
**QUEEN BEE SCHOOLS, DISTRICT 16
1560 BLOOMINGDALE ROAD
GLENDALE HEIGHTS, IL 60139**

**INTERMEDIATE SCHOOL
CODE OF CONDUCT**

REVISED APRIL, 2013
REVISED NOVEMBER, 2006
REVISED APRIL, 2004
REVISED, JUNE, 1998
REVISED, JUNE, 1994
ADOPTED, SEPTEMBER, 1992

INTRODUCTION

The Board of Education believes that an effective School Discipline Program is an integral component within the educational process. Discipline programs succeed when they identify and address the needs of all the participants. Certain rights and responsibilities are inherent in such a system. The foundation of good discipline is proper communication of these elements to ensure understanding by all participants. This system provides affirmation of the participants' rights and responsibilities. The Board of Education confirms its obligation to the community to provide a consistent, fair, and effective application of rehabilitative discipline standards.

At the intermediate level, it is most important that behavior expectations be explained, supported and enforced through a cooperative partnership between parents/guardians and educators. A child's self-image is the reflection of the way others see him or her. A true and positive self-image develops as the result of consistent positive reflections from those closest to his or her environment. Human behavior is learned. It is from this belief that self-discipline has become a subject to be taught in District 16. The end result of education is not just the mastery of academics, but also the development of self-control.

The Code of Conduct was developed with several goals in mind. It is intended to:

1. define student behavior necessary for the proper educational environment.
2. develop discipline procedures that are clear, fair, and beneficial to all involved.
3. state parent and teacher responsibilities as well as those belonging to the student.
4. develop a discipline program that provides opportunities to reward appropriate behavior.
5. define the roles of related school services in dealing with students who do not meet expectations.
6. reinforce the authority of the teacher in the student-teacher relationship.
7. create procedures that are easy to administer, provide direct lines of communication, and accommodate immediate results.
8. develop objectives for the instruction of proper behavior in the classroom and the expected code in the building.
9. create a school environment that promotes self-discipline, develops responsibility, and directs students toward good citizenship habits.

RIGHTS AND RESPONSIBILITIES OF PARTICIPANTS BOARD OF EDUCATION

RESPONSIBILITIES

1. To formulate and adopt policies and programs that utilize rehabilitative rather than punitive discipline concepts.
2. To formulate and adopt policies and programs that promote the development of self-discipline in students.

3. To ensure that the learning environment is one that enhances growth of a positive self-image for our students.
4. To protect and observe the legal rights of students.
5. To interpret the discipline program to the community and represent their needs and desires in the discipline program.
6. To provide appropriate support services to address individual needs within the district.
7. To ensure that discipline is administered by staff in a way that is fair, consistent, and constructive, not arbitrary, excessive or punitive.
8. To confirm the hiring of district personnel who will adhere to the philosophies and policies of this district.

RIGHTS

1. To be the authority in all cases of disciplinary appeal and receive all information regarding such appeals.
2. To expect compliance by all district personnel of approved discipline policies, philosophies, and programs.
3. To receive employment recommendations for candidates who will adhere to the policies and philosophies contained in district discipline programs.
4. To be treated with respect and dignity.

ADMINISTRATION

RESPONSIBILITIES

1. To clearly communicate all district discipline policies and procedures to staff, parents/guardians, and students.
2. To monitor and regularly evaluate building and individual discipline programs for compliance to board policies and philosophy.
3. To evaluate effectiveness of building and individual class program and in-service staff on appropriate classroom management techniques.
4. To ensure that appropriate support services are secured when necessary for the benefit of the student.
5. To create a school climate that encourages the child's development of self-esteem and a positive self-image.
6. To actively seek input from staff, parents/guardians, and students with regards to the effectiveness of building programs.
7. To recommend candidates for employment who will reflect the established standards.
8. To evaluate each incident on an individual basis to determine what if any course of discipline is appropriate.

RIGHTS

1. To be the instructional leaders in their respective positions.

2. To receive cooperation and support from the participants to ensure effective implementation of programs.
3. To be provided sufficient staff and material resources, within budgetary constraints, to maintain program standards.
4. To bring any concerns, questions, or information to the board and/or superintendent on a regular basis.
5. To be treated with respect and dignity.

CERTIFIED STAFF

RESPONSIBILITIES

1. To formulate consistent classroom programs that provides students with the framework to learn self-discipline.
2. To clearly communicate rules, expectations, and consequences to their students and parents.
3. To establish and maintain a positive and safe classroom environment that promotes self-esteem.
4. To actively seek, welcome and listen to parental concerns and questions in order to foster positive relationships that will benefit the children.
5. To treat all information regarding students in a confidential and professional manner.
6. To develop curricular plans that generate motivation and interest among the students.
7. To objectively assess the effectiveness of the classroom program and make any necessary adjustments
8. To be a good role model to the students, including but not limited to dress, proper language, and work ethics.
9. To utilize classroom discipline strategies which include contacting the parents/guardians prior to referring the child to the disciplinarian, whenever possible.

RIGHTS

1. To utilize personal strategies in the development of classroom discipline programs.
2. To expect cooperation from all participants.
3. To have a teaching environment that is free from excessive disruptions and distractions.
4. To be treated with respect and dignity.
5. To have a safe work environment and protection of personal property.

PARENTS/GUARDIANS

RESPONSIBILITIES

1. To recognize that the teacher acts in the place of the parent/guardian while the child is in school.

2. To teach and require of the child a respect for law, for authority, and for the rights and property of others.
3. To take an active interest in the child's school activities, report cards and general academic and behavioral progress.
4. To cooperate with the discipline programs established by the Board of Education and individual classroom programs.
5. To make staff aware of situations that may be affecting the child's behavior in school.
6. To ensure that attendance at school is regular, dress is appropriate, and necessary dress supplies are provided.
7. To ensure that the child is at school on time (8:05 AM).

RIGHTS

1. To ask questions and express concerns over their child's educational program and to know these will be dealt with in a confidential manner.
2. To be contacted and consulted in the family's home language when possible with regard to any difficulties their child may be experiencing in the school programs.
3. To expect that school discipline is being administered to their child in a consistent, fair, and effective manner.
4. To expect that appropriate support services are secured when necessary for the benefit of their child.
5. To expect that the staff employed by the District are well prepared role models who care about their students.
6. To be treated with respect and dignity.

STUDENTS

RESPONSIBILITIES

1. To learn and obey the rules during the entire school day which will ensure a proper learning and safe environment (i.e. lining up, lunch, etc...).
2. To develop self-control, seek knowledge, and accept consequences for their actions.
4. To come to class on time with necessary supplies and prepared to learn.
5. To come to school on time daily (8:05 AM).
6. To show respect to peers, adults, and self.

RIGHTS

1. To have a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning.

2. To have a caring, prepared role model who instructs effectively and who promotes the development of self-control.
3. To choose how to behave, with full understanding of the consequences that invariably follow the choices.
4. To have individual learning needs and abilities met.
5. To be treated with respect and dignity.

DISCIPLINE OF STUDENTS WITH DISABILITIES

In cases where a student with an identified disability requires discipline procedures, guidelines mandated by the Individual with Disabilities Education Act (IDEA) will be enforced. These mandates require careful consideration of the child's disability and the relationship of the behavior to such. An IEP team will be involved in the process to ensure compliance with the law.

SYSTEM IMPLEMENTATION

It is both the right and responsibility of the teacher to implement various strategies as the basis for classroom management. It should be noted that corporal punishment is not one of these methods. School Board Policies No. 715.03 and 520.25 prohibit corporal punishment of pupils in District 16 Schools. Discipline will incorporate consistency, genuine concern, understanding of the individual student needs, and parental involvement. These methods will create the foundation of a school environment that promotes self-discipline, develops responsibility, and directs students' toward good citizenship habits.

Students are under the jurisdiction of school personnel at all activities conducted within the school program including events outside the school. [Ill. Rev. Stat. Ch. 122 Para. 24-24 (1989)]

It must be emphasized that although schools are educational by nature, it is anticipated that behavioral problems will occur in addition to academic problems. As educators, it is our duty to deal with each and every problem for the benefit of both the individual and the group. Every measure available will be applied to identify the problem and seek long-range solutions. Serious consequences will be applied as the last resort when all other attempts have failed or because the offense is of a serious nature.

INTERMEDIATE CODE OF CONDUCT

The students and staff have the right to learn and work in a pleasant, safe, and orderly environment. The Intermediate Discipline Code of Conduct has been developed in order to ensure these rights while promoting the child's self-esteem and self-confidence. Our behavior expectations are outlined in the below matrix (PBIS):

Behavior Expectations	In the Classroom	In the Hallways	In the Bathrooms	In the Lunchroom	During Assemblies	In the Office
Be Respectful	<ul style="list-style-type: none"> *Follow directions *Raise your hand *Use good manners *Be honest *Keep your eyes on the speaker *Be a good listener *Be cooperative in groups *Respect other people and their property *Treat all guests appropriately 	<ul style="list-style-type: none"> *Use quiet voices upon entering and exiting *Be silent during instructional times *Keep your hands and feet to yourself *Use your locker only *Quietly close lockers when finished 	<ul style="list-style-type: none"> *Quiet voices *Respect other's privacy *Flush toilet 	<ul style="list-style-type: none"> *Allow anyone to sit next to you *Eat only your own food *Follow monitor and supervisor directions *Use quiet voices and appropriate language 	<ul style="list-style-type: none"> *Sit quietly *Focus on the presentation *Listen *Clap and laugh at appropriate times 	<ul style="list-style-type: none"> *Be patient and wait in line *Use appropriate tone of voice and language *Follow staff directions *Have permission to use the phone
Be Responsible	<ul style="list-style-type: none"> *Fill out and check assignment notebook daily *Turn in completed homework everyday *Take proper care of personal belongings, school equipment, and your desk 	<ul style="list-style-type: none"> *Keep your locker area neat and clean *Return promptly to class 	<ul style="list-style-type: none"> *Be quick *Return promptly to class 	<ul style="list-style-type: none"> *Keep the lunchroom clean *Ask permission to leave your seat *Wait to be dismissed by your monitor 	<ul style="list-style-type: none"> *Enter and exit quietly 	<ul style="list-style-type: none"> *Obtain a tardy slip when late *Report to the office promptly when called *Return promptly and quietly to class
Be Safe	<ul style="list-style-type: none"> *Keep hands, feet, and objects to yourself *Use all equipment and materials properly *Ask permission before leaving the room *Be sure to have pass when leaving the classroom 	<ul style="list-style-type: none"> *Walk *Look in the direction you are walking *Stay to the right *Open outside doors for no one *Maintain personal space 	<ul style="list-style-type: none"> *Keep bathroom clean *Wash hands with soap 	<ul style="list-style-type: none"> *Walk to and from the lunchroom *Stay in your place *Keep your hands, feet and objects to yourself 	<ul style="list-style-type: none"> *Sit on your bottom with pretzel legs 	<ul style="list-style-type: none"> *Talk to an adult when you need help *Enter and exit in an orderly fashion *Wait quietly in line *Follow staff directions

Behavior Expectations	Arrival and Dismissal	Recess	Computer Lab	Bus	Restricted Areas	Emergencies
Be Respectful	<ul style="list-style-type: none"> *Listen and follow adult directions *Use quiet voices and appropriate language *Allow personal space 	<ul style="list-style-type: none"> *Play fair and include others *Follow monitor and supervisor directions *Use equipment appropriately 	<ul style="list-style-type: none"> *Listen and follow directions 	<ul style="list-style-type: none"> *Listen to bus driver and supervisors *Use quiet voices and appropriate language 	<ul style="list-style-type: none"> *Use proper manners *Knock before entering the teacher workroom *Wait your turn 	<ul style="list-style-type: none"> *Respect personal space
Be Responsible	<ul style="list-style-type: none"> *Arrive on time and leave promptly *Stand in class line 	<ul style="list-style-type: none"> *Return all equipment *Dress appropriately for the weather *Line up when signaled 	<ul style="list-style-type: none"> *Log out of network when finished *Quit all programs *Collect all belongings *Use internet only under teacher directions *Sit at assigned computer only 	<ul style="list-style-type: none"> *Report to bus line promptly and with all belongings *Take your seat quietly 	<ul style="list-style-type: none"> *Keep your hands and feet to yourself *Enter and exit silently 	<ul style="list-style-type: none"> *Pay attention *Follow directions
Be Safe	<ul style="list-style-type: none"> *Walk on sidewalks *Keep hands and feet to yourself *Hold on to your belongings *Cross streets at crosswalks *Walk bikes, carry scooters, roller blades, and skate boards on school grounds 	<ul style="list-style-type: none"> *Walk on sidewalks *Keep your hands and feet to yourself *Inform adults of any problems *Watch for people around you 	<ul style="list-style-type: none"> *Push in chairs 	<ul style="list-style-type: none"> *Stay seated facing forward *Food and drink prohibited *Keep hands, feet, and belongings to yourself 	<ul style="list-style-type: none"> *Use hall pass 	<ul style="list-style-type: none"> *Remain silent at all times *Listen *Be alert

ELECTRONIC DEVICES

Students are encouraged to leave electronic equipment at home. If a device is used without special permission during school hours, the device will be given to the principal/disciplinarian and returned to the child at the end of the school day. Chronic violations of this rule may result in additional disciplinary action. Since there are no locks on the student lockers in the intermediate building, electronic devices such as MP3 players, cellular phones, electronic games, and PDA's are brought to school at the child's own risk. The school/district bears no responsibility for loss of any electronic equipment.

ARTICLES PROHIBITED IN SCHOOL

- Weapon of any kind (may result in police notification).
- Look-alike weapons
- Alcohol, tobacco, or any illegal substances
- Spray cans
- Any other items that are distracting to the learning environment

CLOTHING

Clothing must be worn in the manner, and for the purpose, for which it was designed. Coats and hats should not be worn during the school day in the building. Interpretation of suitable clothing is left to the decision of the school administration.

MISC

- When necessary, eye protection will be utilized during labs or other such activities.
- Only non-toxic art supplies will be used at Americana school.

SCHOOL DISCIPLINARY PROGRAM

Minor Offense: Behaviors that are unsafe, irresponsible or disrespectful.

Major Offense: A repetitive or extreme behavior which is unsafe, irresponsible, or disrespectful that is usually referred to administration for consequence.

A student will lose privileges if he or she:

1. directly challenges the authority of any staff member at the Intermediate School.
2. is involved in a play fight
3. uses profanity, vulgarity, or an obscenity
4. fails to follow directions/or cooperate with a substitute teacher
5. defaces school or private property
6. violates lunchroom rules
7. steals
8. displays disrespectful behavior

Some possible consequences that may be chosen are:

1. after school detention
2. lunchtime detention
3. loss of privileges
4. parents/guardians spend class time with student
5. in-school assignment
6. out-of-school suspension

The option(s) chosen will be the result of collaboration between the parents/guardians, principal/disciplinarian, teacher, and the student.

EXTENDED REMOVAL FROM CLASS AND IN-SCHOOL ASSIGNMENT

In an effort to maximize direct instructional time despite the need for increased interventions due to inappropriate behaviors, alternatives to suspension are provided. The amount of time a student is removed from class is dependent upon the severity, intensity and frequency of the incident(s) and subject to the final judgment of the building administration.

In some circumstances, the student may be assigned to an in-school suspension. In all cases, the student will be provided with class work and given credit for any work completed during that time.

The student will be placed on an in-school suspension if he or she:

1. fails to comply with the objectives established at the conference between the principal/disciplinarian and his or her parents/guardians,
2. commits an act of gross disobedience or misconduct which is evidenced by a severe violation of the District Code of Conduct,
3. verbally harasses, provokes, or threatens an adult or another student,
4. is involved in a real fight,
5. smokes on school property or at school sponsored activities,
6. vandalizes school or private property,
7. is in possession of any type of weapon, excluding guns or knives.
8. any other major infraction.

Final judgment of the severity of the incident, notification to the police and appropriate punishment is up to the discretion of the principal/disciplinarian.

A student who receives an in-school suspension will be:

1. Removed from classes.
2. Completing work under the supervision of an adult.
3. Required to serve the suspension on the next day of attendance.

OUT-OF-SCHOOL SUSPENSION

The school board has authorized the principal/disciplinarian, associate principal, and/or assistant principal to suspend students guilty of gross disobedience or misconduct which is evidenced by a severe violation of the District Code of Conduct. The parents/guardians will be asked to attend a conference to discuss the decision to suspend the student.

Suspensions will be governed by procedures as defined by state and federal law. Prior to imposing a suspension, the following procedures will be observed:

1. The suspending school official shall give the student oral or written notice of the charges and evidence to support the charges.
2. Students accused of offenses that warrant suspension shall be guaranteed due process in order to present a defense, to explain the circumstances of the alleged improper actions, or to attempt to prove innocence.
3. If the student denies the charges, an opportunity shall be given to the student to present an explanation in a conference with the suspending school official. The school official shall inform the student whether or not the suspension is to be imposed.

4. The suspending school official shall immediately notify parents/guardians, by phone and/or in writing, of the suspension, the reason for the action, the number of days removed (not to exceed ten school days), and the notification of the right to seek school board review of the suspension.

5. The suspending official must receive parent/guardian requests for board review by the end of the next school day. The suspension shall not take place until after the review. At a board review, the student/parents/guardians have a right to legal counsel at their own expense, the right to question the person who made the decision to suspend, the right to present and question witnesses, and the right to put forward a defense.

6. If a review is requested, the school board or the review officer appointed by the board will review the suspension as soon as possible. At this session, the parents/guardians may discuss the suspension with the board or the review officer. If the board appoints a review officer, the review officer shall report to the board a written summary of the evidence presented at the review. After the review or upon receipt of the written report of the review officer, the board may take appropriate action.

7. If the suspension decision is reversed, all references in the student's records shall be removed. A student may be immediately removed from school when his/her presence poses a continuing danger to persons or property or an ongoing threat of disruption of the academic process. In such cases, the requirements of suspension proceedings must follow immediately.

A student may be suspended from the school bus, following the same procedure as required in any other suspension. The bus driver may not suspend or remove a student from the bus except as a safety measure in cases of immediate harm or disruption. At any time during the program, the student has the opportunity to be removed from the Code of Conduct if no other violations occur within 30 school days.

The student will be placed on an out-of-school suspension if he or she:

1. fails to comply with the objectives established after an in-school suspension.
2. commits an act of gross disobedience or misconduct (which is evidenced by a severe violation of the District Code of Conduct) which would make his/her presence a continuing danger to the persons, property, and/or academic process of the school.
3. is in possession or under the influence of a controlled substance (drugs, alcohol, etc.) on school property or at school-sponsored activities. When a substance is determined to be an illicit drug, the identity of the student shall be given to the proper authorities.

A student who receives an out-of-school suspension will be:

1. Immediately removed from all classes for a period not to exceed ten school days.

2. Required to attend a conference with his/her parents or guardian and the principal/disciplinarian before being readmitted to all classes. The purpose of this conference is to establish final measures for changing behavior.

A student on out-of-school suspension is not to be on school grounds at any time. An out-of-school suspension is considered the most serious disciplinary measure the administration can take to correct improper behavior. It also represents the final effort on the part of the school to direct the student toward acceptable school conduct. If this effort fails, the school board will determine the future of the student.

The parents/guardians will follow these guidelines during an out-of-school suspension:

1. The student should be under adult supervision at all times.
2. The student should not be allowed any rewarding experiences. This time off should not be considered a vacation.

It is very important that the student realizes the seriousness of the situation. To this end, home and school need to work together in dealing with the student. The student is responsible for all work missed during an out-of-school suspension. Homework will be available daily upon request. Mutual support can be used as a foundation to reconstruct acceptable school behavior.

AN OUT-OF-SCHOOL SUSPENSION WITH A REQUIRED APPEARANCE BEFORE THE SCHOOL BOARD

The student will be placed on an out-of-school suspension, which may result in an expulsion, and be required to appear before the school board if he or she:

1. brings and/or is in possession of a gun on school property.
2. physically attacks the person/property of any person on school property, at school-sponsored activities, or in areas within school jurisdiction.
3. fails to comply with the objectives established after an out-of-school suspension.

A. All procedures for suspension will be enacted prior to a school board review.

1. Due process.
2. Written notice of charges and evidence in support of charges.
3. Opportunity to present explanation in conference with suspending official.

B. The student's parents/guardians shall be notified of the reasons for the proposed suspension, be required to attend the school board review to discuss their child's behavior and will be notified of the date, time and place of the school board review. Such information will be sent by registered or certified mail.

C. At the review by the school board, the student/parents/guardians have a right to counsel at their own expense, the right to question the person who made the recommendation to suspend, the right to present and question witnesses, and the right to make a statement in their own behalf.

After appearing before the school board, it will be determined if the student's gross disobedience warrants a recommendation for expulsion.

RECOMMENDATION TO THE BOARD OF EDUCATION FOR EXPULSION

If after appearing before the School board it is determined that the student's gross disobedience continues to endanger the health and safety of others, a recommendation to the Board of Education for expulsion will be made by the school principal/disciplinarian/superintendent.

A recommendation to the Board of Education for student expulsion may result for the following reasons, but is not limited to:

1. brings and/or is in possession of a gun on school property.
2. physically attacks the person/property of any person on school property, at school-sponsored activities, or in areas within school jurisdiction.
3. fails to comply with the objectives established after an out-of-school suspension.

The power to expel belongs solely to the school board. In cases where all other methods have failed to change the situation, endangers the safety of the school environment or the act is so grievous, the principal/school disciplinarian has no recourse but to recommend expulsion. In expulsion cases the following procedures will be observed:

A. All procedures for recommendation of expulsion will be enacted prior to a school board review.

1. Due process.
2. Written notice of charges and evidence in support of charges.
3. Opportunity to present explanation in conference with suspending official.

B. The student's parents/guardians will be notified by registered or certified mail of the reasons for the recommended expulsion and be required to attend the school board review to discuss their child's behavior. The notification shall include a full statement of the reasons for the proposed expulsion, the recommended length of the expulsion, and the date, time, and place of the school board review. The expulsion shall not take place until after the school board review.

C. At the review by the school board, the student may be represented by counsel at the parent/guardian's expense. The parent/guardian have a right to: question the person who made the recommendation to expel; present evidence; call and question witnesses; and make a personal statement.

D. If requested by the student, the parents/guardian, or representative, a record of the proceedings will be kept.

E. If a review officer is appointed by the board, he/she shall report to the board a written summary of the evidence heard at the meeting and the board may take such action as it finds appropriate. [Ill. Rev. Stat., Ch. 122 Para 10-22.6 (1989)] In the interest of helping students, the school district may assist parents/guardians in providing or locating alternative educational opportunities for an expelled student. The Illinois State Board of Education provides information and assistance to school districts and students interested in educational alternatives within a school or off campus.

STUDENT INVOLVEMENT IN GANG ACTIVITIES

A "gang" as used in this policy shall mean two or more individuals whose purposes include the disruption of the learning environment, or whom associate with each other primarily for criminal, and/or other activities prohibited by law and/or the district's rules and regulations.

No students on or about school property or at any school activity shall engage in the following:

1. Wear, possess, use, distribute, display, give, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other item which is an indication of membership or affiliation in any gang.
2. Communicate, either verbally or nonverbally (gestures, handshakes, slogans, drawings, markings, etc.), membership in or affiliation with a gang.
3. Commit any act, which furthers gang activity, including but not limited to:
 - a. soliciting others for membership in any gang;
 - b. requesting any person to pay protection or otherwise intimidating or threatening any person;
 - c. inciting other students to act with physical violence upon any other person;
 - d. committing any other illegal act or other violation of school district policies.

Discipline for student violations of this policy will be in accord with the District Discipline Code of Conduct.

PENALTIES FOR VIOLATION

A student violating the school's policy on #1 or #2 above will be subject to the following:

1. Required to surrender any material or thing alleged to violate this policy to school officials;
 - a. conference with the building principal or his/her designee;
 - b. parental notification and/or conference with the building principal or his/her designee;

- c. notification to the police liaison officer for additional intervention and assistance;
- d. subsequent related violations of this policy will subject the student to suspension or expulsion. 2. A student violating the district's policy on #3 above may be suspended for up to 10 (ten) days and may be recommended for expulsion for up to one year and will be referred to the proper law enforcement agency.