

Positive Behavior Handbook: Rights & Responsibilities for PreK-12

2018-2019 School Year



A Guide for Students, Staff and Families

C.O.R.E.

Civility, Order, Respect, Excellence

Consistent expectations for a climate to support student learning

Dis·ci·pline *n.* (fr. Latin *disciplina*, teaching, learning) Instruction that corrects, molds, or perfects character and develops self – control.

-Webster's New Collegiate Dictionary



This handbook, last revised 5/16/18, provides the key provisions of board policy. The board policy manual should be consulted for the full text of a particular policy. If the provisions of the handbook contradict board policy, the board policy prevails.

Metropolitan School District of Warren Township

All non-speaking or limited English proficient/families can obtain information in their home/primary language regarding Student Rights & Responsibilities and school activities by contacting the Office of Elementary Instruction at 869-4300.

Tất cả những học sinh/gia đình mà không nói hoặc không biết nhiều tiếng Anh có thể lấy thông tin bằng tiếng mẹ đẻ hoặc tiếng nói chính của mình về Quyền và Trách nhiệm của Học sinh cùng với các hoạt động nhà trường bằng cách liên lạc Văn phòng Dịch vụ Học sinh theo số 869-4300.

Học khu Metropolitan của vùng ngoại ô Warren Township cam kết thực hiện cơ hội bình đẳng. Học khu không phân biệt đối xử căn cứ trên tuổi tác, chủng tộc, màu da, tôn giáo, giới tính, tình trạng khuyết tật hoặc nguồn gốc quốc gia, kể cả mức độ thành thạo hạn chế về tiếng Anh.

Không ai bị loại trừ khỏi việc tham gia, bị từ chối quyền lợi hoặc phải chịu sự phân biệt đối xử bất hợp pháp căn cứ trên các yếu tố nói trên trong bất kỳ chương trình giáo dục hoặc hoạt động học sinh nào.

영어를 잘하지 못하는 학생이나 가족들은 교육국 학생처(869-4300)로 연락하시면 한국어로 된 학생의 권익, 책임, 기타 과외 활동에 대한 필요한 정보를 얻으실 수 있습니다.

The Metropolitan School District of Warren Township is committed to equal opportunity. It does not discriminate on the basis of age, race, color, creed, religion, sex, sexual orientation, gender identity, disability, or national origin, including limited English proficiency. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

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BOARD OF EDUCATION MESSAGE

The information on the following pages was approved by the Superintendent and the School Board and is in concert with the Metropolitan School District of Warren Township School Board Policy.

The School Board, by adopting this code of student conduct, is indicating to students, parent/guardian(s), staff and the community our desire to provide a positive atmosphere for learning. It is our intent to ensure that students' rights are respected and preserved during the pursuit of their education and to encourage self-discipline in this endeavor. When it is necessary for staff to take corrective action, it is to be done justly and fairly. This written document outlines the framework that will be used in the Warren Township Schools. It is governed by the Board of Education and the laws of the State of Indiana and the United States. It also outlines acceptable and unacceptable behavior allowing the students to adjust to the school environment in an acceptable way. The Board of Education expects the atmosphere in each school to be positive for all students and supports all fair action necessary to provide this positive atmosphere. The Board also encourages the public to read this document and to be aware of the rights and responsibilities of Warren Township students.

Board of Education

MSD of Warren Township

SUPERINTENDENT MESSAGE

Whether you are a new family or a returning family, I would like to be the first to welcome you to the MSD Warren Township School District. We are looking forward to a successful 2018-19 school year with you and your student.

MSD Warren teachers and staff care deeply about each child's social, emotional, and academic growth. It is our goal to identify each child's strengths and growth areas so that he or she can develop skills and strategies to be successful in school and beyond. We believe that this is best achieved by building strong relationships, communicating and teaching expectations, and reinforcing positive behavior and procedures.

For the past few years, MSD Warren has implemented PBIS to support students with their social, emotional, and academic growth. PBIS is short for positive behavior interventions and supports and is an evidence-based framework for developing positive behavior which in turns creates a positive learning environment.

As part of our PBIS framework, we have identified four consistent expectations (C.O.R.E) for our students and staff. We believe it is important for our school community to have a coherent message in all of our schools and classrooms.

Civility

Order

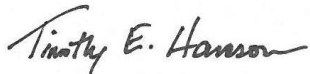
Respect

Excellence

This handbook serves as a guide for students, families, and staff. Expectations for district, schools, students, procedures are included to assist our stakeholders with understanding our approach and philosophy to supporting our students. We encourage you to become familiar with this handbook and spend some time reviewing the content with your student.

Thank you for being an important part of the MSD Warren Township School Community.

Respectfully,



Timothy E. Hanson, Ed.D.
Superintendent of MSD Warren Township Schools

DISTRICT FRAMEWORK

GOALS

MSD of Warren Township District Framework



Vision

Our purpose is to prepare our students to be self-directed learners who are literate, creative, curious, civic-minded citizens who do meaningful work in school and life beyond school.

Core Values

Decisions in the best interest of children
Every child can learn and succeed
Best Practices
Use of data in pursuit of excellence
Responsible stewards of tax dollars
Ethics
Service to our community
Safety

District Focus

Student Achievement
Technology
Parent Engagement and Advocacy
Financial Stability, & Community Outreach

Mission

Innovate at all times

Educate all

Inspire everyone to live a full and fulfilling life

College and Career Readiness

- Accountability Driven
- Rigorous expectations, standards, and assessments that exceed the need of the 21st century.

Student

Culturally Responsive Positive Behavior Interventions & Supports

- Civility, Order, Respect, Excellence
- Consistent PreK-12 Expectations
- Climate to support student learning

Achievement

Personalized Learning

- Blended Learning
- Individual Mastery
- Learning Profiles
- Personal Learning Paths
- Flexible Learning Environments

Strategies

Continuous Improvement

RIGHTS and RESPONSIBILITIES

STUDENT RIGHTS and RESPONSIBILITIES

The following statements summarize student rights and responsibilities. In exercising their rights, students shall not disrupt the educational process, endanger or deny others their rights.

Students have the right to:

- A public education unimpaired because of sex, race, color, religion, sexual orientation, gender identity, national origin, pregnancy, disability, parenthood, marital status, economic status, or other personal characteristics or any reason not related to their individual capabilities.
- An orderly school and classroom environment that will promote learning for all students.
- Express themselves in speech, writing or symbolism within boundaries of the law and policies of the school system.
- Possess and distribute literature including, but not limited to newspapers, magazines, leaflets and pamphlets within the law and Board policies.
- Their own religious beliefs.
- Protection from searches and seizures of their personal possessions(s) or their person without reasonable suspicion.
- Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.

Students have the responsibility to:

- Read and become familiar with Warren's Rights and Responsibility Handbook.
- Identify themselves when addressed by school personnel.
- Avoid actions or activities, individually or in groups, which may interfere with the right of any person to a public education.
- Ensure that their actions do not disrupt the classroom environment or school activities.
- Ensure that communications/expressions do not disrupt the educational process, present health or safety hazards, damage public property or the property of others, infringe on the rights of others or violate the law or the requirements of the Warren Rights and Responsibilities Handbook or Board policies.
- Ensure that distribution (or possession) of literature will not conflict with or infringe upon school activities, infringe on the rights of others or contain religious, racial or ethnic slurs. The material must comply with the Rights and Responsibilities Handbook, which prohibits obscenity and harassment. The time, place and manner of distribution shall be determined by the principal.
- Ensure that in exercising their own religious freedom, they do not violate the constitutional rights of other individuals to religious freedom.
- Not endanger themselves, other students, school personnel or the general public by possessing material or objects that are potentially hazardous and/or prohibited by federal, state or local law, or the requirements of the Warren Rights and Responsibility Handbook.
- Ensure that their conduct contributes to a safe and orderly atmosphere while being transported; refrain from conduct that poses a hazard to themselves, their fellow students or the general public; and refrain from violating federal, state or local law, or the requirements of the transportation guidelines.
- Access information about class expectations, assignments, and due dates to keep current on classwork including in circumstances when the student is absent.
- Inform and help parents access the Parent Portal, so they can be supportive of grades, assignments, attendance and discipline needs students may have.

PARENTS/GUARDIANS RIGHTS and RESPONSIBILITIES

Many times, parents/guardians ask how they can help their children in school. Our school system actively encourages parents/guardians to talk with their children's teachers and administrators to discuss their children's progress at school and ways parents/guardians can help. The parents/guardians, more than anyone else, can help the children do well in school and develop acceptable school behavior.

Parents/guardians have the right to:

- Be actively involved in their children's education.
- Be treated courteously, fairly and respectfully by all school staff.
- Get information about the policies of the Board and procedures that relate to their children's education.
- Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior reports and conferences.
- Receive information and prompt notification of behavior violations by their children and any disciplinary actions taken by school staff.
- Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
- Receive information from school staff about ways to improve their children's academic or behavioral progress.
- Access school personnel.

When the home and school cooperate with each other, a good environment for learning will be established and the child will learn in a positive and rewarding manner.

Parents/guardians have the responsibility to:

- Make sure their children attend school regularly and arrive on time. When children are absent, let the school know why.
- Tell school officials about any concerns or complaints in a respectful and timely manner.
- Work with principals and school staff to address any academic or behavioral problems their children may experience.
- Support Warren by being a role model for their children, talking with them about school and expected behavior.
- Read and become familiar with the Warren Rights and Responsibilities Handbook.
- Give updated contact information to their children's individual school.
- Be respectful and courteous to staff, others, parents/guardians and students while on school premises.
- Access school personnel utilizing proper procedures.
- Read and follow the visitors' code of conduct. Schools have copies of this code of conduct available.
- Secure copies of the school calendar and be aware of important dates on the calendar.
- Be aware of their children's friends and activities in and out of school.
- Regularly access and check the Parent Portal to stay informed and support their children with turning in work on time, reviewing current grades, checking for missing assignments, staying up to date on tardies and attendance, and being fully informed of discipline incidents.

Research indicates a positive correlation between attendance and grades. Parents/guardians are encouraged to maintain close contact with the school so that a joint effort might be made to prevent the development of attendance and discipline problems.

STAFF RIGHTS and RESPONSIBILITIES

Staff has the right to:

- Be treated courteously, fairly and respectfully by students, parents/guardians and other school staff.
- Receive notification of appointments, meetings and/or conferences with parents/community members.
- Not be interrupted by parents/community members during instruction time.
- Work in a safe and orderly environment.

Staff has the responsibility to:

- Demonstrate respect and courtesy for all persons in the community – students, parents, and all other staff.
- Begin school/class every day, on time, prepared with well-planned, effective and engaging instructional plans.
- Set clear and high expectations for student achievement and behavior.
- Teach what students are expected to know and do.
- Be knowledgeable about Warren Rights and Responsibility and policies/procedures. Staff are responsible to model and teach such policies/procedures to students and articulate them to parents.
- Keep parents/guardians informed of student academic progress and behavior, create meaningful opportunities for their participation and provide regular communication in a language they understand.
- Provide make-up work for students when they are not present.
- Provide students with up-to-date access to information about class expectations, assignments and due dates to support student learning in class and beyond the classroom walls.
- Share with families that the Parent Portal is available for parents to access to help track attendance, grades and discipline.

MSD of Warren Township recognizes that in order for our staff to do our best for the students, we first need to take care of ourselves. Self-care refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being. Self-care is necessary for your effectiveness and success in honoring your professional and personal commitments. To learn more about self-care and develop your own self care plan visit <http://bit.ly/warrenselfcare>.

POSITIVE BEHAVIORAL INTERVENTIONS and SUPPORTS

Within a Multi-Tiered Systems of Support Framework (MTSS), MSD of Warren Township schools have been implementing Positive Behavioral Interventions and Supports (PBIS) since the 2014-2015 school year. PBIS is a research-based framework of proactive management of behavioral concerns that is grounded in a profound emphasis on what we want students “to do”. This model is used district-wide to provide a consistent, positive approach to discipline that includes explicit teaching, practice and acknowledgement of behavior expectations, and problem solving to meet individual student needs. Depending upon level of implementation and building needs, schools have received additional training and support on evidence-based classroom management practices, cultural responsiveness, trauma informed care, restorative practices and teacher self-care.

Each school has both a Tier 1 and Tier 2 PBIS team. These teams have received extensive training on the components of PBIS and have developed a comprehensive plan for implementation at the building level aligned to MSD of Warren Township’s district goals of C.O.R.E. (Civility, Order, Respect, and Excellence). Each building team uses data to help determine areas of strength and additional supports needed, which aids faculty members in improving academic and behavioral outcomes for all students.

All schools have outlined the specific behaviors that are expected in the school and classroom environment. These expectations translate into observable and measurable behaviors that are explicitly taught, practiced and acknowledged when students demonstrate them in specific settings throughout the school. This promotes an atmosphere of C.O.R.E. and shifts the focus from our reactions to misbehavior to strategies that we can implement to reduce the incidence of behavioral errors.

If you do not already have one, you can obtain a copy of your school’s behavioral matrix from the building principal.

Guiding Students to Positive Behavior

The most critical step to building a safe, respectful, and productive learning environment is establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school. Schools should nurture students by providing them with positive behavioral supports and meaningful opportunities for improving social and emotional skills, such as recognizing and managing emotions, developing care and concern for others, making responsible decisions, establishing positive relationships, and handling challenging situations in a constructive way. School principals and staff members must establish and maintain a positive school climate and must effectively communicate, teach, practice and model the positive behaviors they expect students to exhibit in the classroom and in other parts of the school throughout the day.

In order to guide students to positive behavior, all school staff must follow these universal steps:

Set expectations for positive behavior.

- Create expectations for positive behavior and predictable routines for students.
- Post expectations for positive behavior throughout the school.
- Regularly communicate high expectations for student success demonstrating positive behavior.

Teach positive behavior.

- Build positive relationships with students.
- Model positive behavior for students.
- Explicitly teach students how they can best demonstrate positive behavior and follow expected routines. For example, specify expected behavior while learning in the classroom, moving through the hallways, eating in the cafeteria, entering the building, leaving at dismissal, etc.
- Practice expected behavior with students in all settings and provide feedback.

Reinforce positive behavior.

- Regularly review expectations for positive behavior, re-teaching, and allowing practice as needed.
- Provide frequent feedback to students on their behavior, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations.
- Acknowledge students for demonstrating positive behavior, especially when it is a new behavior for that student.

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning.

EVIDENCE BASED CLASSROOM MANAGEMENT PRACTICES

To support a MTSS/PBIS environment, MSD of Warren Township identifies eight evidence based classroom management practices that should be in place in every classroom.

DEFINE, TEACH & PRACTICE CLASSROOM ROUTINES

Definition

- Procedures explain the accepted process for carrying out a specific activity such as
 - Walking in the hallway
 - Using lockers
- Classroom procedures are steps for accomplishing classroom tasks, such as
 - Conversation during activities
 - Asking for help
 - Moving about the classroom
 - Participation in class
- Routines are procedures that have become habits

Rationale

Research states that the use of routines and procedures:

- Create predictability and allow for more challenging instructional formats to be incorporated
- Increase student engagement
- Reduce problem behavior
- Enhance student learning with basic classroom structure
(Kearn & Clemens, 2007; Evertson, Emmer, & Worsham, 2003; Soar & Soar, 1979).

Components

- Routines and procedures are aligned with school-wide expectations
- Routines and procedures are succinct, positively stated, and in age-appropriate language
- Routines and procedures are taught and practiced several times (monthly) throughout the year

Tips for Implementation

- Make a list of procedures that would help create predictability and structure in your classroom (consider problem areas or problem times)
- Determine the desired outcome
- Write the steps that students need to do in order to complete the task
- Write the procedures so they are observable, measurable, positively stated, understandable, always applicable
- Create and display posters in student-friendly language
- Teach directly, practice monthly and recognize students when they follow the procedures

Additional information can be found:

- <http://bit.ly/warrendefine>

DEFINE, TEACH & ACKNOWLEDGE RULES & EXPECTATIONS

Definition

Expectations are outcomes. Rules provide clear meaning of what the expectations look like in the classroom. Classroom rules/expectations are aligned with school-wide expectations, prominently posted, frequently taught and referred to regularly. Expectations and rule prompts are used to pre-correct and are embedded into daily lessons and activities.

Rationale

Research states that:

- A dependable system of rules and procedures provides structures for students and help them to be engaged with instructional tasks (Brophy, 1998).
- Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time increases student academic achievement and task engagement (Evertson & Emmer, 1982; Johnson, Stoner, & Green, 1996).
- Clearly stating expectations and consistently supporting them lends credibility to a teacher's authority (Good & Brophy, 2000)

Components

- Classroom rules are visually aligned with school-wide expectations
- The teacher has a plan and a schedule to actively teach rules frequently throughout the year
- Rules are specific criteria for achieving expectations
- Prompts are used to pre-correct and are embedded into daily lessons and activities

Rules meet the following 5 guidelines:

Guidelines:	This means:	Example:	Non-example:
Observable	I can see it	Raise hand and wait to be called on	Be your best
Measurable	I can count it	Bring materials	Be ready to learn
Positively Stated	I tell students what TO do	Hands and feet to self	No fighting
Understandable	The vocabulary is appropriate for age/grade level	Hands and feet to self	Maintain personal space (K-1 rule) *children this age do not have a concept of "personal space."
Always Applicable	I am able to consistently enforce	Stay in assigned area	Remain seated until given permission to leave

Tips for Implementation

- Involve students
- Have students commit to the rules and post
- Teach classroom rules by demonstrating examples and discussing non-examples
- Monitor and give frequent feedback when students follow rules
- Share rules with families and others

Additional information can be found:

- <http://bit.ly/warrenexpectations>

OPPORTUNITIES TO RESPOND

Definition

Multiple Opportunities to Respond (OTRs) is an instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale, 2006). It is a teacher behavior that prompts or solicits a student response, which is verbal, written or a gesture (e.g., asking a question, presenting a demand) (Simonsen, Myers & DeLuca, 2010).

Rationale

Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement (Kern and Clemens, 2007, p. 70).

The research supports the use of providing multiple opportunities to respond to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
- Increase in number of correct responses
- Limit student time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time

(Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)

Components

Consider the ways the OTR is provided (teacher's behavior) and the various types/modes of responding (student behavior):

- Identify opportunities within your lesson plan to increase opportunities for students to respond.
- Identify opportunities to respond to replace single student responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white boards, choral responses and apps for non-verbal responses.

Tips for Implementation

- Deliver high rates of opportunities to respond and ensure that you provide a variety of OTRs.
- Frequency of opportunities to respond:
 - New content: Average 4-6 responses per minute with 80% accuracy
 - Review of content: Average 8-12 responses per minute with 90% accuracy
 - Teacher talk is less than 40% of instruction time
- Individual or small group questioning: use a response pattern to make sure all students are called on (tally on seating chart/popsicle sticks etc...).
- Choral Response: all students in a class respond in unison to a teacher question. This is suitable for review, to teach new skills, as a drill, or as a lesson summary. Use wait/think time by pausing after asking a question for five seconds.
- Non-Verbal Responses: students respond using symbols, tools, or gestures.

Additional information can be found:

- <http://bit.ly/warrenrespond>

ACTIVE SUPERVISION

Definition

The process of monitoring learning and performance in the classroom or any school setting, that incorporates moving, scanning and interacting with students.

Rationale

- Frequent movement allows for the provision of immediate learning assistance to students and provides frequent use of encouragement and timely correction of behavioral errors and thereby, increases student engagement
- Visual scanning allows the teacher to watch for instances of appropriate and inappropriate behavior that he/she will want to respond to immediately or as soon as possible.
- Positive adult-student relationships develop and the occurrences of problem behavior decreases with increased teacher-to-student interactions (Colvin et al, 1997; Simonson & Myers 2015).

Components

- Moving: Continuous, random teacher circulation throughout all parts of classroom
- Scanning: Frequent and intentional visual sweep of all parts of classroom
- Interacting: Frequent and positive communication to encourage, reinforce, and correct

Tips for Implementation

- Periodically move and supervise when providing individual or small group instruction; use your body positioning purposefully to ensure student engagement.
- Continuous movement and proximity with all students makes your presence known and heightens students' attention to tasks and the expected behaviors.
- When you are circulating, keep moving and avoid spending the majority of your time in any one location.
- Frequently and intentionally look around at students, making eye contact with students.
- If working with an individual, position self so as to scan the entire room or get up and scan occasionally.
- While moving and scanning you should also frequently interact with students, as this communicates caring, trust, and respect and creates positive climate while increasing the likelihood of accepting correction if needed.
- Include proximity, listening, eye contact, smiles, pleasant voice tone, and use of student's name.
- After interacting or assisting a student, taking the time to remind them of the expected behavior immediately increases the likelihood of favorable student behavior.

Additional information can be found:

- <http://bit.ly/warrenactivesupervision>

SPECIFIC PRAISE

Definition

A behavior-specific praise statement (BSPS) is verbal/written feedback that is descriptive, specific, and delivered contingent upon student demonstration of expected behavior.

Rationale

- Associated with increases in a variety of behavioral and academic skills (Partin, Robertson, Maggin, Oliver, & Wehby, 2010).
- Impacts in both special and general education settings (Ferguson & Houghton, 1992; Sutherland, Wehby & Copeland, 2000).
- Helps adults and students focus on positive social behaviors and actions
- Most powerful behavior change tool teachers have in their repertoire
- Increases the likelihood students will use the recognized behaviors and skills in the future
- Decreases inappropriate behavior and therefore, reduces the need for correction
- Enhances self-esteem and helps build internal focus of control
- Provides increased opportunities for building positive relationships with students

Components

- Identify student or group
- Describe and acknowledge the rule/behavior being recognized
- Link to school-wide expectation(s)
- A behavior specific praise statement is contingent upon a student demonstrating behavior being reinforced and delivered immediately upon student accurately displaying desired behavior
- Behavior specific praise statements are delivered 4 times as often as error correction statements
- Optional: provide tangible reinforcement

Tips for Implementation

- Deliver behavior specific praise statements at a high rate for a short period while teaching new behaviors or responding to problem behavior
- Name the behavior and tie it back to the classroom expectation(s)
- Bring "surprise" attention to certain behaviors or at scheduled intervals
- Use behavior-specific praise statement to maintain a taught behavior
- Interact in a friendly, supportive manner at all times with students, parents, guests and colleagues
- Initiate positive interactions by:
 - making eye contact
 - smiling, nodding
 - being welcoming
 - offering a greeting
 - asking if assistance is required
 - providing positive feedback regarding appropriate student behavior
 - maintaining an attitude of respect and support, even when correcting student behavior

Additional information can be found:

- <http://bit.ly/warrenpraise>

CONTINUUM OF STRATEGIES/RESPONSES TO BEHAVIOR

Definition

Continuum of response strategies for inappropriate behaviors is a menu of strategies that use instructional responses to manage minor classroom behavior.

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. It is contingent (occurs immediately after the undesired behavior); specific (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and brief (after redirecting back to appropriate behavior, move on).

Rationale

- Research consistently has shown that systematic correction of student academic and social behavioral errors and performance feedback have a positive effect on behavior (JJ/SE Shared Agenda, Tools for Promoting Educational Success and Reducing Delinquency, NASDSE & NDRN, Washington, DC: January 2007).
- Further, error corrections that were brief (i.e., 1 to 2 words) were more effective than longer error corrections (i.e., 2 or more phrases), (Abramowitz, O'Leary, & Futersak, 1988), and corrections that were delivered consistently were superior to those delivered inconsistently (Acker & O'Leary, 1988).
- When teachers are inconsistent in their enforcement of expectations, students become uncertain about what those expectations are and that the expectations apply to them (Evertson, Emmer, & Worsham, 2003).
- The way you speak with a child can affect how the child responds. It's easier to avoid power struggles and get compliance from a child if you give directions in a clear, direct, and specific fashion, using as few words as possible, and provide a reasonable amount of time to comply (e.g., wait time). You may encourage power struggles and disrespectful behavior when the feedback is vague, sarcastic, or overly wordy. (Newcomer, 2008).
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (Costenbader & Markson, 1998).
- Even with the most effective, data-driven, and proactive classroom management plan, teachers will still experience student behavior that does not meet their expectations. A continuum of strategies for responding to inappropriate behavior is a critical feature of a comprehensive classroom management plan, and will help teachers be prepared to deal with behaviors not meeting their expectations. (Simonsen & Myers, 2015)

Components

- Sample Strategies to Respond to Inappropriate Behaviors are:
 - Planned ignoring
 - Physical proximity
 - Signal/Non-Verbal Cue
 - Direct Eye Contact
 - Praise (BSPS) the Appropriate Behavior in Others
 - Redirect
 - Support for Procedures/Routines
 - Reteach
 - Differential Reinforcement
 - Specific and Contingent Error Correction
 - Provide Choice
 - Conference with Student
- Steps to specific and contingent error correction are:
 1. Respectfully address student
 2. Describe inappropriate behavior
 3. Describe expected behavior/rule
 4. Link to expectation on matrix
 5. Redirect back to appropriate behavior

Tips for Implementation

- Be consistent and respond to misbehaviors each time they occur
- Respond using a calm and respectful tone and demeanor
- Be specific and brief in what you want student to do instead---refer to your posted classroom rules and procedures
- Increase active supervision
- Increase pre-corrects
- Respond privately
- Refocus the class if needed

Definitions of Response Strategies

Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group, and use behavior specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix
Support for Procedures/Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem, describe the alternative behavior, tell why the alternative is better, practice the alternative behavior and then provide feedback.

Additional information can be found at:

- <http://bit.ly/warrenresponsetobehavior>

PHYSICAL ENVIRONMENT

Definition

The physical arrangement of the classroom is a preventative practice that positively impacts student performance in the classroom (Scheuermann & Hall, 2008).

Rationale

Research states that well-designed physical space can prevent a wide array of potential behavioral problems. Maximizing classroom space impacts student behavior by increasing academic engagement and:

- creates efficient work-flow
 - increases on-task behavior
 - minimizes distractions
 - minimizes congestion
 - reduces possible problem behavior
- (Sprick, Reinke, & McKale, 2010; Sprick, 2013)*

Components

- Traffic patterns are clearly defined and allow movement without disrupting others.
- Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access.
- Materials are clearly labeled, easily accessible, and organized for ease of use.

Tips for Implementation

- Keep high-traffic areas free from congestion, such as:
 - group work areas
 - space around the pencil sharpener
 - doorways
 - students' desks and teacher's desk
- Be sure all students can be easily seen and they can see the teacher
 - Teacher should sit down at every desk before the first day of school
- Make sure that frequently used materials and supplies are readily accessible
- Be sure students can see instructional presentations and displays

Additional information can be found at:

- <http://bit.ly/warrenenvironment>

GROUP CONTINGENCIES

Definition

A group contingency acknowledges students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers (Murphy et. al, 2007).

The Positive Behavior Game is a classroom-based game, adapted from the Good Behavior Game. It is a format to explicitly teach, remind, and reward positive student behavior and has been shown to increase student social and academic success without detracting from instruction.

Rationale

The Positive Behavior Game (PBG) is an “implementation driver”. It supports the use of classroom strategies by clarifying expectations and creating more opportunities for teachers and students to use the classroom strategies. The game format makes it more appealing to students, and focuses teacher attention on the positive behaviors students’ display.

- We all learn from reinforcements so if we want students to gain fluency with the behavior taught---both academic and social behaviors---we need to provide contingent reinforcement when those behaviors occur, which will increase the likelihood that they occur again in the future.
- The PBG can be an efficient and practical way to increase the likelihood of appropriate behavior that can be adapted to fit the needs of the students/school.

Components

- The teacher identifies and teaches the specific behavior, procedure or routine and links it to school-wide expectation(s).
- The class plays as an entire team and engages in the appropriate behavior.
- All students are included if class wins. If the class plays as an entire team or if played by tables, then the winning table picks the award but all students participate.
- Teacher effectively provides pre-correction (reminders), especially before challenging transitions or routines (includes expectation rule and checking for understanding).
- When the teacher sees a student(s) engaging in the appropriate behavior, the class earns a point. Points are earned at frequent rate (e.g., one point per minute for 10 minutes). Teacher uses BPS each time a point is earned.
- The points and target rule/behavior are prominently displayed on the board and easy to see from anywhere in the classroom.
- If inappropriate behavior occurs, teacher uses a strategy from the continuum of strategies to respond to inappropriate behavior (e.g., planned ignoring, prompting, etc...) and the game continues.

Tips for Implementation

There are 11 guidelines for implementing a group contingency:

- Choose a powerful reinforcer
- Determine the behavior to change and collateral behaviors that might be affected
- Set appropriate performance criteria
- Combine with other procedures
- Select the most appropriate group contingency
- Monitor individual and group performance
- Set all students up for success
- Pre-correct and re-teach the desired behavior as often as needed
- Provide multiple verbal reminders BEFORE you anticipate the problem behavior
- Consider a non-verbal cue to signal using the desired behavior
- Make students needing extra support "special earners" to earn additional points for the class/table team when they demonstrate the desired behavior.

Additional information can be found:

- <http://bit.ly/warrengroup>

Information and resources in this section are used with permission from Midwest PBIS and can be found at <http://www.midwestpbis.org/materials/classroom-practices>

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RESPONSES TO STUDENT BEHAVIOR NEEDS

Responses to student behavior are organized through the MSD of Warren Township's three tier structure and become increasingly more intense as students' behavioral needs increase. Schools, just as in all of society, need rules and regulations to protect the rights of all students. Students have a right to know what is expected of them. Responses to behavior provide a profound emphasis on what we want students "to do." These include a focus on instruction on appropriate behavior, cultural responsiveness and problem solving to meet individual needs. School rules are written to describe limits of student behavior. To enforce reasonable rules in a consistent manner is to improve the educational climate for the student to enjoy. Tiered responses to behavior can also be organized through Tier 2 and Tier 3 interventions for progressively more intense support for students as needed.

Depending on the needs of the student and the level of behavior that is demonstrated, a referral may be warranted. A referral is defined as the point in which additional support or services may be needed for a student. A referral is not a consequence, rather a description of the student behavior or action. Referrals may be made to an administrator for behavior support. Other referrals can include requests for support from a counselor, school based mental health or a variety of outside resources.

Various levels of responses to behavior may be used by school personnel in an attempt to change student behavior including, but not limited to, re-teaching appropriate behaviors, counseling with the student, assigning detentions, parent contact, having conferences with parents, placing the student in short term removal, restitution, or removing a child from class for a day pending review of the situation. The school principal/designee and teacher may cooperatively remove the student from the class for more than one day if this consequence would be beneficial in solving the problem. After conducting an appropriate investigation, a school administrator may assign a consequence to ensure a safe, orderly and effective educational environment. As administrators take into account the situation, frequency and context of the offense, a range of consequences have been developed following school and state board policies. This list of responses and consequences is not all inclusive therefore administrative discretion will be applied as needed.

Supports & Consequences

MSD of Warren Township recognizes that consequences are a natural result of behavioral misconduct, but need to be paired with teaching and additional supports for the purpose of changing chronic misbehavior. A formal learning environment requires that students understand expectations. Schools are intentional about making time to teach, model and practice desired behaviors to help ensure that expectations are known. When student misconduct occurs that warrants a consequence, schools will respond with a re-teaching of desired behavior that may include modeling, practice and feedback. Additionally, schools will look to pair supports with consequences to provide students with the opportunity for positive behavioral growth.

Level 1: Classroom and Building Based Responses to Student Behavior Needs:

Level 1 responses to behavior are appropriate for incidents that should be managed by the teacher and usually do not warrant a discipline referral. These address behaviors that are of low-level intensity, passive in nature and/or non-threatening. Level 1 responses to behavior will not include removal from instruction.

Level 2: Support Staff, Administrative and Classroom Teacher Responses to Student Behavior Needs:

Level 2 responses to behavior are appropriate for discipline incidents that should be managed cooperatively by the teacher and an administrator. These infractions will be responded to with actions that will not include removal from school, but may include short-term removal.

Level 3: Intensive Personalized Responses to Student Behavior Needs:

Level 3 responses to behavior are appropriate for discipline incidents that significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Committing a Level 3 infraction may result in short term removal or suspension.

Level 4 & Level 5: Responses to Behavior for Severe Violations

Level 4 & Level 5 responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school. Responses at this level could include extended suspension, and/or referral to law enforcement.

After a student has a consequence, the school counselor, administrator, or other staff member should review with the student the school's expectations for positive behavior, rules, and routines. If the student received an in-school or out-of-school suspension for an incident involving other students or staff, set aside time to implement strategies to restore relationships with those individuals. Anytime a student is removed from the learning environment, he or she should be welcomed back without judgment and given the supportive services necessary for transition back into the school community and, ultimately, social and academic success.

Level 6: Expulsion

Level 6 responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school. Responses at this level could include expulsion and/or referral to law enforcement.























When a student is set to return from an expulsion, school administrators must attend a transition meeting, which should include the student and parents/guardians to discuss the student's return and prepare for a successful transition. After a student returns from an expulsion, principals should schedule and complete check-in meetings with the student, parents/guardians, and staff members to monitor his/her transition and ensure successful reintegration into the school community.



























Supports	Consequences
<p><i>Teach, model and practice desired behaviors and:</i></p> <ul style="list-style-type: none"> • Proactive positive communication with parent • Family conference • Brain intervals • Regulation activities • Relationship strategies • Focused attention strategies • Classroom/community meeting • Teaching specific self-calming, self-soothing strategies • Reflection sheet with processing • Conferencing (peer) • Meeting with counselor • Check In Check Out • Social Academic Instructional Groups • Home visit • Conference with staff member • FBA/BIP • Teach replacement behavior • Targeted reflection tool with processing • Mentoring • Referral to community resources • Referral to internal supports • CORE camp • Classroom change • Academic Growth & Recovery (AGR) • Re-entry plan for exclusionary discipline • ESP: Support plan for alternative to expulsion 	<p><i>All consequences must be paired with at least one support</i></p> <hr/> <p>Level 1</p> <ul style="list-style-type: none"> • Parent phone call <hr/> <p>Level 2</p> <ul style="list-style-type: none"> • Restitution • Community Service • Conference with administrator • Confiscate item • Time out • Loss of privilege • No contact contract • Detention • Friday School/Saturday School • Bus suspension up to 1 day • Short term removal up to 1 period <hr/> <p>Level 3</p> <ul style="list-style-type: none"> • Teen Court • Truancy Court • Bus suspension up to 3 days • Short term removal up to 1 day • Suspension up to 3 days <hr/> <p>Level 4</p> <ul style="list-style-type: none"> • Alternate schedule • Bus suspension up to 5 days • Short term removal up to 5 days • Suspension up to 5 days <hr/> <p>Level 5</p> <ul style="list-style-type: none"> • Alternative Transportation • Bus suspension up to 10 days • Short term removal up to 10 days • Suspension up to 10 days <hr/> <p>Level 6</p> <ul style="list-style-type: none"> • W-1 • Expulsion



































Referral is defined as a point when additional supports or services may be needed














Levels of Response to Student Behavior Needs





























NOTE: The following list contains types of misconduct that can lead to disciplinary action, including suspension and expulsion: This list includes examples of, and by no means exhausts all types of, student misconduct.
































Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Order	Students will follow state and township laws and regulations.	Code 1 Possession or Use of Alcohol							
Order	Students will follow state and township laws and regulations.	Code 2 Drugs/Paraphernalia and Look-alikes Possessing, soliciting, using, transmitting, or being under the influence of any non-authorized prescription medicine, over-the-counter drug, stimulant, inhalant, depressant, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or intoxicant of any kind. Use of drug authorized by a medical prescription from a physician is not a violation of this code. (<i>Students must follow guidelines found in Administration of Medication section of this handbook.</i>) Engaging in the unlawful selling of a controlled substance or engaging in a criminal law violation that constitutes a danger to other students or constitutes an interference with school purposes or an educational function is a violation. Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant is a violation. Possession, use or transmission of paraphernalia, i.e. pipes, clips, rolling papers, inhaling devices, etc. is a violation. The use of any non-drug substance in order to produce a drug-like effect on the body is a violation. (See Drug Policy, pg. 29-31)							
Order	Students will follow state and township laws and regulations.	Code 3 Deadly Weapons Possession of a knife, blades, Chinese Throwing Star, brass knuckles, or any object that is used to threaten, harm, or harass another may be considered a deadly weapon. Intentional injury to another can be a felony and/or a cause for civil action.							
Order	Students will follow state and township laws and regulations.	Code 4 Possession of a Handgun Includes BB/Pellet Gun-Gas/Spring-loaded, pistol and revolver							
Order	Students will follow state and township laws and regulations.	Code 5 Possession of a Rifle or Shotgun Does not include BB, Gas, or Spring-loaded guns							





























Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Order	Students will follow state and township laws and regulations.	Code 6 Other Firearms Possession of a stun gun or any instrument that expels or can be readily converted to expel a projectile through pressurized cartridges or springs, as well as any spot marker gun, explosives, ammunition is a violation of this code. This includes but is not limited to pipe bomb, bottle bomb, Molotov cocktail, black powder, rocket, missile, mine, firearm muffler/silencer, M-120, M-80, black powder, grenade, Taser (fires a projectile attached by wire).							
Order	Students will follow state and township laws and regulations.	Code 7 Tobacco/Possession of Smoking Materials Possessing, soliciting, using or transmitting smoking material or tobacco products (<i>i.e. cigarettes, lighter, chewing tobacco, vapor/electronic cigarettes, etc.</i>)							
Order	Students will follow state and township laws and regulations	Code 9 Legal Settlement IC 20-33-8-17 Intentionally withholding information or giving false information to school officials, i.e. giving false information about residency is also a violation of this code. (See Residency and Custody, pg. 26-27)							
Civility	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 11 Fighting Aggressive, physical conflict between two or more individuals. Does not rise to the level of Battery. (Definition of self-defense, pg. 19)							
Civility	Act/Interact in ways that promote safe, positive school settings and do not lead to possible injuries	Code 12 Battery/Simple Assault Knowingly or intentionally touching another person in a rude, insolent, or angry manner causing or intent to cause bodily injury. IC 35-42-2-1							
Civility	Treat others in ways that promote feelings of safety and security	Code 13 Intimidation Communicating a threat with the intent that the other person engages in conduct against their will or be placed in fear of retaliation.							











Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Respect	Use positive school language	Code 14 Verbal Aggression or Profanity Written language, spoken language, or physical gestures that are offensive, obscene, or vulgar. Disrespectful language communicated to school personnel.							
Order Respect	Students will comply with reasonable staff directions.	Code 15 Defiance of School Personnel's Authority A verbal or non-verbal refusal to comply with a reasonable request from school personnel. Failing in a substantial number of instances to comply with directions of teachers or other personnel where the failure constitutes an interference with school purposes or an educational function (<i>i.e. habitual offender, refusal to provide proper identification to school personnel/security upon request.</i>)							
Order Excellence	Attend school daily Provide parent approval for absences	Code 16 Attendance: Unexcused Absences/Excessive Absences Absences from school or class without authorization or approved reason. Excessive absences without approved authorization by school officials. (See Attendance Policy, pg. 25-26)			 No OSS				
Respect	Students will respect township and personal property.	Code 17 Destruction of Property/Vandalism To destroy, deface, or attempt to destroy or deface township or personal property regardless of whether the behavior was willful, intentional, or accidental. The student will be liable for restitution.							
Order	Have others' property only with owner's permission	Code 18 Theft/Counterfeiting Taking the property of the school or another person or attempting to take the property without permission. Possession of stolen property. Possession and/or transmission of counterfeit bill (counterfeit legal tender). Attempting to sell or exchange counterfeit bill and/or attempting to duplicate money. The student will be liable for restitution.							
Respect	Act in a manner that promotes safety and security.	Code 19 Sexual Misconduct/Offensive Touching/Offensive Conduct/Offensive Remarks Intentionally touching self or another person, either with part of the body or with any instrument, or a public show of affection or sexual acts. Entering any area or room designated for the opposite sex without authorization. Written language, spoken language, and physical gestures that are offensive, obscene, or vulgar including exposure of one's self. Behavior used to obtain sexual gratification at the expense of another.							

Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Order	Students will use technology safely and responsibly	<p>Code 20 Technology Misuse A student may not use or possess unauthorized electronic devices on school property. Unauthorized electronic devices are subject to confiscation and may include but are not limited to gaming devices, music players, cell phones and cameras. MSD Warren is not responsible for these and may or may not pursue the theft, loss, damage or disappearance of these devices, confiscated or otherwise.</p> <p>Inappropriate use of, or unauthorized access to, computer hardware, software, web sites, servers, or any other aspect of technology affiliated with MSD of Warren Township is prohibited. This includes, but is not limited to district-owned desktop, laptops, iPads, data management programs and other technology-related hardware or software used in schools. Students who cause damage to district-owned property shall be financially responsible for repair or replacement.</p> <p>Point to Point file sharing of any sort is prohibited as well as use of proxy sites or other attempts to circumvent district filtering software. Changing the configuration of a lab computer, iPad or Chromebook, installing or removing software or hardware without consent and attempting self-repair is also prohibited. Students are not permitted to use another person's password, login or Chromebook without consent.</p> <p>While on school property or at a school sponsored activity, students may not send, share, view, or possess images, text messages, emails or other media of a sexually provocative nature in electronic or any other form, including the memory or display of a cell phone or other electronic device. Students may not take pictures, audio, or video or students or staff and may not record unlawful or inappropriate activities on school grounds or during school sponsored events.</p> <p>(See Network and Internet Access Agreement, pg. 38 and Technology Hardware Agreement, pg.40)</p>							
Order	Students will follow state and township laws and regulations	<p>Code 10-21 Non-Deadly Weapons / Use of Object as a Weapon This includes but is not limited to look-like weapons, padlocks, chains, chemical spray or aerosol sprays of any kind, pens, pencils, laser pointers, jewelry etc. or any object that is used to threaten, harm or harass another may be considered a weapon. Ammunition/bullets (no gun), paintball gun, airsoft gun, stun gun (does not fire a projectile). Intentional injury to another can be a felony and/or cause for civil action.</p>							

Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Order	Follow all bus safety rules. Interact with the bus driver and peers in ways that allow yourself and others to ride on the bus safely	Code 10-22 Disruption on the School Bus or Unauthorized Passage on the Bus Any misconduct or violation of school codes or bus safety rules on the school bus, disrespect to the driver, or vandalism to the bus.							
Order	Enter school property or another's vehicle or property only with approval	Code 10-23 Trespassing Being on school district property without authorization (<i>including while under suspension or expulsion or attending school function or event without authorization.</i>) Unauthorized access into another person's vehicle or property.							
Order	Act in a way that maintains safe, peaceful, productive school settings	Code 10-24 Disruption of the Orderly Educational Process/Disorderly Conduct/Terroristic Threats or Acts (<i>On or Off Campus.</i>) Behavior that seriously disrupts any school activity or the orderly operation of the school. Some examples include pulling the fire alarm, major fights, boycotts, sit-ins and walk-outs, blocking entrances, and unauthorized gatherings. Terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. Terroristic act shall mean an offense against property or involving danger to another person.			 K-12	 7-12	 7-12	 7-12	
Order	Engage only in approved activities	Code 10-25 Gambling Participation in games of chance for money and/or other things of value. Possession of dice used for gambling.							
Respect	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 10-26 Harassment/ Hazing, Defamation of Character Harassment of any form, whether verbal or physical, including communications made through home-based web sites and computer misuse, against another person based on age, color, creed, disability, staff, economic status, pregnancy, parenthood, sex, sexual orientation, gender identity, marital status, national origin, race, religion, or, will subject a student to timely and appropriate discipline.							

Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Civility Order Respect Excellence	Act/Interact in ways that allow yourself and others to learn and that promote a safe, positive school climate.	Code 10-27 General Classroom Disruption Behavior that produces distractions, frictions, disturbances, or that interferes with the functioning of the teacher, the students, or the class.							
Order	Arrive to school and class on time	Code 10-28 Tardiness/Lateness Being late beyond the scheduled beginning of a school day or class without authorization or approved reason.			 No OSS				
Order	Have others' property only with owners' permission	Code 10-29 Extortion To obtain or attempt to obtain money, goods, or information from another by force or threat of force.							
<i>Bullying is prohibited. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution.</i> "Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communication transmitted, physical acts committed or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, or harm the other student, including cyberbullying (the repeated misuse of technology to harass, intimidate, bully, or terrorize another person), <i>That creates</i> an objectively hostile school environment that places the targeted student in reasonable fear of harm to his or her person or property; has a substantially detrimental effect on the targeted student's physical or mental health; has the effect of substantially interfering with the targeted student's academic performance; or has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school. (See bullying policy, pg. 28)									
Respect	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 30 Physical Bullying Repeated hurting of a person's body or possession includes spitting, hitting/kicking/punching, tripping or pushing, taking or breaking someone's things and making mean or rude hand gestures.							
Respect	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 31 Verbal Bullying Repeatedly saying mean things can include teasing, name-calling, taunting, inappropriate sexual comments or threatening to cause harm.							
Respect	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 32 Social/Relational Bullying Repeatedly hurting a person's reputation or relationship, telling other students not to be friends with another student, leaving a student out on purpose, spreading rumors or embarrassing a person in public.							

Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Respect	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 33 Electronic/Written Communication Bullying Repeated cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices such as computer or cell phones.							
Respect	Act/Interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries	Code 34 Combination Bullying More than one type of bullying (Codes 30-33)							
Order	Students will only solicit, sell, and purchase materials that have been authorized by school administration.	Code 10-35 Distribution of Unauthorized Materials Soliciting, selling, purchasing, and/or receiving any material that has not been authorized by school administration.							
Order	Students will follow state and township laws and regulations.	Code 10-36 Fire and Minor Explosives Possession, use, and/or transmission of fire, explosive devices/materials, fireworks, stink and smoke bombs, matches, or lighters. Setting of fires and/or use of device or materials that cause a fire. An attempt to detonate or use devices or materials that can cause a fire. Possession of materials that can be used to make or construct explosive devices of any kind. Look-a-like versions of any kind of explosive, explosive device or any kind of explosive material.							
Civility Order Respect Excellence	Act in a manner that promotes safety and security.	Code 10-37 Inflammatory Actions/Withholding information Language gestures or actions that can create a disturbance (<i>i.e. using gang signals, symbols, or representations, placing a false 911 call, etc.</i>) Withholding of information about student misconduct and/or the withholding of information that may threaten the safe and orderly educational environment, otherwise assisting in student misconduct. Inciting, conspiring, or encouraging other students to participate in a disorderly act.							

Behavioral Expectations Civility, Order, Respect Excellence	Examples of Expected Behaviors	Behavior Violation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	School Police
Order	Get approval before leaving assigned area	Code 10-38 Loitering/Out of Assigned Area A student's unauthorized presence in an area.							
Order	Dress in clothing that follows the school dress code.	Code 10-39 Dress/Grooming Students may not dress or groom themselves in a manner that is disruptive to the educational function and school purpose.							
Order	Students will do their own work and be honest at all times.	Code 10-40 Cheating/Lying, False Statements, Forgery, Plagiarism Attempting to complete assigned work with unauthorized assistance. Intentionally withholding information or giving false information to school officials, i.e. giving false information about residency.							

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

The provisions of special education law impact and supersede any of the requirements of the guidelines below and throughout this Handbook. Situations involving the removal of a special education student from class should be considered in light of the student's IEP.

The Superintendent, principal, administrative personnel or any teacher of MSD of Warren Township shall be authorized to take any action in connection with student behavior reasonably or necessary to help any student, to further school purposes or to prevent any interference with school operations, including such actions as:

Indiana Code 20-33-8-25(b) An administrator or designee may take disciplinary action instead of or in addition to suspension and expulsion that is necessary to ensure a safe, orderly and effective educational environment.

Disciplinary action under this section may include the following:

1. Counseling with a student or group of students.
2. Conferences with a parent or group of parents.
3. Assigning additional work.
4. Rearranging class schedules.
5. Requiring a student to remain in school after regular school hours:
 - a. to do additional school work; or
 - b. for counseling.
6. Restricting extracurricular activities.
7. Removal of a student by a teacher from that teacher's class for a period not to exceed:
 - a. five class periods for middle, junior high, or high school students; or
 - b. one school day for elementary school students; if the student is assigned regular or additional school work to complete in another school setting.
8. Assignment by the principal of:
 - a. special course of study;
 - b. an alternative educational program; or
 - c. an alternative school.
9. Assignment by the principal of the school where the recipient of the disciplinary action is enrolled of not more than 120 hours of service with a nonprofit organization operating in or near the community where the school is located or where the student resides (under certain conditions).
10. Removal of a student from school sponsored transportation.
11. Referral to the juvenile court having jurisdiction over the student.

Because the MSD of Warren Township's School Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of deadly or dangerous weapons or threats of violence to the school administration. Failure to report such knowledge of petitions or plans is a violation and may result in disciplinary action.

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

DUE PROCESS

Due process is guaranteed individuals by the Fourteenth Amendment to the Constitution. Due process in education implies:

- Rules and regulations of schools are published and distributed;
- Students know and understand these rules and regulations;
- When a student is believed to have violated a rule or regulation, he/she is confronted with this belief and given the opportunity to respond to the accusation;
- When rules or regulations are violated, certain and consistent consequences will be given;
- If expulsion from school is a recommended consequence, a hearing may be requested.
- A student's right to privacy and confidentiality will be upheld.

For the student's educational benefit, it is expected that all missed work will be made up. Credit will be given for work made up during absences due to suspension. The amount of time allowed for work to be made up will be left up to the discretion of the building principal.

SUSPENSION AND EXPULSION

A. Definitions

"School purposes" refers to the purposes for which a school corporation operates, including:

1. To promote knowledge and learning generally;
2. To maintain an orderly and efficient education system;
3. To take any action under the authority granted to school corporations and their governing bodies by law.

"Educational function" means the performance by a school corporation, or its officers or employees, of an act or a series of acts in carrying out school purposes.

"Expulsion" means disciplinary action whereby a student:

1. Is separated from school attendance for a period exceeding ten (10) school days;
2. Is separated from school attendance for the balance of the current semester or current year unless a student is permitted to complete required examinations in order to receive credit for courses taken in the current semester or current year; or suffers a penalty that automatically prevents his/her completing within the normal time his/her overall course of study in any school in the school corporation.

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

1. Of ten (10) days or less if no hearing for expulsion is initiated; and
2. Prior to the date of the expulsion hearing in certain circumstances.

The term does not include situations in which a student is assigned a special course of study, enrolled in special classes or given home-bound instruction as authorized or required by law, or removed from athletic activities or non-credit school activities.

B. Indiana Code granting schools the authority to suspend or expel students:

20-33-8-14 Grounds for suspension or expulsion

1. The following are the grounds for student suspension or expulsion.
 - a. Student misconduct.
 - b. Substantial disobedience.
2. The grounds for suspension or expulsion apply when a student is:
 - a. On school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group;
 - b. Off school grounds at a school activity, function, or event; or
 - c. Traveling to or from school or a school activity, function, or event.

20-33-8-15 Unlawful activity. In addition to the grounds specified in this handbook, a student may be suspended or expelled for engaging in unlawful activity on or off grounds if:

1. The unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
2. The student's removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

20-33-8-16 Possession of firearms, deadly weapons or destructive devices.

A student who is:

1. Identified as bringing a deadly weapon to school or on school property; or
2. In possession of a deadly weapon on school property; must be expelled for not more than one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period.

20-33-8-17 Student's legal settlement not in attendance area.

A student may be expelled from school if the student's legal settlement is not in the attendance area of the school cooperation where the student is enrolled.

C. Additional Grounds for Excluding a Student from School

1. If the student has a communicable disease or parasites that poses a substantial threat to the health or safety of the school community, or if the student has failed to receive the required tests and immunizations.
2. When a student's immediate removal is necessary to restore order or to protect persons on school corporation property.

D. Procedures for Suspension

When a principal (or designee) determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to:
 - a. A written or oral statement of the charges;
 - b. If the student denies the charges, a summary of the evidence against the student will be presented; and
 - c. The student will be provided an opportunity to explain his/her conduct.

2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.
3. Following the suspension, the parent/guardian of the suspended students will be notified in writing. The notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the principal.

E. Procedures for Expulsion

When a principal (or designee) recommends to the Superintendent (or designee) that a student be expelled from school, the following procedures will be followed:

SECTION 1

1. The Superintendent (or designee) may conduct an expulsion hearing or may appoint one of the following persons to conduct the expulsion hearing:
 - a. Legal counsel
 - b. A member of the administrative staff who did not expel the student and was not involved in the events giving rise to the expulsion.
2. An expulsion may take place only after the student and the student's parent/guardian are given a Notice of Right to Appear at an expulsion hearing conducted by the Superintendent or the person designated above. Failure by a student or a student's parent/guardian to appear at this meeting will be deemed waiver of rights administratively to contest the expulsion or to appeal to the school board.
3. The Notice of Right to Appear at the expulsion hearing will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion.
4. At the expulsion hearing, the principal (or designee) will present evidence to support the charges against the student. The student or parent/guardian will have the opportunity to answer the charges against the student, and to present evidence to support the student's position.
5. The person conducting the expulsion hearing will make a written summary of the evidence heard at the hearing, take any action found to be appropriate, and give notice of the action taken to the student and the student's parent/guardian.

The Board of Education of the MSD of Warren Township voted at its regular meeting of July 2006 that it will not hear any appeal of any expulsion. This does not preclude Parent/guardian(s) pursuing action in the civil courts.

SECTION 2

1. A student who is at least sixteen (16) years of age and wishes to re-enroll after an expulsion may be required by the school principal to attend one or more of the following:
 - a. An alternative school or alternative educational program;
 - b. Evening classes; and/or
 - c. Classes established for students who are at least sixteen (16) years of age.

If there is a situation that appears to warrant a recommendation of expulsion of a special education student, a Case Conference meeting must be held per Title 511 IAC 7-44-5, to determine whether the student's behavior is a manifestation of the identified disability. If the Case Conference Committee (CCC) determines the behavior is not a manifestation of the student's disability, then the regular due process procedures for disciplinary action should be followed. If it is determined the behavior is a manifestation of the student's disability, the Case Conference Committee must consider revision of the student's Individual Education Plan, including a functional behavioral assessment, development of a behavior plan, and review of the student's placement. The student may not be expelled where the CCC has determined that the behavior is a manifestation of the student's disability.

When a recommendation for expulsion is being made for a student, and school staff or the parent/guardian(s) suspect a disability may exist, as defined by 511 IAC Article 7-41, an expedited evaluation is to be conducted to determine whether a disability exists.

Special education students may receive ten (10) days of suspension in a school year during which the student does not receive educational services. .

For specific and more detailed information please contact the Special Education Office at (317) 869-4400.

SCHOOL BUS CONDUCT AND SAFETY RULES

These rules are designed to promote safety on the buses at all times because the safety of all students is our top priority. School bus transportation is a privilege. If transportation privileges are denied, parent/guardian(s) are responsible for getting the child to and from school. To promote a safe, orderly, efficient and enjoyable bus ride to and from school all students must follow the rules listed below at a school bus stop and traveling to or from school or a school activity or event.

AT THE BUS STOP

1. Staying out of the street and away from the road.
2. Entering the bus one at a time.
3. Being on time (10 minutes before bus arrival).
4. Boarding only assigned bus at assigned stop.
5. Respecting the property you are on while waiting for the bus.
6. Approaching the bus after it has come to a complete stop and the driver has opened the door.

ON THE BUS

1. Speaking in a level 1 voice (talking in a quiet voice to others in close proximity).
2. Being courteous and profanity free.
3. Being seated, facing forward, and staying in assigned seat while bus is in motion.
4. Keeping windows at or above the 3rd notch when lowered.
5. Obeying the driver promptly and respectfully.
6. Keeping hands and feet to self.
7. Wearing ear buds: one in, one out, with volume level 1.
8. Keeping self and belongings inside the bus.
9. Taking care of the seats and equipment.
10. Properly wearing lap and shoulder belt (if equipped) when engine is on.

LEAVING THE BUS

1. Taking all your things with you when leaving and discarding trash.
2. Exiting the bus when it comes to a complete stop and the door has been opened by the driver.
3. Waiting for Driver Signal before crossing.
4. Leaving the bus at assigned stop only.

TRANSPORTATION MATRIX

	At the Bus Stop	On the Bus	Leaving the Bus
Civility	Stay out of the street and away from the road.	Speak in Level 1 Voice Be courteous and profanity free	Take all your things with you and discard trash.
Order	Enter the bus one at a time. Be on time (<i>10 minutes before bus arrival</i>).	Be seated, facing forward, and stay in assigned seat while bus is in motion. Keep windows at or above the 3 rd notch when lowered Properly wearing lap and shoulder belt (if equipped) when engine is on.	Exit the bus when it comes to a complete stop and the door has been opened by the driver.
Respect	Board only your bus at your stop Respect the property you are on while waiting for the bus	Obey the driver promptly and respectfully. Hands and feet to yourself Earbuds: one in, one out, volume level 1	Wait for Driver Signal before crossing.
Excellence	Approach the bus after it has come to a complete stop and the driver has opened the door.	Keep self and belongings inside the bus. Take care of the seats and equipment	Leave the bus at your stop only.

PERSONAL PROPERTY

Students have the right to feel that they and their personal belongings are secure within the educational setting. Lockers remain the property of the MSD of Warren Township. The principal or designee may request law enforcement officials to assist the school administration in searching the locker and its contents. A student may be searched by the principal or designee when there is reasonable suspicion that the student possesses any item that violates school code, school conduct or any item that will cause harm to that student or any other person. The MSD Warren Township is a semi- public campus and as such, students' automobiles shall be subject to searches.

DESS AND GROOMING HABITS

Students may dress and groom themselves in any manner that is not disruptive to the educational environment or dangerous to themselves or others. The exception to this right is in "Uniformly Dressed" schools. These schools have Board of Education approval to determine the type of dress, including the color that students may wear at school. Students and Parent/guardian(s) will be notified of this dress policy upon enrollment into the school. Each school may provide a more specific list of prohibited items.

Students must dress and exhibit grooming appropriate for the educational activity while following the dictates of good taste. Student attire (tops, shirts, pants) should cover the entire body. Belts on pants need to be properly secured at the waist with no visible undergarments (no sagging). The school prohibits anything it deems to be, or have the potential to be, disruptive, distracting, provocative, provoking, and/or intimidating that rises to the level in the school's view as having a detrimental effect on the safe and educational atmosphere in the school environment, including any item that promotes gangs, sex, violence, drugs, alcohol, or illegal activity. Students must wear required safety devices or uniforms that insure the students' safety and/or unrestricted movement.

NOTE: Caps, head covers, belts, insignia, emblems, shirts, jewelry, any attire, and/or other trappings identified or associated or possibly associated with gangs or that are disruptive to the educational environment will not be worn in school or on school premises. Students observed wearing such items will be asked to remove them. The wearing of such items may be cause for suspension.

ATTENDANCE

The student is to be at school every day unless he/she has a legal excuse for not attending. The MSD of Warren Township's School Board policy contains a complete list of legal excuses, which include illness, medical appointments, death in the family and participation in certain non-school activities. Failure on the part of the Parent/guardian(s) to report an absence will result in the absence being classified as unexcused. Students with a substantiated PS (present but suspended) code on their attendance cards will not be eligible for Perfect Attendance awards.

Indiana law provides as follows:

It is unlawful for a parent/guardian to fail to ensure that his child attends school as required under compulsory attendance statutes (IC 20-33-2-27);

It is unlawful for a parent/guardian to fail, neglect or refuse to send his/her child to a public school for a full term as required under our compulsory attendance statutes unless the child is being provided with instruction equivalent to that given in public schools (IC 20-33-2-28);

It is unlawful for a parent/guardian to fail or refuse to produce a certificate of the incapacity of a child, signed by an Indiana physician or by an individual holding a license to practice osteopathy or chiropractic in Indiana or by a Christian Science practitioner who resides in Indiana and is listed in the Christian Science Journal, and within six (6) days after it is demanded, where the parent/guardian does not send the child to school because of that child's illness or physical or mental capacity (IC 20-33-2-18). Parents/Guardians requesting medical homebound services must complete a medical homebound instruction application and meet all requirements.

It is unlawful for a person having the care of a dependent, whether assumed voluntarily or because of a legal obligation, to knowingly or intentionally deprive the dependent of education as required by law (IC 35-46-1-4).

A child is generally required to attend school until the date on which he reaches the age of eighteen. An exception to this is students aged 16-18 in which exit interview requirements must be met. If the parent/guardian or other person having the care of a dependent under the age of eighteen is charged and convicted of any of the offenses outlined above, it could result in imprisonment for a term of six months to four years and a fine of up to \$10,000.00.

1. Excessive absences whether they be excused or unexcused may result in one or more of the following actions: Parent/guardian conferences, warning letters, legal notice and a demand for a physician's note, or the filing of charges. Charges may include one or more of the following:
 - a. Educational Neglect
 - b. Failure to Ensure
 - c. Status Offense (Truancy)
2. Five (5) days of absences is considered excessive. School officials may be in contact with parents/guardians to communicate attendance concerns.
3. Attendance shall be taken twice during each full student instructional day, once in the morning session and once in the afternoon session. A student in attendance during any part of the day shall be counted as one-half (1/2). A student in attendance for the entire day shall be counted as one (1). 511 IAC 1-3-2

For the student's educational benefit, it is expected that all missed work will be made up. Credit will be given for completed work made up during "unexcused" absences. The amount of time allowed for work to be made up will be left up to the discretion of the building principal.

Participation in extracurricular activities during the day(s) of the absence(s) (and the weekend if the unexcused absence is on Friday) will be prohibited.

RESIDENCY AND CUSTODY

RESIDENCY VERIFICATION

The following persons between the ages of five (5) by the designated legal date and twenty-two (22) may attend the schools in this corporation providing:

Proof of residency has been established by providing the school the following required documentation

1. Own (*VERIFICATION MUST INCLUDE ONE ITEM FROM BOTH SECTIONS a & b WITH PARENT/GUARDIAN NAME AND ADDRESS*)
 - a. Closing Document, Warranty Deed, Monthly Mortgage Payment Statement, Quit Claim Deed, Lease to Buy, Current Year Tax Bill & Homestead Property Claim
 - b. Current Power & Light and/or Gas Bill
2. Rent (*VERIFICATION MUST INCLUDE ONE ITEM FROM BOTH SECTIONS a & b WITH PARENT/GUARDIAN NAME AND ADDRESS*)
 - a. Current Lease
 - b. Current Power & Light and/or Gas Bill (30 days for new lease)
 - c. The school will need to verify your status from the landlord or apartment complex.
3. Lives with (*VERIFICATION MUST INCLUDE ONE ITEM FROM SECTIONS a-e*)
 - a. Temporary Residency Form/McKinney Vento
 - b. Provide verification from owner or renter
 - c. Provide written landlord statement if renter
 - d. Written employer verification form or statement from supervisor
 - e. Foster child form
4. Home Under Construction
 - a. Home Under Construction form (45 days)
 - b. Purchase Agreement- for home under construction only (must state date of possession.)

5. If a student's legal settlement is changed after the student has begun attending school in a school corporation in any school year, the effective date of change may: at the election of the Parent/guardian(s) be extended until the end of the semester; or at the discretion of the school, until the end of that school year. However, that election where a student has completed grade 11 in any school year, shall extend to the end of the following school year in grade 12. I.C. 20-26-11-2 (7-8). If it is determined that a junior does not have legal settlement in Warren, then senior rights will not be granted.
6. Children who meet the legal definition of a "homeless" student (McKinney-Vento) will not be denied enrollment based on a lack of proof of residency and will be provided a free appropriate public education in the same manner as all other students of the District. Questions about enrollment of a student who may be considered homeless should be directed to the Homeless Student Liaison, Office of Secondary Instruction (317) 869-4300.
7. A student may be expelled from school if the student's legal settlement is not in the attendance area of MSD of Warren Township where the student is enrolled and the student was not previously approved as a non-resident student by the school district. Intentionally giving false legal settlement information to the school officials may result in an extended period of expulsion.

RESIDENCY GUIDELINES

1. Any student living with his/her parents/guardians including adoptive parents/guardians, legal parents/guardians to whom custody of the minor is awarded pursuant to a court order within the Warren School Corporation may attend Warren Schools.
2. Any student living with a divorced parent/guardian within the Warren School Corporation, where no court order has been made establishing the custodial parent/guardian, where both parents/guardians have agreed on the parent/guardian or person with whom the student will live, or where the parent/guardian granted custody of the student has abandoned the student, may attend Warren Schools.
3. Any student who is living with another person (not a parent/guardian) who resides in the Warren School Corporation for the primary purpose of attending school in the corporation may NOT attend school in Warren Township. Legal parent/guardianship or custodianship established solely for the purpose of attending school in the Warren School Corporation is illegal.
4. A student who is married and living with a spouse who resides within the Warren School Corporation may attend Warren Schools.
5. A student whose parent/guardian can provide evidence they are living outside of the United States by reason of education or job assignment and who have placed the student in the home of another person who resides within the boundaries of the Warren School Corporation may attend school in Warren Township.
6. A student who is emancipated, if he/she resides within the Warren School Corporation, may attend school in Warren Township.
7. Any student with respect to which tuition transfers have been determined and paid in compliance with IC 20-26-11-6 may attend school in Warren Township.
8. Parents/guardians of students who attend school in Warren Township but whose legal settlement is found to be outside of the school's attendance area can be held accountable for retroactive payment of tuition during the time of their child's illegal enrollment.
9. A student with a home currently under construction and due to be completed within 45 days may enroll in school in Warren Township.
10. Rules regulating residency and transfer eligibility in accordance with IC 20-26-11 will be strictly enforced.
11. Any person found not in compliance may appeal as described in the Due Process section of this Handbook.

BULLYING

The School Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relationships between members of the school community. Bullying behavior toward a student whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse as provided herein. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or using property or equipment provided by the school. Additionally, this policy applies regardless of the physical location when the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the Corporation; and the bullying behavior results in a substantial interference with school discipline or an unreasonable threat to the rights of others to a safe and peaceful learning environment.

Accordance with IC 20-33-8-0.2 bullying is prohibited by the Corporation. Students who commit any acts of bullying are subject to discipline including, but not limited to, suspension, expulsion, arrest, and/or prosecution.

Definition

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

1. Places the targeted student in reasonable fear of harm to his or her person or property;
2. Has a substantially detrimental effect on the targeted student's physical or mental health;
3. Has the effect of substantially interfering with the targeted student's academic performance; or
4. Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying does **not** include, and should not be interpreted to impose any burden or sanction on the following:

1. participating in a religious event;
2. acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;
3. participating in an activity consisting of the exercise of a student's freedom of speech rights;
4. participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;
5. participating in an activity undertaken at the prior written direction of the student's parent; or
6. engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

DRUG POLICY

The MSD of Warren Township is concerned about any student who chooses to abuse chemical substances and will facilitate the process by which students receive help through prevention education and community referral services. MSD of Warren Township believes in the American Medical Association's position that chemical dependency is a disease of major proportion in our society, and that it is chronic in nature, progressive and treatable. MSD of Warren Township believes that the prevention and elimination of illicit chemical use and abuse is an appropriate activity for the public schools.

It is a violation of the disciplinary code to possess, use and/or distribute controlled substances, alcohol, marijuana, stimulants, depressants, hallucinogens, inhalants, look-a-like drugs, or to possess or provide to any person items used for storage, processing, delivery or consumption. Examples include but are not limited to: pipes, rolling papers, clips, or any other inhaling devices.

The penalties of suspension, expulsion and referral and notification of law enforcement will be applied at school, within 1000 feet of the school property as per Indiana Codes 20-33-9-5 and 20-33-9-6 and at school-related functions or activities.

Students that have violated this disciplinary code as their first offense may be subject to a drug referral treatment program as an alternative to expulsion subject to the principal's recommendation to the Superintendent through the student due process procedure. Referral is at the discretion of the school and is not automatically available.

DISCIPLINE FOR GRADES PRE-K THROUGH 6

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

FIRST OFFENSE:

1. Proper legal authorities will be notified in compliance with IC 20-33-9-6
2. The designated building administrator will contact the student and parent/guardian.
3. Appropriate recommendations will be made, (i.e. alternatives, suspension, expulsion).

SECOND OFFENSE:

4. Proper legal authorities will be notified in compliance with IC 20-33-9-6
5. The designated building administrator will meet with the student and Parent/guardian(s).
6. The student will be suspended or expelled.

DISCIPLINE FOR GRADES 7 THROUGH 12

When students have violated the drug policy, during their career in MSD of Warren Township they will be subjected to the following disciplinary action:

FIRST OFFENSE:

The student may be subject to a suspension accompanied by a recommendation to the Superintendent for expulsion for not more than two (2) semesters (including the semester when the conduct occurred).

Upon review of the student's discipline record and the circumstances of the violation, the principal may, at his/her discretion, recommend to the Superintendent that the student involved be given the option to enroll in an educational or counseling program of at least ten (10) hours duration and complete a drug assessment, which includes a laboratory analysis except where the service provider deems it unnecessary. Where fees for service are involved, parents/guardians must accept responsibility for payment. The school can request a waiver of hearing rights which would allow the school position to be sustained if expulsion were recommended.

The service provider must be approved by MSD of Warren Township and both the program and drug testing results must be shared with the school upon the student's satisfactory completion. Failure to satisfactorily complete the designated program and provide negative drug tests results as requested by the service provider within a specific time frame established by the principal will result in an immediate recommendation for expulsion from school. Also, in lieu of the principal recommending expulsion, the student and his/her parent/guardian shall consent to having the student drug tested by the school and/or a service provider of the school's choosing for a time period determined by the principal but not to exceed the semester when the misconduct occurred and the subsequent semester ("deferral period"). The student shall have five (5) days prior notice of the drug testing and shall not be tested more than two (2) times during the deferral period.

The principal may authorize the student's return to school after no less than five (5) days and no more than ten (10) days of absence providing drug assessment results are presented or are pending due to a delay caused by a service provider, and a satisfactory evidence of enrollment and active participation in an educational or counseling program is presented.

The student may enter the drug referral program following the waiver of hearing rights or the conduct of a hearing in which the school's position is sustained. The student's recommendation for expulsion will be held in abeyance while he/she is participating in the alternative program. Students will be expected to make up all assignments missed for credit for the duration of the excused absence.

The designated building-level substance abuse coordinator is to be notified of the first offense of the student and is to work in conjunction with the designated administrator for discipline in meeting with parents/guardians, making appropriate recommendations, assisting in referral for assessment and providing follow-up monitoring and support upon the student's return from treatment.

SECOND AND SUBSEQUENT OFFENSES:

The student will be subject to a ten (10) day suspension accompanied by a recommendation to the Superintendent for his/her expulsion from school for not more than two (2) consecutive semesters (including the semester when the conduct occurred). Re-enrollment after the period of the expulsion requires the representation of evidence that the student has received professional intervention to assist with the substance involvement if specified by the hearing examiner or by the principal if no hearing is held. (IC 20-33-8-25)

DEALING

Dealing is defined as knowingly supplying or intentionally distributing unauthorized drugs, narcotics, alcohol or look-a-like substances to others.

FIRST OFFENSE:

Recommendation for expulsion to the Superintendent.

DISTRICT-WIDE STUDENT DRUG TESTING POLICY

The Administration and staff shall have the authority to require any student to submit to a chemical test of the student's breath or urine if the Administration and staff have "reasonable suspicion" (as defined below) the student is using or is under the influence of alcohol, marijuana or any controlled substance (as defined by Indiana law) while:

1. On school grounds, immediately before, during and immediately after school hours and at any other time when the school is being using by a school group or for a school function;
2. Off school grounds at a school activity, function or event; or
3. Traveling to or from school or a school activity, function or event.

The Administration and staff have the authority to require any student participating in athletics or other student activity programs, and any student issued a parking permit, to submit to testing if the Administration has reasonable suspicion to believe the student has violated rules adopted by the school prohibiting such students from using, or being under the influence of alcohol, marijuana or any controlled substance. Reasonable suspicion may arise from the following supportive indicators:

1. A student's behavior, in conjunction with physical appearance and/or odor, indicates the possible use of alcohol, marijuana or any controlled substance.
2. The student possesses drug paraphernalia, alcohol, marijuana, or any controlled substance.
3. Information communicated to an Administrator by a teacher, staff member, parent/guardian, other adult or a student indicating a student is using, possessing or under the influence of alcohol, marijuana or any controlled substance. (Any such report will be investigated by the Administration and will be substantiated by other indicators, if deemed necessary).

A chemical test of the student's breath and/or urine may be conducted.

If any student tests positive, disciplinary action may be taken as outlined by the MSD of Warren Township Student Rights & Responsibilities Handbook.

Student's privileges granted by the school, such as parking or student activity programs, are subject to restriction of those privileges as outlined by the Student Rights & Responsibilities Handbook and/or the respective athletic and student activity program handbook/guides.

GRIEVANCE PROCEDURE

This handbook protects student rights by providing students with guidelines within which these rights may be enjoyed. Any recognition of student rights, however, must also acknowledge that administrators and teachers have rights and duties. The teacher must maintain a good environment for learning. Administrators are responsible for overseeing the entire educational program.

Occasionally, a student or parent/guardian may think that school officials have improperly denied a student participation in an educational program or subjected the student to an inappropriate implementation of a rule or standard. Any problem or question of a student or parent/guardian who thinks the student has been treated unfairly should be immediately brought to the attention of the teacher, school building officials, central office officials or the MSD of Warren Township's School Board. All efforts will be made to resolve this problem and explain fully what has happened to the student.

BEHAVIOR REVIEW

In cases involving disciplinary, behavioral concerns, a parent/guardian may request, and as a result, the Principal may call for a Behavior Review. If called for, a Behavior Review will offer an opportunity to consider alternatives and options involving the student. A Behavior Review may determine "next steps" for the student. Each Behavior Review will be moderated by the school corporation's Hearing Officer.

If these informal efforts to solve the problem do not satisfy the student or parent/guardian, then the student or the parent/guardian may file a formal complaint with the Superintendent. This complaint will be handled in the same manner as a complaint against a student and may result in a hearing at which the student and school officials will present their views. This section does not entitle a student or parent/guardian to initiate a hearing involving a grade or grades given the student for courses taken. For further explanation of the process, please contact the Hearing Examiner at (317) 869-4300.

HARASSMENT CONCERNS

Notify appropriate school officials about any and all harassment concerns. This notification may be either verbal or written. Please be specific including names, circumstances, location and all pertinent information. School officials will investigate.

RESTRAINT AND SECLUSION

MSD of Warren Township believes that every effort should be made to prevent the need for school staff to restrain or place a student in seclusion. However, at times it may become necessary for school staff to restrain or place a student in seclusion in order to prevent the student from harming him/herself or another. MSD of Warren Township has developed a plan for the use of restraint or seclusion with students that is available on the district website, <http://www.warren.k12.in.us>.

QUESTIONING OF STUDENTS

Students shall not be questioned in school except by school-employed personnel and shall not be removed from school or school-related activities by non-school personnel except in the following situations:

1. The parents/guardians have consented to this action. Such consent shall be effective only if it is given with knowledge of the possible consequences of the consent.
2. By persons with police authority pursuant to a court order or other legal process, provided that the Parent/guardian(s) are notified as soon as reasonably possible, and if reasonably possible, before carrying out such order, (except in cases of child abuse).
3. By persons with police authority who are investigating or enforcing law related to:
 - a. Criminal conduct occurring on school grounds, where the conduct has caused an immediate and direct disruption of the operation of school or such function.
 - b. Criminal conduct creating an immediate and direct disruption of students coming to or going from a school function.
4. By persons with police authority in cases of suspected child abuse.

PRIVACY

1. Students' educational records will be protected, and any disclosure will be consistent with legal requirements specified in the Family Educational Rights and Privacy Act and student due process.
2. The occasion may arise when the school district wants to recognize your child or your child's school. This may include your child's photo, your child's name or your child's work in district publications, newsletters, on school district websites, and in electronic/social media or in staff training videos. We may also want to tell the media (including newspapers, television and radio) about your child's achievements. We never knowingly release information about a student to anyone who wants to use it for commercial/political purposes. However, we will honor your request to not include your child in these types of recognitions if you notify your child's school office in writing that you do not want this type of information released.

CIVIL RIGHTS COMPLIANCE OFFICER

The MSD Warren Township Civil Rights Compliance Officers are the
Offices of Elementary and Secondary Instruction
975 North Post Road • Indianapolis, IN 46219 (317) 869-4300

ACCESS TO RECORDS (Family Rights & Privacy)

Parents/guardians and eligible students (18+ years of age) may review their present and past school records. Upon request to the principal, arrangements will be made for parents/guardians or eligible students to review and discuss their educational records. The principal (or designee) will be present during the review to answer questions and interpret data. If a parent/guardian or eligible student questions the validity of any educational record, the person may ask for a meeting with the Superintendent (or designee) to discuss the correction. If the conference with the Superintendent (or designee) does not meet with the satisfaction of the parent/guardian or eligible student, the person may request a further hearing into the matter. Complete procedures for inspection, copying fee schedules, location and identification of school officials for education records are listed in the School Board policy.

During a student's school career, MSD of Warren Township is required by law to collect and record data concerning the student. MSD of Warren Township recognizes that the collection, maintenance, and limited dissemination of such data is essential for accomplishing student purposes. However, the school system desires to preserve to the extent possible the rights of privacy to the students and parents/guardians and to afford students and their parents/guardians the right to correct inaccurate information contained in the records. Therefore, this policy is designed to protect the students and their parents/guardians and the school and also to comply with the provisions of the Family Educational Rights and Privacy Act of 1974.

DIRECTORY INFORMATION

Directory information includes the student's name, address, parent names, STN, telephone listing, electronic mail address, photograph or digital image, date and place of birth, grade level, enrollment status, dates of attendance, date of graduation; participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, scholarships, and awards received and the most recent educational agency or institution attended.

The school may release directory information about a student without parent/guardian consent unless the parent/guardian tells the school not to do so. The school does not routinely release such information. We do not give out students' addresses or phone numbers unless the request comes from the military or an institution of higher learning.

If you want to refuse the release of all or any part of directory information, you should notify your child's school office in writing that you do not want this directory information released within ten (10) school days after receipt of MSD Warren Township public notice.

Directory information shall not be provided to any organization for profit-making purposes. The Superintendent may allow access to a school campus or give students' directory information to organizations that make students aware of educational or occupational options.

The Superintendent is required to give recruiting representatives of the U.S. Armed Services and the Indiana Air, Army National Guard and the service academies of the armed forces of the United States access to the high school campus and student directory information (student's name, address, and listed or published telephone number) when requested to do so.

Student and parent/guardian may request that the information not be released by MSD Warren Township to the military recruiting representatives. This request should be made to the Superintendent's office. The student or parent/guardian must make the request in writing at the end of the student's sophomore year in high school. This is a one-time opt-out opportunity. If the student opts-out in his/her sophomore year and later changes his/her mind a revocation may be made.

Whenever parent/guardian consent is required for the inspection and/or release of a student's health or educational records or for the release of directory information, either parent/guardian may provide such consent unless specifically stated otherwise by court order.

MSD Warren Township may disclose "directory information" on former students without student or parent/guardian consent.

Students and parents/guardians have a right to:

1. Inspect and review the student's education records;
2. Request amendments if the record is inaccurate, misleading, or otherwise in violation of the student's rights;
3. Consent to disclosures of personally-identifiable information contained in the student's education records, except disclosures allowed without parent/guardian consent;
4. File a complaint of MSD Warren Township noncompliance with the Department of Education and
5. Obtain a copy of MSD Warren Township's policy and administrative guidelines on student records.

Legitimate Educational Interests of School Officials.

In appropriate cases, MSD Warren Township need not obtain consent or otherwise notify students or their Parent/guardians when a school official has a legitimate educational interest in educational records. "School Officials" include, but are not limited to, board members, faculty, administrators, clerical assistants, professional employees, support staff (including medical staff and law enforcement unit personnel) and agents of MSD Warren Township such as independent contractors performing functions on the behalf of MSD Warren Township (i.e. attorneys, auditors, technology service providers). A school official has "legitimate educational interest" in accessing or reviewing a student's educational records if it is necessary to: (a) fulfill the school official's contractual and/or professional responsibilities; (b) perform tasks related to a student's education or discipline; (c) provide a service or benefit relating to the student or student's family, such as health care, counseling, career development, or financial aid; or (d) maintain safety and security on campus. Information released pursuant to this provision does not permit the school official to transmit, share, or otherwise disclose any or all of the information to a third party. Also, if the school official has to access the records through the school's main office and/or school record custodian then a record shall be kept memorializing the request and disclosure.

SCHOOL DISTRICT PUBLICATIONS/NEWS MEDIA USE

The occasion may arise when the school district wants to recognize your child or your child's school. This may include your child's photo, your child's name or your child's work in district publications, newsletters, on school district websites, and in electronic/social media or in staff training videos. We may also want to tell the media (including newspapers, television and radio) about your child's achievements. We never knowingly release information about a student to anyone who wants to use it for commercial/political purposes.

However, we will honor your request to not include your child in these types of recognitions if you notify your child's school office in writing that you do not want this type of information released.

PROTECTION OF PUPIL RIGHTS

The Protection of Pupil Rights Amendment (PPRA) requires written permission of a parent/guardian prior to a student taking part in a survey, questionnaire, analysis, or evaluation, which asks about certain personal or family matters. This law also guarantees a parent/guardian the right to inspect instructional materials, which are to be used in connection with such a survey, questionnaire, analysis, or evaluation prior to the decision about permission. A parent/guardian wishing to inspect survey materials should contact the principal of their child's school for an appointment. A student or parent/guardians who believe his/her rights under PPRA have been violated should fill out form 8330Fg and address all complaints to:

MSD Warren Township Protection of Pupil Rights Compliance Office

Offices of Elementary and Secondary Instruction

975 North Post Road • Indianapolis, IN 46219 (317) 869-4300

SUPPLIES, FEES AND ASSISTANCE FOR TEXTBOOKS

Parents/guardians should understand that they are financially responsible for book rental fees and any charges the school may assess for but not limited to lost books, cafeteria fees, library books, extracurricular activities, fund raising and tuition.

Parents/guardians shall also be responsible for all reasonable costs of the collection of this account, which may include but not limited to, late fees, client collection fees, collection agency fees, reasonable attorney fees and court costs on any outstanding balance.

Indiana law provides that parents/guardians who meet the financial eligibility standards for receiving free and reduced meals under the National School Lunch Program and who make proper application to the school district are not required to pay the fee for school books, supplies, or other required class fees. Such fees shall be paid by the school corporation after the determination of financial eligibility is made. A separate application must be completed for each student. The application form and eligibility standards may be obtained through any of the schools or through the MSD of Warren Township, 975 North Post Road, Indianapolis, Indiana 46219, telephone (317) 869-4300.

ADMINISTRATION OF MEDICATION

While acting within the scope of his duties, no employee, volunteer or any member of the MSD of Warren Township is permitted to prescribe or recommend any type of medication, drugs, or any substance of a medical nature for internal consumption by any individual. School personnel may cooperate with parents/guardians and doctors for the health and welfare of children under the following procedures, as approved by the Superintendent, building principal or the principal's designee:

1. All medications (prescription and non-prescription) to be given during school hours need:
 - a. Written parent/guardian consent indicating:
 - i. Amount of medication to be given
 - ii. Time medication is to be given
 - iii. How long medication is to be given. It is the parent/guardian responsibility to notify the school nurse or school office staff of any changes or when the medication is discontinued.
 - b. Prescription medication is to be in a currently dated PHARMACY LABELED CONTAINER. (The pharmacy label serves as the physician's written consent.)
 - c. Non-prescription (over-the-counter) medication (i.e. cough drops, Tylenol, etc.) is to be in the ORIGINAL SEALED CONTAINER it was purchased in. Dosage is not to exceed the manufacturer's recommendation. No aspirin products or products containing aspirin will be given without a physician's note.
2. The nurse or school office staff must be notified of all medication brought into the school.
3. It is the child's responsibility to come to the location where the medication is kept to receive the medication. Students should not have medication, whether prescription or over-the-counter, in their possession at school (except for self-administration provided for below).
4. School personnel cannot be expected to administer medication that requires skills beyond their qualification.
5. Parents/guardians who do not wish to comply with these procedures may come to the school and administer the medication.
6. MSD Warren Township may send home medications with student in grades 9 - 12 that is possessed by a school for administration during school hours or at school functions if the student's parent/guardian provides written permission for the student to receive the medication.

Students who need emergency medication (i.e. asthma inhalers, bee sting kits, diabetic supplies, etc.) should have an annual physician's written statement on file indicating if the medication should be carried by the student. It is recommended that the student also keep additional emergency medication in the nurse's office to be sure the medication is available if needed.

SELF-ADMINISTRATION OF MEDICATION

A student may possess and self-administer emergency medication for chronic diseases or medical conditions provided the student's parent/guardian files a written authorization with the principal or school nurse. The written authorization must be filed annually. A physician's written statement must be included with the parent/guardian authorization.

The physician's statement must be filed annually and include the following information:

1. An acute or chronic disease or medical condition exists for which the medication is prescribed.
2. The student has been given instruction as to how to self-administer the medication.
3. The nature of the disease or medical condition requires emergency administration of the medications.

NETWORK AND INTERNET ACCESS AGREEMENT

MSD of Warren Township has established a computer network and is pleased to offer Internet access for student use. This will allow student access to a variety of Internet resources. **For student to use the Internet, students and their parent/guardians must first read and understand the following acceptable use policy (AUP).**

The purpose of this agreement is to provide Network (Local Connections) and Internet access, hereinafter referred to as Network, for educational purposes to the student. This access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology, and (3) enhance information gathering and communication skills.

The intent of this agreement is to ensure that Students will comply with all Network and Internet acceptable use policies approved by MSD Warren Township.

In exchange for the use of the Network resources at school, I understand and agree to the following:

1. The use of the Network is a privilege which may be revoked by MSD Warren Township at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, installation of unauthorized programs, the willful and intentional placing of unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages. MSD Warren Township reserves the right to remove files, limit or deny access, and refer the student for other disciplinary actions.
2. MSD Warren Township reserves all rights to any material stored in files on MSD Warren Township equipment and will remove any material which MSD Warren Township, at its sole discretion, believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable. Students will not use their MSD Warren Township approved computer account/access to obtain, view, download, or otherwise gain access to, distribute, or transmit such materials. MSD Warren Township uses filtering software to limit access to unlawful, obscene, pornographic, abusive, or otherwise objectionable material. Any attempt by a student to circumvent, disable, or interfere with this software is grounds for termination of Network privileges.
3. All information services and features contained on MSD Warren Township or Network resources are intended for the private use of its registered users and any use of these resources for commercial-for-profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form, is expressly forbidden.
4. MSD Warren Township and/or Network resources are intended for the exclusive use by their registered users. The Student is responsible for the use of his/her account/password and/or access privilege. Any problems which arise from the use of a Student's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder or accessing another person's account without permission is forbidden and may be grounds for loss of access privileges. Proper access to the MSD Warren Township Network resources requires use of a valid login at all times.
5. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by MSD Warren Township. Misuse includes, but is not limited to:
 - a. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users;
 - b. Misrepresenting other users on the Network;
 - c. Logging on to a Chromebook with another student's username and password;
 - d. Disrupting the operation of the Network through abuse or vandalizing, damaging, or disabling the hardware or software;
 - e. Malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks;
 - f. Interfering with others use of the Network;
 - g. Extensive use for non-curriculum-related communication (i.e. use not directly or indirectly related to the MSD Warren Township curriculum);

- h. Installation or storage of software programs or scripts;
 - i. Unauthorized downloading, copying, or use of licensed or copyrighted software or plagiarizing materials;
 - j. Allowing anyone to use an account other than the account holder;
 - k. Use of proxy sites or other attempts to circumvent district filtering software including Securly (or replacement) and DyKnow (or replacement).
6. The use of MSD Warren Township and/or Network resources are for the purpose of support of the academic program.
 7. MSD Warren Township does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incident, or consequential damages (including lost data, information, or time) sustained or incurred in connection with the use, operation, or inability to use the system. Support for student use of Network services shall be during normal business hours.
 8. MSD Warren Township will periodically make determinations on whether specific uses of the Network are consistent with the acceptable-use practice. MSD Warren Township reserves the right to log Internet use to monitor electronic file space utilization by users.
 9. MSD Warren Township reserves the right to log computer use and to monitor file server space utilization by users. MSD Warren Township reserves the right to remove a user account on the Network to prevent further unauthorized activity.
 10. MSD Warren Township encourages parents/guardians to take an active role in monitoring their child's use of websites by accessing the Securly web filter parent portal. Parents/guardians will see websites visited by their student as well as websites their student was prevented from accessing. Search terms used by the student will also be available.
 11. MSD Warren Township encourages parents/guardians to take an active role in monitoring their child's use of social networking sites such as Facebook, My Space, Twitter, and others while on or off the MSD of Warren Township network. MSD Warren Township will also take appropriate measures to maintain a respectful and responsible climate with regard to these sites.

In consideration for the privileges of using MSD Warren Township and/or Network resources and in consideration for having access to the information contained on the Network, I hereby release MSD Warren Township, and their operators and administration from any and all claims of any nature arising from my use, or inability to use MSD Warren Township and/or Network resources.

TECHNOLOGY HARDWARE AGREEMENT

Technological resources, including but not limited to iPads/Chromebooks, at MSD Warren Township are used for supporting the educational experience and mission of the school district. MSD Warren Township's goal is to promote educational excellence by facilitating creative thinking, resource sharing, scholarship, research and communication. Use of these technologies is a privilege that carries responsibilities and behavioral expectations consistent with all school rules and policies, including, but not limited to, those stated in the Student Rights and Responsibility Handbook. As information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate or use. They may encounter information that is inaccurate, controversial or inappropriate. To ensure that students will benefit from their iPads/Chromebooks, and the schools' computer/Internet resources, all users are expected to adhere to the following guidelines.

RESPONSIBLE USE

1. Students are solely responsible for the care and safekeeping of iPads/Chromebooks on and off MSD Warren Township property.
 - a. **Cases:** iPads/Chromebooks must be kept in its approved and provided case/shell and bag when being transported as a reasonable precaution against damage, theft or loss.
 - b. **Backpacks:** Items transported in the same backpack or carrying case should be kept to a minimum to avoid placing too much pressure and weight on the device screen.
 - c. **Proper Care:** Respect for and proper care of computer equipment is expected to be shown at all times. Food and drink are not permitted near computers, including but not limited to, lab computers, iPads and Chromebooks.
 - d. **Proper Care:** Do not disassemble any part of lab computers, iPads or Chromebooks or attempt any repairs.
 - e. **Proper Care:** Do not write or place decorations (such as stickers) on or mark in any way lab computers, iPads or Chromebooks.
 - f. **Proper Care:** Chromebooks must never be left in a car, bus or any unsupervised area.
 - g. **Proper Care:** Never carry Chromebook while the screen is open.
 - h. **Breaking a Device:** Any loss or damage to student issued iPads/Chromebooks is the financial responsibility of the student/parent/guardian. Students must immediately report damage or loss, including theft, to MSD Warren Township.
 - i. **Leaving the Township:** If/When students leave MSD of Warren Township, any loaned iPad/Chromebook must be returned to the school immediately. Failure to return the iPad/Chromebook will result in a charge for a full replacement (including purchase of the device, Apple/Google license and accidental damage protection). Financial responsibility for the device falls to the student/parent/guardian.
2. Members of the MSD Warren Township community will use iPads/Chromebooks, along with all other electronic communication and computing devices, in a responsible, ethical and legal manner at all times.
3. Lab computers, iPads, Chromebooks and all other MSD Warren Township owned equipment must be used for school-related purposes only.
4. Common sense and good judgment must be used at all times.
5. Users must not engage in deliberate attempts to damage or disconnect computer equipment or peripherals, alter hardware components, change security configurations, develop or activate viruses, install unauthorized software or change settings.
6. In order to maintain the safety and security of the MSD Warren Township community, iPad/Computer activity, including communications, Internet history and other uses is subject to monitoring by MSD Warren Township. With respect to students' privacy, such monitoring would only occur if reasonable suspicion of inappropriate activity or a policy violation is present.

7. All files created, sent, received and stored on MSD Warren Township owned equipment are the property of MSD Warren Township.
8. Only authorized, licensed MSD Warren Township-installed software can be used on MSD Warren Township owned technological resources including lab computers, iPads and Chromebooks. Users must not install software of any kind (legally licensed or otherwise) or load software from a USB drive without the expressed permission of the MSD Warren Township IT Department. Chrome Web Store applications may be installed for school-related purposes only.
9. There is limited bandwidth and space for saving files and users must respect these resource limits.
10. This agreement will extend for the period a student is in attendance at MSD Warren Township.

The use of electronic information resources and the electronic device is a privilege, not a right, and may be revoked or limited at any time. The school administration reserves the right to address any incidents involving the use of electronic device on a case-by-case basis. The school administration holds the right to issue disciplinary consequences based on school/corporation rule and/or policies. Some violations, as a result of misuse of the iPad/Chromebook, could result in a possible fine (removing identification tags/labels, cleaning feeds, lost/damaged power cords, etc.)