

Scholar Code of Conduct
Rowe Elementary School



**northwestern
settlement**

ROWE ELEMENTARY SCHOOL

2018 - 2019 School Year

Table of Contents

Introduction	2
Purpose	2
Mission Statement	2
Pride, Success, and Honor	2
Positive Behavior Support	2
Social and Emotional Learning	2
Positive Behavior Supports	3
Behavioral Response to Intervention	3
Statement of Scholar Rights and Responsibilities	5
Statement of Expected Scholar Behavior	6
Discipline Progression	6
Logical Consequences	7
Level I Behavior	8
Level II Behavior	9
Level III Behavior	10
Level IV Behavior	11
Detention	12
Suspension and Expulsion	12
Statement of Scholar Procedural Rights	14
Statement of Procedural Guidelines for Scholars with Disabilities	15
Scholar Dress Code	17
Computer and Internet Use	21
Policies on Bullying Behavior	22
Attendance	26
Continued Enrollment	29
Explanation of Terms (Glossary)	31

Introduction

PURPOSE

The Rowe Elementary School Scholar Code of Conduct supports maintaining safe, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, we established multi-tiered systems of support for scholars' social, emotional, and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. We are committed to instructive, corrective, and restorative approaches to behavior. If behavior incidents arise that threaten scholar and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind scholar behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect scholars' rights to instructional time whenever possible.

MISSION STATEMENT

The mission of Rowe Elementary School is to prepare all of our K8 scholars to succeed in and graduate from college. We will do so by cultivating the expectation that all scholars can and will go to college and by delivering an academically rigorous curriculum infused with unique social and emotional programming led by the Northwestern University Settlement House.

PRIDE, SUCCESS, AND HONOR

The three foundational principles of the Rowe Elementary School are **Pride, Success, and Honor**. Scholars are taught these core values throughout the school year, and they are rewarded for demonstrating these values.

Our scholars take **pride** in themselves, in the pursuit of learning and success, and in being a part of a collaborative, supportive academic community that is preparing them for college.

We cultivate a hunger for **success** and the pursuit of academic excellence as the primary goal for our scholars at the Rowe Elementary School.

Our scholars develop and maintain a strong sense of **honor**, exemplified by adherence to the letter and spirit of the rules and principles of the Rowe Elementary School.

SOCIAL AND EMOTIONAL LEARNING SUPPORT

We believe that Social and Emotional Learning is essential to successful development across the life span and is necessary learning for optimal school and life success. As such, Social and Emotional Learning at Rowe Elementary School is an integral part of our school culture, our focus on academics, and our commitment to teach discipline. Therefore, Rowe utilizes a normed SEL

measure, provides evidence-based instruction and relies on teaching practices that will develop scholar capacity in self-awareness and self-management skills, social awareness and positive relationships skills and the ability to demonstrate responsible decision making to achieve academic and life success.

Scholars

Scholars at Rowe develop self-awareness skills that enable them to identify their emotions, strengths, and needs. With greater self-awareness scholars are positioned to develop strategies for sharing emotions, strategies for self-calming, and strategies to receive and give help. Scholars learn to work and play collaboratively and negotiate relationships by using words to resolve conflict. We also utilize work and play to connect the skills that scholars are developing today to foster the achievement of their hopes and dreams for the future.

Adult Community

As a community we are dedicated to consistently increase our effectiveness by committing ourselves to a continuous cycle of learning. As a result, our school community practices, models, and provides opportunities for scholars to practice social and emotional skills. We teach scholars to care by instilling values and engaging in discipline that teaches self-awareness, self-control and responsibility.

POSITIVE BEHAVIOR SUPPORT

At Rowe Elementary School, we utilize a positive behavior support approach to discipline. We believe that all Scholars can learn the skills necessary to be successful in school, to demonstrate **Pride, Success, and Honor**, and to use these skills and values to become successful college students. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, you will see that the following Code of Conduct defines expected behaviors first; then school rule infractions; followed by possible strategies for correcting the behavior.

As with academics, we believe that Scholars should be praised and rewarded for meeting behavior expectations. For this reason, we have a number of creative opportunities for Scholars to receive rewards. Some of these opportunities include, but are not limited to:

Individual Rewards:

Rocket Tickets

(K-2)

Core Value Cards (3-5)

Rocket Tickets/Core Value Cards are given by all adult Team Members to scholars in grades K-5. Tickets are used to focus on specific behaviors (e.g., Pride in uniform and walking tall in the hallways; Success in completing work and participating; Honor in making difficult choices and showing respect for others and the community). These tickets are redeemed daily in classrooms to earn privileges such as classroom jobs. Tickets can also be used to earn class-wide privileges or rewards based on class desires. Additionally, at the end of the week, a Rocket Ticket/Core Value Card is selected from each classroom for a raffle prize at our Community Circle Celebration.

Lapel Pins (6-8)

Lapel Pins are awarded to scholars based on nominations from their peers, teachers and administration. Scholars are identified for showing success in our

core values of Pride, Success, and honor. Scholars whom are awarded lapel pins are allowed to display them on their uniform for the duration of the school year.

Whole-Group Rewards: Rocket Fuel is a token given by Team Members for whole class achievements
Rocket Fuel (e.g., showing Pride in non-classroom settings, Enrichment Classes, growth on
(K-5) assessments, 100% in uniform).

Advisory of the Month
(6-8) At the end of each month, the advisory that has received the highest number of points for having 100% uniforms, silent reading in the morning, being prepared and on time to class will become Advisory of the Month.

Awards At the end of each trimester, each teaching team awards a Pride, Success, and Honor award for the scholars who have acted as exemplars of our Core Values. In addition, each of the Deans acknowledge one scholar from each grade level with the Deans' Awards.

BEHAVIORAL RESPONSE TO INTERVENTION

Response to Intervention (RtI) is "the practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (Batsche, et. al., 2005). This means using differentiated instructional strategies for all learners, providing all learners with scientifically research-based interventions, continuously measuring student performance using scientifically researched progress monitoring instruments for all learners and making educational decisions based on a student's response to intervention.

RtI has three essential components: 1) using a three tier model of school supports, 2) utilizing a problem-solving method for decision making and 3) having an integrated data system that informs instruction. RtI is a framework for student success within both academic and behavioral systems outside of Special Education programming. The following describes the school culture, social emotional, and discipline structures at Rowe within the RtI framework at each level of intervention:

Tier I

- Universal expectations are met with reminders and corrections, responds to acknowledgements, logical consequences
- 85% of scholar population should respond to this level of prevention/intervention
- Tier I Behavioral Supports include, but are not limited to: Core Values, Interactive Modeling, Routines/Procedures, Common Language, Acknowledgements, Celebrations, Logical Consequences, Problem Solving/Coping Skills, Discipline Beliefs, Community Circle
- Tier I Behavioral Supports also include in-class differentiation strategies.

Tier II

- Secondary interventions for at-risk scholars, as determined by 3 or more referrals in one trimester, 10 or more infractions, or DESSA data demonstrating a social-emotional need
- Teachers can also request consultation with the Dean of SEL/Culture and the Social Worker based on any perceived scholar need

- During consultation, the following data is used to determine interventions: DESSA, infraction and referral data, time-on task, academic data, Strengths and Difficulties Questionnaire, and/or attendance/tardy data
- Continue to provide Tier I (universal) supports
- Tier II Behavioral Supports include, but are not limited to check-in, check-out, thematic groups, individual social work, meaningful work, participation in gardeners program, teacher/parent consultation, formalized break systems and other forms of mentoring and coaching as needed
- Expect to provide for 10-15% of scholar population

Tier III

- Scholar Improvement Plan-- individualized support for scholars with high behavioral needs, when RtI process determines that Tier II interventions are ineffective
- Continue to provide Tier I and II supports, layering and intensifying when necessary and referring to other community resources as needed
- May include collecting data to determine if scholar should be referred for services that would be provided through an Individualized Education Plan with Functional Behavior Intervention Plan and/or outside services
- Up to 5% of scholar population

Statement of Scholar Rights and Responsibilities

All scholars at Rowe Elementary School are entitled to receive an academically rigorous education that will prepare them for college. Having this right, however, comes with an equal share of responsibilities. Adherence to the following rights and responsibilities for scholars ensures that our community is one of mutual trust and respect that allows for and tolerates individual differences.

- Scholars have the **right** to attend school and to receive a free public education; it is their **responsibility** to come to school all day, every day that school is in session.
- Scholars have the **right** to be made aware of all of the behavior expectations at Rowe and the consequences for not meeting those expectations; it is their **responsibility** to learn those behavior expectations and to accept the consequences of their behavior.
- Scholars have the **right** to fair discipline; it is their **responsibility** to accept final decisions and consequences.
- Scholars have the **right** to equal access to school materials, such as books, desks, and classroom supplies and curricula, as well as school grounds; it is their **responsibility** to use this property respectfully, participate in the classroom, and complete class work and homework to the best of their ability.
- Scholars have the **right** to hear, see, and express different ideas; they have the **responsibility** to respect the thoughts and ideas of others that might be different from their own. These ideas must not hurt or offend others.
- Scholars have the **right** to be respected by other scholars and adults in the community; it is their **responsibility** to show respect to others at Rowe Elementary.

Statement of Expected Scholar Behavior

Appropriate behavior expectations at school are necessary to maintain the safe, academically rigorous environment at Rowe Elementary School. Ensuring appropriate Scholar behavior is viewed

as a responsibility shared between the scholars themselves and the adults in our community, including parents. Parents are expected to play an active role in ensuring that Scholars understand and follow the expectations for behavior at school. Scholars who do not follow behavior expectations that have been taught, and who therefore disrupt the safe learning environment of the school, are subject to corrective disciplinary action, as deemed appropriate. For purposes of organizing the consequences for student behavior that is unacceptable, behavior expectations have been classified into four broad categories depending upon the significance of the behavior. These four categories are as follows:

Level I behavior affects the orderly operation of the classroom, school functions, and extracurricular/co-curricular programs or approved transportation. Appropriate Level I Scholar behavior creates a productive learning environment that values Pride, Success, and Honor.

Level II behaviors are more serious than Level I because they significantly contribute to the learning and/or the well being of others. Appropriate Level II Scholar behavior creates a learning environment in which everyone feels safe and respected, and reduces disruption of the educational process to maximize Scholar Success.

Level III behaviors are more significant than Level II because they ensure the health and safety of everyone, demonstrate respect for property and/or prohibit serious disruptions to the learning environment. Appropriate Level III Scholar behavior demonstrates Pride in a safe learning environment and reduces disruptions by resolving conflicts with Honor.

Level IV behaviors are the most serious acts of behavior. Failure to comply with Level IV behavior can seriously endanger the safety and well being of others and/or damage property. These infractions may include crimes that require police involvement.

Response to Behavior

DISCIPLINE PROGRESSION

To address deteriorations in expected behaviors, school personnel adhere to a progression of strategies designed to guide scholar behavior back to meet expectations. For behaviors categorized as Level I or Level II, Staff must move through a progression of discipline to work proactively with the goal of addresses small deteriorations in behavior proactively. Staff will:

- 1) **Notice Behavior:** Actively supervise; see the behaviors not in accordance to the classroom rules and use purposeful teacher language to remind scholars of the expectation
- 2) **Redirect Behavior:** A verbal or nonverbal strategy used to correct the inappropriate behavior (i.e. proximity, logical consequence, purposeful teacher language to direct scholars to expected behavior)
- 3) **Problem-Solve:** Continued misbehavior despite redirection requires solving the problem through communication, allowing scholars to explain and generate a solution with staff
- 4) **Return and Repair:** The issue has been discussed, a possible solution has been agreed upon, and the scholar is ready to return to work (i.e. apologize, welcoming scholar back into the room, reparation has been completed)

LOGICAL CONSEQUENCES

At Rowe, we believe that all actions have consequences, some positive and some negative. Rather

than relying on imposing punishment on scholars, we approach misbehavior with respectful, relevant, and realistic logical consequences. The purpose is to give scholars a chance to regain self-control while preserving the dignity of the child and the integrity of the classroom climate. Logical consequences help scholars recognize the connection between their actions and the outcomes of those actions. Logical consequences can be categorized into 3 distinct groups: reparation; loss of privilege; and positive time-out.

Reparation is described to scholars as “You broke it, you fix it.” When scholars’ mistakes result from simple carelessness, impulsivity, or forgetfulness, reparation gives them the opportunity to take responsibility by fixing the damage they have caused. Reparation is simply and straightforwardly about fixing a problem. Discussion is unnecessary.

Loss of privilege implies that “If you are not responsible, you lose a privilege.” As adults who structure the school environment, we provide a scaffold of privileges for scholars and temporarily remove those privileges that scholars are having trouble managing. We help scholars develop responsibility by offering them practice on tasks integrated into the daily arrangements and design of our school. We expect and trust that scholars will tell the truth, do their jobs, take care of property, and treat each other with respect, fairness, and friendliness. A breach of that trust includes telling lies, acting or speaking in ways that show disregard for others’ rights or feelings, and acting in ways that disregard school materials.

Positive timeout is referred to as “Relax and Return” or “Take a Break (TAB)” at Rowe. Used in a consistent, calm, and nonpunitive way, Relax and Return can be a valuable strategy for helping scholars develop self-control while preserving the smooth flow of the classroom. Relax and Return is for a scholar who has made a mistake or broken a rule and needs regain self-control. All classrooms at Rowe teach Calm Classroom techniques for self-control, concentration, and relaxation to be used in Relax and Return.

LEVEL I

EXPECTED STUDENT BEHAVIORS

Level I Behavior ensures a smoothly operating classroom and school environment. The expected behaviors minimize disruptions, contribute to a calm learning atmosphere, and allow all Scholars to be on task and engaged in academics. Scholars who exemplify these behaviors will:

- understand and follow school rules;
- attend school every day and on time;
- use books, materials, and other items appropriately;
- adhere to the school dress code;
- resolve problems peacefully;
- use respectful and appropriate language at all times; and
- demonstrate Pride, Success, and Honor at all times.

BEHAVIOR INFRACTIONS

Scholars who do not adhere to expected Level I Behavior may disrupt the learning process for themselves or others. To avoid this disruption, Scholars should avoid the following infractions:

- talking off task;
- failing to participate in learning or classroom activities; or
- possessing items that are inappropriate for the educational setting (such as gum or unhealthy food/drinks as outlined in the wellness policy).

LOGICAL CONSEQUENCES

When a Scholar fails to follow the expected Level I Behaviors, or when a Scholar engages in the above behaviors that are disruptive, one of the following logical consequences may be used:

- verbal correction;
- re-teaching and rehearsing an expected Level I Behavior;
- conversation with the Scholar;
- peer mediation;
- loss of privilege to participate in related activity; and/or
- confiscation of inappropriate items.

Rowe team members may also use another corrective strategy that maximizes the Scholar's opportunity to remain engaged in the instructional setting.

RESTORATIVE ACTIONS

When a Scholar fails to follow the expected Level I Behaviors, or when a Scholar engages in the above behaviors that are disruptive, one of the following restorative actions may be used:

- conversation

LEVEL II

EXPECTED STUDENT BEHAVIORS

Level II Behavior is more significant than Level I Behavior, primarily because these behaviors are more serious and allow for *continued* learning and they more deeply reflect an understanding of Rowe Elementary School's three core values of Pride, Success, and Honor. Scholars who exemplify these behaviors will:

- speak and act honestly and respectfully;
- show respect to others in words, actions, and intentions;
- develop good study habits;
- set goals and work toward achieving them;
- complete all classroom and homework assignments;
- participate actively in class;
- cooperate with and obey all directions given by adults in the school community;
- demonstrate pride in the school community by showing respect for the property of the school and of others; and
- care for the feelings of others and treat others with respect.

BEHAVIOR INFRACTIONS

Scholars who do not adhere to expected Level II Behavior are not demonstrating Honor, Pride, and Success As these are critical to the success of the Scholar and our school community, Scholars should avoid the following infractions:

- initiating or participating in verbal confrontations with other scholars or adults;
- using profane or crude language; or
- displaying or participating in behavior that is disruptive or that lacks Pride, Success, and Honor.
- possessing items that are inappropriate for the educational setting (such as cellular phones or other electronic devices), or misusing educational materials;
- cheating or lying;
- verbal confrontation with a staff member;
- refusing to comply with school rules or directions given by adults in the school community;
- using profane or provocative language directed at others;
- taking or concealing someone else's property without permission; or
- repeated Level I Behavior infractions.

LOGICAL CONSEQUENCES

Scholars that fail to comply with Level II Behavior expectations are seriously disrupting the rights of other Scholars to learn. As a consequence, one or more of the following logical consequences may be enforced:

- temporary removal from lesson setting (in-class) where the infraction occurred;
- temporary removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- classroom behavior infraction notice to document incident and inform parents;
- parent/family conference; and/or
- in-class behavior contract.
- Afterschool Detention. Scholar participates in reflecting on their behavior and determining potential outcomes for the future.

RESTORATIVE ACTIONS

When a Scholar fails to follow the expected Level II Behaviors, or when a Scholar engages in the above behaviors that are disruptive, one of the following restorative actions may be used:

- scholar reflection and responsibility sheet;
- restorative discussions with the Scholar and affective individuals;
- talking and/or peace circles with the Scholar and affected individuals; and/or
- peer mediation.

LEVEL III

EXPECTED STUDENT BEHAVIORS

Level III Behavior is more serious than Level II Behavior because these behaviors are essential to the safety of the school. Behavior infractions that fall into this category could harm others or cause a serious disruption to the learning environment. Scholars who exemplify Level III Behavior will:

- show kindness and respect towards others;
- accept others for their individuality and embrace differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background;
- immediately report all acts of violence, harassment, or threats to school staff;
- speak to others using positive and respectful language;
- use conflict management skills to resolve disagreements; and
- seek help from school staff when a conflict may evolve into a violent or combative circumstance.

BEHAVIOR INFRACTIONS

Failing to comply with expected Level III Behaviors could result in harmful situations that seriously undermine the safety and well-being of others. Scholars should avoid the following infractions:

- exhibiting any behavior that instigates or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal dispute;
- destroying or defacing school property;
- name-calling, gossiping, or using gestures to intimidate others;
- physically hurting or threatening another person;
- engaging in bullying behavior towards others by using intimidation or teasing (bullying as defined in our policy includes cyberbullying);
- harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, or family background;
- using sexually suggestive comments or gestures to intimidate others;
- removing or destroying school property;
- displaying or possessing a fake weapon;
- displaying or possessing an item that could be used as a weapon;
- endangering the health and safety of others; or
- repeated Tier II behaviors.

LOGICAL CONSEQUENCES

Scholars that fail to comply with Level II Behavior expectations are seriously disrupting the rights of other Scholars to learn. As a consequence, one or more of the following logical consequences may be enforced:

- referral to Dean of SEL/Culture;
- parent/family conference;
- removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- school-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors;
- reparation of damage or harm done to property;
- minimum 1 day in-school or out-of-school suspension;
- out-of-school suspension to target threats to the physical safety of others; and/or
- school-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors.
- Afterschool Detention. Scholar participates in reflecting on their behavior and determining potential outcomes for the future.

RESTORATIVE ACTIONS

When a Scholar fails to follow the expected Level III Behaviors, or when a Scholar engages in the above behaviors that are disruptive, one of the following restorative actions may be used:

- restorative actions used for Level II Behaviors;
- re-entry meeting with affected individuals and family;

LEVEL IV

EXPECTED STUDENT BEHAVIORS

Level IV Behavior represents the most significant degree of behavior. Infractions at this level endanger the safety and well being of the members of our school community. Scholars who exemplify appropriate Level IV Behavior will:

- accept responsibility for their actions;
- respect the safety and well being of others;
- maintain self control at all times;
- seek help from a trusted adult to solve problems or report any incidents of concern;
- report any acts of aggression or violence between Scholars or between Scholars and staff;
- cooperate with everyone to create a safe, positive learning environment;
- and demonstrate pride in their school and community.

BEHAVIOR INFRACTIONS

Scholars who do not follow the expected behaviors for Level IV are those that are engaged in serious misconduct, aggression, or destruction of property. Therefore, Scholars must avoid the following infractions:

- using violent physical actions towards other Scholars or staff;
- premeditated plan of harm towards other Scholars or staff;
- threatening to take another person's life;
- possessing, using, distributing, or selling any object, controlled substance, or weapon that could inflict serious harm on others or put a person in fear of serious harm;
- engaging in or forcing others to participate in sexual acts at school or a school related function;
- withholding information needed to solve a crime;
- setting a fire; or
- committing any act that would result in the destruction of property.

LOGICAL CONSEQUENCES

Level IV infractions are the most serious acts of misconduct. As a result, one or more of the following logical consequences may be enforced:

- parent/family conference;
- suspension from school for one to ten days;
- recommendation for alternative educational setting; and/or
- recommendation for expulsion or alternative placement hearing.

RESTORATIVE ACTIONS

When a Scholar fails to follow the expected Level IV Behaviors, or when a Scholar engages in the above behaviors that are disruptive, one of the following restorative actions may be used:

- re-entry meeting with affected individuals and family;
- reflection packet and classwork to complete during suspension;
- targeted behavior-related lesson with the Social Worker

Detention

Rowe Middle School scholars may be assigned one-day of after-school detention as a consequence for Level II and III behaviors. Scholars are required to report to a specified school location and to remain in that location with the dean. The scholar will be provided with the opportunity to reflect on their misbehavior, complete a lesson and plan on how to properly respond in the future.

After-school detention occurs Monday, Tuesday, Thursday, and Friday from 3:35-4:20 pm.

What offenses warrant detention?

Teachers are responsible for administering appropriate intervention techniques when scholars misbehave, including assigning lunch and afterschool detention as a consequence. Detention will be assigned by teacher and dean, depending on the circumstances or after intervention has been attempted and has failed, for the following offenses:

- Three tardies to class
- Two uniform infractions
- Two behavior infractions
- Any Level II and III behaviors.

Procedure for Detention

- The teacher/administrator will notify the scholar why they are receiving an infraction.
- The teacher/administrator will notify the parent/guardian via phone of the detention the next day.
- Scholar is expected to leave their 5th period class and arrive at detention by 3:35pm.

Suspensions and Expulsions

Scholars may be assigned an in-school or out-of-school suspension, ranging from 1 to 10 days, as a consequence for Level II, III, and IV behaviors. Determination of suspensions will be at the discretion of the Principal or Dean of SEL/Culture. Before returning to Rowe the scholar, his or her parent or guardian, and the Dean of SEL/Culture or Principal will meet in order to address the behaviors that warranted the suspension and a plan for improvement. Suspension will be used as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior. Out-of-school suspension will only be used when the behavior threatens the safety of others. Maximum number of suspension days are only used in response to extraordinarily dangerous acts. During the suspension, the Principal/Dean of SEL/Culture, parents/guardians, and scholar involved will develop a plan to prevent future behavior incidents, restore relationships, complete reflection guide and any missed classwork, and address the scholar's ongoing social, emotional, and academic needs.

Procedure for Suspension

Rowe Elementary School believes in the importance of considering and using all forms of non-

exclusionary discipline prior to using out-of-school suspensions. In the case of a scholar's continued presence in school would pose a threat to school safety or a disruption to the learning of others, the following procedure is to be followed.

- Parents or guardian is immediately contacted and informed of the misbehavior and the decision to suspend the scholar. A pre-suspension meeting is schedule the same day prior to suspension.
- At the pre-suspension hearing, the parents or guardian is provided with a written decision and/or notice of suspension decision. The following must be included in the notice.
 - The reason for the suspension
 - The specific act of gross disobedience or misconduct
 - The length of the suspension
 - The rationale for the specific duration of the suspension
 - The parents right to review the suspension
- All suspension notices are presented to the Principal of Rowe Elementary and the President of the Northwestern Settlement House.
- Parents or guardian may request a review of the scholar's suspension, the Principal of Rowe Elementary or its appointed hearing office must review the suspension decision at an in-person meeting with the parents. If the meeting is conducted by a hearing officer, the hearing offices must provide the board with a written summary of the evidence heard at the meeting. After receiving a written report from the hearing office, the board may take such action as it finds appropriate.
- A scholar is to be provided with all educational materials needed for time missed within the classroom prior to his suspension. Scholars must be provided an opportunity to make up any missed work for equivalent academic credit.
- Prior to re-entry to school, the Dean of SELC, parents or guardian of the scholar, and scholar will meet to create a re-entry plan for the scholar. The plan is designed to effectively re-engage the scholar into the school.

Expulsion

Under certain circumstances, including Level III or Level IV behaviors or repeated, gross misconduct, the scholar may be referred for expulsion from Rowe Elementary. This referral is also at the discretion of the Principal or Dean of SEL/Culture. Behaviors that may warrant an expulsion include, but are not limited to:

- Any scholar who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from Rowe Elementary.
- Any scholar who assaults a principal, program team member, teacher, or other staff member on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from Rowe Elementary.
- Any scholar committing gross misconduct, as defined by 10 or more out-of-school suspensions within one school year may be subject to expulsion from Rowe Elementary.
- Any scholar who has accumulated 5 days of suspension, will be reviewed by the Leadership Team to determine if a pattern of behavior may indicate an underlying disability prior to expulsion.

Procedure for Expulsion

When Rowe determines that a scholar has committed an offense(s) which is (are) grounds for expulsion, the Principal or designee will create a misconduct report including reason for expulsion, effective date of expulsion, detailed reasons, rationale and any relevant documentations. This report will be forwarded to the Northwestern University Settlement Association (NUSA) President and hearing officer the appropriate misconduct report. The scholar can be suspended for up to 10 school days pending an expulsion hearing conducted by a hearing officer designated by the NUSA President. After the expulsion hearing, the hearing officer will then make a written report within two business days to the NUSA President and Rowe Principal summarizing the grounds for expulsion and the evidence presented at the hearing and making a recommendation as to whether to expel the scholar and if so, for what period of time. Scholars can be expelled for periods of time from 10 days to permanently depending on the severity of the offense.

The parent and scholar will have the right to appeal, in writing, the recommendation of the hearing officer to the NUSA President within 5 days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the NUSA President who will deliver the final decision within 10 days of the recommendation of the hearing officer. The NUSA President's final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or scholar (telephone, e-mail, etc.) and shall also be delivered by certified mail to the last known addressed supplied by the parent or guardian via school records within 10 days of the hearing officer's recommendation. Expulsion causes the scholar to be terminated from enrollment at Rowe Elementary School and all associated NUSA Programs for the entire term of the expulsion. The parent and scholar will have the right to appeal to the NUSA President the final decision within 5 days of notification of the expulsion. The appeal should be in writing and sent along with any additional evident to the NUSA President who will determine next steps.

Expulsion steps in order:

1. Principal or designee recommends scholar for expulsion with a misconduct report to the NUSA President and hearing officer. Principal or designee contacts (minimum three attempts) parent to schedule expulsion hearing, documents that contact in IMPACT, and notifies parent of the expulsion hearing via certified mail.
 - Written Expulsion letter includes
 - o The reason for expulsion
 - o The effective date of expulsion
 - o Detail the specific reasons why removing the scholar from the school is in the best interest of the district
 - o Provide rationale with respect to the specific duration of time for the expulsion
 - o Document whether other behavioral or disciplinary interventions were attempted or whether the school determined that there were no other appropriate or available interventions.
2. Hearing is facilitated by hearing officer.
 - a. Designated hearing officer will conduct expulsion hearing.
 - b. Representatives of the principal may present evidence or witnesses.
 - c. Parent is strongly urged to attend

- d. Parent and scholar afforded due process by being allowed to refute charges and present evidence.
 - e. Parent may bring legal counsel.
3. After the conclusion of the hearing, the hearing officer makes a written report within 2 business days.
4. Hearing officer sends their report to the NUSA President and Rowe Principal summarizing the evidence and making a recommendation.
5. Parent is notified of the recommendation.
6. Parent or scholar may appeal hearing officer's recommendation in writing to the NUSA President within 5 days of notification of the hearing officer recommendation.
7. NUSA President delivers the final decision within 10 days of the recommendation.
8. Parent or scholar may appeal final decision in writing to the NUSA President within 5 days of notification of the expulsion.
9. Appeal goes to the President who determines next steps.
10. For placement information for your scholar after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

Statement of Scholar Procedural Rights

All corrective strategies used by Rowe Elementary School staff must be in compliance with The School Code of Illinois, the Rules of the Board of Education of the City of Chicago, negotiated agreements with employee groups and all other applicable state and federal laws. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of Scholars.

When confronted with a corrective strategy by school staff, the Scholar should be given the opportunity to explain the circumstances of the incident that lead to the corrective strategy.

Scholars will not be subjected to any corrective strategies for using a language other than English or because of a disability.

The Dean of SEL/Culture, classroom teacher, or other staff member will communicate with parents/guardians when corrective strategies must be used with a Scholar.

Parents/guardians and Scholars who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- a school-level hearing;
- appeal of school-level decisions to the Northwestern University Settlement Association President, Ron Manderschied; and
- for expulsions, a hearing before an impartial hearing officer.

Statement of Procedural Guidelines for Scholars with Disabilities

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
 - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
 - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
 - B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

¹ All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

Scholar Dress Code

In addition to adhering to the expected behaviors that ensure a safe and successful school environment, Scholars must look the part as well. Therefore, all scholars are expected to follow the Scholar Dress Code. RES faculty and staff strictly enforce the dress code and model professional attire at all times. The Dress Code applies during all school days and during all school events. The Dress Code has been adopted to improve the educational environment for all scholars. Specifically, we have instituted a dress code for the following reasons:

- to foster a sense of school identity and community;
- to prepare scholars for the expectations related to professional attire that future institutions, organizations and employers will have;
- to ensure that our scholars focus on learning instead of clothing;
- to increase school safety and security by making the presence of visitors/outside immediately apparent;
- to reduce the cost of clothing for families.

Parents should write the scholar's first initial and last name in permanent marker on the tags of all clothing. Since every scholar wears the same clothing, please mark your tags clearly.

It is important for Scholars' parents and guardians to understand that the Dress Code is a policy that is strictly enforced. Although it may seem as if small exceptions should be no problem, deviations from this code are not allowed. If the policy states "shoes should be all black," it means just that. It is important that all scholars adhere to the same code. Our dress code is a reflection of how seriously we value our school culture. Please read the dress code carefully as we created it to make our uniform description clear. Families who have concerns or questions should contact the school immediately.

UNIFORM VIOLATIONS

Dress Code violations are considered a violation of school policy with a consistent corrective strategy: Scholars who are out of uniform are not allowed to attend their classes. If a Scholar is out of uniform, the scholar will be issued a Uniform Infraction to notify the parent(s) or guardian. If parents are unable to bring proper attire to school, uniform pieces may be borrowed, and the scholar is assigned an afterschool detention. If the Scholar does not return the borrowed uniform piece(s) the parent or guardian will be charged the full cost of the uniform piece(s) and it will belong to the scholar. To accommodate the cost associated with uniforms, families will be provided payment plan options and financial assistance is available through Northwestern Settlement Association as appropriate and as funds are available. If the school does not have any uniform pieces that can correct the uniform problem, the scholar will not be allowed to attend class.

1st Infraction: Advisor calls parent and log infraction in Illuminate

2nd Infraction: Advisor calls parent, log infraction in Illuminate, assign after school detention & loss of jean day

3rd Infraction: Advisor calls parent, log infraction in illuminate, an after-school detention is assigned and a conference is scheduled with your parent.

4th Infraction: In school suspension with DSEL

The Scholar Dress Code is not intended to suppress speech or expression. RES takes great pride in preparing Scholars more significant and meaningful ways to express themselves through, among other things, verbal and written speech in the classrooms.

THE SCHOOL UNIFORM

Scholars wear the Rowe uniform the duration of the day when they do not attend P.E.

Grades Kinder - 2	Grades 3-5	Grades 6-8
Shirt	Shirt	Shirt
white collared shirt	button down white collared shirt with stiff collar appropriate for use with a tie	button down white collared shirt with stiff collar appropriate for use with a tie
Pants	Pants	Pants
navy slacks, pleated shorts, or navy pleated skort	navy slacks, pleated shorts, or navy pleated skort	navy slacks, pleated shorts, or navy pleated skort
Socks	Socks	Socks
all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>
Shoes	Shoes	Shoes
all black shoes <i>sneakers preferred</i>	all black shoes <i>sneakers preferred</i>	all black shoes <i>sneakers preferred</i>
Belt	Belt	Belt
<i>optional</i> , all black belt	<i>if wearing pants</i> , all black belt	all black belt
Sweater or Vest	Sweater or Vest	Blazer
Rowe-issued navy sweater with school logo	Rowe-issued navy sweater with school logo	Navy Rowe-issued blazer
	Tie	Tie
	Solid navy blue necktie or girls' toptie	Solid navy blue necktie or girls' toptie
Sweaters, Cardigans, and Track Jackets		
During colder months, scholars may wear the long-sleeve sweater with the school logo over the school shirt, the blue Rowe track jacket, or they may wear their own solid navy cardigan over the Rowe vest. Scholars may also wear boots to school, but they must bring their school shoes and change at the beginning of the day.		

THE SCHOOL P.E. UNIFORM

Scholars wear the P.E. uniform the duration of the day when they attend P.E.

Grades Kinder – 2	Grades 3-5	Grades 6-8
Shirt	Shirt	Shirt
Rowe-issued blue P.E. shirt	Rowe-issued blue P.E. shirt	Rowe-issued blue P.E. shirt
Pants	Pants	Pants
Rowe-issued navy track pants or Rowe-issued navy gym shorts	Rowe-issued navy track pants or Rowe-issued navy gym shorts	Rowe-issued navy track pants or Rowe-issued navy gym shorts
Socks	Socks	Socks
all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>	all black, all white, or all navy socks <i>no logos</i>
Shoes	Shoes	Shoes
all black sneakers	all black sneakers	all black sneakers

ADDITIONAL UNIFORM DETAILS

- Shoes** Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe (not tucked inside).
Shoes must be all black – any labels, brand names, designs, etc. that are not black must be removed or covered with black marker.
Shoelaces must be all black or all white.
- Pants, Skorts, and Shorts** Pants must be solid navy. In warmer months, pleated navy shorts or skorts may be worn although cut-offs are not allowed. Pants must be clean and fully intact – no holes, tears, or rips are allowed. Leggings are not permissible.
Skorts and shorts may not be shorter than 3 inches above the knee.
- Belts** In K-2, a plain black belt is optional.
In 3-5, a plain black belt must be worn at all times (except with girls' skorts sold without loops).
In 6-8, a plain black belt is required with all bottoms. Bottoms must be purchased that allow for belts.
The belt may not have any studs or markings and the belt buckle must be plain.
- Sweaters and Jackets** Non-RES sweaters and jackets worn on top of the uniform must be removed during arrival and prior to academic instruction. These items must be hung in the appropriate space for the remainder of the day. If a scholar is worried about being cold inside the building, she or he should wear the Rowe-issued long-sleeve sweater, Rowe-issued track jacket or a navy cardigan over the Rowe vest or under the Rowe blazer (for middle school grades). Sweaters must not have tears or holes in them.

- Eyeglasses** Scholars that need prescriptive eyewear in order to see well should wear these it at all times. Glasses used for fashion purposes are prohibited. Glasses must contain lenses.
- Jewelry** Scholars may wear only one chain or necklace. All necklaces must be tucked inside the shirt.
Scholars may wear one bracelet and/or one watch.
The following jewelry items are not permitted at RES: chokers; multiple finger rings; multiple bracelets; colored bands on wrists, and earrings larger than ½ inch in diameter.
- Makeup** No visible body piercing and no Band-Aids covering piercings are permitted. Scholars may not wear makeup with color. Strong perfume is not allowed. RMS will allow nail polish on natural nails. Principal discretion applies.

Scholars are encouraged to wear antiperspirant.
- Head Coverings** No hats or other head coverings are permitted, with the exception of those that are a part of established religious dress.
Bandanas, hats, and wristbands are not allowed.
- Hair** Hair cannot be colored or highlighted any color that is not a natural human hair color.
No designs or visible lines of any kind are permitted to be in the hair or eyebrows. No excessive hair accessories are allowed, including mohawks or “faux hawks.”
- Tattoos** Visible tattoos are not permitted.
- Distractive Clothing** Scholars should avoid clothing or accessories that may distract from the learning environment (including gloves).
- Undergar** Underneath their white collared shirts, scholars must wear all-white undergarments (i.e. undershirts, bras, etc) or undergarments that are not visible through their shirts.

REPLACEMENT UNIFORMS

Your child's annual fee will provide you with ONE P.E. uniform:

One (1) pair of navy track pants

One (1) green Rowe t-shirt

Parents or guardians are responsible for purchasing the remaining required uniform pieces.

Only materials with school logos MUST be purchased from the school. This means that Rowe blazers, sweaters, and vests will be available for purchase in the Main Office.

For your convenience, the main office makes maximum attempts to have school uniform pieces available throughout the year. Families can submit a uniform order to the office at any time. However, if pieces of the uniform (other than the Rowe-issued vest) are unavailable, the family is responsible for purchasing these items independently. If families facing financial barriers need assistance purchasing uniforms, we offer payment plan options and financial assistance through Northwestern University Settlement Association as appropriate and as funds are available.

Computer and Internet Use

Computers will be used in the classroom to supplement academic lessons. These computers are not to be used for nonschool use during the school day. In order for RES to continue to provide access to computers, all scholars must use computers and the network responsibly.

Scholars will have access to the Internet throughout the year at RES. The Internet is meant to be used for research, information gathering, and communication. However, scholars must be very careful about their Internet use; while the Internet is a tremendous resource for electronic information, it has the potential for abuse. RES makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the RES Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. RES has installed special filtering software in an effort to block access to material that is not appropriate for children.

- Scholars will treat all computer property with respect, and leave workstations in the same condition as they found it.
- Scholars will use the Internet appropriately and will follow all instructions from their teachers.
- Scholars will tell their teacher, Leadership Team member, or parent/guardian immediately if they experience uncomfortable information. Scholars should never agree to meet or to send any picture to someone they have communicated with online.
- Scholars should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. RES reserves the right to examine all data stored on or sent from its network.
- Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system wide and ensure that users are using the system responsibly.

VIOLATIONS

Access to the RES Internet service is a privilege not a right. RES reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (scholars), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through RES's Internet service. RES also will cooperate fully with local, state, and/or federal officials in any investigation

related to any illegal activities conducted through the service.

Use of Electronic Devices

Scholars are not permitted to use cellular phones at any time during the school day. Scholars may possess cell phones, but these must be turned off (not on silent or “airplane” mode) and stored in the scholar’s backpack, which must remain in the closet, cubby, or locker at all times.

Scholars using or possessing cell phones during school will receive written communication home to parents and the cell phone will be confiscated and held by the office clerk for the parent to reclaim. Parents must reclaim confiscated cell phones from the office clerk; they will not be returned to scholars.

Any electronics brought to school, including confiscated cell phones, are the sole responsibility of the owner and should be brought at the owner’s own risk. Rowe Elementary staff are not responsible for investigating or replacing lost or stolen electronics.

Policy on Bullying Behavior

At Rowe Elementary School, we hold the belief that all scholars have the right to feel safe in their classrooms and in school, and all scholars have the right to feel welcome in their community. In order to maintain these rights, all scholars and team members have the responsibility to demonstrate the core value of Honor by treating others with respect and care at all times. In order to ensure that our school continues to be a safe, welcoming place for everyone, bullying behavior is not tolerated in any form at Rowe Elementary School. Bullying behavior is contrary to State law and the policy of Rowe Elementary School.

Bullying is prohibited on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, sexual orientation, gender-related identify or express, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

Bullying is prohibited in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed outside of school (at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school) **if the bullying causes a substantial disruption to the educational process or orderly operation of a school.**

This item #4 applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred. It does not require school to staff or monitor any nonschool-related activity, function, or program.

Definitions

For the purposes of this policy and as defined under the Illinois *School Code*, the terms used mean the following:

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed at a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

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

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Aggressive conduct toward other students that is not severe or pervasive shall not be deemed as bullying, but may constitute other inappropriate behaviors leading to discipline under the RES Code of Conduct, of any student who engages in such behavior. Students who engage in bullying conduct also shall be disciplined under the RES Code of Conduct.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and

productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in the school, including without limitation school administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Reporting

Students, school staff, and parents/guardians who witness bullying or who have information about actual or threatened bullying shall immediately report it to the Principal or Dean of Social Emotional Learning/Culture or any Rowe Elementary School employee. A report may be made orally or in writing. Anonymous reports also are accepted. No disciplinary action will be taken solely on the basis of an anonymous report.

Mr. Sutton, Principal
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
tsutton@nush.org; (312) 445-5870

Ms. Bohannon, Assistant Principal, K-5
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
tbohannon@nush.org; (312) 445-5870

Mr. Rodgers, Dean of Social and Emotional Learning/Culture, K-5
Rowe Elementary School, 1424 N. Cleaver, Chicago, IL 60642
jrodgers@nush.org; (312) 445-5870

Ms. Walker, Assistant Principal, 6-8
Rowe Middle School, 1420 W. Augusta, Chicago, IL 60642
swalker@nush.org; (773) 799-2730

Ms. Emery-Vaughns, Dean of Social and Emotional Learning/Culture, 6-8
Rowe Middle School, 1420 W. Augusta, Chicago, IL 60642
mevaughns@nush.org; (773) 799-2730

Investigating

The Principal or Dean of SEL/Culture or designee shall promptly investigate and address reports of bullying. All reasonable efforts will be made to complete the investigation within 5 school days after the date the report of bullying was received.

As part of the investigation, the Principal or Dean of SEL/Culture or designee shall:

1. Take into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.

2. Involve appropriate school support personnel and other school staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
3. Notify the Principal or Dean of SEL/Culture or designee of the reported incident of bullying as soon as possible after the report is received.
4. Investigate whether a reported incident of bullying is within the permissible scope of the school's jurisdiction.

Notification

Consistent with federal and State laws and rules governing student privacy rights, the Principal or Dean of SEL/Culture or designee shall promptly inform parents/guardians of all students involved in the alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

In addition, the Principal or Dean of SEL/Culture or designee shall, consistent with federal and state laws and rules governing student privacy rights, provide parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or Dean of SEL/Culture or designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Interventions and/or Consequences

When an investigation determines that bullying occurred, the Principal or Dean of SEL/Culture or designee immediately shall impose the appropriate consequence and restorative action under the RES Code of Conduct. The Principal or Dean of SEL/Culture or designee shall use interventions to address bullying, which may include, but are not limited to school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Additionally, the Principal or Dean of SEL/Culture or designee shall provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

Any form of reprisal or retaliation directed against any person who reports bullying or provides information during an investigation about actual or threatened bullying is prohibited. Any such act by a student will be met with disciplinary consequences and appropriate remedial actions consistent with this policy and under the RES Code of Conduct.

A student will not be punished for reporting bullying or supplying information about actual or threatened bullying, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing false information will be met with disciplinary consequences and appropriate remedial actions consistent with this policy and under the RES Code of Conduct.

Distribution and Review

This policy shall be posted on the Rowe Elementary School website and included in the Code of Conduct and Family Handbook, and, where applicable, posted where other policies, rules, and standards of conduct are currently posted. This policy shall be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

The school leadership team shall review and re-evaluate this policy and make necessary and appropriate revisions every two (2) years, and file the updated policy with the Illinois State Board of Education. This policy must be based on the engagement of a range of school stakeholders, including students and parents/guardians.

The Principal or Dean of SEL/Culture or designee shall assist with the evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

1. The frequency of victimization;
2. Student, staff, and family observations of safety at a school;
3. Identification of areas of a school where bullying occurs;
4. The types of bullying utilized; and
5. Bystander intervention or participation.

The evaluation process may include the use of relevant data and information that the school already collects for other purposes. The school must post the information developed as a result of the policy evaluation on the school's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

This policy must be consistent with all policies of Rowe Elementary School.

Attendance

To succeed at RES, scholars must be present. Missing even one day of class can have a negative impact on a scholar's progress due to the rigorous academic curriculum. Regular, on-time attendance is required.

Parents/guardians are expected to ensure that their child is in school. Please do not allow your child to miss a day of school except in the case of a serious illness. Excessive absences are not in accordance with the Family Pledge all parents/guardians sign at the beginning of the school year. Parents/guardians are expected to work with Rowe collaboratively to find a solution to attendance challenges by contacting the main office and scheduling a meeting.

We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of professional development dates, as well as vacations, to schedule appointments and travel.

Absences

If a scholar is going to be out sick, the parent/guardian should call the Main Office before 8:00 AM so that teachers are informed. It is the family's responsibility to pick up missed work. Homework can be picked up at the Main Office after 4:00 PM on the day of the absence. If homework is not available in the Main Office, the scholar must get homework from his/her teacher upon returning to school. Failure to do so will result in the scholar being unable to receive make-up assignments.

Excused absences include:

- If the scholar is absent two days or less for illness and a written note from the legal guardian is received in the main office within one week of the scholar's return to school. If no note is provided, only the first two days will be excused.
- If a scholar is absent for more than two days for medical reasons, the parents must provide a note from a doctor explaining the absences for the absences to be considered 'excused'.
- Medical appointments may be excused if we receive a note from the doctor on letterhead from the doctor's office. The appointment must be for the child – not a sibling or parent.
- If the scholar is absent two days or less for a family emergency and a written note from the legal guardian is received in the main office within one week of the scholar's return to school.
- Funeral of relative: Scholar must provide documentation, which may include a program from the service or a funeral home letter.

Unexcused absences (even if parent writes a note) include but are not limited to:

- If a scholar is absent for more than two consecutive days and does not provide a note from a doctor explaining the absences, the parent must submit a letter from a health care provider verifying that the scholar was too sick or injured to go to school.
- Only the Principal can excuse absences due to family emergencies after two consecutive days.

In the event where Rowe recognizes a pattern of absences, Rowe reserves the right to reject any handwritten notes that are not from a doctor.

- Unexcused absences or tardies are not excused due to poor weather conditions when CPS and Rowe are open.
- Family vacation during regular school hours will be unexcused.

Consequences for Poor Attendance

Attendance is critically important for academic achievement. Scholars with three or more absences (excused and unexcused) per trimester will be ineligible for Dean's List and Principal's List. We are committed to generating solutions to attendance issues as a team, and thus we use several benchmark absences to problem-solve.

- **Five Total Unexcused Absences:** Once a scholar is absent five times in a year, it is considered a serious issue. At this point, a letter will be sent home alerting the scholar's family with the list of unexcused absences.

- **Six Total Unexcused Absences:** Once a scholar is absent six times in a year, an initial attendance hearing will be held. At this point, the scholar and parents will attend a meeting with a member the Program Team (Principal, Dean of Social Emotional Learning/Culture, and Academic Dean) to discuss the unexcused absences and generate a solution.
- **Ten Total Unexcused Absences:** Once a scholar is absent 10 times in a year, it is considered an urgent issue. Parents and scholars will meet with the Principal to discuss the impact on learning.
- **Excessive Absences:** Any number of absences (both excused and unexcused) above ten is considered excessive. If this is the case, the scholar will be considered habitually truant.

Tardiness

Parents/guardians are responsible for ensuring that their children arrive at school on time. Our school greeting begins at 8:00 AM and scholars are expected to be seated by this time. Scholar entry doors close promptly at 8:00 AM. Scholars not in the building at this time must entry through the center doors and will be issued a tardy slip.

If a scholar is tardy due to an 'excused absence' reason outlined above, the scholar must bring a note within one week to have the tardy excused.

Consequences for Tardiness

Being tardy five times will count as one unexcused absence.

Once a scholar has been tardy five times, RES will consider it a serious issue that must be addressed. The teacher and parent/guardian will discuss why the scholar is continually tardy, and an 'On Time' plan will be implemented.

If a scholar has been tardy ten times, a letter will be sent home as a warning. Tardies accumulate to unexcused absences, and excessive violations could affect the child's educational abilities which could jeopardize their promotion to the next grade.

Rowe Middle School Scholars transition to various rooms during the school day. Scholars have a 2-minute passing period to get to their next class. If a scholar is tardy to class, he/she will receive a tardy from the teacher. After 3 class tardies, the scholar will receive an after-school detention. After 6 class tardies, a parent phone call will be made. After 9 class tardies, the DSELG will schedule an in-school parent conference.

Early Dismissals

Scholars who are sent home early due to illness are considered excused early dismissals.

If a scholar is dismissed early due to a scheduled doctor's appointment or funeral visit, the scholar must bring a note to have the dismissal excused within one week. Early dismissals due to family

emergencies are only excused by the Principal. Otherwise, early dismissals for non-emergencies will be considered unexcused.

Consequences for Unexcused Early Dismissals

Unexcused early dismissals will result as a ½ day of attendance regardless of the time of pick up.

Once a scholar has been picked up five times for unexcused early dismissals, RES will consider it a serious issue that must be addressed.

K-5 (ONLY) Late Pick Ups

Picking your scholar up on time is a way that you can demonstrate honor to our school's design for professional development for our staff. Staff responsibilities for supervision end at 3:55 pm. If you pick up your scholar at 3:55 or after, you will be charged \$10.00 per scholar.

Continued-Enrollment

Each year, parents and scholars are required to complete a Continued-Enrollment form. This form will require families to:

- Indicate their intent to return to Rowe for the following school year
- Update Contact Information
- Settle any unpaid fees or sign a payment plan before the due date

Outstanding Fees

Outstanding Fees can be addressed in the following ways:

- Direct payment to the main office by cash, credit card, debit card, or check or directly on the website at RoweElementarySchool.org under the "Store" tab.
- Developing a Payment Plan outlining reasonable increments to be paid over the course of a determined time. Payment plans must be developed and agreed upon via a signature from the parent.
- Developing a Volunteer Plan outlining reasonable tasks to enhance the school environment. Examples include, but are not limited to, making copies, organizing spaces, assisting at arrival/dismissal, assisting with an after-school event (i.e. movie night), hall monitoring, Identification checks will be conducted to ensure the safety of all scholars via Fast Pass Identification System in the Main Office. All ongoing volunteers must complete a finger printing and background check prior to volunteering at Rowe.

Explanation of Terms (Glossary)

- Arrest** Police may be called to arrest scholars if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to; involvement in a physical altercation or for bringing weapons or illegal substances of any kind to the school.
The Dean of SEL/Culture or other Leadership Team member must make reasonable attempts to contact the scholar's parent or guardian before the police are called. If they are not reached before contacting the police to make an arrest, a Leadership Team member will contact the family after the police have been called.
Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the Dean of SEL/Culture (or Leadership Team member). The Principal or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The Dean of SEL/Culture (or Leadership Team member), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police department. In addition the scholar who is charged with possession and/or use of a weapon shall be subject to immediate suspension from school and may face expulsion.
- Bullying or Harassment** Repeatedly using hostile, intimidating, domineering, or threatening behavior with the intent or purpose of physically or mentally hurting another person. Bullying occurs within a relationship characterized by an imbalance of power. Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing acts, by an adult or Scholar that are severe or pervasive enough to create an intimidating, hostile or offensive educational environment.
- Cheating** Using another Scholar's answers to receive credit for school work. Some examples are looking at another Scholar's paper or copying from your notebook when you are supposed to use only your memory and copying another Scholar's homework because you did not complete yours.
- Controlled Substance (Drugs)** Mind-altering or mood-altering drugs, including but not limited to marijuana, cocaine, heroin, various pills, etc. Possession, use, sale, and/or distribution of controlled substances will result in serious corrective actions at Rowe Elementary School and may lead to arrest and criminal penalties.
- Corporal Punishment** The use of corporal punishment (also known as spanking or otherwise physically punishing a Scholar) is prohibited at Rowe Elementary School. The prohibition

extends to parents or guardians while on school property. Corporal punishment will result in immediate termination of employment.

Corrective Strategies

Methods or steps used to help students learn how to follow expected behaviors and to protect the safety of everyone at school.

Electronic Devices

Any device that is powered by electricity or battery, which is not required for educational purposes and includes items such as but not limited to CD players, MP3 players, headphones, cellular phones, PDAs, iPods, and cameras.

Expulsion

A corrective strategy that means you are no longer allow to attend Rowe Elementary School.

When RES determines that a scholar has committed an offense(s) which is (are) grounds for expulsion, the Principal or designee will forward the Northwestern University Settlement Association, and hearing office the appropriate misconduct report. The scholar will be suspended for up to 10 school days pending an expulsion hearing conducted by a hearing officer designated by the NUSA President. After the expulsion hearing, the hearing officer will then make a written report that same day to the NUSA President summarizing the grounds for expulsion and the evidence presented at the hearing and making a recommendation as to whether to expel the scholar and if so, for what period of time. Scholars can be expelled for periods of time from 10 days up to 2 calendar years depending on the severity of the offense." The parent and scholar will have the right to appeal the recommendation of the hearing officer within 5 days of notification of the recommendation. The appeal should be in writing and sent along with any additional evidence to the NUSA President who will deliver the final decision within 10 days of the recommendation of the hearing officer. The NUSA President's final decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or scholar at the hearing (telephone, email, etc.) and shall also be delivered by certified mail.

Expulsion steps in order:

1. Principal or designee recommends scholar for expulsion with a misconduct report to the NUSA President and hearing officer and parent notifies of the expulsion hearing via certified mail.
2. NUSA President or designee schedules expulsion hearing.
 - Designated hearing officer will conduct expulsion hearing.
 - Representatives of the principal may present evidence or witnesses.
 - Parent is strongly urged to attend
 - Parent and scholar afforded due process by being allowed to refute charges and present evidence.
 - Parent may bring legal counsel.
3. Hearing officer makes recommendation to NUSA President that same day and notifies parent.

4. Parent or scholar may appeal recommendation in writing to NUSA President within 5 days of notification of the hearing officer recommendation.
5. NUSA President makes final decision.

Harassment *See Bullying*

Infraction The breaking of a school rule; a violation; failure to comply with expected Scholar behavior

Sexual Acts or Gestures Sexual behavior that is inappropriate or vulgar. A variety of behaviors can be characterized as sexual acts or gestures at school. Some examples include, but are not limited to:

- possessing and/or distributing obscene or lewd materials at school;
 - exposing or touching private body parts in a lewd manner;
 - touching someone else's body in a lewd manner;
 - secretly looking at someone in the restroom without his or her knowledge;
- or
- consensual sexual activity on school property.

Suspension A corrective response to serious behavior which does not permit the Scholar to attend school from part of the day up to ten days. Scholars who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended scholars will be assigned homework and given the opportunity to makeup missed assignments, quizzes or tests.

Scholars receiving special education services may be suspended up to 10 school days in one school year for violations described herein. Consequences for scholars receiving special education services will be adjusted, as required by federal and state laws and regulations. This will be done in accordance with the scholar's individual education plan (IEP) or accommodation, when necessary. (Please see Procedural Guide for Scholars with Disabilities for additional information)

A RES Leadership Team member must fill out an appropriate misconduct report anytime a scholar is suspended.

Scholars must have due process, which allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home or an email.

A parent or scholar may appeal a suspension by requesting a review in writing to the Northwestern University Settlement Association President, Ron Manderschied, within two days of the notice of the suspension. The president will make the final determination of any suspension appeal. An appeal does not halt a scholar's suspension. If the suspension is overturned, the suspension will be removed from the scholar's record and any remaining days will not have to be served.

Weapons Any instrument that can be used to inflict serious harm on another person or that

places another person in fear of serious harm. Examples include but are not limited to all types of firearms (weapons used to shoot with, such as guns), sticks, brass knuckles, knives, box cutters, bullets, screw drivers, billy club, saws, metal pipes, broken bottles and other destructive devices (any item that can explode or cause destruction). This definition excludes simulated weapons.

**Simulated
or Fake
Weapons**

Any instrument that looks like a weapon but is not a weapon and that could not inherently harm another person.