



STUDENT CODE OF CONDUCT

Be Respectful, Be Responsible, Be Safe

To Our IPS Families,

The vision statement of Indianapolis Public Schools describes our district as “a family of excellent public schools in which every student has the opportunity to succeed and the power to create their own future.” In order to achieve this vision, we know that it is critically important that our schools are safe environments where students are a part of learning communities that support their ability to learn and thrive.

The Student Code of Conduct (SCC) is the product of hours of conversation and discussion among members of our community — both in and outside of our district — that began in 2015 and has continued as we’ve worked to make the SCC continuously responsive to the needs of our students and school communities.

As has been our goal since the creation of the SCC, our intent is that the code of conduct remains focused on preventive expectations with corrective and restorative responses, rather than practices that lead to the exclusion of our students from the opportunity to learn.

Please take time to review the Student Code of Conduct with your student. We know that it takes the collaboration of our families, students and school teams to create the safe, positive and stimulating learning environments we work to create. We appreciate your partnership in this endeavor.

Sincerely,

Aleesia Johnson
Superintendent

Table of Contents

INTRODUCTION	4
PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE.....	4
PARENTS AS PARTNERS.....	5
WHO SHOULD READ THE STUDENT CODE OF CONDUCT	5
RIGHTS AND RESPONSIBILITIES	6
WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES	10
DISCIPLINE-RELATED POLICIES.....	10
ANTI-BULLYING: School Board Policy 5517.01	11
ANTI-DISCRIMINATION AND HARASSMENT: School Board Policy 5518.....	11
DRESS CODE: School Board Policy 5511	11
DUE PROCESS AND APPEAL: I.C. 20-33-8.....	11
ILLEGAL SUBSTANCES: School Board Policy 5610.....	12
INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY: School Board Policy 8321	14
ORGANIZED CRIMINAL ACTIVITY: School Board Policy 9500.....	14
PERSONAL TECHNOLOGY DEVICES, INCLUDING “SEXTING”: School Board Policy 5136, 5136.01	14
SECLUSION AND RESTRAINT: School Board Policy 5602	15
STUDENT SEARCHES: School Board Policy 5550.....	16
TRANSPORTATION: School Board Policy 8600	16
ATTENDANCE POLICY: School Board Policy 5200	17
PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES	19
DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES.....	20
DEFINITIONS AND EXAMPLES OF CORRECTIVE AND RESTORATIVE RESPONSES	21
Level 1: Classroom and Building Based Corrective Responses	21
Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses.....	22
Level 3: Intensive Personalized Corrective Responses	24
Level 4: Corrective Responses for Serious Violations.....	26
DISCIPLINARY LEVELS OF RESPONSE	28
GLOSSARY OF TERMS.....	46
INDEX.....	49

INTRODUCTION

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

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

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

PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE

Indianapolis Public Schools promotes positive school climates in all of our schools to facilitate high levels of teaching and learning. The school community is responsible for developing a school climate that supports optimal learning and positive behavior throughout a student's school experiences. A positive school climate includes:

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

A Multi-Tiered System of Supports (MTSS) is the framework used in IPS-LEA to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. Similar frameworks are used in Innovation Network

Schools. Multi-Tiered Systems of Support (MTSS) create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. In this effort, IPS promotes the following universal expectations for all students and staff: **Be Safe, Be Respectful** and **Be Responsible**.

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

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

PARENTS AS PARTNERS

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

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

WHO SHOULD READ THE STUDENT CODE OF CONDUCT

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 SCC is applicable "in spirit" in our Innovation Network Schools, and while we do not require implementation in these schools, their applications and accountability metrics should reflect the intentions of this document. We encourage Innovation schools of all types to model their own SCCs off of this one, or

adopt this, to ensure that practices are not only compliant with state law but also ensure equity for students.

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.

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.

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

School Administrators: The SCC is your expectation 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.

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

RIGHTS AND RESPONSIBILITIES

Students have the right to:

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

7. Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.
8. Tell his/her side of the story before receiving a consequence and document, both verbally and in writing, the reason(s) for any disciplinary action.

Students have the responsibility to:

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

Parents/Families have the right to:

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

Parents/Families have the responsibility to:

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

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

School staff has the right to:

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

School staff has the responsibility to:

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

School administrators have the right to:

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

School administrators have the responsibility to:

1. Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
2. Monitor, support and sustain the effective implementation, including data analysis, and maintenance of Multi-Tiered Systems of Support.
3. Identify appropriate training and resources needed to implement Multi-Tiered Systems of Support and interventions.
4. Expand and support the adoption and implementation of alternatives to suspension.
5. Distribute the Student Code of Conduct to students, parents and all school personnel.
6. Ensure English Language Learners (ELL) and their parents are provided the opportunity to fully understand behavior expectations and consequences in a language that they understand.
7. Practice an awareness and sensitivity to cultural differences a student or groups of students may exhibit.
8. Implement the Student Code of Conduct in an equitable, fair and consistent manner.
9. Review discipline referrals and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Student Code of Conduct.
10. Ensure an equitable, just discipline system and prevent minor behavioral incidents from becoming major challenges.
11. Maintain accurate, disaggregated discipline data, in PowerSchool.
12. Review data to monitor schoolwide and classroom practices to ensure equitable academic and behavioral outcomes for all students.

District administrators have the responsibility to:

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

IPS School Police Officer Roles & Responsibilities

School police officers support and facilitate the educational process within Indianapolis Public School, by providing a safe and secure environment while delivering comprehensive, professional public safety and technical and emergency services for students and stakeholders.

Responsibilities include:

1. Developing a framework that is student/child-focused.
2. Implementing Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL) and de-escalation strategies.
3. Recruiting, selecting and retaining highly qualified safety and security professionals who are a good “fit” for schools.
4. Developing a comprehensive professional development plan that is customized to the educational environment and aligned with district priorities.
5. Increasing technical abilities for data integration of technical solutions to improve safety and security from a proactive perspective.
6. Strengthening emergency preparedness and crisis management beyond operational readiness.
7. Expanding IPS’ engagement strategy to include students, parents, teachers and public safety professionals.

WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES

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 Indianapolis Public Schools, or at any time or place which may affect an educational function, including when accessing the district’s electronic network services. Innovation Schools that use IPS transportation should expect students to adhere to the code while in transit.

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

The SCC also applies to student behavior outside of school if (1) a student commits a Level 4 behavior (serious violations) and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may receive disciplinary action at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

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

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

Principals also may establish rules and regulation, as long as they are consistent with this SCC, the policies set by the Board of School Commissioners or other rules and regulations established by the Superintendent.

DISCIPLINE-RELATED POLICIES

Innovation schools do not have to abide by IPS Board Policies unless explicitly named in their Innovation Agreements. However, they should implement policies of similar content.

[ANTI-BULLYING: School Board Policy 5517.01](#)

The administration of Indianapolis Public schools is committed to providing all students a learning environment free from bullying and harassment based upon race, color, religion, national origin, disability/handicap, sexual orientation, ancestry or gender (including gender identity) expression, and appearance. The District expects all students and staff to treat each other with civility and respect. The District will not tolerate acts of bullying and harassment.

Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile environment.

Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school or while attending a school activity, function, or event.

Parents or students who suspect that bullying is taking place should report the matter to the principal. Upon receiving the report, the principal will investigate the matter at the building level and consequences will be assessed as appropriate, consistent with Levels 3 and 4.

[ANTI-DISCRIMINATION AND HARASSMENT: School Board Policy 5518](#)

Indianapolis Public Schools has adopted and follows districtwide 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 gender. A student may not, on the basis of gender, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities. Gender discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome.

Parents and students are encouraged promptly to submit a complaint or provide information about suspected gender discrimination or sexual harassment so that IPS can take appropriate action to resolve the situation. A parent or student should make the complaint or report orally or in writing to the building administrator, school counselor, or school social worker.

[DRESS CODE: School Board Policy 5511](#)

The dress and grooming of students shall contribute to the health and safety of the individual and promote an orderly learning environment. The district's expectations apply to all students, unless a specific exception is made by the school administration. Refer to School handbooks for the specific Uniform Dress Code.

Any necessary modifications for individual students (e.g., health concerns, religious, etc.) to the IPS Uniform Dress Code must be formally addressed and approved through the Board Waiver process. To obtain a waiver form please visit the district website at www.myips.org (under Families and then Uniforms).

[DUE PROCESS AND APPEAL: I.C. 20-33-8](#)

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. School staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions. The student must: (1) be informed of the charges and

evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision. School staff must provide the parent or guardian with written and oral notice of the charge, discipline, and parents and guardians' rights to appeal. No student shall be sent home before the end of the school day unless the school has established contact with the student's parents or guardian and provided at least oral notice of suspension.

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

Appeals are to be made in writing and mailed/delivered to the appropriate administrator. If parent/student needs help writing a letter of appeal, he or she may contact the Secretary of the Board of School Commissioners for guidance. The letter should explain the reasons for appealing the suspension or disciplinary action. The letter should be received at the student's school within three days after the suspension or disciplinary action. If the appeal is denied by the school principal, the second level of appeal can be made to the Executive Directors of Schools for review. The Executive Directors of Schools will investigate, consult with appropriate district administrators, and prepare a written recommendation that will be sent to the parents within ten (10) days.

ILLEGAL SUBSTANCES: School Board Policy 5610

Indianapolis Public Schools supports universal drug prevention education for all students. The district acknowledges that responding to students' use of chemical substances requires both correction and consequences. It is a violation of Indiana discipline code to possess, use and/or distribute prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or paraphernalia used in connection with the listed substances. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function or event.

The penalties of suspension, expulsion, and referral and notification of law enforcement will be applied at school, within 1000 feet of the school property, as per Indiana Code 35-48.4-4 and at school-related functions and activities.

When students have violated the drug policy for use or possession, they will be subject to the following corrective and disciplinary action:

Grades Pre-K through 6

First Offense

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Appropriate recommendations will be made for corrective consequence (e.g., instructional programming, in-school suspension) and the student will be immediately referred to the school's social service team for assessment and development of a support plan.

Subsequent Offense

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.

3. Building administrator and/or the school's student support team will review the student's support plan and determine if modifications are needed.
4. Building administrator will review the incident using the factors to be considered when determining the appropriateness of out-of-school consequence (Level 3). 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.

Grades 7 through 12

First Offense

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Appropriate recommendations will be made for corrective consequence (e.g., instructional programming, 1-3 day in-school suspension) and the student will be referred to the school's social service team for assessment, monitoring and supports.

Subsequent Offense for the Current School Year

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Student is subject to suspension accompanied by a recommendation to the Superintendent or designee for expulsion
OR the student/parent/guardian may choose to waive the right to an expulsion meeting by signing *Waiver of an Expulsion Meeting, Alcohol and Substance Abuse* form and enroll the student in an approved substance abuse educational program. If the student is enrolled in a program, the student will return to school to continue his/her education on a probationary basis under the conditions of the waiver.
4. If the expulsion meeting is requested, the Superintendent or designee will review the student's discipline record and circumstances of the violation and may recommend that student complete a drug assessment, which may include a laboratory analysis except when the service provider of the assessment deems it unnecessary. Where fees for service are involved, the family must accept responsibility for payment.
5. After review of the assessment, the Superintendent or designee will recommend the student participate in district approved program for drug education and/or counseling, as indicated through the assessment. The school administrator may authorize the student's return to school after no less than three (3) days and no more than five (5) days of absence providing the drug assessment results are presented or are pending due to a delay caused by the service provider, and satisfactory evidence of enrollment and participation in the education or counseling program is presented.
6. Upon completion of an approved drug and alcohol education or counseling program, the student and family shall confer with designee of the Superintendent to present evidence that student has received intervention and to determine future recommendations, including return to enrolled school.
7. If the student does not successfully complete the program within the designated timeline, the student and family shall meet with the designee of the Superintendent to review the student's progress and determine the appropriate action.

INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY: School Board Policy 8321

Technology greatly increases students' educational opportunities. Technology, especially the Internet, allows students to move beyond the walls of the school to experience new places and obtain information that expands their understanding of the world around them. Use of the Internet also involves understanding the issues of security, privileges, and responsibilities associated with access. IPS is committed to providing Internet access to all students and staff in an equitable, meaningful and safe manner. Thus, it is essential that staff and students be trained and be aware of the rights, privileges and responsibilities connected with Internet access. Additionally, parents must be informed of their shared responsibility for their children's safe use of the Internet.

As an educational tool, the Internet is a part of educational activities that promote and foster student learning. However, the Internet can be dangerous and place students in contact with inappropriate and potentially dangerous material and people. IPS is diligent, through policies and procedures, in our responsibility to protect students and guide staff who are responsible for enforcing district policies. It is the students' responsibility to be accountable for their own words and actions regarding the Internet and other technical resources.

District standards include:

- Technical resources are for instructional use and activities necessary to support the education and instruction of students.
- Internet traffic, non-educational content, chat rooms and non-authorized email or other forms of direct electronic communications shall be restricted, blocked or filtered.
- Internet and IPS technical resources shall not be used to transmit, send, receive, copy, upload, download, and/or distribute, jokes, comments, texts, images or messages containing content that may be considered discriminatory, bullying, cyberbullying, harassing, threatening, defamatory, offensive, or disruptive to any staff, student, parent or third party.
- Technical resources shall not be used to gain unauthorized access, by hacking and/or through any other means, to the electronic documents, files or email of others.
- Internet and IPS technical resources shall not be used to transmit, send, receive, copy, upload, download, distribute, and/or access acts of violence, pornographic, obscene, and/or sexually explicit content - text and/or images.

ORGANIZED CRIMINAL ACTIVITY: School Board Policy 9500

Indianapolis Public Schools prohibits gang or criminal organization activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang or criminal organization activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang or criminal organization activity and similar destructive or illegal group behavior.

PERSONAL TECHNOLOGY DEVICES, INCLUDING "SEXTING": School Board Policy 5136, 5136.01

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellphone, personal digital assistant or E-Reader. A student may possess and use a PTD on school property, after-school activities, and at school related-related functions, provided that during school hours and

on a school bus the PTD remains off and put away. With the approval of the superintendent, a principal or designated staff may permit students to possess and use PTDs during the school day for educational purposes. "Educational purposes" include student education, research, and career development. Possession of a PTD by a student is a privilege, which may be revoked for violations of the SCC. Violations may result in confiscation of the PTD (to be returned only to the family) and/or other disciplinary actions determined by the school administrator.

A student may not record, possess, view, send, or share pictures or text having acts of violence, sexual content or sexual material while the student is on school grounds, at school-sponsored events or on school buses and other vehicles provided by IPS. If a student violates this policy, a Level 4 corrective response is required by the school administrator. In addition, Indiana law (I.C. 31-33-5-2) requires school personnel report an incidence of sexual misconduct be reported to Department of Child Services.

A principal may allow individual students to possess a PTD for any good case after considering a written request from a parent.

The district is not responsible for theft, loss or damage to PTDs or other electronic devices brought onto Indianapolis Public School property. Students permitted to use PDTs during the school day must sign the Student Internet Use Agreement.

SECLUSION AND RESTRAINT: School Board Policy 5602

A priority of the Indianapolis Public Schools is to create a safe and orderly environment for all students, staff and visitors. The effort to maintain this environment is an expectation of all school employees. Every effort should be made to prevent the need to restrain or place students in seclusion. All schools will use prevention, positive behavior intervention and support and conflict de-escalation to eliminate or minimize the need for the use of restraint or seclusion.

However, it is recognized that at times it may be necessary for employees who have been trained and certified to use reasonable restraints and/or seclusion when there is an imminent risk of injury to the student or others.

Restraint or seclusion should not be used as a means of punishment or convenience. All behavioral interventions must ensure the right of all students to be treated with dignity and respect. This policy applies to all students, not only students with disabilities.

If seclusion and/or restraint is necessary, as soon as possible after use, parents or guardian will be informed and provided with a detailed account of the incident including the circumstances that led to the use of restraint and/or seclusion.

STUDENT SEARCHES: School Board Policy 5550

Routine Use of Metal Detectors

In light of the concern both locally and nationally about violence and the possession of weapons in schools, the Board authorizes the use of hand-held or walk-through metal detectors to check a student's person or personal possessions in accordance with this policy.

School officials or law enforcement officers may conduct metal detector checks of groups of students in a minimally intrusive, random, and nondiscriminatory manner. These routine and random metal detector checks may not be used to single out a particular student or category of students. The location at a school or other facility for the use of the metal detectors will be determined based on safety, the privacy and dignity of students, and weather conditions. Metal checks authorized under this subsection will not be conducted in the classrooms. Random or routine "pat downs" or searches are not authorized.

Use of Metal Detectors Based on Reasonable Suspicion

When there is reasonable suspicion to believe that a particular student or group of students is in possession of an illegal or unauthorized metal-containing object or weapon, the student(s) may be required to submit to a metal detector check.

"Pat Downs" and Searches

If a metal detector check results in activation, or if reasonable suspicion otherwise exists, a principal or law enforcement officer may conduct a "pat down" 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.

TRANSPORTATION: School Board Policy 8600

It is the responsibility of IPS to provide students a safe school environment, including while being transported to and from school. Students who cannot comply with the school bus regulations may be denied the privilege of riding school buses. When this happens, school attendance is still required and parents must make other arrangements for their children to get to school. Students may be suspended and/or recommended for expulsion by the principal due to violations of bus policies.

Parent Responsibilities

- Parents are responsible for reviewing the "School Bus Rules and Regulations" with their children.
- Parents are responsible for instructing their children to cross in front of the bus after being discharged, if the locations of their residences require them to cross the road at bus stops.
- Parents are responsible for the safety and supervision of their children from the time the children leave home in the morning until they board the bus, and at the end of the day from the time the school bus departs the unloading area until the children reach their home.
- Parents are liable for damage caused by their children to the property of others, including the school bus. When children walk to and from the bus stop or school, while they wait at the school bus stop, and when they walk home from the school bus stop at the end of the school day, they must show consideration and respect for the property of citizens whose homes and places of business are located along their routes.
- Parents should have their children ready to board the bus ten (10) minutes before the scheduled arrival time of the bus.

- Parents of children who walk to bus stops should develop specific routes that minimize the exposure of their children to vehicular traffic when walking to and from the bus stops.
- Parents should talk to their children about obeying school crossing guards and traffic control signals.
- Parents should walk to and from the bus stops with their younger children, using this opportunity to teach their children proper pedestrian practices. If parents cannot accompany their children, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to do so.
- Parents with special needs children should be home to receive their children from the school bus at the end of the school day. If parents cannot be home to receive their children from the school bus, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to receive the children from the school bus.
- Parents are responsible for completing the “Student School Bus Information” form. The bus personnel or transportation staff may need to contact parents about emergencies or discipline matters. □ Parents should notify their children’s schools a week before they move to another residence.

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if the misconduct of the child jeopardizes the safe operation of the school bus or the safety of the children riding the bus.

ATTENDANCE POLICY: School Board Policy 5200

The Indiana Department of Education requires accurate and consistent reporting of student attendance by the Indianapolis Public Schools. The problem of truancy in the district is compounded when student absences are not reported or responded to in a consistent manner. This policy is intended to ensure that all attendance reports generated by the district and used by the Indiana Department of Education and the juvenile justice system will be correct. It also sets forth a districtwide policy aimed at reducing truancy.

COMPULSORY ATTENDANCE

Indiana's Compulsory School Attendance law requires students to attend school each year for the number of days that schools are in session. Regular school attendance is important if students are going to achieve at high levels.

EXCUSED ABSENCES

The following types of absences are generally recognized as excused, subject to requirements set forth in I.C. 20-33-2:

- | | |
|----|--|
| A. | Documented illness or emergency |
| B. | Health care and social services appointments |
| C. | Pages in Indiana General Assembly |
| D. | Death in the immediate family |
| E. | Religious instruction commitments |
| F. | Subpoena as a witness in a judicial proceeding |
| G. | Participation in Election Day activities |
| H. | Active Duty in the Indiana National Guard |
| I. | Detention in Juvenile or Criminal Justice System |

If a student is absent because of illness or emergency, the parent must contact the school the morning of the day the student is absent, and/or in the case of an elementary school student, provide a note on the day following the absence. In those cases where a student is absent for five (5) or more consecutive days as a

result of illness or injury, a doctor's statement shall be required as a condition of classifying the absence as excused.

A pattern of excused absences may be an indication that the student's attendance is not in alignment with district policy and may be treated as unexcused if there is doubt as to the legitimacy of the excuses and the principal makes a determination that the absences are unexcused after an investigation by the principal. In such case, the student's parents shall be given notice of the principal's determination and afforded an opportunity to contest that determination.

UNEXCUSED ABSENCES

With the exception of absences resulting from suspension, all absences other than those listed above generally shall be classified as unexcused unless extenuating circumstances, as determined by the principal, warrant that the absence be classified as excused.

The following procedures will be implemented to help ensure student attendance:

- A. Students who miss up to three (3) unexcused days within a school year will have their parents contacted by the classroom teacher. This contact should be documented by the teacher.
- B. The social worker will also contact the student's parent after the student has missed three (3) unexcused days. An additional parent contact will be made by the social worker after the student has missed a fourth unexcused day. The social worker will work with the child's parents to identify barriers to the child's attendance and possible strategies to remove these obstacles, and to develop a plan to improve the student's attendance.
- C. When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student's attendance records will be flagged (CT). The social worker will continue to work with the student to correct the attendance problem. The social worker will also send a certified letter to the student's parents notifying the parents of potential legal action.
- D. When a student has had ten (10) unexcused absences in a school year, the student is identified as a Habitual Truant and the student's attendance records will be flagged (HT). If the student is enrolled in elementary school, the district will notify the county prosecutor that the parent has violated I.C. 20-33-2-27 by failing to ensure that the student attends school as required by law. If a student is enrolled in a middle school or a high school and is under the age of eighteen (18), the district will refer the student to truancy court for a violation of I.C. 20-33-2 (compulsory school attendance). Students who are determined to be in violation of I.C. 20-33-2 may be placed on probation by court and will be monitored more closely by the social worker. If a student violates the terms of probation, the student will be referred back to court for additional action.
During any stage, the social worker and/or guidance counselor is encouraged to work with families to remove barriers that prevent regular school attendance.

Resolution No. 7530

PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

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

- Student’s age, developmental level and grade
- Student’s prior behavior patterns and responses to interventions
- Student’s willingness to acknowledge his/her behavior
- Student’s willingness to make restitution
- Impact of the incident on the overall school community
- Student’s intent and the severity of harm caused
- Parent/family’s type of involvement

LEVELS OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low-level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

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

Level 2 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher, with possible assistance from an administrator or member of the school’s student services team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school, but may include in-school suspension.

Level 3: Intensive Personalized Corrective Responses

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

Level 4: Corrective Responses for Serious Violations

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

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

When a student with disabilities demonstrates unacceptable behavior, he/she may receive disciplinary action the same as a student without a disability. The classroom and school administrator will respond to the behavior with the level of correction appropriate for the situation. However, a student with disabilities has additional protections in accordance with Article 7.

If a child's behavior is interfering with his/her learning or the learning of other students, the Case Conference Committee (CCC) will consider strategies, including positive behavioral interventions and supports, to address the behavior. The CCC may plan (and in certain situations, must plan) for a Functional Behavior Assessment (FBA), which is a collection of information and an analysis of the child's behavior. An FBA helps the CCC design a Behavior Intervention Plan (BIP) that will enable the child to learn new strategies and skills so that the unacceptable behavior(s) decreases.

The school may remove a student with a disability for up to ten (10) consecutive school days as long as the same discipline would apply to a student without a disability. If the student is ever removed for any part of a day, it counts as a whole day of removal. An in-school suspension does not count as a removal if the student can continue to progress in the general curriculum, receives the services described in the student's IEP and participates with non-disabled students to the same extent as in the student's placement. The school does not have to provide any services to the student during the first ten (10) school days a student is removed from instruction.

After a student has been removed for ten (10) or more cumulative school days, in one school year, the school principal or designee must decide if this removal is a change of placement. The school must provide special education services to the student during this and any future days of removal. If the removal results in a change of placement, the school must immediately notify the parent(s) of the proposed change of placement and provide the parent with a copy of the Notice of Procedural Safeguards. Within 10 days of the date of the change in placement for disciplinary reasons, the CCC must meet to decide if the misconduct is a manifestation of the student's disability.

If the manifest determination conference determines that the behavior is a manifestation of the student's disability, the CCC reviews the BIP and IEP and make any changes needed to address the student's misconduct. The student cannot be removed or otherwise disciplined for the misconduct, and the student must return to his/her regular placement unless the parent(s) and school decide to change the student's placement.

If the CCC decides that the behavior is not a manifestation of the student's disability, the student may be removed or otherwise disciplined in accordance with the school's disciplinary policies for students without disabilities.

The school may place a student with disabilities in an Interim Alternative Education Setting (IAES) for up to 45 calendar days if the student's behavior involves a weapon, illegal drug possession, or the student has inflicted serious bodily injury upon another person while on school property. The CCC will meet to select the IEAS and other matters described under the Manifestation Determination procedures.

A school may request an expulsion for a student with disabilities. In addition to conducting a Manifest Determination conference, the school and district must follow all the usual expulsion procedures.

DEFINITIONS AND EXAMPLES OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

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

In working with English Language Learners (ELLs) it is necessary that measures be taken to ensure that instruction is adapted to address a child's specific linguistic characteristics. This includes being knowledgeable about the child's cultural background and incorporating it into the curriculum and behavior expectations. Some social behaviors may not align with traditional behavioral expectations. For example, a student has been instructed by his parents that if they are being addressed directly by an adult, they should not look an adult in the eyes because it is a sign of disrespect. Knowledge of this cultural standard could avoid the student's behavior requiring a corrective response.

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

Additional examples of corrective and restorative responses include:

<i>Corrective Strategy</i>	<i>Description</i>
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Conference With Parent(s)/Family	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the behavior. Could include home visit.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior (e.g., clean-up, helping another person).
Detention	Required attendance during a non-instructional time for a monitored period of time. If after school or on Saturday, parent notification is necessary.
Differential Reinforcement	Reinforcing the desired behavior while ignoring other behaviors demonstrated by the student (e.g., "catch them being good").

Home/School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with positive practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
Pre-arranged Brief Time Away	Student is assigned to another classroom (i.e., buddy teacher) for a brief period of time (30 minutes or less). Student must receive assignments to complete during this time and problem-solving activity.
Privilege Loss	Incentive <u>or choice</u> given for positive behavior are lost (e.g., five minutes off computer time).
Reflective Assignment	Help student understand why his/her misbehavior was wrong by having him/her to complete a structured problem-solving sheet.
Teach/Reteach Student Expectations	Teach and model behavioral expectation that student is having difficulty with performing.
Teach Self-Regulation Skill	Provide direct instruction of self-regulation skill and develop plan for student to access the tool/skill.
Restorative Conversation	Structured conversation facilitated by the teacher in which the participants in the incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore the relationship.
Written Behavioral Contract	Written agreement negotiated between the student, teacher and parent. It specifies the behavior to be increased and the reinforcements to be delivered contingent upon satisfaction of the contract terms, and criterion for determining completion of the contract.

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

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

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

Some examples of corrective and restorative responses include:

<i>Corrective Strategy</i>	<i>Description</i>
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident. This can be supported by school counselors or social workers.
Check In-Check Out	Daily contact with an assigned adult in the school. Student sees the adult before the school day starts, as well as at the end of the day. Often behavior rating sheet is used to monitor and reinforce goal behaviors.
Community Service	Donated service or activity that is performed by student for the benefit of the school, public or its institutions.
Conference With Parent(s)	Administrator and teacher communicate with student's parent(s) by phone, e-mail, written notes, or person to person about the problem. Could include home visit.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the student and parent an opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Required attendance during a non-instructional time for a monitored period of time. If after school or on Saturday, parent notification is necessary.
In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow the student to complete academic assignments that mirror their classroom instruction. The student may attend for one class period, a specific amount of time or full school day. At Level 2, this response is only with administrator involvement.
Mentoring	A designated adult or older student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Parent/Family Member Attends Class with Child	Parent/Family member agrees to shadow child and/or attends class with their child at school for an agreed upon time period during the child's school day.
Plan Review Meeting (IEP or 504 plan)	A case conference is convened to review the student's plan and recommend changes in supports and interventions as are needed to address behavior problems.
Referral for Admin Mediation	Referral to mediation with an administrator for stated incident.
Referral for Peer Mediation	Referral to school-based peer mediation program, if available, for stated incident.
Referral to School Based Team	Referral to the school based problem-solving team (MTSS) for a targeted intervention plan.
Referral to School Guidance/Social Worker	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills to address the stated incident or needed skill development
Restorative Justice Conference	A structured process guided by a trained facilitator in which the participants involved in an incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore relationship.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up

Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period.
Temporary Classroom Removal (short-term)	The temporary, short-term removal of a student from their regular classroom to a different classroom (i.e., buddy room). There the student will complete his or her regular class work and problem-solving sheet or comparable activity.
Voluntary Restitution / Self-Designed Action(s)	Student agrees to make amends for negative actions and take responsibility to correct the harm created by his/her behavior, through a written or verbal apology.

Level 3: Intensive Personalized Corrective Responses

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

In-School Suspension

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

Short-Term Suspension

Indianapolis Public Schools promotes equity and fairness in disciplinary actions. Suspensions and expulsions can have lasting effects on students and their academic success. Thus, school staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions. Short-term suspension is the removal from school for up to, but not more than two (2) school days for elementary students and three (3) days for secondary students. If an out-of-school suspension is necessary, the student will have an opportunity to hear the violations and to present his/her side of the situation before decisions about what violations have been committed and what form of disciplinary action to use. The reason(s) for the suspension and conditions for suspension will be provided in writing to the parents and student. Parents will be offered the opportunity to meet with school administrators to discuss the suspension. If the intent of the administrator is to file written charges for an expulsion, parents will be notified in writing within two (2) school days. All notices should be provided to parents in the parent's primary language, if practical.

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

Factors to Review when Considering Out-of-School Suspension

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

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

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

Level 3 corrective and restorative responses may include:

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

Referral to School Guidance/Social Worker	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills and relationships to address the stated incident.
Restitution	Repayment of damages or loss
Restorative Justice: Formal Conference	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Service at Approved Program	Assignment of not more than 120 hours of service with a nonprofit organization operating near the school. Parent permission required. Must develop a plan outlining expectations, obligations of the non-profit organization, and obligations of school, including monitoring.
School Based Alternative to Suspension Option	A short-term school-based option designed to educate the student about anger management and conflict resolution and to deter future student behavior. Generally this is used as an alternative to out-of-school suspension and to reduce the number of days of a student suspension. Participation in this program is for a designated amount of time.
Suspension of Driving Privileges	IC 9-24-2-1 lists legal requirements for driving privileges. Bureau of Motor Vehicles can be contacted to suspend driving privileges or invalidate learner's permit of individual under 18 if student is under at least a second suspension from school (IC 20-33-8-14). Prior notice of this consequence is advised.
Tobacco/ Alcohol /Drug Alternative Program	A short-term program designed to educate the student about tobacco, alcohol, and/or drugs and to deter future use. Generally this is used as an alternative to out-of-school suspension and/or shorten the length of suspension. This can be a school-based program for a designated amount of time.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Corrective responses at this level could include extended-suspension (not to exceed 5 days), referral for expulsion and/or referral to law enforcement. Often behavior incidents at this level require school police involvement because the behavior violates the criminal code of Indiana. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures. In determining the response to serious violations, the administrator should consider the factors impacting decisions related to consequences outlined in Level 3.

A student can be suspended while waiting on the hearing to determine expulsion. The superintendent, or the person designated by the superintendent, may extend a principal's 5 school-day suspension of a student until the time of the expulsion decision if it is determined that the student's continued suspension will prevent or substantially reduce risk. Risk includes (1) interference with an educational function or (2) a physical injury to the student, other students, or school employees. However, a student may not be suspended until the proposed expulsion is heard if the school administrator and the district hearing officer agree that the educational process would not be at risk if the student returned to school before the hearing.

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

parent will have an opportunity to respond to the evidence. Following the meeting, the expulsion examiner will make a decision about expulsion. Innovation schools should notify the Portfolio Office if they intend to recommend a student for expulsion. The IPS Expulsion Officer will serve Innovation Schools within the LEA. Innovation Charters will need to indicate an expulsion officer to serve their school.

The results of an expulsion meeting could be one of the following:

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

Level 4 corrective and restorative responses may include:

Alternative Placement Pending Expulsion	Assignment by district administrator to alternative school or program pending an expulsion. (Note: This is likely a change in placement rather than a number of days of expulsion)
Assignment to Special Program or Alternative Program	Assignment by district administrator to an alternative school or specialized program for a designated period of time.
Expulsion	The removal of the right and obligation of a student to attend public school under conditions set by the Board of School Commissioners and for a period of time not to exceed the remainder of the semester and school year or one year from the behavioral incident. Expulsions may be imposed with or without continuing educational services.
IAES (Interim Alternative Educational Setting)	IAES is recommended for a student with an IEP for up to forty-five (45) calendar days without parental consent for: <ul style="list-style-type: none"> • Possession of dangerous weapons in school or at school functions; or • Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or • Serious bodily harm
Probationary Contract	The district administrator may develop an alternative disciplinary contract. This written document between the student, parents, school administrator and district administrator will outline consequences, responsibilities, and the designated contract period. The contract will be monitored and if the contract is not completed, an alternative Level 4 action will be recommended for the student.
Diversion Program	Indianapolis Public Schools has many partnerships with local agencies that support controlled substance, fire, first-time weapons (other than firearms), mental health, restorative practices, delinquency and cyberbullying infractions. These diversion programs can only be accessed through the placement hearing coordinator’s office and the E-16 waiver process.

DISCIPLINARY LEVELS OF RESPONSE

Corrective and restorative responses to behavioral concerns include both instruction and appropriate disciplinary action to support students' development of appropriate behavior. The use of disciplinary action should be carefully planned with well-defined outcomes in order to provide the greatest benefit to the student. Responses to incidents of unacceptable behavior or discipline referrals in Indianapolis Public Schools are classified as Level 1, Level 2, Level 3 or Level 4. When deciding what correctional or disciplinary action should be taken, the teacher, administrator or designee shall consider the student's age, exceptionality, ENL status, previous conduct, intent and severity of the incident. Administrators are expected to administer disciplinary action and supports in a progressive manner. The underlying principle is to use the least severe and intrusive response that is appropriate to respond to the unacceptable behavior. Administrators should increase the severity of the response if the unacceptable behavior continues or is severe, despite planned corrective and restorative responses. The following discipline guide is designed to offer consistency across the district so that students are disciplined fairly and equitably from school to school when their behavior requires a corrective, restorative or instructional response or disciplinary action.

LEVELS OF RESPONSE

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

<p>Level 1: Classroom and Building Based Corrective Responses May be appropriate for unacceptable behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. May be appropriate when student has no prior incidents and interventions have not been put in place.</p>	<p>Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses May be appropriate for unacceptable behavior that should be supported by the teacher and collaborative team, including parent/family. Also appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. Corrective responses will NOT include removal from school, but may include in-school suspension.</p>	<p>Level 3: Intensive Personalized Corrective Responses May be appropriate when interventions and supports have been put in place and/or the behavior <u>significantly</u> affects the student and/or the learning and safety of others. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation, if it is a safety related behavior. In-school suspension should be considered prior to using an out-of-school suspension.</p>	<p>Level 4: Corrective Responses for Serious Violations May be appropriate when student's behavior <u>seriously</u> affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.</p>
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Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 1: Attendance					
Be Responsible	Arrive to school and class on time	1. Tardiness: A student who comes to school late but within the first half of the day is considered tardy. A student who comes to school any time after the first half of the day is considered absent one-half of the day.	■	■			
Be Responsible	Attend school daily	2. Excessive Absence: Frequent or prolonged absences that are believed to adversely affect the student's education.	■	■			
Be Responsible	Provide parent approval for absences	3. Unexcused Absence: Failure to report to school without an approved excuse or parent call.	■	■			

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 1: Attendance Continued					
Be Responsible	Attend all classes on time	4. Cutting Class: Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by the Administration.	■	■			
		Section 2: Student Dress					
Be Responsible	Dress in clothing that follows the school dress code	See School Handbook for Dress Code Policy	■	■			
		Section 3: Academic Dishonesty					
Be Responsible	Keep official papers in original form	1. Altering Report Cards or Notes: Tampering with report cards, official passes, school forms and notes in any manner, including changing grades or forging names to excuses.	■	■			
Be Responsible	Do/turn in your own work	2. Cheating: Violating rules of honesty such as copying another student's test, assignment, etc. This includes the use of unapproved technological devices for academic gain.	■	■			
Be Responsible	Do/turn in your own work	3. Plagiarism: Using the work of others or published work.	■	■			
		Section 4: Improper Use of School Technology					
Be Responsible	Follow copyright rules	1. Violating Copyright Provisions	■	■			

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 4: Improper Use of School Technology Continued					
Be Responsible	Use computers carefully in approved ways	2. Damaging Computer Hardware or Software					
		Pre-K to 2	■	■			
		Grades 3 to 12	■	■	■		■ If damage exceeds \$250
Be Responsible	Access/use only approved computer files or cloud storage	3. Entering or Retrieving Pornographic Material, Inappropriate Text/Files: Including files that may contain Derogatory or Inflammatory Racial, Ethnic or Religious Slogans or Symbols or files that carry viruses or any other type of Malware.					
		Pre-K to 2	■	■			
		Grades 3 to 12		■	■		■
Be Responsible	Access/use only approved computer files or cloud storage	4. Accessing School Records or Another Person's Information or Files without Permission					
		Pre-K to 2	■	■			
		Grades 3 to 12		■	■		
Be Responsible	Use computers and cloud storage in approved ways	5. Bypassing IPS Security Policies/Filtering					
		Pre-K to 2	■	■			
		Grades 3 to 12		■	■		

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 5: Disrespectful Behavior					
Be Respectful	Stay in place, listen and focus when adults are talking to you	1. Walking Away: Leaving while a staff member or adult in authority is talking to the student.	■	■	■		
Be Respectful	Listen and focus when adults are talking to you and be silent, or respond positively	2. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.	■	■	■		
Be Respectful	Tell the truth when speaking and writing	3. False Information:					
		a. Providing false or misleading information, written or oral (not including bullying).	■	■	■		
		b. Providing false or misleading information, written or oral regarding bullying.	■	■	■		
Be Respectful	Use positive school language	4. Swearing/Profanity: Using language that is offensive or obscene.	■	■			
Be Respectful	Use positive school language	5. Swearing/Profanity directed at a staff member or adult in authority.		■	■		
Be Respectful	Use gestures and body language appropriate for school settings	6. Gestures: Making any sign that conveys an offensive/obscene message.	■	■			
Be Respectful	Use gestures and body language appropriate for school settings	7. Gestures directed at staff member or adult in authority that conveys an offensive/obscene message.		■	■		
Be Respectful	Have only approved material and pictures	8. Derogatory Written Materials: Having any written or electronically generated material or pictures that convey an offensive/obscene message.	■	■	■		

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 5: Disrespectful Behavior Continued					
Be Respectful	Have and share only approved material and pictures	9. Pornographic Material: Possession and/or distribution of pornographic material that would reasonably be considered offensive by IPS and legal standards.		■	■		■
Be Respectful	Act/interact in ways appropriate for school settings	10. Sexual Behavior: Participating in inappropriate sexual behavior including but not limited to sexual harassment, sexual acts or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes.					
		Pre-K to 2	■	■	■		
		Grades 3 to 12		■	■	■	■
		Section 6: Possession or Misuse of Personal Property					
Be Responsible	Use toys only in approved ways	1. Toys: Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences).	■	■			
Be Responsible	Use devices only in approved ways	2. Listening, Recording and Electronic Devices: Use of digital media player or electronic devices without permission of the administration. See Policy: Personal Technology Device	■	■			
Be Responsible	Use cell phones only in approved ways	3. Cellular Telephones and Electronic Recording Device: Use of a cell phone during school hours without permission and on the school bus. See Policy - Personal Technology Device.	■	■			

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 6: Possession or Misuse of Personal Property Continued					
Be Responsible	Use of cell phones only in approved ways	4. Cellular Telephones: Use of cell phone to record a violent act or fight and/or post a violent act or fight on social networking pages during school hours or at school activity. See Policy – Personal Technology Device			■	■	■
Be Responsible	Use objects only in approved ways	5. Other: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys. See Policy – Personal Technology Device	■	■			
		Section 7: Failure to Comply					
Be Respectful	Work in class and complete homework	1. Refusal to Work in Class: Failing to do assigned work in class or complete homework.	■	■			
Be Respectful	Serve assigned detentions	2. Refusal to Serve Detention: Failure to serve detention as directed.	■	■	■		
Be Respectful	Tell who you are when asked by staff	3. Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.	■	■			
Be Respectful	Report to in-school alternatives when directed by staff	4. Refusal to Participate in In-School Alternatives or Programs: Failure to report to in-school alternatives or programs as directed by staff member.	■	■	■		
Be Respectful	Report to the office when directed by staff	5. Refusal to Report to Office: Failure to report to the administrative office as directed by a staff member.	■	■			

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 7: Failure to Comply					
Be Respectful	Follow directions from staff members or adults in authority	6. Failure to Comply with Direction or Instruction of a Staff Member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority.	■	■			
Be Responsible	Get approval before leaving assigned area	7. Leaving Without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.	■	■	■		
		Section 8: Disruptive Behavior					
Be Respectful	Talk in the classroom per classroom guidelines	1. Chronic Talking: Repeated talking in the classroom without permission.	■	■			
Be Respectful	Act/interact in ways that allow yourself and others to learn	2. Rude Noises: Making any unnecessary noise.	■	■			
Be Respectful	Remain in your seat per classroom guidelines	3. Refusing to Remain in Seat: Getting out of seat or moving seat without permission of staff member.	■	■			
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	4. Horseplay: Rough or noisy play or pranks.	■	■	■		

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 8: Disruptive Behavior Continued					
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	5. Disruptive behavior: Any other personal action that disrupts or interferes with student engagement, educational activities or school environment.	■	■	■		
Be Responsible	Use fire alarms or make emergency calls only in emergencies	6. False Alarms: False fire alarm or false emergency calls.					
		Pre-K to 2			■	■	■
		Grades 3 to 12				■	■
Be Safe	Solve problems without fighting and act in a way that maintains safe, peaceful, productive school settings	7. Serious Disruption Conduct which results in or likely to result in serious bodily injury, substantial property damage, or may place others at risk of injury. The behavior significantly disrupts the classroom or larger school environment.			■	■	■
		Section 9: Intimidation/Threats/Bullying					
Be Respectful	Treat others with kindness and consideration	1. Harassing/Teasing/Instigating: Unwelcome behavior that is intended to disturb, provoke, or upset another; characteristically is repetitive.	■	■	■		

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 9: Intimidation/Threats/Bullying Continued					
Be Respectful	Treat others in ways that promote feelings of safety and security	2. Threatening: A threat to strike, attack or harm another student in written or verbal form.					
		Pre-K to 2	■	■			
		Grades 3 to 12		■	■		
Be Respectful	Treat others in ways that promote feelings of safety and security	3. Threatening Behavior Directed at Staff Member or Adult in Authority: A threat to strike, attack or harm a staff or adult in authority in written or verbal form.					
		Pre-K to 2	■	■			
		Grades 3 to 12			■	■	

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 9: Intimidation/Threats/Bullying Continued					
Be Respectful	Treat others in ways that promote feelings of safety and security	4. Bullying, including Cyberbullying: Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include: Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber harassment, Against Members of the School Community.					
		Pre-K to 2	■	■	■		
		Grades 3 to 12		■	■	■	
Be Respectful	Treat others in ways that promote feelings of safety and security	5. Disability Harassment: Disability harassment towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.					
		Pre-K to 2	■	■	■		
		Grades 3 to 12		■	■	■	
Be Respectful	Treat others in ways that promote feelings of safety and security	6. Racial Harassment: Racial harassment or bullying towards a student based on the basis of race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating.	■	■	■	■	

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 9: Intimidation/Threats/Bullying Continued					
Be Respectful	Treat others in ways that promote feelings of safety and security	7. Harassment Based on Sex: Harassment or bullying towards a student on the basis of sex is unwelcome conduct or a sexual nature, such as unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping.	■	■	■	■	
Be Respectful	Treat others in ways that promote feelings of safety and security	8. Harassment or bullying towards faculty, employees and other non-IPS students on IPS property or at IPS events.	■	■	■	■	
Be Safe	Act/Interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security for others	9. Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group.			■	■	■
Be Safe	Treat others in ways that promote feelings of safety and security	10. Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.				■	■
		Section 10: Possession or Use of Fireworks and/or Ammunition					
Be Responsible	Possess and use only approved items	Using or possessing any explosive device.			■	■	■

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 11: Gambling					
Be Responsible	Engage only in approved activities	Playing a game of skill or chance for money or anything of value.		■	■	■	
		Section 12: Reckless Vehicle Use					
Be Safe	Use any motorized or self-propelled vehicle in safe, nondisruptive ways	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.			■	■	■
		Section 13: Trespassing					
Be Respectful	Enter school property only with approval	Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion.			■	■	■
		Section 14: Theft/Stolen Property					
Be Responsible	Have others' property only with owners' permission	1. Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$250.		■	■	■	
Be Responsible	Use others' property or school property with care so it is not damaged	Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250.		■	■	■	■
Be Responsible	Use others' property or school property with care so it is not damaged	Causing <u>Major</u> Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment: Financial restitution will be discussed with the student's family.			■	■	■

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 15: Arson					
Be Safe	Handle fire in approved ways/ settings and report anyone who intends to handle fire dangerously or cause damage to property	Setting fire to or damaging any school building or property, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.				■ Referral to Fire Start Program	■
		Section 16: Threat of Illegal Conduct					
Be Safe	Engage/plan to engage in activities that follow local, state and federal laws	Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.				■	■
		Section 17: Illegal Conduct					
Be Safe	Engage in activities that follow local, state and federal laws	Involvement in any conduct on school premises during a school function or event, or on the way to and from school premises during a school function or event, or on the way to and from school or at a sponsored school event, or at any time or place which violates local, state, or federal law where such conduct poses a danger to the health, welfare or safety of students, staff, visitors or interferes with school purposes.				■	■
		Section 18: Prohibited Substances					
Be Safe	Use only in legal ways that align with IPS policy	1. Tobacco Products: Possession and/or use of any tobacco product. Tobacco products and matches/lighters will also be confiscated. Including e-cigarettes.	■	■			

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 18: Prohibited Substances Continued					
Be Safe	Use only in legal ways that align with IPS policy	2. Alcohol/Narcotics/Drugs – Under the Influence: Under the influence on the way to and from school or at a school sponsored event.			■		■
Be Safe	Possess only in legal ways that align with IPS policy	3. Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia Possession of alcohol/narcotics/drugs on the way to and from school or at a school sponsored event.			■	■ Referral to counseling	■
Be Safe	Possess only in legal ways that align with IPS policy	4. Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia Distributing or Selling: Evidence of giving or selling to others.				■ Referral to counseling	■
		Section 19: Weapons If weapons are confiscated, they will not be returned. They will be given to the proper authorities for disposal.					
Be Responsible	Possess/use knives, explosives, chemical agent dispensers, destructive devices or other objects that can reasonably be considered weapons only in legal ways and per IPS policy	1. Knife, Explosive, Chemical Agent Dispenser, Destructive Device or Other Object That Can Reasonably Be Considered a Weapon. Possession of devices that could be considered a weapon and cause injury.			■	■	■
Be Responsible	Possess/use firearms with projectiles by the action of an explosive only in illegal ways and per IPS policy	2. Firearms Projectile by the Action of an Explosive: Possession of a loaded or unloaded firearm, Taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person’s intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.				■	■

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 19: Weapons Continued If weapons are confiscated, they will not be returned. They will be given to the proper authorities for disposal.					
Be Responsible	Possess/use firearms with projectiles by air only in illegal ways and per IPS policy	3. Firearms Expels Projectile by Air: Possession of any item represented to be a firearm or any weapon or device that expels a projectile by air, e.g., pellet gun.				■	■
Be Responsible	Possess/use of deadly weapon or device per IPS policy	4. Possession of Deadly Weapon: A weapon, Taser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.				■ Mandatory expulsion one year	■
		Section 20: Injury to Others					
Be Respectful	Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries	1. Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.					
		Pre-K to 2	■	■	■	■	
		Grades 3 to 12		■	■	■	
Be Respectful	Act/interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	2. Fighting: Physical aggression between two or more people, physical blows.					
		Pre-K to 2	■	■	■		
		Grades 3 to 12			■	■	

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 20: Injury to Others					
Be Safe	Handle objects in ways that promote safe, positive school settings and do not lead to possible injuries	3. Throwing Objects: Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles.					
		Pre-K to 2		■	■		
		Grades 3 to 12			■	■	
Be Respectful	Act/interact in ways that promote safe, positive school settings and do not lead to possible injuries	4. Battery: More than fighting, battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, rape, molestation or criminal recklessness.					■
		Section 21: Probationary Contract Broken					
Be Responsible	Follow all parts of probationary contracts	Violation of a Level 4 Probationary Contract.				■ Expulsion Only	
		Section 22: Repeated Rule Violations					
Be Responsible	Follow all IPS rules	Suspension may only be in combination with request for Expulsion and documentation of MTSS process.				■	
		Section 23: Transportation					
Be Safe	Follow all bus safety rules including stay seated, keep head and hands inside the bus and open doors/windows only with approval	1. Unsafe Acts: Standing or moving about, head or hands outside of bus, opening doors or windows. Eating or drinking on bus.	■				

Districtwide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Must Be Referred to School Police Officer
		Section 23: Transportation Continued					
Be Safe	Interact with the bus driver in ways that allow yourself and others to ride on the bus safely	2. Disruptive Behavior: Uncooperative with driver, loud and boisterous. Not in assigned seat or riding inappropriate bus. Throwing objects.	■	■	■		
Be Safe	Act/interact in ways that allow yourself and others to ride the bus safely	3. Violating the Safety and Rights of Others: Interfering with the safety of others, distracting driver or vandalizing bus, includes disrespectful behavior, injury to others and bullying/harassment.		■	■	■	■

GLOSSARY OF TERMS

Aggression: Behavior resulting from escalated anger. It is associated with physical behavior with the intent to cause harm or dominate.

Anger: A psychological state of strong emotion expressing displeasure towards someone or something because of a feeling injustice or injury.

Battery: A physical act that results in harmful or offensive contact with another person without that person's consent.

Behavior Intervention Plan (BIP): A written plan designed to teach and support a student to learn new and/or replacement behaviors for inappropriate behaviors. The plan defines strategies to guide staff actions, supports student's need, and tools for monitoring student growth.

Chronic Inappropriate Classroom Behavior: When a student's inappropriate behavior continues even after all preventative and level 1 intervention techniques have been employed and recorded. When behavior is identified as chronic, a targeted intervention or individualized support plan or MTSS referral is indicated.

Conference: A communication that takes place face to face or by telephone to discuss a problem or situation.

Conflict Resolution: A process used by a neutral party to solve problems, build agreement and reduce aggression between parties involved in a conflict.

Consequence: A result or outcome that follows an action, behavior or situation.

Corrective Responses: Responses to inappropriate behavior intended to teach, problem solve, and increase the likelihood that students will display appropriate replacement behavior. They provide an emphasis on what teachers want students "to do". They are based upon a student's individual needs.

Criminal Behavior: Any behavior that is considered an infraction against the law.

Culturally Responsive Teaching: When teachers are effective with students of diverse backgrounds, knowledgeable about, and attuned to their students' backgrounds, cultures, and experiences and know how to incorporate them into their curriculum and pedagogy.

Cyberbullying: The use of information and communication technologies to support deliberate, repeated, and hostile or psychologically intimidating behavior by an individual or group with the intention of physically or psychologically intimidating others.

Defiance: A daring or bold resistance to authority or to any opposing force.

Disobedience: Failure or refusal to obey rules or someone in authority.

Disruption: Disturbance or problem which interrupts the educational process.

Disciplinary Equity: Means that personal circumstances such as gender, ethnic or family background are not obstacles to achieving fairness in disciplinary actions.

Expulsion: Removal or banning of a student from school due to persistent violation of the Student Code of Conduct or for a single offense of marked severity,

Fighting: To engage in battle or physical combat.

Functional Behavioral Assessment (FBA): An assessment process used to gather information pertaining to the cause or why an inappropriate behavior occurs. The information is used to develop a behavior support or intervention plan and guide the development of interventions.

Individualized Educational Program (IEP): A plan required for students with disabilities that includes goals, supports, services, criteria for measurement of goals and evaluation of progress toward reaching goals.

Logical Consequence: Responses that are directly related to student's behaviors to help students fix their mistakes. Goal of logical consequences is to help students develop internal understandings and self-control.

Mentoring: The act of guiding, advising, listening to and acting as a role model for another over a period of time.

Multi-tiered System of Support (MTSS): A framework of support at all levels of instruction and behavioral support that are systemically in place to help all students succeed. Multi-tiered instruction and interventions are driven by the needs of students, problem solving and research-based interventions.

Natural Consequences: Realistic outcomes of an action. They can occur without an act of enforcement on the part of adults.

Non-Exclusionary Discipline: Responses to behavioral infractions that prevent a student from being excluded from instruction and school related activities. Such responses include instruction, correction, natural consequences and restoration.

Physical Aggression: Behavior causing or threatening physical harm toward others. It includes hitting, kicking, biting, using weapons, and breaking others' possessions.

Positive Behavioral Supports: Refer to culturally appropriate strategies designed to prevent behavior problems while teaching socially appropriate behavior. This approach incorporates proactive structures and interventions, not punitive strategies, to support behavior change.

Punishment: A response to a behavior with the goal of enforcing compliance with rules or to stop a behavior by using external controls.

Restorative Practices: Practices that help students understand the impact of their behavior both on themselves and on others, take responsibility for their behavior, repair any harm done and restore relationships. The continuum of restorative practices includes: affective and restorative language, affective questions, impromptu restorative chats, group or circle peer mediation and formal conference.

Self-Defense: A protective action taken to remove or protect oneself from harm's way by waking away, covering up or acting in a manner deemed by administration as appropriate for the situation.

Serious Bodily Injury: Means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss of impairment of the function of a bodily member, organ, or mental faculty.

Social-Emotional Interventions: Focus on developing competences that support caring and effective relationships. The competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Suspension: Any disciplinary action whereby a student is separated from school attendance for a period that does not constitute an expulsion.

Trauma-Informed Practices: Educational practices grounded in an understanding that adverse childhood experiences in the lives of children impact learning, behavior, and relationships at school. Practices include teaching students to manage their emotions, ensuring that students and staff are physically and emotionally safe, and nurturing connections and relationships.

Unsafe Action: Any action that has the potential to cause danger or physical harm to self or others.

Verbal Aggression: An assault on another's self-concept, including use of profanity.

Violence: Physical behavior by a person with the goal or intent of personally or permanently injure another. Most often, the motivation is grounded in a belief system that values aggression and violence.

INDEX

Academic Dishonesty.....	30
Altering Report	30
Alternative to Suspension	23
Anti-Discrimination and Harassment	11
Arson	41
Attendance.....	17
Bullying.....	11
Cellular Telephones.....	33
Cheating	30
Chronic Talking.....	35
Corrective Responses	19
Cutting Class.....	30
Cyberbullying.....	14,30, 38, 46
Damaging Computer	31
Derogatory Written Materials	32
Detention	21, 23, 34
Disability Harassment.....	38
Disciplinary Levels of Response.....	28
Disrespectful Behavior	32, 45
Disruptive Behavior.....	35
Due Process and Appeal.....	11
Excessive Absence	29
Expulsion	12, 24, 26
Failure to Comply	34
False Information	32
Gambling	40
Gang Involvement	39
Gestures	11, 32, 38
Harassment Based on Sex	39
Illegal Conduct.....	41
Illegal Substances	12

Improper Use of School Technology	30
Inappropriate Sexual Behavior	33
Injury to Others	43, 44, 45
In-School Suspension	12, 20, 22
Internet Safety.....	14
Intimidation.....	39
Intimidation/Threats/Bullying.....	36
Level 1 Corrective Responses.....	19
Level 2 Corrective Responses.....	19
Level 3 Corrective Responses.....	19, 21
Level 4 Corrective Responses.....	19
Out-of-School Suspension	19, 25
Parents as Partners	5
Personal Technology Devices.....	15
Plagiarism	30
Positive Climate.....	6
Possess/Use Firearms With Projectiles by the Action of an Explosive.....	42
Possession or Misuse of Personal Property	33
Probationary Contract.....	27, 44
Probationary Contract Broken	41
Prohibited Substances.....	41
Racial Harassment	38
Reckless Vehicle Use.....	40
Repeated Rule Violations	44
Restorative Conversation.....	22
Restorative Justice Conference.....	23
Rights and Responsibilities.....	4, 6
Seclusion and Restraint	15
Serious Disruption	36
Short-Term Suspension	24
Student Dress	30
Student Searches.....	16
Swearing/Profanity.....	32

Talking Back.....	32
Tardiness	29
Theft/Stolen Property.....	40
Threats.....	36
Transportation.....	7, 16, 44
Trespassing.....	40
Unexcused Absence	26
Violating Copyright Provisions	30
Walking Away.....	32
Weapons	16, 27, 33, 42