

Rock Island-Milan School District #41



Code of Conduct

PreK-12

www.rockislandschools.org/codeofconduct

Communication is a key ingredient for your child's successful school career. If you have questions or concerns regarding school/attendance center matters, please feel free to contact school district personnel, beginning with the first name/position listed.

Concern regarding	School Contact:		
	Elementary	Junior High	High School
Student	Classroom Teacher Principal (Principal may initiate a referral to appropriate personnel for additional assistance)	Classroom Teacher Advisor Counselor Dean Asst./Assoc.Principal Principal	Classroom Teacher Advisor Counselor Dean Asst./Assoc. Principal Principal
Classroom	Classroom Teacher Principal	Classroom Teacher Advisor Counselor Dean Asst./Assoc. Principal Principal	Classroom Teacher Advisor Counselor Dean Asst./Assoc. Principal Principal
Individual School	Principal	Principal	Principal
Instructional Matter (including Gifted Program or English Language Learners (ELL))	Classroom Teacher Principal Asst. Supt. of Teaching and Learning	Classroom Teacher Advisor Principal Asst. Supt. of Teaching & Learning	Classroom Teacher Advisor Principal Asst. Supt. of Teaching & Learning
Special Education, Special Education Transportation, Health, Homeless	Principal Director of PPS (Pupil Personnel Services)	Principal Director of PPS (Pupil Personnel Services)	Special Education Case Manager Principal Director of PPS (Pupil Personnel Services)
Communications regarding any of the above areas or any issue related to the school, if concerns continue	Director of PPS (who serves as the district complaint manager)	Director of PPS (who serves as the district complaint manager)	Director of PPS (who serves as the district complaint manager)

Rock Island-Milan District 41 Phone Numbers

Administration Center	793-5900
Rock Island High School	793-5950
Edison Junior High School	793-5920
Washington Junior High School	793-5915
Thurgood Marshall Learning Center	793-5924
Denkman Elementary School	793-5922
Earl Hanson Elementary School	793-5930
Eugene Field Elementary School	793-5935
Frances Willard Elementary School	793-5940
Longfellow Liberal Arts Elementary School	793-5975
Ridgewood Elementary School	793-5980
Rock Island Academy	793-5944
Rock Island Center for Math & Science	793-5995
Thomas Jefferson Elementary School	793-5985
Head Start	793-5928
Horace Mann Early Learning Center	793-5928

OFFICE OF THE SUPERINTENDENT

The Rock Island-Milan School District welcomes you to the 2017-18 school year. It is of paramount importance for the School District to provide a safe, caring and respectful learning community. Our teachers, administrators, staff, students, families and community will work tirelessly and together to build a positive atmosphere for every child to be successful.

Each School District team member desires that every child have a great experience in our schools. The Discipline Code of Conduct defines the responsibilities of students, parents and schools along with the code of conduct required for providing a safe atmosphere for all. On the occasions that poor choices are made, this book defines the process for dealing with those incidents.

It is each school's goal to take proactive steps to explain expectations, develop procedures, discuss acceptable behaviors, role-play scenarios, and provide students with strategies to deal with emotions and inappropriate behavior with a non-violent response and without hostile verbal tones/words. Some of the proactive steps include: classroom meetings, Steps to Success, Second Step, The Leader In Me, and advisory meetings. The desired result is to prepare every student with strategies for success to keep them actively engaged in their education and feeling safe every day. We strive to maximize all students' opportunities for learning.

Social media and other electronic forms of communication have changed the way students interact with each other. While social media allows many positive interactions, unfortunately, they have also resulted in increased bullying and harassment incidents in our school buildings. As social media is an ever changing medium, it is important for you to become familiar with your child's interactions on social media and assist us in preventing misuse. You are not alone in that effort. We will provide parent/guardian training during the year to assist you with understanding social media.

Working collaboratively, every child will experience a safe, nurturing and respectful learning environment in the Rock Island-Milan School District in 2017-18.

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SECTION I

Introduction

District Mission and Vision

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MISSION STATEMENT

The District has a single, underlying Mission: To provide all students with a quality education.

Our Purpose: To educate for individual student success.

Our Vision: To become the school district of choice for a successful and creative educational experience.

A positive climate for all involved in the educational environment is required in order to fulfill the district's mission. A high level of morale, pride, caring, open communication among all participants, and student behavior appropriate to age and circumstance is essential.

INTRODUCTION

Learning to accept responsibility is an important part of every student's education. The disciplinary rules contained within this book govern student conduct throughout the district and relate to every school program. Each student is responsible for knowing and abiding by the rules and for behaving in a manner that does not detract from the educational environment. This code is intended to be utilized at all of the attendance centers within the district. It is also intended to be utilized as a resource guide for school administrators, students, and parent(s)/guardian(s). The code is divided into a range of infractions and consequences. The levels are progressive in nature, but the aim is to eliminate inappropriate behavior. Relationship building is essential, and all behavioral issues should be addressed in a positive manner.

All disciplinary consequences do not bear a "one to one" relationship with a disciplinary infraction. School administrators will always need to rely on their individual discretion when dealing with consequences for students. Parent(s)/guardian(s) and students may sometimes feel that consequences are not fair. Administration/staff will employ consequences appropriate to the age of the student. Provisions of laws governing the administration of discipline and those covering special education will be followed.

OUR VALUES

The Rock Island Milan School District has an established set of VALUES under which it operates. Those VALUES are:

- * Student learning and achievement - academic growth and attainment; social and emotional growth.
- * Family and community collaboration.
- * Diverse learning styles.
- * Student empowerment.
- * Capacity building for staff.
- * Communication and building trusting relationships between all school stakeholders - students, staff, and parents and community.
- * Educators who teach, lead, and serve by example.
- * Creative solutions to meet the needs of our students.

STUDENT RIGHTS AND RESPONSIBILITIES

Every student in Rock Island Milan School District 41 has the right to attend school in a safe environment that is free of harassment, bullying, intimidation, threats to personal safety, or any other form of violence.

It is the student's responsibility to:

- Participate in an educational environment that promotes learning.
- Read the District Code of Conduct.
- Respect the rights and property of others including fellow students, faculty, staff, parent(s)/guardian(s), the school, and the surrounding community.
- Be aware of and follow school's behavioral expectations.
- Resolve personal disputes in a peaceful and responsible manner.
- Understand that students who engage in any act of violence should expect that law enforcement can and will be notified.
- Be aware of potentially violent or dangerous situations. When people threaten to harm themselves or others, seek help from school staff, a parent, or any adult you trust.

PARENT RIGHTS AND RESPONSIBILITIES

Parent(s)/guardian(s) have the right to expect their child's school to provide the opportunity to learn in a safe, supportive setting that is free from discrimination, intimidation, and threat of harm. Parent (s)/guardian(s) need to know the rules and policies of their child's school and that of the Rock Island Milan School District. Parent(s)/guardian(s) need to be given the opportunity to confer with their child's teacher or principal (including any administrator) regarding academic placement, progress, and social adjustment. Parent(s)/guardian(s) share in their child's right to due process in matters of disciplinary actions. It is imperative that parent(s)/guardian(s) read the student handbook and discipline code of conduct and review it with their child(ren).

SCHOOL RESPONSIBILITIES

Rock Island-Milan District #41 administrators, teachers, families, students, support staff, and community members have a responsibility to work together to provide a quality educational program and to form positive relationships with all children. Our schools have the responsibility to establish clear expectations and standards of behavior that will provide a safe, effective, and rewarding learning environment. The district will take steps to maintain order and to demonstrate mutual respect and caring for one another in an environment free from harassment and bullying.

Schools have the responsibility to:

- Focus on academic achievement for all children and promote good citizenship and character
- Provide a caring environment where safety issues are discussed openly, where students have opportunities to share their concerns, and feel safe in expressing their feelings
- Involve families in meaningful ways. Every effort will be made to be sensitive to the concerns and needs of families
- Refer students experiencing academic, social, behavioral, or attendance difficulties to the Building Intervention Team (BIT)
- Develop links to community resources and services to address student needs
- Emphasize a positive relationship among students and staff
- Provide students with age appropriate and fair due process

Employee Conduct Standards

Professional and ethical behavior is expected of all district staff members. District staff are to exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance. They are expected to maintain integrity and a professional relationship with all students and parent(s)/guardian(s). Staff must also maintain a safe and healthy environment free from bias, discrimination, harassment, intimidation, bullying, hazing, substance abuse, and violence.

COMMUNICATION BETWEEN HOME AND SCHOOL

Communication between home and school plays a vital role in the education of students. When there are concerns about a student's academic progress, behavior, safety, or response to discipline, it becomes the responsibility of school personnel to communicate with parent(s)/guardian(s) about those concerns so the matter can be addressed at home as well as at school. Similarly, when parent(s)/guardian(s) have concerns about their student, they are responsible to communicate with school personnel. Parent(s)/guardian(s) should request a meeting with the building principal to discuss any issues they feel have not been adequately addressed by building staff. If a parent feels that the concern(s) have not been addressed, they should fill out the district complaint form, located at each building or electronically here:
<http://rockislandschools.org/codeofconduct>.

The Director of Pupil Personnel Services (PPS) is the district complaint manager and will contact you as soon as possible. It is important that parent(s)/guardian(s) work with school officials to assist in helping their child be successful academically, behaviorally, and socially. When conflict arises, it is understood that parent(s)/guardian(s) have an interest in what happened to all students involved in the conflict. **Please note that school personnel are prohibited from discussing disciplinary consequences given to a student except as needed within the school district and with the student's own parent(s)/guardian(s).**

LAW ENFORCEMENT

Law enforcement agencies work closely with Rock Island-Milan School District 41 to ensure the safety of students and staff and to reduce the threat of violence in our schools. A police liaison officer is assigned to the high school to assist with the use of preventive methods for keeping the environment safe. A police resource officer is assigned to K-8 buildings and the Thurgood Marshall Center to instruct students on a variety of topics, serve on problem-solving teams, and to assist in investigating incidents that may occur within the school environment.

Police are not permitted to interview minor students without the permission of the student's parent/guardian except in extreme emergency situations or in cases where there is probable cause for arrest. The building principal or designee must contact the parent/guardian of the student and inform him or her that the student is subject to an interview. In extreme emergency situations, the District will abide by requests made by DCFS, law enforcement personnel, or treating physicians that the district not notify parent(s)/guardian(s) until the child's safety is safe guarded or until any threat by the parent/guardian is investigated and resolved.

No minor student shall be removed from the school by the police officer without the consent of a parent/guardian, except upon service of a valid warrant of arrest, in cases of warrantless temporary protective custody, or when probable cause for arrest exist. When there is no warrant and the officer asserts that probable cause exist, the building principal shall inform the officer that removal of the student will occur in the least disruptive setting as determined by the building principal or designee.

POLICY ON BULLYING

Bullying is any severe or pervasive physical or verbal act or conduct. This includes communication directed toward a student that has or can result in any of the following:

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

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important district goal. Students must be free from worries about being bullied. Students must also be taught other appropriate ways of interacting with peers.

The Procedure for Reporting Incidents of Bullying

1. Students should report the situation to a trusted adult.
2. A report form for bullying and school violence should be completed with or for the student, by the adult, to document the problem. The form, in turn, should be given to building administration for investigation and follow up. The form is then sent to the Director of PPS.
3. If the problem persists, parent(s)/guardian(s) should contact the district complaint manager (Director of Pupil Personnel Services) at the Administrative Center.

POLICY ON HAZING

Hazing is the practice of rituals and other activities involving harassment, abuse, or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups including gangs, sports teams, schools, military units, fraternities, and sororities. Hazing is often prohibited by law and may comprise either physical or psychological abuse. Soliciting, encouraging, aiding, or engaging in hazing is prohibited.

POLICY ON SEXUAL HARASSMENT

Sexual harassment is illegal and against district policy. This includes unwelcome or offensive non-verbal, verbal, or physical conduct of a sexual nature toward another person. Any person who believes she/he has been the victim of sexual harassment should report it to the building principal or designee. If conflict still persists, the complaint manager (Director of Pupil Personnel Services for females or the Assistant Superintendent for Human Services for males) should be contacted at the Administrative Center.

ANONYMOUS REPORTING

Students, staff, and parent(s)/guardian(s) carry a responsibility to inform school officials if they hear of a potentially dangerous situation in the school setting. Students are encouraged to report important information regarding school safety to adults in the following ways:

- Tell an adult you trust. The adult will share your information with the proper authorities (without using your name if you wish).
- Send your concerns to the Director of Pupil Personnel Services via the following link: <http://rockislandschools.org/codeofconduct>. Hard copy forms are located in the main office at each school building.
- Call the Illinois Violence Prevention Tip Line at 1-800 477-0024.
- The Rock Island - Milan School District and law enforcement agencies have determined that for the safety and welfare of the general public, and that of the students and employees of the district, it is important to have a reciprocal reporting system which allows the sharing of information regarding criminal offenses committed by students.

SUSPENSION POLICY

Before making a decision on suspensions or expulsions, the principal (or designee) follows these steps:

- Before a student may be suspended, the student shall be provided a conference during which the infractions will be explained, and the student will be given an opportunity to respond to the infractions.
- A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practical.
- Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall be given, stating the reasons for the suspension, including the school rule that was violated and a notice to the parent(s)/guardian(s) of their right to appeal the suspension.

Suspensions—Short-Term Suspension (Three Days or Less)

- The written suspension decision must detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; and include a specific rationale as to the specific duration of the suspension; and document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- Suspensions may be used only if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities (as determined by the Board or its designee on a case-by-case basis)
- School officials shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of suspensions to the greatest extent practicable.

Long-Term Suspensions (Longer than Three Days)

- The written suspension decision must:
- Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; and
- include a specific rationale as to the specific duration of the suspension; and document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- Suspensions of longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either pose a threat to the safety of other students, staff or members

of the school community (as determined on a case-by-case basis by school officials); or substantially disrupt, impede, or interfere with the operations of the school (as determined on a case-by-case basis by school officials).

- Students must be provided appropriate and available support services during the term of their suspension (as determined by school authorities).
- The written suspension decision described above must also document whether support services are to be provided or whether it was determined that there are not such appropriate and available services.

EXPULSIONS

Expulsion is removal from the school environment, for up to two academic years, for gross disobedience or misconduct (See level IV offenses). If your child is recommended for expulsion (separation from his/her education for behavioral reasons), the decision to expel can only be made by the Board of Education. Parent(s)/guardian(s) will be provided, in writing, the notice which includes reasons for the recommended expulsion.

Parent(s)/guardian(s) will also receive notification of a scheduled meeting with an impartial hearing officer who will listen to the information regarding the incident and in turn, make a recommendation to the Board regarding the status of student. Parent(s)/guardian(s) have the right to appear before the Board of Education for appeal. If a recommendation for expulsion is presented to the Board of Education, the Superintendent shall immediately notify, in writing, the parent(s)/guardian(s) of the student by certified mail of the Board's decision.

The written expulsion decision must:

- Detail the specific reason(s) why removing the pupil from the learning environment is in the best interest of the school;
- Include a rationale as to the specific duration of the expulsion; and
- Document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.
- Expelled students may be referred to appropriate and available support services.

All expulsions shall be conducted in accordance with the Illinois School Code. During expulsion, the student is neither permitted to be on any school property **nor participate in any** school activity. This includes all events such as after-school events, games, dances, and meetings. A student who disregards these restrictions without prior written administrative approval is criminally trespassing.

ATTENDANCE

Attendance is essential to school success. Students between the ages of 6 and 17 are required to be registered and attend school. Parent(s)/guardian(s) must call if their student will not be in school for all or part of the day. Students must bring an appointment verification, on office letterhead, to document excused appointments. Students with unexcused absences for 5% or more of the days in the school year are considered chronically truant.

Excused Absences: personal illness, death in the family, religious holiday, or family emergency.

Unexcused Absences: oversleeping, transportation problems, vacations, business/ appointments that could be held outside of the school day.

Absenteeism Procedure:

Step One: An absentee letter is sent to the parent(s)/guardian(s) at five days of unexcused absences. Unexcused tardiness incidents may also be included in the letter. This is the first warning to the parent(s)/guardian(s).

Step Two: A referral letter is sent to the parent(s)/guardian(s) after ten or more days of unexcused absences. Unexcused tardiness incidents may also be included in the letter. At this point, the parent(s)/guardian(s) are notified they have been referred to the Regional Office of Education #49 Prevention Services. A mandatory meeting will be held with school building staff (principal, social worker, counselor, etc.) to develop an attendance plan that may involve community agencies.

TARDIES

Should a student arrive late to school, he/she must report the office with a written excuse by the parent or guardian. Failure to provide a written note will result in a disciplinary action.

Only five parent excused tardies are permitted during the year. The student will receive a disciplinary consequence on the sixth and subsequent tardies. Doctor, dentist, and court appointments are not considered tardies if a note with letterhead from the office visited is brought in with the student.

APPROPRIATE DRESS

Clothing must be modest and conducive to the school environment. The principal of each school (or designee) will determine whether students are dressed appropriately. Students are expected to take pride in their appearance and to dress appropriately for focused study.

Since styles change quickly, administrative discretion will be applied to determine the appropriateness of garments worn by students. (Refer to pages 15 or 23.)

The following guidelines will be used to determine dress and grooming:

- Decency
- Neatness
- Cleanliness
- Suitability for school
- Safety

Examples of inappropriate clothes may include, but are not limited to:

- Any article containing profanity, any clothing promoting violence, hatred or harassment
- Tobacco, alcohol, beer logos, drug logos
- Gang symbols
- Shorts, dresses, skirts, shirts or other over garments shorter than mid-thigh length when standing at attention
- Excessively baggy, wide-leg, or sagging pants or pants that are excessively long as to be dangerous; pants should be worn at the waistline
- Oversized tops, or jerseys without proper undergarments see-through garments, visible undergarments
- Revealing garments
- Sneakers with wheels (“heelies” or wheelies”)
- Large chains or heavy jewelry
- Wearing sunglasses, jackets, coats, head coverings (including hoods, hats and caps), gloves and or other outerwear in the building during the school day (Religious exemptions are permitted.)
- Sleepwear, loungewear, house shoes/slippers

Students who are found to be in violation of these guidelines will be subject to disciplinary action beginning with level I. In addition, parent(s)/guardian(s) may be asked to supply appropriate clothing, or the student may be sent home to change and is expected to return. Students may wear acceptable replacement clothing. Class time spent in securing appropriate clothing will be made up.

REMINDERS

All school lockers are the property of the district. They may be searched at anytime. Students may not share lockers with others and should report broken or malfunctioning lockers to school authorities.

CELL PHONES

One of the biggest distractions at school is the use of cell phones and other portable electronic devices. We absolutely support parent-student communication. Due to the distractions, cell phones must be turned off and out of sight during the school day.

School personnel may give limited permission for students to use portable electronic devices during school hours for educational purposes. Permission must be expressed, not implied, and must encompass the actual use for which the portable electronic device will be used.

If portable electronic devices are not properly used, the device may be taken by a staff member and turned over to the student's administrator for pick-up at the end of the day. After the first infraction, other consequences may be imposed. (Refer to pages 21 or 29.)

ELECTRONIC DEVICES

Using or having an electronic device in operational mode to record the voice or image of another person is a violation of the student discipline code. In addition, unless all persons whose voices or images are being recorded are made aware of the recording prior to the actual recording, it is against the law. Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images of photographs, whether by electronic data transfer or otherwise (i.e. sexting) may constitute a crime.

Parent(s)/guardian(s) will be notified when there is a request for social media passwords.

STUDENT SUPPORT PROGRAMS

The following student support programs are offered in the Rock Island Milan School District:

Intervention Programs

Each year, the District offers academic and behavioral intervention programs under its Response to Intervention Program (RtI). The programs are designed to meet the learning needs of students; intervening early to address deficits in the areas of reading, math and behavior.

Building Intervention Team

Each building has established a Building Intervention Team (BIT) for students. This team of teachers, administrators, and staff meet regularly to identify and assist students whose behavior, attendance, health, or academic performance are impacting his/her school progress. Through the intervention process, students are provided school-based interventions and families are guided to applicable community-based services.

The BIT works collaboratively with staff and families to provide the student with opportunities for success by either group or individual educational and behavioral interventions.

Counseling

The district employs state certified school counselors to work with students, staff, and families in each building. The school counselor is able to assist individual students, groups of students, and families. Services are offered in the area of personal matters, peer-relationship concerns, separation and loss issues, and positive decision-making strategies. The school counselor may act as a resource to parent(s)/guardian(s) as they work through a family crisis, offering support and guidance. The school counselor is able to refer students and their families to community agencies for continued support. They are also available to provide support to staff members by discussing intervention strategies and developing models of assistance.

At the junior high and high school levels, the school counselor also assists students with orientation, enrollment, career education and planning.

Social Work

The district employs state certified school social workers to assist staff members, special education students, and their families in each building. School social workers are available to assist students with social skills training, behavior management issues, and separation and loss concerns. They may also support the child in their development of positive self-esteem. School social workers are able to refer students and their families to community agencies for continued support. They work within the guidelines outlined in the student's Individual Education Plan (IEP).

School Psychologists

The district employs state certified school psychologists. Duties of a school psychologist are similar to those of the social worker. In addition, they conduct psychological and educational evaluations. Through consultation, assessment, intervention, and prevention activities,

the school psychologist meets the needs of a diverse population of students. Activities include assessing students' cognitive, behavioral, and academic functioning, collaborating with school professionals and parents for problem solving and intervention planning, monitoring student



progress, providing crisis intervention, and educating others on child development and the relationship to learning and behavior. They also assist in the development of Individualized Education Programs (IEP) for students with special education needs.

Contact your child's administrator, special education case manager, or special education teacher for more information regarding school counselor, social work, or psychology services.

SECTION II

ELEMENTARY SCHOOL

PreK—6th Grades

LEVELS OF MISCONDUCT

AND

DISCIPLINARY

CONSEQUENCES

SECTION II
ELEMENTARY SCHOOL
LEVELS OF MISCONDUCT AND DISCIPLINARY CONSEQUENCES

LEVEL I:

Level I acts of misconduct are misbehaviors which interfere with the orderly operation of the school program, classroom activities, or school-related activities. Teachers and/or staff members will respond to level I disruptions based on the circumstances and actions of the student(s).

However, under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of student). Level I infractions may include but are not limited to:

- Disruption in the classroom or lunchroom disruption or school sponsored event
- Using profane language
- Name calling, teasing, or making derogatory comments
- Insubordination (refusal to following instructions of school personnel)
- Running in hallways and classrooms
- Violation of any classroom rule or regulation
- Shoving, pushing and/or other aggressive acts
- Throwing objects (i.e. rocks, snowballs, mulch, pencils)
- Washroom misbehavior (i.e. water throwing, climbing on stools)
- Violation of playground or walkway expectations
- Leaving school building without permission
- Violating the dress code
- Tardiness
- Use of an electronic device without permission
- Inappropriate physical contact (e.g. pushing, shoving, tripping, poking, hitting)
- Other incidents on the same level of significance as those above.

Disciplinary Response

Consequences for level 1 offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. There is immediate intervention by the teacher or staff member who is supervising the student or who observes the misbehavior. One or more of the following consequences may occur but are not limited to:

- Verbal warning
- Break from activity
- Conference with student
- Conference with parent(s)/guardian(s) (by phone or in person)
- Verbal reprimand
- Behavior contract
- Detention (with either the teacher or a formal school detention)
- Consequences as stipulated in the approved Classroom Management Plan
- Referral to the appropriate school personnel.
- Repeated misbehavior may require the intervention of administration and the implementation of level II disciplinary options.

LEVEL II:

Level II misconduct is an act of disruption or defiance and are regarded as more serious than those in level I. These acts require the attention of building administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other students. Under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of student). Level II infractions may include but are not limited to:

- Aggravated, elevated, or continuation of level 1 acts
- Bullying behaviors (verbal, physical or written intimidation or threats, including “cyber-bullying”)
- Cheating or plagiarism: attempting to pass off others ideas, writings, etc. as one’s own work.
- Harassment: Any unwelcome verbal, written, physical, or otherwise offensive/insulting acts that are made because of (or are in reference to) a person's race, gender, religion, national origin, disability, or sexual orientation

- Forgery
- Being in unauthorized areas (any location without permission)
- Skipping or refusing to serve detentions
- Fighting or play fighting
- Sexual conduct and/or offensive touching
- Minor Theft
- Vandalism (ex. graffiti, property damage, etc.)
- Possession and/or use of fireworks, objects that provide electrical shock (zappers), laser pointers, itching powder, matches, or lighters
- Possession, promotion, distribution and/or use of nicotine products and paraphernalia on or near school grounds
- Derogatory cultural comments, racial slurs
- Making a threat: A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as a text message, email, or other electronic means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended victim(s) and regardless of whether the intended victim is aware of the threat. Threats may be implied or stated in an indirect manner. If a communication, as defined by this provision, places a student in a reasonable fear of immediate or future bodily harm, or harm to his or her property, it is considered a threat.
- Instigating (any act that actively promotes conflict)
- Any act (including student dress) that seriously disrupts the school day or undermines the staff member's authority
- Major Theft
- Computer Vandalism: Any act that leads to the destruction or theft of files, programs, or documents. Such acts shall carry greater consequences based on the number of computers/ programs involved and affected. This includes the introduction of a computer virus.
- Gang Activity: Displaying gang membership or affiliation, wearing, possessing, drawing, using, distributing, or selling clothing, jewelry, emblems, badges symbols or signs which evidences gang membership or soliciting others for membership in any gang or to engage in gang activity or committing acts associated with gang (two or more gathered for unlawful activity) affiliation, including intimidation of others.

- Possession, use, participation, or being under the influence of drugs: Use of drugs or alcohol or *look-alikes, use of inhalants, use of substances not in a manner for intended purposes, use of medicinal cannabis, possession of drug paraphernalia on any school property or while attending any school-sponsored or school-related function, unless such substances were obtained directly from, or pursuant to, a valid prescription or order of a medical doctor.
- Extortion/Intimidation: Use of force or threatened use of force to obtain a person's property or money or to force a person to act or not act in a certain manner.
- Brawling: Fighting that involves three or more people

Disciplinary Response

The student is referred to the administration for appropriate disciplinary action. The administrator will meet with the student and will determine the most appropriate response. Repeated level II acts may require the implementation of level III consequences.

- Administrative conferences with parent(s)/guardian(s) (by phone or in person)
- Detention
- Seizure of items that violate federal or state law, this Code of Conduct, District policy, School or Classroom rules, or otherwise cause a disruption to the educational environment.
- Placement in In-School Suspension (ISS)
- District policy, School or Classroom rules, or otherwise cause a disruption
- Out-of-School Suspension (OSS)
- Withdrawal of extracurricular privileges (e.g., attendance at sporting events, dances, concerts, plays)
- Referral to appropriate school personnel
- Behavioral contract among student, parent(s), guardian(s) or teacher(s)
- Referral to outside agency or school district support services

** a "look-alike" is any substance or item which is not, but reasonably appears to be, is believed to be, or is to be represented to be, the real substance or item. Ex: a green leafy plant material, which is claimed, believed or appears to be marijuana.*

LEVEL III:

Level III involves acts of serious disruption directed against persons or property and consequences which may endanger the health and safety of others in the school. Level III Acts are handled by the administration. The disciplinary consequences will be determined by the extent of the resources available and what is in the best interest of all students. Under administrative discretion, it may be necessary to elevate to a higher level of offense with appropriate interventions (i.e. repeated offenses or age of student). These infractions include but are not limited to:

- Aggravated, elevated, or continuation of level I & level II acts
- Refusal to report to or cooperate in In-School Suspension (ISS)
- Possession of keys to District #41 property or facilities without permission

Disciplinary Response for level III infractions include but are not limited to the following:

- Referral to outside agency or school district support services
- Withdrawal of extracurricular privileges
- Placement in In-School Suspensions (ISS)
- Out-of-School Suspension (OSS)
- Recommendation for expulsion
- Seizure of items that violate federal or state law, this Code of Conduct, District policy, School or Classroom rules, or otherwise cause a disruption to the educational environment.
- Notification of juvenile or other law enforcement authorities whenever the conduct involves controlled substances, look-alikes, weapons, physical violence to staff or students, alcohol, or other acts or items prohibited by law.

LEVEL IV:

Level IV involves actions which are so serious that they typically require administrative actions which result in some type of removal of the student from the school. Level IV acts of misconduct represent a clear and present danger or disruption and may involve the intervention of law enforcement authorities and action by the Board of Education. These infractions include but are not limited to:

- Aggravated, elevated, or continuation of level I, level II, & level III acts.
- Possession or use of a firearm (*or look-alike*).
- Possession or use of any weapon (*or look-alike*).
- Possession or use of any object with the intent to inflict serious bodily injury.
- Assault or battery against any District #41 employee.
- Serious assault or battery against another student.
- Arson: Creates a flame, lights a fire, or possesses or uses explosives/ combustible materials that can be used to start a fire that is intended to cause or does cause damage to property.
- Bomb, fire, and other threats of violence. Making either verbal or written threats or giving false information concerning bombs or fires in or surrounding the school. This shall also include making any false "911" calls or unlawfully setting off the fire alarm system.
- Sale, distribution, and/or purchase of drugs or alcohol. Purchasing, furnishing, selling drugs, alcohol, or any controlled substances (*or look-alikes*) on or near any District #41 property or while attending any school-sponsored or school-related function.
- Any act that can or does result in serious bodily injury to another.

Disciplinary Response

The administrator investigates the offense, confers with staff member(s) and student(s) involved, and meets with the student. If the administrator determines that facts revealed during investigation warrants immediate removal from the school environment, parent(s)/ guardian(s) are notified. Consequences for Level IV offenses are based on the seriousness of the incident and become more restrictive as the behavior persists.

One or more of the following consequences may occur but are not limited to:

- Placement in In-School Suspension (ISS).
- Out of school suspension (for up to 10 days).
- Alternative Day School referral – must exhaust all means of interventions and provide documentation.
- Recommendation for expulsion (up to 2 calendar years).
- Seizure of items that violate federal or state law, this Code of Conduct, District policy, School or Classroom rules, or otherwise cause a disruption to the educational environment.
- Notification of juvenile or other law enforcement authorities whenever conduct involves controlled substances, look-alikes, weapons, physical violence to staff or students, alcohol, or other acts or items prohibited by law.

Involvement of law enforcement officials: School officials will contact law enforcement officials, if and when appropriate.

A complete and accurate report is submitted for review to the Director of Pupil Personnel Services whenever consequences for a level IV infraction are given.

Administration will submit all recommendations for expulsions to the Director of Pupil Personnel Services for review and processing. The Director will, in turn, follow board policy and inform the Superintendent of Schools and Board of Education as warranted/ or specified by law.



SECTION III

JUNIOR HIGH AND HIGH SCHOOL

7—12 Grades

**LEVELS OF MISCONDUCT
AND DISCIPLINARY
CONSEQUENCES**

SECTION 3
JUNIOR HIGH / HIGH SCHOOL
LEVELS OF MISCONDUCT AND DISCIPLINARY CONSEQUENCES

LEVEL I:

Level I acts of misconduct are misbehaviors which interfere with the orderly operation of the school program, classroom activities, or school-related activities. Teachers and/or staff members will respond to level I disruptions based on the circumstances and actions of the student(s). However with repeated offenses, it may be necessary to elevate to a level II offense with appropriate intervention of administration. Level I infractions may include but are not limited to:

- Any act that disrupts the classroom, campus, or any school sponsored event
- Failure to follow directions
- Violating the Dress Code—see page 16
- Use of any electronic device in the educational environment without permission
- Failure to comply with the internet agreement
- Offensive touching
- Cheating and plagiarism: Attempting to pass off others' ideas, writings, etc. as one's own work
- Acts such as name-calling, teasing, or making derogatory comments
- Tardiness
- Use of profane language
- Driving or parking violations
- Harassment: Aggravated acts
- Bullying: Aggravated acts
- Cyberbullying: Aggravated acts

Disciplinary Response

Consequences for level I offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. There is immediate intervention by the teacher or staff member who is supervising the student or who observes the misbehavior. One or more of the following consequences may occur but are not limited to:

- Verbal warning
- Conference with student
- Conference with parent(s)/guardian(s) (by phone or in person)
- Behavioral contract
- Detention (with either the teacher or a formal school detention)
- Consequences as stipulated in the approved Classroom Management Plan
- Referral to the appropriate school personnel.
- Repeated misbehavior may require the intervention of administration and the implementation of level II disciplinary options.

LEVEL II:

Level II misconduct is acts of disruption or defiance and are regarded as more serious than those in level I. These acts require the attention of building administration because they are too disruptive, too frequent, or too serious to be handled by school staff members while they are supervising or teaching other students. Level II infractions may include but are not limited to:

Aggravated or continuation of level I acts.

- **Bullying:** When a student repeatedly asserts physical or psychological power over, or is cruel to another student. Such behavior may include but is not limited to: pushing, hitting, threatening, name-calling, or other physical or verbal conduct of a negative, aggressive, belittling, or browbeating nature.
- **Making a threat:** A threat is an expression of intent to harm someone may be spoken, written, gestured, or communicated in some other form, such as a text message, email, or other electronic means. An expression of intent to harm someone is considered a threat regardless of whether the intended victim is aware of the treat. Threats may be implied or stated in an indirect manner. If a communication, as defined by this provision, places a student in a reasonable fear of immediate or future bodily harm, or harm to his or her property, it is considered a threat.

- Cyberbullying: Any use of an electronic communication device to convey a message in any form that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner, whether under a person's true, false, or misrepresented identity. Cyberbullying also includes any such communication that disrupts or prevents a safe and positive educational environment. The following are examples, but not an exhaustive list of cyber bullying acts: sending or posting mean, vulgar, or threatening content; posting sensitive or private information about another; using viruses or other malware to spoof, degrade, damage, or otherwise misuse another person's data, equipment, or electronic identity. Cyberbullying is subject to school discipline when it causes or reasonably threatens to cause a disruption of the educational environment.
- Any act (including student dress) that seriously disrupts the school day or undermines the staff member's authority.
- Insubordination towards staff or those in authority: Defiance or talking back, refusing to follow direct order, verbal abuse, insulting physical stance, recognizable derogatory gestures, or tother inappropriate acts.
- The use of forged notes or excuses or counterfeiting documents, signatures to deceive.
- Skipping or refusing to serve detentions.
- Gambling: Participation in games of chance or skill for money or for profit or possession of unauthorized gambling paraphernalia.
- Being in unauthorized areas (any area without permission).
- Promotion and use of nicotine products and paraphernalia on or near school grounds: possession, distribution, sale, or use of nicotine products, including cigarettes, e-cigarettes, vaporizers, nicotine gum, patches or look a-likes in any form or manner or possession/use of lighters/matches.
- Loitering: Continuing to stand idly about or congregate in any area near the school grounds when asked to leave the area.
- Theft
- Harassment: aggravated or continuation of level 1 acts.
- Bullying: aggravated or continuation of level 1 acts.
- Cyberbullying: aggravated or continuation of level 1 acts.

- Vandalism
- Disruptive physical behavior or inappropriate touching and/or offensive touching (sexual conduct), running, pushing, play fighting, throwing objects, and so on.
- Instigating: Any act that actively promotes conflict through provocative, obscene, profane, or offensive language or conduct directed at students, or gathering for the purpose to incite, or refusing to disperse when directed to do so.
- Possession or use of fireworks.

Disciplinary Response

The student is referred to administration for appropriate disciplinary action. The administrator will meet with the student and will determine the most appropriate response. Repeated level II acts may require the implementation of level III disciplinary responses. For level II offenses, one or more of the following consequences may occur but are not limited to:

- Administrative conferences with parent(s)/guardian(s) (by phone or in person)
- Detention
- Seizure of items that violate federal or state law, this Code of Conduct,
- District policy, school or classroom rules, or otherwise cause a disruption to the educational environment.
- Placement in In-School suspension
- Placement in TEC (Temporary Education Center)
- Out-of-School Suspension (OSS)
- Withdrawal of extracurricular privileges (e.g., attendance and/or participation at sporting events, dances, concerts, plays)
- Referral to the appropriate school personnel
- Behavioral contract among student, parent, or a teacher(s)
- Referral to outside agency or school district support services
- Alternative to Suspension (ATS)
- Community service
- Notification of juvenile or other law enforcement authorities whenever the conduct involves controlled substances, look-alikes, weapons, physical violence to staff or students, alcohol, or other acts or items prohibited by law.

LEVEL III:

Level III involves acts of serious disruption directed against persons or property and consequences which may endanger the health and safety of others in the school. Level III acts are handled by the administration. The disciplinary consequences will be determined by the extent of the resources available and what is in the best interest of all students. These infractions include but are not limited to:

- Aggravated or continuation of level I & level II acts
- Gross disrespect or misconduct (profane language or gestures, threatening physical stance or gestures, or any actions which require the intervention of police)
- Refusal to report to or cooperate in Temporary Education Center (TEC), Alternative To Suspension (ATS).
- Computer Vandalism: Any act that leads to the destruction or theft of files, programs, or documents. Such acts shall carry greater consequences based on the number of computers/programs involved and affected. This includes the introduction of a computer virus.
- Gang Activity: Displaying gang membership or affiliation, wearing, possessing, drawing, using, distributing, or selling clothing, jewelry, emblems, badges, symbols, or signs which evidences gang membership or soliciting others for membership in any gang or to engage in gang activity or committing acts associated with gang (two or more gathered for unlawful activity) affiliation, including intimidation of others.
- Possession, use, participation, or being under the influence of drugs: Use of drugs or alcohol or **look-alikes*, use of inhalants, use of substances not in a manner for intended purposes, use of medicinal cannabis, possession of drug paraphernalia on any school property or while attending any school-sponsored or school-related function, unless such substances were obtained directly from, or pursuant to, a valid prescription or order of a medical doctor.

**a "look-alike" is any substance or item which is not, but reasonably appears to be, is believed to be, or is to be represented to be, the real substance or item. Ex: a green leafy plant material, which is claimed, believed or appears to be marijuana.*

- Possession of keys to District #41 property or facilities without permission.
- Extortion/Intimidation: Use of force or threatened use of force to obtain a person's property or money or to force a person to act or not act in a certain manner.
- Physical contact or aggressive action toward another student.
- Fighting: Physical contact in an angry manner between two people.
- Brawling: Fighting that involves three or more people.
- Possession or use of items intended to cause physical discomfort or harm, including but not limited to laser pointers, pepper spray, electric shock devices and itching powder.
- Harassment: aggravated or continuation of level 1 and II acts.
- Bullying: aggravated or continuation of level 1 and II acts.
- Cyberbullying: aggravated or continuation of level 1 and II acts.
- Hazing: The practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Disciplinary Response

The student is referred to the administration for appropriate disciplinary action. The administrator will meet with the student to determine the most appropriate response, and convey the response to the parent(s) or guardian(s). Repeated level III acts may require the implementation of level IV consequences. Consequences for level III infractions include but are not limited to the following:

- Referral to outside agency or school district support services.
- Withdrawal of extracurricular privileges.
- Placement in In-School Suspension.
- Placement in TEC (Temporary Education Center) — Jr. High level.
- Out-of-School Suspension (OSS).

- Alternative to Suspension (ATS) — High School level.
- Community service.
- Recommendation for expulsion.
- Seizure of prohibited items.
- Notification of juvenile or other law enforcement authorities whenever the conduct involves controlled substances, look-a likes, weapons, physical violence to staff or students, alcohol, or other acts or items prohibited by law.

LEVEL IV:

Level IV involves actions which are so serious that they typically require administrative actions which result in some type of removal of the student from the school. Level IV acts of misconduct represent a clear and present danger or disruption and may involve the intervention of law enforcement authorities and action by the Board of Education. These infractions include but are not limited to:

- Aggravated or continuation of level I, level II, & level III acts.
- Possession or use of a firearm (*or look-alike*).
- Possession or use of any weapon (*or look-alike*).
- Possession or use of any object with the intent to inflict serious bodily injury.
- Assault or battery against any District #41 employee. Significant physical contact or attempted physical contact in an angry and quarrelsome manner of one person against another which is intended to harm or cause pain and injury.
- Serious assault or battery against another student or visitor (including serious threat or intimidation).
- Arson: Creates a flame, possesses or uses explosives/combustible materials that can be used to start a fire that is intended to cause or does cause damage to property, or lights a fire.

- Bomb, fire, and other threats of violence. Making either verbal or written threats or giving false information concerning bombs or fires in or surrounding the school. This shall also include making any false "911" calls or unlawfully setting off the fire alarm system.
- Possession or use of fireworks.
- Sale, distribution, and/or purchase of drugs or alcohol. Purchasing, furnishing, selling drugs, alcohol, or any controlled substances (or *look-alikes*) on or near any District #41 property or while attending any school sponsored or school related function.
- Any act that can or does result in serious bodily injury to another.
- Harassment: Aggravated or continuation of level I, level II, and level III acts.
- Bullying: Aggravated or continuation of level I, level II and level III acts.
- Cyberbullying: Aggravated or continuation of level I, level II and level III acts.
- Hazing: The practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Disciplinary Response

The administrator investigates the offense, confers with staff member(s) and student(s) involved, and meets with the student. If the administrator determines that facts revealed during investigation warrants immediate removal from the school environment, parent(s)/guardian(s) are notified.

Consequences for level IV offenses are based on the seriousness of the incident and become more restrictive as the behavior persists. One or more of the following consequences may occur but are not limited to:

- Placement in In-School suspensions (ISS)
- Out of school suspension (for up to 10 days)
- Alternative Day School referral
- Recommendation for expulsion (up to 2 calendar years)
- Seizure of items that violate federal or state law, this Code of Conduct, District Policy, school or classroom rules, or otherwise cause a disruption to the educational environment.

- Notification of juvenile or other law enforcement authorities whenever conduct involves controlled substances, look-alikes, weapons, physical violence to staff or students, alcohol, or other acts or items prohibited by law.
- Involvement of law enforcement officials: School officials will contact law enforcement officials, if and when appropriate.

A complete and accurate report is submitted for review to the Director of Pupil Personnel Services whenever consequences for a level IV infraction are given. Administration will submit all recommendations for expulsion to the Director of Pupil Personnel Services for review and processing. The Director of Pupil Personnel Services will, in turn, follow board policy and inform the Superintendent of Schools and Board of Education as warranted/or specified by law.



DEFINITION OF TERMS

Alternate Day School

Administration may decide not to expel a student but recommend he/she be placed in an alternate day school placement, such as the A.R.T program, housed at **Ridgewood Elementary School or Thurgood Marshall Learning Center**. The student is placed at an alternate location for a specified time period and provided daily academic, social/emotional, and/or behavior supports so they can successfully return to his/her identified school.

Alternative to Suspension ATS

This is a grant-funded program intended to keep students who are serving an out of school suspension in an academically engaging environment. The main objective is to prevent students from falling behind academically, while receiving consequences for their behavior. In doing so, students will have an opportunity to address their behavior in a productive manner. Students who successfully complete their ATS assignment will not have a suspension documented on their permanent student record.

Chronically Truant

Chronically truant means the child has been absent 5% or more of the school days during that school year. Chronically truant students will be referred to the Rock Island Regional Office of Education for further support and assistance.

Community Service

Administration may require students to perform community service as part of a consequence. This entails assigning students to duties in and around the school building where they will work along with a Rock Island-MilanSchool District staff member.

DCFS

Department of Children & Family Services

Detention

A period of time is set aside each school day for students to serve assigned detentions. Students must arrive on time, maintain good order and absolute silence, and bring suitable school work. Sleeping is prohibited. The student is expected to spend the time in detention on school work. A student's failure to cooperate or work in detention will result in either assignment to TEC or out-of-school suspension.

Due Process

Due process is an appeal process for parent(s)/guardian(s) to resolve issues with the school district, regarding their child(ren).

OSS (Out of School Suspension)

Administration may suspend students from school attendance and activities for up to ten (10) days at a time. During the period of suspension, the student is responsible for making arrangements to do make up work. Board policy must facilitate the re-engagement of students who are suspended out-of-school, expelled or returning from an alternative school setting.

Probable Cause

Sufficient reason based upon known facts to believe a crime has been committed or that certain property is connected with a crime. Probable cause must exist for a law enforcement officer to make an arrest without a warrant, search without a warrant, or seize property in the belief the items were evidence of a crime.

TEC (Temporary Education Center) or ISS (In-School Suspension)

TEC and ISS are designed to isolate students from the student body during the school day. Students work on assignments from their classroom teachers in a highly supervised atmosphere. TEC's objective is to maintain students' academic progress in the school building while enforcing school regulations. A student's failure to cooperate or work in TEC may result in OSS.



SECTION IV

EXTRA-CURRICULAR ACTIVITY CODE OF CONDUCT

(including all athletics and activities)

****All fans in attendance at any RIMSD #41 extra-curricular
Event are expected to follow the IHSA sportsmanship
core values.**

The Rock Island-Milan School Board has established the rules and regulations for school athletic and activities. Students wishing to participate in school athletics and activities must meet the requirements established by the school district in order to be a participant. Failure to abide by this policy and the administrative regulations supporting it may be cause for disciplinary measures. Records of violations of the Code of Conduct will be kept by the Athletic/Activity Director and building principal.

Activities and organizations subject to the Extra Curricular Code of Conduct include all athletic programs and other activities, such as speech, cheerleading, dance/drill team, step team, debate team, drama, and elected or honorary positions including class officers, student council officers, homecoming (and other formal dances, king and queen, and all other school activities/organizations wherein students participate on a volunteer basis.

Extra curricular athletics and activities are a privilege.

Participation in student athletics and activities is considered an extension of, but separate from, the regular school program. While the regular academic program is a right afforded to each student, participation in athletics and activities is a privilege. This privilege requires students to meet certain expectations beyond those found in the traditional classroom setting. Since participation is a privilege, the school has the authority to suspend or revoke this privilege for those who do not conduct themselves in a responsible manner as determined by Rock Island-Milan School District #41.

Expectations and Responsibilities

All participants in athletics or other activities are expected to abide by all school rules and regulations as outlined in this code book, as well as current Illinois High School Association (IHSA Eligibility Rules and Regulations, where applicable. Compliance is required year round, regardless of whether the particular sport of activity is in season or not.

Any student who is found to have violated the extra-curricular activity code of conduct, will be deemed ineligible for a period of time as describe below. In addition to disciplinary responses as provided with the Rock Island Milan discipline code, a student involved in extra-curricular athletics and/or activi-ties may lose eligibility under the Extra-curricular Activity Code of Conduct for any of the following behaviors:

A. Possession, use, or purchase of tobacco products, alcoholic beverages, or illegal drugs. Unauthorized possession, use or purchase of otherwise lawful drugs.

B. Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, regardless of whether the student was cited, arrested, convicted or adjudicated for the act.

- C. Inappropriate or offensive conduct such as fighting, insubordination (talking back or refusing to cooperate with authorities), hazing, bullying, or harassment of others.
- D. No student in any extra-curricular program shall commit repeated violations of any written policy, rule, or regulation approved by the Board of Education.
- E. The coach/sponsor of each individual activity may issue additional eligibility requirements and regulations. These regulations must be monitored and approved by the Principal/ Athletic/Activity Director.

If, in the determination of the Athletic/Activity Director or designee, a student violates the District Code of Conduct or the Extra-Curricular Activity Code of Conduct, then the student shall be subject to the consequences listed below. Based on the seriousness of the violation, the Athletic/Activity Director or Principal may accelerate the loss of privileges listed below for any level of offense.

CONSEQUENCES

- First Offense: Suspension from activity for 25% of the number of regular season contests/activities, applied to next relevant contest/activity (i.e. tournament play, next activity or sport involved in, etc.).
- Second Offense: A thirty (30) calendar day suspension from activity for 50% of the number of regular season contests/activities, applied to next relevant contest/ activity i.e. tour-nament play, next activity or sport involved in, etc.).
- Third Offense: A loss of 100% of the number of regular season contests/activities for the remainder of the school year.
- Fourth Offense: No further participation in inter-scholastic contests/activities throughout RIMSD from the date of the fourth offense.

All suspensions will begin with the first contest after the offense in which the student is to compete. It is the responsibility of the Athletic/Activity Director to clearly communicate with coaches, parent(s)/guardian(s), and students the number of scheduled contest/activity dates and the numbers associated with the percentage of suspension that can be imposed at the beginning of each season.

REGAINING ELIGIBILITY

To regain eligibility, a student must:

- A. Practice (rehearse, etc.) during the ineligibility period (applies only to 1st and 2nd offenses and students who are not under expulsion).
- B. Enroll in an approved agency program and complete the evaluation as stipulated by the Athletic/Activity Director. Any cost of screening and rehabilitation is the responsibility of the student and/or parents/guardians.

C. Establish community service with the Principal and Athletic/Activity Directors approval as assigned by the school.

First Offense: Ten (10) hours of service

Second Offense: Twenty (20) hours of service

D. When a student is ineligible to compete/participate, he/she may accompany the team and sit on the bench but they may not wear a team uniform warm up garments or sweats.

- The student has a right to appeal a ruling concerning his/her violation of Extra-Curricular Activity Code of conduct to the principal within five (5) calendar days.
- The penalty may carry over from one sport or activity to the next sport or activity in which the student is involved.
- The Extra-Curricular Activity Code of Conduct is a cumulative 4 year policy at the high school. Offenses add onto one another. Students do not start with a clean slate each year.
- The Extra-Curricular Activity Code of Conduct is a cumulative 2-year policy at the junior high school. Offenses add on to one another. Students do not start with a clean slate each year.

DISCIPLINARY PROCEDURE AND ACTION

This section covers the procedures, actions and/or penalties for infractions or deviations from those rules outlined in above paragraphs.

- Before any suspension provided for in this code shall take effect, the student/athlete shall be verbally advised by the activity leader/coach of the alleged violation. The Athletic/Activity Director is informed immediately & begins investigating.
- The student involved in extra-curricular activities will have an opportunity to explain or justify the action. If after such conference, the Athletic/Activity Director is satisfied that a suspension is appropriate, he/she shall initiate that suspension.
- The student involved in extra-curricular activities will then be notified, in writing, by the Athletic/Activity Director who will specify the period of suspension. A copy of this letter will be filed & kept by the Athletic/Activity Director and school principal.

An Extra-Curricular Activity Board consisting of the building Principal, Athletic/Activity Director, a Dean, one head coach, and one non-sports leader will exist at the high school and junior high schools.

EXTRA-CURRICULAR ACTIVITY CODE APPEAL CLAUSE

1. **A student involved in extra-curricular activities**, who has been suspended from participation in a Rock Island Milan School sport or activity for violation of this code, may make a formal appeal request in writing to the Extra-Curricular Activity Board within five days. In the letter of appeal, the student will state why he/she should be reinstated.
2. **After appealing to the Extra-Curricular Activity Board**, if the student is not satisfied with the **Extra-Curricular Activity Board's** decision, the student may appeal (in writing) to the district superintendent within five (5) days. Parent(s)/guardian(s) share in their child's right to due process. The hearing shall be private, although the student will be permitted to present his/her position through witnesses. The student will be notified, in writing, of the superintendent's decision within five (5) school days.
3. **Parent(s)/guardian(s)** have the right to appear before the Board of Education for appeal.
4. **These appeal rights are available** to the student solely for suspensions related to violations of the Extra-curricular Activity Code of Conduct.



HOTLINE NUMBERS

<p>Aids</p> <p>1-800-342-2437</p>	<p>Child Abuse</p> <p>1-800-252-2873</p>
<p>Cocaine</p> <p>1-800-262-2463</p>	<p>Domestic Violence, Rape, Sexual Assault</p> <p>309-797-1777 (24 HR)</p>
<p>Drug Abuse Prevention & Intervention</p> <p>1-800-662-4357</p>	<p>Family Resources</p> <p>309-797-1777</p>
<p>Prevention Services</p> <p>309-383-1900</p>	<p>School Violence Tip Line</p> <p>1-800-477-0024</p>
<p>Shelter for Abused Women & Children</p> <p>309-788-2273</p>	<p>The Project of the Quad Cities</p> <p>309-762-5433</p>
<p>Suicide Crisis Hotline</p> <p>Quad City Area - 309-779-2999 Statewide 1-800-322-1431</p>	<p>CARES (Crisis and Referral Entry Services)</p> <p>when a child is a risk to self or others 1-800-345-9049</p>
<p>Vera French Community Mental Health Center</p> <p>1441 W Central Park Ave, Davenport, IA 52804 563-383-1900</p>	<p>Crisis Text Line</p> <p>Text: HOME to: 741741 crisistextline.org</p>

**COMMUNITY RESOURCES
FOR SUBSTANCE ABUSE AND COUNSELING**

<p align="center">ALCOHOLICS ANONYMOUS 309-764-1016</p>	<p align="center">BETHANY for CHILDREN & FAMILY SERVICES 1830 Sixth Ave. Moline, IL 61265 309-797-7700</p>
<p align="center">CTR. FOR YOUTH & FAMILY SOLUTIONS 4703 - 44th Street Rock Island, IL 61201 309-786-3856</p>	<p align="center">CHILD ABUSE COUNCIL OF THE QUAD CITIES 524 15th St Moline, IL 61265 309-736-7170</p>
<p align="center">FAMILY RESOURCES, INC. 2800 Eastern Avenue Davenport, Iowa 52806 QC Area: 563-326-6431 Crisis Hotline: 309-797-1777</p>	<p align="center">IL. DEPT OF CHILDREN & FAMILY SERV. 500 - 42nd Street, Suite 5 Rock Island, IL 61201 Local: 794-9530 Child Abuse Hotline: 800-252-2873</p>
<p align="center">LUTHERAN SOCIAL SERVICES OF IL 2821 - 5th St. Rock Island, IL 61201 309-786-6400</p>	<p align="center">RIVERSIDE ALCOHOL & DRUG TREATMENT 2701-17th St. Rock Island, IL 61201 309-779-3027</p>
<p align="center">ROBERT YOUNG CENTER FOR COMMUNITY MENTAL HEALTH 2701 17th St - Rock Island, IL 61201 4600 Third St - Moline, IL 61265 309-779-2031 Crisis Hotline: 309-779-2999</p>	<p align="center">R.I. COUNTY COUNCIL ON ADDICTIONS (RICCA) 1607 John Deere Road East Moline, IL 61244 309-792-0292</p>
<p align="center">SCHOOL HEALTH LINK Blackhawk Medical Building; 2508 - 25th Street, Suite B Rock Island, IL 61201 309-732-0958</p>	<p align="center">YOUTH SERVICE BUREAU 4709 - 44th St., Suite 5 Rock Island, IL 61201 309-793-3460</p>

Contact the school counselor, social worker, or psychologist at your school for other community agency information. Additional resource information is available by calling **The United Way** at 563/355-9900, M-F, 8:00 a.m. - 4:30 p.m.

**ROCK ISLAND-MILAN SCHOOL DISTRICT 41
ADMINISTRATIVE CENTER
2101 Sixth Avenue Rock Island, IL 61201
309 -793-5900**



Parent(s) Guardian(s) Code of Conduct Signature

I have received the Rock Island-Milan School District Code of Conduct. I am aware that it is my responsibility to share these rules with my child(ren).

Student Name: _____

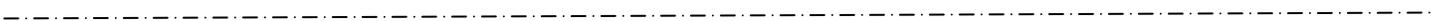
School: _____

Parent(s)/Guardian(s) Signature: _____

Parent(s)/Guardian(s) Signature: _____

Date: _____

Please return to your school office.



Student Code of Conduct Signature

I have received the Rock Island-Milan School District Code of Conduct. I am aware that it is my responsibility to follow these rules.

Student Name: _____

School: _____

Date: _____

Please return to your school office.