



STUDENT CODE OF CONDUCT 2019-20

Excellence in learning: Success in life.



STUDENT CODE OF CONDUCT

Dear Parents,

The School City of Hammond's (SCH) mission statement is "excellence in learning; success in life." Accordingly, SCH embraces its diversity and communicates consistently high expectations with the goal of developing talents that prepare students to make positive contributions to our world. Students should have the opportunity to work toward academic excellence and to develop their unique talents in a nurturing and accountable school setting that is free from unnecessary disruptions. SCH believes that proper student conduct, reinforced by an effective tiered discipline program, is essential to create and maintain a positive school climate where student learning and talent development may flourish. Out of SCH's commitment to timely interventions, SCH is committed to providing students instruction to build social and emotional intelligence and behaviors that conform to SCH's Code of Conduct. Principles and practices of good citizenship should be taught, demonstrated, and modeled. This is the joint responsibility of students, staff, parents, and the community.

It is important for the SCH community to be aware that SCH recently revised its Code of Conduct in an effort to better fulfill SCH's mission statement and student vision. The newly-revised Code of Conduct is in effect for the present 2019-20 school year and now available on the SCH Website with hard copies available upon request. You will find that the Code of Conduct sets forth clear, detailed expectations for student behavior, including definitions for specific discipline offenses and a range of consequences for each disciplinary offense that increase in severity for repeat behaviors (commonly known as a "progressive system of discipline"). Importantly, the Code of Conduct is a tool developed to, not only set clear expectations for students, but also help ensure School City of Hammond employees make transparent decisions based on fairness and consistency with the wellbeing of all students in mind.

We strongly encourage all parents and members of the SCH community to carefully review the Code of Conduct with their students. Parents are meaningful partners in our joint endeavor to make sure all students are well equipped to pursue a meaningful graduation pathway. We can't do it without you. Your participation is vital to the overall success of your child(ren).

We appreciate the privilege to provide a high-quality education to your child. Student wellbeing remains the centerpiece of SCH, and we are dedicated to ensuring, not only academic success, but strong social-emotional development, as well.

Sincerely,

Scott Miller
School City of Hammond, Superintendent

**SCHOOL CITY OF HAMMOND SCHOOLS
STUDENT CODE OF CONDUCT**

I. Introduction

- a. The School City of Hammond's (SCH) mission statement is "excellence in learning; success in life." Accordingly, SCH embraces its diversity and communicates consistently high expectations with the goal of developing talents that prepare students to make positive contributions to our world. Students should have the opportunity to work toward academic excellence and to develop their unique talents in a nurturing and accountable school setting that is free from unnecessary disruptions. SCH believes that proper student conduct, reinforced by an effective tiered discipline program, is essential to create and maintain a positive school climate where student learning and talent development may flourish. Out of SCH's commitment to timely interventions, SCH is committed to providing students instruction to build social and emotional intelligence and behaviors that conform to SCH's Code of Conduct. Principles and practices of good citizenship should be taught, demonstrated, and modeled. This is the joint responsibility of students, staff, parents, and the community.

II. Who Should Read the Student Code of Conduct

- a. The Student Code of Conduct (SCC) is important for all members of the school community to read and understand. When all partners know, understand and follow the SCC, they will help schools be safe, respectful and productive places for all to learn and thrive. The following groups of people should read and understand the SCC:
 - i. **Students:** The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the behaviors that are expected of you at school. The SCC describes behaviors that are allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates to learn
 - ii. **Parents/Families:** The SCC is your guide for understanding the behaviors that are expected of your student at school and the steps that will be taken if your child behaves inappropriately at school. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student's safety or behavior, please talk with your school principal so that you and the school staff can cooperate to help your child succeed
 - iii. **School Staff:** The SCC is your guide for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or the school's climate, please talk to your school principal so that you and your administrator can work to maintain a safe and orderly learning and work environment
 - iv. **School Administrators:** The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the SCC to students and parent /families and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate
 - v. **Other District Staff:** The SCC is your guide for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Superintendent or designee is responsible for monitoring the implementation of prevention strategies and the safety and security in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by ethnicity and gender of students and preparing recommendations for improving school discipline.

III. When and Where the Student Code of Conduct Applies

- a. The SCC applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the School City of Hammond, or at any time or place which may affect an educational function, including when accessing the district's electronic network services.
- b. The SCC also applies to student behavior outside of school if (1) a student commits a Level 4 or 5 behavior (serious violations) and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

IV. Purpose of SCH Student Code of Conduct

- a. The goal of student discipline is to teach students to behave in ways that contribute to academic excellence and personal success in life, the vision of SCH, and to support a school environment where students and staff are responsible and respectful
- b. The purpose of this Code of Conduct is to support school discipline that:
 - i. Maintains safe and orderly learning communities
 - ii. Assures consistency across all schools in the district
 - iii. Defines and communicates clear expectations for student behavior
 - iv. Defines and communicates expectations for staff responsibility related to school discipline
 - v. Assures equity across race, ethnicity, gender, and cultural groups.

V. Foundational Principles of the SCH Student Code of Conduct

a. Personal accountability

- i. The SCH Code of Conduct is built on personal accountability, which is understood to mean:
 1. Recognizing that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole
 2. Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to excluding the person who misbehaved
 3. Building personal responsibility by helping individuals develop empathy, self-control, and motivation.

b. Prevention and Intervention

- i. School discipline is best accomplished by preventing misbehavior before it occurs, and interventions should be guided by the following principles:
 1. Practicing early identification and assessment of struggling students
 2. Using a problem-solving process to provide interventions matched to student needs
 3. Ensuring timely progress monitoring and feedback
- ii. School safety and academic success are formed and strengthened when all school staff and personnel build strong, positive relationships with students and are actively engaged in their lives and learning
- iii. Effective school discipline is built on consistent and effective classroom management, and is supported by a positive school climate.

c. Classroom Inclusion to the maximum extent possible

- i. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classrooms due to misbehavior
- ii. SCH will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level

- iii. Law enforcement personnel should only be involved when there is a serious or immediate threat to individual or school safety.
- d. **Fair, age appropriate consequences**
 - i. School discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. School discipline paired with meaningful instruction offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning
 - ii. Discipline procedures must guarantee due process to all students.

- e. **Consistent distribution of consequences**

- i. Discipline procedures must be enforced uniformly and consistently in a manner that does not discriminate on the basis of race, ethnicity, sex, gender identity, sexual orientation, or disability
- ii. Commitment to SCH serves a diverse community. In order to equitably administer consequences and to prepare students to be members of an increasingly diverse community, school and staff must build cultural competence
- iii. Data collection is essential for administering an effective discipline policy that is consistently applied to all students

VI. Rights and Responsibilities

- a. **Students have the right and responsibility to**

- i. Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff
- ii. Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability
- iii. Be informed of student responsibilities, rights, and discipline policies
- iv. Treat teachers, staff, other students, themselves and property with respect
- v. Recognize when personal actions are interfering with the rights, personal space, feelings, and property of others
- vi. Follow discipline guidelines adopted by the School City of Hammond
- vii. Attend school daily, be prepared for class and complete assignments to the best of their ability
- viii. Attend school regularly, arrive on time, bring supplies, and be prepared for the day's lessons

- b. **Parents have the right and responsibility to**

- i. Be treated courteously by all school staff and principals
- ii. Be informed of their child's attendance, performance and behavior concerns
- iii. Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- iv. Expect school to be a safe place of learning
- v. Access school personnel
- vi. Ensure their children attend school regularly and on time and, when children are absent, let school officials know why through the proper procedures
- vii. Assure their child brings to school only those things that are appropriate in a school setting
- viii. Communicate an expectation for their student to achieve in every class
- ix. Praise their student for effort, improvement, and achievement
- x. Be partners with school staff for improving their student's learning and behavior
- xi. Teach their students to respect others regardless of their differences
- xii. Be respectful and courteous to staff, other parents, guardians and students while on school premises
- xiii. Access school personnel utilizing proper procedures
 - 1. Check in through school office

2. Make appointments with proper personnel.
- c. **Teachers, principals and school staff have the right and responsibility to**
 - i. Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures
 - ii. Be informed of the Student Code of Conduct
 - iii. Develop, communicate, and enforce clear behavioral and learning expectations for all students
 - iv. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
 - v. Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
 - vi. Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand
 - vii. Engage parents when their child is subject to disciplinary action
 - viii. Have a safe working environment.
- d. **District administrators have the responsibility to**
 - i. Provide support and professional development training to principals and school staff to help them support students, including students with disabilities and other special needs
 - ii. Ensure discipline policies are in compliance with civil rights laws
 - iii. Monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics.
- e. **Community-based/local organizations and agencies should**
 - i. Share ideas and strategies for improving school climate and discipline practices
 - ii. Make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/ guardians on student misconduct and potential responses.

VII. Administration of School Discipline

- a. **Characteristics of Disciplinary Practices**
 - i. Successful disciplinary practices have the following characteristics:
 1. They are explicit, reasonable, and timely
 2. They have logical, fair, consistent, and age-appropriate consequences
 3. They include a variety of prevention and intervention measures
 4. They provide the opportunity for significant parent/guardian and student participation.
 5. They respond to individual differences among students with insight and sensitivity
 6. They protect the right of students to become educated.
- b. **Non-discrimination**
 - i. School district staff responsible for implementing this Policy shall do so without discrimination based on race, gender, national origin, ethnicity, religion, disability, sexual orientation, or gender identity
 - ii. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and Board Policy 5605 (Discipline of Students with Disabilities).
- c. **Staff training**
 - i. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

- d. **Addressing Racial Disparities in School Discipline**
 - i. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups that are over-represented among those students who are suspended, expelled, or referred to law enforcement.
- e. **Distribution of consequences**
 - i. The District shall post this Policy on the district web site and in each school. Personal copies of this Policy and school rules will be provided to each student and parent/guardian, and translated in a language that the parent/guardian can understand.
- f. **Annual Review**
 - i. Both individual schools and SCH will evaluate and monitor the effectiveness of the district discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of student. This will allow schools and SCH to: identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures, as needed.

VIII. Prevention, Intervention, and Disciplinary Responses

- a. **General**
 - i. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. The use of out-of-school suspensions, expulsions, and the involvement of law enforcement should be limited to only the most serious misconduct.
- b. **Reasonable Consequences**
 - i. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning
 - ii. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior, and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.
- c. **Intervention**
 - i. When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning.
 - ii. Interventions can range from reminders, redirection and student/teacher conferences to suspensions and recommendations for expulsions, when necessary.
 - iii. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:
 1. Independently (e.g., 1-day after-school detention)
 2. As alternatives to each other
 3. In conjunction with each other
- iv. For example of different types of interventions, see Attachment A.

- d. **Disciplinary responses**

i. **General**

1. In order to protect the right of all students to receive the best education possible in a safe and orderly learning environment, certain types of behavior are prohibited. Student misconduct is classified in four (4) levels based upon place of occurrence, frequency of occurrence, and disruptive effect upon the safety and orderliness of the learning environment.

ii. **Scope of authority**

1. A student may be disciplined for any offenses identified in this section, including, but not limited to, student conduct that occurs at the following times/locations:
 - a. While on school grounds
 - b. While going to or returning from school
 - c. During the lunch period
 - d. During, or while going to, or coming from, a school-sponsored activity
 - e. While using school-provided transportation
2. A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

iii. **Relevant Factors in Making Discipline Decisions**

1. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the district's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors must be considered:
 - a. Age, health, and disability or special education status of the student
 - b. Appropriateness of student's academic placement
 - c. Student's prior conduct and record of behavior
 - d. Student's attitude
 - e. Student's willingness to repair the harm
 - f. Level of parent/guardian's cooperation and involvement
 - g. Seriousness of the offense and degree of harm caused; and
 - h. Impact of the incident on overall school community
2. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

iv. **Severe or repeated misbehaviors**

1. Certain offenses, as listed in the Disciple Tables, may result in first consideration given to the expulsion process
2. Repeated cases of the same offense may result in more severe disciplinary action.

IX. Disciplinary Offenses and Consequences

a. **List of Offenses and Consequences**

- i. The following is a list of disciplinary offenses and the consequences that shall result from them:

Type One Offenses	Type Two Offenses	Type Three Offenses	Type Four Offenses	Type Five Offenses
<p>For Type One offenses, school officials shall refer to Level A of the Discipline Ladder (see Attachment D of this Student Code of Conduct). If similar violations occur during the same school year, the intervention moves to the next level of the ladder (e.g., from Level A to Level B, and so on).</p> <p>Students shall not be recommended for expulsion or referred to law enforcement for Type One offenses. The only exception to this is that persistent substantial disruptions resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See p. 8 for more information.</p>	<p>For Type Two offenses, school officials shall refer to Level C of the Discipline Ladder. If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level D to Level E, and so on).</p> <p>Students shall not be recommended for expulsion or referred to law enforcement for Type Three offenses. The only exception to this is that persistent substantial disruptions resulting in multiple suspensions can lead to the student being declared “habitually disruptive” for which the student will be recommended for expulsion. See p. 8 for more information.</p>	<p>For Type Three offenses, school officials shall refer to Level D of the Discipline Ladder. If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level D to Level E, and so on).</p> <p>Students shall not be recommended for expulsion or referred to law enforcement for Type Four offenses. The only exception to this is that persistent substantial disruptions resulting in multiple suspensions can lead to the student being declared “habitually disruptive” for which the student will be recommended for expulsion. See p. 8 for more information.</p>	<p>For Type Four offenses, school officials shall refer to Level E of the Discipline Ladder.</p> <p>As required by state law, the offenses marked “mandatory” in the law enforcement referral column in the discipline table below must be reported to law enforcement. For all other offenses, if the misconduct has seriously endangered the welfare or safety of other students or school personnel, the student <i>may be recommended for expulsion and may be referred to law enforcement</i>. However, incidents are to be resolved without the involvement of law enforcement whenever possible. Refer to p. 20-21 for more guidance.</p> <p>The only Type Three offenses for which students may be referred to law enforcement are those that are marked as such in the discipline table below. For those offenses, incidents are to be resolved without the involvement of law enforcement whenever possible. Refer to p. 20-21 for additional guidance.</p>	<p>The Discipline Ladder does not apply to Type Five Offenses. Students who commit these offenses are to be given a 3-10 day out-of-school suspension based on the factors listed on p. 6 and, as required by state law, there will be a <i>recommendation for expulsion and notification of law enforcement</i> (with the exception of “habitual disruption”).</p> <p>Note that “habitual disruption” is not an independent offense, but rather refers to a classification in which persistent substantial disruptions can result in the student being declared “habitually disruptive,” for which the student will be recommended for expulsion.</p> <p>For Type Four offenses, if there has been a recommendation for expulsion, the principal has the option of extending the maximum three-day out-of-school suspension (OSS) available under this Section until the time of the expulsion decision, if deemed necessary for the safety of the school. See p. 17-18.</p> <p>Persistent substantial disruptions resulting in multiple suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See p. 8 for more information.</p> <p>Note that recurring Type One offenses can eventually proceed to Type Two and Type Three, but shall never result in referral to law enforcement.</p>

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Section 1: Attendance						
Be Responsible	Tardiness	A student is "tardy" instead of "truant" if the student is in their assigned class for any part of the class period (for grades 6-12) or arrives to school before 12:00 pm (for grades K-5).	Type 1		No	No
Be Responsible	Excessive Tardiness	Grades 6-12: Excessive tardiness occurs for middle/high school students when a student has been tardy to homeroom or to one class on three (3) occasions within one semester.	Type 2 (grades 6-12 only)		No	No
Be Responsible	Truancy	For example, if a student is late to math class three times, this will count as excessive tardiness.	Truancy is defined as absence from school without permission of the parent. A student is considered "truant" each day or part of the day the student's absence is not covered under the definition of "excused absence" or any "absence counted as present" (see p. 28-30). In other words, a truancy is an unexcused absence.	Type 1	No	No
		Examples of truancy:				
		<ul style="list-style-type: none"> An elementary student arrives to school at 12:30 pm. That student 				

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	would be "truant" for the day. <ul style="list-style-type: none"> An elementary student does not come to school and does not have an excused absence. The student would be "truant" for the day. A high school student misses all of 5th period. That student would be "truant" from 5th period. 					
Be Responsible	Excessive Truancies	NOTE: When the student has 2+ truancies, this becomes truancies (see "excessive truancies" on p. 7(c)-below)	Type 2	Students with excessive absences may be referred to agencies to meet with parents in order to eliminate truancies and excessive absenteeism when the school's efforts are not successful	No	No

Example:

- A high school student is truant from his/her 5th period class and 6th period class. This would result in ONE truancy for each class, and this would not be considered excessive tardiness. If the student is truant from 5th period twice, this would qualify as "excessive tardiness."

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Responsible	An elementary student misses two days of school without an excused absence.					
Be Responsible	Habitual Truancy	<p>10+ truancies:</p> <p>Grades K-5: A student is considered habitually truant when the student has unexcused absences from school for more than 10 days of school in 1 school year.</p> <p>Grades 6-12: A student is considered habitually truant when the student is truant from the same class for 10+ days. For example, if a student is truant from 4th period 10+ times, that student is habitually truant. A student who is truant from 3rd period 3 times, 4th period 2 times, and 5th period 1 time would not be habitually truant (but would have "excessive truancies," see p. 7(c)-above)</p>	Type 4	<p>Students who are habitually truant will be referred to the city and county courts through the Juvenile Court and Prosecuting Attorney's Office. A record of habitual truancy will also be placed in the student's education file. The Bureau of Motor Vehicles will also be notified.</p>	<p>Optional (a school may file for expulsion and a recommendation made for placement in an alternative program if other options are not successful in resolving the situation)</p>	<p>Yes (Juvenile Court and Prosecuting Attorney's Office)</p>

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Responsible	Violation of Student Dress Code	See p. 22-23 for Dress Code guidelines.	Type 1 and offense-specific consequence	Depending on the circumstances and school-specific practices, students may be asked to change clothes, when available. Only when a student's clothing is likely to cause a substantial disruption to the learning environment should the student be held from class until a change of clothing becomes available, and keeping students out of class for dress-code violations should be limited to the maximum extent possible.	No	No
Be Honest	Altering official school papers	Altering official school papers could include tampering with/changing report cards, official passes, and school forms. This also includes changing grades or forgoing names.	Type 2		No	No
Be Honest	Cheating	Cheating includes copying another student's test, assignment, etc. or having another complete your work and passing it off as your own.	Type 2		No	No

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		This also includes the use of technological devices for academic gain.				
Be Honest	Plagiarism	Using the work of others and passing it off as your own.	Type 2	No	No	
		This could include using another author's work without properly citing it to the author.				
		Section 4: Improper Use of Technology				
Be Responsible	Damaging Computer Hardware or Software	Causing physical damage to computer hardware or software, which may, in some circumstances, include causing a computer virus to damage computer software.	Type 3	The extent of physical damage caused will also be taken into consideration in determining whether an in-school suspension or out-of-school suspension is appropriate. Parents may also be monetarily responsible for damage if the damage exceeds \$5,000.	No	Optional
Be Responsible	Entering or Retrieving Inappropriate Text/Files	Inappropriate text/files include, but are not limited to:	Type 3	In determining whether an in-school suspension for a first offense is appropriate, the intent of the student will be taken into account.	No	No, unless the material accessed gives reason to be concerned that there is a substantial likelihood of bodily danger
		1. Pornographic material 2. Files that may contain derogatory or inflammatory racial, ethnic, or religious slogans symbols 3. Files that carry viruses or any other type of malware 4. Files that contain school records or				

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		another person's information or files without permission				to others taking into consideration the student's history and ability to carry out the danger
Be Responsible	Bypassing SCH Security Policies/ Filtering	Intentionally bypassing the school's security policies/filtering.	Type 2	Depending on what material is accessed, other consequences may attach, as well.	No	No
Section 5: Defiance of Authority/Disobedience						
Be Respectful/ Honest	Minor Defiance of authority	Minor Defiance of authority/Disobedience includes, but is not limited to:	Type 1		No	No
		1. Walking away while a staff member or adult in authority is talking to the student 2. Responding orally or using body language (e.g. rolling eyes/throwing up arms) in a rude manner to a staff member or adult in authority. 3. Providing false or misleading information (not including forging signatures; see "altering official school papers, p. 7(d)).				
Be Respectful	Severe defiance of authority	Severe Defiance of authority/Disobedience includes, but is not limited to:	Type 2		No	No
		1. Using verbal insults or put downs toward a staff member or adult in				

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	authority	2. Using a sign or gesture that conveys an offensive/obscene message toward a staff member or adult in authority				
Be Respectful	Swearing/ Using Profanity (not directed at someone)	Using language that is offensive to the average person or considered obscene/lewd (including swear words) not directed toward another person If a student swears or uses offensive language directed toward a teacher, this is "severe defiance of authority" (p. 7(f)—above).	Type 1	No	No	No

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Respectful	Possessing or creating derogatory written materials	Having any written or electronically generated material or pictures that convey an offensive/obscene message	Type 2	To determine whether an in-school suspension for a first offense is appropriate, the degree of offensiveness/obscenity to the school community will be taken into account.	No	No, unless the material gives reason to be concerned that there is a substantial likelihood of bodily danger to others taking into consideration the student's history and ability to carry out the danger
Be Respectful	Possessing or distributing pornographic materials	Possession and/or distribution of pornographic material that would reasonably be considered offensive by SCH and legal standards. This includes, but is not limited to, naked images obtained of other students (i.e. "sexting"). This may also constitute unlawful sexual harassment in violation of Title IX (see p. 12-14).	Type 4	No	No	Optional If the material contains images of a student underage, the Department of Child Services will be notified.
Section 6: Failure to Comply						
Be Hardworking	Refusal to do work in class	Failing to do assigned work in class or complete homework	Type 1	SCH recommends repeating instructions, whole-class re-direction, and then an individual re-	No	No

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District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Follow Directions	Refusal to serve detention/ participate in assigned intervention	Failing to serve detention, as directed OR refusing to participate in an assigned intervention within a designated timeframe	Type 2	direction as interventions for refusal to do work	No	No
Follow Directions	Refusal to Report to Office	Failing to report to the administrative office as directed by a staff member	Type 1		No	No
Follow Directions	Failure to Comply with Direction or Instruction of Adult in authority	If the student remains in class but causes a substantial disruption and impedes the learning of others in the classroom, see "substantial disruption" (p. 7(j)).	Type 1		No	No
Follow Directions	Leaving without	Failing to comply with directions or instruction constitutes failure to follow any reasonable direction given by a staff member or adult in authority. This includes, but is not limited to: 1. not following class instructions after individually asked by a teacher 2. having a head down on the desk after being reminded by the teacher or asked to put your head up	Type 2		No	Optional, depending on the

7(j)

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Respectful	permission	teacher and/or administrator. This is different from "walking away," which is considered "minor defiance of authority" (p. 7(f)).				circumstances (e.g. might be appropriate for the safety of the student if the student left the building and staff has reason to be concerned about the student)
Follow Directions	Refusing to remain in seat	Getting out of seat or moving seats without permission by a teacher or staff member. If uncertain (e.g. appropriate to get out of seat to sharpen a pencil) about whether it is appropriate to leave your seat in a particular situation, ask the adult in the classroom.	Type 1	No	No	No
Be Respectful	Rude or inappropriate noises	Intentionally making a rude or inappropriate noise intended to disrupt the class	Type 1	No	No	No
Be Respectful	Chronic talking	Repeated talking in the classroom during inappropriate times without permission. This could include, but is not limited to: <ol style="list-style-type: none"> repeatedly shouting out answers without raising your hand talking when the teacher has instructed students that no talking is allowed during an activity 	Type 1	No	No	No
Section 7: Disruptive Behavior						

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Respectful	Horseplay	Rough or noisy play or pranks. While noisy play may be appropriate in certain situations, students must gauge their environment based on school expectations. Rough play is different from “minor physical aggression” (p. 7(y)) with another student.	Type 2	In determining whether in-school suspension is appropriate, the severity of horseplay and environment where it took place will be taken into account.	No	No

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Respectful	Minor Disruptive Behavior	Any other personal action that disrupts or interferes with student engagement, educational activities, or the school environment.	Type 1		No	Disruptive behavior or failing to follow directions does not constitute as unlawful "disorderly conduct" and police will not be notified.
Be Respectful	Substantial Disruption	If a student is asked to stop disruptive behavior and complies, this is minor disruptive behavior. If a student is asked to stop and continues behavior that unreasonably disrupts the educational environment, see "substantial disruption" (p. 7(j)—below).	Type 2	Intentionally causing a large disruption to the atmosphere or order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, and may place others at risk of injury. Such conduct includes, but is not limited to:	<p>For the first instance, in-school suspension (Level C on the discipline ladder) is appropriate. After interventions have been put into place and documented, if the student engages in such conduct again, the student may be suspended (Level D on the discipline ladder). If a student receives three out-of-school suspensions for causing a substantial disruption, the student will be labeled a "habitually disruptive student" and may be</p> <ol style="list-style-type: none"> Conduct that results in or is likely to result in serious bodily injury or substantial property damage Making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. 	No only if labeled "habitually disruptive student" (see p. 8)

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Responsible	Intentionally using a false alarm without cause	Making a false emergency call (i.e. 911) or pulling a fire alarm (without reason to believe that there may actually be an emergency)	Grades K-5: Type 3	recommended for expulsion.	No (unless recurring and becomes a Type 4 offense, then optional)	Optional
	Public Displays of Affection	Consensual but inappropriate physical contact	Grades 6-12: Type 4	The location and severity of the conduct will be taken into account, particularly for students in grades 6-12	No	No
			Grades 6-12: Type 2-3			
Section 8: Bullying/Harassment/Threats						
Be Kind to Others	Teasing/Instigating	Unwelcome behavior that is intended to disturb, provoke, or upset another but might not rise to the level of bullying (e.g. may not be repeated acts that occur over a period of time)	Grades k-5: Type 1	On the second instance of teasing/instigating the same person or groups of people, rather than moving up the Discipline Ladder, this may become "bullying" (p. 7(k)—below) or	No	No
			Grades 6-12: Type 2			

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Kind to Others	Verbal Bullying (repeated verbal or written aggression or intimidation)	"harassment" (p. 7(m)-(p)).	As defined by Indiana law, bullying means overt, repeated acts or gestures, including <i>verbal or written communications or images transmitted in any manner</i> (including digitally or electronically), physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.	Grades K-5: Type 2 Grades 6-12: Type 3	The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions related to bullying are made.	No (unless recurring and become a Type 4 offense, then optional)

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Kind to Others	Physical Bullying (repeated physical aggression)	As defined by Indiana law, bullying means overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), <i>physical/ acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student.</i>	Grades K-5: Type 3 Grades 6-12: Type 4	The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions related to bullying are made.	Optional	Optional
		Bullying in the form of repeated physical aggression is a Type 4 offense and is different from an isolated physical act committed and bullying in the form of repeated verbal/written aggression.		Elementary students will not be recommended for expulsion for a first instance of physical aggression that constitutes bullying.		Bullying rises to the level of harassment (see p. 7(m)-(q)--below) when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), and that bullying is based upon sex, race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws.

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Kind to Others	Verbal & Nonverbal Harassment based on Race, Color, National Origin, Religion, ethnicity, Disability (all protected characteristic by federal civil rights laws other than sex)	<p>Harassment occurs when:</p> <ul style="list-style-type: none"> one (1) or more persons systematically and chronically inflict physical hurt or <i>psychological distress</i> on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), AND (2) that bullying is based upon race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any <i>unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture</i>, by an adult or student, that is severe or pervasive enough to: <ul style="list-style-type: none"> create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation 	<p>Grades K-5: Type 2- Type 3</p> <p>Grades 6-12: Type 3- Type 4</p>	The wide nature of harassment requires consideration to the severity of the harassment and the frequency of the harassment. In its investigation procedures, as outlined on p. 10, the School will determine if the conduct: <ul style="list-style-type: none"> created an intimidating, hostile, or offensive educational environment; caused discomfort or humiliation; or unreasonably interfered with the individual's school performance or participation 	Optional	Optional

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		Nonverbal Harassment: Placing insulting or threatening objects, pictures, or graphic commentaries in the School environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the Corporation, or third parties. This also includes conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the district, or third parties by refusing to have any form of social interaction with the person.				

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Kind to Others	Physical Contact Harassment based on Race, Color, National Origin, Religion, ethnicity, Disability (all protected characteristic by federal civil rights laws other than sex)	<p>*Harassment based on sex is discussed on p. 7(p)-7(r) and p. 12-14.</p> <p>Harassment occurs when:</p> <ul style="list-style-type: none"> • one (1) or more persons systematically and chronically <i>inflict physical/hurt</i> or psychological distress on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), AND • (2) that bullying is based upon race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or <i>physical behavior</i>, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to: <ul style="list-style-type: none"> ○ create an intimidating, hostile, or offensive educational environment; ○ cause discomfort or humiliation; ○ or unreasonably interfere with the individual's school performance or participation 	<p>Grades K-5: Type 2- Type 3</p> <p>Grades 6-12: Type 3- Type 4</p>	The wide nature of harassment requires consideration to the severity of the harassment and the frequency of the harassment. In its investigation procedures, as outlined on p.10, the School will determine if the conduct:	<p>Optional</p> <ul style="list-style-type: none"> • created an intimidating, hostile, or offensive educational environment; • caused discomfort or humiliation; • or unreasonably interfered with the individual's school performance or participation 	Optional

Physical Contact Harassment: Any intimidating or disparaging action such as

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		hitting, pushing, shoving, or spitting on a fellow student, staff member, or other person associated with the Corporation, or third parties.				
Be Respectful	Sexual Harassment [verbal, written, & gestures]	Sexual harassment, a form of sex-based discrimination, is unwelcome sexual conduct by a District employee or peer that creates an intimidating, hostile, or abusive environment that is so severe or pervasive it prevents a student from fully participating in an educational program or activity. In addition to physical harassment (see "physical sexual harassment"), sexual harassment is defined to include unwelcome verbal or written conduct of a sexual nature. This can also include a pattern of conduct, which can be subtle in nature that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.	Grades K-5: Type 2-3 Grades 6-12: Type 2-3	The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.	No (but for repeat offenses of verbal and written sexual harassment, see "physical sexual harassment and repeat written/verbal sexual harassment)	No (but for repeat offenses of verbal and written sexual harassment, see "physical sexual harassment and repeat written/verbal sexual harassment)

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		Examples:				
	Be Respectful	Sexual Harassment (physical sexual)		Sexual harassment, a form of sex-based discrimination, is unwelcome sexual conduct by a District employee or peer that creates an intimidating, hostile, or abusive environment	Grades K-5: Type 2- The more severe the conduct, the less need there is to show a repetitive series of	Optional Optional

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	harassment and repeat verbal/ written sexual harassment	<p>that is so severe or pervasive it prevents a student from fully participating in an educational program or activity.</p> <p>In addition to unwelcome verbal or written sexual harassment, sexual harassment is defined to include sexually inappropriate contact and inappropriate touching, as well as unwelcome physical conduct of a sexual nature.</p> <p>This also includes physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature</p> <p>Examples of physical sexual harassment (that doesn't rise to the level of sexual violence) include:</p> <ol style="list-style-type: none"> 1. Unwelcome and inappropriate touching, patting, or pinching (that does not rise to the level of sexual violence/unlawful sexual conduct under Indiana law) 	Type 3 Grades 6-12: Type 3- Type 4	incidents to prove a hostile environment, particularly if the harassment is physical. Consideration will also be given to the severity and pervasiveness of the harassment.		
Be Respectful	Sexual Violence/ Unlawful	Sexual harassment is also defined to include sexual violence, which is defined as physical sexual acts perpetrated against a person's	Type 5		Mandatory	Mandatory

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	Sexual Conduct	will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to consent due to an intellectual or other disability.				
	Be Respectful	<p>A number of different acts fall into the category of sexual violence, including:</p> <ol style="list-style-type: none"> 1. Rape (IC 35-42-4-1) 2. Sexual assault (IC 5-26.5-1-8) 3. Sexual battery (IC 35-42-4-8) 4. Sexual coercion. 5. Vicarious sexual gratification (IC 35-42-4-5) 	<p>Grades K-5: Type 2</p> <p>Grades 6-12: Type 3</p>	<p>Consideration will be given to the context of the threat (e.g., if it was made in the heat of the moment or was likely to be carried out based on the student's history).</p> <p>Schedule change will be considered as intervention if made to current teacher</p>	<p>Optional for grades 6-12 only if extremely severe</p>	Optional for grades 6-12 only if grades 6-12
	Making Threats Toward Other	An explicit threat to strike, attack, or harm a staff or adult in authority in written or verbal form			<p>Consideration will be given to the context of the threat (e.g., if it was made</p>	No

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	Students		Type 2 Grades 6-12; Type 3	in the heat of the moment or was likely to be carried out based on the student's history)		
Be safe	Gang Involvement	Gang involvement includes, but is not limited to, gang-related coercion, intimidation, display of group or gang colors and paraphernalia, use of recognized group or gang signs, graffiti, related paraphernalia, and/or involvement in activity which incites any racial or ethnic group	Type 4		Optional	Optional
Section 9: Possession or Misuse of Personal Property						
Be Responsible	Misuse of Toys	Use of toys, games, etc. without permission of the adult in charge	Type 1	Toy weapons may result in more severe consequences.	No	No
Be Responsible	Misuse of electronic devices	Use of digital media players or electronic devices (including cellphones) are limited to the follow times and places, unless prior administrative approval is given: <ul style="list-style-type: none"> Students may use cell phones in the classroom when directed by the teacher for instructional purposes. Students may use cell phones in the cafeteria only during breakfast and lunch. Students may not use cell phones in 	Type 1	Electronic devices (including cellphone) may be confiscated and returned to student at the end of class. Otherwise, the confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is	No	No

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		<p>the hallways during passing period.</p> <p>Personal electronic devices are expressly banned from and can't be activated or utilized at any time in any school situation where a reasonable expectation of privacy exists. These include, but are not limited to, in locker rooms, shower facilities, or restrooms.</p>		<p>retrieved by the student or the parent/guardian or turned-over to law enforcement. If multiple offenses occur, a student may lose the privilege to bring the electronic device to school.</p>		

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Section 10: Possession or use of Explosive Devices/Weapons						
Be Responsible	Possessing any Destructive Device and/or ammunition	In accordance with IC 35-47.5-2-4, a destructive device is:	Type 5		Mandatory	Mandatory
		<p>1. An explosive device, incendiary, or overpressure device that is configured as a bomb, grenade, rocket with a propellant charge of more than 4 ounces missile having an exposure charge of more than $\frac{1}{4}$ ounces, a mine, a Molotov cocktail, or a device that is substantially similar to the items formerly listed.</p> <p>2. A type of weapon that may readily be converted to expel a projectile by the action of an explosive</p> <p>3. A combination of parts designed or intended for use in the conversion of a device into a destructive device,</p>				
Be Responsible	Possession/ Use of Weapons	A weapon includes anything that can be considered a weapon that does not fall into the category of "deadly weapon."	Type 4		Optional	Optional
Be Responsible	Possession of a Deadly Weapon	A deadly weapon includes:	Type 5	Per Indiana law, mandatory expulsion of one (1) year. If weapons are confiscated, they will not be returned. They will be given to proper authorities.	Mandatory	Mandatory

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Responsible	Gambling	Playing a game of skill or chance for money or anything of value	Type 3		No	No
Section 11: Gambling						
Be Safe	Reckless vehicle use	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process	Type 2-4	Students may also lose driving privileges	Optional	Optional
Section 12: Reckless Vehicle Use						
Be Respectful	Trespassing	Entering any school property or into school facilities without proper authority. This includes any entry into school buildings, school grounds, or school activities during a period of suspension or expulsion.	Type 3-4		Optional	Optional
Section 13: Trespassing						
Be Responsible	Possession/ Minor Theft	Taking or having in one's possession property obtained without permission of the owner, generally valued less than \$250.00.	Type 2-3		No	No
Be Responsible	Possession/ Major Theft	Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250.00.	Type 3-4		Optional	Optional
Be Responsible	Major Damage to School Property	Causing major damage, vandalizing school property, or the property of others that may cause potential disruption to the school environment.	Type 3-4	Financial restitution will also be discussed with the student's family. The severity of the damage	Optional	Optional
Section 14: Theft/Stolen Property						

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		"vapor," or other substitute forms of cigarettes.			No	No
Be Safe	Possession/ use of over-the-counter medication and prescribed medication in violation of school medication policy	In accordance with the Student Code of Conduct p. 15-16, students may have medication at school if they follow proper procedures. However, if students are in possession of over-the-counter medication (e.g. Advil, Excedrin) or properly prescribed medication (e.g. an inhaler) at school against this policy, students will face consequences.	Type 2	Parent phone call required. Consideration will be given to whether the student was using the over-the-counter medication or prescribed medication appropriately.	No	No
Be Safe	Possession/ Use of Unauthorized Drugs	Possession/use of an over-the-counter medication (e.g. Advil) or a prescribed medication at school against the school's medication policy does not rise to the level of "possession/use of unauthorized drugs."	Type 4	Possession/use of unauthorized drugs on school campus, at a school-sanctioned event or on school property, or within 1000 feet of school campus is prohibited. This also includes possession of drug-related paraphernalia.	Optional	Mandatory (In accordance with IC 20-33-9-6)

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		<ul style="list-style-type: none"> • All dangerous controlled substances prohibited by Indiana Statute • Any synthetic drug or derivative thereof defines as a controlled substance by Indiana statute • All chemicals which release toxic vapors (except tobacco products) • All alcoholic beverages • Any prescription or patent drug prescribed to someone else • Anabolic steroids • Any "look-alike" substances • Any other illegal substance so designated and prohibited by law. 		<p>For the purpose of consequences, "tobacco," as defined on p. 7(w), is not included as an unauthorized drug for consequence purposes. See "possession/use of tobacco" on p. 7(w).</p> <p>If a student uses an over-the-counter medication or a properly prescribed medication at school, see "possession/use of over-the-counter medication and prescribed medication in violation of school medication policy" on p. 7(w).</p>		
Be Safe	Distributing or Selling	Distributing (giving a drug to someone else) or selling (exchanging a drug for something of	Type 4		Mandatory	Mandatory

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	Unauthorized drugs	value) unauthorized drugs or evidence of giving or selling unauthorized drugs to others.				

For the purpose of this policy, "Drug" is defined to include the following:

- All dangerous controlled substances prohibited by Indiana Statute
- Any synthetic drug or derivative thereof defines as a controlled substance by Indiana statute
- All chemicals which release toxic vapors (except tobacco products)
- All alcoholic beverages
- Any prescription or patent drug
- Anabolic steroids
- Any "look-alike" substances
- Any other illegal substance so designated and prohibited by law.

For the purpose of consequences, "tobacco," as defined on p. 7(w), is not included as an unauthorized drug. See "possession/use of tobacco" on p. 7(w).

If a student is distributing over-the-counter medication to another students (e.g. Advil, Midol) see "possession/use of over-the counter medication and prescribed medication in violation of school medication

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		policy" (p. 21).				
				Section 18: Fighting/ Injury to Others		
Be Respectful	Minor Physical Aggression	Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury that is less severe in nature. If between two or more people, see "fighting" (p. 7(z)—below) Examples of this may include pushing or shoving.	Grades K-5: Type 1-2		No	No
Be Respectful	Major Physical Aggression	Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury that is more severe in nature than "minor physical aggression" (p. 7(z)—above) but less severe than aggravated battery (p. 7(aa)). If between two or more people, see "fighting" (p. 7(z)—below). Examples of this may include incidents that result in scrapes, bloody noses, etc.	Grades K-5: Type 2-3	Consideration may be given to who initiated physical contact, given the particular circumstances	Optional	Optional
Be Respectful	Fighting	Involves the exchange of mutual, physical contact including, but not limited to, hitting, kicking, biting, or pulling hair with or without injury.	Grades 6-12: Type 3-4	Consideration will be given to the extent/severity of physical contact	Optional	Optional

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
Be Safe	Throwing Objects	Inappropriately throwing any object that may cause injury in any part of the school on school grounds, at school events, or at school vehicles.	6-12: Level 3-4	Grades K-5: Type 1-2	No	Optional
Be Respectful	Aggravated Battery	More than fighting (p. 7(z)) or major physical aggression (p. 7(z) aggravated battery involves knowingly or intentionally inflicting injury on a person that creates a substantial risk of death or causes serious permanent disfigurement or protracted loss or impairment of the function of a body part (IC 35-42-2-1.5)	Type 5		Mandatory	Mandatory
Be Respectful	Hazing (non-criminal)	Non-criminal hazing is defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. If the hazing creates a substantial risk of bodily injury, see "hazing (criminal)" on p. 7(bb).	Type 3-4	Offense-specific reporting procedures required by Board Policy 5516: If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All	Optional	Optional

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District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
		lesser the prohibitions contained in this policy.		hazing incidents shall be reported immediately to the Superintendent. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law.		
Be Respectful	Hazing (criminal)	Under IC 35-42-2, criminal hazing means forcing or requiring another person with or without the consent of the person and as a condition of association with a group or organization to perform an act that creates a substantial risk of bodily injury.	Type 5		Mandatory	Mandatory

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District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	Recurring Type 2 Offenses	Recurring Type 2 offenses become Type 3 offenses, and Level D of the Discipline Ladder applies.	Type 3		No	No
	Recurring Type 3 Offenses	In order to constitute a “recurring” offense, Type 2 interventions must have been used after the first offense.	Type 4		Optional	Yes However, recurring Type 1 offenses can eventually proceed to Type 2 and Type 3, but shall never result in referral to law enforcement.
		Recurring Type 3 offenses become Type 4 offenses, and Level E of the Discipline Ladder applies.				

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
	Habitual Disruption	A "habitually disruptive student" is a child who has been suspended out-of-school by the principal or a designee three times during the course of a school year for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events because of behavior that was initiated, willful, and overt by the child.	Type 5	Students must have a behavior intervention plan (BIP) before they may be declared habitually disruptive.	Mandatory: It is mandatory that a habitually disruptive student be recommended for expulsion; however, interventions must be put into place and documented.	No
<i>Note: All school rules and consequences apply on school transportation with the additional consequence of loss of bus privileges</i>						
Section 20: Transportation						
Be Safe	Unsafe Acts	Standing or moving about, head or hands outside of bus, opening doors or windows.	Type 2	Repeat offenses may also result in suspension from bus privileges	No	No
Be Safe	Disruptive behavior	Uncooperative with driver, loud and boisterous. Not in assigned seat or riding inappropriate bus. Throwing objects.	Type 2	Repeat offenses may also result in suspension from bus privileges	No	No
Section 21: Vehicles on School Property						
Be Safe	Vehicle violation on school property	Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any other areas on school property. The speed limit on school property is five (5) mph.	Type 1	Depending on the severity of the infraction, the student may also be prohibited from driving on school property	No	Optional (the school may contact the police to have the vehicle towed from

District-Wide Behavioral Expectations	Disciplinary Offense	Definition	Type of Offense	Offense-Specific Consequences	Recommendation for Expulsion	Law Enforcement Referral
						the school property; see p. 27)

Discipline Ladder

Level A: Teacher/Student Corrective Response	Level B: Teacher/Student/Parent/ Support Staff Corrective Response	Level C: Administrative Level Referral	Level D: Suspension Option	Level E: Recommendati on for Expulsion
<p>1. Student may tell his/her side of the story (see Attachment B)</p> <p>2. Teacher or designated staff counsels with student</p> <p>3. One or more interventions initiated as appropriate</p> <p>4. Document all interactions and interventions</p>	<p>1. Student tells his/her side of the story</p> <p>2. Teacher or designated staff notifies the student's parent/guardian</p> <p>3. Teacher or designated staff determines whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of support staff</p> <p>4. Teacher or designated staff counsels with the student and, if possible, the parent/guardian</p> <p>5. One or more interventions initiated as appropriate</p> <p>6. Document all interactions and interventions</p>	<p>1. Documentation of interactions and interventions is provided</p> <p>2. Student tells his/her side of the story</p> <p>3. Administrator conferences with the parent/guardian and determines if further consultation with support personnel is necessary</p> <p>4. One or more interventions initiated as appropriate</p> <p>5. If necessary, in-school suspension (ISS) of up to three days may be utilized</p> <p>6. Consider use of remedial discipline plan</p>	<p>1. Steps 1 through 4 from Level C are repeated</p> <p>2. Administrator may give an in-school suspension (ISS) of 1-3 days and/or OSS for 1-3 days</p> <p>3. Elementary students shall not receive OSS for Type One offenses</p> <p>4. One or more interventions initiated as appropriate</p> <p>5. If necessary, in-school suspension (ISS) of up to three days may be utilized</p> <p>6. Consider use of remedial discipline plan</p>	<p>1. Same as Level D, except that Administrator may give ISS of 1-3 days and/or OSS for 1-3 days</p> <p>2. The offenses marked "mandatory" in the law enforcement referral column in the discipline table must be reported to law enforcement. For all other offenses, if the misconduct has seriously endangered the welfare or safety of other students or school personnel, the student may be recommended for expulsion; however, incidents are to be resolved without the involvement of law enforcement whenever possible.</p> <p>Additionally, if a student has been suspended twice or an expulsion from school, The principal shall notify the Bureau of Motor Vehicles for loss of driving privileges if the student has a permit or license.</p>

Attachment A: Interventions

I. Level A: Classroom (80-90% of students)

- Model/Remodel classroom expectations
- Entire-Classroom reminder/redirection
- Positive Behavior Intervention Support (PBIS)

II. Individual Student-Level (5-10% of students)

- **Individual student reminder/re-direction**

NOTE: when possible, these should be given discretely to maximize effectiveness

- **Contact with parent**
- **Conference with parent/family**

Teacher communicates with student's parent(s)/guardians by phone, email, written notes, or in person about the behavior. This could include home visit and inclusion of student in the conference.

- **Mentoring**

A designated adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model

- **Check in/check out**

Student has daily contact with an assigned adult at school. Student should see the adult before school starts each day, as well as the end of the day.

a. Behavior Intervention Plan

- i. The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student's disruptive behavior and educational needs and emphasize the importance of maintaining the child's enrollment in school.
- ii. To develop the plan, the principal or designee will arrange for a meeting with the student, the student's parent/guardian, and any members of the staff whom the principal or designee believes should attend. The purpose for the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.
- iii. The parent/guardian, student, and principal or designee should sign the contract.

Attachment B: A Chance to Explain

Dear _____ (adult's name),

I would like to explain to you what happened today:

I know that this likely won't change my consequence, but I wanted a chance to explain my side of the story. I know that you are enforcing the school rules, but maybe next time a similar situation comes up you will have more context.

Sincerely,

_____ (student's name)

Teacher's Comments:

REPORT OF HARASSMENT

This form is to be used by any employee or student who has either observed or been subject to harassment. To ensure full investigation, the form should be completed as accurately as possible. An investigation may require the complainant to be interviewed.

(Please Print)

Date: _____

Name of complainant making a charge of harassment: _____

Address of complainant: _____

Telephone # _____ Position or Grade _____

School or Department _____

Names of individuals involved in the harassment. Indicate whether they are students or employees.

Give a description of the harassment in your own words:

Name of any witnesses indicating whether they are employees or students:

Signature of the Person Making the Report

Signature of the Person Receiving the Report

INFORME DE ACOSO

Este formulario debe ser utilizado por cualquier empleado o estudiante que haya observado o haya sido objeto de acoso. Para garantizar una investigación completa, el formulario debe completarse con la mayor precisión posible. Una investigación puede requerir que el demandante sea entrevistado.

(Por favor escriba)

Fecha: _____

Nombre del demandante que hace una acusación de acoso: _____

Dirección del demandante: _____

Número de teléfono _____ Posición o grado _____

Escuela o departamento _____

Nombre de las personas involucradas en el acoso. Indique si son estudiantes o empleados.

Dé una descripción del acoso en sus propias palabras:

Nombre de cualquier testigo, indique si son empleados o estudiantes:

Firma de la persona que hace el informe _____

Firma de la persona que recibe el informe _____

X. **Disruptive Students**

b. Removal from Classroom

- i. A student who willfully causes a substantial disruption in the classroom is to be disciplined in a manner consistent with the Discipline Tables that begin on p. 7. However, if it is determined that the appropriate course of action is to temporarily remove the student from the classroom, the following must occur:
 1. Other teacher/student interventions, such as classroom management techniques and redirection, should have been tried and exhausted
 2. The teacher shall ensure the student is removed to a place where adequate supervision is available, including but not limited to an in-school suspension classroom
 3. The teacher shall see that each student has his or her textbooks and classwork assignments to the maximum extent possible
 4. The teacher or designee shall contact a parent/guardian of the student as soon as possible after the removal to request a student-parent-teacher conference regarding the removal.
- ii. At the parent-teacher conference, the principal or designated school personnel may develop a behavior contract if the student is removed from class two times in a 30-day period.

c. Habitually Disruptive Student

- i. A "habitually disruptive student" is a child who has been suspended out-of-school by the principal or a designee three times during the course of a school year for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events because of behavior that was initiated, willful, and overt by the child
- ii. For violations which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior
- iii. Students must have a behavior intervention plan (BIP) before they may be declared habitually disruptive
- iv. A habitually disruptive student may be recommended for expulsion
- v. The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone. Written notification must be provided in a language that the parent/legal guardian can understand.

XI. **Bullying: Board Policy 5517.01**

a. General

- i. School City of Hammond is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying behavior toward a student whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse as provided herein. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. Engaging in bullying behavior through the use of data or computer software that is accessed through a computer, computer system or computer network also is prohibited. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school.

b. Definition of Bullying

- i. As defined by IC 20-33-8-.2, bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:
 1. Places the targeted student in reasonable fear of harm to the targeted student's person or property;

2. Has a substantially detrimental effect on the targeted student's physical or mental health;
 3. Has the effect of substantially interfering with the targeted student's academic performance; or
 4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.
- ii. Indiana law exempts the following from the definition of bullying:
 1. Participating in a religious event
 2. Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger
 3. Participating in an activity consistent of the exercise of a student's rights protected under the First Amendment to the United States Constitution or Article 1 Section 31 of the Constitution of the State of Indiana, or both.
 4. Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one or more adults.
 5. Participating in an activity undertaken at the prior written direction of the student's parent
 6. Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.
- iii. Bullying rises to the level of unlawful harassment (see p. 10) when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), and that bullying is based upon sex, race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal Civil Rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation.

c. **Where Prohibited**

- i. Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function or event.
- ii. In accordance with IC 20-33-8-13.5(b), Discipline rules that apply regardless of location in which the bullying behavior occurred when:
 1. The bully and any of the intended targets are students at a school within the school corporation; or
 2. Disciplinary action is reasonably necessary to avoid substantial interferences with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

d. **Reporting**

- i. Any student who believes s/he has been or is currently the victim of bullying should immediately report the situation to the building principal or assistant principal or the Superintendent. The student also may report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. This report may be made anonymously. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. A parent may file a complaint on behalf of a student in the same manner
- ii. Staff members who fail to report bullying or who fail to conduct an investigation when assigned that duty are subject to disciplinary action, up to and including discharge

e. **School Investigation**

- i. The parents of the targeted student and the reported bully shall be notified of the alleged bullying incident at the beginning of the investigation, the findings of the investigation at the conclusion of the investigation, and, as appropriate, any remedial action that has been or will be taken to the extent disclosure is permitted by law. In addition to discipline, remedial action may

include support services for the targeted student and bullying education for the bully, among other actions.

- ii. If, during an investigation of reported acts of bullying and/or harassment, the investigator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the investigator will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy **5517** (Anti-Harassment)
- iii. If the investigator finds an instance of bullying behavior has occurred, prompt and appropriate action or responses shall be taken to address the bullying behavior wherever it occurs including, as appropriate, disciplinary action, up to and including expulsion for students, discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members
- iv. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying.

f. **Consequences**

- i. Upon receiving the report, the principal will investigate the matter at the building level consistent with Board Policy 5517.01 and consequences will be assessed as appropriate, consistent with the Discipline Table.

XII. Anti-Discrimination and Harassment: Board Policy **5517**

a. **General**

- i. School City of Hammond has adopted and will follow district-wide policies forbidding harassment and discrimination. No student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of race, ethnicity, color, sex, religion, national origin, or disability.
- ii. Harassment occurs when:
 - 1. one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), AND
 - 2. that bullying is based upon race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to:
 - a. create an intimidating, hostile, or offensive educational environment;
 - b. cause discomfort or humiliation; or
 - c. unreasonably interfere with the individual's school performance or participation

b. **Race, Color, Religion, National Origin, Disability, & Other Protected Forms of Harassment**

i. **Verbal harassment:**

- 1. Written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the Corporation, or third parties.

ii. **Nonverbal harassment:**

- 1. Placing insulting or threatening objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the Corporation, or third parties
- 2. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the Corporation, or third parties by refusing to have any form of social interaction with the person.

iii. **Physical Contact harassment:**

1. Any intimidating or disparaging action such as hitting, pushing, shoving, or spitting on a fellow student, staff member, or other person associated with the Corporation, or third parties.

iv. **Examples:**

1. Harassment based on race/color/ethnicity may include:
 - a. conduct directed at the characteristics of a person's race, color, or ethnicity
 - b. racial slurs
 - c. nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.
 - d. negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs
2. Harassment based on disability may include:
 - a. conduct directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

v. **Reporting Procedures:**

1. An individual who believes s/he has been unlawfully harassed may either:
 - a. (1) make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one (1) of the Compliance Officers (Mr. Kristopher Rivera or Mrs. Linda Fullilove); and/or 3) to the Superintendent or other Corporation-level employee or
 - b. (2) file a formal complaint either orally or in writing with a teacher, principal, the Compliance Officers (Mr. Kristopher Rivera or Mrs. Linda Fullilove), Superintendent, or other Corporation-level employee.
2. Refer to Policy **5517** for policy language and incident reporting procedures. Actual policy language supersedes this description. Paper versions of the policy, including incident report forms, are available at each school's main office. A copy of the Incident Report Form (Form 5517 F1) can be found as Attachment C of this booklet.

vi. **Consequences**

1. See the Discipline Table (p. 7(m)-(o) for consequences for various forms and degrees of harassment.

c. **Sexual Harassment:**

i. General

1. The purpose of this policy is to address and prevent sexual harassment, a form of sex-based discrimination, and ensure that the School City of Hammond (SCH) is in compliance with Title IX, 20 U.S.C. §§ 1681 et seq., its implementing regulations, 34 C.F.R. Part 106, and published guidance of the United States Department of Education, Office for Civil Rights which prohibits sex-based discrimination by school districts that receive federal funds.

ii. Notice of Non-Discrimination

1. As required by Title IX, SCH does not discriminate on the basis of sex with regard to participation in any academic, extracurricular, research, occupational training or other education program or activity operated by ASD. The requirement not to discriminate in the education program or activity based on sex extends to employment at SCH, as well
2. Questions about the applicability of Title IX to any SCH program or activity may be directed to the SCH Title IX Coordinators, Mr. Kristopher Rivera, Assistant to the Superintendent -- Human Resources, or Mrs. Linda Fullilove, Director of Student Services located at 41 Williams Street, Hammond, IN 46320, email KARivera1@hammond.k12.in.us.

iii. Prohibition Against Sexual Harassment

1. SCH is committed to maintaining a school environment free of discrimination based on sex, including sexual harassment. Sexual harassment of any kind at school or school-sponsored events, on school property, or on busses is unlawful and strictly prohibited. SCH will neither condone nor tolerate sexual harassment of students by District employees or fellow

- students. SCH requires all SCH personnel and students to conduct themselves in an appropriate manner, with respect for others in the SCH community
2. SCH shall take reasonable and appropriate action to prevent, address, and eliminate sexual harassment in the education program and activities in every school, school sponsored activity, and on school property or on busses. This effort shall include monitoring and supervision to prevent, detect, and correct instances of sexual harassment; eliminating any hostile environment; conducting investigations of complaints, formal or informal, of sexual harassment; protecting victims of sexual harassment; instituting remedial measures; and educating SCH personnel, students, parents, and guardians about sexual harassment and this policy.

iv. **Definition of sexual harassment**

1. **Sexual harassment:** Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, Sexual harassment, a form of sex-based discrimination, is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a District employee or peer that creates an intimidating, hostile, or abusive environment that is so severe or pervasive it prevents a student from fully participating in an educational program or activity. Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. There does not need to be intent to harm nor does the activity need to be directed at a specific person to be considered harassment. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical. In addition, harassment based on gender stereotypes is sexual harassment.
2. **Sexual Violence:** Sexual harassment is also defined to include sexual violence, which is defined as 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. An individual may also be unable to consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts are forms of sexual harassment covered under Title IX.

v. **Examples:** Examples of sexual harassment that would violate this policy include, but are not limited to, the following:

1. unwelcome sexual propositions, invitations, solicitations, and flirtations;
2. physical and/or sexual assault;
3. threats or insinuations that a person's academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of education may be adversely affected by not submitting to sexual advances;
4. unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
5. sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the educational environment, which may embarrass or offend individuals;
6. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
7. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
8. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
9. Spreading rumors about or rating other students as to sexual activity or performance;
10. inappropriate boundary invasions by a Corporation employee or other adult member of the School Corporation community into a student's personal space and personal life;
11. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature;
12. in the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and

where such favoritism adversely affects other employees or otherwise creates a hostile work environment.

vi. **Limitation:**

1. Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

vii. **Reporting Procedures:**

1. An individual who believes s/he has been unlawfully sexually harassed may either:
 - a. (1) make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one (1) of the Title IX Coordinators (Mr. Kristopher Rivera or Mrs. Linda Fullilove); and/or 3) to the Superintendent or other Corporation-level employee or
 - b. (2) file a formal complaint either orally or in writing with a teacher, principal, the Title IX Coordinators (Mr. Kristopher Rivera or Mrs. Linda Fullilove), Superintendent, or other Corporation-level employee.
2. Refer to Policy **5517** for policy language and incident reporting procedures. Actual policy language supersedes this description. Paper versions of the policy, including incident report forms, are available at each school's main office. A copy of the Incident Report Form (Form 5517 F1) can be found as Attachment C of this booklet.

viii. **Consequences**

1. See the Discipline Table (p. 7(p)-(r)) for consequences for various forms and degrees of sexual harassment.
2. Pursuant to the SCH Board Policy, Sexual conduct/relationships with students by a Corporation employee or any other adult member of the Corporation community is prohibited, and any teacher, administrator, coach, other school authority, or staff member who engages in certain sexual conduct with a student may be disciplined up to and including termination and also may be guilty of the criminal charge of "sexual battery" as set forth in I.C.35-42-4-8. In the case of a child under fourteen (14) years of age, the person also may be guilty of "child molesting" under I.C. 35-42-4-3. In the case of a child between the ages of fourteen (14) and sixteen (16), the person also may be guilty of "sexual misconduct with a minor" under I.C. 35-42-4-9. The issue of consent is irrelevant in regard to the latter two (2) criminal charges. Any employee accused of sexual relations with a student may be placed on leave until school administrative proceedings are completed. Proven sexual relationships with a student regardless of the age of the student will initiate the termination process for the employee.

XIII. Drug Policy

a. **Possession/Use of Tobacco: Board Policy 5512**

i. **General:**

1. The use of tobacco presents a health hazard that can have serious consequences both for the user and the nonuser and is, therefore, of concern to SCH. Therefore, SCH prohibits the possession and/or use of any tobacco product by students on all school campuses, including, but not limited to: practice fields, playgrounds, football fields, baseball fields, softball fields, pool areas, soccer fields, tennis courts, and all open areas. Possession and/or use of tobacco is also prohibited in all vehicles owned or operated by SCH and vehicles parked on SCH property.

ii. **Definition:**

1. "Tobacco" shall mean all possession/use of tobacco, including cigar, cigarette, pipe, snuff, or any other matter or substance that contains tobacco, as well as electronic, "vapor," or other substitute forms of cigarettes.

b. **Possession/Use of Unauthorized Drugs: Board Policy 5530**

i. **General:**

1. SCH recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. Thus, SCH prohibits the use, possession, concealment, or distribution of any drug (as defined below) and any drug-related paraphernalia at any time on School City property or at any school-related event. It further establishes a drug-free zone within 1000 feet of any facility used by SCH for educational purposes.

ii. **Definition:**

1. "Drugs" is defined to include the following:
 - a. All dangerous controlled substances prohibited by Indiana Statute
 - b. Any synthetic drug or derivative thereof defines as a controlled substance by Indiana statute
 - c. All chemicals which release toxic vapors
 - d. All alcoholic beverages
 - e. Any prescription or patent drugs, except those students have been granted permission in accordance with the procedures required for "administration of medication at school"; see p. 15-below).
 - f. Anabolic steroids
 - g. Any "look-alike" substances
 - h. Any other illegal substance so designated and prohibited by law.
2. For the purpose of consequences, "tobacco" is not included as an unauthorized drug (see p. 7(v)).
3. For the purposes of consequences, possession/use of over-the-counter medication and prescribed medication in violation of the school medication policy (see p. 7(v)).

c. **Consequences for Possession/Use of Controlled Substances**

i. **General:**

1. When students have violated the drug policy for "possession/use of unauthorized drugs" (see p. 7(v)-7(w)), they will be subject to the following corrective and disciplinary action. For consequences for use/possession of tobacco on school property, see the Discipline Table.

ii. **Consequences:**

1. The SRO and/or Hammond Police Department will be notified in compliance with IC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Building administrator will review the incident using the factors to be considered when determining the appropriateness of out-of-school consequence. If it is determined that a request for expulsion is appropriate, a request for a hearing is filed with the Superintendent or designee who may rule that referral to an approved alternative to expulsion program may be appropriate to respond to the issues related to the usage of illegal substances.

d. **Administration of Medication at School**

- i. When a child is placed on any medication (including over the counter medications such as Tylenol or cough drops) and the medication must be taken during school hours, a note from the physician is required with the following information:
 1. Child's name
 2. Dosage of medication Name of medication
 3. Time(s) to be taken
 4. Written permission from the parent or guardian is also required.
- ii. The medicine must be delivered to school by the parent or guardian in the original bottle, labeled with the child's name and the dosage of the medication.
- iii. A student with a potentially life-threatening condition may possess and self-administer medication for the chronic disease or medical condition during the school day. Indiana law (I.C. 20-8.1-5;1-8b) requires the following conditions to be met:

1. The student's parent/guardian has filed an authorization with Health Services for the student to possess and self-administer the medication. The authorization must include the statement as described below in Section 2.
2. A physician states in writing:
 - a. The student has potentially life-threatening condition for which the physician has prescribed medication;
 - b. The student has been instructed in how to self-administer the medication; and
 - c. The nature of the disease or medical condition requires emergency administration of the medication. The authorization and statement must be provided to Health Services annually.
- iv. Questions regarding medication administration at school may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400. Questions regarding head lice (pediculosis) may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400.

XIV. Suspensions or Expulsions: Board Policy 5610

- a. **General:**
 - i. School City of Hammond implements fair, equitable, and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. Suspensions and expulsions have serious, long-lasting effects on students. When these practices are being considered, schools must follow certain procedures to be sure that the student's rights are protected.
 - ii. Suspensions, both in-school and out-of-school, are only to be given in accordance with the Discipline Table and Discipline Ladder in the Student Code of Conduct.
 - iii. No student is to be suspended and/or expelled from an activity, program, or a school unless his/her behavior represents misconduct or substantial disobedience while the student is on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or traveling to or from school or a school activity, function, or event.
 - iv. In addition to the grounds specified above, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property, including any unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.
 - v. Furthermore, a student may be suspended or expelled for bullying, regardless of the physical location in which the bullying occurred, whenever:
 1. the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and
 2. disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

b. In-School Suspensions

- i. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, School City of Hammond endorses the concept of in-school suspension
- ii. The purpose of in-school suspension is to provide a more effective means of discipline than out-of-school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner consistent with the students' due process rights. The following guidelines shall be observed:
 1. Students shall be assigned to a class where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers

2. The principal or designee shall notify the parent/guardians by telephone as soon as practical if their child has been placed under in-school suspension. If the parent/guardian cannot be reached, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class
3. For an in-school suspension credit will be given for all classroom assignments that can be completed during the in-school suspension or as homework.

c. **Out-of-School Suspension**

i. **General**

1. Students can only be suspended out-of-school if they commit a Type Three, Type Four, or Type Five Offense (or repeated Type One or Type Two Offenses, in accordance with the Discipline Ladder)
2. Elementary school students shall not receive out-of-school suspensions for Type One offenses
3. Credit will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school. Failures shall be given for any classroom work that cannot be made up such as laboratories or skill sessions.

ii. **Suspension Defined**

1. "Suspension" means any disciplinary action that does not constitute an expulsion whereby a student is separated from school attendance for a period not to exceed ten (10) school days. However, a student may be suspended for a longer period of time in accordance with the provisions of I.C. 20-33-8-23 pending expulsion.

iii. **Students with Disabilities**

1. Students with disabilities (special education and Section 504) receiving suspensions will be subject to a case conference review, including a functional behavior analysis and the development of a behavior intervention plan if a removal of a student results in a change of placement.

iv. **Due Process and Appeals for Out-of-School Suspensions**

1. Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. Before a student is suspended, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:
 - a. Be informed of the charges and evidence against him or her
 - b. Have an opportunity to orally respond to the charges and present his or her version of events
 - c. Have an opportunity to appeal the decision.

d. **Expulsion**

i. **Expulsion Defined:** Expulsion means disciplinary action whereby a student is:

1. suspended from school attendance in excess of ten (10) days;
2. Separated from school attendance for the balance of the current semester or current school year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or
3. separated from school attendance for at least one (1) calendar year pursuant to I.C. 20-33-8-16 for possession of firearms, deadly weapons or destructive devices, which may include an assignment to attend an alternative school, an alternative educational program, or a homebound educational program.

ii. **Suspension Pending Expulsion**

1. The expulsion examiner may continue suspension of a student for more than the three (3) school day period of the principal's suspension and until the time of the expulsion decision if s/he determines that the student's continued suspension will prevent or substantially reduce the risk of:
 - a. (1) interference with an educational function or school purposes; or
 - b. (2) a physical injury to the student, other students, school employees, or visitors to the school.

iii. Students with Disabilities

1. Students with disabilities (special education and Section 504) who are recommended for expulsion will be subject to a manifestation determination review by a case conference committee to determine the existence of any relationship between the student's disability and the expellable behavior. If no relationship exists, the student may be expelled. For all students with disabilities, expelled and non-expelled, the case conference committee will review the behavior intervention plan, determine post-expulsion services, consider referral for mental health or juvenile justice intervention, and discuss a change of placement to alternative services, as appropriate for the student. Students with disabilities (special education and Section 504) engaged in drug or weapons violations are subject to immediate unilateral (without parent consent) removal from school to alternative educational placements for up to 45 days. There are additional safeguards and regulations pertaining to the discipline of students enrolled in special education programs. Parents should review the School City of Hammond Parents Rights Handbook for detailed information on discipline, suspension, and expulsion of students with disabilities.

iv. Optional Recommendation for expulsion: Type 4 Offenses

1. A student that has committed recurring Type 4 offenses may be recommended for expulsion. Consideration will be given to offense-specific factors, as listed in the Discipline Table (where relevant), as well as the factors listed in on Page 6. Recurring Type 1 offenses may never lead to a recommendation for expulsion for students in grades K-5.

v. Automatic Recommendation for expulsion: Type 5 Offenses

1. The following are type 5 offenses for which a student will face an automatic recommendation for expulsion:
 - a. Any student who brings a firearm, as defined in IC 35-31.5-2-86, or a destructive device, as defined in I.C. 35-47.5-2-4 to school or onto school property or at a school-related activity or is in possession of a firearm shall be expelled for at least one (1) calendar year unless the Superintendent reduces the punishment for reasons justified by the particular circumstances of the incident.
 - b. If the student brings a deadly weapon as defined in I.C. 35-41-1-8 onto School City property or is found to possess a deadly weapon on School City property or at a school-related activity, s/he may be expelled for a period of not more than one (1) calendar year unless the Superintendent reduces the punishment for reason justified by the particular circumstances of the incident. The Superintendent shall notify the law enforcement agency designated by the Prosecuting Attorney immediately when a student possesses a firearm, destructive device, or deadly weapon on school property or at a school-related activity.
 - i. "Deadly Weapon" includes:
 1. A loaded or unloaded firearm
 2. A destructive device, weapon device, taser or electronic stun weapon, equipment, chemical substance, or other material that is readily capable of causing serious bodily injury
 3. An animal that is readily capable of causing serious bodily injury
 4. A biological disease, virus, or organism that is capable of causing serious bodily injury
 - c. A student that is declared "habitually disruptive," as outlined on p. 8.
 - d. A student that engages in aggravated battery, as defined in IC 35-42-2-1.5, which involves knowingly or intentionally inflicting injury on a person that creates a substantial risk of death or causes serious permanent disfigurement or protracted loss or impairment of the function of a body part.
 - e. A student that engages in criminal hazing, as defined in IC 35-42-2-2, which means forcing or requiring another person with or without the consent of the person and as a condition of association with a group or organization to perform an act that creates a substantial risk of bodily injury.

- f. A student that engages in sexual violence. A number of different acts fall into the category of sexual violence, including:
 - i. Rape (IC 35-42-4-1)
 - ii. Sexual assault (IC 5-26.5-1-8)
 - iii. Sexual battery (IC 35-42-4-8)
 - iv. Sexual coercion.
 - v. Vicarious sexual gratification (IC 35-42-4-5)
- vi. **Length of Expulsion**
 - 1. Except in the case of firearms, destructive devices, and deadly weapons, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester.
 - 2. An expulsion during the second semester may extend through summer school and/or through the end of the first semester of the next school year, unless otherwise modified or terminated by the Board of School Trustees.
 - 3. An expulsion that takes effect more than three (3) weeks before the beginning of the second semester or that will remain in effect into the first semester of the next school year shall be reviewed by the expulsion examiner, before the beginning of the second semester or before the beginning of the next school year, as applicable, to determine if there is newly discovered evidence or evidence of a change in the student's circumstances occurring since the original meeting. If so, the expulsion examiner may recommend to the Superintendent that the student be readmitted for the second semester or at the beginning of the next school year, as applicable
- vii. **Due Process and Appeals for Expulsion**
 - 1. Procedures for expulsion of a student will be initiated by the school principal's recommendation to the superintendent. The principal will, at the time of making such recommendation, give to the student and the student's parent/guardian through personal delivery or certified mail written notice of the recommendation for expulsion in a language that they can understand. The notice will contain:
 - a. A statement of the reasons for the recommended action, including the rule(s) alleged to have been violated and the charges against the student.
 - b. The length of the expulsion
 - c. The right to request an expulsion meeting and the procedure for such a request
 - 2. If the student or the student's parent requests an expulsion meeting, an expulsion meeting must be held prior to expulsion. The Superintendent or person designated as the expulsion examiner must notify the student and the student's parent, in writing, of the date, time, and location of the expulsion meeting unless the initial notice of right to an expulsion meeting provided that information.
 - 3. The Superintendent or person designated as the expulsion examiner may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.
 - 4. The Superintendent or person designated as the expulsion examiner shall make a written summary of the evidence heard at the expulsion meeting and take the action that s/he finds appropriate. The Superintendent or person designated as the expulsion examiner shall provide notice, in writing, of the action taken to the student and the student's parent. If the Board of School Trustees has voted to hear all expulsion appeals, the notice must include the student's and parent's right to make a written appeal to the Board. Any such appeal must be made not later than ten (10) days of student's and parent's receipt of the notice of action taken. If the Board has voted not to hear expulsion appeals, the notice must include the student's and parent's right to appeal the expulsion by filing an action in the circuit or superior court of the county in which the student resides.
 - 5. If the Board has voted to hear all expulsion appeals, upon receipt of a written appeal, the Board shall hold a meeting to consider the written summary of evidence presented at the expulsion meeting and the arguments of the principal and of the student and/or his/her parents. The Board may then decide to uphold the expulsion, authorize alternative

discipline, or overturn the expulsion, as it finds appropriate. The student or his/her parents may appeal the Board's decision only to the circuit or superior court of the county in which the student resides.

XV. Police Notification

a. General

- i. When certain misconduct by a student amounts to a criminal act and poses danger to the health, safety, or welfare of other students and staff at a school, it may be necessary and appropriate to seek the assistance of the School Resource Officer (SRO) and/or Police Department (PD).
- ii. Unless required by the Student Code of Conduct, every effort should be made to address discipline problems without involving law enforcement.

b. Mandatory Notification

- i. The acts of misconduct that require a school official to involve the SRO or PD are identified as Type Five offenses listed on p. 18-19. If a student engaged in such behavior, a school official must contact the SRO and/or Hammond Police Department. Whenever the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student.

c. Discretionary Notification

- i. Certain types of student misconduct, as outlined in the Discipline Tables starting on p. 7 are never appropriate for referral to law enforcement.
- ii. There are other acts of student misconduct that may be possible violations of criminal law where it may be necessary for a school official to assess the nature of the misconduct and the extent to which the health, safety, or welfare of other persons are placed in danger by a student's actions. In those instances, school officials will use their judgment to determine whether involving the SRO and/or PD is appropriate.
- iii. The discretionary exercise of a school official's authority to notify the SRO and/or PD should involve the consideration of a variety of factors. Those factors include, but are not limited to:
 1. Whether the misconduct was particularly egregious
 2. Whether the student persists in the misconduct after being told to cease such behavior, and continues to endanger the health and safety of others.
 3. The age of the student engaging in misconduct.
 4. The extent to which the student acted intentionally or recklessly
 5. Whether the student received prior warnings
 6. Whether the student's misconduct is specifically intended to cause others physical harm or endanger the health or safety of others
- iv. Whenever the school notifies the SRO and/or PD concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student.

XVI. Search and Seizure

a. General

- i. If reasonable suspicion to believe a particular student is in possession of an illegal substance or unauthorized weapon exists, a principal or designee may conduct a "pat down" reasonable in scope, or, if necessary, a search of the student's person and/or personal possessions. Any such "pat down" or search shall be conducted in a manner that preserves the student's privacy and dignity to the extent feasible.

b. Student Lockers

- i. Student lockers are provided for the convenience of students. Students must use school-approved locks which can be opened by school officials. Students using lockers that are the property of the School City of Hammond are presumed to have no expectation of privacy in that locker or its contents. The principal or other members of the administrative staff so designated by the principal may, based upon reasonable suspicion, search a locker and its contents at any time. Other than a general search of all lockers, searches of individual student lockers will, when possible, be made in the presence of the student(s) assigned to the locker.

c. School Inspection Agreement

- i. The School City of Hammond and the Hammond Police Department have an agreement that allows for inspections of school buildings and grounds for illegal drugs, drug paraphernalia, and weapons. Trained search dogs will be utilized to assist in the searching of schools.

d. **Questioning by Police**

- i. Requests by police to question a student under the age of 18 on any non-school related matter shall be promptly relayed to the student's parent or guardian. The parent or guardian may instruct the principal to do one of the following:
 1. Allow officers to go ahead with the questioning in the presence of a school administrator
 2. Wait until the parent or a representative arrives at the school
 3. Not allow questioning. If a parent or guardian cannot be contacted, questioning will not be permitted.
- ii. Further, if the student refuses to be questioned even though parental permission has been secured, questioning will not be permitted. Also, the school shall not give permission to any law enforcement agency to remove any student from school premises during school hours without a parent's or guardian's consent unless the law enforcement officer arrests the student, has a court order allowing the official(s) to take custody, or removes the student as a consequence of or as a step in a suspected child abuse investigation.

XVII. Dress Code Policy: Board Policy 5511

a. **General**

- i. SCH recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. 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. SCH may prohibit students from wearing clothing or attire that, in the opinion of school authority:
 1. Presents a hazard to the health or safety of the student or to others in the school;
 2. Interferes with school work, creates disorder, or disrupts the educational program;
 3. Cause excessive wear or damage to school property; or
 4. Prevents the student from achieving his/her own educational objectives because of blocked vision or restricted movement.
- ii. Students' dress will conform to the following during the school day and during school-sponsored activities unless given explicit permission by school personnel. For example, platform shoes taller than two-inches and dresses/gowns without sleeves may be worn to high school dances.

b. **General Guidelines**

- i. All clothing must be of appropriate size and fit neatly.
- ii. Hats, caps, scarves, gloves, sweatbands, and sunglasses are not allowed in the school building.
 1. Exceptions:
 - a. Students may wear winter hats, scarves, and gloves to and from their lockers when entering/exiting the building.
 - b. Students may wear head coverings for religious purposes.
- iii. Jackets and coats are not permitted in the school building except to and from their lockers when entering/exiting the building or with explicit teacher permission
- iv. No chains (non-jewelry) or chain wallets or belts, studded spiked bracelets or studded spiked collars are allowed
- v. Clothing that has holes or rips is not to be worn
- vi. Articles of apparel, clothing, or accessories that present a hazard to the individual, other people, or property will not be permitted
- vii. Due to safety concerns, bottoms or dresses that are too long, flip-flop sandals, or high platform shoes (defined as shoes with heels taller than 2 inches) will not be permitted.

- c. **Shirts and Tops**
 - i. Must be solid white or blue. Only elementary school students have the color “red” in their school wear policy
 - ii. Shirts must have sleeves that are at least 3-fingers wide
 - iii. Shirts may not have rips or tears
 - iv. Logos are permitted but cannot be larger than the size of a school ID except for SCH spirit wear
 - v. All tops should be of an appropriate size and fit; no overly form-fitting or overly long, baggy shirts will be permitted such that they become a distraction to the learning process or a safety concern.
 - vi. Tops open lower than the collar bone are not permitted
 - vii. Any material that is sheer or light-weight enough to be seen through will not be permitted unless an appropriate shirt that complies with this dress code is worn underneath.
- d. **Sweaters/Sweatshirts**
 - i. Solid cardigan (button or zip) and crew neck sweaters, pullovers, and sweatshirts are permitted in white or blue. Logos are permitted but cannot be larger than the size of a school ID except for approved SCH spirit wear
 - ii. Hoodies that are white or blue or the approved SCH spirit wear are permitted, though hoods must be kept off of students’ heads while in the building.
- e. **Pants/Slacks/Capris/Shorts**
 - i. Must be solid color of navy or khaki: no denim is allowed
 - ii. Shorts and skorts must be no shorter than 3 inches above the knee in length
 - iii. Baggy, saggy, long, or see-through or pants that do not adequately cover undergarments are not permitted.
- f. **Skirts/Dresses/Jumpers**
 - i. Must be solid color of blue or khaki and no more than 3 inches above the knee in length
 - ii. All dresses must also meet the requirements listed above under “Tops.”
- g. **Shoes**
 - i. “Shoes” must be footwear designated to be worn outside the home and must be worn at all times, unless instructed otherwise by school personnel
 - ii. Shoes must be tied and shoes with Velcro closures must be secured at all times as designed
 - iii. Flip flops, slippers, and high platform shoes (defined as shoes with heels taller than 2 inches) are not allowed.
- h. **Student ID Cards- Middle and High School Students ONLY**
 - i. The safety of all students and staff is one of SCH’s number one priorities. All students must have their ID picture taken and on file. Students must have their ID card on their lanyard, around their neck, and visible to enter the building, classrooms, and pass through the cafeteria accounts, and for identification purposes. Failure to have your ID card when requested by any staff/security member will result in disciplinary action-one consequence per day (see discipline table). Any ID which has been altered, obscured, or defaced is not valid, and the student will be responsible for the cost of a replacement ID.
- i. **Consequences**
 - i. In accordance with the Discipline Tables (p.7(d)), a dress code violation is a Level 1 offense. Additionally, depending on the circumstances and school-specific practices, students may be asked to change clothes, when available. Only when a student’s clothing is likely to cause a substantial disruption to the learning environment should the student be held from class until a change of clothing becomes available, and keeping students out of class for dress-code violations should be limited to the maximum extent possible.

XVIII. Personal Electronic Devices

a. **General:**

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. 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.

- b. Lost, Stolen, or Damaged Devices**
 - i. Students are responsible for their own personal items, including electronic devices (e.g. phones, mp3 players, iPods, etc.). 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:
 - 1. Make a reasonable attempt to recover the stolen item
 - 2. May contact the SRO or a police officer for assistance.
- c. When/Where Electronic Devices May be Used**
 - i. Use of all cellular (cell) phones or personal electronic devices during SCH school hours are limited to the following times and places, unless prior administrative approval is given:
 - 1. Students may use cell phones in the classroom when directed by the teacher for instructional purposes.
 - 2. Students may use cell phones in the cafeteria only during breakfast and lunch.
 - 3. Students may not use cell phones in the hallways during passing period.
 - ii. Personal electronic devices are expressly banned from and can't be activated or utilized at any time in any school situation where a reasonable expectation of privacy exists. These include, but are not limited to, in locker rooms, shower facilities, or restrooms.
- d. Use of Electronic Devices**
 - i. Individuals may carry personal electronic devices such as cell phones in school; however, any disruption of the academic process, interference with rights of others, or a violation of academic integrity will not be tolerated, as follows:
 - 1. Soliciting answers or information regarding an exam is prohibited
 - 2. Providing answers or information regarding an exam is prohibited
 - 3. Recording any person without his/her consent is prohibited
 - 4. When using a cell phone as directed by a teacher for instructional purposes, any use of the cell phone beyond the scope of the permitted activity is prohibited.
- e. Disciplinary Consequence for Improper use of Electronic Device**
 - i. Violations of this policy will result in:
 - 1. A Type 1 offense (see discipline table p. 7(s)-(t)) and/or confiscation of the PCD. Electronic devices (including cell phones) may be confiscated and returned to student at the end of class; otherwise, confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the student or the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in Corporation custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Board Policy 5771 – Search and Seizure.
 - 2. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.
 - 3. Severe violations or continued violations of the electronic device policy may result in additional consequences for other conduct, i.e. disobedience, cheating, bullying, harassment, etc.
 - 4. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting).
- f. Reporting**
 - i. A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

XIX. Student use of Technology Acceptable Use & Safety: Board Policy 7540.03

a. **General**

- i. Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The School Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The School Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The Corporation's Internet system does not serve as a public access service or a public forum, and SCH imposes reasonable restrictions on its use consistent with its limited educational purpose
- ii. In an effort to prepare our students to be lifelong learners and succeed in an ever changing technological world, the School City of Hammond will engage students in internet activities and exploration geared toward specific subject areas. These activities require an understanding of acceptable use and responsible digital citizenship by students and staff

b. **Acceptable Use and Safety**

- i. SCH is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of operations within the school system. However, the use of the Corporation's network and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a Student Network and Internet Acceptable Use and Safety form.

c. **Use of Internet and Technology**

i. **General**

1. Pursuant to Federal law, SCH has implemented technology protection measures, which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline
2. Parents/Guardians are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet
3. Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the Corporation with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes. Students have no right or expectation to privacy when using corporation technology resources, including, but not limited to, privacy in the content of their personal files, emails, and records of online activity when using the corporation's computer network and/or internet connection

4. Students and staff members are responsible for good behavior on the Corporation's computers/network and Educational Technology just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on Education Technology are often public in nature. General school rules for behavior and communication apply.

ii. **Consequences for inappropriate use of internet**

1. Users who disregard this policy may have their use privileges suspended or revoked, and disciplinary action taken against them in accordance with the discipline tables, Section 4: "improper use of technology" (beginning on p. 7(e)). Users of the Corporation's Education Technology are personally responsible and liable both civilly and criminally for uses of Education Technology not authorized by SCH policies.

iii. **Notice to Parents/Guardians Regarding Responsibility for Student Use of SCH-Provided Access to Electronic Information, Services and Network**

1. While the intent of SCH is to make the Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Due to the open nature of the Internet, it is impossible for SCH to institute technical methods or systems to regulate students' Internet access which will guarantee that students cannot access undesirable material. That notwithstanding, SCH believes that the benefits to students of access to the Internet exceed the disadvantages. The school staff has a responsibility to monitor individual use of the Internet and take appropriate disciplinary action when necessary. Ultimately, however, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources including the Internet. Parents will be provided the complete SCH Internet policy and procedures. SCH also provides parents and guardians with the option of requesting for their minor children alternative activities not requiring Internet use
2. While the intent of SCH is to make the Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Due to the open nature of the Internet, it is impossible for SCH to institute technical methods or systems to regulate students' Internet access which will guarantee that students cannot access undesirable material. That notwithstanding, SCH believes that the benefits to students of access to the Internet exceed the disadvantages. The school staff has a responsibility to monitor individual use of the Internet and take appropriate disciplinary action when necessary
3. Ultimately, however, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources including the Internet. Parents will be provided the complete SCH Internet policy and procedures. SCH also provides parents and guardians with the option of requesting for their minor children alternative activities not requiring Internet use
4. Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other media. Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies and other media.

i. **Disclaimer**

5. SCH makes no warranties of any kind, either expressed or implied, for the Internet access it is providing. The district will not be responsible for any damages users suffer, including, but not limited to:
 - a. the loss of data resulting from delays or interruptions in service;
 - b. the accuracy, nature or quality of information stored on any electronic media, hard drives or servers;
 - c. the accuracy, nature or quality of information gathered through district-provided Internet access;

- d. personal property used to access district computers or networks or for district-provided Internet access;
- e. unauthorized financial obligations resulting from district-provided access to the Internet.

d. **Social Media:**

i. **Definition**

- 1. Social media shall be defined as internet-based applications (such as Facebook, MySpace, Instagram, Twitter, etc.) that turn communication into interactive dialogue between users.

ii. **Use on school network**

- 1. Personal access and use of social media, blogs, or chat rooms from the Corporation's network is expressly prohibited and shall subject students and staff members to discipline in accordance with Board Policy **7540.03**
- 2. The Board authorizes the access and use of social media from the Corporation's network to increase awareness of Corporation programs and activities, as well as to promote achievements of staff and students, provided such access and use is approved in advance by the Superintendent.

XX. Operation of Vehicles on School Property

a. **General**

- i. SCH is not responsible for any vehicle or items in a vehicle that are lost, stolen, or damaged on school property.
- ii. Students are expected to abide by the following rules when operating vehicles on SCH property:
 - 1. Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any other areas on school property
 - 2. The speed limit on school property is five (5) mph.

b. **Consequences**

- i. The student may be prohibited from driving on school property
- ii. SCH may contact the police to have the vehicle towed from the premises at the operator's expense. If a vehicle is towed from school property, the towing company will inform the Hammond Police Department of the location of the vehicle. The owner/operator of the vehicle can then contact the Hammond Police Department to arrange for the vehicle's release
- iii. SCH may seek the assistance of law enforcement.

XXI. Attendance Policy

a. **General**

- i. SCH recognizes that good attendance is essential if students are to achieve and reach their potential. Their presence in the classroom enables students to participate in instruction, class discussions, and other related activities
- ii. Parents are responsible for having their children in school. Indiana law prescribes that parents must have their children in public or private school from the age of 7 until the date on which the child:
 - 1. Graduates
 - 2. Reaches at least 16 years of age but less than 18 years of age; and
 - a. The student and the student's parent or guardian and the principal agree to the withdrawal; and
 - b. At the exit interview the student provides written acknowledgement of the withdrawal and the student's parent or guardian and the school principal each provide written consent for the student to withdraw from school. Unless the withdrawal is due to a hardship, the student's driver's license will be invalid until the student reaches the age of 18.

b. **Definition**

- i. Pursuant to Indiana Code 20-33-2-3.2, “attend” means to be physically present: (1) in a school; or (2) at another location where the school’s educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered.”

c. **Absences Counted as Present**

i. **Procedures for absences counted as present**

1. Indiana statute allows certain absences to be counted as present. In order to not be counted as absent for one of the below exceptions, the parent or student (if 18+) must (1) submit a written statement of the cause for the absence within 3 day time period (unless otherwise noted below) before or after event; and (2) when feasible, bring in a signed note from the entity/affiliation the student is missing school to attend (e.g. if missing to serve as a General Assembly page, a note from the General Assembly is feasible, whereas a note from a religious official for missing school due to a religious holiday may be impractical). SCH reserves a right to verify a student or parent’s written statement.

ii. **If proper procedures are followed, the absences that will be counted as present include the following**

1. Serving as a page in the General Assembly
2. Serving at the polls on election day or as a helper to a political candidate on election day (grades 6 through 12)
3. Observation or celebration of an official religious holiday or religious instruction
 - a. Religious instruction
 - i. Upon the signed request of a student's parent, the Board will allow exceptions to the student's continuous attendance at school for religious instruction outside the school building by an authorized church or religious organization for no more than 120 minutes per week.
 - ii. A student must be properly registered and a copy of such registration must be filed with the principal.
 - iii. The time for release for religious instruction or education shall be arranged by the principal. S/He will also assure the appropriate continuance of the instructional program in the public school during such release times.
 - iv. No solicitation for attendance at religious instruction shall be permitted on School City premises. No staff member shall encourage or discourage participation in any religious instructional program.
 4. Participating as a member of the Indiana Wing of the Civil Air Patrol for not more than 5 days per school year
 5. Serving on the state standards task force upon appointment and as permitted by statute
 6. Participating in the Indiana State Fair for educational purposes by a student or member of the student's household. To be counted as present, the student must be in good academic standing, the parent must request the absence in writing to be approved by the principal, and the requested absence may not be longer than five (5) days.
 7. Placement in alternative education program
 8. Homebound instruction, as arranged by the school
 9. In-school suspension

d. **Excused Absences**

i. **Procedures for excused absences**

1. Unless a note or prior approval is required, it is a parent’s responsibility to call the school by 9 a.m. the day a child is absent. If the parent does not call, the school will attempt to call the parent that day to document the absence.
2. **Illness:** The District will accept a parent call for student illness for up to three consecutive days. If the student is still ill on the fourth day, the school will require a doctor’s note for the fourth-day absence to be excused. The note should be turned into the office upon return to school. Notes not received within two days of returning to school will result in the absence

not being excused. If the student is called out ill for multiple different extended illnesses, the parent will be notified and further documentation may be required (e.g. the student misses school for extended illness in November, December, and January without a chronic illness form).

3. **Chronic Illness:** A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school health personnel, the form may exempt the parent/student from securing a doctor's statement each time the student is absent for that school year. If the student has an approved chronic illness form the parent is still responsible for notifying the school of the student's absence.
4. **Professional Appointments:** Notes from professional appointments, which require a note from the professional office, must be turned in upon returning to school. Notes not received within two days of the appointment will result in the absence not being excused.
5. **Pre-approval:** Where pre approval is granted by the principal or superintendent (e.g. pre-approval required for vacations), no documentation is required

ii. **Excused absences include the following**

1. Illness verified by phone or written contact from the parent
 - a. For head lice, students must be examined and cleared by the school nurse prior to being admitted back into school.
2. Illness verified by a note from a physician
3. Required court attendance verified by documentation
4. Professional appointments verified by a signed statement from the doctor, dentist, lawyer, counselor, etc.
 - a. Parents are encouraged to schedule medical, dental, legal, and other necessary appointments other than during school hours. When appointments are necessary during the school day, the student shall report back to school immediately after the appointment with a signed statement from the doctor, dentist, lawyer, counselor, etc.
5. Death of a relative
6. Funeral
7. Military connected families' absences related to deployment and return
8. Family emergencies
9. An out-of-school suspension
10. Participating in an educationally-related non-classroom activity which is:
 - a. Consistent with and promotes educational philosophy and goals of SCH;
 - b. Facilitates the attainment of specific educational objectives;
 - c. Is part of the goals and objectives of an approved course or curriculum;
 - d. Represents a unique educational opportunity;
 - e. Cannot reasonably occur without interrupting the school day; and
 - f. Is approved in advance by the school principal.
 - g. This may include, but are not limited to:
 - i. Field trips
 - ii. Pre-approved college visitations by high school students (limit of three per year), with prior approval from principal. Verification from the college is required.
 - iii. Vacations when approved by the principal in advance: Whenever a proposed absence-for-vacation is requested, parents must discuss it with the principal. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence. Vacations approved by the principal are excused absences.

e. **Truancies**

i. **Definition:**

1. Truancy is defined as absence from school without permission of the parent. A student is considered "truant" each day or part of the day the student's absence is not covered under the definition of "excused absence" or any "absence counted as present." **In other words, a**

truancy is an unexcused absence. A student is “tardy” instead of “truant” if the student is in their assigned class for any part of the class period (for grades 6-12) or arrives to school before 12:00 pm (for grades K-5). For examples, see p. 7(b).

ii. **Consequences for repeated truancies:**

1. **1-2 Truancies:** will result in a Type 1 offense (see discipline table p. 7(c)).
2. **2-9 Truancies:** A student has excessive truancies when unexcused absences are frequent or prolonged that adversely affect the child’s education (for unexcused absences on days 2-9: for 10+ days see “habitual truancy”). For students in grades 6-12, truancies are calculated per class period. For students in grades K-5, truancies are calculated per school day (for example, see p. 7(c)). Students with excessive absences may also be referred to agencies to meet with parents in order to eliminate truancies and excessive absenteeism when the school’s efforts are not successful.
3. **10+ Truancies:** A student is considered habitually truant when the student has unexcused absences from school for more than 10 days of school in 1 school year. This will result in:
 - a. A Type 3 offense (see discipline table p. 7(c)); and
 - b. A referral to the city and county courts through the Juvenile Court and Prosecuting Attorney’s Office; and
 - c. A record of habitual truancy will also be placed in the student’s education file.

f. **Tardiness:**

i. **Definition:**

1. A student is “tardy” instead of “truant” if the student is in their assigned class for any part of the class period (for grades 6-12) or arrives to school before 12:00 pm (for grades K-5). K-5 students who leave school before 12:00 pm without an excused absence will be counted as “tardy.” A student is not counted as tardy if the bus is late.

ii. **Excessive Tardiness:**

1. For students in grades 6-12, excessive tardiness occurs for middle/high school students when a student has been tardy to homeroom or to one class on three (3) occasions within one semester.
2. Excessive tardiness will result in a Type 2 discipline offense (see p. 7(b)).

g. **Make-Up Opportunities**

- i. Students will be given the opportunity for making-up work missed for any absences, including suspension. The length of time for completion of make-up work shall be commensurate with the length of the absence. Tests missed may be made up per arrangement with the teacher. The teacher, at his/her convenience, will administer the test or assign alternative written work in lieu of the test missed.

h. **Make-Up Work**

- i. Students who are absent will be provided the opportunity to receive assignments during the absence and, if possible, to make-up work upon their return. The student is responsible for requesting make-up work.
- ii. Students who have seven or more unexcused absences will be permitted to make up work at the discretion of the teacher. The time frame for completing make-up work shall be the total number of days absent, plus one. Extended illness shall be handled on an individual basis.
- iii. A student who does not turn in the missed work to the teacher by the end of the required day will forfeit his/ her rights to make up the work. Make-up work turned in under the above requirements will be graded by the teacher and the student will be given full credit.

XXII. Extracurricular Activities

a. **General:**

- i. Participation in school activities is a privilege that carries with it varying degrees of responsibility, recognition and reward. Participating students represent their school and other members of the student body and it is their duty to conduct themselves in a manner that is positive for themselves, their families, their school and their community.

- ii. Participants in the school's extracurricular and co-curricular activities shall be governed by local and state laws, related state association regulations, the Code of Conduct and the Extracurricular/Co-Curricular Code of Conduct. In addition, with the approval of the principal or designee, each coach, club sponsor or faculty adviser of an extracurricular/co-curricular activity may develop and impose eligibility rules with respect to attendance or other matters, which may be in addition to the general behavior requirements of the SCH Code of Conduct, an individual school's Behavior Code or this Extracurricular/Co-Curricular Code. These rules and regulations shall be properly distributed to and reviewed by all participants in that particular activity before that activity begins.
- b. **Standard of Conduct**
 - i. Students participating in extracurricular/co-curricular activities are required to follow the same rules of conduct expected of all students and avoid those areas of prohibited student conduct identified in the SCH Code of Conduct, School Behavior Codes, association rules and the rules of each activity. In addition, any student arrested on a charge other than a traffic violation will be suspended from any participation pending investigation of the arrest both by civil and school authorities and will be denied participation upon conviction.
 - ii. Extracurricular/co-curricular participants are reminded that the rules contained in this Code prohibiting certain conduct apply both on and off school property and are in force for a full year, even when school is not in session. Students are also reminded that the most typical extracurricular/co-curricular discipline imposed involves the possession, use or consumption of controlled substances or substances represented to be a controlled substance, the use of alcohol and tobacco products and the use of performance-enhancing products.
 - iii. If a student approaches school personnel for help with a problem, he/she will not be penalized by school personnel for this admission. The student must come forward prior to being caught in a violation of this Code. In such cases, the school will assist the student in finding help.

c. **Athletics and IHSAA**

- i. Members of high school athletic programs are also reminded of the IHSAA rules regarding conduct of contestants, both in and out of school (IHSAA Rule 8, Section 1) and scholastic eligibility (IHSAA Rule 18, Section 1). This Code applies to all students who are connected with any school-sponsored or school-sanctioned extracurricular/co-curricular activity, including clubs and athletic programs in various sports, academic competitions, competitive groups that are an extension of the curricular program, such as speech and debate teams, VICA, Business Professionals, COE and DECA contests and competitive music events such as jazz band, concert band, marching band, solo and ensemble contests, etc. This list is not to be considered all inclusive.

XXIII. Transportation

- a. The bus is an extension of the school. Principals/designees working with drivers, parents and other Transportation personnel have the responsibility and authority to handle discipline incidents that occur on the bus and at bus stops. The goal is to help students demonstrate proper behavior on the bus and to insure that bus travel is safe.
- b. If in the sole judgment of the principal based on the age of the student and/or the offense, an alternative consequence is satisfactory to resolve the violation at any step, the principal has the authority to develop the alternative under written agreement with the parent and student.
- c. General disruptive conduct such as standing and moving about; not in assigned seat; improper language/ gestures; repeatedly bothering others; throwing objects inside or outside of bus; putting head, hands and feet outside of window; opening the emergency door; or refusal to cooperate with reasonable request from transportation staff will result in bus referral to school officials for appropriate disciplinary actions. School principal/designee will investigate the referral and if the principal/designee determines the student is responsible for stated offense, the principal/designee will determine consequences which may include a bus suspension.
- d. Actions which clearly threatens the safe operations of a bus and its occupants and/or which is a violation of the law, the offending student may be assessed a penalty not limited to, removal from the bus for an extended period or expulsion from school. The police department and SCH Security Department will be notified as outlined in the law violations section of the document.

