can I prevent engaging in a power struggle with the student? Can I use humor to diffuse the situation? Can I allow the student a small "win" in some way?</li> <li>How can I use assertive communication to demonstrate empathy, explain disappointment, and set expectations for changed behavior?</li> <li>How can I strengthen the teacher/student relationship to increase the likelihood of compliance with redirection?</li> <li>Is this simply a difference in conflict styles? How can I provide the student with the opportunity to calm down and "save face"?</li> <li>Is there a time when I can address the behavior one on one when the student is in a calm frame of mind?</li> <li>How can I help the student feel welcome back into the classroom after the incident is over?</li> <li>If this behavior occurs again- How can I handle it differently?</li> <li>Does this student need a behavior plan?</li> </ul> <b>Instructive Response:</b> <ul style="list-style-type: none"> <li>Teach the ways communicate needs appropriately in place of disrupting the education process for the other students.</li> <li>Teacher student conference to review behavior expectation and consequences for repeated offense.</li> <li>Give wait time to observe purpose of behavior (e.g., out of seat to sharpen pencil, blow nose, or visiting)</li> <li>Intervene early before the student has time to escalate behavior</li> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Use language in directions that emphasizes the student's choice and responsibility</li> <li>Use the "broken record" technique repeating the expected behavior in a low volume and calm tone. Give the redirection then return to instruction giving attention to the class and allowing time for student to make appropriate choice and comply with redirection.</li> <li>Reinforce students who are following the rules.</li> <li>After the student has de-escalated, find ways to welcome the student back into the classroom community and maintain his/her self-respect.</li> <li>Early in the episode allow the student to participate in a calming activity to de-escalate disruption (example- getting a drink of water, delivering a note to a nearby teacher, etc...)</li> <li>Teach the student to think about the purpose of the conduct and help them create a plan to implement next time. Teach the student acceptable ways to communicate displeasure, anger, etc.</li> </ul>		  <b>Primary</b>  1 day ASD  <b>Intermediate</b>  1 day ISS max  <b>High School</b>  1 day max ISS		




	<p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Consider seating arrangement- maintain visibility to and from the student</li> <li>• Timeout in classroom with a student reflection sheet</li> <li>• Time out in buddy classroom with a student reflection sheet</li> <li>• Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Complete reinforcement survey and offer behavior contract</li> <li>• Removal of privileges/free time/recess for 1 day</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Diffuse with humor – give them a moment to get it out of their system and then move on</li> <li>• Allow student a seat where standing doesn't interfere.</li> <li>• Do not leave a lot of unstructured time for the student</li> <li>• Remove student from activity or group until he/she can demonstrate appropriate behavior.</li> <li>• Provide the student with a quiet place to work</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>• Classroom community meeting</li> <li>• Offer the student the opportunity to write a letter, make a list, or journal as a means of expressing thoughts and concerns.</li> <li>• Offer student leadership roles in the classroom</li> <li>• Referral to Social Worker/Counselor for intervention</li> <li>• Participation in peace or healing circle with staff and peers impacted by behavior</li> <li>• Referral to school peer jury, peer mediation or peer conferencing (if available and approved by principal)</li> <li>• Anger management support group (if available and approved by principal)</li> <li>• Social skills support group with lessons provided during lunch or after-school (if available and approved by principal)</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>H. Theft/Forgery:</b> 1. Having in one's possession property obtained without permission of the owner or procession (physical control over, including clothing, lockers, or bags) of stolen property. 2. Alteration of documents including possession or signing	<p><b>*Restitution can be defined as acts of service done with the intent of "paying off" or equivalent of the item(s) taken. (Possible police referral for monetary value over \$500)</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of behavior:               <ul style="list-style-type: none"> <li>When, where and with whom does the behavior occur? Be specific.</li> <li>How often does the behavior occur, and how long does it last?</li> <li>What things seem to trigger the behavior?</li> <li>What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</li> </ul> </li> <li>Is this behavior chronic? Habitual?</li> <li>Is this a pattern in all environments (e.g., does this happen at home)?</li> <li>Is this behavior a result of real or perceived need?</li> <li>Is there some procedural change that will make everyone's personal property more secure?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Teach the student the concept of borrowing by requiring the return of things the student has taken from others. Explain that what the student is doing is wrong and specify what the student should be doing (e.g., asking to use things, borrowing, sharing, returning things, etc.)</li> <li>Make sure the student understands the natural consequences of inappropriate behavior (e.g., the student must make restitution for taking things which belongs to others).</li> <li>Communicate with the student's family to establish procedures whereby the student may earn those things she would otherwise take.</li> <li>Identify those things student is taking from others and offer those items as reinforcers for appropriate behavior</li> <li>Encourage all students to monitor their own belongings.</li> <li>Teach student to respect other's belongings by respecting the student's</li> <li>Make certain the student is aware of local and federal laws regarding stealing.</li> <li>Help the student build or create a prized possession to satisfy his/her need for ownership (e.g., this can be done in art, home economics, industrial arts, etc.)</li> <li>Do not criticize when correcting the student; treat the student with respect. Talk in an objective manner at all times.</li> <li>Deal with the taking of belongings privately rather than publically.</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Reduce opportunity to steal by restrictive students from bringing unnecessary items to school.</li> <li>Maintain visibility to and from the student making eye contact visible at all times.</li> <li>Use permanent marker to label all property brought to school by students and teachers.</li> <li>Secure all school items of value.</li> <li>Ask students to keep important items in their lockers and take home any valuables.</li> </ul>		  Forgery/ Theft under \$150  <b>Primary</b>  1 day ASD  <b>Intermediate</b>  1-2 days ISS max Restitution  <b>High School</b>  1-2 days max ISS Restitution	  Theft over \$150  <b>Primary</b>  1-2 days OSS max  Intermediate  1-3 days OSS max Restitution  High School  1-3 days OSS max Restitution	


	<b>Restorative Response:</b> <ul style="list-style-type: none"> <li>• Have the student make right what they have done wrong and be required to do something for the person to show / make up for their misdeed.</li> <li>• DO NOT rely on or encourage student in the classroom to be informants.</li> <li>• DO NOT use peer pressure in the classroom to solve incidents of stealing.</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>I. Failure to Serve:</b> Failure to report for the prescribed consequence such as detention or In-School Suspension	<p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Have I communicated the expectation with the parents to enlist their support in getting the student to serve the consequence?</li> <li>Did I give the student an opportunity to share their concerns about their ability to serve the consequence?</li> <li>Was there an unavoidable reason (transportation, schedule conflict, etc.) that prevented student from serving the consequence?</li> <li>Is the consequence is within the students' control (e.g., detention after school when the student is responsible for staying with younger siblings.)</li> <li>Am I delivering consequences consistently for behavior of all students</li> </ul> <p><b>Instructive Responses:</b></p> <ul style="list-style-type: none"> <li>Provide a learning experiences which emphasizes the cause-and-effect relationship between behavior and the inevitability of some form of consequence (e.g., both negative and positive behaviors and consequences</li> <li>Clarify for the student that it is his/her behavior which determines consequences (e.g., positive or negative).</li> <li>Provide the student with a clearly identified list of consequences for inappropriate behavior</li> <li>Make certain that consequences are delivered consistently for behavior demonstrated (e.g., appropriate behavior results in positive consequences and inappropriate behavior results in negative consequences.)</li> <li>Make the consequences of a behavior obvious by identifying the consequence as it occurs and discussing alternative behavior which would have prevented the particular consequence.</li> </ul> <p><b>Corrective Responses:</b></p> <ul style="list-style-type: none"> <li>Conference with student to devise and alternative consequence that is mutually agreeable.</li> <li>Contact parents to determine an alternative consequence</li> </ul>		 <p><b>Primary</b></p> <p>1 additional day ASD</p> <p><b>Intermediate</b></p> <p>1 additional day ASD/ISS</p> <p><b>High School</b></p> <p>1 additional day ASD/ISS</p>		

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>J. Vandalism:</b> Deliberate destruction or damage of property	<p><b>*Restitution can be defined as acts of service done with the intent of “paying off” or equivalent of the item(s) taken. (Possible police referral for monetary value over \$500)</b></p> <p><b>Reflective Questions:</b> Identify the purpose of the behavior</p> <ul style="list-style-type: none"> <li>• When, where and with whom does the behavior occur? Be specific.</li> <li>• How often does the behavior occur, and how long does it last?</li> <li>• What things seem to trigger the behavior?</li> <li>• What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</li> </ul> <p><b>Instructive Responses:</b></p> <ul style="list-style-type: none"> <li>• Teach the student appropriate care and handling of other’s property (e.g. sharpening borrowed pencils, keeping books free of marks and tears, etc.)</li> <li>• Teach student how to conserve rather than wasted materials (glue, tape, use lids, containers for pens/markers)</li> <li>• Point out to the student that borrowing personal property does not reduce his/her responsibility for the property</li> <li>• Teacher the student that the failure to care for others’ property will result in the loss of freedom to use others’ property</li> <li>• Make sure the student is not inadvertently reinforced for losing or damaging property by providing him/her with new materials. Provide the students with used or damaged materials, copies of the materials rather than new materials.</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Provide student with appropriate place to store/secure others’ property and require the student to store all property when not in use.</li> <li>• Structure the environment to reduce free or unplanned time which is likely to contribute to the student’s inappropriate behavior</li> <li>• Maintain visibility to and from the students making eye contact possible at all times.</li> <li>• Make the necessary adjustments in the environment to prevent the student from experiencing stress, frustration, anger, etc. as much as possible.</li> <li>• Interact frequently with student in order to prompt organizational skills and appropriate use of materials.</li> <li>• Provide student only those materials necessary at any given time.</li> <li>• Talk to the student about ways of handling situations successfully without conflict (e.g., walk away from situation, change to another activity, ask for help, etc.)</li> <li>• Evaluate appropriateness of task to determine if the task is too difficult or if the length of time scheduled to complete the task is appropriate.</li> <li>• Require that the lost or damages property be replaces by the student. If the student cannot replace the property, restitution can be made.</li> </ul>		  Destruction under \$150  <b>Primary</b>  1 day ASD  <b>Intermediate</b>  1-2 days ISS max Restitution  <b>High School</b>  1-2 days max ISS Restitution	  Destruction over \$150  <b>Primary</b>  1-2 days OSS max  <b>Intermediate</b>  1-3 days OSS max Restitution  <b>High School</b>  1-3 days OSS max Restitution	




Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>K. Tardiness:</b> 1. Nine or more instances of being late to class without an approved excuse 2. Twelve or more instances of being late to class without an approved excuse	<p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Is this a chronic systems issue? That is, are there a number of students building wide with 9+ tardies/absences? Is there some process the school can change to increase the likelihood of students getting to class on time?</li> <li>What personal problems might prevent the student from getting to school on time?</li> <li>Are there challenges at home that might prevent the student from getting to school on time?</li> <li>Is my curriculum relevant to the student's identity and lived experiences?</li> <li>Why is the student tardy or frequently absent?               <ul style="list-style-type: none"> <li>Consider location of locker, peer interactions, mobility issues</li> <li>Is the lack of structure and opportunity to socialize during passing period too distracting for the student?</li> <li>Is there a pattern in the times the student is tardy or absent? (Class is after lunch or first thing in the morning, visitation weekends)</li> </ul> </li> <li>How am I reinforcing/rewarding the student for the incidents when the student is on time?</li> <li>How am I engaging the student in the classroom community after he/she does come in late?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior. Ask the student; for example: "I noticed that you are usually absent first hour. What's up?" Listen respectfully and work with the student to problem-solve.</li> <li>Review expectation and natural consequences of missing class (missed instruction, fails to help student meet personal goals, disrupts class, loss of passing privileges, and, if chronic, referral to outside agency).</li> <li>Explicitly teach "late/on time". Does it mean being in the room? In the seat? In the assigned seat with materials out and ready? Teach dismissal procedures. Do students stay in their assigned seat? Are they dismissed when the bell rings or upon teacher approval?</li> <li>Begin class with a highly motivating, engaging activity daily.</li> <li>Make the student leader of an activity he/she enjoys that happens at the beginning of the class period?</li> <li>Greet students at the door.</li> <li>Reinforce students who come to class at the specified time</li> <li>Create opportunities for movement and collaboration with peers within the class period.</li> <li>Have student complete a reinforcement survey and offer behavior contract</li> <li>Have the student document personal attendance for a period of time and self-evaluate</li> <li>Contact home for a Teacher, Student, and Parent/Guardian Conference to discuss issues and offer support</li> <li>Referral to social worker</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Make certain the student has adequate time to get to class on time.</li> <li>Early or delayed passing for 1 week</li> <li>Loss of classroom privileges</li> </ul>		 <b>9+ Tardies</b>  <b>Primary</b>  Parent contact  <b>Intermediate</b>  Required Parent conference 1 day max ISS/ASD  <b>High School</b>  2-3 days ISS/ASD  <b>12+ Tardies</b>  <b>Primary</b>  Parent contact  <b>Intermediate</b>  Parent conference 1 day max ISS/ASD  <b>High School</b>  Parent conference 2-3 days ISS/ASD		




	<ul style="list-style-type: none"> <li>• Make student responsible for time missed (i.e., if the student misses five minutes of an activity, the time must be made up during recess, lunch, or other desired activities)</li> <li>• Grades K-6 possible referral to CASIE Center</li> <li>• Grades 7-8 possible referral to JJC</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>L. Bullying/ Harassment:</b> Under IC 20-33-8-0.2, “bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include harassment based on real or perceived race, ethnicity, gender/gender identity, sexual orientation, disability, or religion.	<p><b>*Bullying Investigation Report Form and Bullying Compliant Form <u>must be completed</u>. This must be completed within 1-2 work days of when staff member has observed or become aware of such conduct. Use of intimidation credible threats of violence, coercion, or persistent severe bullying can lead to a Level III response.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>How can I create a climate of safety and respect in the classroom setting?</li> <li>Is there an adult in the building who has a relationship with the referred student that can help me get a better understanding of the problem?</li> <li>Where/ when is the incident occurring? What is the level of supervision at the time of the incident?</li> <li>How frequent is the behavior?</li> <li>Is this a pattern in all environments (e.g., does this happen at home)?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Refer student to Take Ten Strategies</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>Provide instruction on bullying and its consequences</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> <li>Provide the student with social interactions to practice expectations</li> <li>Model appropriate strategies for handling bullying</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense)</li> <li>Complete required bullying forms</li> <li>Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Complete reinforcement survey and offer behavior contract</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Provide the student with verbal recognition and reinforcement for social and academic success</li> <li>Maintain visibility to and from the student- student should see teacher and teacher should see student. Make eye contact possible at all times.</li> <li>Be mobile to be frequently near the student</li> <li>Supervise the student closely to prevent bullying related behaviors from reoccurring.</li> <li>Structure the environment to allow no time for student to engage in inappropriate behavior</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Have the student make right what they have done wrong and be required to do something for the person</li> </ul>		 <p><b>Primary</b></p> <p>1<sup>st</sup> Offense 1-2 days max ASD</p> <p>Repeated 1-2 days max OSS</p> <p>Required parent conference</p> <p>Physical- 1-2 days max OSS</p> <p>On Staff- 2 days max OSS</p> <p><b>Intermediate</b></p> <p>1<sup>st</sup> Offense 1-3 days ISS</p> <p>Repeated 1-3 days max OSS</p> <p>Parent conference</p> <p>Physical- 1-3 days max OSS</p> <p>On Staff- 3 days max OSS</p> <p><b>High School</b></p> <p>1<sup>st</sup> Offense</p>		


	<p>to show / make up for their misdeed (if deemed appropriate).</p> <ul style="list-style-type: none"> <li>• DO NOT rely on or encourage student in the classroom to be informants.</li> <li>• DO NOT use peer pressure in the classroom to solve incidents of stealing.</li> </ul>		<p>1-3 days ISS</p> <p>Repeated 1-3 days max OSS</p> <p>Required parent conference</p> <p>Physical- 1-3 days max OSS</p> <p>On Staff- 3 days OSS</p>		
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>M. Provocation/Injury to Others:</b> To incite a fight; physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that may cause injury; more than horseplay	<p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>How can I create a climate of safety and respect in the classroom setting?</li> <li>How can I help the student deal with his feelings about the incident and help him see school in a positive light?</li> <li>Who can best help the student through things I've never experienced?</li> <li>How can I use our curriculum to increase the student's ability to resolve conflict nonviolently?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Refer student to Take Ten Strategies</li> <li>Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>Provide instruction on bullying and its consequences</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Timeout in classroom with a student reflection sheet</li> <li>Time out in buddy classroom with a student reflection sheet</li> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>Teacher, Student, and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Complete reinforcement survey and offer behavior contract</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Anger Management classes if available</li> <li>Ticket/legal action</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Community Classroom meeting</li> <li>Peer mediation</li> <li>Circle Process or similar restorative justice process</li> <li>1-3 days cleaning school grounds (with permission of the parent)</li> </ul>		 <b>Primary</b> 1-2 days max ASD <b>Intermediate</b> 1-3 days ASD or 1-3 days OSS <b>High School</b> 1-3 days ASD or 1-3 days OSS Severe fights 3-5 days OSS Possible police referral Possible due process expulsion	 <b>Primary</b> Severe fights 1-3 days max OSS <b>Intermediate</b> Severe fights 3-5 days OSS Possible police referral Possible due process expulsion <b>High School</b> Severe fights 3-5 days OSS Possible police referral Possible due process expulsion	

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>N. Sexual Conduct:</b> Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force. 1. Sending, sharing, viewing, and possessing pictures, text messages emails or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device. 2. Falsely accusing any person of sexual harassment.	<p><b>*Sexual Conduct at the primary level should be a mandatory referral to the school social worker with possible CPS referral.</b></p> <p><b>*If behavior continues mandatory parent/guardian conference with the creation, implementation, and periodic monitoring of a safety plan.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>How can I create a climate of safety and respect in the classroom setting?</li> <li>Identify the purpose of the behavior               <ul style="list-style-type: none"> <li>-When, where and with whom does the behavior occur? Be specific.</li> <li>-How often does the behavior occur, and how long does it last?</li> <li>-What things seem to trigger the behavior?</li> <li>-What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</li> </ul> </li> <li>Does the student understand the inappropriateness of the sexual conduct?</li> <li>How can I create a climate of safety and respect in the classroom setting?</li> <li>Is there an adult in the building who has a relationship with the referred student that can help me get a better understanding of the problem?</li> <li>Has the student had prior incidents with this behavior?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>Instruct the student that public displays of sexually related behavior are inappropriate.</li> <li>Teach the student to “think” before acting.</li> <li>Make sure the student knows exactly which sexually related behaviors are unacceptable at school (e.g. words, gestures, comments, touching, exposing, etc.).</li> <li>Model socially acceptable behavior for the student (e.g. pat on back, handshake, appropriate verbal communication, etc.).</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Have student complete a reflection sheet to consider “What am I doing wrong?” (e.g. making sexual references, touching others, making gestures, etc.) and “What should I be doing?” (e.g. following the rules, working on task, attending to responsibilities)</li> <li>Supervise the student closely to prevent inappropriate sexually related behaviors from reoccurring.</li> <li>Structure the environment to allow no time for student to engage in inappropriate behavior</li> <li>Maintain visibility to and from the student- student should see teacher and teacher should see student. Make eye contact possible at all times.</li> <li>Be mobile to be frequently near the student</li> <li>Separate the student from the peer(s) who stimulates the inappropriate sexually related behavior</li> <li>Do not inadvertently reinforce the student for demonstrating sexually related behavior by attending to student only when he/she demonstrates that behavior.</li> </ul>		  <b>Primary</b>  1 day max OSS Referral to social worker  <b>Intermediate</b>  2 days max ISS with pending investigation by administration Referral to social worker  <b>High School</b>  2 days ISS with pending investigation by administration Referral to social worker	  <b>Primary</b>  2 days max OSS Mandatory parent conference Possible police referral Possible due process  <b>Intermediate</b> 2 days max OSS Mandatory parent conference Possible police referral Possible due process  <b>High School</b>  2 days max OSS Mandatory parent conference Possible police referral Possible due process	



	<ul style="list-style-type: none"> <li>• Communicate with parents, agencies, or the appropriate parties to inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.</li> <li>• Write a contract with the student specifying what behavior is expected and what reinforcement will be made available when the terms of the contract have been met.</li> <li>• Reinforce the student for engaging in socially appropriate individual or group behavior: a give the student a tangible or intangible reward.</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level II		1	2	3	SRO
<b>O. Fireworks:</b> Possession, use, sale, or distribution of fireworks and/or any other incendiary devices.	<b>Reflective Questions:</b> <ul style="list-style-type: none"><li>Did the student know that the device was in his possession? Does someone else have access to the location where the device was found?</li><li>Who found the device? Who witnessed?</li><li>How was the device found?*</li><li>What was the purpose for having the device (distribution, use, sale, etc...)?</li><li>Did anyone have prior knowledge of the student have possession of the device?</li><li>Was the device used in an incident? Where did the incident occur?</li><li>How did the student access the device?</li><li>Were parent(s) aware the student possessed the device?</li><li>Has the student previously been disciplined for use of a device?</li><li>Were emergency services notified?</li><li>What changes/services need to be provided to this student when they return to school?</li></ul> <p><b>*Document all information, including a specific, credible reason for completing a search of a student or student's property if deemed necessary.</b></p> <b>Instructive Response:</b> <ul style="list-style-type: none"><li>Student Conference focused on expectation and practicing expected behavior</li><li>Teach the student the natural consequences and legal consequences that can occur with continued possession of fireworks or other incendiary devices</li><li>Remove the student immediately from the activity/location</li><li>Maintain supervision at all times and in all parts of the school environment</li></ul> <b>Corrective Response:</b> <ul style="list-style-type: none"><li>Complete reinforcement survey and offer behavior contract/safety plan</li><li>Communicate with parents to share information concerning student's progress.</li><li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li><li>Daily Check-In/Check-out with identified staff member</li><li>Assign the student activities which would require interactions with a respected role model (e.g. older student, college student, community leader, etc.)</li></ul> <b>Restorative Response:</b> <ul style="list-style-type: none"><li>Community Classroom meeting</li><li>Peer mediation</li><li>Circle Process or similar restorative justice process</li><li>1-3 days cleaning school grounds (with permission of the parent)</li></ul>	 <b>Primary</b> 1-2 days ASD  <b>Intermediate</b> 1-2 days ISS  <b>High School</b> 1-2 days ISS			



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level III	Major Infractions: Behaviors in which the instructional response will be administered either by an Administrator or by law enforcement. In all instances, take into consideration the possible motivations of the student. In determining the instructional response, administer the lowest level of intensity necessary in order to elicit a change in behavior.	1	2	3	SRO
<b>P. Firearms/Weapons/ Arson:</b> Possession of ammunition; possession of a knife, explosive, chemical agent dispenser, destructive device, or other object that can reasonably be considered a weapon; possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.	<p>Possession of a knife on school grounds is a criminal offense only if the knife is intended to be used as a weapon (butter knives would rarely fit this classification). Carrying a firearm (loaded or unloaded) on school grounds is considered a Class D felony.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Did the student know that the weapon was in his possession? Does someone else have access to the location where the weapon was found?</li> <li>Who found the weapon? Who witnessed?</li> <li>How was the weapon found?*</li> <li>What was the purpose for having the weapon (protection, threat, display, etc...)?</li> <li>Was there a prior incident that provoked bringing a weapon?</li> <li>Did anyone have prior knowledge of the student have possession of the weapon?</li> <li>Were any threats made (verbal or written)?</li> <li>Was the weapon used in an incident? Where did the incident occur?</li> <li>How did the student access the weapon?</li> <li>Were parent(s) aware the student possessed a weapon?</li> <li>Has the student previously been disciplined for use of a weapon?</li> <li>Were emergency services notified?</li> <li>What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>*Document all information, including a specific, credible reason for completing a search of a student or student's property if deemed necessary.</b></p> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Documented Student Conference focused on expectation and practicing expected behavior</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Complete reinforcement survey and offer behavior contract/safety plan</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Referral to therapeutic group</li> <li>Ticket/legal action</li> <li>Daily Check-In/Check-out with identified staff member</li> </ul>			  <b>Primary</b>  1-5 days OSS Mandatory referral to school social worker and mandatory police referral Possible due process  <b>Intermediate</b>  1-5 days OSS Mandatory referral to school social worker and mandatory police referral Possible due process  <b>High School</b>  1-5 days OSS Mandatory referral to school social worker and mandatory police referral Possible due process	



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level III		1	2	3	SRO
<b>Q. Drugs/Alcohol:</b> Possession and/or use of narcotics/drugs/tobacco/alcohol and/or paraphernalia	<p>*Referral to a 3<sup>rd</sup> party agency through social worker</p> <p>*It is a felony to possess any controlled substances, including prescription drugs without a prescription. Possession of marijuana is a misdemeanor or felony depending on the amount. It is a status offense for a minor to possess alcohol. Possession of tobacco by a minor is an infraction. Dealing carries stricter penalties.</p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>Did the student know he/she was in possession of an illegal substance? Does someone else have access to the location where the drugs/alcohol was found?</li> <li>Who found the drugs? Who witnessed?</li> <li>How were the drugs found? *</li> <li>What indications of credibility are there for the person who gave the tip?</li> <li>What was the purpose of the illegal substance (self, holding for another, dealing, etc...)</li> <li>How did the student access the illegal substance?</li> <li>What prior discipline issues has this student faced?</li> <li>What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>*Document all information, including a specific, credible reason for completing a search of a student or student's property if deemed necessary.</b></p> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> <li>Provide the student with intelligent, accurate information concerning drugs and alcohol rather than sensationalized scare tactics.</li> <li>Teach the student alternative ways to deal with demands, challenges, and pressures of the school-age experience.</li> <li>Take time to listen, share, and talk with the student.</li> <li>Provide the student with a respected role model (older student, college student, community leader, etc.) that may help guide the student and encourage the student to stay on track.</li> <li>Identify individuals the student may contact with his/her concerns.</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>Complete reinforcement survey and offer behavior contract/safety plan</li> <li>Referral to a therapeutic group</li> <li>Maintain adequate supervision at all times and in all areas of the school. Maintain anecdotal records of the student's behavior to check for patterns or changes in behaviors.</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Ticket/legal action</li> <li>Daily Check-In/Check-out with identified staff member</li> </ul>			 <p><b>Primary</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p>	

	<b>Restorative Response:</b> <ul style="list-style-type: none"> <li>• Circle Process or similar restorative justice process</li> <li>• Seek referral to an agency for investigation of alcohol and drug abuse.</li> </ul>				
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Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level III		1	2	3	SRO
<b>R. Assault/Battery:</b> More than fighting, assault/battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, or criminal recklessness.	<p><b>*A school fight is disorderly conduct, a Class B misdemeanor. Disorderly conduct generally involves mutual combat. Battery is more serious if it causes injury, is committed against a school employee or law enforcement agent, is committed with a deadly weapon, or causes serious injury.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the student's intent in the assault/battery?</li> <li>• Was a weapon used?</li> <li>• Did the student demonstrate signs of self-defense?</li> <li>• Who witnessed the assault/battery?</li> <li>• What prior discipline issues has this student faced?</li> <li>• Is this the first incident of assault/battery?</li> <li>• Was there a serious bodily injury?</li> <li>• Was emergency services notified?</li> <li>• Was this offense committed against a staff member?</li> <li>• What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• In calm tone of voice and few words as possible, redirect student</li> <li>• Documented Teacher and Student Conference focused on expectation and practicing expected behavior</li> <li>• One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>• Complete reinforcement survey and offer behavior contract/safety plan</li> <li>• Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>• Referral to anger management classes</li> <li>• Ticket/legal action</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>• Circle Process or similar restorative justice process</li> </ul>			 <p><b>Primary</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p>	



Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level III		1	2	3	SRO
<b>S. Bomb/False Alarm:</b> The making of threats or providing false information about the presence of explosive materials, devices, or a fire on school property without cause in writing, in person or by phone, including text messaging	<p>*A bomb threat is a Class D felony. Generally, false fire alarms are misdemeanors.</p> <p>Reflective Questions:</p> <ul style="list-style-type: none"> <li>Does the evidence clearly indicate a particular student?</li> <li>How was the threat/ false alarm delivered?</li> <li>Was more than one student involved?</li> <li>What was the intent of the threat/ false alarm?</li> <li>Were emergency services notified?</li> <li>Who witnessed the threat/ false alarm?</li> <li>What changes/services need to be provided to this student when they return to school?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>Record and document all imperative information about the incident</li> <li>Documented Teacher and Student Conference focused on expectations</li> <li>One on one intervention sessions (teacher, mentor, counselor, social worker)</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>Removal of privileges/free time/recess for 1 – 3 days or longer (depending on severity of the offense; leave consequences that affect involvement on athletic teams to discretion of the coach)</li> <li>Complete reinforcement survey and offer behavior contract/safety plan</li> <li>Teacher, Student, Administrator and Parent/Guardian Conference focused on expectation and practicing expected behavior</li> <li>Referral to anger management classes</li> <li>Ticket/legal action</li> </ul> <p><b>Restorative Response:</b></p> <ul style="list-style-type: none"> <li>Circle Process or similar restorative justice process</li> </ul>			 <p><b>Primary</b></p> <p>1-5 days OSS Possible police referral Possible referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>2-5 days OSS Possible referral to school social worker Possible police referral Possible due process</p> <p><b>High School</b></p> <p>3-5 days OSS Possible referral to school social worker Possible police referral Possible due process</p>	

Behavior	Reflective, Instructive, Corrective, Restorative Response	Level			
Level III		1	2	3	SRO
<b>T. Persistent, severe, or unwanted sexual conduct:</b> Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which involves the use of force such as rape and molestation.	<p><b>*This offense can range from a felony to a direct file crime. This means that students who are older than 16 and are charged with rape are charged as adults.</b></p> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li>• What changes/services need to be provided to this student when they return to school?</li> <li>• What is the social climate in the school? What recent events might have influenced the occurrence of the behavior?</li> <li>• How can I create a climate of safety and respect in the classroom setting?</li> <li>• Identify the purpose of the behavior               <ul style="list-style-type: none"> <li>-When, where and with whom does the behavior occur? Be specific.</li> <li>-How often does the behavior occur, and how long does it last?</li> <li>-What things seem to trigger the behavior?</li> <li>-What usually happens when this behavior occurs; reactions of peers/adults, consequences of the behavior?</li> </ul> </li> <li>• Does the student understand the inappropriateness of the sexual conduct?</li> <li>• How can I create a climate of safety and respect in the classroom setting?</li> <li>• Is there an adult in the building who has a relationship with the referred student that can help me get a better understanding of the problem?</li> <li>• Has the student had prior incidents with this behavior?</li> </ul> <p><b>Instructive Response:</b></p> <ul style="list-style-type: none"> <li>• In calm tone of voice and few words as possible, redirect student to appropriate behavior</li> <li>• Instruct the student that public displays of sexually related behavior are inappropriate.</li> <li>• Teach the student to “think” before acting.</li> <li>• Make sure the student knows exactly which sexually related behaviors are unacceptable at school (e.g. words, gestures, comments, touching, exposing, etc.).</li> <li>• Model socially acceptable behavior for the student (e.g. pat on back, handshake, appropriate verbal communication, etc.).</li> </ul> <p><b>Corrective Response:</b></p> <ul style="list-style-type: none"> <li>• Have student complete a reflection sheet to consider “What am I doing wrong?” (e.g. making sexual references, touching others, making gestures, etc.) and “What should I be doing?” (e.g. following the rules, working on task, attending to responsibilities)</li> <li>• Supervise the student closely to prevent inappropriate sexually related behaviors from reoccurring.</li> <li>• Structure the environment to allow no time for student to engage in inappropriate behavior</li> <li>• Maintain visibility to and from the student- student should see teacher and teacher should see student. Make eye contact possible at all times.</li> <li>• Be mobile to be frequently near the student</li> <li>• Separate the student from the peer(s) who stimulates the inappropriate sexually related behavior</li> <li>• Do not inadvertently reinforce the student for demonstrating sexually related behavior by attending to student only when he/she demonstrates that behavior.</li> </ul>			 <p><b>Primary</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>Intermediate</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p> <p><b>High School</b></p> <p>1-5 days OSS Mandatory police referral and referral to school social worker Possible due process</p>	

	<ul style="list-style-type: none"> <li>• Communicate with parents, agencies, or the appropriate parties to inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.</li> <li>• Write a contract with the student specifying what behavior is expected and what reinforcement will be made available when the terms of the contract have been met.</li> <li>• Reinforce the student for engaging in socially appropriate individual or group behavior: a give the student a tangible or intangible reward.</li> </ul>				
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## **BEST PRACTICES FOR PROACTIVELY SUPPORTING POSITIVE STUDENT BEHAVIOR<sup>4</sup>**

In order to proactively support positive student behavior, all schools should:

### **Establish a safe, supportive environment for learning.**

- Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for all students.
- All staff contribute to a safe and supportive learning climate, especially security, office staff, lunchroom staff, and those who interact with students at the beginning and end of each day.
- Students are more likely to engage in instruction and attempt challenging academic activities when they feel safe and supported by adults and peers.

### **Develop expectations for positive student behavior.**

- Before the first day of school, develop a short, clearly written set of 3-5 general expectations that apply to all students and staff (e.g. Be respectful; Be responsible; Be prepared; Be safe). Positively worded statements work best, rather than descriptions of what not to do.
- Customize general expectations to all settings and explain how to act in hallways, bathrooms, lunchroom, outdoors, entering/leaving school, etc. Allow teacher teams to customize the expectations for each grade level (where departmentalized) and/or classroom.
- Involve students when developing, refining, and communicating expectations.

### **Use expectations to proactively support positive student behavior.**

- Post the general and customized expectations throughout the school. Teach the expectations to all students on the first day of school, throughout the first week of school, and continue this instruction until students demonstrate mastery. When teaching, staff should explain the rationale behind the expectation (e.g., “We are quiet in the hallways so other classes have the opportunity to learn.”), model the expected behavior, and ask students to physically practice the expected behavior.
- Reteach expectations after long breaks from school or after a major disruptive event to reset the tone of the learning environment.
- Teach the expectations to students who transfer in after the first week of school.
- Require all adults in the school to model the expectations for all students in all settings, including all staff, parent/guardian volunteers, after school providers and community partners. Adults who do not model expected behaviors communicate to students that it is acceptable to deviate from expectations.
- Provide encouragement and praise when students meet expectations. Research shows positive behavior must be recognized three times as often as negative behavior to be reinforced.

### **Guide daily interactions.**

- Make most adult-student interactions positive and encouraging.
  - Provide positive interactions as soon as students enter school to welcome students into the learning environment and to counteract any negative experience the student may have had since last leaving school.
  - Greet students when entering each classroom to engage them and communicate they are wanted in school.

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<sup>4</sup> The practices outlined herein are supported by the following references:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides> on July 18, 2011.

Sprick, R.S., Garrison, M. & Howard, L. (2002). *Foundations: Establishing positive discipline policies, Module I: The Process, Module II: Behavior in the Common Areas, Module III: Safety, Discipline and Behavior Support*. Eugene, OR: Pacific Northwest Publishing. <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=242>

Wong, H.K., & Wong, R.T. (1991). *The first days of school: How to start school successfully*. Sunnyvale, CA: Harry K. Wong Publications.

- Open lessons with excitement and communicate high expectations for student success.
- Interact with students during work periods by inviting questions and offering encouragement and support.
- Provide students frequent positive feedback on behavioral and academic effort. Feedback should be specific and descriptive so students know how they are meeting expectations.
- Encourage most student-to-student interactions to be positive and encouraging.
  - Encourage students to be inclusive (not cliquish or exclusionary),
  - Encourage students to be supportive (not hostile or sarcastic), and
  - Be gently intolerant of bullying behaviors. For example, “We don’t treat people that way in this school.”
- Ensure active supervision of students in all settings to reduce student misbehavior and provide opportunities to reinforce expected behaviors.
  - Engage positively with the students being supervised (chatting, waving, smiling, etc.),
  - Make eye contact with students,
  - Circulate among students continuously; never stand in one place or to one side of the area of supervision,
  - Provide a high concentration of adults in settings that have high potential for conflict (stairs, busy intersections, bathrooms), and
  - Cover all areas when many students are present.
- Develop, teach and reinforce routines, procedures and transitions that support positive behavior and minimize opportunity for conflict.
  - In the classroom, develop procedures for entering, leaving, submitting work and changing between different instructional tasks.
  - In other school settings, develop procedures for traveling in stairwells, lunch periods, the beginning and end of the day, and any other time when many students are in common areas together.

**When expectations are not met, use instructive and corrective responses early and often.**

- Correct behavior calmly and in a manner that demonstrates that the student is safe and supported at school.
- View inappropriate behavior as an instructional opportunity; reteach expectations and allow the student to practice expected behavior.
- Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student make that choice? What could they have done differently? What help does the student need and from whom to make a different choice next time?
- Communicate the importance of instructional time; correct student behavior and return them to the instructional setting as quickly as possible.
- Document the use of corrective consequences to track success.

**Identifying Improvements to Learning Climate to Prevent Behavior Problems**

- Actively supervise students
- Provide positive feedback to all students when they meet expectations
- Staff members use early correction and redirection at all times to help students meet expectations
- Ensure gentle intolerance for even minor misbehavior so patterns do not develop
- Continuously review infraction data to determine location/time of day where infractions are prevalent, and address any pattern through changes in supervision or increased posting and review of expectations of positive behavior

- Ensure classroom management structures and procedures maximize student engagement and provide regular positive reinforcement of desired behaviors and early and frequent correction of inappropriate behaviors.
- Ensure students experience strong positive regard from and strong positive relationships with staff members.
- Ensure student interactions with peers are positive, and intervene if exclusionary, hostile or demeaning interactions occur.
- Ensure staff members know how to identify bullying and harassing behaviors
- Ensure staff know and have practiced safe and effective methods for intervening when there are threats to student safety.
- Monitor and limit contemporary determinants for inappropriate behavior such as having to wait, task length, task difficulty, peer involvement, etc.
- Base classroom structure such as seating and group participation on behavior.
- Maintain a classroom environment which allows for teacher mobility and teacher/student contact (visual, verbal, and physical)
- Use criteria for expectations based on observed behavior and performance.
- Use rules, point cards, and schedules of daily events as discriminative stimuli.
- Use contracting to individualize, specify expected behavior, and identify reinforcers.
- Arrange seating to allow all students to be able to observe the teacher and the teacher can scan the entire class.
- Use language that is positive and firm, not demeaning, insulting or harassing.
- Intervene early when any form of conflict occurs.
- Do not ignore behavior as an excuse for not intervening.
- Use time out or removal to help student resolve problem behavior and to prevent contagion, destruction of property, and danger to others.
- Communicate and coordinate with other teachers
- Communicate with home to prevent students playing one adult against another.

## **INSTRUCTIVE AND CORRECTIVE RESPONSES – EFFECTIVE RESPONSES AND INTERVENTIONS FOR CHALLENGING STUDENT BEHAVIOR**

A student is a member of his or her school community. If a member of the community does not meet the expectations needed for a safe, supportive and productive learning environment, school staff members' first and most frequent response should be to use misbehavior as a teachable moment to help the student correct future behaviors. Using the opportunity to instruct and correct behaviors is the most reliable and effective method to change the behavior of students. In addition, it takes minimal time away from instruction and promotes behavior change in students. One of the simplest ways to make this change is through **Instructive and Corrective Responses**, some of which are so simple we use them all the time.

**Instructive responses** should be used when the student's inappropriate behavior is caused by a lack of knowledge, in general or in the moment. If a student does not know the behavioral expectations, he or she cannot follow them. Instructive consequences are designed to teach students general behavioral expectations and new skills needed to allow them to meet those expectations. Instructional responses include reteaching expectations, allowing students to practice expectations, modeling expectations, and helping students reflect on the impact of their behavior on themselves and others.

**Corrective responses** should be used when a student knows but momentarily disregards the expectations. In order to not repeat inappropriate behaviors, students must be afforded the opportunity to correct their behavior, preferably in the moment. Corrective consequences require students to demonstrate and practice the expected behavior as a replacement for the inappropriate behavior. Corrective responses include reminding, redirecting, setting up intentional cues, and teaching different behavioral responses.

Most staff members in schools use instructive and corrective responses regularly, so many of these may be familiar to you. Using instructive and corrective responses when given the opportunity will create a safe, supportive and productive school climate. The examples below are organized from least intensive to most intensive responses. ***These are intended to serve as examples only*** – additional instructive or corrective consequences may be appropriate to your setting.

- Correct fluently – use supervisory opportunities to engage students in positive conversations and build ongoing relationships; create a menu of behavioral consequences as part of a school and classroom management plan; ignore misbehavior that is designed to get attention; refrain from excusing the student from assigned work as a result of the misbehavior; and develop a natural consequences for off-task behavior.
- Verbally redirect – remind students of behavioral expectations.
- Reteach expectations – remind students of behavioral expectations and practice the appropriate behavior at the time.
- Check-in and Check-out – set up a regular interaction between the student and a staff member with whom the student has a positive relationship. Use the interaction to *reinforce* specific behavioral expectations and *correct* any inappropriate behavior.
- Assign student to short courses or modules on topics related to behavior as a consequence for inappropriate behavior.
- Balanced and Restorative Justice Strategies (see next section for more information).
- Anger management group services – referral to social worker, counselor, or community partner for students who qualify to participate in group services to build coping skills and improve communication skills.

## **BALANCED AND RESTORATIVE JUSTICE STRATEGIES**

Balanced and restorative justice strategies are ways of thinking about and responding to conflicts and problems by involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. These strategies are also called “Restorative Justice” and “Restorative Practices.” The following is a listing of generally accepted restorative strategies. These strategies may be used at the discretion of the principal in lieu of, or in addition to, certain other interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. This list is not exhaustive of all balanced and restorative justice strategies. These opportunities are ongoing and not available at all school locations. **Circles** (Also called **Peacemaking Circles, Peace Circles, Healing Circles, Circles of Understanding**) **Circles use traditional circle ritual and structure to allow all participants to speak from the heart, share in a search for understanding, and together identify the steps necessary to heal all affected parties and prevent future offenses. Circles should always be facilitated by a trained “Circle Keeper.”**

Circles typically involve a multi-step procedure that includes: (1) agreement by the referred student to participate in the circle process; (2) a healing circle for the injured party; (3) a healing circle for the referred student; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the referred student. The healing plan may incorporate commitments by the school, community, and family members, as well as by the referred student. Procedures vary from community to community and are designed locally to fit community needs and culture. Circles also may be used in schools to improve school culture and build relationships.

Circles are not appropriate for all offenses. To determine whether a circle is appropriate, consider the connection of the referred student to the community, the sincerity and nature of the referred student's efforts to be healed, the input of injured parties, and the dedication of the referred student's support group.

### **Community Service**

Community service is work performed by a referred student for the benefit of the school community. Because neighborhoods and school communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that contributes to their improvement. Community service offers one way a referred student can be held accountable to repair some of the harm caused by his or her criminal or delinquent actions.

Examples of community service include: programs that beautify a community's environment such as cleanup efforts or graffiti removal. Truly restorative community service offers the injured party the opportunity to provide input into the types of community service they would like to see the referred student perform, including activities that directly benefit the injured party or a charity or project of the injured party's choice.

### **Peer Juries** (Also called *Youth, Teen and Student Courts*)

Peer Juries are programs in which youthful referred students, injured parties, and community members work to repair harm, build competencies and help to create safer schools and/or communities. Youth courts typically resemble courts, while peer juries often resemble peacemaking circles or community panels. Agencies utilizing youth court programs include juvenile courts, juvenile probation departments, law enforcement, private nonprofit organizations, and schools.

School peer juries involve hearings at the referred student's school or within the Network of the referred student's school. In order to appear before a school peer jury, the referred student must admit to committing the misconduct, and the student and parent/guardian must agree to abide by the agreements made between the referred student and the school peer jury and complete the disciplinary actions recommended. To participate in school peer juries, a student must be referred by the principal or designee. Any individual school's program must be approved by the Chief Executive Officer or designee, and school peer jury members must receive specialized training.



### **Restorative Group Conferencing** *(Also called Family Group Conferencing or Accountability Conferencing)*

Restorative group conferencing involves the community of people most affected by the offense -- the injured party and the referred student; and the family, friends and key supporters of both. A trained facilitator leads a discussion about the harm caused and how that harm might be repaired. To participate, the referred student must admit to the offense. Participation by all involved is voluntary. The conference typically begins with the referred student describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the injured party to start the discussion, if they wish. Through these narrations, the referred student is faced with the human impact of the behavior on the injured party, on those close to the injured party, and on the referred student's own family and friends. The injured party has the opportunity to express feelings and ask questions about the incident. After a thorough discussion of the impact of the behavior on those present, the injured party is asked to identify desired outcomes from the conference, and thus help to shape the obligations that will be placed on the referred student. All participants may contribute to the problem-solving process of determining how the referred student might best repair the harm he or she has caused. The session ends with participants signing an agreement outlining their expectations and commitments. The facilitator should conduct in person, pre-conferencing sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. Conferencing is not appropriate when there are power differentials, such as between gangs or in a bully-injured party situation.

### **Injured Party Impact Panels** *(also called Victim Impact Panels)*

Injured party impact panels provide a forum for injured parties to tell a group of referred students about the impact of the offense on their lives and on the lives of their families, friends, and neighbors. Panels typically involve three or four injured party speakers, each of whom spends about 15 minutes telling their story in a nonjudgmental, non-blaming manner. The referred students of the injured party presenters are not present. While some time is usually dedicated to questions and answers, the purpose of the panel is for the injured parties to speak, rather than for the injured parties and referred students to engage in a dialogue. Injured parties should be sufficiently healed from their experience before participating in a panel to avoid exacerbation of their trauma. Injured party impact panels are almost never appropriate for bullying situations, because of the probability the panel may further empower the bully.

### **Injured Party-Referred Student Conferencing** *(Also called Victim-Offender Conferencing, Mediation, or Dialogue)*

Injured party-referred student mediation is a process that provides the injured party an opportunity to meet the offending student, in a safe and structured setting, and engage in a mediated discussion of the offense. With the assistance of a trained mediator, the injured party is able to tell the referred student about the offense's physical, emotional and financial impact; to receive answers to lingering questions about the offense and the referred student; and to be directly involved in developing a restitution plan for the referred student to pay back his or her financial debt. The process is not primarily focused on reaching a settlement, but most sessions do result in a restitution agreement. The mediator should conduct in person, pre-mediation sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached. This conference is almost never appropriate for bullying situations, because the injured student is vulnerable to more emotional harm and the conference may inadvertently empower the bully even more.

## **PROCEDURAL GUIDELINES FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS**<sup>5</sup>

### **SBCSC Special Education Procedures for Discipline and Behavior**

State law defines suspension “as a unilateral, temporary removal” of a student from that student’s current placement. Suspension for part of a day constitutes a full day suspension.

If bus transportation is part of the student’s IEP as a *related service*, a suspension from the bus is considered an out of school suspension UNLESS the school provides alternative transportation for the student.

A short term removal of a student pursuant to the student’s IEP (e.g. At Home Isolation) is not considered a suspension/removal. However, if the use of At Home Isolation is being used regularly, the CCC should re-convene to make adjustments to behavioral strategies in the IEP.

A total of ten (10) cumulative days is the total number of days that a student with a disability can be suspended and not receive educational services.

**Departmental and corporation guidelines do not allow out of school suspensions beyond 10 days per school year.**

Once a student reaches the 10 day limit, the school must:

- Provide services that enable the student to progress appropriately in the general education curriculum;
- Provide services that enable the student to advance toward achieving the goals set out in the student’s IEP; and
- Add a Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) to the student’s IEP. If the student has a BIP, the case conference committee must review the plan and make any necessary modifications.

### **IN-SCHOOL SUSPENSION**

In-school suspensions count toward the ten (10) cumulative instructional days of suspension UNLESS the student is given the opportunity to:

- Participate appropriately in the general education curriculum; and
- Receive special education services as specified in the student’s IEP; and
- Participate with students without disabilities to the extent the student would have in his/her current placement.

In-school suspensions or “alternative programming” that may meet the above criteria must not occur frequently or excessively because this constitutes a change of placement.

**Frequent and excessive departures from the services outlined in a student’s IEP are a denial of a Free and Appropriate Public Education (FAPE).**

**Frequent and numerous suspensions are strong indicators of a need to convene a case conference to revise the IEP.**

School Administrators must keep the student’s TOR informed of the number of ISS days, and the nature of the incidents.

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<sup>5</sup> All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

## HOME ISOLATION

At Home Isolation may be written into the IEP's Behavioral Intervention Plan (BIP) as a reaction strategy for students who present behavior that is dangerous to the student or others. It is a removal for the remainder of a day ONLY and is an administrator directed consequence.

At Home Isolation allows a cooling off period outside of the school setting and prevents the student from missing a full day of instruction.

The specific reason for the At Home Isolation must be documented in the BIP. Repeated use of At Home Isolation may constitute a change of placement; therefore a case conference should be convened to review placement and services if it is being used regularly.

## Disciplinary Change of Placement

A change in placement occurs when a student is suspended for more than 10 cumulative instructional days, and the series of additional suspensions "constitutes a pattern" due to the length of each suspension, the cumulative time of the suspensions, and the proximity of the periods of suspension.

School personnel to consider such factors as:

- A student's disciplinary history
- Ability to understand consequences
- Supports provided to the student prior to the code of conduct violation
- Other relevant considerations

These factors may constitute "unique circumstances" when determining whether a disciplinary change of placement is appropriate.

**It is Departmental guidelines that any student with a disability who is suspended 10 cumulative days per school year is considered to have had a change in placement. A Manifestation Determination Conference (MDC) is required for these students.**

## Multiple Suspension-Manifestation Determination Conference

Grades 5-8 and 9-12

A Multiple Suspension MDC must be held on any student with a disability within 10 school days of the tenth (10<sup>th</sup>) cumulative day of suspension during a school year. **Suspensions out-of-school in excess of 10 days without the provision of special education services is a violation of federal and state law. The Indiana Department of Education and the U>S> Office of Civil Rights monitor these violations closely.**

To schedule the Multiple Suspension MDC, the administrator must do the following:

- Contact the district support team leader to schedule the Multiple Suspension MDC.
- Notify the parent of the Multiple Suspension MDC, confirming that the date and time scheduled works for the parent. The TOR needs time to review the current IEP/BIP for any potential changes and/or updates.

The MDC committee reviews evaluation/diagnostic results, observations of the student, the student's current IEP, behavioral records, and other pertinent data. The committee determines whether the following standards have been met:

- The conduct in question (multiple suspension) was caused by; or had a **direct** and substantial relationship to the student's disability; OR
- The conduct in question (suspension) was the **direct** result of the failure to implement the student's IEP.

If either of the two standards above is met, the conduct in question (behaviors that have resulted in suspension) must be considered related to the student's disability. If it was determined that the conduct in question was the direct result of the failure of the school to implement the student's IEP, immediate action must be taken to correct the deficiencies.

Regardless of whether there is a relationship or not, the case conference committee will need to review and revise if needed, the IEP, Functional Behavioral Assessment (FBA), and Behavioral Intervention Plan (BIP) immediately following the MDC.

## Expulsion

Federal and state law defines longer term removals (expulsion) as a change of placement.

South Bend Community School Corporation policy considers the recommendation for expulsion as a longer term removal for more **serious** violations of the school code of conduct.

Students receiving special education services are subject to expulsion from school. However, before proceeding with the expulsion process, a Manifestation Determination Conference (MDC) must be held. This MDC must occur within 10 instructional days of the decision to recommend expulsion. At the MDC, the committee will determine whether the student's behavior subject to the disciplinary action is a manifestation of the student's disability.

If expulsion is being recommended, the school administrator must follow these steps in arranging a Manifestation Determination Conference (MDC):

- Notify the parent on the date of the incident (no later than 5 days after the incident) and provide the parent with a copy of the Procedural Safeguards.
- Contact Special Education Services to schedule a mutually agreeable time between parents, school staff, and special education administrator for the Manifestation Determination Conference. Inform the parent of the date/time of the MDC.
- Notify the TOR of the MDC so the TOR can send the Notice of Case Conference to the parent.
- Document all efforts to contact the parent/guardian by phone, mail, etc.
- Submit the letter to the Superintendent and the Recommendation for Student Expulsion form (see Student Services Department Handbook) on the X-drive within 5 days of the infraction.

The requirements for MDC participants are the same as required for other case conferences. In general, the following people attend an MDC:

- Parent/guardian
- Student (if age 14 or older)
- School Administrator or Designee
- Student's General Education Teacher
- Student's Teacher of Record

- Special Education Administrator

The MDC committee reviews evaluation/diagnostic results, observations of the student, the student's current IEP, behavioral records, and other pertinent data. The committee then determines whether the following standards have been met:

- The conduct in question (violation) was caused by; or had a **direct** and substantial relationship to the student's disability; or
- The conduct in question (violation) was the **direct** result of the failure to implement the student's IEP.
- If the MDC Committee determined that the student's behavior was the direct result of the school failing to implement the student's IEP, the school must correct the deficiencies *immediately*.

If either of the two standards above is met, the conduct in question (violation) must be considered a manifestation of the student's disability.

A copy of the written report of the MDC conference is given to the parent, school administrator, teacher of record and a copy placed in the cumulative file.

**APPROVE** is an interim alternative education setting (IAES) designed for students recommended for expulsion due to drugs, weapons, or serious bodily injury. If an IAES is recommended by the case conference, the committee must reconvene to review placement within 45 instructional days.

Placement through the legal system at Juvenile Justice Center (JJC) is also considered an interim alternative educational setting. Educational services are provided at JJC. If the student is at JJC, those days of incarceration count towards the 45 instructional days.

If a parent requests mediation and/or a hearing to challenge the decisions or the recommendations of the Manifestation Determination Conference, the student must remain in the current placement unless the parent and school agree otherwise; **or** unless the misconduct involved drugs, weapons, or serious bodily injury.

## **HOME ISOLATION**

[At Home Isolation](#) may be written into the IEP's Behavioral Intervention Plan (BIP) as a reaction strategy for students who present behavior that is dangerous to the student or others. It is a **removal for the remainder of a day ONLY** and is an administrator directed consequence. **All instances of At Home Isolation must be documented as Y=Home Isolation** in PowerSchool.

At Home Isolation allows a cooling off period outside of the school setting and prevents the student from missing a full day of instruction.

The specific reason for the At Home Isolation must be documented in the BIP. Repeated use of At Home Isolation may constitute a change of placement; therefore a case conference should be convened to review placement and services if it is being used regularly.

## **REFERENCE GUIDE FOR BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS**

### **Knives, including but not limited to:**

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters
- Razors

### **Tools, including but not limited to:**

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

### **Other Objects, including but not limited to:**

- Mace/Pepper spray
- Broken bottles or other pieces of glass
- Wooden sticks/boards

### **Firearms - these include:**

- Pistol
- Revolver
- Other firearms
- Live ammunition/Live bullets
- Any part or portion of a machine gun or rifle

### **Knives - these include only the following types of knives:**

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

### **Explosive Devices/Gases - these include:**

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades
- Other explosive substances

### **Other Objects - these include:**

- Blackjack
- Slingshot
- Sand club
- Sandbag
- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

**“Look-Alike” Firearms - these include:**

- B.B. guns
- Air guns
- Other objects, including “toys” or replicas that reasonably resemble real firearms

***SPECIAL CONSIDERATION***

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be charged with a violation of the SCC. *If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be charged with the appropriate violation as detailed in Level III.*

**Sporting Equipment - these include but are not limited to:**

- Baseball bats
- Golf clubs

**Personal Grooming Products - these include but are not limited to:**

- Nail clippers/files
- Combs with sharp handles
- Tweezers

**School Supplies - these include but are not limited to:**

- Scissors
- Laser pointers
- Pens/Pencils
- Rulers
- Padlocks/Combination locks
- Other objects commonly used for educational purposes

Must be completed for (circle one): Disruption requiring the removal of student or peers; threats; dangerous behavior resulting in physical intervention or injury

Both sides must be completed in ink. Use the blank space for a detailed account of what was done and by whom at each stage of escalation.

### SBCSC BEHAVIOR INTERVENTION REPORT

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Time: \_\_\_\_\_ Location: (room and subject) \_\_\_\_\_  
 People Involved: \_\_\_\_\_  
 Person Completing Report: \_\_\_\_\_

Stages of Crisis Development	Describe Student Behavior/ Incident	Goals of Intervention	Interventions from BIP that were followed (Check if used)
<b>ANXIETY:</b> <ul style="list-style-type: none"> <li>○ Did you see anxiety increasing? YES NO</li> <li>○ If yes, what support was used?</li> </ul>	OBSERVED:	<b>PREVENTION:</b> <ul style="list-style-type: none"> <li>○ Honor personal space</li> <li>○ Use nonthreatening verbal and nonverbal cues</li> <li>○ Offer assistance</li> <li>○ Empathic listening</li> <li>○ Remove triggering stimuli</li> <li>○ Calming techniques</li> </ul>	<b>STRATEGIES:</b> <ul style="list-style-type: none"> <li>○ Supportive stance</li> <li>○ Offered choices</li> <li>○ Accommodations made to materials/ expectations</li> <li>○ Relaxation skills</li> <li>○ Referred to _____</li> <li>—</li> </ul>
<b>DEFENSIVE:</b> <ul style="list-style-type: none"> <li>○ Did you observe the typical verbal behaviors (questioning, refusing, venting, or intimidating)? YES NO</li> </ul>	OBSERVED:	<b>PREVENTION:</b> <ul style="list-style-type: none"> <li>○ Remain calm; do not take it personally</li> <li>○ Use simple clear language</li> <li>○ Set reasonable and enforceable limits</li> <li>○ Allow student time to make a positive choice</li> </ul>	<b>STRATEGIES:</b> <ul style="list-style-type: none"> <li>○ Restated expectation</li> <li>○ Set limits</li> <li>○ Gave time away to calm down</li> <li>○ Allowed student to vent without interruption</li> <li>○ Called for assistance</li> </ul>
<b>ACTING OUT:</b> <ul style="list-style-type: none"> <li>○ Did the student's behavior pose a risk of injury to self or others? YES NO</li> </ul>	OBSERVED:	<b>INTERVENTION:</b> <ul style="list-style-type: none"> <li>○ Maintain safe distance</li> <li>○ Seek assistance</li> <li>○ Remove audience</li> <li>○ Use team approach</li> <li>○ Use least restrictive techniques</li> </ul>	<b>STRATEGIES:</b> <ul style="list-style-type: none"> <li>○ Student visually monitored/ area cleared</li> <li>○ Crisis team responded</li> <li>○ Security responded</li> <li>○ CPI physical intervention used               <ul style="list-style-type: none"> <li>Child control</li> <li>Team restraint</li> </ul> </li> <li>○ Duration of event _____</li> </ul>





## **South Bend Community School Corporation Office Discipline Referral (ODR) Instructions**

Culturally Responsive Positive Behavior Interventions and Supports ([CR PBIS](#)) research states that the majority of misbehavior is the result of a cultural mismatch\* or a skill deficit. Therefore, the natural response to misbehavior is instruction.

This document is intended to:

- Define behaviors in terms that are observable and measurable, while avoiding language that is emotionally laden or that conveys value judgments.
- Improve student outcomes through accurately defining behavior in order to provide targeted instruction to meet those needs.
- Used in conjunction with the Instructional Responses to Misbehavior found in the Student Code of Conduct (SCC)
- Grow and improve throughout the school year as a result of educator input. Please email additional instructional responses to Kirby Whitacre, HEA 1419-PBIS Coordinator, at [kwhitacre@sbcsc.k12.in.us](mailto:kwhitacre@sbcsc.k12.in.us).

The Office Discipline Referral form is not:

- A “rap sheet”.
- Collecting evidence to use against a student.
- An intervention.

The ODR is:

- A tool used for data collection.
- A method for identifying patterns so that targeted instructional interventions may be designed.
- Data-driven instruction.

Per [Indiana Code 20-33-8-9](#), “An individual may remove a student for a period that does not exceed five (5) school days from an educational function supervised by the individual or another individual who is a teacher or other school staff member.” Instructional interventions and strategies may be found in the document, *Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide*.

\* Cultural Mismatch occurs when a child's home culture and the school culture hold conflicting expectations for the child's behavior.

### **Instructional Responses to Misbehavior**

#### **Because we know that**

- All children are capable of learning,
- All children want to learn,
- The vast majority of misbehavior is the result of a skill deficit or a cultural mismatch, and
- It is developmentally appropriate for children to test boundaries,

## **The natural response to misbehavior is instruction.**

The Instructional Responses to Misbehavior included in the Student Code of Conduct (SCC) is an instructional tool to be used to teach appropriate academic behavior. The ODR and SCC are used in conjunction in order to identify patterns of behavior, possible causes or functions of the behavior, an instructional path in order to remediate the skill deficit or cultural mismatch, and possible ways of defining and determining success. Therefore, many of these strategies will be familiar, and the list is by no means exhaustive.

Please use this document as part of the 8-Step Instructional Process of Plan, Do, Act, Check (repeat). At every level, authentically engage the student in the problem-solving process, in addition to collaborating with other staff, parents/guardians, and other family members who are a positive force in the child's life.

## **Two research-based strategies shown to reduce the incidence of misbehavior by 85% within two weeks with the most difficult students are 4x1 and 2x10.**

**4x1:** Provide the student with four positive comments addressing his/her behavior or skills for every negative comment. The positives should be genuine and focused on behavior and skills rather than on superficial items such as appearance. For example, "I appreciate how you have your book open and you're ready to learn!" as opposed to, "Your hair looks so pretty today!" Address the behavior you would like to see repeated.

**2x10:** Engage the student in positive conversation for two minutes a day for 10 days in a row. If this is new behavior to the student, expect some initial misgivings, but do not give up. Again, the conversation should be genuine and focused on areas of interest for the student.

These strategies cost nothing, are easily implemented, are easy to teach to other staff, and have an 85% efficacy rate.

### **Additional Resources:**

[The Research to Practice Collaborative](#); [www.consciousteaching.com](http://www.consciousteaching.com); [Teaching Tolerance](#); [PBIS Indiana](#); [The Equity Project](#); [Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide to School Discipline](#)

***Quality Learning for Every Student Every Day!***

## Instructions for Completing an Office Discipline Referral (ODR)

### Level I, Inappropriate Behaviors (A-C)

A Level I infraction refers to a behavior in which the instructional response will take place within the setting where the behavior is taking place, i.e. the classroom, bus, cafeteria, library, etc.

Staff is to complete Section 1 for the first classroom disciplinary incident deemed disruptive enough to learning to warrant documentation. If a child has a Behavioral Intervention Plan (BIP), check the redirection/de-escalation strategies used. Communicate with the student's parent/legal guardian so he/she may be informed of the incident. Document the conversation in the space provided. Utilize the tools in the Student Code of Conduct to address the behavior with the student.

Upon the second incident of disrupting learning, repeat the procedure above and complete Level I, section 2 of the same ODR.

Upon the third incident of disrupting learning, repeat the procedure above and complete Level I, section 3 of the same ODR.

If there is a fourth incident causing a disruption to learning, the teacher/staff member may find it necessary to complete *Level II, Seriously Disruptive Behaviors*, and select *4<sup>th</sup> Violation of Level 1 Behavior*. List the letters of the behavior violations in the blanks provided. If a student has a BIP, indicate the redirection/de-escalation strategies used, and again document the communication with the student's parent/guardian regarding this fourth incident.

Level I (1-3): The ODR will remain with the staff member completing the form. Level I behaviors for each quarter/trimester will not carry over into the next grading period. Students will receive a fresh start at the start of each grading period.

### Level II, Seriously Disruptive Behaviors

Staff is to complete *Level II, Seriously Disruptive Behaviors* by checking the most intrusive behavioral infraction. If a child has a BIP, check the redirection/de-escalation strategies used. If a student has a BIP, indicate the redirection/de-escalation strategies used, and again document the communication with the student's parent/guardian regarding this incident.

**NOTE: Staff is not required to complete *Level I (1-3)* if sending a student out on a Level II or Level III behavior.**

### Level III, Most Seriously Disruptive Behaviors

In the occurrence of a behavior that is *Level III, Most Seriously Disruptive*, staff is to notify an administrator or SRO immediately, then complete the ODR immediately following notification. It is the responsibility of an administrator to notify the proper authorities and parent/guardian of the incident. Administrators will issue the appropriate consequence guided by the Student Code of Conduct.

Staff is to retain the **gold copy**. The remaining copies are to be sent to the Main Office with the student, or by a separate messenger when appropriate. The administrator shall complete the section, ACTION TAKEN, and return the **pink copy** to the staff member who completed the form. The **white original** is to be placed in the student's file and the **canary copy** is to be forwarded to the Guidance Department or the CR-PBIS Team as determined by each building. **The white and canary copies** are to be kept as a record of the student's behavior until the child is no longer in the grade level range of that particular school.

Note: At no time is a single ODR to be completed by two or more staff members.

### **Redirection/De-escalation Techniques & Strategies:**

When redirecting a student: use a calm tone of voice, use as few words as possible, remind the student of his/her goals, remind the student that **there is always a choice**, remind the student to make a choice he/she believes will get him/her closer towards his/her personal choice, and allow the student reasonable time to decide. Use supportive body language, and remain respectful to students through tone of voice, cadence, volume and body language.

Please use the ODR as a data-collection tool, coupling it with the strategies in the Student Code of Conduct, so together we may achieve ***Quality Learning for Every Student Every Day***.

## Definitions of Behaviors

### Level I: Inappropriate Behavior

- A. Improper Use of Technology:** Using a personal communication device during school hours or on the bus
- B. Disrespectful Behavior:**
1. Walking Away: Leaving while a staff member or adult in authority is talking to the student.
  2. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.
  3. False information: Providing false or misleading information either written or oral
- C. Dress Code:** Dress does not comply with building expectations
- D. Attendance:**
1. Tardy: Late to class without an approved excuse
  2. Unexcused Absence: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration. Indiana Law states that once a student 10 days of unexcused absences is defined as habitual truancy. [IC 20-33-2 \(Compulsory School Attendance\)](#)
  3. Truancy: Leaving the classroom or assigned area without obtaining approval; hiding
- E. Inappropriate Language/Gestures/Disruptive/Disorderly Conduct:**
1. Conduct which is likely to result in serious bodily injury or substantial property damage, and/or making unreasonable noise that interferes with educational activities and refusing to cease the disruption when requested; horse playing
  2. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury
  3. Saying words that are offensive, sexual, or considered obscene in an academic, professional setting.
- F. Academic Dishonesty:** Using the work of others or published work; violating rules of honesty such as copying another student's test, assignment, etc.

### Level II: Seriously Disruptive Behaviors

- G. Prolonged Interruption of Instruction:** Conduct that causes a large disruption to the learning environment for either 20% or 15 consecutive minutes of the education process after having received direct instruction and multiple interventions regarding compliance.
- H. Theft/Forgery:**
1. Having in one's possession property obtained without permission of the owner or procession (physical control over, including clothing, lockers, or bags) of stolen property.
  2. Alteration of documents including possession or signing
- I. Failure to Serve:** Failure to report for the prescribed consequence such as detention or In-School Suspension
- J. Vandalism:** Deliberate destruction or damage of property

**K. Tardiness:**

1. Nine or more instances of being late to class without an approved excuse
2. Twelve or more instances of being late to class without an approved excuse

**L. Bullying/Harassment:** Under IC 20-33-8-0.2, “bullying” means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include harassment based on real or perceived race, ethnicity, gender/gender identity, sexual orientation, disability, or religion.

**M. Provocation/Injury to Others:** To incite a fight; physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that may cause injury; more than horseplay

**N. Sexual Conduct:** Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force.

1. Sending, sharing, viewing, and possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device.
2. Falsely accusing any person of sexual harassment.

**O. Fireworks:** Possession, use, sale, or distribution of fireworks and/or any other incendiary devices.

**Level III: Most Seriously Disruptive Behaviors**

**P. Firearms/Weapons:** Possession of ammunition; possession of a knife, explosive, chemical agent dispenser, destructive device, or other object that can reasonably be considered a weapon; possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person’s intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.

**Q. Drugs/alcohol:** Possession and/or use of narcotics/drugs/tobacco/alcohol and/or paraphernalia

**R. Assault/battery:** More than fighting, assault/battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, rape, molestation or criminal recklessness.

**S. Bomb/False Alarm:** The making of threats or providing false information about the presence of explosive materials, devices, or a fire on school property without cause in writing, in person or by phone, including text messaging

**T. Persistent, severe, or unwanted sexual conduct:** Inappropriate sexual conduct, sexual gestures, inappropriate touching, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which involves the use of force such as rape and molestation.