

Maywood-Melrose Park-Broadview



7:190 Procedure Student Code of Conduct

I. General Requirements

The Student Code Of Conduct (SCC) applies to students at all times during the school day, while on or within sight of school property, while traveling to and from school, at any school-related event, any activity or event that bears a reasonable relationship to school, or on any transportation for a school-related activity or event.

The SCC also applies to student behavior outside of school and school-related activities if: (1) a student engages in Level 4 behavior, and/or (2) the behavior disrupts or it is reasonably believed may disrupt the educational process or orderly operation of the school. This includes, but is not limited to, serious inappropriate behavior on social networking websites or using electronic devices that disrupts or is reasonably believed may disrupt the educational process or orderly operation of the school.

To address inappropriate behavior that has moved beyond Level 1 behaviors, at a minimum, the building principal or his/her designee must:

- 1) **Redirect to correct inappropriate behavior** and minimize the likelihood of the behavior escalating or recurring.
- 2) **Intervene** to minimize disruption, resolve conflict, and as necessary to keep students and staff safe. Staff should seek assistance, where necessary, and avoid putting him/herself in harms way. If a student has been injured, seek immediate medical attention and make every reasonable effort to immediately notify the parents/guardians.
- 3) **Gather information** by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day, if possible. The students involved must be provided an opportunity to explain their actions prior to the determination of discipline.
- 4) **Analyze** whether the student's alleged behavior falls within a violation of the SCC using the information gathered. If so, determine the level of disruption caused by the inappropriate behavior and consider the range of possible discipline, interventions and consequences.
- 5) **Determine** the appropriate intervention or consequence. The principal or designee has the authority to impose discipline, interventions, and consequences based on his/her assessment of the best interests of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.
- 6) **Inform** the student of the inappropriate behavior s/he exhibited, the applicable SCC behavior category/violation, and the determined interventions or consequences.
 - a) Follow the special procedures contained in the Procedural Safeguards section for students with IEPs and students with Section 504 Plans.
 - b) If possible, avoid consequences that will remove the student from class or school.

c) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each infraction level.

d) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.

e) No restrictions may be placed on food options as a behavior consequence.

7) **Complete** a report in Power School for all inappropriate behaviors under the SCC and provide the student's parents/guardians with a copy of the misconduct report by hand-delivery or by mail to the student's home address.

8) **Restore** the student's participation in the school community.

If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and his or her parents/guardians.

II. Suspension Guidelines

Skill-Building In-School Suspension

A skill-building in-school suspension is the removal of a student from his/her regular educational setting for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills.

A student in grades second through eighth may be assigned a skill-building in-school suspension if:

- 1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of his/her reported inappropriate behavior, provided an opportunity to respond, and reasonable efforts were made to contact the student's parents/guardians, and
- 3) A copy of the referral (generated in SWIS) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance, as permitted by Illinois law and Board policy. When a student is removed from school in response to an inappropriate behavior/violation of the SCC, the day the inappropriate behavior occurs, counts as the first day of an out-of-school suspension.

A student in grades second through eighth may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavioral level, and
- 2) The principal or designee determines that the student's attendance at school presents an imminent danger to the physical, emotional, or mental safety of specific students/staff and this determination is documented in Power School; or the principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in Power School and
- 3) The student was informed of his/her reported inappropriate behavior, provided an opportunity to respond, and reasonable efforts were made to contact the student's parents/guardians, and
- 4) A copy of the referral (generated in Power School) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to be on school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while serving an out-of-school suspension, which may lead to additional discipline.

Out-of-school suspensions are excused absences. The principal or designee must ensure that a student serving an out-of-school suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given or due during the period of suspension.

A student serving an out-of-school suspension must be allowed to take state assessments at school and may participate in test preparation activities with the Superintendent's or designee's approval. The student's attendance will still be marked as a suspension. The Superintendent/designee must approve any exception to the out-of-school suspension guidelines.

Behavior	SWIS Category	Optional Behavioral Responses								
		Instructive, corrective, or restorative response with the student and strategy to prevent reoccurrence	Detention-Lunch	Detention-Before or After-School	Parent/Guardian contact with focus on the following: a. behavior of concern b. strategy to prevent recurrence	Detention-Saturday (notification and approval required by Superintendent or designee)	Skill-building suspension up to 3 days (ISS)	Skill-building in-school, out of school, (or combination) up to five days (notification and approval required by Superintendent or designee)	10 day suspension (justification submitted for approval by Superintendent or designee)	Request for board hearing
1-1 Running or excessive noise that disrupts educational environment	Disruption	√	√	√	√					
1-2 Leaving the classroom without permission	Inappropriate Location- out of Bounds	√	√	√	√					
1-3 Excessive behaviors disruptive to classroom instruction	Disruption	√	√	√	√					
1-4 Loitering in the school or on school grounds	Inappropriate Location-out of Bounds	√	√	√	√					
1-5 Failing to attend class without a valid excuse	Skip Class	√	√	√	√					
1-6 Persistent tardiness to class (3 or more incidents per quarter)	Tardy	√	√	√	√					
1-7 Use of district computer network for the purpose of accessing non-educational materials	Technology violation	√	√	√	√					
1-8 Unauthorized use or possession of cellphone	Technology violation	√	√	√	√					
1-9 Academic dishonesty (i.e., copying work)	Lying/Cheating	√	√	√	√					
1-10 Dress code violation	Dress Code	√	√	√	√					
1-11 Unprepared for class (i.e., homework, writing utensils)	Insubordinate/ Non-compliance	√	√	√	√					
1-12 Teasing/name calling	Harassment	√	√	√	√					
1-13 Non-directed profanity or other inappropriate language	Language Profanity	√	√	√	√					
1-14 Gum chewing	Insubordinate/Non-compliance	√	√	√	√					
1-15 Initiating or participating in any unacceptable minor physical actions inside the classroom or hallways (play fighting)	Physical Aggression	√	√	√	√					
1-16 Minor Theft (i.e., pencil, etc.)	Forgery/Theft	√	√	√	√					
1-17 Inappropriate display of affection	Other	√	√	√	√					
2-1 Persistent tardiness to school	Tardy	√	√	√	√					
2-2 Posting or distributing unauthorized written materials on school grounds	Other Behavior	√	√	√	√	√	√			
2-3 Interfering with school authorities and programs through walkouts or sit-ins	Disruption	√	√	√	√	√	√			
2-4 Failing to abide by school rules not otherwise listed in the SCC	Insubordination	√	√	√	√	√	√			
2-5 Exhibiting or publishing any obscene or offensive materials	Other Behavior	√	√	√	√	√	√			
2-6 Possession (physical control over) and/or use of tobacco or nicotine products, e-cigarettes or cigarette lighters	Use/Possession of Drugs	√	√	√	√	√	√			
2-7 Disregard for the direction of school personnel causing interruption to the instructional environment	Disruption	√	√	√	√	√	√			
2-8 Disruptive behavior on the school bus	Disruption	√	√	√	√	√	√			
2-9 Gambling-participating in games of chance for money or things of value	Other	√	√	√	√	√	√			
2-10 Fighting-Physical aggression with no injuries	Fighting	√	√	√	√	√	√			
2-11 Leaving school without permission	Inappropriate/out of bounds Location	√	√	√	√	√	√			
2-12 Repeated/documented Level 1 offensives (i.e., 2 or more within 2 weeks)	Other	√	√	√	√	√	√			
2-13 Fraudulent making or altering of a document	Forgery	√	√	√	√	√	√			
2-14 Directed profanity or inappropriate language	Inappropriate Language	√	√	√	√	√	√			
3-1 Harassment based profane, obscene or seriously offensive language or gestures or behavior. Harassment based on race, color, national origin, sex gender, sexual orientation, age, religion, gender identity, gender expression or disability	Harassment	√	√	√	√	√	√	√		
3-2 Overt display of gang affiliation	Gang Affiliation	√	√	√	√	√	√	√		
3-3 Bullying (see 7:180 in definition of bullying) before assigning an intervention or consequence	Bullying	√	√	√	√	√	√	√		
3-4 Vandalism or criminal damage to property at a cost less than \$500	Property Damage/Vandalism	√	√	√	√	√	√	√		

1-1 to 1-17: Teacher managed behavior.

Behavior	SWIS Category	Optional Behavioral Responses								
		Instructive, corrective, or restorative	Detention-Lunch	Detention-Before or After-School	Parent/Guardian contact with focus on the following:	Detention-Saturday (notification and approval required by Superintendent or designee)	Skill-building suspension up to 3 days	Skill-building in-school, out of school, (or combination) up to five days (notification and approval required by Superintendent or designee)	10 day suspension (justification submitted for approval by Superintendent or designee)	Request for board hearing

		response with the student and strategy to prevent reoccurrence			a. behavior of concern b. strategy to prevent recurrence	approval required by Superintendent or designee)	Ranging from a period-3 full days	to five days (notification and approval required by Superintendent or designee)	approval by Superintendent or designee)	
3-5 Fighting- physical contact that causes injury	Fighting	√	√	√	√	√	√	√		
3-6 Theft or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than \$150	Forgery/Theft/Plagiarism	√	√	√	√	√	√	√		
3-7 Trespassing school grounds, property or remaining on school grounds after receiving a request to depart	Inappropriate Location/ Out of Bounds	√	√	√	√	√	√	√		
3-8 Knowingly or intentionally using the District network or information technology for inappropriate reasons	Technology Violation	√	√	√	√	√	√	√		
3-9 Possession of any dangerous object as defined by this SCC's reference guide	Other	√	√	√	√	√	√	√		
3-10 Initiating or participating in inappropriate physical contact with school personnel with no intention to harm	Physical Aggression	√	√	√	√	√	√	√		
3-11 Inappropriate consensual sexual activity (developmental)	Other	√	√	√	√	√	√	√		
4-1 Extortion- obtaining money or information from another by coercion or intimidation*	Other	√	√	√	√	√	√	√	√	√
4-2 Aggravated assault- with weapon, or any assault against school personnel**	Physical Aggression	√	√	√	√	√	√	√	√	√
4-3 Theft of stolen property that cost more than \$150*	Forgery/Theft/Plagiarism	√	√	√	√	√	√	√	√	√
4-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying*	Harassment	√	√	√	√	√	√	√	√	√
4-5 Gang activity (coordination, recruitment, repetitive activity) or overt displays of gang affiliation**	Gang Affiliation	√	√	√	√	√	√	√	√	√
4-6 Inappropriate sexual conduct (does not involve the use of force)**	Other	√	√	√	√	√	√	√	√	√
4-7 Engaging in or attempting any illegal behavior which interferes with the school's educational process*	Disruption	√	√	√	√	√	√	√	√	√
4-8 Persistent or severe acts of sexual harassment*	Harassment	√	√	√	√	√	√	√	√	√
4-9 False activation of a fire alarm (school facility to be evacuated or emergency services notified)**	Bomb Threat/False alarm	√	√	√	√	√	√	√	√	√
4-10 Use of any computer, including social networking, or use of any information and technology device to threaten, stalk, harass, bully or otherwise intimidate others information security system*	Technology Violation	√	√	√	√	√	√	√	√	√
4-11 Vandalism that results in damage exceeding \$500**	Property Damage	√	√	√	√	√	√	√	√	√
4-12 Use or possession of illegal drugs, narcotics, controlled substances, "look alikes" of such substances, alcohol, or contraband** (*Case by case for "look alikes)	Use or possession of drugs	√	√	√	√	√	√	√	√	√
4-13 Participating in mob action – a large or disorderly group of students using force to cause injury to a person or property**	Physical Aggression	√	√	√	√	√	√	√	√	√
4-14 Use, possession, and/or concealment of a firearm /destructive device or other weapon**	Use or Possession of a weapon	√	√	√	√	√	√	√	√	√
4-15 Intentionally causing or attempting to cause all or a portion of the District's network to become inoperable**	Technology Violation	√	√	√	√	√	√	√	√	√
4-16 Arson – knowingly damaging, by means of fire or explosive**	Arson	√	√	√	√	√	√	√	√	√
4-17- Bomb threat**	Bomb Threat	√	√	√	√	√	√	√	√	√
4-18 Robbery – (involves force/threatening)**	Forgery/Theft/Plagiarism	√	√	√	√	√	√	√	√	√
4-19 Sale/Distribution or Intent to sell illegal substance**	Use & possession of (Alcohol, Drugs, or Tobacco)	√	√	√	√	√	√	√	√	√
4-20 Sex acts that include the use of force**	Physical Aggression	√	√	√	√	√	√	√	√	√

***Inform Police on a case-by-case basis**

****Must inform Police**

Glossary:

Aggravated Assault – An act that causes serious physical harm to another student or school community member, may involve the use of a weapon.

Bullying – *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 or students' 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; or
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.

Vandalism (Property Damage) – Willful and malicious acts of damage or defacement to school property, which includes but is not limited to graffiti, school pranks that cause major disruption. (Over \$500)

Disruption – Eating, drinking, being too loud, standing, running, loitering, throwing objects, talking out of turn, or other behavior that distract student learning.

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Drugs – Includes controlled substances and illegal substances, as well as “look a-likes” which are defined by any substance that, by appearance, representation, or manner of distribution, would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

Electronic Device (Technology Violation) – Any device that includes, but is not limited, to radios, CD players, iPods, MP3 players, DVD players, handheld game consoles, cellular telephones, Blackberries, and laptop computers, as well as any new technology developed with similar capabilities.

Extortion – Obtaining money, property or services from another student or school community member through coercion.

Fighting – Two or more students engaged in a physical confrontation where it is unclear which student is the aggressor and which student is the victim. (May or may not cause injury.)

Harassment – Unwelcome, intimidating, and/or offensive verbal, written, graphic, or physical conduct relating to a student or school community member's actual or perceived age, race, color, sex, sexual orientation, gender identity, gender-related identity or expression, national origin, ancestry, religion, disability, English language proficiency, being homeless, order of protection status, socioeconomic status, political beliefs, actual or potential parental status including pregnancy, association with a person or group with one or more of these actual or perceived characteristics, or any other distinguishing characteristic. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Possession – Physical control over property (whether lost, found, or stolen.) Includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item

belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event. Students who are under the influence of any prohibited substance are considered to be in possession of the prohibited substance.

Robbery – Taking or attempting to take the property of another student or school community member by force or threat of force or by putting the victim in fear.

School Grounds/Property – Any property owned or utilized by School District 89 or property utilized by any vendor under contract to School District 89.

Sexual Act (Consensual or Singular) – Exposing or touching one's own or mutually touching one's genitals, breast, or buttocks or those sexual parts of another person, engaging in intercourse, oral sex, or simulated sex.

Sexual Act that may include force (Non-Consensual) – Exposing or touching another's genitals, breasts, or buttocks or those sexual parts of another person, engaging in intercourse, oral sex, or simulated sex without consent. May involve the use of force.

Theft – Taking of another student's or school community member's property without that person's permission.

Weapon – Includes any of the following, but is not limited to, any object, device, or instrument designed to threaten or produce bodily harm; any firearms, whether loaded or unloaded; cap guns; simulated guns; pellet guns or BB guns; knives; box cutters; cutting instruments; scissors; mace; simulated weapons.