

Rowe Elementary School

Operated by the Northwestern Settlement

Scholar Code of Conduct



2025 - 2026 School Year

(Approved 08/07/2023)

INTRODUCTION

Purpose	The Rowe Scholar Code of Conduct (SCC) supports maintaining <i>safe, participatory and productive learning environments</i>. In order to maximize learning time and promote positive behaviors, we have established <i>multi-tiered systems of support</i> for scholars' social, emotional, and behavioral needs. This means: • We have clear expectations, teach social-emotional competencies, and foster positive relationships among all members of the school community. • We are committed to an instructive, corrective, and restorative approach 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 this SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect scholars' rights to instructional time whenever possible.
A Program of the Northwestern Settlement	For more than 125 years, Northwestern Settlement has nurtured, educated, and inspired children and families in need in Chicago. Focusing on changing lives through education, social services, and the arts, Northwestern Settlement's programs are fully integrated to meet the complex needs of our neighbors. On their own, these programs offer enriching experiences and meet essential needs. Together, they are transforming communities. Northwestern Settlement's comprehensive approach to community building provides our neighbors: • Immediate assistance for short-term emergencies • Food Pantry and Support Services (773)-278-7471 • Knowledge, opportunities and support to disrupt generational poverty • Early Childhood Education (773)-969-5512 • Rowe Elementary School (312)-445-5870 • Rowe Middle School (773)-799-2730 • After School (773)-969-5583 • Access to a rich, city-wide network of additional programs and services • Family CARES Center (773)-278-7471 • House in the Wood Camp (262)-728-2752 • AmeriCorps Project Yes! (773)-969-5578
Mission & Vision	Our mission is to expose scholars to exceptional experiences that prepare scholars to succeed in and graduate from college by delivering rigorous academic instruction in partnership with parents/ guardians while providing social and emotional support to scholars and families. Our vision is to become a top-performing school in the city of Chicago with 100% of our scholars matriculating to a high performing high school to (and be prepared for success in

	college and/or career readiness) graduate from college in order to disrupt generational poverty.	
Stakeholder Rights & Responsibilities	Rowe scholars, families, and staff have the right to a safe, welcoming, and productive school environment. Having this right, however, comes with an equal share of responsibilities.	
	Rowe Scholar Rights	Rowe Scholar Responsibilities
	• To be safe at school • To be treated fairly, courteously, and respectfully • To bring complaints or concerns to the school staff for resolution • To tell his/her side of the story before receiving a consequence • To be told the reason(s) for any disciplinary action verbally and/or in writing • To be given information about appealing disciplinary actions • To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations	• To read and become familiar with this policy • To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability • To know and follow school rules and instructions given by the school principal, teachers, and other staff • To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community • To bring to school only those materials that are allowed • To treat everyone in the school community with respect • To respect school property, community property, and the property of other
	Rowe Parent/Guardian Rights	Rowe Parent/Guardian Responsibilities
	• To be actively involved in their child's education • To be treated fairly and respectfully by the school principal, teachers, and other staff • To access information about Rowe Elementary School policies and procedures • To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned • To appeal disciplinary actions taken	• To read and become familiar with this policy • To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent • To give the school accurate and current contact information • To tell school staff about any concerns or complaints respectfully and in a timely manner • To work and partner with the school principal, teachers, and other staff to address any academic or

	• To receive information about their child’s academic and behavioral progress	behavioral concerns regarding their child • To talk with their child about the behavior expected in school • To support their child’s learning and school activities at home • To be respectful and courteous to staff, other parents, guardians, and scholars • To demonstrate pride, success and honor in their words and actions • To respect other scholars’ privacy rights				
	<table><tr><th>Rowe Staff Rights</th><th>Rowe Staff Responsibilities</th></tr><tr><td> • To work in a safe and orderly environment • To be treated courteously and respectfully • To bring complaints or concerns to school administration • To receive supportive professional development and resources </td><td> • To explicitly teach, re-teach and model clear behavioral expectations to all scholars • To actively supervise all areas of the school building and use positive strategies to redirect behavior • To provide engaging learning activities that minimize opportunities for disruption • To intervene early and de-escalate inappropriate behaviors • To identify and respond effectively to scholars’ social, emotional, and/or behavioral health needs, including referring students for additional support when necessary • To treat everyone in the school community fairly and with respect • For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community • For administrators to apply the SCC accurately, consistently, and in a nondiscriminatory manner, including providing scholars with opportunities to respond, notifying parent/guardians when disciplinary </td></tr></table>	Rowe Staff Rights	Rowe Staff Responsibilities	• To work in a safe and orderly environment • To be treated courteously and respectfully • To bring complaints or concerns to school administration • To receive supportive professional development and resources	• To explicitly teach, re-teach and model clear behavioral expectations to all scholars • To actively supervise all areas of the school building and use positive strategies to redirect behavior • To provide engaging learning activities that minimize opportunities for disruption • To intervene early and de-escalate inappropriate behaviors • To identify and respond effectively to scholars’ social, emotional, and/or behavioral health needs, including referring students for additional support when necessary • To treat everyone in the school community fairly and with respect • For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community • For administrators to apply the SCC accurately, consistently, and in a nondiscriminatory manner, including providing scholars with opportunities to respond, notifying parent/guardians when disciplinary	
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		action is taken, and recording all disciplinary action in Rowe’s student information system(s)						
	Northwestern University Settlement Association Responsibilities							
	• To monitor the implementation of prevention strategies and the safety and security program in the elementary and middle school • To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability • To prepare recommendations for improving school discipline • To create guidelines for effective school discipline • To establish procedures for reciprocal reporting with the Chicago Police Department							
Core Values: Pride, Success and Honor	The three foundational scholar core values at Rowe are Pride, Success, and Honor. These core values are explicitly taught to scholars and are reinforced in our daily scholar creed, in classrooms, hallways, and shared spaces. Scholars are positively reinforced for demonstrating these core values. <table><tr><td>PRIDE</td><td>SUCCESS</td><td>HONOR</td></tr><tr><td>We believe in ourselves and who we will become.</td><td>We work hard to meet our academic and social goals.</td><td>We care for others and do the right thing, even when it's hard.</td></tr></table>		PRIDE	SUCCESS	HONOR	We believe in ourselves and who we will become.	We work hard to meet our academic and social goals.	We care for others and do the right thing, even when it's hard.
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CONSTRUCTIVE AND ASPIRATIONAL CLASSROOM ENVIRONMENT								
Rowe Uniform Policy	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 uniform policy and it is important for scholars’ parents and guardians to understand the uniform policy. The uniform policy applies during all school days, unless otherwise specified in formal Rowe communication. Though Rowe has adopted a uniform policy that forbids scholars from wearing certain items and requires scholars to wear a specific uniform, it is not intended to suppress speech or expression. Rowe takes great pride in preparing scholars in more significant and meaningful ways to express themselves through, among other things, verbal and written speech in the classrooms. Rowe’s uniform policies are gender-neutral. The uniform policy has been adopted to improve the educational environment for all scholars. Specifically, we have instituted a uniform policy for the following reasons: • to foster a sense of school pride 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 reduce the cost of clothing for families. Scholars who fail to follow Rowe's uniform policy may not be barred from attending class. A scholar may receive consequences for violating Rowe's uniform policy if the scholar's dress disrupts or may disrupt the educational process. For example, a scholar may receive a consequence for wearing clothing or accessories that display gang affiliation.		
Attendance	To succeed at Rowe, 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 necessary. <table border="1"> <tr> <td> Communication and Approach to support and Reduce Chronic Absences </td><td> Attendance is critically important for academic achievement. We are committed to generating solutions to attendance issues as a team, and thus we use several benchmark absences to problem-solve. • Two consecutive absences : ○ Per CPS policy, parent excuse notes will only be accepted within 48 hours of the absence. ○ <u>excused absence notes should include the following information:</u> ○ <u>1. Parent/Guardian full name</u> ○ 2. Student full name ○ 3. Date ○ 4. Reason • Absences will only be excused for: ■ student illnesses <u>only.</u> • note from doctor ■ Death from immediate family member • note from funeral home • Three or More Unexcused Absences within a Quarter: • Principal's List: Once a scholar is absent three times in a quarter (excused or unexcused), he/she will be </td></tr> </table>	Communication and Approach to support and Reduce Chronic Absences	Attendance is critically important for academic achievement. We are committed to generating solutions to attendance issues as a team, and thus we use several benchmark absences to problem-solve. • Two consecutive absences : ○ Per CPS policy, parent excuse notes will only be accepted within 48 hours of the absence. ○ <u>excused absence notes should include the following information:</u> ○ <u>1. Parent/Guardian full name</u> ○ 2. Student full name ○ 3. Date ○ 4. Reason • Absences will only be excused for: ■ student illnesses <u>only.</u> • note from doctor ■ Death from immediate family member • note from funeral home • Three or More Unexcused Absences within a Quarter: • Principal's List: Once a scholar is absent three times in a quarter (excused or unexcused), he/she will be
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		ineligible for a Principal's List award, for that quarter. • 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 parent/guardian will attend a meeting with a member of the Program Team (Dean of Students/Scholars, Family Outreach Coordinator and or 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. parent/guardian and scholars will meet with the Principal to discuss the impact on learning. • If the principal is unable to reach parent/guardian(s) to schedule a meeting, a member(s) from Rowe may conduct a home visit. • CPS will print an excessive absence letter for Rowe to relay to parents. • CPS 10 days Unexcused Absence Notification To Parents and Guardians..pdf • 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. If the absences impact academic and or SEL performance, the scholar will be recommended for Summer Academy. In certain cases, Rowe will need to contact an outside agency for support, including the Chicago Police Department,
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	when necessary, for a formal wellness check. • In the event that Rowe has not heard from the parent/guardian, Rowe will attempt to contact the parents through all listed emergency contacts. If all known phone numbers are out of service, incorrect, or go unanswered we will conduct a home visit to the address we have on file. If the address is incorrect or does not exist, and all other means of contacting the family have failed, the student can be designated a “lost child” and withdrawn with a code 86. See CPS lost child report
Social Emotional Learning (SEL)	At Rowe, it is our role to teach scholars how to build positive relationships and behave in ways that strengthen their ability to succeed in school and in life. When we reinforce positive behaviors and respond to misbehaviors in calm, respectful, and thoughtful ways, we teach our scholars important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. Rowe’s approach to social-emotional learning (SEL) contains the following components: • Devereux Student Strengths Assessment (DESSA) • Second Step (Social and Emotional Learning curriculum(s)) • Classroom Management Strategies/Restorative Practices • Positive Behavior Supports and Incentives (PBIS) • Academic Integration Future success depends not only on academics but also on social and emotional intelligence. We teach our scholars to develop social emotional competencies. By doing so, our scholars will be prepared to be responsible citizens. At Rowe, social-emotional learning (SEL) is an integral part of our school culture. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities. Extensive research shows a correlation between the skills taught in SEL programs and academic achievement, positive behavior, and healthier life choices. Strong SEL skills help build a foundation that supports scholars’ success both personally and

	academically. When our kids are equipped with social-emotional skills, they're better able to learn and contribute to a positive school climate. At Rowe, we measure, teach, model and provide opportunities for our scholars to practice these skills. Rowe measures scholars' social-emotional competencies using the Devereux Student Strengths Assessment (DESSA). The data gathered from the DESSA informs how Rowe teachers and staff teach, model, and practice SEL skills with scholars using the Second Step curriculum.
Devereux Student Strengths Assessment (DESSA)	At Rowe, we use the Devereux Student Strengths Assessment (DESSA) as our standardized, strength-based behavior rating scale. The DESSA measures the social-emotional competence for children in grades K-8 and is grounded in resilience theory and directly aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. The DESSA is used by Rowe teachers and staff to inform the delivery of explicit SEL instruction. Families may be asked to also participate in the DESSA. DESSA scoring information will be discussed at Report Card Pick Up with families.  The DESSA measures these eight competencies:

1. **Self-Awareness:** A child's realistic understanding of her/his strengths and limitations and consistent desire for improvement.
2. **Self-Management:** A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
3. **Self-Awareness:** A child's capacity to interact with others in a way that shows respect for their ideas & behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.
4. **Relationship Skills:** A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.
5. **Personal Responsibility:** A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
6. **Decision Making:** A child's approach to problem solving that involves learning from others and her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.
7. **Goal-Directed Behavior:** A child's initiation of, and persistence in completing tasks of varying difficulty.
8. **Optimistic Thinking:** A child's attitude of confidence, hopefulness, and positive thinking regarding herself/ himself and her/his life situations in the past, present, and future.

Students with low social and emotional competence are more likely to develop a need for mental, emotional, and behavioral support. The DESSA can be used as an early screening and assessment approach to:

- Proactively identify all students' strengths and areas of need
- Build students' social and emotional competencies

Types of Assessments	
Kinder-5th grade assessments	6th-8th grade assessments
• DESSA-Mini : 8 questions, used as universal screener • DESSA-Second Step Edition(SSE) rating- 33 questions, specifically aligned to the Second Step Curriculum/program • DESSA-Full-72 questions; this assessment is used to get a deeper understanding of the scholars development	• DESSA-Mini : 8 questions, used as universal screener • DESSA-Full : 72 questions; this assessment is used to get a deeper understanding of the scholars development

Second Step Curriculum

Second Step is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social emotional competence and self-regulation. Second Step is recognized as a CASEL-SElect program in CASEL's guide to preschool and elementary programs that are "well-designed, evidence-based social and emotional learning programs with potential for broad dissemination to schools across the United States.

	At Rowe, the Second Step curriculum is used to explicitly teach social-emotional learning (SEL). Second Step is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from early learning through grade 8. Through the program, scholars learn invaluable skills that help them navigate their way through school as well as their community. Second Step's age-appropriate games, activities, and media engage students and set children on a path to lifelong success. <table border="1" data-bbox="391 506 1555 821"> <thead> <tr> <th data-bbox="391 506 971 569">K-5 Second Step Competencies</th><th data-bbox="971 506 1555 569">6-8 Second Step Competencies</th></tr> </thead> <tbody> <tr> <td data-bbox="391 569 971 821"> • Skills for Learning • Empathy • Emotional Management • Problem Solving • Bullying Prevention </td><td data-bbox="971 569 1555 821"> • Mindset & Goals • Recognizing Bullying & Harassment • Thoughts, Emotions & Decisions • Managing Relationships & Social Conflict </td></tr> </tbody> </table>	K-5 Second Step Competencies	6-8 Second Step Competencies	• Skills for Learning • Empathy • Emotional Management • Problem Solving • Bullying Prevention	• Mindset & Goals • Recognizing Bullying & Harassment • Thoughts, Emotions & Decisions • Managing Relationships & Social Conflict
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Classroom Management Strategies	At Rowe, teachers are provided with professional development opportunities and ongoing coaching to promote positive scholar behavior decision making. Teachers are expected to employ a variety of proven classroom management strategies that include, but certainly are not limited to¹: • Relationship-Building: First and foremost, relationship-building is at the heart of our work. We cannot take for granted the importance of building strong and positive relationships with our scholars and their families and restoring relationships when there are breaches. • Clear, Consistent Routines and Classroom Procedures: Plan critical routines and procedures moment-by-moment, and be ready for an effective roll-out and practice. Plan for what you'll do if scholars don't get it right. • Strong Voice: When giving instructions, stop moving and strike a formal pose. Use formal register, including tone and word choice. • What-To-Do: Give crisp instructions with as few words as possible while still maintaining clarity. Check for understanding on complex instructions. • Do It Again: Have scholars do it again and do it better. Know when to interrupt a routine that is not going well for a whole class reset. At the same time, know when to move on and consequence an individual (or small group) or scholar(s). • Teacher Radar: Know when scholars are off task. Deliberately scan the room for compliance; in other words, be seen looking. Circulate with purpose, and know your "hot spots." Identify places where you can stand to monitor scholars during independent work time. • Pacing Techniques: Create the "illusion of speed" by using a timer, using count-downs to work the clock, and using intentional engagement strategies. • Engage All Scholars: Make sure you are calling on all scholars. Use the "rule of thirds" to take ⅓ hands, ⅓ cold calling, and ⅓ choral response. • Increase Scholar Voice: Increase meaningful scholar voice through questioning.				

¹ Credit for these strategies: Uncommon Schools' [Get Better Faster](#) progression.

	Have scholars repeat one another's answers, use pre-calling, and ask "stretch it" questions (why? how did you know? how can you build on that?). • Narrate the Positive: Notice and narrate what scholars are doing well, not what they're doing wrong. • Individual Scholar Corrections: Redirect scholars using the least to most invasive intervention: - o Proximity - o Eye contact - o Use a non-verbal - o Say scholar's name quickly - o Small consequence (i.e., infraction) In all cases, we should respond to scholar behavioral choices -- even those that are negative and disappointing -- in a way that preserves scholars' dignity.				
Positive Behavior Supports and Incentives	At Rowe, 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 our core values, and to use these skills and values to become successful college scholars. A positive behavior support system (PBIS) approaches behavior from an educational, proactive perspective that requires positive relationships and a proactive approach, rather than a reactive approach. We believe that scholars like to be positively recognized and appreciated for their hard work and for doing the right thing. Incentives and positive recognition go a long way to create a positive and joyful school culture. At Rowe, we believe in acknowledging scholars positively for demonstrating appropriate behaviors. Rowe utilizes a token system in addition to offering specific praise when scholars do what's expected. As part of its token system, Rowe has a number of opportunities for scholars to earn incentives individually, as groups of scholars (i.e. classes, advisories, or grade levels), and as a school community. This system is: • Linked to school-wide expectations and core values (pride, success, and honor) • Used across shared spaces and within classrooms • Used by all school staff • Available to all scholars within the school				
Multi-Tiered System of Supports (MTSS)	At Rowe, academic and behavioral interventions are provided through a Multi-Tiered System of Supports (MTSS). MTSS is an instructional framework that includes universal screening of all scholars, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The following describes the MTSS framework at Rowe: <table border="1"> <tr> <th colspan="2">TIER 1</th></tr> <tr> <td>Definition</td><td>Tier 1 encompasses Rowe's core instruction and basic interventions- all scholars receive this tier of support. This structure helps to build positive</td></tr> </table>	TIER 1		Definition	Tier 1 encompasses Rowe's core instruction and basic interventions- all scholars receive this tier of support. This structure helps to build positive
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		relationships between staff and scholars. It includes proactive classroom management strategies aimed at creating a supportive environment. Scholars who do not respond to these interventions may move into Tier 2.
Available Interventions Please Note: this list is not exhaustive and may vary depending on individual scholar needs		• Social and Emotional Learning Curriculum integration-Second Step • Devereux Student Strengths Assessment (DESSA) • Community Circle • Acknowledgement, Praise, and Recognition • Expected Behavior Modeling and Practice • Positive Communication with Family • Behavior Incentives • Clear and Consistent Routines/Procedures • Redirections & Reminders • Differentiation • Report Card Pick Up • Natural & Logical Consequences • Reparation • Loss of privilege • Time Way • Restorative Practice • Peace Circles (may include scholars, teachers, and/or families) • Morning Meeting/Advisory • Relax and Return • PBIS: Positive Behavior Interventions and Supports • Take a Break (TAB) • Targeted Skill Building
TIER II & III		
Definition		Some scholars need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings. A subset of scholars has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these scholars individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.
Available Interventions Please Note: this list is not exhaustive and may vary depending on individual scholar needs.		• Social Work Services (responsive to target behavior) • Referrals to Family Cares and/or outside agencies (mental health clinic) • Check In Check Out & Other Behavior Trackers • Individualized Incentive Plans • Supervised Transitions • Social Stories • Individualized Schedules and/or Transitions

	• Individualized and/or Visual Schedules • Functional Behavior Assessment (FBA) • Individualized Break System • Targeted After School Programming • Peer Mentoring • Restorative Practice • Family Communication Plans • Differentiated Recess and/or Lunch Group • Buddy Classrooms
DISCIPLINE	
Discipline Beliefs	Rowe's discipline policies primarily focus on shaping behavior as opposed to punishing behavior. For this reason, Rowe utilizes a structured and predictable approach to bring about a more restorative culture. At Rowe, we recognize that behavior has a purpose. When misbehavior occurs, we must seek to understand the underlying reasons for the behavior in order to design a response that effectively changes scholar behavior. When we develop disciplinary responses that are instructive and restorative, scholar-teacher relationships, scholar outcomes, and overall school climate all stand to improve. Ensuring appropriate scholar behavior is viewed as a responsibility shared between the scholars themselves and the adults in our community, including parents. Scholars who do not follow behavior expectations that have been taught and who are disrupting the learning environment are subject to corrective disciplinary action. Rowe is built upon a strong foundation of core beliefs, and it's always our goal to align our actions with our beliefs. Our Rowe beliefs around discipline structures are: • We believe in logical consequences. • We believe that both scholars and teachers should feel dignity at all times. • We believe that when we repair our mistakes, we learn and grow. • We believe scholars should make choices and experience the outcomes, good and bad. • We believe that scholars should be able to express their viewpoints. The SCC applies to scholars at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by Rowe (such as a school bus), and while using the Rowe network. The SCC also applies to scholar behavior outside of school if the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school. It is developmentally appropriate for scholars to try to test boundaries. While scholars should receive consequences for their misbehaviors, Rowe believes that we choose how to respond

to them, and our response is always within our control. We have the power to help scholars keep their small problems small by:

- Always using a neutral tone with redirections;
- Keeping a redirection private, when possible, or providing the illusion of privacy (non-verbal signal, quiet voice, proximity);
- Giving a scholar a moment to follow the (re)direction, and even walking away, signaling that you believe the scholar will do the right thing and are not worried about the scholar not doing the right thing;
- Delaying the consequence to give a scholar time to return to a thinking-state.

To address inappropriate behavior, school staff must comply with the following:

1) Redirect to correct behavior- All adults should redirect scholars to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.

2) Intervene to minimize escalation, disruption, resolve conflict, and as necessary to keep scholars and staff safe. If a scholar has been injured, make every reasonable effort to immediately notify the parents/guardians.

3) Gather information by talking to all involved scholars, teachers, school staff, or others who witness the incident. When scholar misbehavior is reported to Rowe staff, an investigation must begin no later than the next school day; however, if scholar safety is at risk, investigations must begin immediately.

If there is an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender identity, or gender expression, contact the Office of Student Protections and Title IX ("OSP") immediately for support in following the remaining steps. OSP can be reached at (773) 535-4400.

4) Analyze whether the scholar's alleged behavior falls within the SCC using the information gathered. If so, determine the level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.

5) Discuss with the scholar and **provide the opportunity to explain** his/her perspective.

- Inform the scholar of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior level, and the range of possible interventions and consequences.
- Ask the scholar to explain what happened from his/her perspective and reflect on his/her actions.
- Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs.
- Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
- No scholar shall be sent home before the end of the school day unless the school has established contact with the scholar's parent/guardian and provided written notice of a suspension.

6) Make a determination and consider the needs of all parties involved.

- Determine whether it is more likely than not that the scholar engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
- Identify the social, emotional, and/or safety needs of the affected scholar(s) and provide appropriate supports and follow up.

7) Assign interventions or consequences according to the SCC.

- Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
- Rowe Leadership Team members will have the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved scholars in alignment with the SCC.
- Follow the special procedures contained in the Procedural Safeguards section for scholars with disabilities and students with Section 504 Plans.
- Avoid consequences that will remove the scholar from class or school, if possible. Use out-of-school suspensions only as a last resort.
- Note that Rowe does not support the use of zero tolerance policies that require staff to suspend or expel students for certain behaviors except if required by law. This means that out-of-school suspensions cannot be a minimum or required consequence unless required by law.
- If a scholar is suspended, a Rowe leadership team member may choose to give the scholar a combination of out-of-school and skill-building in school suspension days.
- Rowe staff members must not use public disciplinary techniques and must respond to inappropriate scholar behavior as confidentially as possible.
- No restrictions may be placed on physical activity or recess activities as a behavior consequence unless a logical consequence or restorative conversation is taking place about an incident that occurred during that physical activity or recess activity.
- Exercise and physical activity may never be used as a behavior consequence.
- No restrictions may be placed on food options as a behavior consequence.

8) Complete report in Rowe's student information system(s) for all inappropriate behaviors under the SCC and share with parents/guardians.

9) Inform parents/guardians of their right to appeal if they believe that the consequence is unwarranted or excessive.

- The parents/guardians have the right to ask a member of the Rowe Leadership Team to review the consequence assigned and to reconsider the decision. A request for review must be made in writing to the Principal. The Principal will convene a meeting to review the suspension and will provide a summary of the evidence to the NUSA. The NUSA CEO will consider the report and take such action as it finds appropriate.

10) Restore the scholar's participation in the school community.

- If the scholar received an out-of-school suspension for three (3) or more days, Rowe leadership team members must develop a plan to support the scholar's transition

	back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the scholar’s ongoing social, emotional, and academic needs, with input from the scholar and parents/guardians.			
Scholar Behaviors Covered by the SCC	For purposes of organizing the consequences for scholar behavior that is unacceptable, behavior expectations have been classified into five broad categories depending upon the significance of the behavior. This section identifies the specific inappropriate behaviors for which scholars will receive interventions and/or consequences. The behaviors are listed in five different groups, according to the degree of disruption to the learning environment. The SCC and school rules may not be used to discipline scholars for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling scholars should be considered for academic or behavioral interventions to help them improve. Also, scholars must not be disciplined for the parents/guardians’ refusal to consent to the administration of medication.			
Ongoing Professional Development	Rowe will provide ongoing professional development to teachers, administrators, and staff on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of scholar attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.			
Parent-Teacher Advisory Committee	Rowe will establish and maintain a parent-teacher advisory committee to develop with Rowe’s board guidelines (to be included within the Scholar Code of Conduct) on scholar discipline, including school searches and bullying prevention. Rowe will provide a copy of Rowe’s discipline policies (including school searches and bullying prevention) to the parent/guardian of each scholar within 15 days after the beginning of the school year, or within 15 days after starting classes for a scholar who transfers into Rowe during the school year. In addition, Rowe requires that the school inform its scholars of the contents of the policy. Rowe’s board, along with the parent-teacher advisory committee, will annually review their scholar discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, scholars, and staff.			
Suspension Guidelines	<table><tr><td>In-Class Suspension (ICS)</td><td>Scholars in grades kindergarten through eighth grade may be assigned an in-class suspension (ICS) as a consequence for Level 3 behavior. In-class suspensions may be assigned for part of a day, a whole day, or consecutive days. During an in-class suspension, scholars check in with a member of the Leadership Team at the beginning of the day to discuss expectations and receive a behavior tracker. Throughout the day, the scholar’s teachers complete the behavior tracker by indicating whether or not the scholar met the expectations for that class period. At the end of the day, the scholar checks back out with a member of the Leadership Team. If the scholar has met his/her goal for the day, he/she will transition out of in-class suspension. If the scholar does not meet their goal, he/she will repeat their in-class suspension the following day with increased support. If</td></tr></table>		In-Class Suspension (ICS)	Scholars in grades kindergarten through eighth grade may be assigned an in-class suspension (ICS) as a consequence for Level 3 behavior. In-class suspensions may be assigned for part of a day, a whole day, or consecutive days. During an in-class suspension, scholars check in with a member of the Leadership Team at the beginning of the day to discuss expectations and receive a behavior tracker. Throughout the day, the scholar’s teachers complete the behavior tracker by indicating whether or not the scholar met the expectations for that class period. At the end of the day, the scholar checks back out with a member of the Leadership Team. If the scholar has met his/her goal for the day, he/she will transition out of in-class suspension. If the scholar does not meet their goal, he/she will repeat their in-class suspension the following day with increased support. If
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		the scholar continues to be unsuccessful while on in-class suspension, other consequences and interventions will be applied.
	Skill-Building In-School Suspension (ISS)	Scholars in grades kindergarten through eighth grade may be assigned a skill-building in-school suspension as a consequence for Level 3 or 4 behavior. A skill-building, in-school suspension is the removal of a scholar from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills. Scholars may be assigned an in-school suspension (ISS)if: 1) Skill-building in-school suspension is listed as an available consequence for Levels 3, 4 and 5 behavior. 2) The scholar was informed of the his/her reported misbehavior, the scholar was provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and 3) A copy of the misconduct report (generated in Rowe's student information system(s) was provided to the scholar's parents/guardians
	Out-of-School Suspension (OSS)	An out-of-school suspension is the removal of the scholar from school attendance. Rowe believes in the importance of considering and using all forms of non-exclusionary discipline prior to using out-of-school suspensions. Suspension will be used as a last resort and only when in-school interventions and consequences are insufficient to address the scholar's inappropriate behavior. Out-of-school suspension will only be used when the behavior threatens the safety of others. For-out-of-school suspensions that are up to 3 days, scholars' continuing presence in school must pose a threat to school safety or a disruption to other students' learning opportunities. For out-of-school suspensions that are 4 days or more, available behavioral disciplinary interventions must be exhausted and student's continuing presence in schools would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school. For suspensions of 4 or more days, a note will be included in the suspension notice for whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available

	services. Scholars in grades kindergarten through second may NOT be assigned an out-of-school suspension. If a scholar in kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific scholars/staff, the NUSH CEO may grant an exception and assign an emergency one-day out-of-school suspension after the scholar's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of scholars/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the scholar's ongoing social, emotional, and academic needs. Scholars in third through eighth grade may be assigned an out-of-school suspension, ranging from 1 to 10 days, as a consequence for Level 3, 4 and 5 behaviors. Determination of suspensions will be at the discretion of the Leadership Team. A scholar in grades third through eighth may be assigned an out-of-school suspension if: 1) Out-of-school suspension is listed as an available consequence for Levels 3, 4 and 5 behaviors. 2) A member of the Leadership Team determines that the scholar's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific scholars/staff and this threat is documented in Rowe's student information system(s), or 3) The principal or designee determines that the scholar's behavior has caused chronic or extreme interruption to other scholars' participation in school activities and prior interventions have been utilized and documented in Rowe's student information system(s), and 4) The scholar was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and 5) A copy of the suspension notice was provided to the scholar's parents/guardians prior to the start of the out-of-school suspension. During the suspension, a member of the Leadership Team, parents/guardians, and the scholar involved will develop a plan to prevent future behavior incidents, restore relationships, develop a plan to complete missed classwork, and address the scholar's ongoing social, emotional, and academic needs. A scholar serving out-of-school suspension is not allowed to
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	come onto school property, participate in extracurricular activities, or attend school-sponsored events. Out-of-school suspensions are excused absences. The principal must ensure that a scholar serving an out-of-school suspension is able to obtain homework, and upon the scholar's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension. A scholar serving an out-of-school suspension must be allowed to take state assessments at school and may participate in test preparation activities with NUSA CEO approval. The NUSA CEO must approve any other exception to the out-of-school suspension guidelines. A re-entry meeting will be scheduled prior to the scholar's return to school with all stakeholders to review the plan and set expectations for future behavior and support.
Expulsion Guidelines	Under certain circumstances, including Levels 3, 4 and 5 behaviors or repeated, gross misconduct, the scholar may be referred for expulsion from Rowe Elementary for at least 1 calendar year. 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 written expulsion letter including the reason for the expulsion recommendation, any relevant documentation, and notice of the expulsion hearing. The Principal or designee will send the letter to the parent(s)/guardian(s), Northwestern University Settlement Association (NUSA) CEO, and hearing officer. The scholar can be suspended for up to 10 school days pending an expulsion hearing and determination. Within two business days after the expulsion hearing, the hearing officer will make a written report to the NUSA CEO and Rowe Principal summarizing 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 11 days to two years, depending on the severity of the offense and individual circumstances.

The parent(s)/guardian(s) of the scholar will have the right to challenge the recommendation of the hearing officer to the NUSA CEO within 5 calendar days of notification of the recommendation. The challenge should be in writing and include any argument why the parent(s)/guardian(s) believe the hearing officer's recommendation is incorrect. The NUSA CEO will deliver a decision within 10 calendar days of the recommendation of the hearing officer. The NUSA CEO's decision shall be delivered by the most expedient means of communication identified by the parent(s)/guardian(s) (telephone, e-mail, etc.) and shall also be delivered by certified mail to the last known address in the school's records. 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(s)/guardian(s) will have the right to appeal the NUSA CEO's decision within 5 calendar days of notification of the expulsion by sending a written appeal to the NUSA CEO. The NUSA CEO will determine next steps.

Expulsion steps in order:

- 1) Principal or designee recommends a scholar for expulsion with a written expulsion letter to the parent(s)/guardian(s), NUSA CEO, and hearing officer. Principal or designee contacts (minimum three attempts) the parent(s)/guardian(s) to schedule the expulsion hearing, documents that contact in Aspen, and notifies the parent(s)/guardian(s) of the expulsion hearing via certified mail. The written expulsion letter includes:
 - a. The reason for expulsion;
 - b. An explanation that school administrators determined the scholar's continuing presence in the school would either pose a threat to the safety of other scholars, staff, or the school community or would substantially disrupt, impede, or interfere with the operation of the school;
 - c. An explanation that school administrators made all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of the scholar's exclusion to the greatest extent practicable;
 - d. Whether other behavioral or disciplinary interventions were attempted or whether school administrators determined that there were no other appropriate or available interventions;
 - e. The specific reasons why removing the scholar from the school is in the best interest of the school;
 - f. A rationale for the specific duration of the expulsion; and
 - g. Relevant documentation.
- 2) The expulsion hearing is facilitated by the hearing officer.
 - a. A hearing officer appointed by the NUSA CEO will conduct the expulsion hearing.
 - b. The Principal or designee may present evidence or witnesses.
 - c. Parent(s)/Guardian(s) is/are strongly urged to attend.
 - d. Parent(s)/Guardian(s) and scholar are afforded due process by being allowed to refute charges and present evidence.
 - e. Parent(s)/Guardian(s) may bring legal counsel.

- 3) After the conclusion of the hearing, the hearing officer makes a written report summarizing the evidence and making a recommendation within 2 business days and sends it to the NUSA CEO and Rowe Principal.
- 4) The Principal or designee promptly forwards the report to the parent(s)/guardian(s).
- 5) Parent(s)/Guardian(s) of the scholar may challenge the hearing officer's recommendation in writing to the NUSA CEO within 5 calendar days of notification of the hearing officer's recommendation. The challenge should include any argument why the parent(s)/guardian(s) believe the hearing officer's recommendation is incorrect
- 6) The NUSA CEO delivers the decision to the Principal and parent(s)/guardian(s) within 10 calendar days of the hearing officer's recommendation.
 - a. The decision shall be delivered by the most expedient means of communication identified by the parent(s)/guardian(s) (telephone, e-mail, etc.) and shall also be delivered by certified mail to the last known address in the school's records.
 - b. The decision shall include determinations with respect to the components (a)-(f) of the written expulsion letter.
- 7) Parent(s)/Guardian(s) of the scholar may appeal the decision in writing to the NUSA CEO within 5 calendar days of notification of the expulsion.
- 8) The NUSA CEO determines next steps.
- 9) For placement information for your scholar after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

In the event of a scholar's return, after an expulsion or alternative school setting, A re-entry meeting will be scheduled prior to the scholar's return to school with all stakeholders to review the plan and set expectations for future behavior and support.

**Police
Notification
Guidelines**

Rowe Leadership Team members will contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency	School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies. In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.
Criminal Acts	When a scholar engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School staff must not contact CPD merely to request removal of a disruptive scholar from the school in a non-emergency situation. In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.
Violations of Criminal Law	The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section

		with a double asterisk (**) before the specific inappropriate behavior. School staff must assess the situation before determining whether or not to contact CPD to report a criminal act. School officials should consider factors including: • Whether the scholar distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, CPD must be notified. • Whether the scholar was in possession of a firearm. If so, CPD must be notified. • The severity of the criminal violation and the degree of harm to the school community, • Whether a person was physically injured as a result of the scholar’s conduct, • Whether the scholar presents an imminent danger to the health, safety, or welfare of others, and • The scholar’s age. Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a scholar will be arrested. Moreover, responding police officers do not have the authority to decide whether a scholar will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a scholar’s behavior. Possible Violations of Criminal Law *Consider factors above prior to notifying CPD • Gambling • Forgery • False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified • Extortion • Assault • Vandalism or criminal damage to property that costs less than \$500 • Battery or aiding or abetting in the commission of a battery which does not result in a physical injury • Fighting – more than two people and/or involves injury • Theft or possession of stolen property that costs less than \$150 • Possession, use, sale, or distribution of fireworks • Trespassing on Rowe property • Use of intimidation, credible threats of violence, coercion, or
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		persistent severe bullying • Inappropriate sexual conduct • Use or possession of alcohol, drugs, controlled substances, "lookalikes" of such substances, contraband (including all vaporizer devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function. • Knowingly or intentionally using the Rowe network or information technology devices to spread viruses to the Rowe network • Aggravated assault • Burglary • Theft or possession of stolen property that costs more than \$150 (5-3) • Gang activity or overt displays of gang affiliation • Engaging in any other illegal behavior which interferes with the school's educational process, including attempt • Persistent or severe acts of sexual harassment • False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified • Battery, or aiding or abetting in the commission of a battery, which results in a physical injury • Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the CPS network to access student records or other unauthorized information, and/or to otherwise circumvent the information security system • Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel • Participating in a mob action • Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm (6-1) • Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable • Arson • Bomb threat • Robbery • Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" or such substances, contraband, or any other substance used for the purpose of intoxication • Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force • Aggravated battery, or aiding and abetting in the commission
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		of an aggravated battery • Murder • Attempted murder • Kidnapping • Theft or possession of stolen property that costs more than \$1,000
	Dating Violence Statement	Any Rowe staff member who is notified by a parent, guardian or scholar, or who reasonably suspects that a scholar has been the victim of dating violence shall immediately report that information to the principal. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. These allegations or suspicions should be reported to the Office of Student Protections and Title IX immediately. The principal shall ensure that the scholar victim of dating violence receives appropriate support services. If members of Rowe's Leadership Team are made aware of a criminal act of sexual misconduct that is in progress, they must contact CPD. When made aware of an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the Office of Student Protections and Title IX to assist in assessing whether police notification is needed at the OSP Hotline: (773) 535-4400. DCFS mandatory reporter obligations are separate from reporting to CPD and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.
	SCC and Other Laws, Policies, Rules, and Contracts	The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, Board Rules and Policies, negotiated agreements, and all other applicable state and federal laws. Rowe is not exempt from federal and most state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of scholars with disabilities/impairments. Rowe's discipline policy incorporates language from and complies with the guidelines for suspension and expulsion of scholars with disabilities/ impairments outlined in this policy. Rowe also complies with policies and procedures established by the Office of Diverse Learner Supports and Services for the discipline of scholars with disabilities. Scholars expelled from Rowe Elementary should contact the Department of Student Adjudication at (773) 553-2249 for assistance.

		Corporal punishment is expressly prohibited.
Logical Consequence	At Rowe, we believe that all actions have consequences, some positive and some negative. Logical consequences help scholars recognize the connection between their actions and the outcomes of those actions. Logical consequences are defined as related, respectful, reasonable, and helpful. 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” (in K-5) or “Take a Break (TAB)” (in K-8) 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 to regain self-control.

Discipline Response Grid

Rowe Elementary & Middle School 2023-2024 Discipline Response Grid

BEHAVIORS COVERED BY THE SCHOLAR CODE OF CONDUCT				
Teacher Managed LEVEL 1	Teacher Managed LEVEL 2	Leadership Managed LEVEL 3	Leadership Managed LEVEL 4	Leadership Managed LEVEL 5
- Minor unsafe or inappropriate use of materials (RMS: including use of lockers w/o permission) - Unauthorized use or possession of unallowable items that distract from learning (e.g. cell phones, smart devices, toys, food, clothing) - Use of Rowe network or devices for the purpose of accessing non-educational materials, such as games and other inappropriate materials - Continued refusal to follow instructions - Talking/Noise making - Out of seat - Off task - Work avoidance - failing to attend class without valid excuse - Loitering with a pass (unnecessarily missing an extended period of class) - Bothering (words/actions that are distracting or attention-seeking, not malicious or repeated) - Initiating or participating in any unacceptable minor physical actions independently without causing injury	- Minor destruction of property (including vandalism) - Disregard for the instructions or direction of school personnel causing interruption to other scholars' participation in school activities - Includes unauthorized use or possession of cellular devices or other information technology devices - includes posting or distributing unauthorized written materials on school grounds - Failing to provide proper identification - Inappropriate language/gesture(s) - Profane - Sexual - Offensive - Out-of-bounds - Leaving the classroom without permission - Being in school space w/o permission/pass or supervision - Remaining on Rowe property after receiving a request to depart - Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bag) of stolen property that costs less than \$10 - Cheating or forgery - Inappropriate, non-educational communication with others on school technology - Using school network for the purpose of distributing or downloading non-educational material* - Initiating or participating in any unacceptable minor physical actions	- Major destruction of property (including vandalism) - Biased-based behavior such as: Inappropriate language/gesture(s) (in-person, cellular communication, or online) based on race, color, national origin or immigration status, sex, gender, slurs, sexual orientation, age, religion, gender identity, gender expression or disability - Targeted Profane - Targeted Sexual - Targeted Offensive - Bullying* behaviors* - Forgery- false and fraudulent making or altering of a document or the use of such document. - Continued refusal to follow instructions causing interruption to other scholars' participation in school activities to the extent that removal is necessary - Disruptive behavior on the school bus (field trip) - Second or more documented violation of a level 1 or 2 behavior category. - Out-of-bounds - Leaving the school without permission - Theft* or possession* of stolen property that costs \$10 or more - Use of cellular telephones or other information technology devices to harass, incite violence or interrupt other scholars' participation in school activities, including use of devices to record others without permission or unauthorized distribution of recordings which are not sexual in nature. - Overt display of gang affiliation* that signifies or exhibits affiliation with a gang - Gambling* - Fighting* (when injuries do or do not result)	- Engaging in or attempting any illegal behavior as defined by the SCC, which interferes with the school's educational process - Possession of a dangerous object as defined by the SCC - Initiating or participating in inappropriate physical contact with school personnel, such as pushing school staff out of the way in order to physically fight with another scholar, with no intent to harm school staff - Voluntary sex acts that occur on Rowe property or during Rowe-sponsored activities or off Rowe property but which interferes with the school's educational process - Possession* and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances - An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification - Use or possession of alcohol, drugs, controlled substances, "look-alikes" of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function - false activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified	- Use, possession, and/or concealment of a firearm/ destructive device or other weapon or "look-alike" of weapons, or use or intent to use any other object to inflict bodily harm - Gang activity* performed by a gang member or on behalf of a gang, and intended to further a common criminal objective or overt displays of gang affiliation - Inappropriate sexual conduct, including unwelcome sexual conduct, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through any device or medium without permission of persons represented - Use of intimidation*, credible threats of violence, coercion, stalking, or persistent severe bullying and/or dating violence. - Persistent or severe acts of sexual harassment - unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, persistent, or pervasive to limit a scholar's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment - Sale, distribution, or intent to sell or distribute nicotine products, alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, contraband, or any other substance used for the purpose of intoxication

	that begin to involve or threaten others' safety without causing injury		Willful or malicious destruction or defacing of the property of others or damage to property at a cost less than \$500	
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AVAILABLE LOGICAL CONSEQUENCES

The goal of any consequence is to minimize the impact of the incident and effectively change the scholar's behavior. When determining the appropriate consequence, consider the impact of the behavior, the scholar's age/grade level, intent, prior conduct, and willingness to make restitution.

Teacher Managed LEVEL 1	Teacher Managed LEVEL 2	Leadership Managed LEVEL 3	Leadership Managed LEVEL 4	Leadership Managed LEVEL 5
- Verbal and/or nonverbal correction - Modeling, re-teaching and/or rehearsing an expected behavior - Loss of privilege - Time away from another scholar/activity - Take a Break - Buddy Room (k-5) - Modified Seating - Confiscation of inappropriate items - Parent/guardian conference - Academic work completion - Behavior or uniform support plan - Documented Infraction (k-5th) - Paycheck deduction (6th-8th) - SEL skill-building - Community service - Teacher managed Detention (repeated level 2 or 3 behaviors, for 3rd-8th)	In between- documented patterns of behaviors that are fluctuating between a L2 and L3*	- Targeted SEL skill-building - Community Service - Parent/guardian conference - Time away from the classroom - Detention (3rd-8th) - Harassment Plan - Individualized behavior and/or safety plan/contract - Classroom and/or schedule adjustment - In-Class Suspension (ICS) - In-School Suspension (ISS) - Out-of-School Suspension (OSS), 1-3 days - Referral to additional internal/external services - The principal may request an expulsion hearing at his/her discretion when a pattern of Level 3 behavior has been documented	- Targeted SEL skill-building - Community service - Parent/guardian conference - Time away from the classroom - Harassment Plan - Individualized behavior and/or safety plan/contract - Classroom and/or schedule adjustment - Combination of In- and Out-of-School Suspension (ISS & OSS) - Out-of-School Suspension (OSS), 3-5 days - Referral to additional internal/external services - Call to the Office of Student Safety, the Office of Student Protections, DCFS or CPD - The principal may request an expulsion hearing at his/her discretion when a pattern of Level 4 behavior has been documented - Aspen documentation	- Targeted SEL skill building - Community service - Parent/guardian conference - Classroom and/or schedule adjustment - Time away from the classroom - Harassment Plan - Individualized behavior and/or safety plan/contract - Referral to additional internal/external services - Call to the Office of Student Safety, the Office of Student Protections, DCFS or CPD - Request for assignment to an intervention program - Out-of-school suspension (OSS) for up to five days, but up to ten days with written justification submitted for approval in the District student information system - The principal may request an expulsion hearing at his/her discretion - Aspen documentation

*Documented pattern(s): Reach out for a problem solving meeting by member of SELC Team to revisit restorative practices and interventions

AVAILABLE RESTORATIVE RESPONSES for ALL LEVELS

☒ Conversation with scholar (private)	☒ Apology of Action	☒ Peer mediation	☒ Peace circle	☒ Reflection assignment	☒ Reparation assignment
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REQUIRED DOCUMENTATION & COMMUNICATION

☒ Infraction (Minor) ☒ Family Contact ☐ MTSS/BHT/Social Work Referral	☒ Referral (Major) ☒ Family Contact ☐ MTSS/BHT/Social Work Referral	☒ Referral (Major) ☒ Parent/Guardian Presence ☒ Contact Appropriate Agency ☐ MTSS/BHT/Social Work Referral	☒ Family Contact ☒ Parent/Guardian Presence ☒ Contact Appropriate Agency ☐ MTSS/BHT/Social Work Referral
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*L3 Bully Behaviors:- conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see Addressing Bullying and Bias-based Behavior Policy for full definition before assigning an intervention or consequence)

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. A member of the Rowe Leadership Team, 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 (NUSA) CEO; and • for expulsions, a hearing before an impartial hearing officer.
Procedural Safeguards for Discipline of Scholars with Disabilities and Impairments	School officials may suspend scholars 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. Additionally, if scholars 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 do not count toward the 10-day limit. Administrators are not required to suspend scholars with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend scholars with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending scholars 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 Office of Diverse Learners Supports and Services, 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 scholar's disability by reviewing all current and relevant information, including evaluation and

	diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's IEP. The behavior is a manifestation of the scholar's disability if: i. the conduct in question was caused by the scholar's disability or has a direct and substantial relationship to the scholar's disability; and/or ii. The conduct in question was the direct result of the school's failure to implement the scholar's IEP. b. Review, and revise if necessary, the scholar'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 scholar is being disciplined. If the scholar's behavior is not a manifestation of the disability, school officials may apply the code of conduct, taking into consideration the scholar's special education and disciplinary records. In no event, however, may the scholar be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. If the scholar's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Scholars 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. All procedural safeguards contained in the SCC are equally applicable to those scholars with 504 plans.
Technology at Rowe	
Computer and Internet Use	Computers will be used in the classroom to supplement academic lessons. These computers are not to be used for non-school use during the school day. In order for Rowe 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 Rowe. 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. Rowe makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the Rowe Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet. Rowe 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. Rowe 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 Rowe Internet service is a privilege not a right. Rowe 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 Rowe's Internet service. Rowe 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 or other smart devices at any time during the school day. Scholars may possess cell phones and other smart devices, 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. The principal may allow scholars to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual scholars to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the NUSA CEO. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school. If scholars are using or possessing cell phones or other smart devices during school, the item will be held by Rowe staff until the end of the school day to be sent back home with the scholar. Any electronics brought to school, including confiscated cell phones and other smart devices, are the sole responsibility of the owner and should be brought at the owner's own risk. Rowe is not responsible for investigating or replacing lost or stolen electronics.
Bullying & Harassment at Rowe <u>Reporting Bullying and Retaliation</u> - Parents please use this link to report any bullying or retaliation. It is super helpful if as many details can be included in the report, to help investigations. - Dean of School Culture at RES: Ashley Castro (acastro@nush.org) - Dean of School Culture at RMS: Jamita Brown (jbrown@nush.org)	
Purpose	At Rowe, 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. The Illinois General Assembly has found that a safe and civil school environment is necessary for scholars to learn and achieve and that bullying causes physical, psychological, and emotional harm to scholars and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping

and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Rowe to create a learning environment in all its school communities where all scholars feel safe and supported, are protected from bullying, and are able to succeed academically and develop socially and emotionally into responsible young adults.

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. Rowe asks every scholar, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include scholars who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

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. Bullying behavior is contrary to State law and the policy of Rowe.

Bullying is prohibited on the basis of actual or perceived race or ethnicity, color, religion, sex, national origin or immigration status, ancestry, age, marital status, physical or mental disability, sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions),—genetic information, military status, unfavorable discharge from military service, political belief or affiliation, or on a person's association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. Rowe recognizes the particular vulnerability of scholars with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution. Our bullying policy is consistent with the policies of the school board, charter school, or non-public, non-sectarian elementary or secondary school.

This Policy is based on the engagement of a range of Rowe stakeholders, including scholars and parents/guardians. The Board or its designee will reevaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; scholar, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The information developed will be made available on the school's website.

Bullying and harassment are prohibited:

1. during any school-sponsored or school-sanctioned program or activity;
2. in school, on school property, on school buses or other school vehicles, and at designated locations for scholars to wait for buses and other Rowe-provided transportation;
3. through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

	4. when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Rowe-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities; 5. when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Rowe-provided transportation; 6. when it is a Scholar Code of Conduct (SCC) behavior that occurs off campus but most seriously disrupts any scholar's education. 7. through the transmission of information from a computer that is accessed outside of school (at a non-school-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. Items #4-#7 apply only in cases in which a school administrator, teacher or staff member receives a report that bullying through this means has occurred. It does not require the school to staff or monitor any non-school-related activity, function, or program.
Definitions	For the purposes of this policy and as defined under the Illinois <i>School Code</i>, the terms used mean the following: "Bullying" means any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a scholar or scholars, and meets all of the following criteria: 1. An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted scholar(s); and/or scholar(s) were targeted based on prejudice or bias (as defined below). 2. The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present. 3. The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted scholar(s). 4. The behavior has or can be reasonably predicted to have the effect of one or more of the following effects: a. placing the scholar or scholars in reasonable fear of harm to the scholar or scholar's person or property; b. causing a substantially detrimental effect on the scholar or scholars' physical or mental health; c. substantially interfering with the scholar or scholar's academic performance; or d. substantially interfering with the scholar or scholar's 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 scholars that is not severe or pervasive shall not be deemed as bullying, but may constitute other inappropriate behaviors leading to discipline under the Rowe Code of Conduct, of any scholar who engages in such behavior. Scholars who engage in bullying conduct also shall be disciplined under the Rowe Code of Conduct.

“Cyber-bullying” means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school when an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school-related activity, function, or program.

“Retaliation” means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a scholar who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/ consequences according to this Policy and the SCC.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. Conflicts arise when two or more scholars with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide scholars in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions.

“Prejudice or bias” means motivation for bullying or harassment based in part or in whole by actual or perceived race, color, religion, sex, national origin or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group anti-bullying policy with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic.

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 scholars the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among scholars, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of scholars’ behavioral health needs in order to keep scholars in school. Restorative Practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

All Rowe principals and staff shall work to develop safe, supportive school environments that prevent bullying through:

- Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between scholars, and between staff and scholars.
- Teaching all scholars social and emotional skills and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establish predictable responses and effective disciplinary practices that address root cause, teach skills, build empathy, and repair harm. Ensure all scholars, staff, and stakeholders know how your school plan to respond to bullying and harassment.

Intervening to Address Bullying

A. Responsibilities of Rowe staff

All Rowe staff members who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

1. intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
2. report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the Rowe Bullying Complaint Form; and
3. cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal, Assistant Principal or Dean of Scholars/Students.

B. Responsibilities of Scholars, Parents and Guardians

No scholar who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Assistant Principal, or Dean of Students/Scholars as quickly as practicable. Reports can be made to any Rowe staff in person, by completing Rowe Bullying Complaint Form and submitting it to the Principal/Assistant Principal, or member of the Leadership Team, Anonymous reports will be accepted by the Principal/Assistant Principal, or Dean of Students/Scholars. No disciplinary action will be taken on the sole basis of an anonymous report.

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 scholar will be met with disciplinary consequences and appropriate remedial actions consistent with this policy and under the Rowe Code of Conduct.

A scholar 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 Rowe Code of Conduct.

C. Steps for Investigating Bullying Reports

1. **Ensure safety.** The Principal or Rowe staff member will provide immediate support to any targeted scholar(s) to ensure safety. If there are overt or implied risks of safety,

follow the steps in the CPS Crisis Manual, including immediately notifying the CPS Student Safety Center. Alleged behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression should be reported immediately to the Office of Student Protections and Title IX for assistance and support at the OSP Hotline: (773) 535-4400.

2. **Notify parents/guardians of all involved scholars.** Within one school day of receipt of a bullying report, the Principal/Assistant Principal, or Dean of Students/Scholars shall report to the parent/legal guardian of all involved scholars, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in Rowe's student information system(s).
 - a. Notifications should be made privately to scholars directly involved and their parent/legal guardians.
 - b. Additionally, when incidents have a larger impact on the school community, the Principal/Assistant Principal, or Dean of Students/Scholars shall provide clear communication to scholars, staff and parent/legal guardians to re-inforce school-wide expectations and a climate of respect and inclusion.
3. **Document all allegations of bullying.** Within two school days of receiving a report of bullying, the Principal/Assistant Principal, or Dean of Students/Scholars will document the allegation in Rowe's student information system(s) as a general incident report and document all notifications made.
4. **Conduct an investigation.** The Principal, Assistant Principal, or Dean of Students/Scholars, who is knowledgeable about bullying prevention and intervention, shall perform the investigation. Investigation of reported bullying shall be initiated within 5 school days of receipt of a report, documented within the incident report in Rowe's student information system(s), and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/Assistant Principal, or Dean of Students/Scholars shall document the extension in the investigation report and shall notify the parties involved.

The investigation shall include:

- a. Identifying all involved parties, including the scholar(s) alleged to have engaged in the bullying behaviors, alleged target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with all involved parties. The alleged target should never be interviewed in public or with the scholar(s) alleged to have engaged in bullying.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and the impact of the behaviors on the targeted scholar's education.
 - d. Assessing the individual and school-wide effects of the incident relating to safety.
5. **Make a determination whether allegations of bullying are substantiated or not and document determination.** The Principal, Assistant Principal, or Dean of Students/Scholars shall consider whether the four elements of the bullying definition are met, or if all four elements of bullying are not present, whether the behavior

qualifies as another inappropriate behavior listed in the SCC. When the investigation is complete, the Principal, Assistant Principal, or Dean of Students/Scholars shall ensure the investigation and findings (whether the report of bullying is substantiated or not substantiated) are documented in Rowe's student information system(s). If the investigation determines a scholar engaged in bullying behaviors and/or other inappropriate behaviors listed in the SCC, the Principal, Assistant Principal, or Dean of Students/Scholars shall prepare a Misconduct Report.

6. **Notify all involved parties of the outcome of the investigation.** Within one day of making a determination, the Principal, Assistant Principal, or Dean of Students/Scholars shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the scholars who are parties to the investigation may request a personal conference with the Principal, Assistant Principal, or Dean of Students/Scholars to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the scholars address the underlying reasons for the bullying. When communicating incidents of bullying to the targeted scholar's parent/guardian, the Principal, Assistant Principal, or Dean of Students/Scholars should consider whether the scholar may want to keep certain information confidential. For example, if a scholar is bullied after coming out as gay, the Principal, Assistant Principal, or Dean of Students/Scholars shall not disclose the scholar's sexual orientation to the parent/guardian without the scholar's permission, unless there is a legitimate, school-related reason for doing so. If the investigation determines a scholar engaged in bullying behaviors, the Principal, Assistant Principal, or Dean of Students/Scholars shall provide the Misconduct Report to the parent/ legal guardians of the scholar who engaged in the behaviors. The Principal, Assistant Principal, or Dean of Students/Scholars may advise the parent/legal guardian of other involved scholars that the Student Code of Conduct was followed. S/he may not advise them of specific consequences imposed, as that would violate the confidentiality of school-record information required by law.

D. Determining an Appropriate Response

The goal of the response is to ensure the targeted scholar feels safe and welcome, and the scholar engaging in bullying behaviors understands the harm s/he caused and changes his/her behavior. For guidance in determining an appropriate response, contact the Office of Social & Emotional Learning at (773) 553-1830, or see cps.edu/SEL.

1. **Identify school risk factors and ensure a universal strategy for school climate improvement and social and emotional development.** Assess and address any issues in supervision, expectations, relationship-building, and emotional learning.
2. **Support the targeted scholar.** Assign school staff to create and implement a plan that will restore a sense of safety for the targeted scholar and other scholars who have been impacted. Determine any other interventions that may be appropriate. Additionally, the Principal, Assistant Principal, or Dean of Students/Scholars 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.

If the targeted scholar has a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the scholar's individual needs and revise the IEP accordingly. For example, if the scholar's disability affects social skill development or makes the scholar vulnerable to bullying, the Principal, Assistant Principal, or Dean of Students/Scholars shall ask the scholar's IEP Team to consider whether the IEP should include provisions to reduce vulnerability to bullying.

3. Determine interventions and/or consequences that address the root cause of the scholar's bullying behaviors. Consider the nature of the behavior, the developmental age of the scholar, and the scholar's history of problem behaviors and performance. Identify opportunities to teach, build empathy, and repair harm. The Principal, Assistant Principal, or Dean of Students/Scholars 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.

While suspensions may be necessary in some cases to ensure the safety of the targeted scholar, keep in mind that suspending or expelling scholars who bully does not reduce bullying behavior.

If the scholar who engaged in bullying behavior is a scholar with a disability, the school shall convene the IEP Team to determine if additional support and services are needed to address the inappropriate behavior and develop the scholar's social and emotional skills. The team may also consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the scholar or review a current behavior intervention plan and revise if necessary. The Principal, Assistant Principal, or Dean of Students/Scholars shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/ Impairments when considering interventions and consequences for students with disabilities.

Contact the Office of Social & Emotional Learning for school-wide climate and skill-building practices that prevent bullying.

4. For incidents that impact the larger school community, provide opportunities in safe, structured environments for affected scholars, staff, and/or parents to speak about the incident, its impact, and what is needed to repair the harm.

E. What Not To Do

- Solicit an apology from the scholar who engaged in bullying to the targeted scholar or mandate a public apology, use peace circles, victim/offender conferences, or any form of mediation that puts the scholar who engaged in bullying in contact with the targeted scholar in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the scholar who engaged in bullying and targeted scholar, but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical scholar behavior or assume it is not serious.

	Appeal	Any party who is not satisfied with the outcome of the investigation may appeal to the Office of Student Protections and Title IX, or OSP (telephone: 773 535- 4400), within 15 calendar days of notification of the Principal's decision. OSP shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by OSP. OSP may return the incident to the Northwestern University Settlement House (NUSA) CEO, Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. OSP shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in Rowe's student information system(s).
	Consequences for Rowe Staff	When it is determined that a Rowe staff member was aware that bullying was taking place but failed to report it, the staff member will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations.
	Notice and Dissemination of Requirements	This policy shall be posted on the Rowe 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.
	Training and Professional Development	Staff Professional development will be offered to build the skills of all Rowe employees to implement this policy. The content of such professional development shall include, but not be limited to: • Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them. • Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying; • Research findings on bullying, including information about specific categories of scholars who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and • Information about Internet safety issues as they relate to cyberbullying.
	Rowe Elementary School Form for Reporting Bullying and	NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report. Please submit this report to the principal or any Rowe staff member.

	Retaliation	Victim or Target Information	
		School (check one):	☐ Rowe Elementary School ☐ Rowe Middle School
		Name(s) of Victim/Target	
		Grade(s) of Victim/Target	
		Reporting Information *Optional for scholars/parents/guardians	
		Name & Title of Person Reporting	
		Relationship to Victim/Target	
		Phone Number	
		Email Address	
		Incident Information	
		Name(s) of scholar(s) accused of engaging in bullying behaviors OR description (if name(s) unknown)	
		Location of incident	
		Date and time of incident	
		Approximate dates, times, and frequency of prior incident(s)	
		Describe what happened and who was present in as much detail as possible	
		Date of Submission	

Reference Guide for Behaviors Involving Dangerous Objects, Weapons, or Look-Alike Weapons

If a scholar simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have demonstrated Level 4 behavior, "Possession of any dangerous object as defined by this SCC". If a scholar uses, or intends to use, any of these objects to inflict harm on someone, the scholar should be recorded to have demonstrated Level 5 behavior, "Use, possession, and/or concealment of a firearm/ destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm" (see below).

Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters
- Razors

Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Live ammunition/Live bullets
- Broken bottles or other pieces of glass
- Wooden sticks/boards

If a scholar has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have demonstrated Level 5 behavior, "Use, possession, and/or concealment of a firearm/ destructive device or other weapon or "look-alikes" of weapons, or use or intent to use any other object to inflict bodily harm".

Firearms - these include:

- Pistol
- Revolver
- Other firearms
- Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades

Other explosive substances

Other Objects - these include:

Blackjack
Slingshot
Sand club
Sandbag
Metal/brass knuckles
Throwing stars
Tasers/stun guns

“Look-Alike” Firearms - these include:

B.B. guns
Air guns
Other objects, including “toys” or replicas that reasonably resemble real firearms

SPECIAL CONSIDERATION: If a scholar simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated the SCC. If a scholar uses, or intends to use, any of these objects to inflict bodily harm on someone, the scholar should be recorded to have demonstrated Level 5 behavior, “Use, possession, and/or concealment of a firearm/ destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm”.

Sporting Equipment - these include but are not limited to:

Baseball bats
Golf clubs

Personal Grooming Products - these include but are not limited to:

Nail clippers/files
Combs with sharp handles
Tweezers additional resources

School Supplies - these include but are not limited to:

Scissors
Laser pointers
Pens/Pencils
Rulers
Padlocks/Combination locks
Other objects commonly used for educational purposes

**Search and
Seizure Policy**

Weapons and drugs at Rowe, on Rowe school grounds and in surrounding neighborhoods endanger scholars and staff and make it difficult for them to focus on education. To ensure that Rowe is a safe haven for scholars and a safe workplace for staff, this policy authorizes Rowe Principals, Assistant Principals and Deans to search scholars and visitors, the belongings they bring to the school and property owned, leased, or used by Rowe for school activities, and to seize any weapon (as defined by the SCC) or contraband ²recovered in such searches. This policy establishes the terms and conditions upon which a search of a scholar or visitor

² illegal drugs, unauthorized electronic devices, the fruits of a crime or violation, any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

	may be authorized and conducted. Rowe Principals, Assistant Principals and Deans are authorized to conduct searches of scholars, visitors, their outer clothing and belongings, and school property, in accordance with the requirements of this policy. Individualized searches, such as Weapons Pat Downs, Belongings Searches, Contraband Searches and individual locker and desk searches, may be conducted if the Principal, Assistant Principal or Dean has Reasonable Suspicion³. Reasonable Suspicion is not necessary for random searches, such as mass locker and desk searches. Rowe staff members who are not Rowe Principals, Assistant Principals and Deans (including other Leadership Team members, teachers, contractors and volunteers) are not authorized to conduct any type of scholar or visitor search. If practical, a Principal, Assistant Principal and Dean should ask sworn law enforcement officers, such as Chicago Police Officers (assigned to the school, roving, or off-duty) or Cook County Sheriff's Department Officers employed by the Board as School Security Supervisors, to conduct Weapons Pat Downs. Law enforcement officers are trained in proper search techniques, and know how to search for weapons in a manner that minimizes the possibility of injury. When practical, a person of the same gender as the scholar/visitor should be assigned to scan scholars and visitors with hand-held metal-detecting devices, to conduct Weapons Pat Downs and to ask a scholar/visitor to remove any belt and reveal the waistband or top of the pants or skirt for visual inspection. If a Principal, Assistant Principal or Dean of the same gender as the scholar or visitor is immediately available, a member of the Rowe Leadership Team of the same gender should witness these searches. Rowe Principals, Assistant Principals and Deans should witness any use of a hand-held metal detector or Weapons Pat Down of a scholar or visitor unless exigent circumstances require immediate action to protect any scholar, school staff or visitor from a physical threat. Weapons or contraband involving drugs discovered during a search shall be turned over to the arresting or responding law enforcement officer. If a Rowe Principals, Assistant Principals and Deans is not present when a weapon or contraband is discovered, the Principal, Assistant Principal and Dean shall be notified immediately that a weapon or contraband was seized. If a responding law enforcement officer is not immediately available, the principal shall keep the weapon or contraband in a secure location until the responding officer takes possession of it. Rowe Principals, Assistant Principals and Deans shall follow the Scholar Code of Conduct to impose appropriate discipline upon a scholar found in possession of weapons or contraband and shall comply with all applicable documentation requirements. Nothing in this policy is intended to prohibit or deter any Rowe staff member from taking any action s/he reasonably believes is necessary to protect any scholar, school staff or visitor from a physical threat.
Individual	Rowe Principals, Assistant Principals and Deans are authorized to conduct four types of

³ knowledge that is sufficiently trustworthy to lead a Rowe Leadership Team member to believe s/he has a moderate chance of finding that a scholar or visitor possesses evidence of wrongdoing. Reasonable Suspicion may be based upon direct observation of the scholar or visitor or on information a Rowe Leadership Team member receives from a reliable third party. Neither a mere hunch nor a generalized suspicion is a sufficient basis for conducting a Weapons Pat Down, Belongings Search, Contraband Search, or individual locker or desk search.

Searches	individualized searches -- Weapons Pat Downs, Contraband Searches, Belonging Searches and individual desk and locker searches. An individualized search is justified at its inception when a Rowe Leadership Team member has Reasonable Suspicion that a scholar or visitor has a weapon or contraband in his/her possession. The method of searching must be (1) reasonably related to the objective of the search, and (2) not excessively intrusive in light of (i) the age and gender of the scholar or visitor and (ii) the nature of the suspected violation. An individualized search should be no more intrusive than is necessary to turn up evidence of the crime or rule violation the student or visitor is reasonably suspected of committing. Whether or not a search has been conducted, if a Rowe staff member reasonably suspects that a scholar or visitor has a weapon or contraband in his/her possession, s/he shall call the Principal, Assistant Principal or Dean to conduct a search. • If no Contraband is found after a Contraband or Belongings Search, but the Principal, Assistant Principal or Dean still reasonably suspects that the scholar is concealing something dangerous, s/he shall notify the principal. • If the Principal, Assistant Principal or Dean reasonably suspects that the scholar is concealing something dangerous, s/he shall call the scholar's parent/guardian to ask the parent/guardian either to conduct the search or take the student home. The Principal, Assistant Principal or Dean shall keep the scholar under observation in a private area until the parent/guardian arrives. • If the Principal, Assistant Principal or Dean reasonably suspects that the scholar is concealing contraband that is not a danger to him/herself or another scholar, such as stolen money, s/he may (i) call the scholar's parent/guardian to ask the parent/guardian either to conduct the search or to take the scholar home, or (ii) end the search. • If no contraband is found, but a Principal, Assistant Principal or Dean still reasonably suspects that a visitor is concealing contraband, s/he shall deny entry to the visitor and may call 9-1-1.
Desk or Locker Searches	Desks, hooks and lockers are the property of Rowe and remain at all times under Rowe's control. Scholars are permitted to use desks and lockers during school hours. Rowe is not responsible for items students maintain in lockers, hooks or desks. The Principal, Assistant Principal or Dean may authorize mass locker and/or desk searches, and may direct such searches, with or without the assistance of Police. Mass locker and/or desk searches may be conducted by Principal, Assistant Principal or Dean at any time for any reason, without notice, without scholar consent, and without Reasonable Suspicion. Mass desk and/or locker searches may be performed at any time, but are best performed when no scholars are present, such as before school is opened, after school or on weekends. The Principal, Assistant Principal or Dean may ask sworn law enforcement officers to use trained dogs to conduct mass desk and locker searches at times when scholars are not present. A Principal, Assistant Principal or Dean who has Reasonable Suspicion may authorize the search of an individual desk or locker. Personal Items within a Desk or Locker. Personal items, such as a purse, book bag, jacket or container, may not be searched unless a Rowe Leadership Team member has Reasonable Suspicion that a search of such items will turn up weapons or contraband.
Car Searches	If a Principal, Assistant Principal or Dean reasonably suspects that a car located on property owned or leased by Rowe contains a weapon or contraband, he or she shall immediately call 9-1-1 to report that suspicion and the license number, description and location of the car and

	to request a search.
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