

# ***Coyote Code of Conduct***



**Covington Elementary School**  
2430 W. Hamilton Rd. S.  
Fort Wayne, IN 46814

Covington Coyote Family,

Covington Elementary School is proud to provide a high-quality education in a safe, exciting, and challenging learning environment. Considering the potential of every individual, we educate and support all students academically, socially, emotionally, culturally, and physically so that each may meet, with increasing confidence, life's present and future challenges, as lifelong learners and responsible citizens.

The Coyote Code of Conduct (CCC) outlines the expectations for all students and to help members of our learning community have a clear understanding of their rights and responsibilities in making our school a safe place for everyone.

Since 2007, the staff has received on-going training in the Highly Effective Teaching Model, helping establish a consistent positive climate and community throughout our school. In August 2015, we began training of the Positive Behavior Interventions and Supports (PBIS), which complimented and strengthened the positive environment and approach to student discipline and behavior.

The CCC allows us to stay focused on preventative expectations utilizing corrective responses with the continued goal of students being present in their learning. Covington strives to keep all students engaged, learning, and succeeding in a safe and positive environment.

Please take time to read and understand the CCC and discuss it with your student, as we continue to be partners in best preparing today's learners for tomorrow's opportunities.

Sincerely,

Fredric L. Graf

Covington Elementary School Principal

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## INTRODUCTION

In order to maximize the learning of all students, classrooms and schools must provide an environment that promotes appropriate behavior and minimizes disruptions. All students should have clear, consistent and obtainable expectations for behavior at school. The Coyote Code of Conduct (CCC) includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional, and behavioral growth. This balanced approach is most effective when school staff and parents/family work collaboratively to guide and support students to function appropriately in the school environment and as citizens in the greater community.

To assist students, parents/guardians/families, administrators, and school personnel in maintaining a safe and supportive learning environment, the *Coyote Code of Conduct* will:

- describe rights and responsibilities of all students and parents/families.
- identify prevention strategies.
- identify classifications of incidents and describe corrective strategies for low level behavioral incidents.
- describe potential disciplinary consequences involving suspension or expulsion for serious or dangerous incidents; and
- standardize procedures for administering disciplinary actions to students, including student with disabilities.

## PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE

Covington Elementary School promotes positive school climates to facilitate high levels of teaching and learning. The school community is responsible for developing a school climate that supports optimal learning and positive behavior throughout a student's school experiences. A positive school climate includes:

- positive relationships among all stakeholders (students, parents/families, all school personnel, and community partners).
- engaging in culturally responsive academic and extra-curricular activities for students that meet behavioral, developmental, and academic needs.
- effective communication among schools, parents, and communities.
- training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort.
- support for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and communities.
- clean and well-maintained environments that support school pride and the importance of life-long learning; and
- learning environments where students and staff feel physically and emotionally safe.

A multi-tiered system of supports, including Response to Intervention (RtI) is the framework used to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. Multi-tiered systems of support create a school environment where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school.

In this effort, Covington Elementary promotes the Lifelong Guidelines: **Be Trustworthy, Be Truthful, Use Active Listening, Do your Personal Best, and Use No Put-Downs.**

Covington supports all students through a tiered model of increasingly intense interventions or enhancements available based upon a student's individual academic and behavioral needs. For example, in a tiered system **ALL** students are taught to use conflict resolution skills, yet there are **SOME** students who need more support to use the skills because they also need to practice social skills to interact successfully with peers. **FEW** students may need an additional tier of support with more personal instruction and direct practice of the conflict resolution skills. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

Covington staff members engage students, including those with disabilities, in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns are opportunities for problem solving and instruction for growth. Corrective responses to behavioral concerns include both instruction and appropriate consequences to support children's development of appropriate behavior. The use of consequences should be carefully planned with well-defined outcomes to provide the greatest benefit to the student.

## DIVERSITY STATEMENT

SACS is committed to creating an atmosphere of acceptance that enhances learning by recognizing the inherent worth of all individuals. Diversity stimulates creativity, promotes the exchange of ideas, and enriches life. The term diversity encompasses differences of culture, background, and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, color, gender, sexual orientation, class, age, and disabilities, as well as political and religious affiliation and socioeconomic status. Appreciation of diversity can be achieved by building relationships among students, staff, parents, and community members based on mutual respect, polite exchange of ideas, and honesty.

## PARENTS AS PARTNERS

Students, parents, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. As role models, parents and school staff should exhibit the behaviors they would like to see students emulate and thus be successful in school and in society. Parents are encouraged to discuss with their child's teacher(s) and other school staff issues that may affect student behavior. Likewise, school staff should keep parents informed of their child's behavior and enlist parents as partners in addressing concerns. Meetings between parents and school staff are encouraged to solve problems, prevent behavior problems, and support behavior change and skill development. Parents who want to discuss behavioral supports and interventions for their child should contact their child's teacher, school administrator, or parent educator.

In this document the terms "parent" and "family" are used interchangeably and refer to any adult caretaker or group of caretakers who play a primary role in a child's cognitive, social and emotional development, including guardians, grandparents, foster parents, and extended family members.

## WHO SHOULD READ THE COYOTE CODE OF CONDUCT

The Coyote Code of Conduct (CCC) is important for all members of the school community to read and understand. When all partners know, understand, and follow the CCC, they will help schools be safe, respectful, and productive places for all to learn and thrive.

**Students:** The CCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the behaviors expected of you at school. The CCC describes behaviors that are allowed at school and explains the consequences if you behave inappropriately. If you follow the CCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates to learn.

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

**School Staff:** The CCC 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 the school's climate, please talk to your school principal so that you and your administrator can work to maintain a safe and orderly learning and work environment.

**School Administrators:** The CCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. At the beginning of each academic school year, parents will receive the CCC through the registration process. As new students enroll at Covington during the school year, the CCC will be included in with enrollment documents. 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 CCC is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Superintendent or designee is responsible for monitoring the implementation of prevention strategies and the safety and security in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by ethnicity and gender of students and preparing recommendations for improving school discipline.

## RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. A public education unhindered because of race, religion, national origin, gender, sexual orientation, disability, parenthood, pregnancy, marital status, economic status, and other personal characteristics or any reason not related to their individual capabilities.
2. An orderly, safe school and classroom environment that will promote learning for all students.
3. Be taught school and classroom procedures and expectations.
4. Be treated fairly, courteously, and respectfully.
5. Express themselves in speech, writing, or symbolism within boundaries of the law and policies of the school system.
6. Peaceful assembly.
7. Protection from unlawful search and seizure of their personal possession(s) or their person without

reasonable suspicion.

8. Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.
9. Tell his/her side of the story.

#### Students have the responsibility to:

1. Read and become familiar with the CCC.
2. Be accountable for the decisions they make in the classroom and school-related activities.
3. Attend school daily, prepare for class, and complete classwork and homework assignments to the best of their ability.
4. Avoid actions or activities that may be unsafe or may interfere with the right of any other person to a public education.
5. Know and obey school expectations and instructions given by the school principal, teachers, and other staff.
6. Ensure that communications do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others or violate the law or Board policy.
7. Respect school property, community property and the property of others.
8. Ensure that their conduct contributes to a safe environment while being transported to and from school.
9. 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.

#### Parents/Families have the right to:

1. Be actively involved in your child's education.
2. Be treated courteously, fairly, and respectfully by all school staff and principal(s).
3. Receive information about the policies of the Board and procedures related to the CCC and their children's education.
4. Get regular reports, written or oral, from school staff regarding your child's academic progress and behavior.
5. Be notified of behavior violations of your child and any disciplinary actions taken by principal(s) or school staff.
6. Receive information about due process procedures for disciplinary matters concerning your child.
7. Receive information from school staff about ways to improve your child's academic or behavioral progress.

#### Parents/Families have the responsibility to:

1. Read and become familiar with this CCC.
2. Make sure your child attends school regularly and on time, and when absent, let the school know why.
3. Inform school officials about any concerns in a respectful and timely manner.
4. Work with principals and school staff to collaboratively address academic and behavioral concerns their child may exhibit.
5. Talk with your child about the behaviors expected at school.

6. Be respectful and courteous to staff, other parents, families, and students while on school premises.
7. Support your child's learning and school activities at home.
8. Give the school accurate and current contact information.

School staff has the right to:

1. Be treated courteously, fairly, and respectfully by students, families, and other school staff.
2. Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
3. Not be interrupted by parents/community members during instructional time.
4. Work in a safe and orderly environment.
5. Professional development to support understanding of the CCC and the implementation of positive behavior supports and other interventions to maintain a positive school climate.

School staff has the responsibility to:

1. Demonstrate respect and courtesy for all persons in the community – students, parents, and all other staff.
2. Begin school/class every day on time, prepared with well-planned, effective, culturally responsive, and engaging instruction.
3. Actively supervise students at all times.
4. Set clear and high expectations for student achievement and behavior.
5. Teach expectations to students.
6. Be knowledgeable about the CCC and policies/procedures.
7. Model and teach behavioral expectations and procedures to students and articulate them to parents.
8. Keep parents/family informed of student's academic progress and behavior status.
9. Communicate with parents in a timely manner using their preferred language.
10. Create meaningful opportunities for family participation.
11. Provide make-up work for students with absences and suspensions.

School administrators have the right to:

1. Be treated courteously, fairly, and respectfully by students, parents/families and other school staff.
2. Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
3. Work in a safe and orderly environment.
4. Professional development to support understanding of the CCC and implementation of positive behavior supports and interventions to maintain a positive school climate.

School administrators have the responsibility to:

1. Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
2. Monitor, support and sustain the effective implementation, including data analysis, and maintenance of Multi-Tiered Systems of Support.
3. Expand and support the adoption and implementation of alternatives to suspension.
4. Distribute the CCC to students, parents, and all school personnel.
5. Ensure English Language Learners (ELL) and their parents are provided the opportunity to

understand behavior expectations and consequences.

6. Practice an awareness and sensitivity to cultural differences a student or groups of students may exhibit.
7. Implement the CCC in an equitable, fair, and consistent manner.
8. Review discipline referrals and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the CCC.
9. Ensure an equitable, just discipline system and prevent minor behavioral incidents from becoming major challenges.
10. Identify appropriate training and resources needed to implement Rtl.
11. Maintain accurate, disaggregated discipline data.

District administrators have the responsibility to:

1. Provide appropriate training and resources to implement Rtl.
2. Assist parents who are unable to resolve issues at the school-level.
3. Expand and support the adoption and implementation of alternatives to suspension and expulsion across the District.
4. Review and revise the CCC annually.
5. Review recommendations for expulsions to the Superintendent or designee.
6. Conduct expulsion hearings or assign a qualified designee.
7. Utilize individual disaggregated school discipline data to target and allocate professional development and supports for school administrators and staff.
8. Establish District procedures, including data review, to monitor school-wide and classroom practices to ensure equitable academic and behavioral outcomes for all students.

## WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES

The CCC always applies to students during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any SACS vehicle.

If a student is exhibiting behaviors that seriously disrupt the classroom, staff should respond with Level 1 and 2 instructive and corrective consequences. A Level 3 consequence, which may include a type of suspension, should only be considered as a last resort and if the student's behavior is a danger to themselves or others.

The CCC also applies to student behavior outside of school if (1) a student commits a Level 4 behavior (serious violations) and (2) 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 learning process.

A student may approach a school staff member and voluntarily surrender an object prohibited by the CCC without being subject to discipline so long as the object is one that the student could lawfully possess off school grounds. This rule does not apply to firearms or destructive devices.

If a student discovers an illegal item or other contraband on school property or at a school function, the student may approach a school official and report the discovery. A student shall not be in violation of the CCC solely for making this report. School official shall decide after an investigation of the report.

Principals also may establish rules and regulation, if they are consistent with this CCC, the policies set by the

SACS School Board or other rules and regulations established by the Superintendent.

## DISCIPLINE-RELATED POLICIES

### ANTI-BULLYING: School Board Policy 6170

It is the policy of Southwest Allen County Schools to maintain a positive learning environment that is free from bullying. Therefore, the priority is prevention and procedures that expedite reporting, intervention, investigation, and follow-up once an incident has occurred. Students and/or parents should immediately report bullying to any school staff member.

Indiana law defines bullying as 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 that student an objectively hostile school environment that:

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

A record made of an investigation, a disciplinary action, or a follow-up action performed under this Policy is not a public record under Indiana law.

It shall be a violation of this Policy for any student to bully another student, regardless of the physical location in which the bullying occurred, whenever:

1. The individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the school corporation; and
2. Disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

It shall be a violation of this Policy for any student to bully another student through the use of data or computer software that is accessed through a computer, computer system, or computer network, if the two above criteria are satisfied.

The Administration shall adopt a bullying prevention program that includes:

1. Age-appropriate research-based instruction focusing on bullying prevention for all students from kindergarten to grade 12. Students will receive this instruction each school year by October 15.

### HARASSMENT:

It is the policy of SACS to maintain a learning and working environment that is free from harassment.

It is a violation of this policy for any employee to harass another employee or student or any student to harass another student or employee through unwelcome conduct or communications as defined in this policy. The use of the term “employee” also includes non-employees and volunteers who work subject to the control of school authorities. The term “harassment” as used in this policy includes, but is not limited to, sexual harassment, racial harassment, and harassment on the basis of religion, gender, sexual orientation, age, veteran status, and disability. The terms “race” or “racial” as used in this policy refer to all forms of discrimination prohibited by Title VI of the Civil Rights Act of 1964, i.e., race, color, and national origin. Students should report concerns to any adult in a building, and parents should report concerns to a school counselor, principal, or the district student services coordinator.

#### DRESS CODE:

We believe that our students are well behaved and motivated when they are appropriately dressed. We expect them to be clean, well groomed, neatly, and comfortably dressed at all times school is in session. Any form of dress or appearance that could be disruptive to the educational process cannot be permitted.

Male and female students/staff may only wear hats/caps in the building on designated “Hat Days.” This includes bandanas and/or headscarves. Head coverings worn due to religious affiliations or medical exemptions are excluded from this rule.

Our school is air-conditioned so that even during the warmest, most humid periods of Indiana weather we can be quite comfortable within the building. Tops/shirts must cover the wearer’s shoulders and back. Mesh, transparent tops/shirts, tee shirts with inappropriate sayings, pictures or labels are not permitted. Midriffs must be always covered.

Shorts sized to provide enough length to cover the upper leg area and enough room to entirely cover the students’ seat area may be worn. Spandex shorts and sagging pants are not permitted.

Students should always dress appropriately for expected weather conditions.

#### DRUGS, TOBACCO, ALCOHOL

The use, the possession of, the consumption of, or being under the influence of tobacco, alcohol, or other drugs on school grounds or at school functions is prohibited. The use or possession of drug paraphernalia by students is prohibited.

The prescribed use of a drug authorized for a particular student by a medical prescription from a physician is not in violation of this rule, if it is dispensed through the school clinic. The sale and distribution of, or providing another person with tobacco, alcohol, or other drugs or any substance represented by the provider to be a drug, or any paraphernalia is prohibited. Students found to be in violation of the above rules will be suspended from school until a conference with parents is held to determine appropriate interventions for the student.

#### INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY:

SACS is a national leader in the implementation of technology for teaching and learning. Local and wide area networking provides Internet access to every classroom and computer lab. Students and teachers have access to 17,000 periodicals, 7,000 newspapers, and more than a million dissertations and research projects through their classroom computers.

## Student Computer Guidelines

Failure to comply with the following guidelines will result in suspension of computer privileges:

- Students are to protect and not share their passwords with anyone.
- Due to copyright laws, software is not to be brought from home.
- Students are not to make any changes to items or icons on the hard drive or desktop.
- Students will report any problems to the teacher.
- Students are not to touch any computers that are being used by another student.

Using profanity, obscene comments, sexually explicit material, and/or expressions of bigotry, racism, or hate in a file account, logging in under another user's ID, copying any program or file to or from a diskette without the consent of a staff member, being in any program or part of a program not assigned to the class, violation of SACS District Internet Use Agreement, or defacing, disassembling, or destroying any computer software or hardware will be reported to law enforcement officials and may result in criminal charges and prosecution.

All students in grades Kindergarten through 2 are issued an iPad and grades 3 through 12 are issued a laptop provided by SACS. Students are responsible for the care of the iPad/laptop as outlined in the Laptop Acceptable Use policy. In the event the iPad/laptop is lost, stolen, neglected, intentionally damaged, or damaged as the result of horseplay, students are expected to report those incidents immediately. After the incident has been reported, the cause will be determined by a SACS administrator. If SACS determines the incident is the result of an accident, all repairs will be completed at no cost. Failure to report any incidents within two school days will automatically result in the student/parent being responsible for the cost of all repairs or replacement. All other incidents, including habitual accidents, will result in the student/parent paying for the cost of the repair (average \$110 but could be higher) or replacement of the iPad/laptop (Approximately \$295 for elementary but could be higher).

## Internet Acceptable Use:

The 6230 Acceptable Use Policy adopted by the School Board is placed on the SACS and Homestead High School website. Significant changes have been made and students must adhere to this policy as written and adopted by the School Board. Copies are made available in the front office and at registration.

## CELL PHONES AND PERSONAL ELECTRONIC DEVICES:

The use of these devices at school is detrimental to the academic climate because it takes valuable time away from instruction and creates disciplinary problems; however, to accommodate the growing parental concerns about student safety while traveling to and from school, Elementary Schools in Southwest Allen County will allow students to possess cell phones or electronic devices provided the following rules are strictly adhered to:

- All cell phones or electronic devices must be turned off and put away before the student enters the building. They may not be seen during the school day.
- Using cell phones or electronic devices as a clock or saying that it "fell out of my pocket" is not an excuse to have one of these devices out.
- Students shall not use cell phones (including text messaging), I-Pods, handheld video games, pagers, cameras, laser pointers, various types of remote controls, etc., during school hours in a situation not related to a school purpose or educational function. Electronic readers, tablets and electronic games that provide reinforcement for reading, language and math skills may be used during the school day, with teacher permission. Other electronic devices, including cell phones, need to be turned off and not visible during the school day.
- The corporation will not be responsible for lost or damaged items.

- Cell phones or electronic devices which are not teacher approved are permissible only after 3:30p.m.
- Cell phones/electronic devices are not to be used on the bus.
- Students who leave school early must wait until they leave the building before using their cell phones, pocket pagers, or electronic devices.

If a student is using a cell phone or electronic device (ANY OF ITS FUNCTIONS) for any reason during the restricted school hours in situations not related to a school purpose or educational function, the following consequences will be imposed:

1<sup>st</sup> Offense & 2<sup>nd</sup> Offense - The device will be confiscated by school staff, secured in a safe location and student will receive a warning.  
Parent will need to pick up device.

3<sup>rd</sup> Offense - The device will be confiscated by school staff, secured in a safe location and student will receive an ISS. Parent will need to pick up the device.

If a student violates this policy and refuses to turn over their electronic device, they will be considered willfully disobedient and further disciplinary action will follow.

If a school staff member finds it necessary to confiscate a device, an administrator or designee will notify parents and arrangements will be made for the parent to pick up the device.

The school is not responsible for lost or stolen electronic devices, nor does the school have the time or resources to investigate every stolen electronic device that is reported. The security of personal electronic devices is the sole responsibility of the student.

Southwest Allen County Elementary Schools made this change in policy in part to respect the wishes of many parents who want their children to keep cell phones for communication after school hours. However, we ask parents to recognize that the school system must strictly prohibit cell phone use to operate our schools in an orderly way and to maintain the academic integrity of your child's school. Please do not jeopardize this by calling or texting your student during the school day. If you have any concern about your ability or your student's ability to follow this policy, we recommend that your student's cell phone or electronic communication device be left at home. However, if you choose to allow your student this privilege, please stress that the device must remain "off" at all times.

Electronic Devices / Portable music players, Laser Pointers, Games, Various Types of Remote Controls, etc. are not allowed during school hours in situations not related to a school purpose or educational function. The school is not responsible for lost or stolen electronic devices and will not investigate any reports of these items being stolen or lost.

Photographing, audio recording, videotaping or otherwise recording individuals without their permission is strictly prohibited anywhere on Southwest Allen County School property, the exception being school related performances.

## SECLUSION TIME OUT AND RESTRAINT:

In Southwest Allen County Schools, no student will be physically restrained and/or placed in a supervised, seclusionary time out (SSTO) by school staff unless the student's behavior poses an imminent risk of injury to him/herself or others. A SSTO is defined as removal from the classroom environment and placement in a secure, supervised time out room for only if necessary to resolve the risk of danger or harm or while awaiting the arrival of crisis intervention personnel. Violations of the law including assaults on students and staff will be reported to the police. As soon as possible after the use of a physical restraint and/or a SSTO, the parents or guardian will be informed of the actions taken and provided with a detailed account of the incident including circumstances that led to the use of a physical restraint and/or a SSTO. This is discussed in greater detail in school's plan on seclusion and restraint which all parents have access to upon request at each building.

## TRANSPORTATION:

1. Students must ride on their assigned bus, to their assigned stop. All stops are assigned by the Director of Transportation. Non-students, including parents, are not permitted on a school bus without explicit consent from a school official. Entering without permission constitutes criminal trespass, a class D Felony. (I.C. 35-43-2-2).
2. Students must depart the bus at their assigned bus stop. Students are not allowed to ride to (or from) another student's home/ bus stop. Exceptions will only be made by the Director of Transportation. All requests must be made in writing ten (10) days prior to the start of alternative transportation. Emergencies will be considered and approved by the Director of Transportation.
3. In order to preserve the safety and welfare of student riders, it is imperative that all students obey the rules of the bus, the bus driver, and the school. The bus is considered an extension of the school. All school rules apply. Not following the safety rules below may result in students being denied busing privileges and disciplined by school officials.

### **While Waiting For the School Bus:**

1. Students should be at the bus stop 3-5 minutes early. Drivers cannot wait for students who are not at their assigned stops—doing so will disrupt the timing of the route.
2. Students should stand back from the curb, always staying at least 10 feet from the bus until the driver indicates it is time to board the bus and the doors open.
3. Students should never run alongside the bus or to the bus.
4. Students living on the opposite side of the road should wait on their side until the driver gives them the signal to cross in front of the bus.
5. Behavior at a bus stop should mirror behavior in a school. Unacceptable behavior will result in consequences.

### **While Riding on the Bus:**

1. Students should find a seat immediately upon entering the bus. Those who do not find a seat should inform the driver.
2. Always obey the driver. The driver is in complete charge of the vehicle.

3. Remain seated and reasonably quiet during the bus ride. All elementary routes will require students to be in an assigned seat (or area). Many secondary routes will also require students to be in an assigned seat (or area). The driver will determine where students will sit.
4. Students may not deface or cut seats. Parents/Guardian will pay for any damage to the vehicle.
5. Cell phones/electronic devices are not to be used on the bus. They may cause a distraction for the driver.
6. No eating or drinking is permitted while on the school bus.
7. Students should respect pedestrians and occupants of other vehicles. Do not shout, make obscene signs, use profanity, or throw objects out the window.
8. Students will not tamper with the Emergency Exits, Fire Extinguisher or other safety equipment on the bus.
9. Bullying, name callings, fighting will not be tolerated on a school bus.
10. Because of its dangers, glass is prohibited on the bus.
11. Animals are not permitted on the bus.
12. Students are not allowed to put any part of their bodies out of the bus windows.
13. Students must keep all items in their book bags and their book bag on their lap when seated. Note: articles too large to be held on a student's lap may not be taken on the bus.
14. Students are required to exit the bus at their assigned stop.

#### **Parent Expectations for Safety:**

1. Provide students with a book bag to transport their belongings to and from school.
2. Make sure your child is at the bus stop 3-5 minutes early.
3. Escort beginning students, especially kindergartners, to the bus stop the first few days (or if it takes) until they understand bus procedures.
4. Make sure students are properly dressed for weather conditions. If they leave home in the dark, attach reflective tape to their jackets or book bags.
5. Teach a child his or her full name, address, and phone number, or write it on a card in a book bag.
6. Be supportive of transportation policies and insist on good behavior. Poor behavior distracts the driver. Stress the importance of learning and obeying the rules established to ensure safety for students. Transportation is a privilege and distracting behavior may result in consequences including non-transport.
7. Watch the local news, utilize SACS social media, and/or access the SACS web site for notifications of possible school closings or delays and prepare for childcare if needed.

#### **General Transportation Guidelines:**

1. Bus evacuation drills are conducted twice each school year. Dates are listed on the school bus schedule and distributed at registration.
2. Electronic monitoring/surveillance equipment is used on all buses to promote safety and good behavior.
3. Questions about routing and the assignment of new stops are best asked between the hours of 8:45 am to 2:00 pm. Please call during these hours.
4. All stops must be approved by the transportation office. Federal privacy issues prohibit school officials from distributing or revealing bus stop information to anyone other than parents or legal guardians.
5. It is always the aim of district personnel to route buses so that slightly less than capacity is assigned. However, students are to sit three to a seat if necessary.

6. All musical instruments transported in the passenger area on a school bus must be positioned in such a way that they do not block or obstruct in any way the aisle, stairway, or emergency windows exits. When a bus is full, instruments must fit safely on the lap of a student.
7. Extremely large and bulky instruments shall not be carried on the bus at any time.
8. Behavior and expectations are taught daily. When behavior difficulties occur, violations will be reported to the principal/designee and the Director of Transportation. The State of Indiana allows the driver the right to suspend transportation to a student and deny him/her riding privileges. This does not mean that the child is suspended from school - only that transportation is not being offered for a period of up to one (1) school day. When a significant behavior problem arises on the bus, the driver will do two things. *First, he/she will attempt to notify the parent to make them aware of the difficulty. Secondly, a written referral will be sent to the principal. The principals will investigate and assign consequences to students.*
9. School officials monitor weather conditions several times a day. Decisions concerning delays and/or cancellations are never taken lightly. Safety is always the most important part of any decision to cancel or delay school. School delay and closing announcements are immediately posted on the SACS Web Site ([www.sacs.k12.in.us](http://www.sacs.k12.in.us)), the school's Transportation Information Line (431-2002), and are released to these local radio and television stations: **Television Stations:** WANE, WISE, WPTA **Radio Stations:** WXKE, WBCL, WAJI-WLDE, WBTU, WBNI, WJFX, WBYR, WFWI/MUSIC, WGL

## PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

Corrective responses provide a profound emphasis on what we want students “to do and learn”. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students’ learning, and improve students’ behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, or instructive consequences, the following factors should be considered:

- Student’s age, developmental level, and grade,
- Student’s prior behavior patterns and responses to interventions
- Student’s willingness to acknowledge his/her 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/family’s level of involvement.

## LEVELS OF CORRECTIVE RESPONSES

### Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and does not warrant a discipline referral to the administrator. These behaviors are of low-level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences. When a student exhibits behavior at this level, re-teaching the procedures and expectations are an important way to help the

child understand and correct the behavior.

### Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or member of the school's RtI team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school.

### Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation if it is a safety related behavior.

### Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

## DEFINITIONS AND EXAMPLES OF CORRECTIVE RESPONSES

### Level 1: Classroom and Building Based Corrective Responses

Corrective responses at this level are designed to teach and reinforce appropriate behavior and reduce the amount of instructional time students lose. Instructional responses should be used when the student's inappropriate behavior is caused by lack of knowledge of a replacement behavior for the inappropriate behavior. Corrective responses should be used when a student knows and understands behavioral expectations, but situationally disregards behavioral expectations. Level 1 responses may also be appropriate when students have no prior behavioral incidents and instructional interventions have not been required. So they do not repeat inappropriate behaviors, students must be afforded the opportunity to correct their behavior and engage in restoration, if appropriate for the situation. Generally, implementation of a Level 1 corrective response takes 15 minutes or less.

Teachers are encouraged to use natural consequences and consequences that promote student skill development and problem solving. Classroom teachers are responsible for implementing evidence-based responses and maintaining documentation. Common teacher responses at Level 1 may include: re-teaching of procedures, restatement of expectation, verbal or non-verbal re-direction, proximity control, differential reinforcement, alter seating or assignment, or natural consequences. In some situations, classroom teachers may consult with the RtI team to obtain access to additional school-wide supports that may be available to meet a student's needs. This might include academic supports the student may require because inappropriate behavior may be related to academic skill deficits.

Additional examples of corrective responses include:

<b><i>Corrective Strategy</i></b>	<b><i>Description</i></b>
<b>Apology Restitution</b>	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.

<b>Check in/Check Out</b>	Daily contact with an assigned adult at school. Student should see the adult before school starts each day, as well as at the end of the day.
<b>Conference With Parent(s)/Family</b>	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the behavior. Could include home visit.
<b>Conference With Student</b>	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
<b>Corrective Assignment Restitution</b>	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior (e.g., clean-up, helping another person).
<b>Differential Reinforcement</b>	Reinforcing the desired behavior while ignoring other behaviors demonstrated by the student (e.g., "catch them being good").
<b>Home/School Plan</b>	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with positive practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
<b>Refocus</b>	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
<b>Mentoring</b>	A designated adult or older student who provides consistent support, guidance, and concrete help to a student who needs a positive role model.
<b>Buddy Classroom</b>	Student is assigned to another classroom (i.e., buddy teacher) for a brief period (15 minutes or less). Student must receive assignments to complete during this time.
<b>Privilege Loss</b>	Incentives given for positive behavior are lost (e.g., five minutes off computer time).
<b>Reflective Assignment</b>	Help student realize why his/her misbehavior was wrong by having him/her to complete a Refocus Form.
<b>Teach/Reteach Student Expectations</b>	Teach and model behavioral expectation that students are having difficulty with adherence.
<b>Written Contract</b>	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone, and it should include incentives but may also include consequences for misbehavior.
<b>Restorative Conversation</b>	Structured conversation facilitated by the teacher in which the participants in the incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore the relationship.

## Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for inappropriate behavior that is managed by the teacher, with possible assistance from an administrator or member of the school's student services team, if needed for access to supports. Level 2 responses are appropriate when Level 1 responses and school-wide supports have been put into place to address a behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school.

At this level it is appropriate for the teacher, student, parent/family, representative of school support team, and/or administrator to conference to identify and address the cause of the inappropriate behavior and develop a strategic, corrective response. This level of collaboration may also include referral to the RTI or building problem solving team. Exceptions to this level of response are offenses that are more serious in nature and require a Level 3 or Level 4 response and/or have occurred without prior opportunity to provide and document early intervention or corrective responses.

Some examples of corrective responses include:

<b><i>Corrective Strategy</i></b>	<b><i>Description</i></b>
<b>Behavior Contract</b>	A written contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident. This can be supported by school counselors or Rtl team.
<b>Check In-Check Out</b>	Daily contact with an assigned adult in the school. Student sees the adult before the school day starts, as well as at the end of the day. Often behavior rating sheet is used to monitor and reinforce goal behaviors.
<b>Conference With Parent(s)</b>	Administrator and teacher communicate with student's parent(s) by phone, e-mail, written notes, or person to person about the problem. Could include home visit.
<b>Conference With Student</b>	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected behaviors.
<b>Daily/Weekly Chart</b>	A progress report and/or assignment sheet which gives the student and parent an opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period.
<b>In-School Suspension</b>	Structured, self-contained programs designed to teach and support appropriate behaviors that allow the student to complete academic assignments that mirror their classroom instruction. The student may attend the suspension for one class period, a specific amount of time or full school day. At Level 2, this response is only with administrator involvement.
<b>Mentoring</b>	A designated adult or older student who provides consistent support, guidance, and concrete help to a student who needs a positive role model.
<b>Plan Review Meeting (IEP or 504 plan)</b>	A case conference is convened to review the student's plan and recommend changes in supports and interventions as are needed to address behavior problems.
<b>Referral to Rtl Team</b>	Referral to the school-based problem solving team (RTI) for a targeted intervention plan.

<b>Referral to School Guidance Counselor</b>	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills to address the stated incident or needed skill development
<b>School Service Work (during school hours)</b>	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
<b>Lunch/Recess Time Out</b>	A separate location and/or seating arrangement for the student during a regularly scheduled lunch period.
<b>Buddy Classroom</b>	The temporary, short-term removal of a student from their regular classroom to a different classroom (i.e., buddy room). There the student will complete his or her regular class work and problem-solving sheet or comparable activity.
<b>Voluntary Restitution / Self-Designed Action(s)</b>	Student agrees to make amends for negative actions and take responsibility to correct the harm created by his/her behavior, through a written or verbal apology.

### Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature and/or are legal violations that warrant administrative involvement. Level 3 responses are determined by administrators or their designee. Committing a Level 3 infraction may result in in-school or out-of-school removal on the first violation or with repeated serious or dangerous behavior. For a behavior to be categorized as a repeated behavior, there should be written documentation of Level 1 and Level 2 interventions that have been implemented to reduce the frequency of the student's behavior and teach the needed replacement behavior. When disciplinary responses require the removal of students from the classroom, the goal is to make sure that students continue their education, receive appropriate educational services, learn appropriate behavior, and correct any harm they may have caused.

### In-School Suspension

In-school suspension is the exclusion of a student within the school building from his or her regular education program for up to, but not more than three (3) days per incident. In-school suspension programs are designed to teach and support appropriate behaviors and allow student instructional time to complete academic assignments. Teachers must supply all classwork related to the student's curriculum for the student to complete. Work must be turned in daily to receive full credit. Students with disabilities should receive the identified support services designated in their IEPs when they are referred to in-school suspension. These absences from class will be coded as in-school suspensions.

### Short-Term Suspension

Short-term suspension is the removal from school for up to, but not more than two (2) school days. If an out-of-school suspension is necessary, the student will have an opportunity to hear the violations and to present his/her side of the situation. The reason(s) for the suspension and conditions for suspension will be provided in writing to the parents and student. Parents will be offered the opportunity to meet with school administrators to discuss the suspension. If the intent of the administrator is to file written charges for an expulsion, parents will be notified in writing within two (2) school days.

Students with disabilities identified under Article 7 or Section 504 of the Rehabilitation Act of 1973 or are in

the process of being identified, located, evaluated, and possibly receiving special education services may be suspended. Administrators may suspend students with disabilities and cease educational services for a total of up to two (2) school days or ten (10) cumulative school days in one year without providing special educational procedural safeguards. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the ten (10) day rule. Prior to considering suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.

Students are permitted to make-up, for full credit, any academic work missed while on suspension. Missed assignments, homework, quizzes, tests, and exams will be made up in a timely manner for the student to receive full credit. Teachers have responsibility to provide necessary assignments. However, absences will be coded as a suspension.

### Factors to Review when Considering Out-of-School Suspension

In determining the appropriateness of out-of-school suspension, the following factors should be considered. The factors are not a rubric, but rather a decision-making tool to be used when considering whether an alternative or out-of-school suspension is warranted. Efforts shall be made to eliminate any racial disparities in school discipline, especially suspensions. School staff are charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have been over-represented among those students who are suspended, expelled, or referred to law enforcement.

- Age, grade level, and developmental stage of student
- Severity of the infraction or disruption, the student’s disciplinary history and any patterns or identified behavioral antecedents
- Student’s intent and expressed reasons for engaging in the problem behavior
- Special learning, behavioral, or emotional needs of the student and whether these needs have been addressed through referral to a school-based problem-solving team or case conference committee, if the student has an IEP
- Student’s prior response to disciplinary interventions, including positive behavior support strategies
- Student’s academic progress and relative risk of lost instruction, disengagement from school and increasing the likelihood of dropping out of school
- Degree of involvement of parent support in efforts to improve student’s behavior in school
- How student’s culture has been considered in disciplinary and corrective responses

Upon the student’s return from suspension, it is the responsibility of the administrator or designee to meet with the student and parent to develop a written corrective action plan that will include methods for changing behavior and the necessary supports to remedy the problem behavior. The plan may include services of a counselor and/or RTI team. In addition, the plan will include a date for review and, if needed, modification of the plan.

Level 3 corrective responses may include, but are not limited to:

<b>In-School Suspension</b>	Structured, self-contained programs designed to teach and support appropriate behaviors that allow student to complete academic assignments that mirror their classroom instruction. Student may be referred for one class period, a specific amount of time or full school day, not to exceed 3 days.
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<b>Loss of Privileges (Outside of School Hours)</b>	The loss of privileges such as attending events not during school hours, removal from team or club and/or exclusion from specified activity.
<b>Out-of-School Suspension</b>	Temporary removal of a student from school for a period of 1-3 days. During an out-of-school suspension, the student is prohibited from attendance at school or any school related event.
<b>Plan Review Meeting (IEP or 504 plan)</b>	The student's IEP or 504 plan is reviewed through a manifest determination review conference. Behavior intervention plan (BIP) is revised or developed to address the problem behavior. The BIP is based upon a functional behavioral assessment.
<b>Referral to RTI or School Based Team</b>	The student will be referred to the RTI team for development of interventions and supports.
<b>Referral to School Guidance/Social Worker</b>	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills and relationships to address the stated incident.
<b>Restitution</b>	Repayment of damages or loss

#### Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement. Often behavior incidents at this level require school police involvement because the behavior violates the criminal code of Indiana. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures. In determining the response to serious violations, the administrator should consider the factors impacting decisions related to consequences outlined in Level 3.

A student can be suspended while waiting on the hearing to determine expulsion. The superintendent or the person designated by the superintendent may continue suspension of a student for more than ten (10) school day period of the principal's suspension and until the time of the expulsion decision if it is determined that the student's continued suspension will prevent or substantially reduce risk. Risk includes (1) interference with an educational function or school purposes or (2) a physical injury to the student, other students, or school employees. However, a student may not be suspended until the proposed expulsion is heard if the school administrator and the district hearing officer agree that the educational process would not be at risk if the student returned to school before the hearing.

If an expulsion is recommended for a non-disabled student, parents will receive notice by certified mail of the date, time and location of expulsion meeting. This documentation will notify the parent if the student's suspension has been continued pending the outcome of the expulsion meeting. In the expulsion meeting, a representative from the school presents evidence to support the request for an expulsion. The student and parent will have an opportunity to respond to the evidence. Following the meeting, the district hearing officer will make a decision about expulsion.

Before an expulsion hearing for a student with disabilities (having an IEP or 504 plan) can be held, a Manifestation Determination Case Conference must be convened. At that conference it is determined whether there is a relationship between the student's disability and the Code of Conduct violation(s). If it is determined that a relationship exists, educational services will continue to be provided in a setting agreed

upon by the Case Conference Committee. If a relationship is not found, the request for expulsion will continue to the expulsion hearing.

The results of an expulsion meeting include, but are not limited to the following:

- Student may be returned to the school with no further consequences.
- Student may be returned to the school on probation with stipulations.
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- In extreme cases, the student may not be offered educational options.

Level 4 corrective responses may include but are not limited to:

<b>Alternative Placement Pending Expulsion</b>	Assignment by District administrator to alternative school or program pending an expulsion. (Note: This is likely a change in placement rather than a number of days of expulsion)
<b>Assignment to Special Program or Alternative Program</b>	Assignment by District administrator to an alternative school or program for a specified period.
<b>Expulsion</b>	The removal of the right and obligation of a student to attend public school under conditions set by the School Board and for a period not to exceed the remainder of the semester and school year or one year from the behavioral incident. Expulsions may be imposed with or without continuing educational services.
<b>IAES (Interim Alternative Educational Setting)</b>	IAES is recommended for a student with an IEP for up to forty-five (45) calendar days without parental consent for: <ul style="list-style-type: none"> <li>• Possession of dangerous weapons in school or at school functions; or</li> <li>• Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or</li> <li>• Serious bodily harm</li> </ul>
<b>Probationary Contract</b>	The District administrator may develop an alternative disciplinary contract. This written document between the student, parents, school administrator and District administrator will outline consequences, responsibilities, and the designated contract period. The contract will be monitored and if the contract is not completed, an alternative Level 4 action will be recommended for the student.

## DUE PROCESS AND APPEAL

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the principal to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process unless he or she is placed in an alternative school or program.

## DISCIPLINARY LEVELS OF RESPONSE

Corrective responses to behavioral concerns include both instruction and appropriate consequences to support student's development of appropriate behavior. The use of consequences should be carefully planned with well-defined outcomes to provide the greatest benefit to the student.

Responses to incidents of inappropriate behavior or discipline referrals in Covington Elementary School are classified as Level 1, Level 2, Level 3, or Level 4. When deciding what correctional or consequential action should be taken, the teacher, administrator or designee shall consider the student's age, exceptionality, ENL status, previous conduct, intent, and severity of the incident. Administrators are expected to administer discipline and supports in a progressive manner. The underlying principle is to use the least severe and intrusive response that is appropriate to respond to the inappropriate behavior. Administrators should increase the severity of the response if the inappropriate behavior continues or is severe, despite planned corrective responses. The following discipline guide is designed to offer consistency across the District so that students are disciplined fairly and equitably from school to school when their behavior requires a corrective or instructional response or consequence.

## LEVELS OF RESPONSE

KEY: A VARIETY OF CORRECTIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH THE LOWEST LEVEL

<p><b>Level 1: Classroom and Building Based Corrective Responses</b> – Appropriate for behavior that should be managed by the teacher in the classroom and does not warrant a discipline referral to the administrator. May be appropriate when student has no prior incidents and interventions have not been put in place. When a student exhibits behavior at this level, re-teaching the procedures and expectations are an important way to help the child understand and correct the behavior.</p>	<p><b>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses</b> – May be appropriate for inappropriate behavior that should be supported by the teacher and collaborative team, including parent/family. Also, appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. Corrective responses will NOT include removal from school.</p>	<p><b>Level 3: Intensive Personalized Corrective Responses</b> – May be appropriate when interventions and supports have been put in place and/or the behavior <u>significantly</u> affects the student and/or the learning and safety of others. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation, if it is a safety related behavior. In-school suspension should be considered prior to using an out-of-school suspension.</p>	<p><b>Level 4: Corrective Responses for Serious Violations</b> – May be appropriate when student's behavior <u>seriously</u> affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>
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School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 1: Attendance							
Trustworthiness Personal Best	Arrive to school and class on time	<p>1. Tardiness:</p> <p>A student who comes to school late but within the first half of the day is considered tardy.</p> <p>A student who comes to school any time after the first half of the day is considered absent one-half of the day.</p>	■				
Trustworthiness Personal Best	Attend school daily	<p>2. Excessive Absence:</p> <p>Frequent or prolonged absences that are believed to adversely affect the student's education.</p>	■	■ <small>Delinquency Affidavit filed</small>			
Trustworthiness Personal Best	Provide parent approval for absences	<p>3. Unexcused Absence/Truancy:</p> <p>Failure to report to school without an approved excuse or parent call.</p> <p>I.C.31-372-3- "Habitual Truant" is a child with more than seven (7) unexcused absences in one (1) school year.</p>	■	■ <small>Delinquency Affidavit filed</small>			
Trustworthiness Personal Best	Attend all classes on time	<p>4. Cutting Class:</p> <p>Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration.</p>	■	■			

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 2: Student Dress							
Personal Best	Dress in clothing that follows the school dress code	See School Handbook for Dress Code Policy	■	■			
Section 3: Academic Dishonesty							
Trustworthiness Truthfulness Personal Best	Keep official papers in original form	1. Altering Report Cards or Notes: Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.	■	■			
Trustworthiness Truthfulness Personal Best	Do/turn in your own work	2. Cheating: Violating rules of honesty such as copying another student's test, assignment, etc. This includes the use of unapproved technological devices for academic gain.	■	■			
Trustworthiness Truthfulness Personal Best	Do/turn in your own work	3. Plagiarism: Using the work of others or published work.	■	■			
Section 4: Improper Use of School Technology							
Trustworthiness Truthfulness Personal Best	Follow copyright rules	1. Violating Copyright Provisions	■	■			
Trustworthiness Truthfulness Personal Best	Use computers carefully in approved ways	2. Damaging Computer Hardware or Software	■	■	■ 2 day suspension maximum		■ If damage exceeds \$250

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 4: Improper Use of School Technology (continued)							
Trustworthiness Truthfulness Personal Best	Access/use only approved computer files or cloud storage	3. Entering or Retrieving Pornographic Material, Inappropriate Text/Files: Including files that may contain Derogatory or Inflammatory Racial, Ethnic or Religious Slogans or Symbols or files that carry viruses or any other type of Malware.	■	■	■ 2 day suspension maximum		■
Trustworthiness Truthfulness Personal Best	Access/use only approved computer files or cloud storage	4. Accessing School Records or Another Person's Information or Files without Permission	■	■	■ 2 day suspension maximum		
Trustworthiness Truthfulness Personal Best	Use computers and cloud storage in approved ways	5. Bypassing SACS Security Policies/Filtering	■	■	■ 2 day suspension maximum		

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 5: Disrespectful Behavior							
Trustworthiness Personal Best Active Listening	Stay in place, listen and focus when adults are talking to you	1. Walking Away: Leaving while a staff member or adult in authority is talking to the student.	■	■	■ ISS only		
No Put Downs	Listen and focus when adults are talking to you and be silent, or respond positively	2. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.	■	■	■ 2 day suspension maximum		
Truthfulness	Tell the truth when speaking and writing	3. False Information:					
		a. Providing false or misleading information, written or oral (not including bullying).	■	■	■ 1 day suspension maximum		
		b. Providing false or misleading information, written or oral regarding bullying.	■	■	■ 2 day suspension maximum		
Personal Best No Put Downs	Use positive school language	4. Swearing/Profanity: Using language that is offensive or obscene.	■	■			
Personal Best No Put Downs	Use positive school language	5. Swearing/Profanity directed at a staff member or adult in authority.		■	■ 2 day suspension maximum		
Personal Best No Put Downs	Use gestures and body language appropriate for school settings	6. Gestures: Making any sign that conveys an offensive/obscene message.	■	■			
Personal Best No Put Downs	Use gestures and body language appropriate for school settings	7. Gestures directed at staff member or adult in authority that conveys an offensive/obscene message.		■	■ 2 day suspension maximum		

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 5: Disrespectful Behavior (continued)							
Personal Best No Put Downs	Have only approved material and pictures	8. Derogatory Written Materials: Having any written or electronically generated material or pictures that convey an offensive/obscene message.	■	■	■ 2 day suspension maximum		
Trustworthiness Truthfulness	Have and share only approved material and pictures	9. Pornographic Material: Possession and/or distribution of pornographic material that would reasonably be considered offensive by SACS and legal standards.		■	■ 2 day suspension maximum		■
Trustworthiness Truthfulness Personal Best	Act/interact in ways appropriate for school settings	10. Sexual Behavior: Participating in inappropriate sexual behavior including but not limited to sexual harassment, sexual acts or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes.	■	■	■	■	■
Section 6: Possession or Misuse of Personal Property							
Trustworthiness Personal Best	Use toys only in approved ways	1. Toys: Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences).	■	■			
Trustworthiness Personal Best	Use devices only in approved ways	2. Listening, Recording and Electronic Devices: Use of digital media player or electronic devices without permission of the administration. See Policy: Personal Technology Device	■	■			

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
<b>Section 6: Possession or Misuse of Personal Property (continued)</b>							
Trustworthiness	Use cell phones only in approved ways	3. Cellular Telephones: Use of a cell phone during school hours without permission and on the school bus. See Handbook.	■	■			
Trustworthiness Personal Best	Use of cell phones only in approved ways	4. Cellular Telephones: Use of cell phone to record a violent act or fight and/or post a violent act or fight on social networking pages during school hours or at school activity. See Handbook.			■	■	■
Trustworthiness Personal Best	Use objects only in approved ways	5. Other: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser pointers or other electronic devices/toys. See Handbook.	■	■			
<b>Section 7: Failure to Comply</b>							
Trustworthiness Personal Best Active Listening	Work in class and complete homework	1. Refusal to Work in Class: Failing to do assigned work in class or complete homework.	■				
Truthfulness	Tell who you are when asked by staff	2. Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.	■	■			
Trustworthiness	Report to the office when directed by staff	3. Refusal to Report to Office: Failure to report to the administrative office as directed by a staff member.	■	■			

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 7: Failure to Comply (continued)							
Trustworthiness Personal Best Active Listening	Follow directions from staff members or adults in authority	4. Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority.	■	■			
Trustworthiness Personal Best Active Listening	Get approval before leaving assigned area	5. Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.	■	■	■ ISS only		
Section 8: Disruptive Behavior							
Personal Best Active Listening	Talk in the classroom per classroom guidelines	1. Chronic Talking: Repeated talking in the classroom without permission.	■				
Personal Best Active Listening	Act/interact in ways that allow yourself and others to learn	2. Rude Noises: Making any unnecessary noise.	■				
Trustworthiness Personal Best	Remain in your seat per classroom guidelines	3. Refusing to Remain in Seat: Getting out of seat or moving seat without permission of staff member.	■				
Trustworthiness Active Listening	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	4. Horseplay: Rough or noisy play or pranks. Classroom – Students may engage in noisy play or pranks without the intent to harm, that are disruptive to the learning environment. Recess – Students may engage in rough play or pranks without the intent to harm another individual. Students may lack understanding of how this type of play could be harmful to another and may lack understanding of personal space.	■	■			
Trustworthiness Personal Best	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	5. Disruptive behavior: Any other personal action that disrupts or interferes with student engagement, educational activities or school environment.	■	■	■		

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 8: Disruptive Behavior (continued)							
Trustworthiness	Use fire alarms or make emergency calls only in emergencies	6. False Alarms: False fire alarm or false emergency calls.		■	■		
Trustworthiness Personal Best	Solve problems without fighting and act in a way that maintains safe, peaceful, productive school settings	7. Serious Disruption Conduct which (results in or likely to result in seriously bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested.  Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption and may place others at risk of injury.  Using a personal communication device to attract others to initiate a disturbance.		■	■	■	
Section 9: Intimidation/Threats/Bullying							
No Put Downs	Treat others with kindness and consideration	1. Harassing/Teasing/Instigating: Unwelcome behavior that is intended to disturb, provoke, or upset another; characteristically is repetitive.	■	■	■  2 day suspension maximum		
No Put Downs	Treat others in ways that promote feelings of safety and security	2. Threatening: A threat to strike, attack or harm another student in written or verbal form.	■	■	■  2 day suspension maximum		

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 9: Intimidation/Threats/Bullying (continued)							
No Put Downs	Treat others in ways that promote feelings of safety and security	3. Threatening Behavior Directed at Staff Member or Adult in Authority: A threat to strike, attack or harm a staff or adult in authority in written or verbal form.	■	■	■ 3 day suspension maximum	■	
Trustworthiness No Put Downs	Treat others in ways that promote feelings of safety and security	4. Bullying, including Cyber bullying: Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically text messaging; physical acts committed; 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 Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber harassment, Against Members of the School Community.	■	■	■ 3 day suspension maximum	■	

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 9: Intimidation/Threats/Bullying (continued)							
No Put Downs	Treat others in ways that promote feelings of safety and security	5. Disability Harassment: Disability harassment towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non- verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.	■	■	■ 2 day suspension maximum	■	
No Put Downs	Treat others in ways that promote feelings of safety and security	6. Racial Harassment: Racial harassment or bullying towards a student based on race, color or national origin. Harassing conduct may take many forms, including verbal acts and name- calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.	■	■	■ 2 day suspension maximum	■	
No Put Downs	Treat others in ways that promote feelings of safety and security	7. Harassment Based on Sex: Harassment or bullying towards a student based on sex is unwelcome conduct or a sexual nature, such as unwelcome sexual advances, requests for sexual factors and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying based on sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping.	■	■	■ 2 day suspension maximum	■	
No Put Downs	Treat others in ways that promote feelings of safety and security	8. Harassment or bullying towards faculty, employees, and other non-SACS students on SACS property or at SACS events.	■	■	■ 2 day suspension maximum	■	

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 9: Intimidation/Threats/Bullying (continued)							
Personal Best No Put Downs	Act/Interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security for others	9. Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group.			■	■	■
No Put Downs	Treat others in ways that promote feelings of safety and security	10. Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.				■	■
No Put Downs	Treat others in ways that promote feelings of safety and security.	11. Extortion Obtaining goods or money from guests, students, or faculty/staff by use of threat or coercion.		■	■	■	■
Section 10: Possession or Use of Fireworks and/or Ammunition							
Trustworthiness	Possess and use only approved items	Using or possessing any explosive device.			■	■	■
Section 11: Gambling							
Trustworthiness	Engage only in approved activities	Playing a game of skill or chance for money or anything of value.		■	■ 2 day suspension maximum		
Section 12: Trespassing							
Trustworthiness	Enter school property only with approval	Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion.			■	■	■

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 14: Theft/Stolen Property							
Trustworthiness Truthfulness	Have others' property only with owners' permission	1. Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250.		■	■	■	
Trustworthiness Truthfulness	Use others' property or school property with care so it is not damaged	Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250.		■	■	■	■
Trustworthiness Truthfulness	Use others' property or school property with care so it is not damaged	Causing <u>Major</u> Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment:  Financial restitution will be discussed with the student's family.			■	■	■
Section 15: Arson							
Trustworthiness	Handle fire in approved ways/ settings and report anyone who intends to handle fire dangerously or cause damage to property	Setting fire to or damaging any school building or property 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.				■	■
Section 16: Threat of Illegal Conduct							
Trustworthiness	Engage/plan to engage in activities that follow local, state and federal laws	Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.				■	■

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
<b>Section 17: Illegal Conduct</b>							
Trustworthiness	Engage in activities that follow local, state, and federal laws	Involvement in any conduct on school premises during a school function or event, or on the way to and from school premises during a school function or event, or on the way to and from school or at a sponsored school event, or at any time or place which violates local, state, or federal law where such conduct poses a danger to the health, welfare or safety of students, staff, visitors or interferes with school purposes.				■	■
<b>Section 18: Prohibited Substances</b>							
Trustworthiness Truthfulness	Possession of tobacco products, alcohol, or other drugs only in legal ways that align with SACS	1. Prohibited Substances and Products: Possession of any tobacco product, alcohol, or other drugs. Tobacco related products and matches/lighters will also be confiscated. Including e-cigarettes.			■ Suspension pending parent conference.	■	■
Trustworthiness Truthfulness	Use of tobacco products, alcohol, or other drugs only in legal ways that align with SACS policy	2. Tobacco Products/Alcohol/Other Drugs – Under the Influence: Under the influence on the way to and from school or at a school sponsored event.			■ Suspension pending parent conference.	■	■
Trustworthiness Truthfulness	Possess alcohol, drugs, narcotics only in legal ways that align with SACS policy	3. Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia Distributing or Selling: Evidence of giving or selling to others.				■	■

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 19: Weapons							
Trustworthiness Truthfulness	Carrying, possessing, displaying, or using dangerous objects or items resembling dangerous objects per SACS policy	<p>1. Examples of dangerous objects include: bullets, airsoft guns, all kinds of knives (including pocket, pen, exacto), fireworks, stink bombs, mace, etc.</p> <p>Possession of devices that could be considered a weapon and cause injury.</p>			■	■	■
Trustworthiness Truthfulness	Possessing, handling, or transmitting any firearm with projectiles by the action of an explosive only in illegal ways and per SACS policy	<p>2. Examples of firearms include: any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, including:</p> <ul style="list-style-type: none"> <li>a. the frame or received of any weapon described above</li> <li>b. any firearm muffler or firearm silencer</li> <li>c. any destructive device including but not limited to explosive, incendiary, or other similar type objects.</li> <li>d. any device which will, or may readily be converted to expel a projectile by the action of an explosive or other propellant.</li> </ul>				■ Mandatory expulsion one year	■

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 20: Injury to Others							
No Put Downs	Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries	1. Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury, without the intent to harm.	■	■	■	■	
No Put Downs	Act/interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	2. Fighting: Physical aggression between two or more people, physical blows, with the intent to harm.	■	■	■ 3 day OSS maximum	■	
No Put Downs	Handle objects in ways that promote safe, positive school settings and do not lead to possible injuries	3. Throwing Objects: Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles.		■	■	■	
No Put Downs	Act/interact in ways that promote safe, positive school settings and do not lead to possible injuries	4. Battery: More than fighting, battery involves causing or attempting to cause serious bodily injury to students, staff or others.				■	■

School- Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Referral to School Resource Officer
Section 21: Transportation							
Trustworthiness Personal Best	Follow all bus safety rules including stay seated, keep head and hands inside the bus and open doors/ windows only with approval	1. Unsafe Acts:  Standing or moving about, head or hands outside of bus, opening doors or windows. Eating or drinking on bus.	■				
Trustworthiness Personal Best	Interact with the bus driver in ways that allow yourself and others to ride on the bus safely	2. Disruptive Behavior:  Uncooperative with driver, loud and boisterous. Not in assigned seat or riding inappropriate bus. Throwing objects.	■	■	■  3 day Bus Suspension Maximum		
Trustworthiness Personal Best	Act/interact in ways that allow yourself and others to ride the bus safely	3. Violating the Safety and Rights of Others:  Interfering with the safety of others, distracting driver or vandalizing bus, includes disrespectful behavior, injury to others and bullying/harassment.		■	■  5 day Bus Suspension Maximum	■	■

