

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

PRIMARY SCHOOL  
CODE OF CONDUCT

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## INTRODUCTION

The Board of Education believes that an effective School Discipline Program is an integral component within the education process. Discipline programs succeed when they identify and address the needs of all the participants. Certain rights and responsibilities 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 primary levels, 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 opportunity to reward appropriate behavior
5. Define the roles of related school services in dealing with students who cause problems
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 insure that the learning environment is one that enhances growth 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 provide 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
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 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 and dress is appropriate

#### RIGHTS

1. To ask questions and express concerns over their child's educational program and to know these will be dealt within a confidential manner
2. To be contacted and consulted 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 and secured when necessary for the benefit of their child
5. To expect that 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 (ie lining up, lunch, etc...)
2. To develop self-control, seek knowledge, and accept consequences for their actions
3. To follow the directions given by those in authority
4. To come to class prepared to learn

### 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 be treated with respect and dignity
5. To have individual learning needs and abilities met

### 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. Rev. Stat. Ch. 122 Par 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.

## ELEMENTARY CODE OF CONDUCT

The students and staff have the right to learn and work in a pleasant, safe, and orderly environment. To ensure these rights, the following has been established.

## RULES

Elementary students are required to do the following at all times:

1. Obey all classroom, lunch period, bus, and school safety rules
2. Be fair, kind and honest to others.
3. Use appropriate language
4. Do not throw anything.
5. No fighting, play-fighting, or hurting others.
6. Keep hands and feet to yourself.
7. Respect authorities both in school and at school sponsored activities.
8. Conduct themselves properly. Conduct unbecoming a District 16 student will not be tolerated. Appropriate disciplinary action as determined by the principal/disciplinarian will be taken, as necessary, for improper conduct.

## RECOGNITION POLICY

At the primary level it is critical to recognize positive contributions to school/classroom climate. Students who demonstrate positive behavioral and social skills may receive a variety of positive rewards, including:

- Verbal praise from teachers, administration.
- Written praise in the form of certificates.
- Reward structures as designed by classroom/specials/support teachers.

## ELECTRONIC DEVICES

Students are encouraged to leave electronic equipment at home. If a device is seen 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 primary buildings, electronic devices such as CD 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.

## CLOTHING

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

## SCHOOL DISCIPLINARY PROGRAM

The Code of Conduct is the basis for all classroom management programs. The conduct grades on the report card reflect student behavior in the classroom in relation to the Code of Conduct. Classroom misbehavior directly interrupts the educational process and is considered serious enough to warrant consequences without placement on the discipline program. There may come a time when, after all reasonable efforts have failed, the teacher and/or principal/disciplinarian finds it necessary to inform the student and parent/guardian that the next misbehavior will begin the School Disciplinary Program. In such cases, the School Discipline Program will be applied when:

- A. Classroom misbehavior continues despite teacher and parent attempts to remedy the situation.
- B. Misbehavior in class warrants procedures beyond the power of the teacher.
- C. Misbehavior occurs outside of the classroom.
- D. Misbehavior is of a grievous nature.

Further, it is possible that a severe violation of the Code of Conduct will begin the School Disciplinary Program regardless of past behavior. In such cases, the building principal/disciplinarian is responsible for initiating the program determining the appropriate action, and notifying the parent/guardian.

If repeated violations and/or serious violations occur, any or all of the following will occur:

- Student and principal/disciplinarian conference.
- Parent contact by phone, letter, and/or parent and principal/disciplinarian/teacher conference.
- Discussion of behavior alternatives.
- Discussion of behavior consequences.

Some possible consequences that may be chosen are:

1. After school detention.
2. Lunchtime detention
3. Loss of privileges.
4. Parent/guardian spend class time with student
5. Removal from class
6. Extended removal from class/in-school assignment.
7. Out-of-school suspension.
8. Expulsion.

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

## REMOVAL OF STUDENTS FROM CLASSROOM

As part of classroom management, the teacher may send a student to the office for disruptive behavior whether or not the student has been involved with the Code of Conduct. The office will be informed of the reason(s) for exclusion and provide supervision. The student must be allowed

to present an explanation for the behavior. Disruptive behavior is defined as behavior which interrupts and impedes the teaching/learning process. Examples include by are not limited to:

- A. Fighting
- B. Use of obscene or profane language B
- C. Rude and discourteous behavior
- D. Verbal harassment

The exclusion will last for a specified amount of time based on the severity of the behavior. If parents/guardians believe that the exclusion was improper and unjustified, the parents/guardians may request a review of the exclusion by the principal/disciplinarian. A meeting, to be attended by the teacher, parents/guardians, student and principal/disciplinarian shall be convened at the earliest possible time. Within two school days of the conclusion of the meeting, the principal/disciplinarian shall inform the parents/guardians and the teacher of his/her decision. In the event the principal/disciplinarian shall inform the parents/guardians and the teacher of his/her decision. In the event the principal/disciplinarian finds the action to have been unwarranted, all records pertaining to this incident shall be removed from the student's file, without adverse impact on the student grade or status.

#### OUT-OF-SCHOOL SUSPENSION

The school board has authorized the principal, 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 witness, 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 assignment.
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.

In this vein, it is strongly suggested that the parents/guardians 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, the school will make a recommendation to the Board of Education for expulsion principal and/or 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/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 parents/guardians 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 (1989 Para 10-22.6)] 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.