Student Code of Conduct

2019-20

Adopted by the Board of Education
June 10, 2019
Superintendent’s Letter .................................................................................................................................................. 1
Promoting Positive Student Behavior ................................................................................................................................. 2
Positive Behavior Interventions and Supports (PBIS) ........................................................................................................ 2
Range of Disciplinary Consequences ................................................................................................................................ 3
Explanation of Disciplinary Consequences ........................................................................................................................... 4
Student Discipline ................................................................................................................................................................. 5
Rules of Conduct for Students ............................................................................................................................................... 5
Students’ Rights and Responsibilities ................................................................................................................................... 6
Parents’ Rights and Responsibilities ..................................................................................................................................... 6
Staff Rights and Responsibilities ........................................................................................................................................ 7
Electronic Devices Guidelines ............................................................................................................................................ 8
Transportation Issues ............................................................................................................................................................ 9

Grades K–5
Elementary Disciplinary Violations and Consequences .................................................................................................... 10
Glossary—Elementary ........................................................................................................................................................ 19

Grades 6–12
Secondary Grades Acts of Gross Disobedience/Misconduct .................................................................................................. 23
Secondary Procedures for Teacher Involvement in Student Discipline .................................................................................... 23
Behavioral Expectations and Consequences .......................................................................................................................... 24
Secondary Disciplinary Violations and Consequences ........................................................................................................ 24
High School Tardy Guidelines ........................................................................................................................................... 25
Secondary Disciplinary Violations and Consequences ........................................................................................................ 26
Glossary—Secondary .......................................................................................................................................................... 38

Grades K–12
Excerpt from Policy #725.01R (Academic Achievement—Grading) ......................................................................................... 42
Policy #651R (Acceptable Use of Electronic Networks) ........................................................................................................ 42
Policy #710.08R (Search and Seizure) ................................................................................................................................... 44
Policy #710.15R (Substance Abuse—Elementary) ................................................................................................................ 45
Policy #710.14R (Substance Abuse—Secondary) ................................................................................................................ 46
Policy #715.01R (Student Discipline) ................................................................................................................................... 48
Policy #715.08 (Use of Behavioral Interventions for a Student Receiving Special Education Services) .................................. 52
Policy #720.09/R (Sexual Harassment) ................................................................................................................................ 52
Policy #720.10/R (Preventing Bullying, Intimidation, and Harassment) .................................................................................... 55
Policy #720.12 (Restrictions on Publications and Written or Electronic Material) .................................................................. 58
Policy #720.23 (Safe School Zone—Criminal Trespass) ........................................................................................................ 59
Behavior Management Plans .................................................................................................................................................. 59
Frequently Asked Questions about School Resource Officers ................................................................................................ 60
Champaign Police Complaint/Commendation Form .............................................................................................................. 62
Acknowledgement of Receipt of Student Code of Conduct .................................................................................................. 64

Board policies that are referenced can be accessed by parents at the main office of each campus building, the Champaign Unit 4 School District Administrative Center, the Center for Family and Community Engagement, or on line at www.champaignschools.org/StudentCodeofConduct.pdf

Champaign School District Board of Education

Amy Armstrong, President
Gianina Baker, Vice President
Heather Vazquez, Secretary
Chris Kloeppel, Parliamentarian
Bruce Brown
Kathy Shannon
Elizabeth Sotiorpoulos
July 2019

Dear Students:

As a school district, we believe our primary goal is to prepare students, through education, to be productive, contributing members of society. Our Board of Education, comprised of community members, encourages the most effective use of educational strategies and techniques to achieve this goal. It is within this spirit that the Student Code of Conduct was created to address students’ behavior under the school district’s jurisdiction.

The Student Code of Conduct outlines specific behaviors that are either disruptive to the educational process and/or illegal and subject to disciplinary action. This updated edition represents some thoughtful work undertaken by the District’s Discipline Equity/Advisory (DEA) Committee. The Committee, composed of community members, parents, staff, administrators, and school board members, examined the best research-based practices to develop this comprehensive code.

The Student Code of Conduct is distributed to all students within 15 school days after classes begin or within 15 school days after a new student enrolls in our District.

I encourage you to familiarize yourself with the contents of this book in order to fully understand the expectations of students in our care. If you have questions, your school principal will be pleased to discuss this with you, or you may call the Champaign Unit 4 School District Administrative Center at (217) 351-3792.

Sincerely,

Dr. Susan Zola
Superintendent

The Student Code of Conduct is available in multiple languages.
Promoting Positive Student Behavior

Each school is expected to promote a positive school culture and climate that provides students with a supportive environment in which to grow both socially and academically. Schools are expected to take a proactive role in nurturing students’ pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social/emotional learning.

Effective social/emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and positively. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

School staff members are also responsible for addressing inappropriate student behaviors which disrupt learning. Administrators, teachers, counselors, and other school staff are expected to engage all students in interventions and prevention strategies that address a student’s behavioral issues and discuss these strategies with the student and his/her parent.

To access a list of community support services, please click on the following link: [http://selfhelp.famservcc.org/](http://selfhelp.famservcc.org/)

---

A Vision of Behavioral Supports - Discipline Philosophy

We, the members of the Champaign Unit 4 Schools community—teachers, students, administrators, and community members—will seek to use discipline as an intervention strategy to improve student behavior and academic performance.

1. Everyone is entitled to a safe, secure, orderly environment in which to learn and work.
2. Student growth is enhanced by positive and successful school experiences.
3. Discipline is a shared responsibility: students, staff, and parents are all responsible for an orderly, safe, equitable learning environment.
4. Actions are a product of choices.
5. High standards and courteous, respectful behavior on the part of all foster a climate of achievement.
6. The Student Code of Conduct will be enforced for all students regardless of race, academic status, gender, and/or socio-economic status.

This Student Code of Conduct is designed to clarify school policies governing the rights and responsibilities of students, parents*, teachers, bus drivers, and other school personnel. Students, staff, parents, and others need to know about these policies and procedures and are encouraged to study and discuss the contents of this code.

* Throughout this document, the use of the word “parent” refers to parent, guardian, or primary caretaker.

---

Positive Behavior Interventions and Supports (PBIS)

PBIS – What is PBIS? Positive Behavior Interventions and Supports (PBIS) is a system for establishing the behavioral supports needed for all students to achieve social, emotional, and academic success. PBIS guides schools in identifying, implementing, and sustaining effective evidence-based practices to create a positive school culture that is safe, respectful, and conducive to learning.

---

School-Wide Systems for Student Success
Range of Disciplinary Consequences

**Board Action (Requires Parental Notification)**

- Expulsion

**Assigned by Administrator (Requires Parental Notification)**

- Alternatives in Education (AIE)
- Out-of-School Suspension/ACTIONS (1-10 days)
- In-School Suspension (1-10 days)
- Saturday/Evening School
- In-School Supervision
- Social Probation
- Work Detail/School Service/Community Service (not during academic portion of the day)
- Supervised Area

**Assigned by Teacher or Administrator**

- Child sent to administrator
- Parent conference
- Parent contact
- Restorative Practices

**Less Severe**

- Detention
- Warning (verbal and written)

Throughout the process, students may be referred to the Response to Intervention (RtI) team or other support services.
Explanatory of Disciplinary Consequences

The Champaign School District considers habitual, disruptive behavior unacceptable. In most cases, a system of progressive discipline (violations and consequences) will be followed as indicated in this document. Should severe or repeated misbehaviors occur, the building administrator reserves the right to exceed the recommended range of consequences in this document. Students who continue to disrupt the educational program may, via due process, be reassigned to an alternate educational setting. One or more of the discipline consequences may occur for any given offense.

### Definitions of Disciplinary Consequences

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning</td>
<td>Students are informed that repeated/severe offense(s) will result in more severe disciplinary action.</td>
</tr>
<tr>
<td>Supervised Area</td>
<td>A supervised area, in accordance with the guidelines set forth for supervised space, to be used after a staff member has removed a student from a class or school activity for disciplinary reasons.</td>
</tr>
<tr>
<td>ELEMENTARY:</td>
<td>Students may be placed in a supervised area for up to two hours after a staff member has removed them from a class or school activity for disciplinary reasons.</td>
</tr>
<tr>
<td>SECONDARY:</td>
<td>Students are placed in the Supervision Room for one or two class periods after a staff member has removed them from a class or school activity for disciplinary reasons.</td>
</tr>
<tr>
<td>Parent Contact</td>
<td>Parent is notified of a disciplinary concern.</td>
</tr>
<tr>
<td>Parent Conference</td>
<td>Parent is notified of a disciplinary concern in person.</td>
</tr>
<tr>
<td>Detention</td>
<td>Time is assigned to the student by a staff member or administrator to be served outside of the academic portion of the school day.</td>
</tr>
</tbody>
</table>

The following consequences may be assigned by an administrator and there must be parental notification:

- **Work Detail**: Tasks, to be determined by an administrator, are performed around the school and property, outside of the academic school day.
- **Social Probation**: Exclusion from participation in and/or attendance at an extracurricular school-sanctioned activity.
- **Restorative Practices**: Restorative practices in schools prioritize repairing harm done to relationships over the need for assigning blame and dispensing punishment when a rule is broken or an incident occurs. Restorative practices increase accountability, and both student and teacher satisfaction, while using such events as a natural opportunity to promote social and emotional learning, positive youth development, and rational and empathetic thinking. Restorative practices used in schools include peacemaking circles, restorative chats, restorative conferences, and peer juries/peer conferencing. Outcomes from all practices include increased satisfaction from those harmed, higher rates of completion of consequences, and lower rates of continued disruptive behaviors as well as a greater sense of safety in the school community.
- **In-School Supervision**: Student is removed from his/her regularly scheduled classroom. The student will bring or be given instructional materials and work on class assignments under the supervision of a District employee.
- **Saturday/Evening School**: Consequence for serious or persistent misconduct in which students may be assigned to attend a session on one or more Saturdays/evenings at a designated time and place. Saturday/Evening School may also be used as an alternative to out-of-school suspension.
- **In-School Suspension**: A period of time, not to exceed ten school days during which a student is suspended from school (pursuant to Board Policy No. #715.01 and #715.01R) but serves the suspension on the school premises. The decision to place a student in in-school suspension will remain at the discretion of the building administrator.
- **Out-of-School Suspension/ACTIONS**: A period of time, not to exceed ten school days, during which a student is suspended from school (pursuant to Board Policy No. #715.01R). ACTIONS is an alternative suspension program that strives to reduce recidivism in suspensions and provide behavioral supports to students. Students suspended out of school are assigned to the ACTIONS Program instead of serving their suspensions at home.
- **Alternatives in Education (AIE)**: There are many positive options and opportunities along the continuum of disciplinary consequences for students. Alternatives in Education in the “Recommended Range of Discipline Consequences” may include a decision to reassign a student who is experiencing a serious behavioral problem, or multiple behavioral problems, to an alternative setting. At the elementary level, AIE may include the assignment of a student to homebound services. AIE at the secondary level could be any of the District’s approved alternative programs. One commonly used alternative program is the READY Program.
- **Expulsion**: Board of Education approved exclusion of a student from regular attendance center for a period of time greater than ten school days, but for no longer than two school years.
Student Discipline

All standards of conduct will apply to address students’ behavior under the school district’s jurisdiction.
Fair and equitable discipline is intended to protect the rights and privileges of all persons, in all matters relating to the operation of the school. Staff stand in loco parentis, that is, they are responsible for students in the absence of parents.

The teaching of self-discipline and becoming responsible for one’s own actions are goals of the Champaign School District’s Student Code of Conduct. To ensure that students exhibit appropriate behavior and performance, it is the school’s responsibility to implement a program for teaching a system of essential rules and to administer just and constructive corrective measures.

Administrative actions are not limited to the disciplinary actions listed on page 3.

State Law

State law requires that schools keep discipline records for serious infractions in the student’s temporary record for not less than five years after the student has transferred, graduated, or otherwise withdrawn from school. A student’s temporary record must include information regarding serious disciplinary infractions that resulted in expulsion, suspension, or the “imposition of punishment or sanction.” A serious disciplinary infraction is defined as “an infraction involving drugs, weapons, or bodily harm to another.”

Rules of Conduct for Students

The school community must establish rules of conduct for its members if it is to achieve its goals. These rules will govern the school/District grounds, attendance and participation in all extracurricular activities, other school-related functions scheduled on or off the school campus, and other activities bearing a relationship to school. Therefore, certain rules of behavior have been established for students. Students have the following responsibilities:

1. It is the responsibility of each student to conduct himself/herself in such a manner that does not interfere with his/her own safety or learning, or the safety or learning of others.
2. It is the responsibility of each student to attend class on time and to be prepared to participate.
3. It is the responsibility of each student to help keep the building clean, not to litter, mark on, or deface school property and community areas.
4. It is the responsibility of each student to behave respectfully toward all staff and other students by being honest and polite. Directions given under school supervision are to be complied with, regardless of whether a student is in the classroom, in the halls, in the cafeteria, at extracurricular activities, or at any other location on school property. The perception that “he/she is not my teacher, so why should I listen to him/her” is to be avoided.
5. It is the responsibility of each student to keep doorways, hallways, restrooms, stairs, and bus aisles clear at all times.
6. It is the responsibility of each student to leave the area, in the event that a disruption involving students occurs. The student’s mere presence as an onlooker lends support and encouragement to those students causing the disruption. Failure to cooperate may subject the onlookers to disciplinary action.
7. Harassment, bullying, and/or intimidation will not be tolerated while at school or while engaged in activities bearing a relationship to school. Any student who experiences such a situation should report the incident to the principal, or his/her designee, as soon as possible. No student should try to settle the problem himself/herself by allowing the situation to escalate into a physical confrontation.
8. The health and safety of many people depend upon cooperation of students during fire or disaster drills. It is the primary responsibility of each student to move quickly and quietly to the assigned safety areas. Instructions given by staff are to be followed.
9. It is the responsibility of students to observe the same appropriate standards of conduct at extracurricular activities (home or away) as they do at their own school. Violence, disruptive behavior, or involvement with drugs/alcohol at extracurricular activities or on buses may result in serious disciplinary action. Such action may include suspension and/or reassignment to an educational setting in a different location than the student’s home school (Alternatives in Education—AIE*) and/or expulsion from school, suspension from attendance and/or participation at future extracurricular activities, and/or police action. Parents may be required to pick up their student at an out-of-town function.
10. Students shall not make sexual advances, request sexual favors, or exhibit sexually motivated physical conduct. Students shall not make other verbal or physical communication of a sexual nature whose purpose or effect is to create an intimidating, hostile, or offensive environment.
11. All students are entitled to have the opportunity to obtain maximum benefit from their educational experience. Thus, it is necessary to have rules and regulations that provide an educational climate in which learning can best take place. Students who show disrespect for the rights of others and disregard regulations may be subject to disciplinary action, which could include suspension or reassignment to Alternatives in Education (AIE) and/or expulsion. In addition, they may be subject to removal from extracurricular activities and/or positions of leadership (e.g., Student Council, officer of Student Council or class).
12. It is the responsibility of each student to use educational technology (computers, Internet, district-assigned email, district-assigned Cloud accounts, etc.) in an appropriate manner. Failure to do so can result in restricted access, as well as other disciplinary action.

* Homebound services and READY (AIE at the elementary level is limited to homebound services. A parent or other responsible adult must be on the premises during the instructional period.)
## Students’ Rights and Responsibilities

**RIGHTS**

1. To be treated with dignity, courtesy, and respect.
2. To be treated as an individual.
3. To be academically challenged.
4. To be given the opportunity to be heard as well as have witnesses and/or an advocate speak on one’s behalf.
5. To pursue a successful education without disruption.
6. To discuss educational concerns with teachers and other school staff.
7. To be informed of student responsibilities, rights, and discipline policies.
8. To receive fair and equitable treatment without discrimination in every aspect of the educational system.
9. To expect cultural respect.
10. To expect learning to be relevant to life situations.
11. To participate in courses and extracurricular activities that promote individual skills, academic achievements, and talents.
12. To be transported in a safe and timely manner.
13. To access facilities that correspond to their gender identity. Any student who is uncomfortable using a shared facility will be provided with an alternative. Students or parents should contact the building principal to request an alternative to a shared facility.

**RESPONSIBILITIES**

1. To resolve problems and issues while treating everyone with dignity, courtesy, and respect.
2. To become productive citizens.
3. To recognize when personal actions are interfering with the rights, personal space, feelings, and property of others.
4. To attend school regularly, arrive on time, bring supplies, and be prepared for the day’s lessons.
5. To be sensitive to individuals from diverse cultures.
6. To develop a sense of responsibility for personal choices.
7. To succeed in school by working to the best of one’s ability.
8. To follow discipline guidelines adopted by the District, school, and class.
9. To ask for help when in need of assistance.
10. To act in a courteous and responsible manner in all school-related activities.
11. To be a participating learner.
12. To behave in a safe and responsible manner on District and/or public transportation.

## Parents’ Rights and Responsibilities

**RIGHTS**

1. To be treated with dignity, courtesy, and respect.
2. To view their student’s records and visit school in accordance with Board of Education policy.
3. To be informed and receive timely explanations of their student’s academic progress and behavior.
4. To be consulted as soon as possible when decisions are made that affect their student.
5. To request and be granted conferences with school personnel.
6. To express feelings without intimidating or being intimidated.
7. To expect school to be a safe place of learning.
8. To expect cultural respect.
10. To be informed of the right to due process and appeal for disciplinary action against a student (105 ILCS 5/10-22.6).
11. To expect their student to be academically challenged and to learn.
12. To expect their student to be transported in a safe and timely manner.

**RESPONSIBILITIES**

1. To communicate an expectation for their student to achieve in every class.
2. To abide by the Compulsory Attendance Laws (105 ILCS 5/13-3; 5/26-1).
3. To provide a regular place to do homework.
4. To expose their student to learning activities.
5. To praise their student for effort, improvement, and achievement.
6. To act in a courteous and responsible manner at all school-related activities.
7. To be partners with school staff for improving their student’s learning and behavior.
8. To provide the school with accurate home and emergency phone numbers.
9. To teach their student to respect others regardless of their differences.
10. To have their student at the bus stop in a timely manner, if their student is being transported.
11. To interact with District staff in a respectful manner.
## Staff Rights and Responsibilities

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be treated with dignity, courtesy, and respect.</td>
<td>1. To communicate an expectation for the student to achieve in every class.</td>
</tr>
<tr>
<td>2. To be supported by other staff and parents.</td>
<td>2. To academically challenge all students.</td>
</tr>
<tr>
<td>3. To work in a positive atmosphere.</td>
<td>3. To provide learning for all students in an equitable manner.</td>
</tr>
<tr>
<td>4. To work in an atmosphere free from verbal or physical threats and abuse.</td>
<td>4. To establish and maintain an environment where all may learn.</td>
</tr>
<tr>
<td>5. To be involved in the decision-making process for the District.</td>
<td>5. To recognize and work with all students who have a different learning style.</td>
</tr>
<tr>
<td>6. To receive cultural respect.</td>
<td>6. To respect the rights and confidentiality of students, parents, and other staff.</td>
</tr>
<tr>
<td>7. To be provided with the resources necessary to carry out responsibilities.</td>
<td>7. To inform and consult parents in assessing the needs and progress of students.</td>
</tr>
<tr>
<td>8. To participate with parents, community, and staff in school decisions.</td>
<td>8. To be proactive toward resolving issues.</td>
</tr>
<tr>
<td>9. To have a safe working environment.</td>
<td>9. To teach all students to be personally responsible.</td>
</tr>
<tr>
<td>10. To use reasonable physical force or restraint to contain a student to the extent deemed necessary:</td>
<td>10. To respect cultural diversity.</td>
</tr>
<tr>
<td>a. to defend or protect himself/herself from the student; or</td>
<td>11. To act in a courteous and responsible manner in all school-related activities.</td>
</tr>
<tr>
<td>b. to defend or protect other persons from the student; or</td>
<td>12. To be fair, equitable, and consistent in all interactions.</td>
</tr>
<tr>
<td>c. to prevent or stop fights, breaches of the peace, and other disruptions; or</td>
<td>13. To be responsive to all students' needs.</td>
</tr>
<tr>
<td>d. to prevent damage to the property of the District or other persons; or</td>
<td>14. To be informed of the Student Code of Conduct and the appeal process.</td>
</tr>
<tr>
<td>e. to remove a student from any location, room, or assembly where his/her continued presence creates a risk or threat of physical harm to others, or of damage to school property, or of unreasonable interference with the school or classroom instructional program.</td>
<td>15. To implement approved and accepted teaching and assessment practices.</td>
</tr>
<tr>
<td></td>
<td>16. To initiate parent contact/support at the earliest occurrence of academic or behavior concerns.</td>
</tr>
<tr>
<td></td>
<td>17. To develop, communicate, and enforce clear behavioral and learning expectations for all students.</td>
</tr>
</tbody>
</table>
Electronic Devices

Cell phones, like any technology, bring advantages and disadvantages to the academic setting. With the prevalence of this technology, it is obvious that it is more than a passing interest and, therefore, must be embraced and its advantages harnessed.

Nearly every district employee, the majority of students at the secondary level, and many students at the elementary level carry a cell phone. They have replaced watches and calendars in many situations. Disadvantages of the technology include disruption of the academic process and the violation of the rights of others.

While individuals may carry cell phones in school, any disruption of the academic process, interference with the rights of others, or a violation of academic integrity will not be tolerated.

Lost, Stolen, or Damaged Devices: Students are responsible for their own personal items including electronic devices. The school district assumes no liability or responsibility for lost, damaged, or stolen personal property; however, students should contact a school administrator to make him/her aware of stolen devices. The administrator will, in turn:

- Make contact with the parent/guardian to inform them of the theft.
- Make a reasonable attempt to recover the stolen item.
- May contact the SRO or a police officer for assistance.

Students are reminded to:

- Keep devices on their person, if possible.
- Lock cell phones with a password or fingerprint.
- Record the device’s serial number.
- Enable the phone’s locator device, if possible.

Unauthorized Videos/Photographs Taken in Class: Unless expressly authorized by the classroom teacher, students may not use cell phones or any other electronic device to record videos or take photographs of themselves, other students, teachers, or other persons within a classroom. Examples include, but are not limited to, taking videos or photographs of staff while they are teaching, taking videos or photographs of students as they are participating in class, taking videos or photographs of fights, arguments, or any other disciplinary incidents occurring in the classroom. Violation of this policy will result in disciplinary action. Chronic violations could lead to more serious consequences.

Examples of Disruptive Behavior:

1. Tardiness to class or school while using phone.
2. Sending or receiving text messages during the school day (except as indicated below in the middle and high school sections).
3. Making or receiving calls during the school day (except as indicated below in the middle and high school sections).
4. Any violation of academic integrity such as:
   a. Soliciting answers or information regarding an exam.
   b. Providing answers or information regarding an exam.
   c. Copying/taking photos or sharing material that may be used in a testing situation.
5. Any behavior that conflicts with specific classroom expectations.
6. Recording any person without his/her consent.
7. Recording any student engaged in misconduct or being disciplined at school.

ALL LEVELS
Severe violations or continued violations of policy may result in additional consequences for other conduct, i.e. disobedience, tardiness, cheating, bullying, harassment, etc.

HIGH SCHOOL LEVEL
1. Electronic devices (phones, mp3 players, iPods, etc.) may be used in hallways during passing times and in the cafeteria during lunch.
2. Students in the hallways on passes (teacher, office tardy, etc.) may not use their cell phones.
3. Electronic devices may not be used in the hallways while class is in session.

Any Offense: Level 1 referral and parent contact.

MIDDLE SCHOOL LEVEL*
1. Electronic devices (phones, mp3 players, iPods, etc.) may be used in hallways during passing times and in the cafeteria during lunch.
2. Students in the hallways on passes (teacher, office tardy, etc.) may not use their cell phones.
3. Electronic devices may not be used in the hallways while class is in session.

Any Offense: Level 1 referral and parent contact.

ELEMENTARY LEVEL*
1. Cell phones may be brought to school, but must be OFF and left in the student’s backpack during the entire school day. This includes recess, lunch, or field trips.
2. OFF means “powered off” and not in “vibrate” or “silent” mode. Forgetting to turn off the cell phone is not an excuse.

Any Offense: Level 1 referral and parent contact.

Telephone

The office phone is to be used for school business only. Students may use this phone for class business or any emergency with the permission of the administrator or secretary.

*At the elementary level, should a need for an activated cell phone exist during the school day due to a health-related situation, the student’s parent/legal guardian shall address a request in writing to the principal, explaining the reason for the request. The principal’s response shall be made in writing.
Transportation Issues

Student safety is the primary concern of the Champaign School District’s Transportation Department. Misbehavior on school buses* poses a threat to the safety of everyone on the roadway. Laws and regulations have been established to ensure the safety of students and drivers on District owned/operated, contracted, or authorized vehicles.

* Hereafter “school buses” refer to District-owned/operated, contracted, or authorized vehicles that transport students.

Bus Conduct

When students are being transported to and from school on school buses, MTD, or any other authorized mode of transportation, they are considered to be on school property. The rules of this Student Code of Conduct will prevail.

Violation of school rules on the bus may subject students to additional disciplinary action.

School Bus Rules

1. Students are to obey the driver and bus monitor of the bus.
2. Students shall enter and exit the bus in an orderly manner.
3. Students are to go directly to a seat when boarding the bus.
   a. Students riding yellow buses are to stay seated in one seat for the duration of the route.
   b. Students riding an MTD bus must be seated in one seat while the bus is on route. If a seat is not available on the MTD bus, students are to stand while grasping a fixed pole at all times. Standing students are to be seated when a seat becomes available.
   c. Students should respect the rights of other MTD riders.
4. Students are to sit face forward and keep their feet and belongings from obstructing the aisles.
5. Students are to remain orderly and quiet throughout the route.
6. State law requires students to be silent when the bus is near railroad tracks.
7. Pets and animals are not permitted on the bus.
8. Smoking, eating, and drinking, other than water, are not permitted on the bus.
9. Students are not to lower the windows below the safety line.
10. Trash is not to be left on the bus.
11. Students are to keep hands, feet, and everything else inside the bus.
12. Acceptable electronic devices are allowed on buses provided they do not interfere with the safe operation of the bus (See “Electronic Devices” in elementary and/or secondary glossaries). Headphones must be utilized.

NOTES:

1. If a pupil is suspended due to gross disobedience or misconduct on a school bus, a building administrator may suspend the pupil from the bus in excess of ten (10) school days for safety reasons (state law).
2. Violation of bus rules may result in disciplinary action as outlined in the Student Code of Conduct.
3. Rules governing eating and drinking on the bus for field trips or special activities will be determined by the driver and the staff member in charge of the activity.
4. Videotapes of student interactions on buses may be viewed by school/District-authorized personnel. Parents may be denied access to these tapes if the identity of students, other than those belonging to the parents, is divulged and could potentially constitute privacy rights violation.

Champaign Unit #4 Bus Consequences

The administrator in charge will make a decision about whether more severe disciplinary consequences will be given.

1st Referral: Warning and parent contact
2nd Referral: Loss of privileges, reteach expectations, assign seat, and parent contact
3rd Referral: Up to 1-day bus suspension, reteach expectations, and parent conference with administrator
4th Referral: Up to 2-day bus suspension, reteach expectations, and parent conference with administrator
5th Referral: Up to 3-day bus suspension, reteach expectations, and parent conference with principal
Repeated/Severe: 6th Up to 5-day suspension through 45-day bus suspension
7th Up to 10-day suspension through 45-day bus suspension for remainder of school year
8th Up to 45-day bus suspension through dismissal for remainder of school year
The following pages pertain to Elementary (Grades K–5) Students only.

The following acts are only examples of gross disobedience or misconduct, and the list is not exhaustive. All parents and students should be aware that some of the acts may also bring criminal prosecution and penalties as well as school disciplinary action. The school, individual staff members, the police, state’s attorney, parents, and/or students may bring legal action.

Students and parents have the right to due process and appeal for disciplinary action taken against a student (105 ILCS 5/10-22.6). Refer to page 48.

Among the factors that an administrator considers are:
1. Student’s age
2. Seriousness of the offense
3. Frequency of inappropriate behavior
4. Circumstances and intent
5. Potential effect of the misconduct on the school environment
6. Relationship of the behavior to any disabling condition

Administrative actions are not limited to the disciplinary actions listed on page 3.

Elementary Disciplinary Violations/Consequences

The resolution of Level 1 behaviors is primarily the responsibility of teachers, support personnel, and parents. Notification of parents is recommended. Administrative and parental assistance can be initiated without engaging the formal referral process. In order to move a Level 1 behavior to Level 2, the teacher will need to present documented evidence of persistent behavior and appropriate interventions with outcomes.

As many interventions as appropriate and necessary should be attempted.

Level 1 behaviors include, but are not limited to, the following:
01. Being Inattentive
02. Derogatory Remark
03. Dishonesty
04. Disobedience
05. Distracting Others
06. Excessive and/or Loud Talking
07. Refusal To Do Assigned Work
08. Refusal To Bring Necessary Materials to Class
09. Inappropriate Dress
11. Littering
12. Loitering
13. Possession of Electronic Devices
14. Profanity and/or Obscenity
15. Pushing and Shoving
16. Throwing Objects
17. Other Acts That Endanger Classmates

The following is an expectation which provides interventions or steps that a teacher would consider before sending a student to an assistant principal or other administrator for infractions that do not interfere with the daily operation of the school/classroom and health/safety of staff and students.

First and foremost, every teacher should have classroom expectations posted in the room and made known to both students and parents. The following steps are for Level 1/minor disciplinary problems that are not a major occurrence.

As many interventions as appropriate and necessary should be attempted.

A teacher is required to follow the steps below before involving an administrator in the disciplinary process for Level 1/minor offenses/infractions listed above:

Step 1: Hold a conference with the student (including performance or goal-setting expectations);
Step 2: Contact the parent by phone and/or meet with the parent in person, for the purpose of discussion when classroom disruptions or problems begin to occur;
Step 3: Notify the administration that a problem(s) has occurred with a student and state the interventions that have been attempted.

Only when no improvement in behavior has occurred should the administration be notified and involved, with the expectation that the administration will assist in handling and dealing with the problem.

If a teacher has not held a student conference, initiated a parent phone call/contact, or had a parent conference regarding classroom misbehaviors/infractions that do not need an assistant principal or administrator’s immediate attention, then the teacher is expected to address it before the administrator is involved.
This expectation or procedure is not meant for administrators to avoid being involved in classroom problems that students may have; rather, it is to initially involve teachers in the disciplinary process with students and parents, in an attempt to reach a resolution before it is necessary to bring the administration into the situation, which could possibly weaken the teacher’s position as an educational leader in the classroom.

(NOTE: School bus behaviors affecting the immediate safety of students or driver may result in moving the matter to LEVEL 2.)
Elementary Disciplinary Violations/Consequences (continued)

Level 2

All Level 2 offenses will result in parent contact/conference, as specifically noted below. Any violation resulting in a suspension will require a parent conference before returning to school. Should severe or repeated misbehaviors occur, the building administrator reserves the right to exceed the range of consequences recommended in this document. Possible consequences are (but not limited to): parent contact, parent conference, detention, supervised area, **Saturday School (optional, based on campus participation)**, out-of-school suspension (1–10 days), alternatives in education (AIE), and BARJ. (Ten-day suspensions should be used at the elementary level only in cases where the administrator is seeking expulsion.)

Level 2 behaviors include, but are not limited to, the following:

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Consequences Elementary Level 2</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Altering/Destruction of School Records</td>
<td>18. Parent contact</td>
<td>ACTIONS support for student</td>
</tr>
<tr>
<td>19. ★▲Bullying/Harassment/Cyber-bullying</td>
<td>Repeated/Severe Offense(s): Up to 5-day out-of-school suspension. 10-day suspension issued only in cases where expulsion is being sought.</td>
<td>Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology * = Restorative practices</td>
</tr>
<tr>
<td>20. Discriminatory Conduct</td>
<td>20. Parent conference and referral to social worker</td>
<td></td>
</tr>
<tr>
<td>22. ★ Damage to Property/Vandalism</td>
<td>22. Parent conference and restitution</td>
<td></td>
</tr>
<tr>
<td>23. Refusal to Serve Detention</td>
<td>23. Parent contact and supervised area</td>
<td></td>
</tr>
<tr>
<td>24. Refusal to Serve Saturday School</td>
<td>24. Parent contact and supervised area (maximum of 2 hours)</td>
<td></td>
</tr>
<tr>
<td>26. ★ Possession or Use of Fireworks</td>
<td>26. Parent contact and confiscation through recommendation for reassignment to AIE and/or expulsion</td>
<td>ACTIONS support for student</td>
</tr>
<tr>
<td>27. ★ Gambling</td>
<td>27. Parent contact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Repeated/Severe Offense(s): Up to 5-day out-of-school suspension. 10-day suspension issued only in cases where expulsion is being sought.</td>
<td>Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology * = Restorative practices</td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.
▲ Student will be removed from the classroom pending investigation based on administrative discretion.
**Elementary Disciplinary Violations/Consequences (continued)**

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Leaving Class/School Without Permission</td>
<td>29. Parent contact, detention, supervised area, and police contact as needed</td>
<td>ACTIONS support for student ACTIONS support for teacher</td>
</tr>
<tr>
<td>30. Misuse of Computers</td>
<td>30. Parent contact and restricted computer privileges</td>
<td>Breaks from the task or for emotional management</td>
</tr>
<tr>
<td>31. Persistent/Severe Level 1 Behaviors</td>
<td>31. Repeated/Severe Offense(s):</td>
<td>Change in schedule with administrative approval</td>
</tr>
<tr>
<td></td>
<td>Parent conference through 5-day out-of-school suspension</td>
<td>Check-In/Check-Out (CICO)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conference with student, parent, staff, family, and/or administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creation of or changes to student’s behavior management plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification of causes of behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incentives/positive reinforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informal mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-Tiered Systems of Support (MTSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nonverbal cues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer juries*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planned ignoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective essay/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School service*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* = Restorative practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social skills instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social-Academic Instructional Groups (SAIG)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-led phone call home to explain behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-Teacher mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success plan created by teacher and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching of expectation and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Temporary removal from distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timely contact with parent (site, phone, letter, home visit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of verbal de-escalation methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal correction/warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Victim-Offender mediation*</td>
</tr>
<tr>
<td>32. Possession of Harmful Objects</td>
<td>32. Parent conference and confiscation</td>
<td>Withdrawal of privileges</td>
</tr>
<tr>
<td>33. Sexual Conduct and/or Inappropriate Touching/Display</td>
<td>33. 1st Offense: Parent conference, referral to social worker, and supervised area Repeated/Severe Offense(s): Up to 5-day out-of-school suspension. 10-day suspension issued only in cases where expulsion is being sought. *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creation of or changes to student’s behavior management plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification of causes of behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incentives/positive reinforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informal mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring program</td>
</tr>
<tr>
<td>34. Out-of-Control Behavior/Temper Tantrum</td>
<td>35. 1st Offense: Supervised area and parent contact Repeated/Severe Offense(s): Parent conference, referral to social worker, and Saturday School through 1-day out-of-school suspension</td>
<td>Multi-Tiered Systems of Support (MTSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nonverbal cues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer juries*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planned ignoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective essay/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School service*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* = Restorative practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social skills instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social-Academic Instructional Groups (SAIG)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-led phone call home to explain behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-Teacher mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success plan created by teacher and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching of expectation and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Temporary removal from distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timely contact with parent (site, phone, letter, home visit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of verbal de-escalation methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal apology</td>
</tr>
<tr>
<td>36. Theft (or accomplice)</td>
<td>36. Parent conference and restitution through 5-day out-of-school suspension</td>
<td>Verbal correction/warning</td>
</tr>
<tr>
<td>37. Threats/Intimidation</td>
<td></td>
<td>Victim-Offender mediation*</td>
</tr>
<tr>
<td>38. Trespassing</td>
<td></td>
<td>Withdrawal of privileges</td>
</tr>
<tr>
<td>39. Use/Possession of Tobacco</td>
<td></td>
<td>Written apology</td>
</tr>
</tbody>
</table>

* Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.
▲ Student will be removed from the classroom pending investigation based on administrative discretion.
### Elementary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Consequences Elementary Level 2</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| 41. ★ Misuse of Electronic Devices (Cell Phones, Laser Pointers, iPods, MP3 players, PSPs, etc.) (Refer to Policy #710.20R and electronic devices guidelines on page 8.) | 41. Level 1 referral and parent contact.  
[41. 1st Offense:  
Parent contact (verbal)]  
[Repeated/Severe Offense(s):  
Up to 3-day out-of-school suspension]  
[41. 2nd Offense:  
Parent conference through Saturday/Evening School  
2nd Offense:  
Parent conference through 1-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to 5-day out-of-school suspension] | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology  
* = Restorative practices |
| 61. Horseplay/Scuffling                                                           | 61. 1st Offense:  
Parent contact (verbal)  
Repeated/Severe Offense(s):  
Up to 3-day out-of-school suspension  
[61. 2nd Offense:  
Parent conference through Saturday/Evening School  
2nd Offense:  
Parent conference through 1-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to 5-day out-of-school suspension] | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology  
* = Restorative practices |
| 64. Verbal Abuse/Profanity to Staff                                               | 64. Parent contact through suspension  
[64. 1st Offense:  
Parent contact through Saturday/Evening School  
2nd Offense:  
Parent conference through 1-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to 3-day out-of-school suspension] | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology  
* = Restorative practices |
| 65. Verbal Abuse/Profanity to Student                                             | 65. Parent conference, detention, and referral to social worker  
[65. 1st Offense:  
Parent contact through Saturday/Evening School  
2nd Offense:  
Parent conference through 1-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to 3-day out-of-school suspension] | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology  
* = Restorative practices |
| 66. ★ False Reports/Forgery                                                       | 66. 1st Offense:  
Parent contact through Saturday/Evening School  
[66. 2nd Offense:  
Parent conference through 1-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to 3-day out-of-school suspension] | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology  
* = Restorative practices |

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.  
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.  
▲ Student will be removed from the classroom pending investigation based on administrative discretion.
## Elementary Disciplinary Violations/Consequences (continued)

### Level 3

Any violation resulting in a suspension will require a parent conference upon returning to school. Possible consequences are (but not limited to): parent contact, parent conference, detention, supervised area, **Saturday School (optional, based on campus participation)**, out-of-school suspension (1-10 days), alternatives in education (AIE).

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Consequences Elementary Level 3</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| 42. ★ Alarms (False)/Bomb Threats                                               | 42. Up to recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services.* | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
* = Restorative practices |
| 43. Acts that Disrupt or Interfere with Staff or School/District-Authorized Personnel | 43. 1st Offense:  
Parent conference through 5-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services.* |
| 44. ★ Arson/Attempted Arson                                                     | 44. Up to recommendation for reassignment to AIE and/or expulsion and mandatory referral to juvenile fire settlers’ program  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services.* | Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology |
| 45. ★ Physical Confrontation with Students                                      | 45. 1st Offense:  
Up to 1-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services.* |

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.  
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.  
▲ Student will be removed from the classroom pending investigation based on administrative discretion.
Elementary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>46. ★ ▲ Physical Confrontation with Staff or School/District-Authorized Personnel</strong></td>
<td><strong>Elementary Level 3</strong></td>
<td>ACTIONS support for student&lt;br&gt;ACTIONS support for teacher&lt;br&gt;Breaks from the task or for emotional management&lt;br&gt;Change in schedule with administrative approval&lt;br&gt;Check-In/Check-Out (CICO)&lt;br&gt;Classroom meeting/circle*&lt;br&gt;Conference with student, parent, staff, family, and/or administrator&lt;br&gt;Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff&lt;br&gt;Creation of or changes to student’s behavior management plan&lt;br&gt;Detention&lt;br&gt;Identification of causes of behavior&lt;br&gt;Incentives/positive reinforcement&lt;br&gt;Informal mentoring&lt;br&gt;Mentoring program&lt;br&gt;Multi-Tiered Systems of Support (MTSS)&lt;br&gt;Nonverbal cues&lt;br&gt;Peer juries*&lt;br&gt;Peer mediation&lt;br&gt;Planned ignoring&lt;br&gt;Referral to after-school program&lt;br&gt;Referral to community-based services&lt;br&gt;Reflective essay/activity&lt;br&gt;Restitution&lt;br&gt;Role play&lt;br&gt;School service*&lt;br&gt;Seating change&lt;br&gt;Social skills instruction&lt;br&gt;Social-Academic Instructional Groups (SAIG)&lt;br&gt;Student-led phone call home to explain behavior&lt;br&gt;Student-Teacher mediation&lt;br&gt;Success plan created by teacher and student&lt;br&gt;Teaching of expectation and skills&lt;br&gt;Temporary removal from distraction&lt;br&gt;Timely contact with parent (site, phone, letter, home visit)&lt;br&gt;Use of verbal de-escalation methods&lt;br&gt;Verbal apology&lt;br&gt;Verbal correction/warning&lt;br&gt;Victim-Offender mediation*&lt;br&gt;Withdrawal of privileges&lt;br&gt;Written apology</td>
</tr>
<tr>
<td><strong>47. ★ Distribution or Sale of Alcohol/Drugs or “Look-Alike” Alcohol/Drugs (Refer to Policy 710.15)</strong></td>
<td><strong>1st Offense:</strong>&lt;br&gt;Up to 5-day out-of-school suspension&lt;br&gt;<strong>Repeated/Severe Offense(s):</strong>&lt;br&gt;Up to 10-day out-of-school suspension and recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>* = Restorative practices</td>
</tr>
<tr>
<td><strong>48. ★ Extortion/Shakedown/Strong-Arm</strong></td>
<td><strong>1st Offense:</strong>&lt;br&gt;Up to 1-day out-of-school suspension&lt;br&gt;<strong>Repeated/Severe Offense(s):</strong>&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
<tr>
<td><strong>49. ★ Mob Action</strong></td>
<td><strong>1st Offense:</strong>&lt;br&gt;Up to 3-day out-of-school suspension&lt;br&gt;<strong>Repeated/Severe Offense(s):</strong>&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
<tr>
<td>Conduct Violation</td>
<td>Recommended Range of Consequences</td>
<td>Interventions</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>50. ★ Misuse of Computers (Criminal)</td>
<td><strong>Elementary Level 3</strong>&lt;br&gt;50. <strong>1st Offense:</strong>&lt;br&gt;Up to 1-day out-of-school suspension&lt;br&gt;Repeated/Severe Offense(s):&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>ACTIONS support for student&lt;br&gt;ACTIONS support for teacher&lt;br&gt;Breaks from the task or for emotional management&lt;br&gt;Change in schedule with administrative approval&lt;br&gt;Check-In/Check-Out (CICO)&lt;br&gt;Classroom meeting/circle*&lt;br&gt;Conference with student, parent, staff, family, and/or administrator&lt;br&gt;Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff&lt;br&gt;Creation of or changes to student’s behavior management plan&lt;br&gt;Detention&lt;br&gt;Identification of causes of behavior&lt;br&gt;Incentives/positive reinforcement&lt;br&gt;Informal mentoring&lt;br&gt;Mentoring program&lt;br&gt;Mult-Tiered Systems of Support (MTSS)&lt;br&gt;Nonverbal cues&lt;br&gt;Peer juries*&lt;br&gt;Peer mediation&lt;br&gt;Planned ignoring&lt;br&gt;Referral to after-school program&lt;br&gt;Referral to community-based services&lt;br&gt;Reflective essay/activity&lt;br&gt;Restitution&lt;br&gt;Role play&lt;br&gt;School service*&lt;br&gt;Seating change&lt;br&gt;Social skills instruction&lt;br&gt;Social-Academic Instructional Groups (SAIG)&lt;br&gt;Student-led phone call home to explain behavior&lt;br&gt;Student-Teacher mediation&lt;br&gt;Success plan created by teacher and student&lt;br&gt;Teaching of expectation and skills&lt;br&gt;Temporary removal from distraction&lt;br&gt;Timely contact with parent (site, phone, letter, home visit)&lt;br&gt;Use of verbal de-escalation methods&lt;br&gt;Verbal apology&lt;br&gt;Verbal correction/warning&lt;br&gt;Victim-Offender mediation*&lt;br&gt;Withdrawal of privileges&lt;br&gt;Written apology</td>
</tr>
<tr>
<td>51. ★ Persistent/Severe Level 2 Behaviors</td>
<td>51. Up to 5-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
<tr>
<td>52. ★ Possession, Use, or Reasonable Suspicion of Being Under the Influence of Alcohol/Drugs (Refer to Policy 710.15)</td>
<td>53. <strong>1st Offense:</strong>&lt;br&gt;Up to 1-day out-of-school suspension&lt;br&gt;Repeated/Severe Offense(s):&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
<tr>
<td>54. ★▲ Sexual Harassment&lt;br&gt;See Champaign Schools Policy and Procedures for discipline and consequences of Sexual Harassment (#720.09/R).</td>
<td>54. <strong>1st Offense:</strong>&lt;br&gt;Up to 3-day out-of-school suspension and referral to social worker&lt;br&gt;Repeated/Severe Offense(s):&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
<tr>
<td>55. ★▲ Threats to/Intimidation of Staff or School/District-Authorized Personnel</td>
<td>55. <strong>1st Offense:</strong>&lt;br&gt;Up to 1-day out-of-school suspension&lt;br&gt;Repeated/Severe Offense(s):&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
<tr>
<td>57. ★ Vandalism</td>
<td>57. <strong>1st Offense:</strong>&lt;br&gt;Up to 1-day out-of-school suspension and restitution, school service&lt;br&gt;Repeated/Severe Offense(s):&lt;br&gt;Up to recommendation for reassignment to AIE and/or expulsion&lt;br&gt;*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.<br>▲ Student will be removed from the classroom pending investigation based on administrative discretion.
### Elementary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>62. ★ Weapon-Related Activities Possession/Display/Use or Intent to Use</td>
<td>62. Any Offense:</td>
<td>ACTIONS support for student</td>
</tr>
<tr>
<td></td>
<td>Up to 10-day out-of-school suspension and recommendation for reassignment to AIE and/or expulsion</td>
<td>ACTIONS support for teacher</td>
</tr>
<tr>
<td></td>
<td>*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>Breaks from the task or for emotional management</td>
</tr>
<tr>
<td></td>
<td>As required by the Illinois School Code, 105 ILCS 5/10-22.6(d), students who engage in weapon-related activities shall be expelled for a period of not less than one year, unless modified by the Superintendent or the Board of Education on a case-by-case basis.</td>
<td>Change in schedule with administrative approval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom meeting/circle*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conference with student, parent, staff, family, and/or administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creation of or changes to student’s behavior management plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification of causes of behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incentives/positive reinforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informal mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-Tiered Systems of Support (MTSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nonverbal cues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer juries*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planned ignoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective essay/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School service*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seating change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social skills instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social-Academic Instructional Groups (SAIG)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-led phone call home to explain behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student-Teacher mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Success plan created by teacher and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching of expectation and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Temporary removal from distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timely contact with parent (site, phone, letter, home visit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of verbal de-escalation methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal correction/warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Victim-Offender mediation*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdrawal of privileges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* = Restorative practices</td>
</tr>
</tbody>
</table>

* ★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.

Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.
Glossary—Elementary

= Acts which may also result in criminal prosecution.

ABSENCE, EXCUSED—Absence with valid cause as defined by Board policy and substantiated by proper documentation:

1. Illness of pupil;
2. Medical and dental appointments that cannot be arranged during out-of-school hours;
3. Death of relative or friend;
4. Unavoidable accident or emergency;
5. Religious holidays or other religious causes;
6. Trips on school business;
7. Vacation periods with parents;
8. Absences for student competition and performances;
9. Any related student absence for disciplinary reasons, including suspension and reassignment to Alternatives in Education (AIE) and/or expulsion.

ABSENCE, UNEXCUSED—Absence without valid cause as defined by Board policies 705.12/R and 705.14/R.

ACCOMPlice—A person who joins with another in carrying out some plan of wrongdoing.

AGE APPROPRIATE—Able to be understood or appreciated by someone at a certain age in a language they can understand.

★ ALARMS (FALSE)—Making a report of a fire by pulling the alarm when no fire exists or creating an emergency by false report of any kind.

★ ALCOHOL-RELATED OFFENSES—Possession, use, or transfer of any alcoholic or ‘look-alike’ beverage. (See Substance Abuse Policy #710.15R Elementary.)

ALTERNATIVES IN EDUCATION (AIE)—Suspension or reassignment to an educational setting in a different location than the student’s home school. At the elementary level, this is limited to homebound services. A parent or other responsible adult must be on the premises during the instructional period.

★ ARSON/ATTEMPTED ARSON—To attempt to or to cause harm to property or person by means of fire.

★ ATTACK (PHYSICAL)—Physically assaulting any person from home to school, during school hours, or from school to home, or at any activity under school sponsorship. This shall include sexual assault.

BEHAVIORAL CONTRACT—Formal or informal agreement among a student, teacher, and a parent, stating behavioral expectations and positive and negative consequences, usually in written form.

★ BOMB THREAT—Reporting to school, police, or fire officials the presence of a bomb without a reasonable belief that a bomb is present.

★ BULLYING—Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. placing the student in reasonable fear of harm to his/her person or property;
2. causing a substantially detrimental effect on the student’s physical or mental health;
3. substantially interfering with the student’s academic performance; or
4. substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms including, without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is illustrative and non-exhaustive.

BUS SUSPENSION—Temporary exclusion of student from riding the bus.

CLASSROOM BEHAVIORAL MANAGEMENT PLAN—A plan developed by teachers and students that outlines classroom rights and responsibilities. The plan should be submitted to building administration.

★ COMPUTERS, MISUSE OF—Improper use of District computers or computer systems, as explained in Policy #651/R.

CONFERENCE—A meeting involving the student, parent, counselor, support personnel, and/or administration.

CONFERENCE WITH ADMINISTRATION, PROACTIVE—A conference held between the student and one or more school officials. Teachers may request this intervention after earlier Level 1 interventions have not proven successful.

CONTACT WITH PARENT—Communication with the parent through a meeting, telephone call, or letter to support appropriate student behavior.

CULTURE—Ways of life of individuals or a group of individuals.

CYBER-BULLYING—Use of information and communication technologies to support deliberate, hostile behavior, through a single incident or repeatedly over time, by an individual or group, that is intended to harm others or has the potential to create a material disruption to the school environment. Any action of bullying or harassment that has the potential to cause material disruption on the school campus that occurs at school or away from school in cyberspace will be considered as school-related.

★ DAMAGE TO PROPERTY—Causing damage to or defacing school or property of others.

DEROGATORY REMARKS—Use of religious, handicapped, sexual, ethnic, or racial slurs, pictures, objects, gestures, etc.

DETENTION—Time assigned to a student by a staff member or administrator to be served outside of classroom instructional time (i.e. before/after school, restrictive recess, etc.).

DISCRIMINATORY CONDUCT—Using words, pictures, objects, gestures, or other actions demeaning to any religious, handicapped, ethnic, or racial individual or group.

DISHONESTY (LYING)—Intentionally telling untruths.

DISOBEDIENCE—Refusal or failure to comply with a direction or instruction of a staff member.

DISRUPTIVE BEHAVIOR—Any act which distracts other students, interrupts the flow of information, and/or causes serious disruption to any school function.

DISTRACTION—Actions that divert the concentration of others.
DRESS CODE (does not include clothing designated for religious reasons)—A student shares rights with his or her parents the right to dress according to personal preference except where such dress is dangerous to the student’s health and safety of others, or is distracting or indecent to the extent that it interferes with the learning and teaching process. Grooming and neatness are also the primary responsibility of students and their parents. Schools may prescribe standards of grooming and dress for participation in extracurricular activities. Each school may develop recommended guidelines that are consistent with these statements. They may prohibit students from wearing clothing or attire that, in the opinion of school authority, is inconsistent with these statements. They may prohibit students from standards of grooming and dress for participation in extracurricular activities. Students’ dress will conform to the following:

1. Hats, head coverings, jackets, coats, and gloves are not to be worn in school. Students must remove their head coverings upon entering the building.
2. Students will wear shoes.
3. Students’ clothing will cover undergarments and bare midriffs (such as may be associated with beachwear).
4. Garments or jewelry depicting alcohol, tobacco, or other drugs will not be worn at school.
5. Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, gang affiliation, or occult reference will not be worn at school.
6. Pants must be worn at the waist so that undergarments and midriff skin are not visible.

DRUGS (LAWFUL)—Any medication prescribed by a physician for that individual and administered properly or an over-the-counter drug that is used properly.

★ DRUGS (UNLAWFUL, RELATED OFFENSES)—(See Substance Abuse Policy #710.15R Elementary.)

1. Any alcoholic beverage or look-alike substance.
2. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
3. Any anabolic steroid unless being administered in accordance with a physician’s or licensed practitioner’s prescription.
4. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
5. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions.
6. Any over-the-counter drug being used for an abusive purpose.
7. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: a) that a student believes is, or represents to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system; or b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.
8. “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
9. Drug paraphernalia, including devices that are or can be used to: a) ingest, inhale, or inject cannabis or controlled substances into the body; and b) grow, process, store, package, or conceal cannabis or controlled substances.

DUE PROCESS—Due process is a set of procedures to ensure that the rights of students are protected. These rules include the opportunity to know the specific charges or allegations leveled against them, the right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any lower level.

ELECTRONIC DEVICES—Devices such as cell phones, laser pointers, iPods, MP3 players, PSPs, etc.

ELIGIBILITY DETERMINATION CONFERENCE (EDC)—A special education meeting established to discuss the results of the comprehensive evaluation and to determine if a student is eligible for special education services.

EXPULSION—The exclusion of a student from school for a period of time greater than ten school days, but for no longer than two calendar years.

★ EXTORTION/SHAKEDOWN/STRONG-ARM—Forcing another to act against his/her will; taking property from a person by force or threat of force.

★ FIREWORKS—Use, possession, or sale of pyrotechnics designed for any type of visual or audible display. Examples include: firecrackers, smoke bombs, and sparklers.

FALSE REPORT—Making a deliberate written or verbal statement which proves to be untrue after a reasonable investigation.

★ FORGERY—Falsifying the name of another person, time, dates, grades, addresses, or other data in writing.

★ GAMBLING—Violating the law which prohibits playing a game of chance for money or other consideration.

GANG—As used herein, the term “gang” shall mean any organization, club, or group composed wholly or in part of students, which seeks to perpetuate itself by accepting additional members from students enrolled in the District, and which is assembled for the common purpose or design of:

1. committing or conspiring to commit criminal offenses, or
2. engaging in conduct that is contrary to the public good, or
3. engaging in conduct that interferes with or disrupts the District’s educational process or programs:
   a. Displays gang symbols or paraphernalia;
   b. Recruits additional members;
   c. Meets to design or plan crimes;
   d. Threatens the public;
   e. Acts in a way that disrupts the school environment.

★ GANG-RELATED ACTIVITIES—As used herein, the phrase “gang-related activity” shall mean any conduct engaged in by a student, including, without limitation to, recruiting students for membership in any gang, threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. The presence of or student involvement in gangs or gang-related activities on school grounds, while school is in session or at school-related events, including, but not limited
to, the display of gang symbols, handshakes, hand gestures, apparel, jewelry, body art and piercings, or paraphernalia, is strictly prohibited.

**GROSS DISOBEDIENCE/MISCONDUCT**—Repeated refusal or failure to comply with directions and/or instructions of a staff member that impedes the educational process or interferes with the teaching and learning of others. An administrator must attempt to de-escalate and reason with the student prior to suspension, if feasible.

**☆ HARASSMENT**—Subjecting a student to a hostile or intimidating school environment because of, but not limited to, the individual’s race, religion, creed, color, national origin, age, physical aspects or ability, gender, or actual or perceived sexual orientation. Harassment includes any action that may cause an individual to be alarmed, intimidated, or have serious discomfort in the school setting. Harassment may be physical, verbal, or visual (notes, drawings, gestures, etc.) and includes hate speech. Harassment that is severe and/or persists after a staff member has warned students to stop may be addressed according to the bullying/harassment code violation #19.

**HARMFUL OBJECTS**—Objects that are likely to create a distraction or danger in the educational environment such as matches, lighters, etc.

**HORSEPLAY/SCUFFLING**—Any disruptive display in which the students are wrestling, shoving, pushing, and/or pulling each other in jest or that is less serious than a physical confrontation. The seriousness of this offense results from the potential escalation of the act into a fight.

**IN-SCHOOL SUPERVISION/SUSPENSION**—Student is removed from his/her regularly scheduled classroom. During in-school supervision, the student will bring instructional materials and work on class assignments under the supervision of a District employee.

**INAPPROPRIATE TOUCHING/DISPLAY**—Touching someone else or oneself on the private areas of the trunk of the body; deliberately exposing parts of oneself or others that should be covered for decency.

**INATTENTION**—Choosing not to engage in the lesson.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**—The IEP outlines the individual special education services a student receives for one year.

**INTERFERENCE WITH SCHOOL PERSONNEL**—Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence, harassment, or physical action.

**LEAVING WITHOUT PERMISSION**—Failure to attend assigned class without permission or excuse; leaving the building, classroom, or assigned area without obtaining prior approval of the teachers and/or administrator.

**LITTERING**—Throwing paper or other trash inside the building, on school grounds, on surrounding properties, or on the bus.

**☆ MOB ACTION**—A substantial disruption of the educational environment at school, in transit to or from school, or at a school-sponsored activity by two or more students acting together against another student or students. A student may violate this provision by using force or violence.

**OBSCENITY/PROFANITY**—Language, conduct, or behavior offensive to accepted standards of decency and modesty.

**OFFENSIVE MATERIALS**—Displaying or distributing materials that are patently offensive sexually, racially, or religiously.

**OUTSIDE AGENCIES**—Any child welfare agency that provides services to school-age children.

**PEER MEDIATION**—An approach to resolve conflict in which individuals talk uninterruptedly so they hear each side of the dispute. A trained peer mediates and an adult supervises this discussion. (Note: Social workers and counselors are in charge of peer mediation.)

**PHYSICAL CONFRONTATION**—Inappropriate physical contact, such as pushing, shoving, and hitting, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid confrontation, all parties will be disciplined.

**PLAGIARISM**—Misrepresenting other work as your own, allowing your work to be used in such a manner, or violating the security of the testing situation in any way.

**RECKLESS BEHAVIOR**—Behavior that is a danger to self or others. Includes the use of vehicles on school property.

**RESPONSE TO INTERVENTION TEAM (RtI)**—A team composed of building staff who meet on a regular basis. Parents of students being discussed are invited to attend. The purpose is to discuss students who are referred to the team by their teacher(s) or parent and exhibit academic and/or social difficulties. The teacher is provided with supports, interventions, and strategies so the student can achieve success.

**RESTITUTION/COMMUNITY SERVICE**—There are two types of restitution:
1. Repair or replacement of property, or payment of the reasonable cost of repair or replacement;
2. A process for solving a problem and repairing relationships.

**RESTORATIVE PRACTICES**—Restorative practices in schools prioritize repairing harm done to relationships over the need for assigning blame and dispensing punishment when a rule is broken or an incident occurs. Restorative practices increase accountability, and both student and teacher satisfaction, while using such events as a natural opportunity to promote social and emotional learning, positive youth development, and rational and empathetic thinking. Restorative practices used in schools include peacemaking circles, restorative chats, restorative conferences, and peer juries/peer conferencing. Outcomes from all practices include increased satisfaction from those harmed, higher rates of completion of consequences, and lower rates of continued disruptive behaviors as well as a greater sense of safety in the school community.

**SATURDAY SCHOOL**—Consequence of persistent Level 2 or Level 3 behaviors in which students may be assigned to attend a session on one or more Saturdays at a designated time and place. Failure to attend and/or comply with the guidelines of Saturday School may result in out-of-school suspension. Saturday School is optional, based on campus participation.

**SCHOOL/DISTRICT-AUTHORIZED PERSONNEL**—Chaperones, volunteers, supervisors, or anyone providing supervision or assistance to a school or the District.

**SELF-DEFENSE**—A student is expected to defend himself/herself from attack if a staff member is not present; however, he/she should attempt to take the following steps in order to be found in self-defense:
1. Alert a staff member if one is reasonably close by.
2. Make an attempt to retreat from the confrontation without conflict either by walking away or by a verbal expression such as “Stop!” or “I don’t want to fight.”

Students contributing to the start of the conflict may not claim self-defense.

SEXTING—The act of sending, willingly receiving, or forwarding sexually explicit messages, photos, or images, taken with or without consent, via cell phone, computer, or other digital device.

★ SEXUAL CONDUCT—Conduct of a sexual nature. This definition could include sexually oriented displays of affection such as embracing, kissing, and “bad touches,” as well as other sexual activities. Inappropriate sexual conduct on school grounds or during school-related activities, whether on or off school grounds, will not be permitted.

★ SEXUAL HARASSMENT—Regardless of whether individuals are of the same sex/gender or different sex/gender, sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature whose purpose or effect is to create an intimidating, hostile, or offensive educational environment. Sexual harassment is included in Board Policy #720.09/R on “Student Welfare—Sexual Harassment.”

SOCIAL WORK—Services provided to students from a certified school social worker. These services can include family/home visits, contacting outside professionals/agencies, meeting with students regularly to discuss concerns, or meeting to monitor a situation.

SPECIAL EDUCATION STUDENT—A student who has been determined eligible for a special education instructional program or support service(s) pursuant to Article 14 of The School Code. Special Education Rules and Regulations are the State of Illinois’ Rules and Regulations to Govern the Administration and Operation of Special Education. The School Code refers to the Illinois statutes governing boards of education as found in Chapter 105, par. 1 et seq., of the Illinois Compiled Statutes.

STAFF—All District employees and authorized personnel.

SUPERVISED AREA—A room or space, in accordance with the guidelines set forth for supervised space, to be used after a staff member has removed a student from a class or school activity for disciplinary reasons.

SUPPORTIVE CONFRONTATION—The art of confronting problem situations and people in constructive and helpful ways.

SUSPENSION (OUT-OF-SCHOOL)—A temporary exclusion of a student from school (including all activities sanctioned by the Champaign Schools), from riding the school bus, or from a class or classes for a period of time.

TEMPT TANTRUMS—A fit of anger that disrupts or endangers others.

★ THEFT—Taking or possessing something that belongs to the school or another person without permission.

★ THREATS/INTIMIDATION—An expression of word or deed to inflict pain, injury, damage, or punishment that prevents another from moving or acting in accordance with school policies or personal choice.

TOBACCO/TOBACCO PRODUCTS, USE AND POSSESSION—Using, possessing, distributing, purchasing, or selling tobacco materials, “look-a-likes,” or E-cigarettes, including any smoking/vaping materials or related equipment.

★ TREASUREING—The unauthorized or illegal presence of any student on any school property or unauthorized or illegal attendance of any student at any school activity. In addition, the unauthorized or illegal entry into school or private property (computers, lockers, desks, etc.) or restricted areas of the building.

★ VANDALISM—Destroying and/or damaging property belonging to the school or others.

VERBAL ABUSE—Using any language that is intimidating or disrespectful.

VERBAL CORRECTION—Verbal direction by staff member to state the expected behavior.

★ WEAPON-RELATED ACTIVITIES—Possessing, using, or representing the possession of a firearm (including any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code such as any weapon which will expel a projectile by the action of an explosive, a firearm muffler or silencer, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a charge of more than one-quarter ounce, mine, or similar object; firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act; or firearm as defined in Section 2401 of the Criminal Code of 1961), knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or a “look alike” of any firearm. In addition, weapon-related activities include the use or attempted use of any other object (including but not limited to mace/pepper spray, sticks, pipes, bottles, pencils, staplers, and scissors) to cause bodily harm. It is illegal for individuals under the age of 18 to use or carry pepper spray in Illinois.
The following pages pertain to Secondary (Grades 6–12) Students only.

The following acts are only examples of gross disobedience or misconduct, and the list is not exhaustive. All parents and students should be aware that some of the acts may also bring criminal prosecution and penalties as well as school disciplinary action. The school, individual staff members, the police, state’s attorney, parents, and/or students may bring legal action. Administrative actions taken are not limited to the disciplinary consequences listed on page 3.

Among the factors that an administrator considers are:
1. Student’s age
2. Seriousness of the offense
3. Frequency of inappropriate behavior
4. Circumstances and intent
5. Potential effect of the misconduct on the school environment
6. Relationship of the behavior to any disabling condition

Secondary Grades (6–12)

So that all students and parents may know what might be considered “gross disobedience or misconduct,” the Board of Education stipulates that any or all of the following acts may be considered as evidence of “gross disobedience or misconduct,” and may be cause for suspension or reassignment to AIE and/or expulsion (see Glossary—Secondary, pp. 38-41):

- 01. Alarms, False/Bomb Threats
- 02. Alcohol-Related Offenses
- 03. Arson/Attempted Arson
- 04. Computers, Misuse of
- 05. Detention, Refusal to Serve
- 06. Disobedience
- 07. Disruptive Behavior
- 08. Drug-Related Offenses
- 09. Misuse of Electronic Devices (Cell Phones, Laser Pointers, iPods, MP3 players, PSPs, etc.)
- 10. Extortion/Shakedown/Strong-Arm
- 11. Refusal to Serve Saturday/Evening School
- 12. False Reports/Forgery
- 13. Gambling
- 14. Gang-Related Activities
- 15. Harassment/Hazing/Sexual Harassment/Bullying/Cyberbullying
- 16. Horseplay/Scuffling
- 17. Participation in Acts Designed to Disrupt School (Strikes, Walkouts, Mass Defiance, etc.)
- 18. Physical Confrontation with Staff
- 19. Physical Confrontation with Students or Others
- 20. Property Damage/Vandalism/Littering
- 21. Sexual Conduct
- 22. Tardiness
- 23. Theft
- 24. Threats to/Intimidation of Staff
- 25. Threats to/Intimidation of Students
- 26. Tobacco Products, Use or Possession of
- 27. Trespassing/Loitering
- 28. Obscenity/Verbal Abuse/Profanity to Staff
- 29. Obscenity/Verbal Abuse/Profanity to Students
- 30. Harmful Objects
- 31. Any Other Acts that Endanger the Well-Being of Students, Teachers, or Any School/District-Authenticated Personnel
- 32. Truancy
- 33. Weapon-Related Activities
- 34. Mob Action
- 35. Possession of Fireworks
- 36. Mob Action
- 37. Possession of Fireworks

Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

Secondary Procedures for Teacher Involvement in Student Discipline

The following is an expectation which provides interventions or steps that a teacher would consider before sending a student to an assistant principal or other administrator for infractions that do not interfere with the daily operation of the school/classroom and health/safety of staff and students.

First and foremost, every teacher should have classroom expectations posted in the room and made known to both students and parents. The following steps are for Level 1/minor disciplinary problems that are not a major occurrence.

As many interventions as appropriate and necessary should be attempted.

A teacher is required to follow the steps below before involving an administrator in the disciplinary process for Level 1/minor offenses/infractions:

Step 1: Hold a conference with the student (including performance or goal-setting expectations);

Step 2: Contact the parent by phone and/or meet with the parent in person, for the purpose of discussion when classroom disruptions or problems begin to occur;

Step 3: Notify the administration that a problem(s) has occurred with a student and state the interventions that have been attempted.
Only when no improvement in behavior has occurred should the administration be notified and involved, with the expectation that the administration will assist in handling and dealing with the problem.

If a teacher has not held a student conference, initiated a parent phone call/contact, or had a parent conference regarding classroom misbehaviors/infractions that do not need an assistant principal or administrator’s immediate attention, then the teacher is expected to address it before the administrator is involved.

This expectation or procedure is not meant for administrators to avoid being involved in classroom problems that students may have; rather, it is to initially involve teachers in the disciplinary process with students and parents, in an attempt to reach a resolution before it is necessary to bring the administration into the situation, which could possibly weaken the teacher’s position as an educational leader in the classroom.

---

**Behavioral Expectations and Consequences**

Guidelines for Determining Penalties and Consequences for Gross Disobedience and Misconduct (see pp. 26-37).

The Board of Education approves the following guidelines for determining the length of penalty time for various infractions:

1. Repeated cases of the same offense may result in more severe disciplinary action.
2. Certain offenses (see pp. 26-37) may result in first consideration given to the expulsion process.
3. With the exception of reassignments to AIE, expulsions, or violations of the substance abuse policy, physical confrontations with student or staff, or weapons violations, consequences do not carry over to the following school year. (Students who are unable to complete the sanction for these types of violations during the course of a school year, shall complete the sanction during the first few days of summer break. Should students not complete their sanction over the summer, the sanction will be carried over into the next school year.) Each school year shall be regarded separately for purposes of progressive discipline.

4. A student may be disciplined for any offenses identified in this section which occur at any time, including, but not limited to, the following:
   a. While on school grounds;
   b. While going to or returning from school;
   c. During the lunch period, whether on or off the school campus;
   d. During, or while going to, or coming from, a school-sponsored activity;
   e. While using school-provided transportation, including the MTD (see page 9, Bus Conduct).
5. Administrative actions taken are not limited to the disciplinary consequences listed on page 3.
6. Students and parents have the right to due process and appeal for disciplinary action taken against a student.

---

**Secondary Disciplinary Violations and Consequences**

All parents and students should be aware that some of the acts listed below may also bring criminal prosecution and penalties as well as school disciplinary action. Those acts most likely to bring such actions are marked with a star (★). Legal action may be brought by the school, an individual staff member, the police, state’s attorney, parents and/or students. A copy of suspension letters that involve any criminal act shall automatically be sent to the appropriate law enforcement authorities.

Stated consequences shall be adapted to meet special education requirements. See Policy #715.01R to determine what disciplinary actions involving special education students are legal.

The violation examples that follow are not the only acts or conditions for which disciplinary actions are warranted, nor do they limit this policy. Parental contacts (advising parents of disciplinary problems) may occur at all levels. Any violation resulting in a suspension will require a parent conference before returning to school. Should severe or repeated misbehaviors occur, the building administrator reserves the right to exceed the recommended range of consequences listed in this document.

Board policies that are referenced can be accessed by parents at the main office of each campus building, the Champaign Unit 4 School District Administrative Center, the Center for Family and Community Engagement, or on line at www.champaignschools.org/StudentCodeOfConduct.pdf.

Administrative actions are not limited to the disciplinary actions listed on page 3.
High School Tardy Guidelines

**Philosophy**

It is our philosophy that teachers have the right to teach, students have the right to be in class and learn; tardies are a disruption and we must prevent them. It is with this in mind, that we developed the following tardy guidelines.

**Teacher Tardies**

If a student arrives to class during the “time in activity,” the following consequences will apply:

1st teacher tardy: Warning

2nd teacher tardy: Teacher Calls Home

3rd teacher tardy: Teacher Detention

4th & subsequent teacher tardy: Referral to Assistant Principals’ Office

**Office Tardies**

If a student arrives to class after the “time in activity,” the following range of consequences may apply:

1st office tardy: Referral to Truant Interventionist, Parent Contact/Conference, Administrative Detention, Supervised Lunch, Work Detail/School Service/Community Service, Social Probation, and/or Restorative Practices

2nd office tardy: Mandatory Referral to Truant Interventionist, In-School Supervision and/or Saturday/Evening School

3rd & subsequent office tardy: Mandatory Referral to the Attendance Improvement Committee, In-School Supervision

We believe in rewarding those students who are mindful of promptness to class. Therefore, each campus will have incentives (weekly, monthly, and/or quarterly) for students without an office referral for tardies.
# Secondary Disciplinary Violations/Consequences

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| **01. ★ Alarms, False/Bomb Threats** | 01. **Any Offense:**
Up to recommendation for reassignment to AIE* and/or expulsion
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | 01. **Any Offense:**
Up to recommendation for reassignment to AIE* and/or expulsion
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | ACTIONS support for student
ACTIONS support for teacher
Breaks from the task or for emotional management
Change in schedule with administrative approval
Check-In/Check-Out (CICO)
Classroom meeting/circle*
Conference with student, parent, staff, family, and/or administrator
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff
Creation of or changes to student’s behavior management plan
Detention
Identification of causes of behavior
Incentives/positive reinforcement
Informal mentoring
Mentoring program
Multi-Tiered Systems of Support (MTSS)
Nonverbal cues
Peer mediation
Peer juries*
Planned ignoring
Referral to after-school program
Referral to community-based services
Reflective essay/activity
Restitution
Role play
School service*
Seating change
Social skills instruction
Social-Academic Instructional Groups (SAIG)
Student-led phone call home to explain behavior
Student-Teacher mediation
Success plan created by teacher and student
Teaching of expectation and skills
Temporary removal from distraction
Timely contact with parent (site, phone, letter, home visit)
Use of verbal de-escalation methods
Verbal apology
Verbal correction/warning
Victim-Offender mediation*
Withdrawal of privileges
Written apology
* = Restorative practices |
| 02. ★ Alcohol-Related Offenses | 02. Refer to Champaign Schools Substance Abuse Policy #710.14R for disciplinary consequences | 02. Refer to Champaign Schools Substance Abuse Policy #710.14R for disciplinary consequences | |
| **03. ★ Arson/Attempted Arson** | 03. **Any Offense:**
Up to 10-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion and mandatory referral to juvenile fire setters’ program
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | 03. **Any Offense:**
Up to 10-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion and mandatory referral to juvenile fire setters’ program
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | |
| **04. ★ Computers, Misuse of (Refer to Policy #651/R)** | 04. 1st Offense:
Parent contact and detention, and/or modification of access to the system
2nd Offense:
Increased modification of access to the system through 5-day out-of-school suspension
Repeated/Severe Offense(s):
Up to recommendation for reassignment to AIE and/or expulsion and restriction of access to the system
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | 04. 1st Offense:
Parent contact and detention, and/or modification of access to the system
2nd Offense:
Increased modification of access to the system through 5-day out-of-school suspension
Repeated/Severe Offense(s):
Up to recommendation for reassignment to AIE and/or expulsion and restriction of access to the system
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | |
| **05. Detention, Refusal to Serve** | 05. 1st Offense:
Parent contact and completion of assigned detention
Repeated/Severe Offense(s):
Parent conference through in-school supervised study | 05. 1st Offense:
Parent contact and completion of assigned detention
Repeated/Severe Offense(s):
Parent conference through in-school supervised study | |

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.

Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”
<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| 06. Disobedience                 | 06. 1st Offense: Detention                      | 06. 1st Offense: Detention                  | ACTIONS support for student\  
                                    | 2nd Offense: Parent conference through 1-day out-of-school suspension | 2nd Offense: Parent conference through 1-day out-of-school suspension | ACTIONS support for teacher\  
                                    | Repeated/Severe Offense(s): Parent conference through recommendation for reassignment to AIE | Repeated/Severe Offense(s): Parent conference through recommendation for reassignment to AIE | Breaks from the task or for emotional management\  
                                    | *All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | *All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | Change in schedule with administrative approval\  
                                    |                                                                                  |                                                                                  | Check-In/Check-Out (CICO)\  
                                    |                                                                                  |                                                                                  | Classroom meeting/circle*\  
                                    |                                                                                  |                                                                                  | Conference with student, parent, staff, family, and/or administrator\  
                                    |                                                                                  |                                                                                  | Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff |
| 07. Disruptive Behavior          | 07. 1st Offense: Detention                      | 07. 1st Offense: Detention                  | Creation of or changes to student’s behavior management plan\  
                                    | 2nd Offense: Parent conference through 1-day out-of-school suspension | 2nd Offense: Parent conference through 1-day out-of-school suspension | Detention\  
                                    | Repeated/Severe Offense(s): Parent conference through recommendation for reassignment to AIE and/or expulsion | Repeated/Severe Offense(s): Parent conference through recommendation for reassignment to AIE and/or expulsion | Identification of causes of behavior\  
                                    | *All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | *All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | Incentives/positive reinforcement\  
                                    |                                                                                  |                                                                                  | Informal mentoring\  
                                    |                                                                                  |                                                                                  | Mentoring program\  
                                    |                                                                                  |                                                                                  | Multi-Tiered Systems of Support (MTSS)\  
                                    |                                                                                  |                                                                                  | Nonverbal cues\  
                                    |                                                                                  |                                                                                  | Peer juries*\  
                                    |                                                                                  |                                                                                  | Peer mediation\  
                                    |                                                                                  |                                                                                  | Planned ignoring\  
                                    |                                                                                  |                                                                                  | Referral to after-school program\  
                                    |                                                                                  |                                                                                  | Referral to community-based services\  
                                    |                                                                                  |                                                                                  | Reflective essay/activity\  
                                    |                                                                                  |                                                                                  | Restitution\  
                                    |                                                                                  |                                                                                  | Role play\  
                                    |                                                                                  |                                                                                  | School service*\  
                                    |                                                                                  |                                                                                  | Seating change\  
                                    |                                                                                  |                                                                                  | Social skills instruction\  
                                    |                                                                                  |                                                                                  | Social-Academic Instructional Groups (SAIG)\  
                                    |                                                                                  |                                                                                  | Student-led phone call home to explain behavior\  
                                    |                                                                                  |                                                                                  | Student-Teacher mediation\  
                                    |                                                                                  |                                                                                  | Success plan created by teacher and student\  
                                    |                                                                                  |                                                                                  | Teaching of expectation and skills\  
                                    |                                                                                  |                                                                                  | Temporary removal from distraction\  
                                    |                                                                                  |                                                                                  | Timely contact with parent (site, phone, letter, home visit)\  
                                    |                                                                                  |                                                                                  | Use of verbal de-escalation methods\  
                                    |                                                                                  |                                                                                  | Verbal apology\  
                                    |                                                                                  |                                                                                  | Verbal correction/warning\  
                                    |                                                                                  |                                                                                  | Victim-Offender mediation*\  
                                    |                                                                                  |                                                                                  | Withdrawal of privileges\  
                                    |                                                                                  |                                                                                  | Written apology\  
                                    |                                                                                  |                                                                                  | * = Restorative practices |

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.

Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. ⭐ Extortion/Shakedown/Strong-Arm</td>
<td>10. 1st Offense: Parent conference and up to 3-day out-of-school suspension 2nd Offense: Parent conference and up to 5-day out-of-school suspension Repeated/Severe Offense(s): Up to 7-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>10. 1st Offense: Parent conference and up to 3-day out-of-school suspension 2nd Offense: Parent conference and up to 5-day out-of-school suspension Repeated/Severe Offense(s): Up to 7-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>ACTIONS support for student ACTIONS support for teacher Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology</td>
</tr>
<tr>
<td>11. Refusal to Serve Saturday/Evening School</td>
<td>11. 1st Offense: Parent contact through in-school supervised study 2nd Offense: Parent conference through in-school supervised study Repeated/Severe Offense(s): Up to 3-day out-of-school suspension</td>
<td>11. 1st Offense: Parent contact through in-school supervised study 2nd Offense: Parent conference through in-school supervised study Repeated/Severe Offense(s): Up to 3-day out-of-school suspension</td>
<td>If a Saturday/Evening School is assigned in lieu of a suspension and the Saturday/Evening School is not served, an out-of-school suspension may be assigned for the original infraction.</td>
</tr>
<tr>
<td>12. ⭐ False Reports/Forgery</td>
<td>12. 1st Offense: Parent contact through Saturday/Evening School 2nd Offense: Parent conference through 1-day out-of-school suspension Repeated/Severe Offense(s): Up to 5-day out-of-school suspension</td>
<td>12. 1st Offense: Parent contact through Saturday/Evening School 2nd Offense: Parent conference through 1-day out-of-school suspension Repeated/Severe Offense(s): Up to 5-day out-of-school suspension</td>
<td></td>
</tr>
<tr>
<td>13. ⭐ Gambling</td>
<td>13. 1st Offense: Parent contact and/or warning 2nd Offense: Parent conference through 1-day out-of-school suspension Repeated/Severe Offense(s): Up to 5-day out-of-school suspension</td>
<td>13. 1st Offense: Parent contact and/or warning 2nd Offense: Parent conference through 1-day out-of-school suspension Repeated/Severe Offense(s): Up to 5-day out-of-school suspension</td>
<td></td>
</tr>
</tbody>
</table>

* Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities. ▲ Student will be removed from the classroom pending investigation based on administrative discretion. *NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| 14. ▲ Gang-Related Activities Display Threats/Intimidation | 14. **1st Offense:** Parent conference and up to 1-day out-of-school suspension  
2nd Offense: Parent conference and up to 3-day out-of-school suspension  
Repeated/Severe Offense(s): Up to 10-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | 14. **1st Offense:** Parent conference and up to 1-day out-of-school suspension  
2nd Offense: Parent conference and up to 3-day out-of-school suspension  
Repeated/Severe Offense(s): Up to 10-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Classroom meeting/circle*  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Ritual play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation*  
Withdrawal of privileges  
Written apology  
* = Restorative practices |

| ▲ Harassment/Hazing/ Bullying | 15. **1st Offense:** Parent conference through out-of-school suspension and referral to social worker  
2nd Offense: Up to 5-day out-of-school suspension  
Repeated/Severe Offense(s): Up to 6-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | 15. **1st Offense:** Parent conference through out-of-school suspension and referral to social worker  
2nd Offense: Up to 5-day out-of-school suspension  
Repeated/Severe Offense(s): Up to 6-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | Student will be removed from the classroom pending investigation based on administrative discretion.  
*NOTE: AIE is “Alternatives in Education.” |

*Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.  
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.  
▲ Student will be removed from the classroom pending investigation based on administrative discretion.  
*NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. ★▲ Harassment/Hazing/Bullying (continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Cyber-bullying of Student</td>
<td>15. 1st Offense: Parent conference through out-of-school suspension and referral to social worker</td>
<td>15. 1st Offense: Parent conference through out-of-school suspension and referral to social worker</td>
<td>ACTIONS support for student</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: Up to 5-day out-of-school suspension</td>
<td>2nd Offense: Up to 5-day out-of-school suspension</td>
<td>ACTIONS support for teacher</td>
</tr>
<tr>
<td></td>
<td>Repeated/Severe Offense(s): Up to 6-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>Repeated/Severe Offense(s): Up to 6-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>Breaks from the task or for emotional management</td>
</tr>
<tr>
<td>b. Cyber-bullying of Staff or School/District-Authorized Personnel</td>
<td>Any Offense: Student may be suspended pending a recommendation to the Board of Education for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
<td>Change in schedule with administrative approval</td>
</tr>
<tr>
<td>c. Sexual Harassment of Student</td>
<td>If there are extenuating circumstances that mitigate the student’s conduct, the principal may submit in writing to the Superintendent the reason that the student should not be recommended for reassignment to AIE and/or expulsion.</td>
<td>Any Offense: Student may be suspended pending a recommendation to the Board of Education for reassignment to AIE and/or expulsion</td>
<td>Check-In/Check-Out (CICO)</td>
</tr>
<tr>
<td>See Champaign Schools Policy and Procedures for discipline and consequences of Sexual Harassment (#720.09/R).</td>
<td></td>
<td></td>
<td>Classroom meeting/circle*</td>
</tr>
<tr>
<td></td>
<td>1st Offense: Up to 1-day out-of-school suspension and referral to social worker</td>
<td></td>
<td>Conference with student, parent, staff, family, and/or administrator</td>
</tr>
<tr>
<td></td>
<td>2nd Offense: Up to 5-day out-of-school suspension</td>
<td></td>
<td>Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff</td>
</tr>
<tr>
<td></td>
<td>Repeated/Severe Offense(s): Up to 6-day out-of-school suspension through recommendation for reassignment to AIE and/or expulsion</td>
<td></td>
<td>Creation of or changes to student’s behavior management plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identification of causes of behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Incentives/positive reinforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informal mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mentoring program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multi-Tiered Systems of Support (MTSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nonverbal cues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer juries*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Planned ignoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflective essay/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School service*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seating change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social skills instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social-Academic Instructional Groups (SAIG)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-led phone call home to explain behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-Teacher mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Success plan created by teacher and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaching of expectation and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Temporary removal from distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Timely contact with parent (site, phone, letter, home visit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use of verbal de-escalation methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal correction/warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Victim-Offender mediation*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Withdrawal of privileges</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* = Restorative practices</td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.
▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Sexual Harassment of Staff or School/District-Authorized Personnel</td>
<td>Any Offense: Student may be suspended pending a recommendation to the Board of Education for reassignment to AIE and/or expulsion.</td>
<td>Any Offense: Student may be suspended pending a recommendation to the Board of Education for reassignment to AIE and/or expulsion.</td>
<td>ACTIONS support for student education. ACTIONS support for teacher education.</td>
</tr>
<tr>
<td></td>
<td>*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services. If there are extenuating circumstances that mitigate the student’s conduct, the principal may submit in writing to the Superintendent the reason that the student should not be recommended for reassignment to AIE and/or expulsion.</td>
<td>*All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services. If there are extenuating circumstances that mitigate the student’s conduct, the principal may submit in writing to the Superintendent the reason that the student should not be recommended for reassignment to AIE and/or expulsion.</td>
<td>Change in schedule with administrative approval. Check-In/Check-Out (CICO). Classroom meeting/circle*. Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff.</td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. 

Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”

---

**Notes:**
- **SAIG:** Social-Academic Instructional Groups
- **CICO:** Check-In/Check-Out
- **MTSS:** Multi-Tiered Systems of Support
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| 18. ★ ▲ Physical Confrontation with Staff or School/District-Authorized Personnel | 18. **Any Offense:**  
Student may be suspended pending a recommendation to the Board of Education for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services.  
While the District rejects the use of violence as a means of settling disputes, it recognizes that physical confrontations between students will occur. Staff members may intervene in physical confrontations to restore order and ensure the safety of students.  
When a staff member arrives on the scene of a confrontation and instructs students to stop fighting, students are expected to cease and desist from any further hostilities. If a student refuses to stop fighting and, as a result, strikes, shoves, or otherwise comes into physical contact with a staff member, the principal shall recommend to the Board of Education that the student be reassigned to AIE or expelled.  
If there are extenuating circumstances that mitigate the student’s conduct, the principal must submit in writing to the Superintendent the reason that the student should not be recommended for AIE and/or expulsion. | 18. **Any Offense:**  
Student may be suspended pending a recommendation to the Board of Education for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services.  
While the District rejects the use of violence as a means of settling disputes, it recognizes that physical confrontations between students will occur. Staff members may intervene in physical confrontations to restore order and ensure the safety of students.  
When a staff member arrives on the scene of a confrontation and instructs students to stop fighting, students are expected to cease and desist from any further hostilities. If a student refuses to stop fighting and, as a result, strikes, shoves, or otherwise comes into physical contact with a staff member, the principal shall recommend to the Board of Education that the student be reassigned to AIE or expelled.  
If there are extenuating circumstances that mitigate the student’s conduct, the principal must submit in writing to the Superintendent the reason that the student should not be recommended for AIE and/or expulsion. | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation  
Withdrawal of privileges  
Written apology  
* = Restorative practices |

19. ★ Physical Confrontation with Students or Others (not staff)  
(Refer to definition of Self-Defense under GLOSSARY OF TERMS)  

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| 19. **1st Offense:**  
Up to 2-day out-of-school suspension  
2nd Offense:  
Up to 3-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | 19. **1st Offense:**  
Up to 3-day out-of-school suspension  
2nd Offense:  
Up to 5-day out-of-school suspension  
Repeated/Severe Offense(s):  
Up to recommendation for reassignment to AIE and/or expulsion  
*All suspensions in excess of five days must receive approval from the Dept. of Achievement & Student Services. | ACTIONS support for student  
ACTIONS support for teacher  
Breaks from the task or for emotional management  
Change in schedule with administrative approval  
Check-In/Check-Out (CICO)  
Conference with student, parent, staff, family, and/or administrator  
Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff  
Creation of or changes to student’s behavior management plan  
Detention  
Identification of causes of behavior  
Incentives/positive reinforcement  
Informal mentoring  
Mentoring program  
Multi-Tiered Systems of Support (MTSS)  
Nonverbal cues  
Peer juries*  
Peer mediation  
Planned ignoring  
Referral to after-school program  
Referral to community-based services  
Reflective essay/activity  
Restitution  
Role play  
School service*  
Seating change  
Social skills instruction  
Social-Academic Instructional Groups (SAIG)  
Student-led phone call home to explain behavior  
Student-Teacher mediation  
Success plan created by teacher and student  
Teaching of expectation and skills  
Temporary removal from distraction  
Timely contact with parent (site, phone, letter, home visit)  
Use of verbal de-escalation methods  
Verbal apology  
Verbal correction/warning  
Victim-Offender mediation  
Withdrawal of privileges  
Written apology  
* = Restorative practices |

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.  
Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.  
▲ Student will be removed from the classroom pending investigation based on administrative discretion.  
*NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. ★Property Damage/Vandalism/Littering</td>
<td>20. <strong>1st</strong> Offense: Detention/restitution</td>
<td>20. <strong>1st</strong> Offense: Detention/restitution</td>
<td>ACTIONS support for student</td>
</tr>
<tr>
<td></td>
<td>20. <strong>2nd</strong> Offense: Saturday/Evening School through 3-day out-of-school suspension</td>
<td>20. <strong>2nd</strong> Offense: Saturday/Evening School through 3-day out-of-school suspension</td>
<td>ACTIONS support for teacher</td>
</tr>
<tr>
<td></td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td>Breaks from the task or for emotional management</td>
</tr>
<tr>
<td></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td>Change in schedule with administrative approval</td>
</tr>
<tr>
<td></td>
<td>21. <strong>2nd</strong> Offense: Parent conference through 5-day out-of-school suspension</td>
<td>21. <strong>2nd</strong> Offense: Parent conference through 5-day out-of-school suspension</td>
<td>Classroom meeting/circle*</td>
</tr>
<tr>
<td></td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td>Conference with student, parent, staff, family, and/or administrator</td>
</tr>
<tr>
<td></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td>Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff</td>
</tr>
<tr>
<td>22. Tardiness</td>
<td>22. <strong>1st &amp; 2nd</strong> Offenses: Referral to Truant Interventionist through Restorative Practices</td>
<td>22. <strong>1st &amp; 2nd</strong> Offenses: Referral to Truant Interventionist through Restorative Practices</td>
<td>Creation of or changes to student’s behavior management plan</td>
</tr>
<tr>
<td></td>
<td>22. <strong>3rd &amp; 4th</strong> Offenses: Mandatory referral to Truant Interventionist and in-school supervision through Saturday/Evening School</td>
<td>22. <strong>3rd &amp; 4th</strong> Offenses: Mandatory referral to Truant Interventionist and in-school supervision through Saturday/Evening School</td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td><strong>Repeated/Severe Offense(s):</strong> Mandatory referral to Attendance Improvement Committee and in-school supervision</td>
<td><strong>Repeated/Severe Offense(s):</strong> Mandatory referral to Attendance Improvement Committee and in-school supervision</td>
<td>Identification of causes of behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Incentives/positive reinforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informal mentoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mentoring program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multi-Tiered Systems of Support (MTSS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nonverbal cues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer juries*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Peer mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Planned ignoring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reflective essay/activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Restitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School service*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seating change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social skills instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social-Academic Instructional Groups (SAIG)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-led phone call home to explain behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student-Teacher mediation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Success plan created by teacher and student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaching of expectation and skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Temporary removal from distraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Timely contact with parent (site, phone, letter, home visit)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use of verbal de-escalation methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal apology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal correction/warning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Victim-Offender mediation*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Withdrawal of privileges</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Written apology</td>
</tr>
<tr>
<td>* = Restorative practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”
## Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. ★ Theft (or accomplice)</td>
<td>23. 1st Offense: Parent contact/restitution through 2-day out-of-school suspension</td>
<td>23. 1st Offense: Parent contact/restitution through 2-day out-of-school suspension</td>
<td>ACTIONS support for student ACTIONS support for teacher Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology</td>
</tr>
<tr>
<td>24. ★▲ Threats to/Intimidation of Staff or School/District-Authorized Personnel</td>
<td>24. Any Offense: Student may be recommended to the Board of Education for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services. If there are extenuating circumstances that mitigate the student’s conduct, the principal may submit in writing to the Superintendent the reason that the student should not be recommended for reassignment to AIE and/or expulsion.</td>
<td>24. Any Offense: Student may be recommended to the Board of Education for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services. If there are extenuating circumstances that mitigate the student’s conduct, the principal may submit in writing to the Superintendent the reason that the student should not be recommended for reassignment to AIE and/or expulsion.</td>
<td>ACTIONS support for student ACTIONS support for teacher Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology</td>
</tr>
<tr>
<td>25. ★ Threats to/Intimidation of Students</td>
<td>25. 1st Offense: Parent conference and up to 3-day out-of-school suspension Repeated/Severe Offense(s): Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>25. 1st Offense: Parent conference and up to 3-day out-of-school suspension Repeated/Severe Offense(s): Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>ACTIONS support for student ACTIONS support for teacher Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology</td>
</tr>
<tr>
<td>26. ★ Tobacco Product, Use or Possession of</td>
<td>26. 1st Offense: Warning through detention 2nd Offense: Parent contact through Saturday/Evening School Repeated/Severe Offense(s): Parent conference through 3-day out-of-school suspension</td>
<td>26. 1st Offense: Warning through detention 2nd Offense: Parent contact through Saturday/Evening School Repeated/Severe Offense(s): Parent conference through 3-day out-of-school suspension</td>
<td>ACTIONS support for student ACTIONS support for teacher Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology</td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. ★ Trespassing/Loitering</td>
<td>27. <strong>1st Offense:</strong> Parent contact and no trespass letter</td>
<td>27. <strong>1st Offense:</strong> Parent contact and no trespass letter</td>
<td>ACTIONS support for student</td>
</tr>
<tr>
<td></td>
<td>27. <strong>2nd Offense:</strong> Up to 3-day out-of-school suspension and SRO involvement</td>
<td>27. <strong>2nd Offense:</strong> Up to 3-day out-of-school suspension and SRO involvement</td>
<td>ACTIONS support for teacher</td>
</tr>
<tr>
<td></td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td>Breaks from the task or for emotional management</td>
</tr>
<tr>
<td></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td>Change in schedule with administrative approval</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for teacher</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Check-In/Check-Out (CICO)</td>
</tr>
<tr>
<td>28. ★ Obscenity/Verbal Abuse/Profanity to Staff</td>
<td>28. <strong>1st Offense:</strong> Parent contact through 3-day out-of-school suspension</td>
<td>28. <strong>1st Offense:</strong> Parent contact through 3-day out-of-school suspension</td>
<td>Conference with student, parent, staff, family, and/or administrator</td>
</tr>
<tr>
<td></td>
<td>28. <strong>2nd Offense:</strong> Up to 5-day out-of-school suspension</td>
<td>28. <strong>2nd Offense:</strong> Up to 5-day out-of-school suspension</td>
<td>Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff</td>
</tr>
<tr>
<td></td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td>Creation of or changes to student’s behavior management plan</td>
</tr>
<tr>
<td></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td>Detention</td>
</tr>
<tr>
<td>29. ★ Obscenity/Verbal Abuse/Profanity to Student</td>
<td>29. <strong>1st Offense:</strong> Parent contact and detention</td>
<td>29. <strong>1st Offense:</strong> Parent contact and detention</td>
<td>Identification of causes of behavior</td>
</tr>
<tr>
<td></td>
<td>29. <strong>2nd Offense:</strong> Parent conference through 2-day out-of-school suspension</td>
<td>29. <strong>2nd Offense:</strong> Parent conference through 2-day out-of-school suspension</td>
<td>Incentives/positive reinforcement</td>
</tr>
<tr>
<td></td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td><strong>Repeated/Severe Offense(s):</strong> Up to recommendation for reassignment to AIE and/or expulsion</td>
<td>Informal mentoring</td>
</tr>
<tr>
<td></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td><em>All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</em></td>
<td>Mentoring program</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for teacher</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Multi-Tiered Systems of Support (MTSS)</td>
</tr>
<tr>
<td>30. ★ Harmful Objects</td>
<td>30. <strong>Any Offense:</strong> Parent conference and confiscation</td>
<td>30. <strong>Any Offense:</strong> Parent conference and confiscation</td>
<td>Nonverbal cues</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Peer juries*</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for teacher</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Peer mediation</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Planned ignoring</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Referral to after-school program</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Referral to community-based services</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Reflective essay/activity</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Restitution</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for teacher</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>School service*</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Seating change</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Social skills instruction</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Social-Academic Instructional Groups (SAIG)</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Student-led phone call home to explain behavior</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Student-Teacher mediation</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Success plan created by teacher and student</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Teaching of expectation and skills</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Temporary removal from distraction</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Timely contact with parent (site, phone, letter, home visit)</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Use of verbal de-escalation methods</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Verbal apology</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Verbal correction/warning</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Victim-Offender mediation*</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Withdrawal of privileges</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>Written apology</td>
</tr>
<tr>
<td></td>
<td><strong>ACTIONs support for student</strong></td>
<td><strong>ACTIONs support for student</strong></td>
<td>* = Restorative practices</td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.
Violations of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.
▲ Student will be removed from the classroom pending investigation based on administrative discretion.
*NOTE: AIE is “Alternatives in Education.”
### Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. ★ Any Other Acts that Endanger the Well-Being of Students, Staff, or Any School/District-Authorized Personnel</td>
<td>31. 1st Offense: Detention through 3-day out-of-school suspension 2nd Offense: Parent conference through 5-day out-of-school suspension Repeated/Severe Offense(s): Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>31. 1st Offense: Detention through 3-day out-of-school suspension 2nd Offense: Parent conference through 5-day out-of-school suspension Repeated/Severe Offense(s): Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>ACTIONS support for student ACTIONS support for teacher Breaks from the task or for emotional management Change in schedule with administrative approval Check-In/Check-Out (CICO) Classroom meeting/circle* Conference with student, parent, staff, family, and/or administrator Consultation/Intervention with other teachers/counselors/support personnel, i.e., social worker and ACTIONS staff Creation of or changes to student’s behavior management plan Detention Identification of causes of behavior Incentives/positive reinforcement Informal mentoring Mentoring program Multi-Tiered Systems of Support (MTSS) Nonverbal cues Peer juries* Peer mediation Planned ignoring Referral to after-school program Referral to community-based services Reflective essay/activity Restitution Role play School service* Seating change Social skills instruction Social-Academic Instructional Groups (SAIG) Student-led phone call home to explain behavior Student-Teacher mediation Success plan created by teacher and student Teaching of expectation and skills Temporary removal from distraction Timely contact with parent (site, phone, letter, home visit) Use of verbal de-escalation methods Verbal apology Verbal correction/warning Victim-Offender mediation* Withdrawal of privileges Written apology</td>
</tr>
<tr>
<td>32. Truancy</td>
<td>32. 1st &amp; 2nd Offenses: Parent contact through Saturday/Evening School Repeated/Severe Offense(s): Parent conference through Saturday/ Evening School and/or referral to the building attendance improvement team</td>
<td>32. 1st &amp; 2nd Offenses: Parent contact through Saturday/Evening School Repeated/Severe Offense(s): Parent conference through Saturday/ Evening School and/or referral to the building attendance improvement team</td>
<td></td>
</tr>
<tr>
<td>34. ★ Weapon-Related Activities Possession/Display/Use or Intent to Use</td>
<td>34. Any Offense: Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services. As required by the Illinois School Code, 105 ILCS 5/10-22.6(d), students who engage in weapon-related activities shall be expelled for a period of not less than one year, unless modified by the Superintendent or the Board of Education on a case-by-case basis.</td>
<td>34. Any Offense: Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services. As required by the Illinois School Code, 105 ILCS 5/10-22.6(d), students who engage in weapon-related activities shall be expelled for a period of not less than one year, unless modified by the Superintendent or the Board of Education on a case-by-case basis.</td>
<td></td>
</tr>
<tr>
<td>36. ★ Mob Action</td>
<td>36. 1st Offense: Up to 5-day out-of-school suspension Repeated/Severe Offense(s): Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td>36. 1st Offense: Up to 5-day out-of-school suspension Repeated/Severe Offense(s): Up to recommendation for reassignment to AIE and/or expulsion *All suspensions in excess of five days must receive approval from the Dept. of Achievement &amp; Student Services.</td>
<td></td>
</tr>
</tbody>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions.

Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities.

▲ Student will be removed from the classroom pending investigation based on administrative discretion.

*NOTE: AIE is “Alternatives in Education.”
## Secondary Disciplinary Violations/Consequences (continued)

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Recommended Range of Middle School Consequences</th>
<th>Recommended Range of High School Consequences</th>
<th>Interventions</th>
</tr>
</thead>
</table>

★ Acts which may also result in criminal prosecution and penalties as well as school disciplinary actions. Violation of federal, state, or local law shall be promptly reported to the appropriate law enforcement authorities. ▲ Student will be removed from the classroom pending investigation based on administrative discretion. *NOTE: AIE is “Alternatives in Education.”
Glossary—Secondary

★ = Acts which may also result in criminal prosecution.

ABSENCE, EXCUSED—Absence with valid cause as defined by Board policy and substantiated by proper documentation:

1. Illness of pupil;
2. Medical and dental appointments that cannot be arranged during out-of-school hours;
3. Death of relative or friend;
4. Unavoidable accident or emergency;
5. Religious holidays or other religious causes;
6. Trips on school business;
7. Vacation periods with parents;
8. Absences for student competition and performances;
9. Any related student absence for disciplinary reasons, including suspension and reassignment to Alternatives in Education (AIE) and/or expulsion.

ABSENCE, UNEXCUSED—Absence without valid cause as defined by Board policies #705.12/R and 705.14/R.

ACCOMPlice—A person who joins with another in carrying out some plan of wrongdoing.

★ ALARMS (FALSE)—Making a report of a fire by pulling the alarm when no fire exists or creating an emergency by false report of any kind.

★ ALCOHOL-RELATED OFFENSES—Possession, use, or transfer of any alcoholic or “look-alike” beverage. (See Substance Abuse Policy #710.14/R Secondary):
   
   Under the Influence (See DRUGS);
   Possession (See DRUGS);
   Delivery (See DRUGS);
   “Look-alikes” (See DRUGS).

ALTERNATIVES IN EDUCATION (AIE)—Suspension or reassignment to an educational setting in a different location than the student’s home school. At the secondary level, this may include assignment to READY.

★ ARSON/ATTEMPTED ARSON—To attempt to or to cause harm to property or person by means of fire.

★ ATTACK (PHYSICAL)—Physically confronting any person from home to school, during school hours, or from school to home or at any activity under school sponsorship. This shall include rape or sexual assault.

★ BOMB THREAT—Reporting to school, police, or fire officials the presence of a bomb without a reasonable belief that a bomb is present.

★ BULLYING—Any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to his/her person or property;
2. Causing a substantially detrimental effect on the student’s physical or mental health;
3. Substantially interfering with the student’s academic performance; or
4. Substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms including, without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is illustrative and non-exhaustive.

BUS MISCONDUCT—Disobeying rules for riders of the Champaign school or MTD buses.

CHEATING—To use, submit, or attempt to obtain or provide data/information dishonestly, by deceit or by means other than those authorized by the teacher.

CLASSROOM BEHAVIORAL MANAGEMENT PLAN—A plan developed by teachers and students that outlines classroom rights and responsibilities. The plan should be submitted to building administration.

★ COMPUTERS, MISUSE OF—Improper or illegal use of District computers or computer systems as explained in Policy #651/R.

CYBER-BULLYING—Use of information and communication technologies to support deliberate, hostile behavior, through a single incident or repeatedly over time, by an individual or group, that is intended to harm others or has the potential to create a material disruption to the school environment. Any action of bullying or harassment that has the potential to cause material disruption on the school campus that occurs at school or away from school in cyberspace will be considered as school-related.

DETENTION—Time assigned to a student by a staff member or administrator to be served outside of classroom instructional time.

DISHONESTY (LYING)—Intentionally telling untruths.

DISOBEDIENCE—Refusal or failure to comply with a direction or instruction of a staff member.

DISRESPECT—Inappropriate or discourteous behavior(s) directed toward staff, students, or others.

DISRUPTIVE BEHAVIOR—Any act which distracts other students, interrupts the flow of information, and/or causes serious disruption to any school function.

DRESS AND GROOMING (INAPPROPRIATE)—Failing to follow guidelines for dress or grooming that are appropriate and safe for the school environment.

DRESS CODE (does not include clothing designated for religious reasons)—A student shares with his or her parents the right to dress according to personal preference except where such dress is dangerous to the student’s health and safety of others, or is distracting or indecent to the extent that it interferes with the learning and teaching process. Grooming and neatness is also the primary responsibility of students and their parents. Schools may prescribe standards of grooming and dress for participation in extracurricular activities. Each school may develop recommended guidelines that are consistent with these statements. They may prohibit students from wearing clothing or attire that, in the opinion of school authority, is contrary to acceptable health and safety standards, or may disrupt the education process or learning atmosphere. Students’ dress will conform to the following:

1. Middle School: Hats, head coverings, jackets, coats, and gloves are not to be worn in school. Students must remove their head coverings upon entering the building.
High School: Hoods are not to be worn in school. Students must remove their hoods upon entering the building.
2. Students will wear shoes.
3. Students’ clothing will cover undergarments and bare midriffs (such as may be associated with beachwear).
4. Garments or jewelry depicting alcohol, tobacco, or other drugs will not be worn at school.
5. Garments or jewelry with messages or symbols that include obscenity, derogatory language, sexual innuendo, gang affiliation, or occult reference will not be worn at school.
6. Pants must be worn at the waist so that undergarments and midriff skin are not visible.

DRUGS (LAWFUL)—Any medication prescribed by a physician for that individual and administered properly or an over-the-counter drug that is used properly.

★ DRUGS (UNLAWFUL, RELATED OFFENSES)—(See Substance Abuse Policy #710.14R Secondary.)

1. Any alcoholic beverage or look-alike substance.
2. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
3. Any anabolic steroid unless being administered in accordance with a physician’s or licensed practitioner’s prescription.
4. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
5. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions.
6. Any over-the-counter drug being used for an abusive purpose.
7. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: a) that a student believes is, or represents to be capable of causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.
8. “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
9. Drug paraphernalia, including devices that are or can be used to: a) ingest, inhale, or inject cannabis or controlled substances into the body; and b) grow, process, store, package, or conceal cannabis or controlled substances.

DUE PROCESS—Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against them, the right to present their version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any lower level.

ELECTRONIC DEVICES—Devices such as cell phones, laser pointers, iPods, MP3 players, PSPs, etc. Refer to cell phone/phone/pager guidelines on page 8.

ELIGIBILITY DETERMINATION CONFERENCE (EDC)—A special education meeting established to discuss the results of the comprehensive evaluation and to determine if a student is eligible for special education services.

EXPULSION—The exclusion of a student from school for a period of time greater than ten school days but for no longer than two calendar years.

★ EXTORTION (SHAKEDOWN AND/OR STRONG-ARM)—Forcing another to act against his/her will; taking property from a person by force or threat of force.

EXTRACURRICULAR ACTIVITIES (UNACCEPTABLE/DISRUPTIVE BEHAVIOR)—Exhibiting poor sportsmanship, throwing objects onto the playing floor, performing obscene gestures, or using profanity or verbal harassment.

FALSE REPORT—Making a deliberate written or verbal statement which proves to be untrue after a reasonable investigation.

FIREWORKS—Use, possession or sale of pyrotechnics designed for any type of visual or audible display. Examples include: firecrackers, smoke bombs, and sparklers.

FORGERY—Falsifying the name of another person, time, dates, grades, addresses, or other data in writing.

★ GAMBLING—Violating the law which prohibits playing a game of chance for money or other consideration.

GANG—As used herein, the term “gang” shall mean any organization, club, or group composed wholly or in part of students, which seeks to perpetuate itself by accepting additional members from students enrolled in the District, and which is assembled for the common purpose or design of:

1. committing or conspiring to commit criminal offenses, or
2. engaging in conduct that is contrary to the public good, or
3. engaging in conduct that interferes with or disrupts the District’s educational process or programs:
   a. Displays gang symbols or paraphernalia;
   b. Recruits additional members;
   c. Meets to design or plan crimes;
   d. Threatens the public;
   e. Acts in a way that disrupts the school environment.

★ GANG-RELATED ACTIVITIES—As used herein, the phrase “gang-related activity” shall mean any conduct engaged in by a student:

1. on behalf of any gang,
2. to perpetuate the existence of any gang, or
3. to effect the common purpose and design of any gang, including, without limitation to, recruiting students for membership in any gang, threatening or intimidating other students or employees to commit acts or omissions against his/her will in furtherance of the common purpose and design of any gang. The presence of, or student involvement in, gangs or gang-related activities on school grounds, while school is in session or at school-related events, including, but not limited to, the display of gang symbols, handshakes, hand gestures, apparel, jewelry, body art and piercings, or paraphernalia, is strictly prohibited.

GATHERINGS (UNAUTHORIZED)—Participating in or associating with group activities that disrupt the educational process.

GROSS DISOBEDIENCE/MISCONDUCT—Repeated refusal or failure to comply with directions and/or instructions of a staff member that impedes the educational process or interferes with the
teaching and learning of others. An administrator must attempt to de-
escalate and reason with the student prior to suspension, if feasible.

★ HARASSMENT—Subjecting a student to a hostile or intimidating school environment because of, but not limited to, the individual’s race, religion, creed, color, national origin, age, physical aspects or ability, gender, or actual or perceived sexual orientation. Harassment includes any action that may cause an individual to be alarmed, intimidated, or have serious discomfort in the school setting. Harassment may be physical, verbal, or visual (notes, drawings, gestures, etc.) and includes hate speech. Harassment that is severe and/or persists after a staff member has warned students to stop may be addressed according to the harassment/hazing/bullying code violation #15.

HARMFUL OBJECTS—Objects that are likely to create a distraction or danger in the educational environment such as matches, lighters, etc.

★ HAZING—Unauthorized initiation practices.

HEARING/REVIEW—Formal meeting among student, parent, and administration or hearing officer for fact-finding purposes to determine disciplinary disposition.

HORSEPLAY/SCUFFLING—Any disruptive display in which the students are wrestling, shoving, pushing, or pulling each other in jest or that is less serious than a physical confrontation. The seriousness of this offense results from the potential escalation of the act into a fight.

IN-SCHOOL SUPERVISION—Student is removed from his/her regularly scheduled classroom. During an in-school supervision, the student will bring instructional materials and work on class assignments under the supervision of a District employee.

INAPPROPRIATE TOUCHING/DISPLAY—Touching someone else or oneself on the private areas of the trunk of the body; deliberately exposing parts of the body of oneself or others that should be covered for decency.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)—The IEP outlines the individual special education services a student receives for one year.

INSUBORDINATION—Failing to obey the reasonable directions or instructions of any adult staff member. This includes, but is not limited to, student teachers, substitute teachers, lunchroom monitors, clerical staff, custodians, bus drivers, bus monitors, and unpaid volunteers.

★ INTIMIDATION/BULLYING—Placing someone in a threatening situation where he/she feels fear for his/her personal safety; disturbing consistently, by pestering, tormenting or hazing.

★ LITTERING—Throwing paper or other trash inside the building, on school grounds, on surrounding properties, or on the bus.

LOITERING—The unauthorized presence in or around any school building, in specifically restricted areas of a school building, on school grounds, or on surrounding properties. The District expects students to leave the school grounds and surrounding properties within 15 minutes after their scheduled dismissal time unless directly supervised by school staff in a school activity.

MATERIALS (UNAUTHORIZED DISTRIBUTION)—Distributing materials on school property without permission of the administration.

★ MOB ACTION—A substantial disruption of the educational environment at school, in transit to or from school, or at a school-sponsored activity by two or more students acting together against another student or students. A student may violate this provision by using force or violence.

OUTSIDE AGENCIES—Any child welfare agency that provides services to school-age children.

PEER MEDIATION—An approach to resolve conflict in which individuals talk uninterruptedly so they hear each side of the dispute. A trained peer mediates and an adult supervises this discussion. (Note: Social workers and counselors are in charge of peer mediation.)

PETITIONS (INAPPROPRIATE)—Presenting or distributing petitions on school property or at school-related activities which contain obscenities, libelous statements, or those which are not within the bounds of reasonable conduct.

★ PHYSICAL CONfrontATION—Inappropriate physical contact, such as pushing, shoving, and hitting, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid the confrontation, all parties will be disciplined.

PLAGIARISM—Misrepresenting other work as your own allowing your work to be used in such a manner, or violating the security of the testing situation in any way.

PROFANITY/OBScenITY—Using language, gestures, pictures, etc., which are offensive to most people.

★ PROPERTY DAMAGE—Use of school property for any purpose other than that for which it was intended which results in damage or destruction to property. School property includes books, supplies, equipment, the school building, etc.

PROTEST (UNAUTHORIZED)—A demonstration which results in the disruption of the usual educational process.

RESPONSE TO INTERVENTION TEAM (RtI)—A team composed of building staff that meet on a regular basis. The purpose is to discuss students who are referred to the team by their teacher(s) or parent and exhibit academic and/or social difficulties. Parents of students being discussed are invited to attend. The teacher is provided with supports, interventions, and strategies so the student can achieve success.

RESTORATIVE PRACTICES—Restorative practices in schools prioritize repairing harm done to relationships over the need for assigning blame and dispensing punishment when a rule is broken or an incident occurs. Restorative practices increase accountability, and both student and teacher satisfaction, while using such events as a natural opportunity to promote social and emotional learning, positive youth development, and rational and empathetic thinking. Restorative practices used in schools include peacemaking circles, restorative chats, restorative conferences, and peer juries/peer conferencing. Outcomes from all practices include increased satisfaction from those harmed, higher rates of completion of consequences, and lower rates of continued disruptive behaviors as well as a greater sense of safety in the school community.

SALE OR DISTRIBUTION (UNAUTHORIZED)—The selling, distribution, or attempt to sell or distribute any object or substance on school property or at any school-sponsored activity without permission of the administration.

SATURDAY/EVENING SCHOOL—An administrative alternative to out-of-school suspension in which students may be assigned to attend a session(s) on one or more Saturdays/evenings at a designated time and place. Failure to attend and/or comply with the guidelines of Saturday/Evening School may result in out-of-school suspension.
SCHOOL/DISTRICT-AUTHORIZED PERSONNEL—
Chaperones, volunteers, supervisors, or anyone providing supervision or assistance to a school or the District.

SELF-DEFENSE—A student is expected to defend himself/herself from attack if a staff member is not present; however, he/she should attempt to take the following steps in order to be found in self-defense.

1. Alert a staff member if one is reasonably close by.
2. Make an attempt to retreat from the confrontation without conflict either by walking away, or by a verbal expression such as “Stop!” or “I don’t want to fight.”

Students contributing to the start of a conflict may not claim self-defense.

SEXTING—The act of sending, willingly receiving, or forwarding sexually explicit messages, photos, or images, taken with or without consent, via cell phone, computer, or other digital device.

★ SEXUAL CONDUCT—The performance of any consensual or non-consensual sexual activity. This definition could include sexually oriented displays of affection such as hugging and kissing, as well as other sexual activities. Inappropriate sexual conduct on school grounds or during school-related activities, whether on or off school grounds, will not be permitted.

★ SEXUAL HARASSMENT—Regardless of whether individuals are of the same sex/gender or different sex/gender, sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature whose purpose or effect is to create an intimidating, hostile, or other verbal or physical conduct or communication of a sexual nature.

The performance of any consensual or non-consensual sexual activity. This definition could include sexually oriented displays of affection such as hugging and kissing, as well as other sexual activities. Inappropriate sexual conduct on school grounds or during school-related activities, whether on or off school grounds, will not be permitted.

★ PHYSICAL CONDUCT—The performance of any sexual activity involving contact between individuals.

★ VIOLENT CONDUCT—The performance of any physical conduct between individuals.

★ VERBAL ABUSE—Using any language that is intimidating or disrespectful.

★ THREATS—An expression of word or deed to inflict pain, injury, damage, or punishment that prevents another from moving or acting in accordance with school policies or personal choice.

★ TOBACCO PRODUCTS, USE AND POSSESSION—Using, possessing, distributing, purchasing, or selling tobacco materials, “look-a-likes,” or E-cigarettes, including any smoking/vaping materials or related equipment.

★ TRESPASSING—The unauthorized or illegal presence of any student on any school property or unauthorized or illegal attendance of any student at any school activity. In addition, the unauthorized or illegal entry into school or private property (computers, lockers, desks, etc.).

★ TRUANCY—A student, subject to compulsory school attendance, who is absent without valid cause from such attendance for a school day or portion thereof.

★ VANDALISM—Destroying and/or damaging property belonging to the school or others.

★ VERBAL ABUSE—Using any language that is intimidating or disrespectful.

★ WEAPON-RELATED ACTIVITIES—Possessing, using, or representing the possession of a firearm (including any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code such as any weapon which will expel a projectile by the action of an explosive, a firearm muzzle or silencer, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a charge of more than one-quarter ounce, mine, or similar object; firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act; or firearm as defined in Section 2401 of the Criminal Code of 1961), knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, and a “look alike” of any firearm. In addition, weapon-related activities include the use or attempted use of any other object (including but not limited to mace/pepper spray, sticks, pipes, bottles, pencils, staplers, and scissors) to cause bodily harm. It is illegal for individuals under the age of 18 to use or carry pepper spray in Illinois.

serves the suspension on the school premises. It will only be used in extreme circumstances when out-of-school suspension cannot be facilitated. The decision to place a student in in-school suspension will remain with the discretion of the building administrator. The District shall follow the same procedures for in-school suspensions that it follows for out-of-school suspensions;

Detention: Students may be assigned detention time that would be served in the Supervision Room.

SUSPENSION (OUT-OF-SCHOOL)—A temporary exclusion of a student from school (including all activities sanctioned by the Champaign School District), from riding the school bus or from a class or classes for a period of time not to exceed ten school days. A student may be suspended from riding the school bus in excess of ten school days for safety reasons. (See Policy 715.01R, Suspension Procedures under Special Education, page 48.)

TARDINESS—Arriving late to one’s assigned area.

★ THEFT—Taking or possessing something that belongs to the school or another person without permission.

★ THREATS—An expression of word or deed to inflict pain, injury, damage, or punishment that prevents another from moving or acting in accordance with school policies or personal choice.

★ TOBACCO PRODUCTS, USE AND POSSESSION—Using, possessing, distributing, purchasing, or selling tobacco materials, “look-a-likes,” or E-cigarettes, including any smoking/vaping materials or related equipment.

★ TRESPASSING—The unauthorized or illegal presence of any student on any school property or unauthorized or illegal attendance of any student at any school activity. In addition, the unauthorized or illegal entry into school or private property (computers, lockers, desks, etc.).

★ TRUANCY—A student, subject to compulsory school attendance, who is absent without valid cause from such attendance for a school day or portion thereof.

★ VANDALISM—Destroying and/or damaging property belonging to the school or others.

VERBAL ABUSE—Using any language that is intimidating or disrespectful.

★ WEAPON-RELATED ACTIVITIES—Possessing, using, or representing the possession of a firearm (including any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code such as any weapon which will expel a projectile by the action of an explosive, a firearm muzzle or silencer, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a charge of more than one-quarter ounce, mine, or similar object; firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act; or firearm as defined in Section 2401 of the Criminal Code of 1961), knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, and a “look alike” of any firearm. In addition, weapon-related activities include the use or attempted use of any other object (including but not limited to mace/pepper spray, sticks, pipes, bottles, pencils, staplers, and scissors) to cause bodily harm. It is illegal for individuals under the age of 18 to use or carry pepper spray in Illinois.

41
Per policy #725.01R, students are entitled to complete missed assignments when absent from class for disciplinary reasons. An excerpt from the grading policy follows:

**Make-Up Work**

On the day a student returns from an absence, arrangements should be made to make up work missed. For each day of consecutive absence, students will be allowed at least two consecutive school days to complete make-up work.

**Late Work**

Late work is defined as work turned in after the due date for reasons other than student absence. A penalty for late work may be assigned, but is not required. If a penalty is assessed for late work, it shall not exceed the following:

- 15% penalty may be assessed for day one (1)
- 30% penalty may be assessed for day two (2)
- 50% penalty may be assessed for day three (3)

Late work may not be accepted after the third day, and a student may receive a zero (0) grade.

---

**Policy #651R—Access to and Acceptable Use of Electronic Networks**

**Administrative Procedure**

All use of electronic networks shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Terms and Conditions**

1. **Acceptable Use**—Access to the District’s electronic networks must be: (a) for the purpose of education or research, and be consistent with the educational objectives of the District, or (b) for legitimate district/school use.

2. **Privileges**—The use of the District’s electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time; his or her decision is final. This decision will be made in conjunction with the appropriate central office administrators.

3. **Unacceptable Use**—The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
   a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law;
   b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
   c. Downloading copyrighted material for other than personal use;
   d. Using the network for private financial or commercial gain;
   e. Wastefully using resources, such as file space;
   f. Hacking or gaining unauthorized access to files, resources, or entities;
   g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, including photographs;
   h. Using another user’s account or password;
   i. Posting material authorized or created by another without his/her consent;
   j. Posting anonymous messages;
   k. Using the network for commercial or private advertising;
   l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material;
   m. Using the network while access privileges are suspended or revoked and
   n. Using proxy websites to bypass District content filters.

4. **Network Etiquette**—The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
   a. Be polite. Do not become abusive in messages to others.
   b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
   c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
   d. Recognize that email is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
   e. Do not use the network in any way that would disrupt its use by other users.
   f. Consider all communications and information accessible via the network to be district property.
5. **No Warranties**—The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user’s errors or omissions. Use of any information obtained via the Internet is at the user’s own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. **Indemnification**—The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

7. **Security**—Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual’s account. Attempts to log-on to the Internet as a system administrator or technician will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. **Vandalism**—Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

9. **Telephone Charges**—The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

10. **Copyright Web Publishing Rules**—Copyright law and District policy prohibit the re-publishing of text or graphics found on the Web or on District Web sites or file servers without explicit written permission.

   a. For each re-publication (on a Website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

   b. Students and staff engaged in producing Web pages must provide the District webmaster with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.

   c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Web site displaying the material may not be considered a source of permission.

   d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

   e. Student work may only be published if there is written permission from both the parent/guardian and student.

11. **Use of Email**—The District’s email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

   a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an email account is strictly prohibited.

   b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

   c. Email messages transmitted via the District’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

   d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.

   e. Use of the District’s email system constitutes consent to these regulations.

---

**Internet Safety**

1. Internet access is limited to only those “acceptable uses” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and otherwise follow these procedures.

2. Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.

4. The system administrator/server technician and Building Principals shall monitor student and staff Internet access.

Approved May 14, 2012
To maintain order and security in the schools, school authorities may inspect and search desks, lockers, parking lots, or other property owned or controlled by the school and personal effects left in these areas without notice to or the consent of the student and without a search warrant. In addition, school authorities may request the assistance of law enforcement officials and their specially trained dogs for the purpose of conducting searches of these areas for illegal drugs, weapons, or other illegal or dangerous substances or materials.

Students have no reasonable expectation of privacy in their desks, lockers, parking lots, or other property owned or controlled by the school or their personal effects left in those areas. To maintain order and security in the schools, school authorities may inspect and search these areas and/or personal effects left in their areas without notice to or the consent of the student, and without a search warrant. In addition, school authorities may request the assistance of law enforcement officials and their specially trained dogs for the purpose of conducting searches of these areas for illegal drugs, weapons, or other illegal or dangerous substances or materials.

Should the District choose to utilize specially trained dogs for the purpose of conducting random searches of areas specified above, building principals shall announce, via student handbook to students that such searches will be done. Parking lots shall have appropriate signs in place indicating that student vehicles are subject to random searches by specially trained dogs.

The school has jurisdiction over student actions in school, on school property, during school-sponsored activities or events, and during any activity or event that bears a reasonable relationship to school. When reasonable suspicion exists that a student over whom the school has jurisdiction has violated the law or the District's rules, then personal property, including handbags, wallets, books and backpacks, briefcases, stockings, shoes, outer clothing, electronic devices, other personal effects, and vehicles may be searched. In addition, depending upon the circumstances, a breathalyzer may be used to determine if a student is under the influence of alcohol. All searches should be conducted by no fewer than two (2) school officials. The involved student(s)' presence at the search of lockers, desks, etc. may be requested by the school official.

A breathalyzer may be used prior to admittance into school-sponsored activities or events and during any activity that bears a reasonable relationship to the school both where there is reasonable suspicion that a student is under the influence and also on a random basis. As this would be used for deterrence and a large number of students may be breathalyzed, parents/guardians will not be notified prior to each test. Rather, information regarding the use of a breathalyzer will be included in the Student Code of Conduct which is distributed to students each year.

School personnel have reasonable suspicion to search personal property when (1) the search is justified at its inception; (2) the search is limited to the scope of the reason for the search; and (3) the search is not excessively intrusive in light of the student's age, sex and/or nature of the infraction.

When considering searching the locker or personal belongings of a student on probation, school officials should contact the student's probation officer. If school administrative personnel suspect that circumstances warrant a body or strip search or circumstances require immediate police intervention to protect the safety of the school, students, or personnel, the matter shall be referred to the local police authority immediately. School personnel shall not conduct strip searches or body cavity searches.

School officials shall make a reasonable attempt to contact the parent or legal guardians of any student under the age of 18 prior to searching personal property on the student, such as bags carried by the student, stockings, shoes, outer clothing, and clothing pockets. School officials are not required to contact the parent or guardian prior to searching personal property not in the possession of the student, such as bags or purses left in a locker. A reasonable attempt is made when either of the following occurs:

1. When the school official calls each phone number provided to them by the parent/guardian at least one time, or
2. If the parent/guardian is not available, but whoever answers the phone communicates that he/she will contact the parent/guardian, the reasonable attempt is complete.

School officials may conduct the search immediately following the reasonable attempt at parent/guardian contact and are not required to wait for a parent/guardian to be present before conducting the search. School officials will notify parents/legal guardians following the confiscation of student possessions.

All items seized by school officials should be identified via a written statement documenting the circumstances under which the items were confiscated. Seized items should be locked in a secure place. Only the principal and one other school official should have access to the location in order to maintain a “chain of custody.”

When deemed appropriate, items seized during a search conducted in accordance with these procedures shall be turned over to law enforcement authorities. If any weapons or illegal substances are seized, they must be turned over to law enforcement officials. School officials should request a receipt for the items. The receipt should be attached to the written documentation cited above.

Any seized items not turned over to the police may be returned to a parent/legal guardian if appropriate and if the items are not needed for a disciplinary hearing. The parent or legal guardian shall be required to give a receipt for the items. The receipt should be attached to the written documentation. If suspected contraband is seized and proves, upon further examination, not to be contraband, it shall be returned to the student or parent/legal guardian with a securing of a receipt. The receipt should be attached to the written documentation with a written summary of the evidence establishing why the property was not, in fact, contraband. If allegedly stolen property is seized, it may be returned to the rightful owner, if acknowledged by the perpetrator as stolen. A receipt should be secured and attached with the other written documentation. If stolen property seized is in dispute as to ownership, the District shall hold the same until a judicial determination of ownership is secured.

Approved: May 14, 2018
Substance Abuse—Elementary—Administrative Procedure

To be under the influence of, in possession or control of, using, selling or delivering any of the following prohibited substances is forbidden while in school, while in transit to and from school, on school district property, or at any school sponsored activity:

1. Any alcoholic beverage or look-alike substance.
2. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
3. Any anabolic steroid unless being administered in accordance with a physician’s or licensed practitioner’s prescription.
4. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
5. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions.
6. Any over-the-counter drug being used for an abusive purpose.
7. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.
8. “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
9. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, package or conceal cannabis or controlled substances.

Subject to the following exceptions, this policy will be in effect on a continuous basis during the school term and during those dates outside the school term when students are actually participating in extracurricular activities. This policy will not be in effect during after-school hours, weekends, vacation breaks and holidays unless the violation occurs on school property, at school-related activities, or is otherwise school related.

To facilitate implementation of this policy, the following terms are defined:

Under the Influence: Any student who has consumed any amount the prohibited substances listed above will be subject to disciplinary action. Consumption occurring during or prior to coming to school or at school-related activities (home or away) will be considered under the influence. The determination will be made by two adult authorized school personnel, and the final decision to discipline will rest with the administration.

Possession: Any student who has possession or control of any of the prohibited substances listed above, other than as prescribed by a physician for that individual will be subject to disciplinary action. A substance or item need not be in a student’s immediate presence to be in his/her possession or control.

Delivery: Any student who delivers, receives delivery of, or attempts to deliver or receive delivery of any prohibited substance listed above will be subject to disciplinary action. Delivery means: a) a transfer of possession or control to another person whether or not the substance or item is in that person’s immediate presence, or b) possession of substance(s) that are packaged for delivery as evidenced by quantity of substance or apportionment. Delivery includes, but is not limited to, any gift, exchange, sale, or other transfer with or without payment or other consideration.

Look-alikes: A “look-alike substance” is a substance which by dosage unit appearance, including color, shape, size, container and/or packaging, markings or by representation made, would lead a reasonable person to believe that the substance is any of the prohibited substances listed above.

Drug Paraphernalia: “Drug paraphernalia” means all equipment, products and materials of any kind that are peculiar to, marketed for use in packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body, cannabis, mood-altering substance, or any prohibited substance listed above.

It is to be noted that principals or advisors will set guidelines relative to meetings, activity behavior, absences, language use, etc.; and are given the latitude to establish appropriate disciplinary guidelines as long as they do not exceed the guidelines of this policy.

Students who believe they have a substance abuse problem are encouraged to seek help by voluntarily contacting the social worker, teacher, or a member of the administration. Voluntary admission by a student is to be encouraged. However, should a student be found in violation of this policy, the provisions of the policy will apply regardless of participation in such a program.

Investigation, Sanctions, and Review Process
The appropriate building administrator will begin an immediate, thorough investigation of the alleged violation. Evidence used to substantiate a violation will be provided by school staff, contracted employees, and law enforcement officials who were present on site. Students may be interviewed in an investigation but will not be required to provide information on other students if they do not wish to do so.

The following procedures should be followed when a student denies that he/she is under the influence of a prohibited substance (non-alcoholic):

1. The student will be given the opportunity to be tested for drugs by his/her licensed physician or qualified drug-testing lab within 24 hours.
2. The student must submit the results of the test to the school within 48 hours.
3. If the test is negative for a prohibited substance, the student’s record will be purged of the accusation.
4. If the test is positive for a prohibited substance, the student’s disciplinary consequence will be upheld.
When a student denies that he/she is under the influence of alcohol, the student may be required by school officials or law enforcement officials to submit to a breathalyzer test. Where there is a reasonable suspicion of abuse, a student’s refusal to submit to a breathalyzer test may be considered evidence that the student is under the influence of alcohol. A student who receives any positive reading from such test will be considered under the influence, unless the reading is attributable to other causes.

The designated building administrator will confer with the student and parents/legal guardian as part of the investigation of the alleged violation.

If the evidence substantiates the claim that a violation of this policy has occurred, the appropriate penalties will be issued at that time. The building administrator will notify, in writing, the student and the parents/legal guardian of the decision.

### Disciplinary Procedure

A Level 3 Disciplinary Violation and its consequences as cited in the Student Code of Conduct will be assessed against the student. Counseling will be recommended for the student and members of the family.

### Student Support

Students may seek or be offered prevention and case management services when experiencing personal problems which affect their ability to learn successfully. Issues that can be dealt with by the RtI Team include: substance abuse, depression, family problems, and school-related problems.

Approved June 12, 2017

---

**Policy #710.14R**

**Substance Abuse—Secondary—Administrative Procedures**

**DISCIPLINE—Substance Abuse (Secondary)**

To be under the influence of, in possession or control of, using, selling or delivering any of the following prohibited substances is forbidden while in school, while in transit to and from school, on school district property, or at any school sponsored activity:

1. Any alcoholic beverage or look-alike substance.
2. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
3. Any anabolic steroid unless being administered in accordance with a physician’s or licensed practitioner’s prescription.
4. Any performance-enhancing substance on the Illinois High School Association’s most current banned substance list unless administered in accordance with a physician’s or licensed practitioner’s prescription.
5. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician’s or licensed practitioner’s instructions.
6. Any over-the-counter drug being used for an abusive purpose.
7. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student’s use of asthma or other legally prescribed inhalant medications.
8. “Look-alike” or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
9. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, package or conceal cannabis or controlled substances.

Subject to the following exceptions, this policy will be in effect on a continuous basis during the school term and during those dates outside the school term when students are actually participating in extracurricular activities. This policy will not be in effect during after-school hours, weekends, vacation breaks and holidays unless the violation occurs on school property, at school-related activities, or is otherwise school-related. The sanctions for the substantiated offenses will progressively escalate during the school year for subsequent offenses. Students who are unable to complete a sanction during the course of the school year shall complete the sanction during the next school year, otherwise, each school year shall be regarded separately for purposes of progressive discipline.

To facilitate implementation of this policy, the following terms are defined:

**Under the Influence:** Any student who has consumed any amount of the prohibited substances listed above will be subject to disciplinary action. Consumption occurring during or prior to coming to school or at school-related activities (home or away) will be considered under the influence. The determination will be made by two adult authorized school personnel, and the final decision to discipline will rest with the administration.

**Possession:** Any student who has possession or control of any of the prohibited substances listed above, other than as prescribed by a physician for that individual will be subject to disciplinary action. A substance or item need not be in a student’s immediate presence to be in his/her possession or control.

**Delivery:** Any student who delivers, receives delivery of, or attempts to deliver or receive delivery of any prohibited substance listed above will be subject to disciplinary action. Delivery means: a) a transfer of possession or control to another person whether or not the substance or item is in that person’s immediate presence, or b) possession of substance(s) that are packaged for delivery as evidenced by either the quantity of substance or apportionment. Delivery includes, but is not limited to, any gift, exchange, sale, or other transfer with or without payment or other consideration.
Look-alikes: A "look-alike substance" is a substance which by dosage unit appearance, including color, shape, size, container and/or packaging, markings or by representation made, would lead a reasonable person to believe that the substance is any of the prohibited substances listed above.

Drug Paraphernalia: "Drug paraphernalia" means all equipment, products and materials of any kind that are peculiar to, marketed for use in packaging, repackaging, storing, containing, concealing, injecting, ingestling, inhaling, or otherwise introducing into the human body, cannabis, mood-altering substance, or any prohibited substance listed above.

It is to be noted that coaches and advisors will set guidelines relative to practices, games, meetings, activity behavior, absences, language use, etc., and are given the latitude to establish appropriate disciplinary guidelines as long as they do not exceed the guidelines of this policy.

In conjunction with implementation of this policy, provisions of state and national charters/by laws of student organizations shall be in effect for member students.

Students who believe they have a substance abuse problem are encouraged to seek help by voluntarily contacting the social worker, a counselor, or a member of the administration. Voluntary admission by a student is to be encouraged. However, should a student be found in violation of this policy the provisions of the policy will apply regardless of participation in such a program.

Investigation, Sanctions, and Review Process
The appropriate building administrator will begin an immediate, thorough investigation of the alleged violation. Evidence used to substantiate a violation will be provided by school staff, contracted employees, and law enforcement officials who were present on site. Students may be interviewed in an investigation but will not be required to provide information on other students if they do not wish to do so.

The following procedures should be followed when a student denies that he/she is under the influence of a prohibited substance (non-alcoholic):

1. The student will be given the opportunity to be tested for drugs by his/her licensed physician or a qualified drug-testing lab within 24 hours.
2. The student must submit the results of the test to the school within 48 hours.
3. If the test is negative for a prohibited substance, the student’s record will be purged of the accusation.
4. If the test is positive for a prohibited substance, the student’s disciplinary consequence will be upheld.

When a student denies that he/she is under the influence of alcohol, the student may be required by school officials or law enforcement officials to submit to a breathalyzer test. Where there is a reasonable suspicion of abuse, a student’s refusal to submit to a breathalyzer test may be considered evidence that the student is under the influence of alcohol. A student who receives any positive reading from such test will be considered under the influence, unless the reading is attributable to other causes.

The designated building administrator will confer with the student and parents/legal guardian as part of the investigation of the alleged violation.

If the evidence substantiates the claim that a violation of this policy has occurred, the appropriate penalties will be issued at that time. The building administrator will notify, in writing, the student and the parents/legal guardian of the decision.

Disciplinary Procedures
The following procedures will be applied in accordance with the District’s disciplinary procedures and special education laws as outlined in the student discipline handbook.

The penalties assessed will generally follow a “1st, 2nd, 3rd Offense, etc.” format, as outlined below, which provides for reasonable penalty assessment relative to the frequency of violations incurred. The administrative staff will consider the six factors outlined in the Student Code of Conduct to ensure that fair and appropriate corrective responses are administered. The six factors are as follows: (1) student’s age (2) seriousness of the offense (3) frequency of inappropriate behavior (4) circumstances and intent (5) potential effect of the misconduct on the school environment (6) relationship of the behavior to any disabling condition.

Use/Possession/Under the Influence:

1. The first violation may result in up to a suspension out of school for ten school days and suspension for up to 30 calendar days from all school activities (teams, clubs, and all other school-sponsored activities). A parent conference will be scheduled as soon as possible with the principal or his/her designee. Participation in the counseling program will permit reduction of the disciplinary action originally assigned. In addition, the number of days suspended from extracurricular activities will also be reduced. If the student fails to participate and complete the prevention activity, the remainder of the original disciplinary action will be invoked. Middle and high school students will be referred to the counselor and/or social worker for additional support. Parents will be informed of all actions taken.

2. A second violation shall result in administrative review to determine additional disciplinary actions up to an out-of-school suspension for ten school days and suspension from all school activities (teams, clubs, and all school-sponsored activities) for up to 90 calendar days. A parent conference will be scheduled as soon as possible with the principal or his/her designee, and if the parent or legal guardian and student agree to the student’s participation in an appropriate substance abuse prevention activity as designated by the principal, the absence caused by the suspension will be excused and make-up work accepted for full credit. Participation in the counseling program will permit reduction of the disciplinary action originally assigned. In addition, the number of days suspended from extracurricular activities will also be reduced. If the student fails to participate and complete the prevention activity, the remainder of the original disciplinary action will be invoked. Parents will be informed of all actions taken.

3. Any subsequent violation, in any one school year, shall result in administrative review to determine additional disciplinary actions up to an out-of-school suspension for ten school days and recommendation for expulsion from school and all school activities for the remainder of the school year. Participation in the counseling program may permit reduction of the disciplinary action originally assigned. In addition, the number of days suspended from extracurricular activities may also be reduced. If the student fails to participate and complete the prevention activity, the remainder of the original disciplinary action will be invoked. Parents will be informed of all actions taken.
Delivery/Attempt to Deliver:
Any student who delivers, receives delivery of, or attempts to deliver or receive delivery of any prohibited substances listed above while in school, on school grounds, or at any school-sponsored activity will be subject to administrative review to determine disciplinary consequences up to an out-of-school suspension for ten school days and suspension from all school activities for up to 90 calendar days. There will be administrative review to determine whether to recommend expulsion from school for any offense involving delivery or attempted delivery, selling, or receipt of delivery of any prohibited substance listed above.

Student Support
Students may seek or be offered prevention services when experiencing personal problems which affect their ability to learn successfully.

Approved June 10, 2019

Policy #715.01R
Student Discipline—Administrative Procedure

General Procedures

1. Students committing acts of gross disobedience/misconduct may be placed in extended study hall supervision, detained during non-school hours, suspended in school, suspended from school, suspended from riding the school bus, reassigned to Alternatives in Education (AIE), expelled from school, or otherwise disciplined.

2. When a student is suspended from school, it is that student’s responsibility to keep up with class assignments. Students will be permitted to make up work missed due to suspension and receive equivalent credit for the make-up work.

3. Authorized personnel may detain at school, suspend in school, or otherwise discipline a student. The Superintendent (or other administrative designee) and principal are authorized to suspend a student from school or riding the school bus. Only the Board of Education may expel a student. Teachers may remove disruptive students from the classroom by sending them to the office or they may detain them after school. The building administrator at the elementary level will develop a procedure for handling disruptive students when he/she is out of the building and make that procedure known to staff.

4. Prior to removing any student from school or the school bus during the regular school day, the authorized building administrator will make reasonable efforts to notify the parent(s)/legal guardian(s) and take any other reasonable steps necessary to ensure the safety of the student being removed from school or the school bus. If parent(s)/legal guardian(s) or emergency contact(s) cannot be reached, the student shall be retained until the end of the school day.

5. School personnel may use reasonable physical force or restraint to contain a student to the extent deemed necessary:
   a. to defend or protect himself/herself from the student;
   b. to defend or protect other persons from the student;
   c. to prevent or stop fights, breaches of the peace, and other disruptions;
   d. to prevent damage to the property of the District or of other persons; or
   e. to remove a student from any location, room, or assembly where his/her continued presence creates a risk or threat of physical harm to others, or of damage to school property, or of unreasonable interference with the school or classroom instructional program.

NOTE: Champaign School District Policy #520.25 states: The District does not allow corporal punishment as a mode of discipline.

Suspension Procedures

Due Process Procedures
Due process is a set of procedures to ensure that the rights of students are protected. These rights include the opportunity to know the specific charges or allegations leveled against him/her, the student’s right to present his/her version of the incident(s), and the opportunity at various levels to appeal the decision rendered at any lower level.

1. The authorized administrator will confer with any student who is under consideration for suspension prior to taking any disciplinary action.

2. Prior to suspension, the authorized administrator will ascertain whether the student is a special education student or may be eligible for special education services. If so, the authorized administrator must also follow the procedures set forth under Special Education Procedures.

3. The student will be advised of the reason(s) for the proposed suspension and the evidence in support of the reason(s). The student will also be afforded an opportunity to respond.

4. The authorized administrator conferring with the student will make a written record of the conference.

5. The authorized administrator, after following the above due process procedures, may then determine whether to suspend the student in accordance with the notification requirements set forth below.

6. The student may be summarily removed from school without holding a suspension conference as set forth above in the event that the student poses an immediate threat to school personnel, other students, or school property; or poses an
ongoing threat of disruption to the educational process. In such event, written notice, mailed or hand delivered by the principal or designee will be given to the parent(s)/legal guardian(s). The notice will request the student to attend a post-suspension conference as soon as possible after the notice is received. All suspensions will require that a parent conference be scheduled prior to the student’s return to school. The parent(s)/legal guardian(s) will be advised by written notice of any subsequent disciplinary decision.

7. Unit #4 recognizes the importance of including parent(s)/legal guardian(s) in the disciplinary process. Therefore, prior to returning to regular attendance following a suspension, a parent conference will be held. Building administration will make every reasonable effort to schedule a conference with the parent(s)/legal guardian(s) and student.

**Suspension Notification**

1. When a student is suspended, due process should proceed as soon as possible at each step to ensure that the student is back in school should the suspension be reversed. Parent(s)/legal guardian(s) are encouraged to begin the due process procedures as soon as possible if they do not agree with the suspension.

2. If the due process procedure results in a decision to suspend, the parent(s)/legal guardian(s) of the student will be advised immediately of the decision. Written notice will be provided to the student through the suspension notification form and to the parent(s)/legal guardian(s) through mail.

3. The notice to the parent(s)/legal guardian(s) will include the following:
   a. A statement providing details regarding the specific act of gross disobedience or misconduct resulting in the decision to suspend and a rationale for the specific duration of the suspension, including a determination of the following:
      i. 1-3 Day Suspensions: a determination that the student’s continuing presence in school would pose a threat to school safety or a disruption to other students’ learning opportunities;
      ii. 4-10 Day Suspensions: a determination that other appropriate and available behavioral and disciplinary interventions have been exhausted and the student’s continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.
   b. A statement of whether police were notified;
   c. The dates and duration of the suspension;
   d. A statement of the parent’s/legal guardian’s right to request a formal principal-level review of the entire incident which led to the suspension, with the building principal or the assistant principal, in the event of the principal’s absence. Parents must complete a Request for Principal-Level Suspension Review Form. All principal-level reviews must be held in person. The principal will render the decision in writing to the parent(s)/legal guardian(s) as soon as possible or within three school days; and
   e. A statement of the parent’s/legal guardian’s right to request a District-level hearing to review the suspension with the Superintendent’s designee or an administrative designee, if the suspension is upheld by the principal after the review. If parent(s)/legal guardian(s) disagree with the findings of the principal-level review, they must request a District-level hearing within five school days. A request for a hearing must be directed orally or in writing to the Superintendent’s designee. If it is determined that the student is a special education student, then the authorized administrator will follow the procedures set forth under Special Education Procedures.

4. The Superintendent’s designee will be notified of student suspensions by the authorized administrator.

**Suspension Appeal Hearing Structure**

When requested, a suspension appeal hearing will be conducted by the Superintendent’s designee or an administrative designee. A written summary of the evidence presented will be submitted to the Superintendent and the Board of Education. The Board will review the hearing officer’s findings and make a final decision whether to uphold, modify, or rescind the suspension. The Board’s decision will be sent by mail to the parent(s)/legal guardian(s) as soon as possible or within five school days after the hearing.

**Expulsion Procedures**

The recommendation for expulsion will be preceded by a ten-day suspension. Prior to any recommendation for expulsion, the authorized administrator will determine whether the student is a special education student. If so, then the procedures set forth under Special Education Procedures must be followed. All recommendations for expulsion will be made to the Superintendent, during which time the authorized administrator will gather and submit all pertinent data to the Superintendent’s designee. The Superintendent’s designee will review and make a recommendation to the Superintendent, who will determine if the incident warrants a Board expulsion hearing.

**Expulsion Notification**

1. The Superintendent will notify the parent(s)/legal guardian(s) of the expulsion hearing by certified letter, return receipt requested.

2. The expulsion notice to the parent(s)/legal guardian(s) will include the following:
   a. A statement of the reason(s) for the proposed expulsion hearing, including any school rule that has been violated;
   b. The potential maximum duration of the expulsion;
   c. The time and place of the expulsion hearing;
d. A statement of the parent’s/legal guardian’s right to be present and/or represented at the expulsion hearing by an attorney and/or other representative(s); and

e. A student’s or parent’s/legal guardian’s right to present witness(es).

### Reassignment of AIE and/or Expulsion Hearing Structure and Procedures

#### Hearing Structure

1. An expulsion hearing will be conducted by a Hearing Officer appointed by the Board of Education.

2. After the hearing, the Hearing Officer will provide a written report to the Board of Education, the parent(s)/legal guardian(s), and central office administration. Once the report is reviewed, the Board may take such action as it deems appropriate, including affirming or overruling reentry of the student to school.

3. If the Board finds that a reassignment to AIE and/or expulsion is unjustified, the Board will direct the administration:

   a. to expunge all notations regarding the proposed reassignment to AIE and/or expulsion from the student’s records;
   
   b. to retain all of the student’s records relating to the matter; or
   
   c. to retain only specific records pertaining to the suspension.

   Any related student absence for disciplinary reasons will be marked “excused.” The student will be afforded an opportunity to make up all lost curricular opportunities, including, but not limited to, tests and other class work.

4. The decision of the Board will be final.

5. Written notification of the Board’s decision with respect to the reassignment to AIE and/or expulsion hearing will be mailed to the parent(s)/legal guardian(s). The written decision shall detail the specific reasons why removing the student from the learning environment is in the best interest of the school and the rationale as to the specific duration of the expulsion. A reassignment to AIE and/or expulsion may be effective immediately or as specified by the Board.

#### Hearing Procedures

1. All student expulsion hearings will be held as soon as can be arranged.

2. The student may attend the hearing with his/her parent(s)/legal guardian(s)/witness(es) and may be represented by an attorney and/or other representative(s).

3. The hearing will be recorded. Parent(s)/legal guardian(s) have a right to purchase a copy of the audio recording.

4. The Hearing Officer will:

   a. determine the validity and gravity of the charges of gross disobedience/misconduct; and
   
   b. report the administration’s recommendation regarding the appropriate disciplinary measure(s).

5. If the student is a special education student, the Board must follow the procedures set forth under Special Education Procedures.

6. The hearing will be conducted as follows:

   a. Either party may request the exclusion of witness(es) prior to the hearing to preserve the integrity of testimony or to protest their involvement. The Hearing Officer shall determine the involvement of a witness(es).
   
   b. The authorized administrator and the student, or his/her representative(s), may make short opening statements concerning both the charges of gross disobedience/misconduct and the appropriate discipline.
   
   c. The authorized administrator or representative will first present the evidence, including proof of compliance with SPECIAL EDUCATION PROCEDURES, if applicable. The student or representative may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator or representative.
   
   d. The student or the student’s representative(s) may then present evidence to refute the charges. The authorized administrator or representative may cross-examine all witnesses in attendance and review any written evidence presented by the student or representative.
   
   e. The Hearing Officer may, at any time, direct questions to the parties or their witness(es).
   
   f. The authorized administrator and the student, or the student’s representative(s), may make closing statements at the conclusion of the hearing concerning both the issue of gross disobedience/ misconduct and the issue of the appropriate discipline.

7. The Board will receive all relevant oral and written evidence without regard to the legal rules of evidence, but will consider the weight of the evidence in determining the issues:

   a. Student witness(es) may be requested to testify at a hearing. The authorized administrator will not be required to present student witness(es) at the hearing, but may provide a written summary as evidence prepared by the absent witness(es). The summary will include a statement verifying that the contents of the summary are true. If any imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the identity of the witness(es) has been concealed.
   
   b. The Board will not consider the student’s academic or disciplinary records in determining the validity of the charges of gross disobedience/misconduct. The Board
may review a student’s records, however, in determining the appropriate discipline.

8. The student, the student’s parent(s)/legal guardian(s), attorney, or other representative(s) may request that the District invite a representative from the local Department of Human Services (Mental Health) to attend the expulsion hearing whenever there is evidence that mental illness may be the cause for the reassignment to AIE and/or expulsion.

Lesser Disciplinary Measures

Detention, extended study hall supervision, in-school suspensions, removal from the classroom, or other disciplinary measures may be imposed for student disobedience/misconduct which warrants lesser penalties.

1. When in violation, the student will be notified of the rules which will lead to imposition of lesser disciplinary measures, as established by the Board of Education, authorized administrator, and classroom teacher.

2. Students will have no right of review by the Board of Education for the imposition of the lesser disciplinary measures of this Section.

Special Education Procedures

General Procedures

1. No special education student will be expelled if the student’s conduct in question was caused by, or had a direct and substantial relationship to the student’s disability or if the conduct in question was the direct result of the District’s failure to implement the IEP as determined by the student’s IEP team. If the IEP team determines that the student’s behavior was not a manifestation of the student’s disability, then the student may be expelled pursuant to Expulsion Procedures, and Reassignment of AIE and/or Expulsion Hearing Structure and Procedures.

2. If a special education student is suspended for more than 10 cumulative days in one school year, on additional days of suspension, the student will receive special education services in an interim alternative educational setting.

3. Interim Alternative Educational Settings Relating to Weapon, Drug, or Serious Bodily Injury Violations: The student’s IEP team can recommend that a special education student be placed in an interim educational setting for up to 45 calendar days if the student is substantially likely to injure himself/herself or others. The student’s IEP team can place a special education student in an interim alternative educational setting for up to 45 calendar days, if:

   a. the student carries a weapon to school or to a school function under the jurisdiction of the state;

   b. the student possesses, uses, sells, or solicits the sale of an illegal substance, drug, or controlled substance at school or at a school function; or

   c. the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Suspension Procedures

1. All suspension notices and suspension review procedures set forth under Suspension Procedures and Reassignment of AIE and/or Expulsion Hearing Structure and Procedures must be followed in suspending a special education student.

2. At the time of any suspension conference for a special education student, the authorized administrator confers with the Director of Special Education or his/her designee to determine whether the student’s gross disobedience/misconduct warrants the development of or a revision of a behavior intervention plan as stated on the student IEP.

Expulsion Procedures

1. Prior to making a recommendation to expel a special education student, the authorized administrator will convene an Eligibility Determination Conference (EDC) to determine whether the student’s conduct was caused by, or had a direct and substantial relationship to, the child’s disability. A Manifestation Determination (a functional analysis) and a Behavior Management Plan will also be developed or revised if necessary.

2. If the student’s IEP team determines that the conduct was a manifestation of the student’s disability, then the student may not be expelled for the conduct. The authorized administrator may request a review of the appropriateness of the educational placement of the student in accordance with the Special Education Rules and Regulations. During the period necessary to propose a new placement, the student will remain in his/her then current placement unless:

   a. parent(s)/legal guardian(s) and school district agree on an interim placement;

   b. the school district obtains an Expedited Hearing from an ISBE hearing officer, changing the then current placement to an Interim Alternative Education Setting (IAES); or

   c. the school district recommends an IAES for 45 days, during which time the District will develop an appropriate placement.

3. If the student’s IEP team determines that the conduct was not a manifestation of the student’s disability, then the District’s Code of Conduct may be applied. The expulsion notice to the parent(s)/legal guardian(s), adopted pursuant to Expulsion Notification under Expulsion Procedures, will also include two additional statements that:

   a. any Board decision to expel the student will constitute a change in placement; and

   b. the parent(s)/legal guardian(s) is entitled to all rights set forth in the Special Education Rules and Regulations, which is available to the parent(s)/legal guardian(s) from the school district.
Behavioral interventions should be used in consideration of the child’s physical freedom, social interaction, and right to placement in the least restrictive environment and shall be administered in a manner that respects human dignity and personal privacy. A student’s Individualized Education Program (IEP) Team shall consider strategies including positive behavioral interventions and supports to address behaviors that impede a child’s functioning or that of other children in the academic setting or in non-instructional contexts such as regular transportation and extracurricular activities.

While positive behavior interventions alone will not always succeed in managing behavior that impedes the child’s own learning or that of others, the use of other behavior interventions should be used sparingly and approached with caution. In addition, all behavior interventions must incorporate procedures and methods consistent with generally accepted practice in the field of behavioral interventions.

A behavior management plan (BMP), also called a behavior intervention plan (BIP), shall be written for a student when the student’s IEP Team determines appropriate. A BMP/BIP must be developed or reviewed by the student’s IEP Team in situations where the student is: (1) suspended for more than 10 cumulative days in a school year; (2) recommended for expulsion, and/or (3) placed in a 45-school-day interim alternative setting.

The District may use restrictive behavioral interventions such as isolated time out and physical restraint in accordance with the District’s behavior intervention procedures. The District shall only use isolated time out and physical restraint to the extent such interventions are necessary to preserve the safety of students and others. The District’s behavior intervention procedures will include procedures for monitoring the use of such restrictive behavior interventions. The District will document the use of isolated time out and physical restraint as set out in the District’s behavior intervention procedures. The building principal shall be informed of all incidents of isolated time out and physical restraint and maintain the required documentation.

The District will maintain a parent-advisory committee to provide advice regarding amendment of this policy and behavioral intervention procedures.

The District will review and consider behavioral guidelines provided by the Illinois State Board of Education within a reasonable time after they become available and consider the revision of this policy and accompanying procedures.

The procedures that will be followed by the District are clearly outlined in Administrative Procedures #715.08R.

### STUDENT WELFARE - Sexual Harassment

The Board of Education will neither condone nor tolerate sexual harassment of students by District employees, non-employees, or fellow students based upon a student's sex, color, race, religion, creed, ancestry, national origin, physical or mental disability, sexual orientation, or other protected group status. The Board believes that a student has the right to be free from the harm perpetuated by antisocial acts while the student is attending school.

For purposes of this policy, the term sexual harassment is defined as follows:

Although sexual harassment may take different forms depending on the circumstances, regardless of whether individuals are of the same sex/gender or different sex/gender, generally it consists of unwelcome sexual advances, requests of sexual favors, sexually motivated physical conduct, touching, crude jokes or pictures, discussion of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to that conduct or communication is made a condition, explicit or implicit, of obtaining equal education benefits; or
2. Submission to or rejection of that conduct or communication is used as a factor in decisions affecting the student's education; or
3. The purpose or effect of the conduct or communication is to unreasonably interfere with the student's education or to create an intimidating, hostile, or offensive educational environment.

Sexual harassment may consist of conduct which is verbal and/or physical. Examples of verbal harassment include sexual innuendoes, sexual remarks about one’s clothes or body, suggestive or insulting sounds, whistling in a suggestive manner, and implied or overt sexual propositions, invitations, or pressure for sex.

Examples of physical harassment may include leering or ogling, obscene gestures, patting, pinching or other inappropriate touching or feeling, brushing against another’s body, attempted or actual kissing or fondling, and coerced sexual intercourse. Sexual harassment can be perpetrated upon members of one's own or opposite gender.
Sexual assault and sexual violence are particular types of sexual harassment that include physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. This includes, but is not necessarily limited to inappropriate touching, sexual intercourse of any kind without consent, rape, and attempted rape.

All forms of sexual harassment and other sexual misconduct (including sexual assault and sexual violence) are forbidden under this policy.

It shall be a violation of this policy for an employee or student to sexually harass a student or to retaliate against any student who reports or cooperates in the investigation of alleged sexual harassment.

The Superintendent or his/her designee will interview the employee or agent of the District as soon as possible after an allegation of sexual harassment has been made against the employee or agent. The Superintendent or his/her designee is responsible for investigating allegations of sexual harassment.

The employee may be suspended pending an investigation, and if the allegations are substantiated, the employee may be subjected to disciplinary measures, including suspension and dismissal. District action will be in accordance with federal and Illinois laws and the applicable collective bargaining agreements.

An allegation of sexual harassment by one student against another student should be reported to a member of the school’s administrative staff. The building principal will notify the Superintendent or his/her designee of the allegation and begin an immediate investigation. School administrators are expected to take some action once they are made aware that unwelcome sexual behavior or sexual harassment in violation of this policy may be occurring. School personnel, including school social workers, have duties under the law to share information with school officials in certain situations involving allegations of sexual harassment.

The District prefers that all complaints are in writing; however, complaints may tell the person involved in the incident to stop the unwelcome conduct regardless of the stage of the complaint process.

In a case of suspected sexual abuse of a student by a District employee, the Superintendent or his/her designee, will serve as the District’s representative with legal authorities, the media, the community, other District employees, and students. The Superintendent will call upon the counseling resources of the District to attend to the needs of school and community persons.

LEGAL REF.:  
29 C.F.R. 1064.11 et seq.  
34 C.F.R. 106.31 et seq.  
42 U.S.C. 2000e et seq.  
775 ILCS 5/1-101 et seq.  


Art. I, Sec. 18 of the Illinois Constitution

23 Ill. Admin. Code § 1.240, 200.40, and 200.50

CROSS REF.:  
500.23-R (Sexual Harassment of Staff)

Approved May 14, 2018

---

**Policy #720.09R**  
**Sexual Harassment—Administrative Procedure**

**STUDENT WELFARE—Sexual Harassment**

The following administrative procedures will be disseminated to all employees and students. The administrative procedures assist and are an integral component to the policies addressing student sexual harassment.

**Distribution of the District’s Policy**

1. A copy of the Student Sexual Harassment policy and accompanying procedures will be distributed annually in the District’s Student Code of Conduct booklet.

2. Copies of the Student Harassment policy may be distributed in other ways as deemed appropriate by the District’s administration.

**The District’s Educational Program**

1. The health education program for grades kindergarten through 12 will include age-appropriate instruction that leads to the students’ understanding of sexual abuse and harassment.

2. A committee of administrators, teachers, parents, and community resource persons will assist in the continued development and planning of an age-appropriate instructional program designed to provide students with an understanding of sexual abuse and harassment.

3. Counselors, social workers, and health teachers will obtain and disseminate available informational materials concerning the issue of student sexual abuse and harassment. Dissemination of these materials will be age-appropriate.

**Student Complaint Process**

**How to file a complaint:**

1. Students should report any incident immediately to any teacher, counselor, or administrator or to a District administrator. Students may tell the person involved in the incident to stop the unwelcome conduct regardless of the stage of the complaint process.

   The District prefers that all complaints are in writing; however, verbal information will be accepted and investigated.

2. Every student who feels that he/she has been sexually harassed will have access to a building administrator or a District
3. Students are encouraged to report instances of harassment as soon as possible after an occurrence in order to facilitate a prompt and effective investigation.

What happens after a complaint is filed?

4. A school administrator will review the complaint in a prompt, equitable, and impartial manner to determine whether the complaint is a possible violation of Board policy and, if so, initiate the investigation.

5. Within one school day following the student's announcement of a complaint that does allege a possible violation of Board policy to any teacher, counselor, or administrator or to a District administrator, the administrator/District administrator will notify the Superintendent or his/her designee and that student's parent(s)/guardian(s).

6. An administrator will provide written notice to the parent/guardian of the minor student who made the complaint in advance of any interview with sufficient time to prepare for meaningful participation in the interview.

7. An administrator will provide written notice to the parent/guardian of the minor accused student of a potential violation of the Board policy (specifically noting the section of the policy allegedly violated), the precise conduct allegedly constituting a potential violation, and the date and location of the alleged incident, if known. The written notice will be provided to the student accused of a policy violation with sufficient time to prepare a written response before the initial interview of the accused student.

8. It shall be the responsibility of the administrator or District administrator to begin an immediate investigation by requesting a written or taped statement from the student who made the complaint and the student accused of a policy violation. A copy of the written statement and the sexual harassment policy will be provided to the student who made the complaint's parent(s)/guardian(s) and the student accused of a policy violation’s parent(s)/guardian(s). If the students are not capable of writing a statement, the administrator/District administrator may take notes, which the students may review, and then sign and date. The parent(s)/guardian(s) will be given notice of their right to attend an interview of their child in a non-intimidating environment in order to elicit truthful, full disclosure of the student's allegations. This environment may be the student's home, the school counselor's office, or another area in which the student feels comfortable. The meeting will be scheduled within five (5) school days from the first meeting between the building administrator and/or the District administrator and the student who made the complaint. If the parent(s)/guardian(s) is unable or declines to attend the interview, the building administrator and/or the District administrator and the student will agree mutually on an adult who will attend the interview and serve as the student's advocate. The advocate may be a non-school related individual.

9. The meeting and subsequent conversation between a student participating in an investigation and the building administrator and/or District administrator will be deemed CONFIDENTIAL, which means that the information will be shared with only those individuals necessary for the prompt, equitable, and impartial complaint process.

10. Following a student interview session, a student may be asked to sign an amended written statement. Copies of all statements will be maintained in the building administrator's or District administrator's file, and a copy will be provided to the Superintendent or his/her designee and the student's parent(s)/guardian(s).

11. The building administrator and/or District administrator will keep the participating student's parent(s)/guardian(s) informed of the progress of the investigation.

12. The Superintendent or designee will be available to meet with the participating student or his/her parent(s)/guardian(s).

13. If, in the building administrator's or District administrator's judgment, counseling for the participating student and the participating student’s parent(s)/guardian(s) is appropriate, the building administrator and/or the District administrator will make necessary referrals to the appropriate school support staff.

14. The District will not retaliate against a student for making good faith allegations of sexual harassment even if determined unfounded. However, students who are found to have willfully made false accusations of sexual harassment are subject to discipline.

15. It is against District policy for students to verbally or physically intimidate or harass students who have brought charges of sexual harassment or who have been involved in investigations of such charges. Allegations of such harassment or retaliation in any form will be handled according to the District's discipline policies.

16. The District administrator and/or building administrator in receipt of an alleged sexual harassment complaint must contact the Superintendent or his/her designee to determine the direction of the ensuing investigation.

17. The Superintendent or his/her designee may seek specific legal advice from the District's attorney on how to proceed with each case of alleged sexual harassment.

18. The Superintendent or his/her designee will confer with the building administrator and/or District administrator on each report of alleged sexual harassment.

19. The Superintendent and District staff will be in full compliance with the Abused and Neglected Child Reporting Act.

20. The Superintendent or designee will provide specific measures to give emotional support to students participating in a sexual harassment investigation.

21. The Superintendent or designee will maintain contact with the local police officials and social workers providing support to the participating students.

The Superintendent's or Designee's Investigation Process

(Student to Student)

16. The District administrator and/or building administrator in receipt of an alleged sexual harassment complaint must contact the Superintendent or his/her designee to determine the direction of the ensuing investigation.

17. The Superintendent or his/her designee may seek specific legal advice from the District's attorney on how to proceed with each case of alleged sexual harassment.

18. The Superintendent or his/her designee will confer with the building administrator and/or District administrator on each report of alleged sexual harassment.

19. The Superintendent and District staff will be in full compliance with the Abused and Neglected Child Reporting Act.

20. The Superintendent or designee will provide specific measures to give emotional support to students participating in a sexual harassment investigation.

21. The Superintendent or designee will maintain contact with the local police officials and social workers providing support to the participating students.

The Superintendent's or Designee's Investigation Process

(Employee to Student)

1. As soon as reasonably possible after receiving notice of alleged student sexual harassment by a District employee or agent, the Superintendent will arrange a meeting with the accused employee. The employee will be provided with a written notice of the nature of the meeting and the employee’s right to representation by union and/or counsel.
2. When an employee is involved, if the prosecuting attorney files formal charges and the Board takes formal action of suspension, the Superintendent will prepare a brief statement for the Board and the media describing the action and the employee’s status.

In All Cases

District Administrator’s and/or Building Administrator’s Responsibilities

1. The District administrator and/or the building administrator will provide the Superintendent or designee with a complete written report of each sexual harassment complaint. This report will be submitted as soon as reasonably possible from the date the complaint was first filed.
   Such reports will include, at a minimum:
   a. the date of receipt of the complaint;
   b. identification of the student(s) who made the complaint;
   c. identification of the Party or Parties and the action complained of, including all relevant background facts and circumstances;
   d. a statement detailing the scope of the investigation that was undertaken and the result thereof;
   e. police notification and report of findings of investigation if warranted;
   f. a written statement signed by the student(s) who made the complaint detailing the offending conduct;
   g. recommendation for discipline or corrective measures to be pursued and the date by which such measures should be taken.

Disposition of Complaint (Student to Student or Employee to Student)

The Superintendent or designee shall review the recommendation for discipline and corrective measures within three (3) days of receipt and take appropriate action.

Student discipline will involve a range of consequences, which may include a warning through expulsion, depending upon the severity of the action and circumstances of the students involved.

Discipline for an employee may be a letter of reprimand, suspension without pay, or discharge.

Approved May 14, 2018

Policy #720.10

Preventing Bullying, Intimidation, and Harassment

STUDENT WELFARE—Preventing Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student’s ability to learn and a school’s ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

1. During any school sponsored educational program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus or MTD, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a District computer, a District computer network, or other similar electronic District equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program.

For purposes of this policy, the term bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student’s person or property.
2. Causing a substantially detrimental effect on the student’s or students’ physical or mental health.
3. Substantially interfering with the student’s or students’ academic performance.
4. Substantially interfering with the student’s or students’ ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

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

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

### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District’s goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-11, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-11.

1. The District uses the definition of bullying as provided in this policy.

2. Bullying is contrary to state law and the policy of this District; however, nothing in the District’s bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.

3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Director of Achievement and Student Services or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the Director of Achievement and Student Services or any staff member. Anonymous reports are also accepted.

   Director of Achievement and Student Services:
   Mr. Orlando Thomas
   502 W. Windsor Rd.
   Champaign, IL 61820
   thomasor@u4sd.org
   217-351-3800

4. Consistent with federal and state laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

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

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

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

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

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

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

10. The Superintendent or designee shall post this policy on the District’s Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy’s outcomes and effectiveness. This process shall include, without limitation:
   a. The frequency of victimization;
   b. Student, staff, and family observations of safety at a school;
   c. Identification of areas of a school where bullying occurs;
   d. The types of bullying utilized; and
   e. Bystander intervention or participation.

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, sexting, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
   a. Policy #720.10 Preventing Bullying, Intimidation and Harassment. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy. Each of those characteristics is also identified in this policy’s second paragraph.
   b. Policy #719 Student Discipline. This policy prohibits students from engaging in hazing, bullying, or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.
   c. Policy #720.12 Restrictions on Publications and Written or Electronic Material. This policy prohibits students from: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
   d. Policy #651 Access to and Acceptable Use of Electronic Networks. This policy states that the use of the District’s electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the aforementioned policy.

Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, harassing behavior, or similar conduct, (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action, and (c) protecting students against retaliation for reporting such conduct.

2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.

3. Includes bullying prevention and character instruction in all grades in accordance with state law and Board policy 625.05 Curriculum Content. This includes incorporating student social and emotional development into the District’s educational program as required by state law and in alignment with Board policy 625.06 Student Social and Emotional Development.

4. Fully informs staff members of the District’s goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District’s expectation – and the state law requirement – that teachers and other certificated employees maintain discipline, and (b) establishing a process for staff members to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

6. Actively involves students’ parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by state law, whenever their child engages in aggressive behavior.

7. Communicates the District’s expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.

8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.

9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District’s schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.

10. Complies with state and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every two years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

Approved June 10, 2019
Policy #720.10R
Preventing Bullying, Intimidation, and Harassment—Administrative Procedure

**STUDENT WELFARE—Preventing Bullying, Intimidation, and Harassment**

The District shall distribute Board Policy 720.10 Preventing Bullying, Intimidation, and Harassment to all students and families annually. The District shall take the following measures to prevent bullying, intimidation and harassment:

1. Conduct annual bullying and harassment awareness training for all school staff, including administrators.
2. Conduct annual age-appropriate harassment awareness training for students.
3. Establish discussion groups in which students can discuss what constitutes harassment, bullying, and intimidation and how to respond to it in the school setting.
4. Survey students to determine if harassment and bullying are occurring at school.
5. Conduct annual harassment awareness training for parents/guardians.
6. Work with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment and bullying.
7. Determine when extra supervision and precaution should be taken, such as, when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had prior disciplinary violations.
8. Have a process in place to: (1) inform all relevant staff members who are responsible for supervising a student with a history of violent or sexually inappropriate behavior, and (2) keep the student appropriately and reasonably supervised.
9. Annually, train staff regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event before and after school, while students wait for the school bus and ride the bus between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) responding to unusual and disruptive behaviors.
10. Identify areas in the school building that are isolated (e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms) and take reasonable, additional steps to make them safe.

Thoroughly and promptly investigate allegations or harassment by:

1. Distributing Board policy #721.20 Grievance Procedure, to any person upon request;
2. Following Board policy #721.20 Grievance Procedure;
3. Notifying a student’s parents/guardians that they may attend any investigatory meetings in which their child is present;
4. Keeping the complaining parent/guardians informed of any investigation’s progress; and
5. Keeping all information about an investigation and the statements of students and other witnesses confidential. The Superintendent shall be kept informed of an investigation’s progress.

Immediately report to the Illinois Department of Children and Family Services (DCFS) any situation that provides staff members with reasonable cause to believe that a child may be an abused child or a neglected child. Promptly notify the Superintendent and building Principal that a report has been made.

Approved June 10, 2019

---

Policy #720.12
Students—Restrictions on Publications and Written or Electronic Material

**School-Sponsored Publications and Web Sites**

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District’s educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author’s name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

**Non-School Sponsored Publications and Web Sites Accessed or Distributed At School**

Students are prohibited from accessing and/or distributing at school any written or electronic material, including material from the Internet that:

1. May cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;

4. Is primarily intended for the immediate solicitation of funds; or

5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

The distribution of non-school-sponsored written material shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the School District.

Accessing or distributing “at school” includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

**Student-Created or Distributed Written or Electronic Material Including Blogs**

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing written or electronic material, including Internet material and blogs, that may cause substantial disruption to school operations or interferes with the rights of other students or staff members.

Approved September 14, 2009

---

**Policy #720.23**

**Safe School Zone—Criminal Trespass**

The District recognizes a “Safe School Zone” area that encompasses any area within 1,000 feet of the following places during regular school hours or within 60 minutes before or after the school day or 60 minutes before or after the school day or 60 minutes before or after a school-sponsored activity. This shall include any school property, ground, street, sidewalk, or public way situated immediately adjacent to school property and any public right-of-way situated immediately adjacent to school property. The Safe School Zone shall not include any portion of a highway not actually on school property.

“School activity” means and includes any school session, any extracurricular activity or event sponsored by or participated in by the school, and the 60-minute periods immediately preceding and following any session, activity, or event.

A person commits the offense of criminal trespass to a Safe School Zone when he or she knowingly:

1. Enters or remains in a Safe School Zone without lawful business, when as a student or employee, who has been suspended or expelled for disrupting the orderly operation of the school, and as a condition of the suspension or expulsion, has been denied access to the Safe school Zone for the period of the suspension or in the case of expulsion for a period not to exceed the term of expulsion, and has been served in person or by certified mail to his/her parents/legal guardian, at the last address given by that person, with a written notice of the suspension or expulsion and conditions; or

2. Enters or remains in a Safe School Zone without lawful business, once being served either in person or by certified mail that his or her presence has been withdrawn by the school administrator, or his or her designee, and whose presence or acts interfere with, or whenever there is reasonable suspicion to believe, such person will disrupt the orderly operation, or the safety, or peaceful conduct of the school or school activities.

This policy has no application to conduct protected by the First Amendment to the Constitution of the United States or Article I of the Illinois Constitution, including the exercise of free speech, free expression, and the free exercise of religion or expression of religiously based views.

Criminal trespass to a Safe School Zone is a Class A misdemeanor.

Approved June 11, 2012

---

**Behavior Management Plans**

To allow effective instruction and learning to occur that will increase the likelihood that student achievement will take place on a consistent basis, the District implements a behavior management system that focuses on educators being proactive and constructive rather than responding with punitive or reactive approaches that emphasize controlling or suppressing student behavior. This model is based on the assumption that students are generally more responsive to positive approaches that instill in them self-responsibility and self-discipline.

In order to ensure District-wide consistency and uniformity, the following components are included in each campus’ Behavior Management Plan:

- A research base
- School-wide behavior expectations
- Parent contact guidelines

- Behavior assemblies
- Social skills or character education
- Positive behavior support strategies
- Teacher intervention strategies
- Support strategies for behavior-challenged students
- Data analysis meetings
- Administrative response guidelines
- Staff development opportunities
- Assessment/evaluation

Approved May 14, 2001
**Frequently Asked Questions About School Resource Officers**

1. **What is an SRO?**
   
   An SRO is a trained police officer who has completed probationary status and applied to be an SRO in a school-based setting. Probationary status is the time an officer is in training/evaluation with the Department before becoming a permanent officer.

2. **What training does an SRO have?**
   
   An SRO starts by attending the Police Academy for over 400 hours of training before coming to the Department. This is followed by approximately 19 weeks of training under a Field Training Officer. The SRO then must complete his/her probationary time of approximately 15 months successfully. SROs attend a one-week certified SRO training course and a one-week juvenile officer certification course. Many SROs have received additional training as Child Forensic Interviewers and Crisis Intervention Team members.

3. **What does an SRO do in the school during the day?**
   
   The SRO serves a variety of functions. The school is the officer’s “beat” and he/she patrols it on foot as he/she would any area of town to which he/she was assigned. The officer teaches law-related topics to students in conjunction with the classroom teacher. Topics can vary including the laws on drugs, search and seizure, gun safety, motor vehicle safety, or other topics of specific interest to the SRO or students. The SRO also functions as an informal law-related advisor trying to work with kids to keep them out of trouble or from getting into more trouble. The SRO is a trained police officer in the school to protect the staff and students and enforce criminal laws. The SRO may make an arrest when appropriate and conducts criminal investigations of offenses that occur at the school or involving students or staff. The SRO may also attend disciplinary meetings, parent conferences, sporting events, and other functions where his/her presence improves the safety and security of students and the general public.

4. **Is the SRO a part of the school staff?**
   
   No. The SRO works for the Police Department. The Police Department has a contract with the School District to provide SROs on a contract services basis. The SROs work closely with school staff but do not enforce school rules. The SRO is not to be viewed as another administrator on the campus and does not assume similar duties. It is the responsibility of the school administration to respond and handle student behavior situations that may occur on campus, unless deemed necessary by the administration that assistance is needed.

5. **What happens if the SRO is not there?**
   
   School staff will continue to determine if police presence is needed. If the SRO is busy or not working, the staff will contact the Police Department and an officer will be sent.

6. **Can the SRO interview a student without a parent being present?**
   
   A reasonable attempt will be made to inform parents when a student interview or investigation is conducted. Students will be informed of their right to remain silent during an interview or an investigation with the SRO. The SRO will not force the student to be interviewed against his/her will. A reasonable attempt is made when the school designee or SRO calls each phone number provided to them by the parent/guardian at least one time. If the parent/guardian is not available, but whoever answers the phone communicates that they will contact the parent/guardian, the reasonable attempt is complete and the interview will proceed. In this case, the administrator will stand in for the parent.

7. **Can the SRO be present when the school official meets with a student or parent?**
   
   Yes, if the school official has a reasonable expectation that his/her health or safety could be in jeopardy. The SRO’s only responsibility in this situation is to maintain security. The SRO should only be actively engaged in the conference if criminal violations have occurred or could potentially occur. A parent may request that the SRO not be present in the meeting. If the parent makes this request, the SRO will be asked to leave the conference, but may remain in close proximity for safety reasons. If the administrator feels unsafe in continuing the conference, the conference can be postponed until general agreement between both parties can be achieved.

8. **Does the SRO have the power to arrest a student?**
   
   Yes. The SRO is a licensed police officer with Champaign Police Department and possesses all privileges and authority of a police officer. The SRO is a law enforcement official responsible for ensuring the safety of students and other citizens.

9. **Do SROs have the right to access or get copies of student information and school records if there is no criminal charge or court order or warrant?**
   
   Both laws give parents and students over 18 years of age certain rights with respect to the student’s education records, the right to seek to have the records amended, and the right to have some disclosure of information from the records.

10. **What should I do if I have concerns about the actions of an SRO?**
    
    A parent or student should first make contact with the building principal. Unless the student or parent has asked that the concern be kept confidential, the principal or school administration designee will then meet with the SRO and his/her supervisor to discuss concerns and take corrective action if necessary. A parent or student can always contact the Police Department to speak with the SRO’s supervisor.
11. **What are the situations in which an SRO can interview or talk to a student?**

The SRO may talk to a student in several situations. They may have voluntary contact with any student. They can have friendly conversations with any student the way any staff member might have. The SRO may have contact with a student as a victim or a witness. The SRO may even have contact with a student as a suspect in a crime. When speaking to students in any setting, other than voluntary contact, the school principal or school administration designee will be contacted and a reasonable attempt will be made to contact the parent/guardian prior to the interview. If parents, when contacted, request a delay in the interview, every effort will be made to accommodate parental wishes. Unless they are in custody, students will be advised that they do not have to speak to the SRO, they will not be penalized by the school if they choose not to speak to the SRO, and they are free to leave at any time. If the student is in custody and not free to leave, Miranda rights will be read to the student. If the student wishes to remain silent or to speak to his or her parents or an attorney, questioning should not commence and the contact should be terminated.

12. **How is the authority shared between the principal and the SRO?**

The principal is ultimately responsible for the operation of the campus and the actions that occur there. The SRO’s ultimate responsibility is to ensure the safety of the students and school community. Because the SRO is a police officer, he/she possesses the authority and responsibility to enforce criminal laws. The principal is responsible for handling violations of the Student Code of Conduct. Oftentimes a violation of the Student Code of Conduct also can be a violation of criminal laws. If this occurs, the SRO and the principal or his designee must work cooperatively to determine appropriate consequences. The intent of the SRO Program is to enhance the health and safety of the campus, not criminalize violations of the Student Code of Conduct. The principal is ultimately responsible for ensuring that school code violations do not result in unwarranted criminalization of student behavior.
Champaign Police Department  
Employee Conduct Form – Use for a Complaint or Commendation

Please complete each section. If you need assistance in completing the form, please contact Champaign Police Department Professional Standards at (217) 403-6913 or City of Champaign Community Relations Office at (217) 403-8830.

- If you have been arrested, you are strongly encouraged to discuss your charges with an attorney.
- If information requires clarification, we will contact you.
- If you are filling a formal complaint, we need to be able to contact you, and you may be asked to meet with us in person.
- Please refer to the Form Instructions for completing this form.

Is this a complaint or a commendation? Check ✓ one box:  
- Complaint  
- Commendation

PLEASE PRINT CLEARLY:

Your information:

<table>
<thead>
<tr>
<th>Last name: (Required)</th>
<th>First name: (Required)</th>
<th>Middle name or initial: (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Address – Street Address: (Required)</th>
<th>City: (Required)</th>
<th>State and Zip Code: (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home phone: ( ) -</th>
<th>Work phone: ( ) -</th>
<th>Cell phone: ( ) -</th>
<th>Email address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other contact info:</th>
<th>Age: (Required for statistical data)</th>
<th>Race: (Required for statistical data)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Incident information: (Required)

<table>
<thead>
<tr>
<th>Date of incident: MM/DD/YYYY</th>
<th>Time of occurrence:</th>
<th>Address where incident occurred:</th>
<th>Location (i.e. Business Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of Incident: (Required)

Please describe what you believe the officer/employee did properly or improperly, and explain how you were personally involved in this incident. Attach another sheet, if necessary.

<table>
<thead>
<tr>
<th>Description of Incident: (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Champaign Police Department employee(s) information (if known):

<table>
<thead>
<tr>
<th>Employee's name</th>
<th>Badge or ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the name(s) of the officer(s) or employee(s) is/are not known, please provide description(s).

Witness information:

<table>
<thead>
<tr>
<th>Last name, first name</th>
<th>Street Address, City, State</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence information:
Occasionally, citizens have evidence or documentation that supports their complaint allegations. If so, please indicate what evidence or documentation you have, and be willing to provide a copy to the Police Department so that a thorough investigation can be completed.

Verification of complaint allegations: (REQUIRED)

Allegations of police employee misconduct are serious, and you are asked to verify that the information you have provided is true and correct, to the best of your knowledge.

By placing a checkmark (√) in this box, □
"I hereby certify that the information in this complaint is true and correct, to the best of my knowledge and belief."

_________________________________________   ____________________________
Signature (Required)                           Date: MM DD YYYY

Mail completed form to:
Champaign Police Department
Attn: Professional Standards Unit
82 East University Avenue
Champaign, IL 61820

(OR)
Drop completed form off at:
Location 1: Champaign Police Dept. (same address as above)
(OR)
Location 2: Community Relations Office, 102 North Neil Street, Champaign
I have received a copy of the Champaign Community Unit School District #4 Student Code of Conduct for 2019-20. I understand that the Student Code of Conduct contains information that I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in this Code. If I have questions regarding the Student Code of Conduct, I should direct those questions to the campus principal.

Printed name of student:____________________________________________________________________________________________________

Signature of student:_______________________________________________________________________________________________________

Student’s date of birth:________________________________________________________________________ _____________________________

Date:___________________________________________________________________________________________________________________

Please sign, add your date of birth, date this page, remove it from the handbook, and return it to your school within five (5) days of receiving handbook.