

A photograph of two young boys, one of Asian descent and one of African descent, sitting at a desk in a classroom. They are both looking down at an open book, appearing to be reading together. The boy on the left is wearing a dark brown sweater and a thin gold chain. The boy on the right is wearing a grey and white plaid jacket. The background shows a typical classroom setting with a bulletin board covered in colorful papers and a wooden desk.

sch SCHOOL CITY OF
HAMMOND

2023-2024

**STUDENT
CODE OF
CONDUCT**

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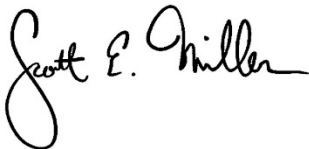
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Dear Parents,

This updated Code of Conduct will be the standard by which administrators, teachers, and students adhered to in our Hammond schools. The Code of Conduct sets forth clear, detailed expectations for student behavior, including definitions for specific discipline offenses and a range of consequences for each disciplinary offense that increase in severity for repeat behaviors, commonly known as progressive discipline. Importantly, the Code of Conduct is a tool developed to set clear expectations for students and also help ensure School City of Hammond employees make transparent decisions on student behavior that are based on fairness, consistency, and the wellbeing of all students in mind.

We strongly encourage all parents and members of the SCH community to carefully review the Code of Conduct with their students. Parents are meaningful partners in our joint endeavor to make sure all students are well equipped to pursue a meaningful graduation pathway. For our students to reach their full potential, your participation is vital.

We appreciate the privilege to provide a high-quality education to your child. Student wellbeing remains the centerpiece of SCH and we are dedicated to ensuring academic success and producing well-rounded and capable students.
Sincerely,

A handwritten signature in black ink that reads "Scott E. Miller". The signature is written in a cursive style with a large, looped initial "S".

Scott E. Miller, Superintendent
School City of Hammond

SCHOOL CITY OF HAMMOND SCHOOLS STUDENT CODE OF CONDUCT

I. Introduction

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

II. Who Should Read the Student Code of Conduct?

The Student Code of Conduct (SCC) is important for all members of the school community to read and understand. When all partners know, understand and follow the SCC, they will help schools be safe, respectful and productive places for all to learn and thrive. The following groups of people should read and understand the SCC:

a. 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.

b. 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.

c. School Staff

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

d. School Administrators

The SCC is your guide for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the SCC to students and parents/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.

e. Other District Staff

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

III. When and Where the Student Code of Conduct Applies

- a. The SCC applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the School City of Hammond, or at any time or place which may affect an educational function, including

when accessing the district's electronic network services.

- b. The SCC also applies to student behavior outside of school if (1) a student commits a Level 4 or 5 behavior (serious violations) and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

IV. Purpose of SCH Student Code of Conduct

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

V. Foundational Principles of the SCH Student Code of Conduct

a. Personal accountability

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

b. Prevention and Intervention

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

c. Classroom Inclusion to the maximum extent possible

- i. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classrooms due to misbehavior.
- ii. SCH will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level.
- iii. Law enforcement personnel should only be involved when there is a serious or immediate threat to individual or school safety.

d. Fair and age-appropriate consequences

- i. School discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. School discipline paired with meaningful instruction offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.

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

VI. Rights and Responsibilities

a. Students have the right and responsibility to:

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

b. Parents have the right and responsibility to:

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

c. Teachers, principals, and school staff have the right and responsibility to:

- i. Be respected as a professional and be treated courteously, fairly, and respectfully by students, parents, and school staff.
- ii. Establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures.
- iii. Be informed of the Student Code of Conduct.
- iv. Develop, communicate, and enforce clear behavioral and learning expectations for all students.
- v. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
- vi. Enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators.

- vii. Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand.
 - viii. Engage parents when their child is subject to disciplinary action.
 - ix. Have a safe working environment.
- d. **District administrators have the responsibility to:**
- i. Provide support and professional development training to principals and school staff to help them support students, including students with disabilities and other special needs.
 - ii. Ensure discipline policies are in compliance with civil rights laws.
 - iii. Monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics.
- e. **Community-based/local organizations and agencies should:**
- i. Share ideas and strategies for improving school climate and discipline practices.
 - ii. Make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/ guardians on student misconduct and potential responses.

VII. Administration of School Discipline

- a. **Characteristics of Disciplinary Practices**
- i. Successful disciplinary practices have the following characteristics:
 1. They are explicit, reasonable, and timely.
 2. They have logical, fair, consistent, and age-appropriate consequences.
 3. They include a variety of prevention and intervention measures.
 4. They provide the opportunity for significant parent/guardian and student participation.
 5. They respond to individual differences among students with insight and sensitivity.
 6. They protect the right of students to become educated.
- b. **Non-discrimination**
- i. School district staff responsible for implementing this Policy shall do so without discrimination based on race, gender, national origin, ethnicity, religion, disability, sexual orientation, or gender identity.
 - ii. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and Board Policy 5605 (Discipline of Students with Disabilities).
- c. **Staff training**
- Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.
- d. **Addressing Racial Disparities in School Discipline**
- Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups that are over-represented among those students who are suspended, expelled, or referred to law enforcement.
- e. **Distribution of consequences**
- The district shall post this Policy on the district web site and in each school. Personal copies of this Policy and school rules will be provided to each student and parent(s)/guardian and translated into a language that the parent/guardian can understand.
- f. **Annual Review**
- Both individual schools and SCH will evaluate and monitor the effectiveness of the district discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of student. This will allow schools and SCH to:
- i. identify areas of need

- ii. target areas of concern
- iii. access professional development, supports, and services
- iv. revise school procedures as needed

VIII. Prevention, Intervention, and Disciplinary Responses

a. General

Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. The use of out-of-school suspensions, expulsions, and the involvement of law enforcement should be limited to only the most serious misconduct.

b. Reasonable Consequences

- i. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community and are more likely to result in getting the student re-engaged in learning.
- ii. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior, and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

c. Intervention

- i. When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning.
- ii. Interventions can range from reminders, redirection and student/teacher conferences to suspensions and recommendations for expulsions, and MTSS process when necessary.
- iii. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three tiers of interventions may be used in the following ways:
 - 1. Supports for all students
 - 2. Small group or target group of students
 - 3. Individual intensive support

d. Disciplinary responses

i. General

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

ii. Scope of authority

- 1. A student may be disciplined for any offenses identified in this section, including, but not limited to, student conduct that occurs at the following times/locations:
 - a. While on school grounds
 - b. While going to or returning from school
 - c. During the lunch period
 - d. During, or while going to, or coming from, a school-sponsored activity
 - e. While using school-provided transportation
- 2. A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational

function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

iii. Relevant Factors in Making Discipline Decisions

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

iv. Severe or repeated misbehaviors

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

e. **Habitually Disruptive Student**

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

IX. Bullying: Board Policy 5517.01

a. **General**

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

b. **Definition of Bullying**

- i. As defined by IC 20-33-8-.2, bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:
 1. Places the targeted student in reasonable fear of harm to the targeted student's person or property
 2. Has a substantially detrimental effect on the targeted student's physical or mental health
 3. Has the effect of substantially interfering with the targeted student's academic performance; or
 4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school

 - ii. Indiana law exempts the following from the definition of bullying:
 1. Participating in a religious event
 2. Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger
 3. Participating in an activity consistent of the exercise of a student's rights protected under the First Amendment to the United States Constitution or Article 1 Section 31 of the Constitution of the State of Indiana, or both
 4. Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one or more adults
 5. Participating in an activity undertaken at the prior written direction of the student's parent
 6. Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana

 - iii. Bullying rises to the level of unlawful harassment (see p. 10) when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), and that bullying is based upon sex, race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal Civil Rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation.
- c. **Where Prohibited**
- i. Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function, or event.
 - ii. In accordance with IC 20-33-8-13.5(b), Discipline rules that apply regardless of location in which the bullying behavior occurred when:
 1. The bully and any of the intended targets are students at a school within the school corporation; or
 2. Disciplinary action is reasonably necessary to avoid substantial interferences with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.
- d. **Reporting**
- i. Any student who believes s/he has been or is currently the victim of bullying should immediately report the situation to the building principal or assistant principal or the Superintendent. The student also may report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. This report may be made anonymously. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. A parent may file a complaint on behalf of a student in the same

manner.

- ii. Staff members who fail to report bullying or who fail to conduct an investigation when assigned that duty are subject to disciplinary action, up to and including discharge.

e. **School Investigation**

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

f. **Consequences**

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

X. Disciplinary Offenses

Students are expected to comply with all reasonable requests by all staff members. A request will be held reasonable unless it is immoral, illegal, or personally degrading. Students who disobey a reasonable request from any teacher, paraprofessional, secretary, security officer, custodian, or cafeteria worker may be suspended from school pending a parent/guardian conference.

a. **Possession or Under the Influence of Drugs and/or Alcohol**

- i. Possession of Drugs and/or Alcohol - The possession of drugs, drug paraphernalia, and alcohol is not permitted in the school building, on school grounds, or at school-sponsored activities.
- ii. Use or Under the Influence of Drugs or Alcohol- The use of drugs or alcohol, or being under the influence of drugs, alcohol, or inhalants of any kind, in the school building, on school grounds, or at school-sponsored activities will not be permitted.
- iii. Selling, Dealing, or Providing Drugs and/or Alcohol- Providing, selling, or in any way, dealing in drug and/or alcohol products will not be permitted in the school building, on school grounds, or at school-sponsored activities.

b. **Smoking and Tobacco Products**

Smoking or the use of other tobacco products including e-cigarettes (vaping) is not permitted in the school building or on the school grounds. Items will be confiscated. Possessing, using, distributing, purchasing, or selling tobacco

or nicotine-containing products of any kind or in any form is prohibited.

c. **Fighting**

Fighting is considered unacceptable behavior at any time. Parents/guardians will be notified at every level.

d. **Bullying**

(IC § 20-33-8-0.2) Discipline rules adopted by the governing body of a school corporation must: 1. Prohibit bullying and 2. include: a) provisions concerning education, parental involvement and intervention and b) a detailed procedure for the expedited investigation of incidents of bullying. See full SCH Bullying Plan at SCH website: www.hammond.k12.in.us

- i. (Sec. 0.2) "Bullying" means overt, unwanted repeated acts or gestures, including verbal or written communications, 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. These actions create for the targeted student an objectively hostile school environment that:
1. places the targeted student in reasonable fear or harm to the targeted student's person or property
 2. has a substantially detrimental effect on the targeted student's physical or mental health
 3. has the effect of substantially interfering with the targeted student's Academic performance; or
 4. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school

Added code found: P.L. 106-2005, Sec. 6. Amended by P.L. 285-2-13, Sec. 5.

- ii. The discipline rules may be applied regardless of the physical location in which the bullying behavior occurred, whenever:
1. The individual committing bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and
 2. Disciplinary action is necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.
- iii. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee. School personnel will investigate all reports of bullying. Reports of bullying can be made to the school's Safety Tip Line at STOPIT located on the SCH website.
- iv. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator(s). This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.
- v. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
- vi. All schools in the corporation are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.
(IC § 20-33-8-.02 and IC § 20-33-8-13.5)

e. **Student Hazing**

- i. The School Board believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any

corporation-sponsored event.

- ii. Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.
 - iii. Administrators, faculty members, and other employees of the corporation shall be alert particularly to possible situations, circumstances, or events which might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Superintendent. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law.
- f. **Chromebooks**
- i. Chromebooks will be used for only instructional purposes during class time as guided by the classroom teacher.
 - ii. Chromebooks should remain closed during passing periods.
 - iii. Camera: Inappropriate use of the camera or any recording function as stated in our Student Handbooks will result in disciplinary and/or legal action, plus loss of use.
 - iv. Earbuds or headphones are not to be used during class periods unless instructed to do so by a supervising adult.
- g. **Speeding or Reckless Driving**
Speeding or reckless driving on school grounds is prohibited.
- h. **Sexting**
Sexting, using a cell phone, camera, iPad/Chromebook, or other video device to text message X-rated material, nude photos or other sexually provocative material is prohibited. Disciplinary action will result in confiscation of cell phone, camera, iPad/Chromebook, or other video device, suspension and/or expulsion from school. Parents will be notified. Indiana Department of Child Services and/or Police officials will be notified.
- i. **Parking**
Parking of cars, bicycles, and other vehicles shall be only in designated areas. Cars improperly parked may be towed away.
- j. **Vulgar or Profane Language**
Students are not to use abusive, vulgar, profane, or obscene language – including racial, ethnic, or sexual slurs -- on school property or while attending any school activity.
- k. **Cheating**
Cheating and plagiarism are prohibited (i.e., including but not limited to sharing of passwords, test protocols, etc.).
- l. **Littering**
Cleanliness is everyone's concern. Receptacles for waste are placed on every floor and in the gym. Each student should assume his or her share of responsibility in keeping the school clean and refrain from actions which detract from the cleanliness of the building and grounds.
- m. **Concessions**

No concessions are to be purchased during the instructional day except for those approved items sold in the cafeteria. Food and beverages, including water, shall be consumed only in the cafeteria or designated areas. An exception may be made for items approved by the classroom teacher and an administrator.

n. **Cafeteria**

All items purchased in the cafeteria must be consumed in the cafeteria. After eating, each student shall return his or her tray, milk carton, etc., to the designated area so that the following groups of students will have a clean area in which to have lunch. Students are to remain in the cafeteria or designated area during lunch period.

Students using the cafeteria are to be considerate of others by:

- i. Not cutting in front of any lines
- ii. Returning trays and not throwing food or drink; and
- iii. Using good manners and keeping noise level to a minimum

o. **Earbuds and or Headphones**

Earbuds or headphones are not to be used during class periods unless instructed to do so by a supervising adult.

p. **Conduct During Lunch Periods and Between Classes**

Students should not:

- i. Congregate in the halls in groups which block traffic
- ii. Make unnecessary noise
- iii. Run in the halls
- iv. Throw objects; and
- v. Participate in physical activity such as pushing, tripping, or shoving, even though fun may be intended

q. **Recreational Toys**

Recreational toys, including frisbees, yo-yos, and whistles are not a part of the educational materials required for school. They are not to be brought to school and, if brought to school, will be confiscated. The parent/guardian may be asked to pick up confiscated items. Items including, but not limited to, laser pointers, playing cards, dice, lighters, matches, tapes, video games, two-way radios, and cameras are not permitted at school with the exception made for items approved by the teacher and/or the principal. Portable sound systems, MPS players, cell phones, and other electronic devices of a similar nature are to be turned off when the student enters the building and kept out of sight during the school day.

r. **Firecrackers**

Firecrackers and noise making devices should not be brought into any school building, onto any school property, or to any school function.

s. **Prohibited Footwear**

Heelys, roller skates, skate shoes, skateboards, and scooters are prohibited on school property and at school events.

t. **Vandalism**

Acts of vandalism and defacing or destruction of public property, such as writing on or in lockers, on walls, or in restrooms, will be dealt with accordingly.

u. **Stealing**

Stealing is prohibited and will be dealt with accordingly.

v. **False Reporting**

Students falsely reporting a "911" emergency, reporting a bomb threat, or pulling a fire alarm may face suspension and/or expulsion and will also be reported to local law enforcement authorities.

w. **Public Displays of Affection**

Students are prohibited from overt public displays of affection and sexual acts.

XI. Disruptive Students

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

XII. Anti-Discrimination and Harassment: Board Policy 5517

a. Harassment Policy

School City of Hammond has adopted and will follow district-wide policies forbidding harassment and discrimination. No student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of race, ethnicity, color, sex, religion, national origin, or disability.

- i. Harassment occurs when:
 1. one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students with the intent to harass, ridicule, humiliate, intimidate or harm that/those student(s), AND
 2. that bullying is based upon race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to:
 - a. create an intimidating, hostile, or offensive educational environment.
 - b. cause discomfort or humiliation; or
 - c. unreasonably interfere with the individual's school performance or participation
- b. **Race, Color, Religion, National Origin, Disability, & Other Protected Forms of Harassment**
 - i. Verbal harassment:

Written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the Corporation, or third parties.
 - ii. Non-verbal harassment:
 1. Placing insulting or threatening objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the Corporation, or third parties.
 2. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the Corporation, or third parties by refusing to have any form of social interaction with the person.
 - iii. Physical Contact harassment:

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

1. Harassment based on race/color/ethnicity may include:
 - a. conduct directed at the characteristics of a person's race, color, or ethnicity.
 - b. racial slurs
 - c. nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.
 - d. negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs
 2. Harassment based on disability may include conduct directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances or the like.
- v. Reporting Procedures:
1. An individual who believes s/he has been unlawfully harassed may either:
 - a. make an informal complaint, either orally or in writing: to a teacher, other employee, or building administrator; directly a Compliance Officers and/or to the Superintendent or other Corporation-level employee or
 - b. file a formal complaint either orally or in writing with a teacher, principal, the Compliance Officers, Superintendent, or other Corporation-level employee.
 2. Refer to Policy 5517 for policy language and incident reporting procedures. Actual policy language supersedes this description. Paper versions of the policy, including incident report forms, are available at each school's main office. A copy of the Incident Report Form is included in the Student Code of Conduct Handbook and online.
- vi. Consequences
- See the *Student Code of Conduct Table* for consequences for various forms and degrees of harassment.
- c. **Sexual Harassment:**
- i. General

The purpose of this policy is to address and prevent sexual harassment, a form of sex-based discrimination, and ensure that the School City of Hammond (SCH) is in compliance with Title IX, 20 U.S.C. §§ 1681 et seq., its implementing regulations, 34 C.F.R. Part 106, and published guidance of the United States Department of Education, Office for Civil Rights which prohibits sex-based discrimination by school districts that receive federal funds.
 - ii. Notice of Non-Discrimination
 1. As required by Title IX, SCH does not discriminate on the basis of sex with regard to participation in any academic, extracurricular, research, occupational training or other education program or activity operated by ASD. The requirement not to discriminate in the education program or activity based on sex extends to employment at SCH, as well.
 2. Questions about the applicability of Title IX to any SCH program or activity may be directed to the SCH Title IX Coordinators, Assistant Superintendent of Operations, or Director of Student Services located at 41 Williams Street, Hammond, IN 46320.
 - iii. Prohibition Against Sexual Harassment
 1. SCH is committed to maintaining a school environment free of discrimination based on sex, including sexual harassment. Sexual harassment of any kind at school or school-sponsored events, on school property, or on busses is unlawful and strictly prohibited. SCH will neither condone nor tolerate sexual harassment of students by District employees or fellow students. SCH requires all SCH personnel and students to conduct themselves in an appropriate manner, with respect for others in the SCH community.
 2. SCH shall take reasonable and appropriate action to prevent, address, and eliminate sexual harassment in the education program and activities in every school, school sponsored activity, and on school property or on busses. This effort shall include monitoring and supervision to prevent, detect, and correct instances of sexual harassment; eliminating any hostile environment; conducting investigations of complaints, formal or informal, of sexual harassment; protecting victims of sexual harassment; instituting remedial measures; and educating SCH personnel, students, parents, and guardians about sexual harassment and this policy.
 - iv. Definition of sexual harassment

1. Sexual harassment: Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, Sexual harassment, a form of sex-based discrimination, is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a District employee or peer that creates an intimidating, hostile, or abusive environment that is so severe or pervasive it prevents a student from fully participating in an educational program or activity. Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. There does not need to be intent to harm nor does the activity need to be directed at a specific person to be considered harassment. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical. In addition, harassment based on gender stereotypes is sexual harassment.
 2. Sexual Violence: Sexual harassment is also defined to include sexual violence, which is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts are forms of sexual harassment covered under Title IX.
- v. Examples:
- Examples of sexual harassment that would violate this policy include, but are not limited to, the following:
1. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
 2. Physical and/or sexual assault.
 3. Threats or insinuations that a person's academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of education may be adversely affected by not submitting to sexual advances.
 4. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
 5. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the educational environment, which may embarrass or offend individuals.
 6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
 7. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
 8. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
 9. Spreading rumors about or rating other students as to sexual activity or performance.
 10. Inappropriate boundary invasions by a corporation employee or other adult member of the School Corporation community into a student's personal space and personal life.
 11. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.
 12. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- vi. Limitation:
- Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex- based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.
- vii. Reporting Procedures:
1. An individual who believes s/he has been unlawfully sexually harassed may either:
 - a. make an informal complaint, either orally or in writing to a teacher, other employee, or building

- administrator; directly to a Title IX Coordinators and/or to the Superintendent or other Corporation-level employee or
- b. file a formal complaint either orally or in writing with a teacher, principal, the Title IX Coordinators, Superintendent, or other Corporation-level employee.
- 2. Refer to Policy 5517 for policy language and incident reporting procedures. Actual policy language supersedes this description. Paper versions of the policy, including incident report forms, are available at each school's main office. A copy of the Incident Report Form is included in the Student Code of Conduct Handbook and online.
- viii. Consequences
 - 1. See the Student Code of Conduct Table for consequences for various forms and degrees of sexual harassment.
 - 2. Pursuant to the SCH Board Policy, Sexual conduct/relationships with students by a Corporation employee or any other adult member of the Corporation community is prohibited, and any teacher, administrator, coach, other school authority, or staff member who engages in certain sexual conduct with a student may be disciplined up to and including termination and also may be guilty of the criminal charge of "sexual battery" as set forth in I.C.35-42-4-8. In the case of a child under fourteen (14) years of age, the person also may be guilty of "child molesting" under I.C. 35-42-4-3. In the case of a child between the ages of fourteen (14) and sixteen (16), the person also may be guilty of "sexual misconduct with a minor" under I.C. 35-42-4-9. The issue of consent is irrelevant in regard to the latter two (2) criminal charges. Any employee accused of sexual relations with a student may be placed on leave until school administrative proceedings are completed. Proven sexual relationships with a student regardless of the age of the student will initiate the termination process for the employee.

XIII. Possession/Use of Tobacco: Board Policy 5512

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

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

XIV. Possession/Use of Unauthorized Drugs: Board Policy 5530

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

a. Definition:

- i. "Drugs" is defined to include the following:
 - 1. All dangerous controlled substances prohibited by Indiana Statute
 - 2. Any synthetic drug or derivative thereof is defined as a controlled substance by Indiana statute
 - 3. All chemicals which release toxic vapors
 - 4. All alcoholic beverages
 - 5. Any prescription or patent drugs, except those students have been granted permission in accordance with the procedures required for "administration of medication at school"
 - 6. Anabolic steroids
 - 7. Any "look-alike" substances
 - 8. Any other illegal substance so designated and prohibited by law.
- ii. For the purpose of consequences, "tobacco" is not included as an unauthorized drug
- iii. For the purposes of consequences, possession/use of over-the-counter medication and prescribed

medication in violation of the school medication policy.

b. **Consequences:**

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

XV. Administration of Medication at School

- a. When a child is placed on any medication (including over the counter medications such as Tylenol or cough drops) and the medication must be taken during school hours, a note from the physician is required with the following information:
 - i. Child's name
 - ii. Dosage of medication Name of medication
 - iii. Time(s) to be taken
 - iv. Written permission from the parent or guardian is also required.
- b. The medicine must be delivered to school by the parent or guardian in the original bottle, labeled with the child's name and the dosage of the medication.
- c. A student with a potentially life-threatening condition may possess and self-administer medication for the chronic disease or medical condition during the school day. Indiana law (I.C. 20-8.1-5;1-8b) requires the following conditions to be met:
 - i. The student's parent/guardian has filed an authorization with Health Services for the student to possess and self-administer the medication. The authorization must include the statement as described below in Section 2.
 - ii. A physician states in writing:
 - a. The student has a potentially life-threatening condition for which the physician has prescribed medication.
 - b. The student has been instructed in how to self-administer the medication; and
 - c. The nature of the disease or medical condition requires emergency administration of the medication. The authorization and statement must be provided to Health Services annually.
- d. Questions regarding medication administration at school may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400. Questions regarding head lice (pediculosis) may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400.

XVI. Suspensions or Expulsions: Board Policy 5610

- a. School City of Hammond implements fair, equitable, and transparent due process procedures designed to give the student a full and meaningful opportunity to be heard. Suspensions and expulsions have serious, long-lasting effects on students. When these practices are being considered, schools must follow certain procedures to be sure that the student's rights are protected.
- b. Suspensions, both in-school and out-of-school, are only to be given in accordance to the Student Code of Conduct.
- c. No student is to be suspended and/or expelled from an activity, program, or a school unless his/her behavior represents misconduct or substantial disobedience while the student is on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; or traveling to or from school or a school activity, function, or event.

- d. In addition to the grounds specified above, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property, including any unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.
- e. Furthermore, a student may be suspended or expelled for bullying, regardless of the physical location in which the bullying occurred, whenever:
 - i. The individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and
 - ii. Disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

XVII. In-School Suspensions/ICBM/ABR

- a. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, School City of Hammond endorses the concept of in-school suspension.
- b. The purpose of in-school suspension is to provide a more effective means of discipline than out-of-school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner consistent with the students' due process rights. The following guidelines shall be observed:
 - i. Students shall be assigned to a class where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers
 - ii. The principal or designee shall notify the parent/guardians by telephone as soon as practical if their child has been placed under in-school suspension. If the parent/guardian cannot be reached, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class
 - iii. For an in-school suspension credit will be given for all classroom assignments that can be completed during the in-school suspension or as homework.

XVIII. Out-of-School Suspension

- a. Students can only be suspended out-of-school if they commit a Level Three or Level Four, or repeated Level One or Level Two Offenses, in accordance with the Discipline Ladder.
- b. Elementary school students shall not receive out-of-school suspensions for Level One offenses.
- c. Credit will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school. Failures shall be given for any classroom work that cannot be made up such as laboratories or skill sessions. Students have the same number of days they were suspended to make-up work upon their return.

XIX. Suspension Defined

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

a. Students with Disabilities

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

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

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. Before a student is suspended, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:

- i. Be informed of the charges and evidence against him or her
- ii. Have an opportunity to orally respond to the charges and present his or her version of events
- iii. Have an opportunity to appeal the decision.

XX. Expulsion Defined

Expulsion means disciplinary action whereby a student is:

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

d. **Suspension Pending Expulsion**

The expulsion examiner may continue suspension of a student for more than the three (3) school day period of the principal's suspension and until the time of the expulsion decision if s/he determines that the student's continued suspension will prevent or substantially reduce the risk of:

- i. interference with an educational function or school purposes; or
- ii. a physical injury to the student, other students, school employees, or visitors to the school.

e. **Students with Disabilities**

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

f. **Optional Recommendation for Expulsion: Level 4 Offenses**

A student that has committed recurring Level 4 offenses may be recommended for expulsion. Consideration will be given to offense-specific factors, as listed in the Student Code of Conduct (where relevant). Recurring Level 1 offenses may never lead to a recommendation for expulsion for students in grades K-5.

g. **Automatic Recommendation for Expulsion:**

The following are offenses for which a student will face an automatic recommendation for expulsion:

- i. Any student who brings a firearm, as defined in IC 35-31.5-2-86, or a destructive device, as defined in I.C. 35-47.5-2-4 to school or onto school property or at a school-related activity or is in possession of a firearm shall be expelled for at least one (1) calendar year unless the Superintendent reduces the punishment for reasons justified by the particular circumstances of the incident.
- ii. If the student brings a deadly weapon as defined in I.C. 35-41-1-8 onto School City property or is found to possess a deadly weapon on School City property or at a school-related activity, s/he may be expelled for a period of not more than one (1) calendar year unless the Superintendent reduces the punishment for reason justified by the particular circumstances of the incident. The Superintendent shall notify the law enforcement

agency designated by the Prosecuting Attorney immediately when a student possesses a firearm, destructive device, or deadly weapon on school property or at a school-related activity.

iii. **Deadly Weapon** includes:

1. A loaded or unloaded firearm
2. A destructive device, weapon device, taser or electronic stun weapon, equipment, chemical substance, or other material that is readily capable of causing serious bodily injury
3. An animal that is readily capable of causing serious bodily injury
4. A biological disease, virus, or organism that is capable of causing serious bodily injury

iv. A student that is declared "habitually disruptive," as outlined on p. 8.

v. A student that engages in aggravated battery, as defined in IC 35-42-2-1.5, which involves knowingly or intentionally inflicting injury on a person that creates a substantial risk of death or causes serious permanent disfigurement or protracted loss or impairment of the function of a body part.

vi. A student that engages in criminal hazing, as defined in IC 35-42-2-2, which means forcing or requiring another person with or without the consent of the person and as a condition of association with a group or organization to perform an act that creates a substantial risk of bodily injury.

vii. A student that engages in sexual violence. A number of different acts fall into the category of sexual violence, including:

1. Rape (IC 35-42-4-1)
2. Sexual assault (IC 35-42-4-2)
3. Sexual battery (IC 35-42-4-8)
4. Sexual coercion.
5. Vicarious sexual gratification (IC 35-42-4-5)

h. Length of Expulsion

- i. Except in the case of firearms, destructive devices, and deadly weapons, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester.
- ii. An expulsion during the second semester may extend through summer school and/or through the end of the first semester of the next school year, unless otherwise modified or terminated by the Board of School Trustees.
- iii. An expulsion that takes effect more than three (3) weeks before the beginning of the second semester or that will remain in effect into the first semester of the next school year shall be reviewed by the expulsion examiner, before the beginning of the second semester or before the beginning of the next school year, as applicable, to determine if there is newly discovered evidence or evidence of a change in the student's circumstances occurring since the original meeting. If so, the expulsion examiner may recommend to the Superintendent that the student be readmitted for the second semester or at the beginning of the next school year, as applicable.

i. Due Process and Appeals for Expulsion

- i. Procedures for expulsion of a student will be initiated by the school principal's recommendation to the superintendent. The principal will, at the time of making such recommendation, give to the student and the student's parent/guardian through personal delivery or certified mail written notice of the recommendation for expulsion in a language that they can understand. The notice will contain:
 1. A statement of the reasons for the recommended action, including the rule(s) alleged to have been violated and the charges against the student.
 2. The length of the expulsion
 3. The right to request an expulsion meeting and the procedure for such a request
- ii. If the student or the student's parent requests an expulsion meeting, an expulsion meeting must be held prior to expulsion. The Superintendent or person designated as the expulsion examiner must notify the student and the student's parent, in writing, of the date, time, and location of the expulsion meeting unless the initial notice of right to an expulsion meeting provided that information.
- iii. The Superintendent or person designated as the expulsion examiner may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

- iv. The Superintendent or person designated as the expulsion examiner shall make a written summary of the evidence heard at the expulsion meeting and take the action that s/he finds appropriate. The Superintendent or person designated as the expulsion examiner shall provide notice, in writing, of the action taken to the student and the student's parent. If the Board of School Trustees has voted to hear all expulsion appeals, the notice must include the student's and parent's right to make a written appeal to the Board. Any such appeal must be made not later than ten (10) days of student's and parents' receipt of the notice of action taken. If the Board has voted not to hear expulsion appeals, the notice must include the student's and parent's right to appeal the expulsion by filing an action in the circuit or superior court of the county in which the student resides.
- v. If the Board has voted to hear all expulsion appeals, upon receipt of a written appeal, the Board shall hold a meeting to consider the written summary of evidence presented at the expulsion meeting and the arguments of the principal and of the student and/or his/her parents. The Board may then decide to uphold the expulsion, authorize alternative discipline, or overturn the expulsion, as it finds appropriate. The student or his/her parents may appeal the Board's decision only to the circuit or superior court of the county in which the student resides.

XXI. Police Notification

a. General

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

b. Mandatory Notification

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

c. Discretionary Notification

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

XXII. Search and Seizure

a. General

If reasonable suspicion to believe a particular student is in possession of an illegal substance or unauthorized weapon exists, a principal or designee may conduct a "pat down" reasonable in scope, or, if necessary, a search

of the student's person and/or personal possessions. Any such "pat down" or search shall be conducted in a manner that preserves the student's privacy and dignity to the extent feasible.

b. Student Lockers

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

c. School Inspection Agreement

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

XXIII. Questioning by Police

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

XXIV. Dress Code Policy: Board Policy 5511

a. General

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

b. Banned Messaging

Clothing and accessories shall not be worn if they display or suggest inappropriate pictures/sayings including (but not limited to):

- Profanity or vulgarity
- Obscene or foul language
- Symbols of violence (guns, depictions of violent acts)
- Discriminatory messages
- Gang or gang-like symbols

- Sexually suggestive symbols, pictures, or words
- Alcohol, tobacco or drug related symbols, pictures, or words

c. **Dress Code Values:**

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- While teachers should focus on teaching, building-wide dress code enforcement requires a team effort from all staff to be effective.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.
- Our student dress code is designed to accomplish several goals:
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

d. **Accessories**

- Headphones/earbuds/Air Pods are not permitted to be worn or used in the hallways during school hours. Only with specific permission may they be used in a classroom.
- Pocket/wallet chains are not permitted.
- Sunglasses shall not be worn inside unless prescribed by a physician and administration is made aware.
- Detachable gold teeth, grills or fangs are not permitted.
 - These may be confiscated and will need to be picked up by a parent/guardian only.

e. **Footwear**

School City of Hammond does not have the materials/provisions to fix footwear.

- Slippers are not permitted (such as bedroom slippers and house shoes).
- Students are not allowed to walk barefoot at any time during the school day.
- Shoes with laces are to be laced, tucked, or tied.
- Shoes manufactured with wheels are not permitted.
- Flimsy shoes are discouraged (thin-strap sandals, etc....).

- These types of shoes are not made to handle the wear and tear of walking and shuffling around all day in a school setting.
 - If they break, the student will be sent to the Academic Behavior Resource (ABR) room until such time as a parent/guardian can bring another pair of shoes to school.
- f. **Headwear**
- Non-religious head coverings, including but not limited to caps, hats, costume wigs, bandanas, hair curlers, picks, combs, hoods, do-rags/wave caps, bonnets, and headscarves of any kind are not allowed, unless provided special permission by school administration.
- g. **Pants/Slacks**
- Pants will be worn fitted to the waist with or without a belt, and they will not expose undergarments.
 - If a student is “sagging” where undergarments are exposed, the student will be asked to fasten the pants at his/her waist, call home for a belt to be brought in and/or be placed in our Academic Behavior Resource (ABR) Room until such time as an appropriate pair of pants/belt can be brought from home. If the student continues to sag their pants where undergarments are exposed, a disciplinary referral may be written.
 - Belts must be appropriately buckled.
 - Flannel pants, pajamas, and pajama-looking pants are not permitted.
- h. **Shirts and Tops**
- Clothing that exposes the back, shoulders, torso- including stomach/belly button area, and/or cleavage, such as the following (but not limited to) is not allowed:
 - Tube tops/Halters/Crop Tops
 - Tank tops/Spaghetti straps
 - Bare back or midriff clothing
 - Bathing suits
 - Basketball-style jerseys without a shirt underneath
 - Shirts with slits above the waist
 - Sheer material whereby undergarments can be seen
 - Hoodies are allowed but hoods cannot cover a student’s head
 - All shirts must cover the belly button area, lower back area and chest area.
- i. **Leggings/Shorts/Dresses/Skirts**
- Pants/skirts/shorts/dresses with rips, tears, and/or holes should be below the thigh and at an appropriate length at their sides.
 - At no time should clothing be worn that is too tight; revealing undergarments or private areas; or too loose so that undergarments and/or too much skin is revealed.
 - This includes loose tops that fall from the shoulders as well as pants that sag and expose undergarments.
- j. **Outerwear**
- Winter coats and heavy jackets are not permitted to be worn during class time.
 - Light weight items such as sweatshirts & sweaters are okay.
 - Blankets/Throws and the like are not allowed to be “worn” during the school day.
- k. **Dress Code Enforcement**
- To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- Students will only be removed from spaces, hallways, or classrooms because of a dress code violation as

outlined.

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school.
- "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit.
 - measuring straps or skirt length.
 - asking students to account for their attire in the classroom or in hallways in front of others.
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students .
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances, and prom. Student athletic apparel will be defined by safety and competitive performance standards. Students who feel they have been subject to discriminatory enforcement of the dress code should contact the building administration.

SCH Administration and/or Staff will make the final decision as to whether clothing worn by a student at school is appropriate for the school environment.

l. Student ID Cards- Middle and High School Students ONLY

The safety of all students and staff is one of SCH's number one priorities. All students should have their ID picture taken and on file. Students must have their ID card on their lanyard, around their neck, and visible to enter the building, classrooms, and pass through the cafeteria accounts, and for identification purposes. Failure to have your ID card when requested by any staff/security member will result in disciplinary action-one consequence per day (see discipline table). Any ID which has been altered, obscured, or defaced is not valid, and the student will be responsible for the cost of a replacement ID.

m. Dress Code Violation Consequences

A dress code violation is a Level 1 offense. Additionally, depending on the circumstances and school-specific practices, students may be asked to change their clothes, when available. Only when a student's clothing is likely to cause a substantial disruption to the learning environment should the student be held from class until a change of clothing becomes available and keeping students out of class for dress-code violations should be limited to the maximum extent possible.

XXV. Personal Electronic Devices

a. General

Cell phones are to be turned completely off and put away prior to entering the school building. Phones will be stored during the school day following the school's process. Cell phones are not to be with the student in the classroom. Cell phones may be taken out once the student has exited the building. .Electronic devices such as iPod, mp3 players, psp's, dsi, and the like are not allowed in the school or on a bus at any time (this includes recess and lunch time). SCH and its employees are not legally, or financially responsible for lost, stolen, or damaged cell phones or other electronic devices.

Sending, sharing, viewing, or possessing pictures, text messages, emails, or other material in electronic or any other form, including the contents of a cell phone or other electronic device is strictly prohibited and possessing such items

could be grounds for expulsion and referral to law enforcement.

Refusal to surrender the cell phone/device to the office will result in a 1 day out of school suspension. Failure to serve detention will result in a 1 day out of school suspension.

Behavior: cellphones out during the day in the building or on the bus. Electronic devices brought to school.

1st incident: student signs the phone/electronic device in at the office and signs it out at the end of the day. Parent contact is made.

2nd incident: student signs the phone in at the office and parent is called to pick up the phone/electronic device from the office. Student will not be given the cell phone/electronic device. Detention/ABR.

3rd incident: student signs the phone in and out of the office each day. If student is in possession of an electronic device, parent must come to pick it up. It will not be returned to the student. 3 Detentions/ABR.

Behavior: Making a recording with the electronic device or cell phone on school property. Taking photos with electronic device or cell phone on school property.

1st incident: student signs phone/device into the office. Parent must come in to pick up the phone/device. If school suspects a photo has been taken or a video has been made, the parent will search the phone/device for the videos/photos taken on school property. Videos and photos are deleted. 1 day of in school suspension. Phone must be checked in and out of the office each day. (Hammond police will be contacted – a harassment charge may be filed).

2nd incident: student signs phone/device into the office. Parent must come in to pick up the phone/device. If school suspects a photo has been taken or a video has been made, the parent will search the phone/device for the videos/photos taken on school property. Videos and photos are deleted. 1 day out of school suspension. Phone must be checked in and out of the office each day. (Hammond police will be contacted – a harassment charge may be filed).

Behavior: Posting a video or photo that has been taken on school property to social media or sharing a video or photo that has been taken on school property.

1st incident: student signs phone/device into the office. Parent must come in to pick up the phone/device. If school suspects a photo has been taken or a video has been made, the parent will search the phone/device for the videos/photos taken on school property. Videos and photos are deleted. 1 day of out of school suspension. Phone must be checked in and out of the office each day. (Hammond police will be contacted – a harassment charge may be filed).

2nd Incident: student signs phone/device into the office. Parent must come in to pick up the phone/device. If school suspects a photo has been taken or a video has been made, the parent will search the phone/device for the videos/photos taken on school property. Videos and photos are deleted. 2 days out of school suspension. Phone must be checked in and out of the office each day. (Hammond police will be contacted – a harassment charge may be filed).

b. Lost, Stolen, or Damaged Devices

Students are responsible for their own personal items, including electronic devices (e.g., phones, mp3 players, iPods, etc.). The school district assumes no liability or responsibility for lost, damaged, or stolen personal property; however, students should contact a school administrator to make him/her aware of stolen devices. The administrator will, in turn:

- i. Make a reasonable attempt to recover the stolen item
- ii. May contact the SRO or a police officer for assistance.

c. Reporting

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

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

a. **General**

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

b. **Acceptable Use and Safety**

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

XXVII. Use of Internet and Technology

a. **General**

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

b. **Consequences for Inappropriate use of the Internet**

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

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

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

d. **Disclaimer**

SCH makes no warranties of any kind, either expressed or implied, for the Internet access it provides. The district will not be responsible for any damages users suffer, including, but not limited to:

- i. the loss of data resulting from delays or interruptions in service.
- ii. the accuracy, nature or quality of information stored on any electronic media, hard drives or servers.
- iii. the accuracy, nature or quality of information gathered through district-provided Internet access.
- iv. personal property used to access district computers or networks or for district- provided Internet access.
- v. unauthorized financial obligations resulting from district-provided access to the Internet.

e. **Social Media Definition**

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

f. **Use on school network**

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

XXVIII. Operation of Vehicles on School Property

a. **General**

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

reasonable fee for this parking privilege.

b. Consequences

- i. Habitually tardy student may have their parking pass revoked and will not be issued a refund.
- ii. SCH may contact the police to have the vehicle towed from the premises at the operator's expense. If a vehicle is towed from school property, the towing company will inform the Hammond Police Department of the location of the vehicle. The owner/operator of the vehicle can then contact the Hammond Police Department to arrange for the vehicle's release
- iii. SCH may seek the assistance of law enforcement.

XXIX. Attendance Policy

Days Absent	Student	School Adm/Supports	Parent/Guardian
Within 0-3 days	<ul style="list-style-type: none"> ◆ Secondary students must communicate with teachers to receive school assignments. ◆ Elementary parents must communicate with the teacher to receive their child's assignments. 	.	Call school to report absence.
Within 4-6 days	<ul style="list-style-type: none"> ◆ Secondary students must communicate with teachers to receive school assignments. ◆ Elementary parents must communicate with the teacher to receive their child's assignments. 	Call Parent/Guardian *If parents have not reported the absence. Elementary School -Assistant Principal Middle School -Assistant Principal and/or Dean High School -Attendance Clerk	Meet with school administration, or counselor.
Within 7-9 days	<ul style="list-style-type: none"> ◆ Secondary students must communicate with teachers to receive school assignments. ◆ Elementary parents must communicate with the teacher to receive their child's assignments. 	Mail letter to parent Elementary School – Assistant Principal Middle School – Assistant Principal and/or Dean High School – Attendance Clerk Conference meeting Principal and/or counselor	Meet with school administration for support. (required)
10 + days		Refer student to Attendance Officer for home visit School designee will contact the Attendance Officer	Communicate with school administration/register of student's attendance and/enrollment status
15+ days		Mail letter to parent Conduct another home visit by Attendance. Complete Geminus Referral and/or Non-Attendance Checklist	

a. **General**

- i. SCH recognizes that good attendance is essential if students are to achieve and reach their potential. Their presence in the classroom enables students to participate in instruction, class discussions, and other related activities. Students' attendance will be reviewed by the first 10 minutes of class each day.
- ii. Parents are responsible for having their children in school. Indiana law prescribes that parents must have their children in public or private school from the age of 7 until the date on which the child:
 1. Graduates
 2. Reaches at least 16 years of age but less than 18 years of age; and
 - a. The student and the student's parent or guardian and the principal agree to the withdrawal; and
 - b. At the exit interview the student provides written acknowledgement of the withdrawal and the student's parent or guardian and the school principal each provide written consent for the student to withdraw from school. Unless the withdrawal is due to a hardship, the student's driver's license will be invalid until the student reaches the age of 18.

b. **Definition**

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

c. **Absences Counted as Present**

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

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

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

e. **Excused Absences**

- i. Unless a note or prior approval is required, it is a parent's responsibility to call the school by 9 a.m. the day a child is absent. If the parent does not call, the school will attempt to call the parent that day to document the absence.

- ii. Illness: The District will accept a parent call for student illness for up to three consecutive days. If the student is still ill on the fourth day, the school will require a doctor's note for the fourth-day absence to be excused. The note should be turned into the office upon return to school. Notes not received within two days of returning to school will result in the absence not being excused. If the student is called out ill for multiple different extended illnesses, the parent will be notified and further documentation may be required (e.g., the student misses school for extended illness in November, December, and January without a chronic illness form).
 - iii. Chronic Illness: A parent who has a son/daughter with a chronic illness may have a medical doctor complete a form and file it at the school. After review by school health personnel, the form may exempt the parent/student from securing a doctor's statement each time the student is absent for that school year. If the student has an approved chronic illness form the parent is still responsible for notifying the school of the student's absence.
 - iv. Professional Appointments: Notes from professional appointments, which require a note from the professional office, must be turned in upon returning to school. Notes not received within two days of the appointment will result in the absence not being excused.
 - v. Pre-approval: Where preapproval is granted by the principal or superintendent (e.g., pre-approval required for vacations), no documentation is required
- f. **Excused absences include the following**
- i. Illness verified by phone or written contact from the parent
 - For head lice, students must be examined and cleared by the school nurse prior to being admitted back into school.
 - ii. Illness verified by a note from a physician
 - iii. Required court attendance verified by documentation
 - iv. Professional appointments verified by a signed statement from the doctor, dentist, lawyer, counselor, etc.
 - Parents are encouraged to schedule medical, dental, legal, and other necessary appointments other than during school hours. When appointments are necessary during the school day, the student shall report back to school immediately after the appointment with a signed statement from the doctor, dentist, lawyer, counselor, etc.

****For reasons 5-8, the principal must approve if more than 3 consecutive absences are needed.**
 - v. Death of a relative
 - vi. Funeral
 - vii. Military connected families' absences related to deployment and return
 - viii. Family emergencies
 - ix. An out-of-school suspension
 - x. Participating in an educationally related non-classroom activity which is:
 1. Consistent with and promotes educational philosophy and goals of SCH;
 2. Facilitates the attainment of specific educational objectives;
 3. Is part of the goals and objectives of an approved course or curriculum;
 4. Represents a unique educational opportunity;
 5. Cannot reasonably occur without interrupting the school day; and
 6. Is approved in advance by the school principal.
 7. This may include, but are not limited to:
 - a. Field trips
 - b. Pre-approved college visitations by high school students (limit of three per year), with prior approval from principal. Verification from the college is required.
- g. **Unexcused Absences include the following**
- i. Truancy
 - ii. Missed Bus
 - iii. Vacation
- h. **Truancies**
- i. Truancy is defined as an unexcused absence from school without permission of the parent. A student is considered "truant" each day or part of the day the student's absence is not covered under the definition of "excused absence" or any "absence counted as present." In other words, truancy is an unexcused absence.

- ii. A student is “tardy” instead of “truant” if the student is in their assigned class for the first ten minutes of the class period (for grades 7-12) or arrives to school before 12:00 pm (for grades K-6).
- i. **Consequences for repeated truancies:**
- i. 1-2 Truancies: will result in a Level 1 offense.
 - ii. 2-9 Truancies: A student has excessive truancies when unexcused absences are frequent or prolonged that adversely affect the child’s education (for unexcused absences on days 2-9: for 10+ days see “habitual truancy”). For students in grades 6-12, truancies are calculated per class period. Students with excessive absences may also be referred to agencies to meet with parents in order to eliminate truancies and excessive absenteeism when the school’s efforts are not successful.
 - iii. 10+ Truancies: A student is considered habitually truant when the student has unexcused absences from school for more than 10 days of school in 1 school year.
- j. **Tardiness**
A student is “tardy” instead of “truant” if the student is in their assigned class during the first 10 minutes of the class period. K-6 students who leave school before 12:00 pm without an excused absence will be counted as “tardy.” A student is not counted as tardy if the bus is late.
- k. **Excessive Tardiness:**
- i. For students in grades 7-12, excessive tardiness occurs for middle/high school students when a student has been consecutively tardy to one or more classes three (3) occasions within one semester.
 - ii. Excessive tardiness will result in a Level 2 discipline offense.
- l. **Make-Up Opportunities**
Students will be given the opportunity for making-up work missed for any absences, including suspension. The length of time for completion of make-up work shall be commensurate with the length of the absence. Tests missed may be made up per arrangement with the teacher. The teacher, at his/her convenience, will administer the test or assign alternative written work in lieu of the test missed.
- m. **Make-Up Work**
- i. Students who are absent will be provided with the opportunity to receive assignments during the absence and, if possible, to do make-up work upon their return. The student is responsible for requesting make-up work.
 - ii. Students who have seven or more unexcused absences will be permitted to make up work at the discretion of the teacher. The time frame for completing make-up work shall be the total number of days absent, plus one. Extended illness shall be handled on an individual basis.
 - iii. A student who does not turn in the missed work to the teacher by the end of the required day will forfeit his/her rights to make up the work. Make-up work turned in under the above requirements will be graded by the teacher and the student will be given full credit.
 - iv. Grading of Late and Make-up Work
 - 1. 10% Penalty - One day late
 - 2. 20% Penalty - Two days late
 - 3. 30% Penalty - Three days late
 - 4. 40% Penalty – Four or more days late, up to the end of the marking period. (A zero will only be given on assignments not completed by the end of the marking period.)

XXX. Extracurricular Activities

- a. **General:**
- i. Participation in school activities is a privilege that carries with it varying degrees of responsibility, recognition and reward. Participating students represent their school and other members of the student body, and it is their duty to conduct themselves in a manner that is positive for themselves, their families, their school and their community.
 - ii. Participants in the school’s extracurricular and co-curricular activities shall be governed by local and state laws, related state association regulations, the Code of Conduct and the Extracurricular/Co-Curricular Code of Conduct. In addition, with the approval of the principal or designee, each coach, club sponsor or faculty adviser of an extracurricular/co-curricular activity may develop and impose eligibility rules with respect to attendance or other matters, which may be in addition to the general behavior requirements of the SCH Code

of Conduct, an individual school's Behavior Code or this Extracurricular/Co-Curricular Code. These rules and regulations shall be properly distributed to and reviewed by all participants in that particular activity before that activity begins.

b. Standard of Conduct

- i. Students participating in extracurricular/co-curricular activities are required to follow the same rules of conduct expected of all students and avoid those areas of prohibited student conduct identified in the SCH Code of Conduct, School Behavior Codes, association rules and the rules of each activity. In addition, any student arrested on a charge other than a traffic violation will be suspended from any participation pending investigation of the arrest both by civil and school authorities and will be denied participation upon conviction.
- ii. Extracurricular/co-curricular participants are reminded that the rules contained in this Code prohibiting certain conduct apply both on and off school property and are in force for a full year, even when school is not in session. Students are also reminded that the most typical extracurricular/co-curricular discipline imposed involves the possession, use or consumption of controlled substances or substances represented to be a controlled substance, the use of alcohol and tobacco products and the use of performance-enhancing products.
- iii. If a student approaches school personnel for help with a problem, he/she will not be penalized by school personnel for this admission. The student must come forward prior to being caught in a violation of this Code. In such cases, the school will assist the student in finding help.

XXXI. Athletics and IHSAA

a. General:

- i. Members of high school athletic programs are also reminded of the IHSAA rules regarding conduct of contestants, both in and out of school (IHSAA Rule 8, Section I) and scholastic eligibility (IHSAA Rule 18, Section I). This Code applies to all students who are connected with any school-sponsored or school-sanctioned extracurricular/co-curricular activity, including clubs and athletic programs in various sports, academic competitions, competitive groups that are an extension of the curricular program, such as speech and debate teams, SkillsUSA/HOSA, Business Professionals, COE and DECA contests and competitive music events such as jazz band, concert band, marching band, solo and ensemble contests, etc. This list is not to be considered all inclusive.
- ii. Participants in the school's extracurricular and co-curricular activities shall be governed by local and state laws, related state association regulations, the Code of Conduct and the Extracurricular/Co-Curricular Code of Conduct. In addition, with the approval of the principal or designee, each coach, club sponsor or faculty adviser of an extracurricular/co-curricular activity may develop and impose eligibility rules with respect to attendance or other matters, which may be in addition to the general behavior requirements of the SCH Code of Conduct, an individual school's Behavior Code or this Extracurricular/Co-Curricular Code. These rules and regulations shall be properly distributed to and reviewed by all participants in that particular activity before that activity begins.

b. Standard of Conduct

- i. Students participating in extracurricular/co-curricular activities are required to follow the same rules of conduct expected of all students and avoid those areas of prohibited student conduct identified in the SCH Code of Conduct, School Behavior Codes, association rules and the rules of each activity. In addition, any student arrested on a charge other than a traffic violation will be suspended from any participation pending investigation of the arrest both by civil and school authorities and will be denied participation upon conviction.
- ii. Extracurricular/co-curricular participants are reminded that the rules contained in this Code prohibiting certain conduct apply both on and off school property and are in force for a full year, even when school is not in session. Students are also reminded that the most typical extracurricular/co-curricular discipline imposed involves the possession, use or consumption of controlled substances or substances represented to be a controlled substance, the use of alcohol and tobacco products and the use of performance-enhancing products.
- iii. If a student approaches school personnel for help with a problem, he/she will not be penalized by school personnel for this admission. The student must come forward prior to being caught in a violation of this Code. In such cases, the school will assist the student in finding help.

XXXII. Transportation

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

Bus Transportation Policy

Daily Riders and Field Trips

Students who ride the bus to and from school or on field trips will be expected to follow the same rules set at school. They must also obey any additional rules as requested by the bus driver. The bus experience should be always safe. If a student chooses to not act in the proper manner on the bus, consequences will be assigned by the driver, or the administration at the school; Bus transportation is a privilege, not a right.

Level	Behavior	1st Incident	2nd Incident (Repeated)	3rd Incident (Repeated)	4th Incident (Repeated)	5th Incident (Repeated)
Level 1	Yelling, chewing gum, not following driver instructions, teasing, insulting, moving seats, swearing/inappropriate language, eating, drinking	Bus write-up, Contact parent(s), 3 inside lunch/recesses	Bus write-up, Contact parent(s), 3 inside lunch/recesses 3-day bus suspension	Bus write-up, Contact parent(s), 3 inside lunch/recesses Loss of specials for week 5-day bus suspension	Bus write-up, Contact parent(s), 3 inside lunch/recesses 10 or more-day bus suspension	Bus write-up, Contact parent(s), 5 inside lunch/recesses Suspension from the bus for rest of the semester
Level 2	Repetitive yelling, Rudeness or disrespect of adult, dangerous situation	Bus write-up, 3 inside lunch/recess, Contact parent 3-day bus suspension	Bus write-up, 5 inside lunch/recess, Contact parent 5-day bus suspension	Bus write-up, Contact parent, 5 inside lunch/recesses 10-day bus suspension	Bus write-up, Contact parent(s), 5 inside lunch/recesses bus suspension for semester	Bus write-up, Contact parent(s), 5 inside lunch/recesses bus suspension for year
Level 3	Hitting, pushing, blatant disrespect, threats, throwing objects, damaging the bus	Bus write-up, Contact parent(s), 5 inside lunch recesses 5-day bus suspension	Bus write-up, Contact parent(s), 5 inside lunch recesses 10-day bus suspension	Bus write-up, Contact parent(s), 5 inside lunch recesses bus suspension for semester	Bus write-up, Contact parent(s), 5 inside lunch recesses, Bus suspension for remainder of school year	

Bus Etiquette

	At the Bus Stop	On the Bus	Leaving the Bus
BE SAFE	<ul style="list-style-type: none"> • Walk, don't run • Stay in the view of the driver • Wait for the bus to stop before approaching • Wait for the driver to open the door and for the monitor to get off the bus • Display ID's or bus pass information 	<ul style="list-style-type: none"> • Stay in seat until bus stops • Listen to direction of driver/monitor • Keep hands to yourself • Move safely by walking • Keep aisles clear • Sit properly with your back to the seat • Use the seatbelt 	<ul style="list-style-type: none"> • Remain seated until bus stops • Avoid and/or report conflicts to staff • Wait for monitor to get off the bus • Use the steps and handrails, facing forward when exiting • Walk off the bus • Exit the bus one person at a time
BE RESPONSIBLE	<ul style="list-style-type: none"> • Be on time • Wait for the bus in a safe area and stay with your group • Keep up with belongings • Take all personal belongings 	<ul style="list-style-type: none"> • Meet behavior expectations of safety, responsibility, and respectful • Keep belongings together • Use seatbelt • Play music at a volume that only you can hear • Keep aisles clear 	<ul style="list-style-type: none"> • Listen for directions from driver/monitor • Have materials ready to exit • Exit orderly by walking and using rails and steps • Keep hands to yourself • Cross in front of the bus • Keep aisles clear
BE RESPECTFUL	<ul style="list-style-type: none"> • Use appropriate language and volume • Leave area clean and free from debris • Stand in an area that is considered public property (i.e., sidewalks) 	<ul style="list-style-type: none"> • Use appropriate school language and volume when communicating • Use equipment appropriately • Respect personal space of others 	<ul style="list-style-type: none"> • Leave the bus stop clean and free from debris • Proceed home or to destination swiftly • Talk at an appropriate volume with appropriate school language



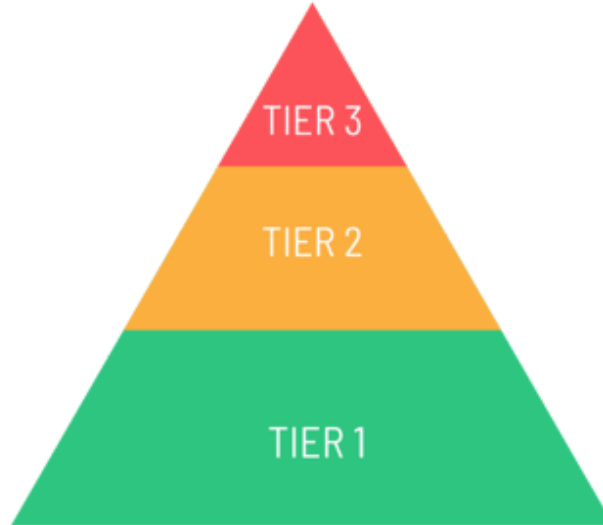
STUDENT CODE OF CONDUCT FOR 2022-2023

READINESS TO LEARNING

TIERS OF SUPPORT

The mission of the School City of Hammond is to provide a quality educational environment where every child is known, safe, inspired, challenged, and empowered. To succeed in this mission, SCH utilizes a Multi-Tiered System of Support (MTSS) framework to provide the necessary academic, behavioral, and social and emotional support for all students. The MTSS model identifies three tiers of support that can be provided to students:

- Tier I supports are available to all students and we typically expect 80-90% of students to be successful with these universal supports. When a student struggles to meet academic, behavioral, or social and emotional learning expectations, school personnel may consider Tier II support.
- Tier II supports (often referred to as interventions) are provided to the 5-15% of students who need additional assistance with academic, behavioral, or social and emotional learning. These supports are generally not highly individualized and delivered in a manner that causes minimal disruption to the school day. When a student continues to struggle even after participating in Tier II interventions, school personnel will explore Tier III supports.
- Tier III supports are highly individualized and more intensive interventions designed to enable students to develop the academic, behavioral, or social and emotional skills that they continued to struggle with despite having access to high quality Tier I and II supports. Tier III supports are typically needed to support between 1 and 5% of students in our schools.



The Readiness to Learn Tiers of Support illustrates the SCH approach of providing increasing support based on students' strengths and needs, based on the Multi-Tiered System of Support (MTSS) framework. As the model indicates, supports can be provided by school personnel as well as by family members and community partners.

We know that student-centered teaching and learning leads to increased student participation, knowledge retention and problem-solving skills, and fosters collaboration and cooperative skills, markers of social and emotional growth. We will include developmental stages and positive learning strategies to build social and emotional learning, which promotes academic learning and positive classroom and community behaviors. Parents, families, SCH staff, community non-profit agencies and service providers, are partners. We commit to developing that relationship through establishing welcoming schools using culturally responsive practices with all that enter our doors. We will engage with community organizations to bring additional resources and wrap-around services to contribute to increased health and well-being for our students and families and to serve as community hubs.

<p>Tier 1: Universal</p> <p>All students receive high-quality classroom curriculum through whole group, small group differentiated instruction, teacher-designed interventions by the classroom teacher within the general education setting.</p>	<p>Tier 2: Supplementary</p> <p>In addition to classroom instruction, students identified as needing intervention receive supplemental instruction aligned to the core curriculum that targets specific area or areas of need. Progress is monitored to determine improvement.</p>	<p>Tier 3: Intensive</p> <p>In addition to classroom and supplemental instruction, students needing intensive instruction to target specific skill deficits receive intensive instruction. Progress is monitored to determine improvement.</p>
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PBIS

PBIS (Positive Behavior Interventions and Supports) in all schools use a framework called the PBIS Program. PBIS is a research-based program dedicated to implementing positive behavior interventions that support children in the school setting. The PBIS framework positively impacts children in the areas of behavior, social-emotional relations and academic achievement. By designing and implementing positive interventions in these areas, teachers and children maximize instructional opportunities and achieve academic success. There are three expectations or rules for everyone to follow:

- Be Respectful
- Be Responsible
- Be Safe

Another important component of the program is the use of consistent, positive reinforcements to celebrate students' successes. Each school has a rewards system in place to acknowledge students when they meet expectations. There are also school-wide rewards and celebrations that are built into the program to celebrate everyone's good behavior.

SEL

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL in the School City of Hammond recognizes the need to prioritize growing the WHOLE CHILD. SEL is grounded in brain aligned strategies, which are based in Educational Neuroscience and Cultural Responsiveness as a lever for educational equity for ALL. These include core concepts outlined in state and national competencies including:

- Mindset
- Sensory motor integration
- Self-awareness
- Social awareness
- Critical thinking
- Connection

- Collaboration
- Insight

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning. CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students. CASEL has identified the following five interrelated sets of cognitive, effective, and behavioral competencies:

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Discipline Consequence Summary

Code	Description	Level 1	Level 2	Level 3	Level 4	Expulsion	HPD	DCS
1	Attendance Policy							
1.1	Tardiness							
1.2	Excessive Absence							
1.3	Unexcused Absence							
1.4	Cutting Class (Truancy)							
2	Student Dress							
2.1	Dress Code Violations							
3	Academic Dishonesty							
3.1	Altering Report Card							
3.2	Cheating							
3.3	Plagiarism							
4	Improper Use of Technology							
4.1	Copyright Violation							
4.2	Damaging Technology K-3							
	Damaging Technology 4-12							
4.3	Harmful Tech. Activities K-3							
	Harmful Tech. Activities 4-12							
4.4	Accessing School Records K-3							
	Accessing School Records 4-12							
4.5	Circumvent Security K-3							
	Circumvent Security 4-12							
5	Disrespectful Behavior							
5.1	Walking Away K-3							
	Walking Away 4-12							
5.2	Talking Back							
5.3	False Information							
5.4	Swearing/Profanity							
5.5	Swearing Directed at Adult							
5.6	Gestures							
5.7	Gestures Directed at Adult							
5.8	Derogatory Written Material							
5.9	Pornographic Materials							
5.10	Sexting K-3							
	Sexting 4-12							
5.11	Sexual Behavior K-3							
	Sexual Behavior 4-12							
6	Misuse of Personal Property							
6.1	Toys							
6.2	Electronic Devices							
6.3	Cell Phones							
6.4	Other							
7	Insubordination							
7.1	Refusal to Work in Class							
7.2	Refusal to Serve Detention							
7.3	Refusal to Identify Oneself							
7.4	Refusal to Participate in ICBM/ABR							
7.5	Refusal to Report to the Office							
7.6	Failure to Comply with Adult							
7.7	Leave Without Permission							
8	Disruptive/Disorderly Conduct							
8.1	Chronic Talking							
8.2	Rude Noises							
8.3	Refusing to Remain in Seat							
8.4	Horseplay							

Code	Description	Level 1	Level 2	Level 3	Level 4	Expulsion	HPD	DCS
8.5	Disruptive Conduct							
8.6	False Alarms K-3							
	False Alarms 4-12							
8.7	Disorderly Conduct							
9	Intimidation/Threats/Bullying							
9.1	Teasing							
9.2	Threatening/Instigating							
9.3	Threats Directed to Adults K-3							
	Threats Directed to Adults 4-12							
9.4	Bullying/Cyber Bullying K-3							
	Bullying/Cyber Bullying 4-12							
9.4a	Disability Harassment K-3							
	Disability Harassment 4-12							
9.4b	Racial Harassment K-3							
	Racial Harassment 4-12							
9.4c	Sexual Harassment							
9.4d	Harassment Directed to Adults							
9.4e	Other Harassment or Bullying							
9.5	Gang Involvement							
9.6	Intimidation							
10	Fireworks or Explosives							
11	Gambling							
12	Reckless Vehicle Use							
13	Trespassing							
14	Theft/Vandalism							
14.1a	Minor Theft							
14.1b	Major Theft							
14.2	Vandalizing Property							
15	Arson							
16	Threat of Illegal Conduct							
17	Illegal Conduct							
18	Prohibited Substances							
18.1	Tobacco							
18.2	Alcohol/Drugs-Under Influence							
18.3	Alcohol/Drugs-Possession							
18.4	Alcohol/Drugs-Selling/Distributing							
19	Weapons							
19.1	Knife/Pepper Spray/Taser							
19.2	Firearms-Explosive							
19.3	Firearms-Air							
20	Injury to Others							
20.1	Physical Aggression K-3							
	Physical Aggression 4-12							
20.2	Fighting K-3							
	Fighting 4-8							
	Fighting 9-12							
20.3	Throwing Objects K-3							
	Throwing Objects 4-12							
20.4	Battery							
21	Behavior Contract Broken							
22	Repeated Rule Violations							
23	Transportation							
23.1	Unsafe Acts-Bus							
23.2	Disruptive Conduct-Bus							
23.3	Safety Violations-Bus							
23.4	Violating School Rules-Bus							

LEVELS OF RESPONSES				
KEY: A VARIETY OF CORRECTIVE RESPONSES MAY BE USED PROGRESSIVELY, BEGINNING WITH LOWEST LEVEL INDICATED FIRST				
<p>Level 1: Classroom and Building Based Corrective Responses - 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 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. Examples of dispositions could include before or after school detention, lunch detention, restorative practice and in school suspension.</p>	<p>Level 3: Intensive Personalized Corrective Responses - may be appropriate when interventions and support have been put in place and/or the behavior <u>seriously</u> affects the student and/or safety of others. Behaviors may be severe enough to warrant a Level 3 response. Response to the offense(s) at this level could include in school suspension, before / after school detention, or out of school suspension. (Maximum # of days = 1 to 3 days)</p>	<p>Level 4: Corrective Responses for Serious Violations - may be appropriate when student's behavior seriously affects school. Response to the offense(s) at this level could be the learning environment or the safety of the student and/or others in the include extended suspensions, alternative program, expulsion and/or referral to law enforcement. (Maximum # of days = 4-9 days)</p>	<p>Expulsion (10 days pending)</p>
<u>MTSS Tiers of Interventions</u>				
Tier 1	Tier 2	Tier 3		
<p>Supports all students PBIS Clear Student Expectations SEL Lessons</p>	<p>School-wide (5% - 10%) of students Provides additional support for smaller groups of students who need more targeted assistance</p>	<p>School-wide (1% - 5%) of students Provides intensive support for individual students who are not successful with Tier I or Tier II interventions</p>		
<p>Possible School Interventions</p> <ul style="list-style-type: none"> Restorative Practices Brain aligned strategies Conference with student Conference with parent Teach/ re-teach of skill 	<p>Possible School Interventions</p> <ul style="list-style-type: none"> Teach / re-teach of skills with interventionist. Daily check-ins with a trusted adult at school Written notification to parents Conference with Parent Student Support Specialist/ Social work - Groups support 	<p>Possible School Interventions</p> <ul style="list-style-type: none"> Strategies designed to meet the needs of the individual student, including referral to mental health and wellness partners. 		

Possible Parent Interventions <ul style="list-style-type: none"> • Calling teacher • Communicate with school • Teacher / Parent reward system • Seeking community resources • Read all papers that come home 	Possible Parent Interventions <ul style="list-style-type: none"> • Talk to teacher / principal and child about concerns • Volunteer to observe child in classroom • Learn about academic standards • Get to know child's friends and parents 	Possible Parent Interventions <ul style="list-style-type: none"> • Attend all meetings • Follow-up with any referral or appointments • Communicate with school • Continue to work with MTSS Team and administrative team 			
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▪ = Must do (Required) □ = Optional

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Rule 1: Attendance Policy									
Be Responsible	Arrive to School and Class on Time	1.1 Tardiness A student who comes to school late but within the first half of the day is considered tardy. Additionally, secondary students that arrive to class after the tardy bell sounds.	▪	▪					
	Attend School Daily	1.2 Excessive Absence Frequent or prolonged absences that are believed to adversely affect the student's education.	▪	▪					
	Provide Parent Approval for Absences	1.3 Unexcused Absence Failure to Report to school without an approved excuse or parent call.	▪	▪					
	Attend All Classes on Time	1.4 Cutting Class (Truancy) Failure to report to class/school and without an approved excuse. Students are to follow their schedule unless permission is granted by Administration.	▪	▪					
Rule 2: Student Dress									
Be Responsible	Dress in Clothing that follows the school dress code	2.1 Dress Code Violations Child will be given opportunity to correct the infraction. If student becomes defiant (section 7) or has been seen repeatedly for this behavior (at least three times) See Rule 22.	▪	▪					

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Rule 3: Academic Dishonesty									
Be Responsible	Keep Original Papers in Original Form	3.1 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.	■	■					
	Turn In Your Own Work	3.2 Cheating Violating rules of honesty such as copying another student's test, assignment, etc. (Students shall receive a failing grade for that assignment.) This includes the use of unapproved technological devices for academic gain.	■	■					
Be Responsible	Give credit where credit is due.	3.3 Plagiarism Using the work of others or published work. (Students may receiving a failing grade for that assignment or course).	■	■					
Rule 4: Improper Use of School Technology									
Be Responsible	Follow Copyright Rules	4.1 Violating Copyright Provisions	■	■					
	Use Computers Carefully in Approved Ways	4.2 Damaging Technology, Hardware or Software (Fees will be assessed where applicable)							
		K to 3	■	■					
		Grades 4 to 12	■	■	■				

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
		<p>4.3 Harmful Activities</p> <p>The following harmful activities are prohibited: creating or programming viruses; hacking; disrupting services; damaging files; intentional destruction of or damage to equipment, software, data belonging to SCH and the like.</p>							
	Access/Use Only Approved Computer Files or Cloud Storage	K to 3	■	■					
		Grades 4 to 12		■	■				
		<p>4.4 Accessing School Records or Another Person's Information or Files without Permission</p> <p>Students are prohibited from using any other student's or staff member's privileges and/or access rights. All students are prohibited from running or otherwise configuring software or hardware to intentionally allow access by unauthorized users.</p>							
Be Responsible	Access/Use Only Approved Computer Files or Cloud Storage	K to 3	■	■					
Be Responsible	Access/Use Only Approved Computer Files or Cloud Storage	Grades 4 to 12		■	■	■	□	□	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
4.5 Attempts to Circumvent Security Students are prohibited from attempting to circumvent or subvert any security measures implemented for the SCH computing and network systems. The use of any computer program or device to intercept or decode passwords or similar access control information is prohibited.									
	Use Computers and Cloud Storage in Approved Ways	K to 3	■	■					
		Grades 4 to 12		■	■	■	□	□	
<u>Rule 5: Disrespectful Behavior</u>									
5.1 Walking Away Leaving while a staff member or adult in authority is talking to a student									
Be Responsible	Stay in place, listen and focus when adults are talking to you	K to 3	■	■					
		Grades 4 to 12	■	■	■				

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Respectful	Listen and focus when adults are talking to you and be silent, or respond positively	5.2 Talking Back Using verbal insults, put downs or responding orally in a rude manner to a staff member or adult in authority	■	■	■				
	Tell the truth when speaking and writing	5.3 False Information Providing false or misleading information, written or oral, including situations regarding bullying	■	■	■				
Be Respectful	Use positive school language	5.4 Swearing/Profanity Saying anything that is offensive or obscene.	■	■					
	Use positive school language	5.5 Swearing/Profanity Directed at a Staff Member or Adult in Authority		■	■	■			
Be Respectful	Use gestures and body language appropriate for school settings	5.6 Gestures Making any sign that conveys an offensive/obscene message.	■	■					
		5.7 Inappropriate Gestures Directed at a Staff Member or Adult in Authority		■	■	■			
Be Respectful	Have only approved material and pictures	5.8 Derogatory Written Material Having any written or electronically generated material or pictures that convey an offensive/obscene message.	■	■	■				
		5.9 Pornographic Material Possession and/or distribution of pornographic material that would reasonably be considered offensive by SCH standards.			■	■	□	□	■

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Responsible	Act/interact in ways appropriate for school settings	5.10 Sexting Recording or transmitting images of private sexual activity and or a person's genitals, groin, breast or buttocks through a cell phone or other electronic device.	Instances of transmitting images of any minors as described in this section may be referred to the appropriate law enforcement and child protective services.						
					■	■	□	□	■
Be Responsible	Act/interact in ways appropriate for school settings	5.11 Sexual Behavior Inappropriate sexual behavior are sexual acts, possession of sexual objects or public indecency on school property, at school activities, going to or from school events, or any time where the behavior may interfere with school purposes, including consensual activity.							
		K to 3			■				■
		Grades 4 to 12			■	■	■	□	■
Rule 6: Possession or Misuse of Personal Property									
Be Responsible	Use toys only in approved ways	6.1 Toys Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences).	■	■					
	Use objects only in approved ways	6.2 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 /toys during school hours, after school dismissal or on a school bus.	■	■	■				

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Rule 7: Insubordination									
Be Respectful	Work in class and complete homework	7.1 Refusal to Work in Class Failing to do assigned work in class or complete homework.	■	■					
	Serve assigned detentions	7.2 Refusal to Serve Detention Failure to serve detention as directed.		■ 1 out of school suspension					
	Tell who you are when asked by staff	7.3 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	7.4 Refusal to Participate in ICBM/ABR Failure to report to in-school alternatives or programs as directed by staff members.			■	■			
	Report to the office when directed by staff	7.5 Refusal to Report to the Office Failure to report to the administrative office as directed by a staff member.		■	■	■			
Be Respectful	Follow directions from staff members or adults in authority	7.6 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.	■	■	■	■			

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Responsible	Get approval before leaving assigned area	7.7 Leaving Without Permission Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.		■	■	■			
Rule 8: Disruptive/Disorderly Conduct									
Be Respectful	Talk in the classroom per classroom guidelines	8.1 Chronic Talking Repeated talking in the classroom without permission.	■	■					
	Act/interact in ways that allow yourself and others to learn	8.2 Rude Noises Making any unnecessary noise.	■	■					
	Remain in your seat per classroom guidelines	8.3 Refusing to Remain in Seat Getting out of seat or moving seat without permission.	■	■					
	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate	8.4 Horseplay Rough or noisy play or pranks.	■	■	■				
Be Responsible	Use fire alarms or make emergency calls only in emergencies	8.5 Disruptive Conduct Any other action that disrupts or interferes with educational activities or the school environment.	■	■	■				
		8.6 False Alarms False fire alarm or false emergency calls.							
		K to 3			■	■	■		

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
		Grades 4 to 12				■	■	■	
Be Respectful	Solve problems without fighting and act in a way that maintains safe, peaceful, and productive school settings	<p>8.7 Disorderly Conduct Conduct which (results in or likely to result in serious bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested. Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and may place others at risk of injury.</p>			■	■	□	□	
Rule 9: Intimidation/Threats/Bullying									
Be Respectful	Treat others with kindness and consideration	<p>9.1 Teasing Conduct that makes fun of or attempts to provoke a person in a playful way.</p>	■	■					
Be Respectful	Treat others in ways that promote feelings of safety and security	<p>9.2 Threatening/Instigating Inciting someone to do something in violation of the Code of Conduct or Indiana Law. This includes use of a cell phone to record illegal activity or to attract others to initiate a disturbance.</p>		■	■	■	□	□	
Be Respectful	Treat others in ways that promote feelings of safety and security	<p>9.3 Threatening Behavior Directed at Staff Members or Adults in Authority A threat to strike, attack or harm a staff or adult in authority in written or verbal form.</p>							

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
		K to 3			■	■	■	□	
		4 to 12				■	■	□	
Be Respectful	Treat others in ways to promote feelings of safety and security	9.4 Bullying, Including Cyber Bullying 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, Religion, including Cyber Bullying.							
		K to 3	■	■	■	■			
		Grades 4 to 12		■	■	■	□	□	
Be Respectful	Treat others in ways to promote feelings of safety and security	9.4a 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 graphic or written statements or conduct that is physically threatening, harmful or humiliating.							
		Grades 4 to 12		■	■	■	□	□	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
		K to 3	■	■	■	■			
		Grades 4 to 12		■	■	■	□	□	
Be Respectful	Treat others in ways to promote feelings of safety and security	<p>9.4b 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 graphic or written statements or conduct that is physically threatening, harmful or humiliating.</p>							
		K to 3	■	■	■	■			
		Grades 4 to 12		■	■	■	□	□	
Be Respectful	Treat others in ways that promote feelings of safety and security	<p>9.4c Sexual Harassment Harassment or bullying towards a student based on the basis of sex is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical contact of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, non-sexual harassing conduct such as harassment based on gender stereotyping.</p>			■	■	■	■	■
Be Respectful	Treat others in ways that promote feelings of safety	<p>9.4d Harassment or bullying towards faculty, employees and other persons on SCH property or at SCH events.</p>			■	■	■	■	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
	and security	9.4e Other Harassment or Bullying		■	■	■	□	□	
Be Safe	Act/interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security	9.5 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	9.6 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.				■	■	■	
<u>Rule 10: Possession or Use of Firework and/or Ammunition</u>									
Be Responsible	Possess and use only approved items	Using or possessing any explosive device.			■	■	■	■	
<u>Rule 11: Gambling</u>									
Be Responsible	Engage only in approved activities	Playing a game of skill or chance for money or anything of value. This includes gambling on cellular devices.		■	■				
<u>Rule 12: Reckless Vehicle Use</u>									

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Safe	Use any motorized or self-propelled vehicle in safe, non- disruptive 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.			■	■	■	■	
<u>Rule 13: Trespassing</u>									
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. This also pertains to individuals who intentionally prop doors open for the purpose of allowing individuals to enter without permission from school personnel.				■	□	□	
<u>Rule 14 Theft/Stolen Property/Vandalism</u>									
Be Responsible	Use others' property or school property with care so it is not damaged	<p>14.1a Possession/Minor Theft Taking or having in one's possession property obtained without permission of the owner, generally valued at less than \$500 or repeated acts of theft.</p> <p>14.1b Major Theft Taking or having in one's possession property obtained without permission of the owner, generally valued over \$500 including debit/credit cards. Will be reported to SRO.</p>			■	■			
Be Responsible	Use others' property or school property with care so it is not damaged	<p>14.2 Causing Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment The family will be held financially responsible for any damages.</p>		■	■	■	□	□	
<u>Rule 15: Arson</u>									

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Safe	Use others' property or school property with care so it is not damaged	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.				■	■	■	
<u>Rule 16: Threat of Illegal Conduct</u>									
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 support by reasonable belief or student history.				■	■	■	
<u>Rule 17: Illegal Conduct</u>									
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 schools 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.				■	■	■	
<u>Rule 18: Prohibited Substances</u>									

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Safe	Does not engage in the use of or possession of tobacco on SCH properties or locations where SCH events are being held	<p>18.1 Tobacco / Over the Counter Products Possession and/or use of any tobacco product, e-cigarette or vape pen. Tobacco products and matchers/lighters will be confiscated, or any other device used to ingest any legal or illegal substances.</p>			<p>■ 1st – 1 day out</p>	<p>■ 4 days out and Form 16A Refer to counseling</p>	<p>□</p>	<p>□</p>	
Be Safe	Does not engage in the use, possession or arrive under the influence of alcohol, drugs or narcotics on SCH properties or locations where SCH events are being held	<p>18.2 Alcohol / Narcotics / Drugs – Under the Influence Under the influence on the way to and from school or at a school sponsored event.</p>				<p>■ Refer to Counseling</p>	<p>□</p>	<p>■</p>	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Safe	Does not engage in the possession, distribution or selling alcohol, drugs or narcotics on SCH properties or locations where SCH events are being held	18.3 Alcohol/Narcotics/Drugs - including prescription drugs- Possession Possession of alcohol/narcotics/drugs on the way to and from school or at a school sponsored event.				■	□	■	
Be Responsible	Does not engage in the possession, distribution or selling alcohol, drugs or narcotics on SCH properties or locations where SCH events are being held	18.4 Alcohol/Narcotics/Drugs - including prescription drugs - Selling or Distributing Evidence of giving or selling to others. This includes THC Vape pens or anything containing THC.				■	□	■	
<u>Rule 19: Weapons</u>									

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
		<p style="text-align: center;">2021 Indiana Code Title 35. Criminal Law and Procedure Article 47. Weapons and Instruments of Violence Chapter 9. Possession of Firearms on School Property and School Buses 35-47-9-2. Possession of Firearms on School Property or a School Bus; Defense to a Prosecution; Possession of Firearms in a Motor Vehicle Parked in a School Parking Lot Universal Citation: IN Code § 35-47-9-2 (2021) Sec. 2. (a) A person may not be charged with an offense under this subsection if the person may be charged with an offense described in subsection (c). A person who knowingly or intentionally possesses a firearm: (1) in or on school property; or (2) on a school bus. commits a Level 6 felony. (b) It is a defense to a prosecution under subsection (a) that: (1) the person is permitted to legally possess the firearm; and (2) the firearm is: (A) locked in the trunk of the person's motor vehicle. (B) kept in the glove compartment of the person's locked motor vehicle; or (C) stored out of plain sight in the person's locked motor vehicle. (c) A person who is permitted to legally possess a firearm and who knowingly, intentionally, or recklessly leaves the firearm in plain view in a motor vehicle that is parked in a school parking lot commits a Class A misdemeanor. As added by P.L.140-1994, SEC.11. Amended by P.L.172-2013, SEC.13; P.L.158-2013, SEC.601; P.L.157-2014, SEC.5; P.L.168-2014, SEC.89; P.L.109-2015, SEC.54. **If weapons are confiscated, they will not be returned. They will be given to law enforcement for continuity and disposal.**</p>							
Be Responsible	Do not bring weapons to school.	<p>19.1 Knife, Explosive, Chemical Agent dispenser, Stun Gun, Chemical Agents, or Other Objects That Can Reasonably Be Considered a Weapon</p>					■	■	
Be Responsible	Do not bring weapons to school.	<p>19.2 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 any weapon represented to be a firearm 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.</p>					■	■	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Responsible	Do not bring weapons to school.	19.3 Firearms Expels Projectile by Air Possession of any items represented to be a firearm or any weapon or device that expels a projectile by air.				■	■	■	
Rule 20: Injury to Others									
Be Respectful	Act/interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries.	20.1 Physical Aggression with Peers Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.							
		K to 3	■	■	■	■			
		Grades 4 to 12		■	■	■			
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.	20.2 Fighting Physical aggression between two or more people; physical blows.							
		K to 3	■	■	■	■			
		Grades 4 to 8:			■	■			
					3-day susp. minimum				
					Re-entry Restoration Mtg				

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Safe	Handle Objects in ways that promoted safe, positive school settings and do not lead to possible injuries	Grades 9-12			■ 5-day susp. minimum Re-entry Restoration Mtg	■			
		20.3 Throwing Objects Throwing any objects that may cause injury in any part of the school, on school grounds, at school events or on school vehicles.							
		K to 3		■	■				
Be Respectful	Act/interact in ways that promote safe, positive school settings and do not lead to possible injuries	Grades 4 to 12		■	■	■			
		20.4 Battery More than fighting, battery involves causing or attempting to cause serious bodily injury to student(s), staff or others. It includes continuing to engage in a fight after being told to stop.					■	■	■
<u>Rule 21: Behavior Contract Broken</u>									
Be Responsible	Follow all parts of probationary contracts	Violation of agreed behavior contract				■	■		
<u>Rule 22: Repeated Rule Violations</u>									

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Expulsion Referral	School Safety Specialist Law Enforcement Referral	DCS Referral
Be Responsible	Follow all SCH rules and regulations	Repeated violations of SCH behavioral expectations			■	■	□		
<u>Rule 23: Transportation</u>									
Be Safe	Follow all bus safety rules including staying seated, head and hands inside the bus and open doors/windows with approval	23.1 Unsafe Acts Standing or moving about, head or hands outside of bus, opening doors or windows; other bus rules and expectations.	■	■					
Be Safe	Interact with the bus driver in ways that allow yourself and others to ride on the bus safely	23.2 Disruptive Conduct 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 on the bus safely	23.3 Violating the Safety and Rights of Others Interfering with the safety of others, distracting the driver or vandalizing the bus.		■		■			
Be Safe	Follow all SCH rules and regulations	23.4 Violating other School Rules While on bus or at the bus stop. Refer to Rules 1-22 of Code of Conduct.	■	■	■	■	□	□	□

Indiana State Law Regarding Bullying

Legal Reference I.C. 20-33-8-0.2 and I.C. 20-33-8-13.5 Bullying committed by students toward other students is strictly prohibited. Engaging in bullying conduct described in this rule by use of data or computer software that is accessed through any computer, any computer system, or any computer network is also prohibited.

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

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

This rule may be applied regardless of the physical location of the bullying behavior when a student committing bullying behavior and the targeted student attend a school within the school corporation and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of other students to a safe and peaceful learning environment.

Any student or parent who has knowledge of conduct in violation of this rule or any student who feels he/she has been bullied in violation of this rule should immediately report the conduct to the school administrator who has responsibility for all investigations of student misconduct including bullying. A student or parent may also report the conduct to a teacher or counselor who will be responsible for notifying the school administrator. This report may be made anonymously.

The school administrator shall investigate immediately all reports of bullying made pursuant to the provisions of this rule. Such investigation must include any action or appropriate responses that may be taken immediately to address the bullying conduct wherever it takes place. The parents of the bully and the targeted student(s) shall be notified on a regular, periodic basis of the progress and the findings of the investigation and of any remedial action that has been taken.

The school administrator will be responsible for working with the school counselors and other community resources to provide information and/or follow-up services to support the targeted student and to educate the student engaging in bullying behavior on the effects of bullying and the prevention of bullying. In addition, the school administrator and school counselors will be responsible for determining if the bullying behavior is a violation of law required to be reported to law enforcement under Indiana law based upon their reasonable belief. Such determination should be made as soon as possible and once this determination is made the report should be made immediately to law enforcement.

False reporting of bullying conduct as defined in this rule by a student shall be considered a violation of this rule and will result in any appropriate disciplinary action or sanctions if the investigation of the report finds it to be false.

A violation of this rule prohibiting bullying may result in any appropriate disciplinary action or sanction, including suspension and/or expulsion.

Failure by a school employee who has a responsibility to report bullying or investigate bullying or any other duty under this rule to carry out such responsibility or duty will be subject to appropriate disciplinary action, up to and including dismissal from employment with the school corporation.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the bullying.

Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.

All schools in the corporation are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

The superintendent or designee will be responsible for developing detailed administrative procedures consistent with the Indiana Department of Education guidelines for the implementation of the provisions of this rule.



Form for Reporting Alleged Bullying Incidents

Your Name: _____ Phone Number: _____

Your Email: _____ Your school: _____

Address: _____

Name of Parent/Guardian: _____

Date that you are filing report: _____ Date of Incidents: _____ Time of Incidents: _____

Locations of Alleged Incidents: _____

Witnesses of Incident: _____

Student(s) Initiating Bullying/Harassment:

Name: _____ Grade: _____ School: _____

Name: _____ Grade: _____ School: _____

Student(s) Being Targeting Bullied:

Name: _____ Grade: _____ School: _____

Describe the incidents:

Check the space that applies.

- ___ Verbal (Name Calling, Taunting/Ridiculing, Demeaning Comments, Threatening, Intimidation)
___ Physical (Hitting/Kicking, Pushing/Shoving, Inappropriate Touching, Spitting, Damaging/Stealing Property, Inappropriate Gesturing, Intimidation)
___ Electronic or Written Communication (Writing/Graffiti, Texting, Email, Social Network, Video, Intimidation)
___ Social/Relational (Staring/Leering, Spreading Rumors, Embarrassing Someone in Public)
___ Combination (more than one of the above)

How might the school prevent future occurrences?

Note: The School City of Hammond is not authorized to disclose to a target, private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of all students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

Signature of Parent/Guardian

Date

Sample Bullying/Harassment Notification Letters

- Notification of Bullying/Harassment Complaint to Student Victim's Parent/Guardian
- Notification of Bullying/Harassment Complaint to Adult Victim
- Notification of Bullying/Harassment Complaint to Student Perpetrator's Parent/Guardian
- Notification of Bullying/Harassment Complaint to Adult Perpetrator
- Notification of Bullying/Harassment Complaint – Negative Finding to the Accused
- Notification of Bullying/Harassment Complaint – Substantiated Finding to the Accused
- Notification of Bullying/Harassment Complaint – Negative Finding to the Victim
- Notification of Bullying/Harassment Complaint – Substantiated Finding to the Victim

(Insert School Letterhead)

(Date)

To the Parent/Guardian of:
Your Student 123 HomeRoad
Hammond, Indiana 4632_

Dear Parent/Guardian:

As per the requirements of the Indiana Department of Education and the School City of Hammond Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you that an investigation has been initiated in response to a complaint of alleged bullying/harassment with your child named as the victim.

This investigation will be completed within 10 school days. You will be notified of the outcome of this investigation.

As (the victim)'s parent/guardian, you may request informal consultation with the school staff, including the guidance counselor or the school psychologist, to determine the severity of concern for this situation and appropriate steps to address the concern. You may also request that your child be referred to the (school intervention team). School personnel may also refer your child to the (school intervention team). If your child is referred to the (school intervention team), your involvement will be required in the activities of the team regarding your child's case.

Please contact me if you have questions. Together, we can work to improve your child's educational environment.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

To the Parent/Guardian of:
Your Student 123 HomeRoad
Hammond, Indiana 4632_

Dear Parent/Guardian:

As per the requirements of the Indiana Department of Education and the School City of Hammond Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you that an investigation has been initiated in response to a complaint of alleged bullying/harassment in which you were named as the victim.

This investigation will be completed within 10 school days. You will be notified of the outcome of this investigation. If the complaint is substantiated, appropriate disciplinary action will be applied to the perpetrator in accordance with School City of Hammond Anti-Bullying/Harassment Procedures.

Please contact me if you have questions. Together, we can work to improve the school environment.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

To the Parent/Guardian of:
Your Student 123 HomeRoad
Hammond, Indiana 4632_

Dear Parent/Guardian:

As per the requirements of the Indiana Department of Education and the School City of Hammond Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you that an investigation has been initiated in response to a complaint of alleged bullying/harassment in which your child has been named as the perpetrator.

This investigation will be completed within 10 school days. You will be notified of the outcome of this investigation.

If this complaint is substantiated, your child will be subject to disciplinary action ranging from positive behavioral interventions or other consequences up to and including suspension or expulsion, as outlined in the Code of Student Conduct. If a substantiated incident results in your child being charged with a crime, you will be notified. As a result of this complaint, your child may be referred to counseling or other interventions. Your child may also be referred to the (school intervention team). If your child is referred to the (school intervention team), your involvement will be required in the activities of the team regarding your child's case.

All individuals have a right to file a complaint, and it is the responsibility of the School City of Hammond to investigate the allegations. Anyone accused of bullying/ harassment should not retaliate in any way against any individual filing a complaint. Engaging in retaliation will result in additional disciplinary consequences. During the investigation of this complaint, your child should avoid interaction as much as possible with the alleged victim and witnesses.

Please contact me if you have questions. Together, we can work to improve your child's interaction in the school environment.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

(If perpetrator is a staff member) (If perpetrator is a volunteer or visitor)

Mr./Mrs. Iman Employee or Mr./Mrs. Val Enteer
456 Country Road 789 Anyplace Avenue
Hammond Indiana 4632_ Hammond, Indiana 4632_

Dear Mr./Mrs. Employee: Dear Mr./Mrs. Enteer:

As per the requirements of the Indiana Department of Education and the School City of Hammond Anti-Bullying Policy and Procedures, this letter is being sent to notify you that an investigation has been initiated in response to a complaint of alleged bullying/harassment in which you have been named as the perpetrator.

This investigation will be completed within 10 school days. You will be notified of the outcome of this investigation.

If this complaint is substantiated, you will be subject to (if employee: action in accordance with District policies, procedures, and employee contracts) (if visitor or volunteer: action determined by the school administrator after consideration of the nature and circumstances of the act, including referral to law enforcement, if warranted).

All individuals have a right to file a complaint, and it is the responsibility of the School City of Hammond to investigate the allegations. Anyone accused of bullying/ harassment should not retaliate in any way against any individual filing a complaint. Engaging in retaliation will result in additional disciplinary consequences. During the investigation of this complaint, you should avoid interaction as much as possible with the alleged victim and witnesses.

Please contact me if you have questions. Together, we can work to improve the school environment.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

(If the accused was a student)

(If the accused was a staff member)

To the Parent/Guardian of: o
Your Student r

Mr./Mrs. Iman
Employee 456
Country Lane
Hammond, Indiana 4632_

123 Home Road
Hammond, Indiana 4632_

Dear Parent/Guardian:

Dear Mrs. Employee:

As per the requirements of the Indiana Department of Education and the School City of Hammond' Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you of the outcome of the complaint of alleged bullying/harassment filed (against your student / against you), which occurred on (date of occurrence).

After a thorough investigation, initiated on (date investigation began), based on the state statute and on the District's policy, it has been determined that an act of bullying/ harassment did not occur.

Remember, all individuals have a right to file a complaint, and it is the responsibility of the School City of Hammond to investigate the allegations. Also, anyone accused of bullying/harassment should not retaliate in any way against any individual filing a complaint. It is our sincere hope that this situation has been resolved, and we are closing this file.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

(If the accused was a student)

(If the accused was a staff member)

To the Parent/Guardian of:
Sam Student

o
r

123 Home Road
Hammond, Indiana 4632_

Mr./Mrs. Iman
Employee 456
Country Lane
Hammond, Indiana 4632_

Dear Parent/Guardian:

Dear Mr./Mrs. Employee:

As per the requirements of the Indiana Department of Education and the School City of Hammond Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you of the outcome of the complaint of alleged bullying/harassment (filed against your student / against you), which occurred on (date of occurrence).

After a thorough investigation, initiated on (date investigation began), based on the state statute and on the District's policy, it has been determined that an act of bullying/ harassment did occur. Therefore, the following action will be taken:

(Insert description of actions taken including any behavioral interventions, student disciplinary sanctions as outlined in the Code of Student Conduct, employee discipline, referral to law enforcement, and/or other actions)

Remember, all individuals have a right to file a complaint, and it is the responsibility of the School City of Hammond to investigate the allegations. Also, anyone accused of bullying/harassment should not retaliate in any way against any individual filing a complaint. It is our sincere hope that this situation has been resolved, and that the educational environment will be improved for all parties involved.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

(If the victim was a student)

(If the victim was a staff member)

To the Parent/Guardian of:
Sam Student

o
r

Mr./Mrs. Iman
Employee 456
Country Lane
Hammond, Indiana 4632_

123 Home Road
Hammond, Indiana 4632_

Dear Parent/Guardian:

Dear Mr./Mrs. Employee:

As per the requirements of the Indiana Department of Education and the School City of Hammond Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you of the outcome of the complaint of alleged bullying/harassment filed in which (your child was / you were) named as the victim, that occurred on (date of occurrence).

After a thorough investigation, initiated on (date investigation began), based on the state statute and on the District's policy, it has been determined that an act of bullying/ harassment did not occur. On behalf of the school district, we thank you for bringing this incident to our attention. Our primary concern is for the safety of the student, and therefore, even though the incident did not meet the criteria for bullying, we will put the following measures in place:

[Examples – safety plan for the student, interventions in place, directive for the accused to avoid contact with the student, a staff member with whom the student can speak to express further concerns, means by which the student can make up work due to absences caused by the incident, assurance that there will be no retaliation for the complaint, etc.]

It is our sincere hope that this situation has been resolved, and we are closing this case. We will keep the investigation documents on file for future reference, if needed.

Sincerely,

Principal

Cc: Scott Miller, Superintendent

(Insert School Letterhead)

(Date)

(If the accused was a student)

To the Parent/Guardian of:
Your Student

o
r

123 Home Road
Hammond, Indiana 4632_

Dear Parent/Guardian:

(If the accused was a staff member)

Mr./Mrs. Iman
Employee 456
Country Lane
Hammond, Indiana 4632_

Dear Mr./Mrs. Employee:

As per the requirements of the Indiana Department of Education and the School City of Hammond's Anti-Bullying/Harassment Policy and Procedures, this letter is being sent to notify you of the outcome of the complaint of alleged bullying/harassment filed in which (your child was / you were) named as the victim, that occurred on (date of occurrence).

After a thorough investigation, initiated on (date investigation began), based on the state statute and on the District's policy, it has been determined that an act of bullying/ harassment did occur.

As a result of the findings of this investigation, appropriate disciplinary action will be taken. Our primary concern is for the safety of the student, and therefore, we will also put the following measures in place:

[Examples – safety plan for the student, interventions in place, directive for the accused to avoid contact with the student, a staff member with whom the student can speak to express further concerns, means by which the student can make up work due to absences caused by the incident, assurance that there will be no retaliation for the complaint, etc.]

[If the victim is a student and the bullying incident resulted in the perpetrator being charged with a crime, also add this statement: As required by the Unsafe School Choice Option, No Child Left Behind, Title IX, Part E, Subpart 2 Section 9532, a student who is a victim of a violent criminal offense while on the grounds of the public school that the student attends will be allowed to attend a safe school within the District. Please contact me in regard to this option if you choose to take it.]

It is our sincere hope that this situation has been resolved, and that the educational environment will be improved for (your child/you).

Sincerely,

Principal

Cc: Scott Miller, Superintendent