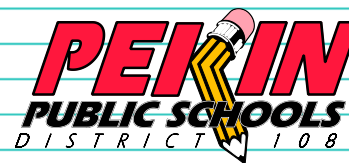


PRIMARY
Kindergarten – Grade 3

**DISCIPLINE
HANDBOOK
2023-2024**



Bus Rules

Eligibility for bus transportation will be determined by the principal. Students must live 1.5 miles from school by the shortest common route unless they live in a hazardous area as determined by the Illinois Department of Transportation. Questions regarding transportation should be directed to the building principal.

To ensure their own safety and that of others, students must obey the following regulations:

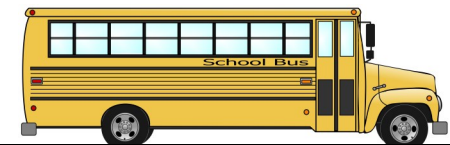
1. Follow your school code:

Pre-kindergarten	I CARE RULES
Primary	I CARE RULES
Jefferson	HAWKS
CB Smith	THE CARDINAL RULES
Intermediate	
Washington	R.E.S.P.E.C.T.
Wilson	S.C.O.R.E.
Junior High	
Broadmoor	ROAR4
Edison	3Rs

2. Stay safe by being seated, facing forward, and keeping everything inside (head, hands, arms, and things).
3. Board and exit only on the assigned bus at the assigned stop.
4. No open food or drink containers on the bus.

Depending on the severity of the violation, students will be given one warning, and they will receive a write-up on the second violation.

Students are under the jurisdiction of the school while at the bus stop and while riding the bus. The bus driver is in complete charge at all times. He or she is responsible for the safety of the students and is required to report any infraction of the rules to the school principal. Students who repeatedly violate regulations may be suspended by the principal from riding the bus. Parents or guardians will be notified of any reported bus infractions by their child.



ATTENDANCE PROCEDURES

Students are required by Illinois State Law and Pekin City Ordinance to be regular in attendance at school. Attendance is vital to every student's success. It is a fact that students who attend school regularly learn more than students who frequently miss school.

All students are required to attend school in the attendance center in which they have been assigned by official action. Schools are required to classify every student absence as either excused or truant. The following are acceptable reasons to classify absences as excused:

- pupil illness
- bereavement
- quarantine
- family emergencies
- religious holidays
- medical appointments
- court appearances
- other reason with approval of principal

Parents should call the school office by 9:00 AM of each day the student is absent. Failure to do so will prompt the school to contact the parent by phone. If phone contact cannot be made, then a letter will be sent. Parental written or verbal communications will be accepted as evidence to excuse all absences, except as follows:

- If a student misses school for three (3) consecutive days, he or she will be considered truant from the first day unless the principal receives acceptable evidence substantiating a medical or psychological necessity for the absence.
- If at any point of the year a student achieves a 5% rate (9 days) of absence, then the principal will evaluate all of that student's absences for acceptable evidence of medical or psychological necessity, as noted above.

After district daily absence procedures are followed, all remaining unexcused absences will be classified as truancies. NOTE: Under Pekin ordinances, principals will ask Pekin Police to issue a truant ticket requiring the student and parent to appear in Tazewell County Court.

Excused Absence– Parental written or verbal communications will be accepted as evidence to excuse all absences, except for absences longer than three consecutive days, chronic absence, or absences for which the principal has reason to suspect truancy.

Truant - Absent from school without valid cause for any portion of a school day. Used as evidence for Pekin Police to issue a truant ticket, for the court to impose fines, and for the court to impose consequences for contempt.

Chronic– A student that has missed 5% (9 days) of total attendance days to date is considered chronically absent. If any of those days were without acceptable evidence of medical or psychological necessity, the student is considered chronically truant.

Absences Longer than 3 Consecutive Days – Absences longer than three consecutive days will be considered truant from the first day. All days in such an absence may be reclassified as excused if evidence is presented substantiating medical or psychological necessity.

Introduction To Parents -

This booklet describes the school's discipline guidelines. It tells about the rules of the school, the kind of behavior that is expected of students, and the rights and responsibilities of teachers, parents, and students. Your child's teacher will discuss this booklet with the class. After your child understands his or her rights and responsibilities, he/she will sign the **Teacher/Student Contract**. Please review this handbook with your child.

Discipline is not a punishment. It is teaching students how to be responsible for their own behavior. However, if a student chooses to misbehave, the consequences as a result of that choice are outlined in this handbook.

One of the most important responsibilities schools have is to establish a positive, caring, nurturing, cooperative classroom climate that contributes to learning. Students have the responsibility to be accountable for appropriate behavior at all times during the school day.





Philosophy of Discipline -

Pekin Public Schools District 108 is committed to the goal of a positive, effective, and orderly process of instruction. Members of the Board of Education, central office personnel, school administrators, teachers, parents, support personnel, and students assume their share of the responsibility for the attainment of this goal.

The parent is the child's first teacher and remains the most important teacher throughout the formative years. It must be recognized from the outset that schools and parents should be active partners in preparing students for their role in our society.

SMOKE FREE SCHOOLS

No person on school property or at a school event shall smoke or otherwise use tobacco products. (Board Policy 8:30, Community Relations; Pro Children Act of 1995, 20 U.S.C.)

PARENTAL RIGHTS TO ATTEND SCHOOL CONFERENCES

An employer must grant an employee leave of up to a total of 8 hours during any school year...to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during nonworking hours. (820 ILCS 147/15, Sec. 15(a))

ACCESS TO THE INTERNET

District 108 makes the Internet available as a tool for life-long learning. The use of the District's Internet is a privilege, not a right. Any student who violates the District's Internet policies and Procedures will lose privileges, suffer disciplinary actions, and/or be referred to legal authorities. (Board Policy 6:235, Access to Electronic Networks)

SEARCH AND SEIZURE

To maintain order and safety, school authorities may search anywhere on school property, including the search of students and their personal effects. Any evidence that a student has violated either the law or school rules will be seized. When appropriate, evidence may be transferred to law enforcement authorities. (Board Policy 7:140, Search and Seizure)

PUBLICATIONS

Students are prohibited from accessing and/or distributing at school any non-school written or electronic material, including materials from the Internet, without prior approval of the school. (Board Policy 7:310, Publications)

PREVENTING BULLYING, INTIMIDATION, AND HARASSMENT

No person shall engage in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct. (Board Policy 7:180, Preventing Bullying, Intimidation, and Harassment, 7:190, Student Discipline)

Legal Notices and Policy Statements

ENFORCEABLE LOCATIONS

This handbook applies whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On school grounds at any time;
2. Off school grounds at a school-sponsored activity or event;
3. Traveling to or from school or a school activity;
4. Anywhere, if the behavior may reasonably be considered a threat or intimidation of school staff, or interference with school purposes.*

(Board Policy 7:190, Student Discipline)

*The courts have determined that the Discipline Handbook may apply to student activities on the Internet, whether accessed at school or elsewhere, if misbehavior interferes with the rights of others or causes a substantial disruption of school activities.

POLICE AND OTHER LEGAL AUTHORITIES

Police, Department of Children and Family Services, and other legal authorities may compel student interviews without prior notification of parents. Administrators may invite legal authorities to help investigate suspected misbehaviors or illegal activities. (Board Policy 7:150, Agency and Police Interviews)

CORPORAL PUNISHMENT

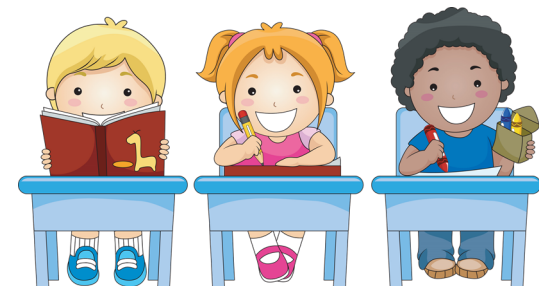
Corporal punishment shall not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property. (Board Policy 7:190, Student Discipline; § 105 ILCS 5/24-24. Maintenance of discipline)

GUN FREE SCHOOLS

A student who uses, possesses, controls, or transfers a weapon, or any object that can reasonably be considered, or looks like, a weapon, shall be expelled for at least one calendar year, but no more than 2 calendar years. (Board Policy 7:190, Student Discipline; Gun-Free Schools Act, 20 U.S.C.)

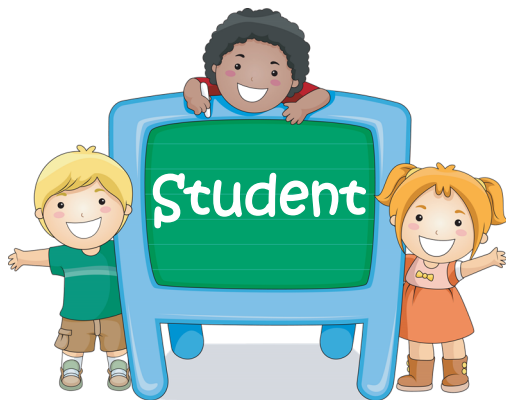
School Rules -

- ✍ Listening skills help children get to know each other, their environment, and to acquire new knowledge.
- ✍ Children learn that cooperation creates a friendly and productive school.
- ✍ Learning to talk to each other with respect forms the basis for constructive communication.
- ✍ Talking about feelings helps children accept and express emotions and to deal constructively with them. They learn to respect the feelings of others.
- ✍ Being responsible means not blaming others for what we do. Being responsible means trying to solve conflicts fairly.



STUDENT Rights and Responsibilities -

RIGHTS	RESPONSIBILITIES
You have the right to expect that you will be treated respectfully, impartially, and fairly	You have the responsibility to treat others, both students and school staff, in the same way
You have the right to a safe place to learn free of violence and disruption	It is your responsibility to follow the district and school discipline guidelines, and to be responsible for your own actions
You have the right to a meaningful learning experience with an appropriate and challenging curriculum	You have the responsibility to attain the best possible level of academic achievement
You have the right to adult representation and due process in matters of disciplinary action	It is your responsibility to respect the rights and property of other students and all adults



DISCIPLINE OF SPECIAL EDUCATION STUDENTS -

Special education students who violate disciplinary rules and regulations will be disciplined in accordance with the District's regular students' disciplinary policies and procedures, unless the behavior is attributable to the student's handicapping conditions. Parents of special education students should refer to *Parents' Rights in Brief* from the Illinois State Board of Education.

It is the purpose of Pekin Public Schools District 108 to comply with P.A. 89-191 on the use of behavioral interventions for students with disabilities. The fundamental principle of the policy is that non-aversive or positive interventions designed to develop and strengthen desirable behaviors should be used to the maximum extent possible and are preferable to the use of adverse and more restrictive procedures. All of the procedural protection available to students with disabilities and their parents under the Individuals With Disabilities Education Improvement Act of 2004 (IDEA), including notice and consent, opportunity for participation in meetings, and the right to appeal shall be observed when implementing/developing behavioral interventions.

Copies of the procedures, in entirety, will be given to parents or guardians at the beginning of the school year or after entering school.



LEVEL TWO

Discipline for Level Two Misconduct:

Definition:

Behaviors that disrupt the learning climate of the classroom, school, and/or bus operation.

Referring person:

Principal, teacher, staff member or support personnel (classroom assistants), secretary, custodian, lunchroom/playground supervisor, or bus personnel, etc.

Consequences:

The student is immediately referred to the principal for disciplinary action. The principal will meet with the student and/or personnel to determine the consequence(s). A proper and accurate record of the offense and disciplinary action taken will be maintained by the principal.

Examples of Level Two Misconduct:

- Continued Level One acts of misconduct
- Truancy and/or unnecessary, excessive absenteeism
- Forgery or the use of forged notes/excuses
- Disrespect or insubordination (refusal to cooperate)
- Giving a false name or refusal to identify self
- Fighting
- Continued bus misconduct
- Verbal abuse
- Stealing
- Continued playground or lunchroom misconduct
- Failure to comply with consequences
- Internet use violation

Consequences which may occur for any given offense:

- Conference with student
- Conference with parents (phone or in person)
- Detention (recess or after school)
- Time out room/temporary in-school education center
- Withdrawal of privileges
- Suspension from school (not to exceed 10 school days)
- Referral to proper authority/agency



The lists above are intended to provide examples of misconduct and consequences appropriate to this level. Teachers and principals may determine that misbehaviors not listed also qualify for this level. Teachers and principals may impose more than one consequence from the list and/or impose comparable consequences not listed here.



PARENT Rights and Responsibilities -

RIGHTS

RESPONSIBILITIES

You have the right to expect to be provided with a written code of student behavioral expectations



It is your responsibility to help your children understand the behavioral expectations and to reinforce the fact that they are responsible for their actions

You have the right to be notified if your child violates the expectations, and to share in your child's right to due process

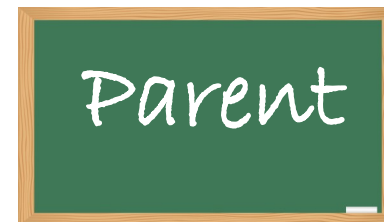


You have the responsibility to recognize that schools must make decisions regarding discipline and conduct and that parental cooperation is necessary concerning actions taken in the best interest of the child

You have the right to expect periodic updates on your child's academic, social, and behavioral activities and progress as well as reasonable access to any school records pertaining to your child



It is your responsibility to take an active interest in your child's activities and progress, and to facilitate their success in any way possible (ex. regular attendance, responsible study habits, health examinations, etc...)



TEACHER Rights and Responsibilities

RIGHTS

RESPONSIBILITIES

You have the right to expect to be treated in a respectful manner	→ You have the responsibility to model and teach respect for others
You have the right to be protected from physical harm, theft, or destruction of personal/school property	→ It is your responsibility to model and teach respect for personal and community property
You have the right to expect students to work up to their potential	→ It is your responsibility to provide the best possible education through a nurturing and cooperative classroom climate, motivational teaching strategies and activities, and positive reinforcement
You have the right to exclude students from activities when they are misbehaving	→ You have the responsibility to model, teach, and discuss the rules. Then post, distribute, and enforce these rules and consequences throughout the school year in a fair and consistent manner
You have the right to call for a parent/teacher conference when appropriate	→ It is your responsibility to talk with staff, parents, and students when necessary



LEVEL ONE

Discipline for Level One Misconduct:

Definition:

Acts that are minor but interfere with normal classroom operation, school operation, and/or bus operation.

Referring person:

Principal, teacher, staff member or support personnel (classroom assistants), secretary, custodian, lunchroom/playground supervisor, or bus personnel, etc.

Consequences:

Whenever a consequence extends beyond the classroom and/or the regular school day, a proper and accurate record of the offense and disciplinary action will be maintained by the referring person.

Examples of Level One Misconduct:

- Classroom disturbance
- Dishonesty
- Failure to carry out directions (homework included)
- Tardiness
- Playground misconduct
- Lunchroom misconduct
- Bus misconduct
- Defiance

Consequences which may occur for any given offense:

- Notification of unacceptable behavior
- Classroom Management Plan
- Conference with student and/or verbal reprimand
- Conference with parents (by phone or in person)
- Withdrawal of privileges
- Detention (recess or after school)
- Behavioral contract
- Counseling
- Temporary removal from classroom



The lists above are intended to provide examples of misconduct and consequences appropriate to this level. Teachers and principals may determine that misbehaviors not listed also qualify for this level. Teachers and principals may impose more than one consequence from the list and/or impose comparable consequences not listed here.