

# Code of Conduct

Responsible citizenship is the result of responsible choices and conduct. In an effort to prepare the students, parents, staff, and Board of Education with the skills to achieve their goals and flourish as responsible, caring citizens in a global community, District 95 will provide knowledge regarding responsible citizenship. Therefore, this Code of Conduct will assist the student, parents, staff, and Board of Education to realize they have the right to make choices, are responsible for their choices, and understand there are consequences (favorable and unfavorable) for their choices.

## Code of Conduct Expectations

- Everyone is entitled to a safe, secure, orderly environment in which to learn and work.
- Student growth is dependent upon positive and successful school experiences.
- Discipline is a shared responsibility: Students and adults are both responsible for an orderly, safe, equitable learning environment.
- Actions are what we have chosen to do; actions are a product of choices.
- High expectations and courteous, respectful behavior, on the part of all. Foster a climate of achievement.

*These expectations are in effect at all events sponsored by the Lake Zurich Community Unit School District 95, i.e. off-campus events, on the way to and from school, and school-sponsored transportation. Individual school officials and staff may develop more specific rules for students. The rules must also be consistent with Board policy and philosophy.*

## Student Rights and Responsibilities

### Rights

- To be treated with honesty, respect and trust.
- To be informed of student responsibilities, rights, and discipline policies.
- To be given the opportunity to be heard as well as have witnesses speak on one's behalf.
- To be challenged academically.
- To be transported in a safe manner.
- To pursue a successful education without disruption.
- To discuss educational concerns with teachers and other staff.
- To receive fair and equitable treatment without discrimination in every aspect of the educational system.
- To expect cultural respect and understanding.
- To expect learning to be relevant to life.
- To equitably participate in courses and co-curricular activities that promote individual skills and talents.

### Responsibilities

- To be an active listener.
- To be a participating learner.
- To be culturally sensitive and respect cultural diversity.
- To become a productive citizen.
- To demonstrate honesty, respect, and trust.
- To resolve problems and issues while providing dignity for all.
- To recognize when personal actions are interfering with the rights, personal space, feelings, and property of others.
- To develop a sense of responsibility for personal choices.
- To succeed in school by working to the best of one's ability.
- To attend school regularly, arrive on time, and bring supplies.
- To follow discipline guidelines adopted by the District, as well as one's school and class.
- To ask for help when in need of assistance.
- To act in a courteous and responsible manner in all school related activities.

## Parents Rights and Responsibilities

### Rights

- To be treated with honesty, respect, and trust.
  - To be informed of the Code of Conduct and appeal process.
  - To be informed and receive explanations of academic progress and behavior.
  - To be consulted as soon as possible when decisions are made that affect one's child.
  - To expect school to be a safe place of learning.
  - To expect children to be challenged academically and to learn.
  - To expect cultural respect and understanding.
  - To view records and visit school in accordance with Board of Education policy.
  - To request and be granted conferences with school personnel.
- To express feelings constructively and with respect.

### Responsibilities

- To demonstrate honesty, respect, and trust.
- To assist children in developing, pursuing, and achieving personally meaningful goals.
- To assist children in learning how to make choices and deal with the consequences.
- To expose children to extended learning activities.
- To encourage and support children in community service projects.
- To communicate an expectation to achieve in every class.
- To praise children for effort, improvement, and achievement.
- To act in a courteous and responsible manner in *all* school related activities.
- To act as partners with school staff for improving student learning and behavior.
- To abide by state laws regarding attendance.
- To provide a regular place to do homework.
- To provide the school with accurate home and emergency phone numbers.
- To be culturally sensitive and to instill this in children.
- To be an active listener and learner.
- To follow discipline guidelines adopted by the District.
- To initiate contact proactively with school personnel regarding student issues.

## Staff Rights and Responsibilities

### Rights

- To be treated with honesty, respect, and trust.
- To be supported by other staff and parent/guardians.
- To be informed of and/or present at student/parent/administrator conferences.
- To be involved in the decision-making process for the school district.
- To be provided with resources necessary to carry out responsibilities.
- To work in a positive atmosphere for learning and teaching.
- To work in an atmosphere free from verbal or physical threats and abuse.
- To work in partnership with others.
- To expect cultural respect and understanding.
- To participate with parents, community, and staff in school decisions.
- To have a safe working environment (includes school bus).
- To be informed of the Code of Conduct and appeal process.

### Responsibilities

- To demonstrate honesty, respect, and trust.
- To academically challenge students.
- To provide learning for students in an equitable manner.
- To establish and maintain an environment where all may learn.
- To recognize and work with students who have various learning styles.
- To respect the rights, dignity, and confidentiality of students, parents/guardians, and other staff.
- To inform and consult parent/guardians in assessing the needs and progress of students.
- To initiate parent contact in support of academic or behavioral changes.
- To be proactive toward resolving issues.
- To be culturally sensitive and respect cultural diversity.
- To be fair, equitable, and consistent in all interactions.
- To be responsive to student needs.
- To follow discipline guidelines adopted by the District.
- To act in a courteous and responsible manner in *all* school related activities.
- To empower students to be personally responsible.
- To implement approved and accepted teaching and assessment practices.
- To develop, communicate, and enforce clear behavioral and learning expectations.

## Student Discipline

All standards of conduct will apply during school hours and at any school-sponsored event regardless of time or location.

Fair and equitable discipline is intended to protect the rights and privileges of all persons, in all matters relating to the conduct of the school. Principals, teachers, bus drivers, and ESP staff stand in loco parentis\*, that is, in the supervision of students in the absence of parent/guardian.

The teaching of self-discipline (responsibility for a person's own actions) is a goal of the Lake Zurich Community Unit School District 95 Code of Conduct. To ensure that students exhibit appropriate behavior and performance, it is the school's responsibility to implement a program for teaching a system of essential rules and to administer just and constructive corrective measures. Should corrective measures be necessary, the following will be considered:

- Student's age.
- Ability-functioning level.
- Seriousness of the offense.
- Frequency of the inappropriate behavior.
- Circumstances and intent-including family circumstances and/or home environment situations.
- Potential effect of the misconduct on the school environment.
- Relationship of the behavior to any disabling condition.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably product physical or physiological harm to someone else. The Superintendent or designee shall ensure that the parent(s)/guardian(s) of a student who engages in aggressive behavior are notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension\* or expulsion\*, for such behavior.

\*Please see the glossary for term definitions.

### Conduct on School Buses

Student Safety is the primary concern of the Lake Zurich Community Unit School District #95 Transportation Department. Misbehavior on school vehicles poses a threat to the safety of everyone on the roadway. Laws and regulations have been established to insure the safety of students and drivers on District owned/ operated vehicles.

Please refer to pages 15 through 17 for specific information concerning transportation discipline.

### Dress Standards

Dress and grooming should place an emphasis on neatness, cleanliness, and modesty. It must not disrupt the education process, interfere with the maintenance of a positive teaching/learning environment, nor compromise reasonable standards of health, safety, and decency.

- Inappropriate revealing clothing should not be worn to school.
- Headgear; such as caps/hats, bandanas, or sunglasses are inappropriate.
- Footwear is required.
- Offensive or obscene clothing will not be worn to school, including, but not limited to, slogans or logos that depict: controlled substances: alcohol, drugs, and tobacco. Foul, profane, vulgar, or abusive language, sexual overtones and innuendoes, violence and weapons, or gang-related clothing or paraphernalia are not permitted.
- Personal appearance that interferes with the instructional process, or promotes discrimination and/or harassment is not permitted.

## Level 1

*The resolution of Level 1 behaviors is primarily the responsibility of teachers, school personnel, and parent/guardians. Notification of parent/guardian may occur. Administrative and parental assistance can be initiated without engaging the formal referral process. Level 1 behaviors include, but are not limited to the following:*

### Behavior

- Cheating/Plagiarism
- Derogatory remarks\*
- Disrespect and disobedience\*
- Distracting \* others, Excessive and/or loud talking
- Excessive tardiness
- Failure to do assigned work
- Failure to bring necessary materials to class
- Failure to pay school fines, fund-raising commitment, or return equipment/materials
- Forging\* or altering school form/documents
- Inattentiveness\* (age appropriate\*)
- Inappropriate dress
- Inappropriate use of cellular phones
- Inappropriate gestures\*/obscenity and/or profanity\*
- Inappropriate physical contact/displays of affection\*
- Leaving the building/school grounds without permission\*
- Littering\*
- Loitering\*
- Possession\* of electronic signaling devices\*
- Possession of fake identification/failure to carry school I.D.
- Pushing or shoving\*
- Throwing objects

## Level 1

*The following interventions may be used to address Level 1 behaviors. The use of multiple interventions should include parent contact.*

### Intervention

- Apology letter (acknowledge and accept responsibility for actions)
- Assigned school service relative to behavior
- Behavioral contracts\*/ behavior management plans
- Brief hall conference with student
- Classroom activity exclusion
- Classroom behavioral management plan\*
- Classroom meeting
- Conference\*
- Consultation/intervention with other teachers/counselors/school personnel/outside resources
- Contact with parent/guardian\* (site, phone, letter, visit, e-mail)
- Controlled ignoring
- Cooling off or time out
- Detention\*
- Grade adjustment (cheating/plagiarism)
- Incentives/positive reinforcements
- Nonverbal correction\*
- Peer mediation\*
- Review classroom/school rules
- Seating change
- Supportive confrontation\*
- Temporary alternative placement\* (another class)
- Temporary removal of items that disrupt
- Verbal correction\*
- Withdrawal of privileges

*Documented evidence of persist behaviors, appropriate interventions, and administrative dialogue and approval may move the matter to Level 2*

*In all levels, the selection of interventions should reflect consideration of circumstances on page 11 of this code.*

## Level 2

Interventions are the responsibility of school-based administration, with assistance from teachers, school personnel, and parents. One or more interventions may be utilized. Level 2 behaviors include, but are not limited to the following:

### Behavior

*As fighting among older students presents a greater risk physical harm to bystanders and school personnel, as well as the combatants and other participants, the administrator may elevate a first occurrence of fighting to Level 3.*

- Persistent\* Level 1 behaviors
- Altering/destruction of school records
- Bullying/threats/intimidation\*
- Cheating/plagiarism
- Computer violation\*
- Damage to property\*
- Discriminatory conduct
- Distribution/possession, exhibition of offensive\* or harmful materials\*
- Failing to attend the assigned discipline program
- Fighting\*
- Fireworks/incendiary objects\*
- Gambling\*
- Gang-related activity
- Gross disobedience
- Harassment/hazing\*
- Leaving the building /school grounds without permission
- Physical abuse\*
- Possession\* of stolen property
- Reckless behavior
- Sexual harassment
- Sexual misconduct
- Temper tantrum\*/ out of control behavior
- Theft\*
- Trespassing\*
- Truancy\*
- Use/possession/distribution/or selling of tobacco materials\*

Level 2 interventions include, but are not limited to the following:

### Intervention

- Peer mediation
- Up to 3 days of detention before/after school
- Saturday detention\*
- Parent/guardian conference with school personnel
- Up to 5 days of in-school suspension\*
- Referral to outside agency or authority
- Restitution\*
- Consultation/referral to police agency/ordinance citation and possible arrest
- Alternate educational program\* (off-site)
- Recommendation for expulsion
- Drop from class and loss of credits
- Withdrawal of privileges

## Level 3

These interventions are the responsibility of school-based administration and central office personnel, with assistance from teachers, school personnel, and parents. Level 3 behaviors include, but are not limited to the following:

### Behavior

- Persistent Level 2 behaviors
- Arson/attempted arson\*
- Battery\*
- Bomb threats\*
- Burglary\*
- Distribution, sale, use, and/or possession of alcohol, non-prescriptive drugs\* and/or drug paraphernalia
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any disruptive activity
- Extortion\*
- Fighting
- Gang-related activity
- Group violence
- Harassment/hazing
- Indecent exposure
- Inciting violent acts
- Interference with school personnel\*
- Misuse of fire alarms\*
- Possession, use or transporting explosives\* or hazardous materials
- Sexual harassment\*
- Sexual misconduct\*
- Staff assault
- Terrorist threat\*
- Threats/intimidation/bullying
- Threats with a weapon\*
- Use/possession of a weapon
- Use of a legitimate tool as a weapon\*

Any or all of the following interventions may be used to address Level 3 behaviors. One or more interventions may be utilized. Board of Education action may also be necessary.

### Intervention

- Parent/guardian conference with administrator/teacher
- Up to 10 days of in-school suspension
- Up to 10 days of out-of-school suspension
- Referral to outside agency or authority
- Restitution
- Alternate educational placement (off-site)
- Recommendation for expulsion
- Consultation/referral to police agency/ordinance citation and possible arrest
- Withdrawal of privileges

- Vandalism

## **Student Suspension Legal Authority**

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspensions, which is appropriate and in accordance with the policies and rules on student discipline. All school personnel may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense of property. A student may be removed from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The School Board may suspend a student from riding the bus in excess of 10 days for safety reasons.

### **General Procedures for Suspension**

1. Before suspension, the student shall be provided a pre-suspension conference during which the charges will be explained and the student will be given an opportunity to respond to the charges.
2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as is practicable.
3. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule which was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension. A copy of a notice shall be given to the Board of Education.
4. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board of Education or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel provided at their own expense. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take action as it finds appropriate.

### **Student Expulsion**

Expulsion is the most severe punishment a school system may use. The Board may expel a student up to two years. A student who is determined to have brought to school a weapon, as defined by Section 921 of Title 18, United States Code (generally defined as firearms), shall be expelled for a period of not less than one calendar year. Expelled students may not enroll in or attend any educational program operated by the school district. Expulsion periods may be modified by the Superintendent.

### **General Procedures for Expulsion**

1. Before expulsion, the student and parent(s)/guardian(s) shall be provided written notice of the time, place, and purpose of a hearing by registered or certified mail requesting the appearance of the parent(s)/guardian(s). If requested, the student shall have a hearing, at the time and place designated in the notice, conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed by the Board, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
2. During the expulsion hearing, the student and his or her parent(s)/guardian(s) may be represented by counsel, present witnesses, and other evidence and cross-examine witnesses. At the expulsion hearing, the Board or hearing officer shall hear evidence of whether the student is guilty of the gross disobedience or misconduct as charged. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

### **Conditions of Expulsion**

- A. A student may not receive course credit for the semester in which the expulsion occurs.
- B. In the event of an expulsion, the school will notify the parent(s)/guardian(s) and student of available private education options.
- C. Expelled students may be readmitted to Lake Zurich Community Unit School District #95 after the period of expulsion.
- D. A student with an identified disability may be expelled for engaging in conduct that would warrant such action for a non-disabled student if the misconduct is not related to the disabling condition.

## Discipline of Students with Disabilities

Discipline of students under the IDEA Regulations involves a system of balances between the student's procedural safeguards and the school district's interest in maintaining efficient and safe educational programs and environments. The regulations include student procedural safeguards, authorities of school district officials, and systems to protect the rights of both students and school districts. Throughout the regulations, the discipline afforded to students with disabilities is linked to the discipline that would be applied to students without disabilities. Students with disabilities have additional safeguards.

For specific Special Education procedures, please refer to the *Misconduct by Students with Disabilities*, section 13 of Special Education procedures titled *Behavior Intervention Discipline*. See also Board of Education policy 7:230 Misconduct by Students with Disabilities, available on the district website and in every building.

### **Corporal Punishment**

Corporal punishment\* is inflicting bodily harm upon an individual for disciplinary purposes. Lake Zurich Community Unit School District #95 does not believe corporal punishment is an effective means of enforcing or maintaining proper student behavior, therefore corporal punishment is prohibited. However, reasonable force to prevent bodily harm to one's self or others is not prohibited.

## Transportation Code of Conduct

### **SAFETY IS THE #1 PRIORITY IN TRANSPORTING STUDENTS**

Safety is the first priority while transporting students to and from school. School bus drivers stand *in loco parentis*, that is, in the supervision of students in the absence of parent(s)/guardian(s) and are a key link to the educational process. They have a great deal of responsibility when driving the bus and must have full cooperation of all students to ensure *everyone's safety*.

All standards of conduct as outlined in this section of the District's Code of Conduct will apply while students are on the school bus regardless of time or location. Any behavior on a bus that would endanger the well being of the students, the bus driver, or the general public may result in a loss of bus riding privileges. Behaviors that distract the bus driver from watching the road may cause an unsafe bus ride and increase the possibility of an accident. *Even Level 1 behaviors can create an immediate danger and can be treated as Level II and III behavior depending on the result of the behavior and the severity of the incident.*

School bus drivers must be able to concentrate on driving at all times. A momentary distraction from concentration on the road can lead to a serious accident resulting in injury and/or death. The safety and well being of each student depends on everyone following the standards of conduct. I

### **Intervention**

#### **BY THE SCHOOL BUS DRIVER**

The first priority of the bus driver is driving the bus safely. Any behavior that threatens the safety of students, the driver, or the general public will result in an intervention. The bus driver is responsible for assigning every student a seat (K-8), and making sure students sit in their assigned seats. Bus drivers will use any of the following interventions each time a Level 1, 2, or 3 behavior occurs. As many of the following interventions as appropriate and necessary may be attempted before a bus referral is written:

- Verbal correction
- Stopping the bus and verbal corrections
- Brief conference with student (on bus)
- Seating change (temporary or long term)
- Behavior contract
- Conference
- Consultation/intervention with Transportation Supervisor
- Contact parent(s)/guardian(s) by transportation personnel
- Incentives/positive reinforcement
- Review posted bus rules
- Bus Rules Activity sent home
- Temporary removal of items that disrupt

## Transportation – Level 1

The following behaviors cause an unsafe condition on the bus and cannot continue.

School Bus drivers must intervene each time these behaviors occur.

### Behavior

- Bringing inappropriate items on the bus
- Failure to clear the aisle while others are loading/unloading
- Failure to sit in assigned seat
- Late to bus stop\*
- Littering

### Intervention

The resolution of Level 1 behaviors is primarily the responsibility of bus drivers, transportation supervisors, and parent(s)/guardian(s). However, whenever a student repeats Level 1 behaviors over several days and does not change after multiple interventions by the bus driver, a referral will be written and school-based administration will intervene. To ensure everyone's safety on the bus, certain interventions must be applied and any other interventions may be applied as appropriate with each referral as indicated below. Additional intervention steps may be utilized with regard to the student's age and ability functioning level. In each occurrence, the administrator/designee will have a conference with the student and make parental notification (by phone and/or sending/ mailing a copy of the referral home). The following interventions may be used to address Level 1 behaviors:

- Review school bus rules with the student
- Parental notification
- Detention
- Restitution
- Conference with principal, parent, student, and transportation personnel

## Transportation – Level 2

The following behaviors cause an unsafe condition on the bus and cannot continue.

School Bus drivers must intervene each time these behaviors occur.

### Behavior

- Persistent Level 1 behaviors (see above listing)
- Excessive noise
- Failure to remain seated
- Improper/loading/unloading/crossing
- Throwing objects inside/outside bus
- Spitting

### Intervention

Level II interventions are the responsibility of school based administration, with assistance from transportation supervisors, bus drivers, school personnel, and parents. To ensure everyone's safety on the bus, certain interventions must be applied, and any other interventions may be applied as appropriate with each referral as indicated below. Additional intervention steps may be utilized with regard to student's age and ability functioning level. In each occurrence, the administrator/designee will have a conference with the student, and make parental notification (by phone and/or sending/ mailing a copy of the referral home). The following interventions may be used to address Level II behaviors:

- Review school bus rules with the student
- Parental notification
- Detention
- Restitution
- Conference with principal, parent, student, and transportation personnel
- Loss of bus riding privileges up to 5 days
- Out of School Suspension up to 5 days
- Referral to outside agency or authority

- Consultation/referral to police agency/ordinance citation/and possible arrest

### **Transportation – Level 3**

The following behaviors cause an unsafe condition on the bus and cannot continue. School Bus drivers must intervene each time these behaviors occur. Please also refer to behaviors listed for Level I and Level II

#### **Behavior**

- Repeated Level II behaviors
- Failure to remain inside of windows of bus
- Improper use of a school bus emergency exit
- Other matters as covered by Illinois School Code or State Law

#### **Intervention**

Level III interventions are the responsibility of school-based administration and central office personnel, with assistance from transportation personnel, bus drivers, school personnel and parents. Level III behaviors create an extremely dangerous situation on a school bus and will be dealt with in regards to safety following these interventions.

- Review school bus rules with the student
- Parental notification
- Detention
- Restitution
- Conference with principal, parent, student, and transportation personnel
- Loss of bus riding privileges up to 5 days
- Out of School Suspension up to 5 days
- Referral to outside agency or authority
- Expulsion from transportation
- Expulsion from school
- Consultation/referral to police agency/ordinance citation/and possible arrest

### **Transportation Discipline of Students with Disabilities**

Assuring the safety of students with disabilities is a priority in the transportation department. In order to do so, pertinent information about the student must be shared in confidence with the transportation department so the bus driver is aware of any disabilities or special circumstances about each student. This will empower the driver to intervene properly if the student misbehaves and to ask for the necessary assistance in an emergency.

Intervention should be made according to the Transportation Section of the Discipline Code and the student's individual Education Plan (IEP\*). If a student's behavior causes a continuous safety hazard, a behavior management plan should be written and/or updated to include specific interventions to be used on the school bus. One student's behavior cannot be allowed to jeopardize the safety of the students on the bus, the driver, and the general public.

### **Field Trips and Extra Curricular Activities**

All individuals must abide by the safety rules of the bus at all times. Intervention for inappropriate behaviors on a field trip and/or extra-curricular activities must come immediately from the school personnel in charge. If the behavior continues, the school bus driver must intervene. A referral should be written if the student does not respond to the interventions and progressive discipline must occur according to the Code of Conduct.

Interventions should be made according to the transportation section of the Discipline Code and the student's Individual Education Plan (IEP\*) **if appropriate.**

## **Code of Conduct - Glossary**

**AGE APPROPRIATE** – Able to be understood or appreciated by someone at a certain age, in a language they can understand.

**ALTERNATIVE EDUCATIONAL PLACEMENT** – An educational and rehabilitative program to provide an alternative for students facing repeated out of school suspensions or expulsion

**ARSON/ATTEMPTED ARSON** – By means of fire, cause harm to property or any person, or participate in or enable the burning of property of any person. Level 3

**BATTERY** – Use of excessive force causing bodily harm to another person. Level 3

**BEHAVIORAL CONTRACT** – Formal or informal agreement between a student, teacher, and parent stating behavioral expectation and positive and negative consequences. Usually in written form.

**BOMB THREAT** – Reporting to school, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is present on or near school property. Level 3

**BULLYING/THREATS AND INTIMIDATION** – An expression of word or deed to threaten or inflict physical or emotional pain on another to prevent them from acting in accordance with personal choice or school policies. Level 2

**BURGLARY** – Unauthorized entry into a building that involves theft. Level 3

**CLASSROOM BEHAVIORAL MANAGEMENT PLAN** – A plan developed by teachers and students that outlines classroom rights and responsibilities. The plan should be submitted to building administration.

**COMPUTER VANDALISM** – Deliberate destruction or harm to district computer software, stored data, or hardware. Examples include: installation of a computer “virus”, unauthorized modification of software, changing district stored information or Web sites, deliberate damage of hardware. Level 2

**COMPUTER VIOLATIONS** - Unauthorized installation, copying or modification of computer programs, or stored information. Opening unauthorized web sites. “Hacking”. Level 2

**CONFERENCE** – A meeting involving the student, parent, counselor, transportation personnel, school personnel, and/or administrators.

**CONTACT WITH PARENT(S)/GUARDIAN(S)** – Contact of the parent(s)/guardian(s) through a meeting, telephone call, email, or letter to support student performance.

**CORPORAL PUNISHMENT** – Inflicting bodily harm upon an individual for disciplinary purposes. Corporal punishment is expressly prohibited throughout Lake Zurich Community Unit School District 95. However, reasonable force to prevent bodily harm to one’s self or others is not prohibited.

**CULTURE** – Ways of life of individuals or a group of individuals.

**DAMAGE TO PROPERTY** – Causing damage to or defacing school or property of others. This includes “computer hacking” which is defined as damage to or unauthorized use of hardware and/or software. Level 2

**DEROGATORY REMARK** – Use of religious, disability, sexual, ethnic or racial slurs, pictures, objects, gestures, etc. Level 1

**DETENTION** – Keeping a student before or after regular school hours for a reasonable time or detaining a student during school hours, such as lunch time.

**DISCRIMINATORY CONDUCT** – Using words, pictures, objects, gestures, or other actions demeaning to any religious, disabled, ethnic, or racial individual or group. Level 2

**DISOBEDIENCE** – Refusal or failure to comply with a direction or instruction of a staff member. Level 1

## **Code of Conduct - Glossary**

**DISTRACTION** – Actions that divert the concentration or attention of others.

**DRUGS/ALCOHOL** – Selling, giving, possessing, having under one's control, or using any controlled substance or alcoholic beverage. Possession or control means on one's person or in a locker, car, desk, or hidden in any location on or next to school property. Also includes any transfer of a prescription drug and using or having under one's control any related paraphernalia in the sale or use of drugs. Level 3

**DRUG, LOOK-ALIKE** – Distribution of any substance represented to be a drug or alcohol. Level 3

**DRUG, OTHER** – Use of inhalants, designer drugs, improper use of medication and other substances used to produce intoxication or altered consciousness. Such infractions carry mandatory referral for chemical dependency assessment. Level 3

**ELECTRONIC SIGNALING DEVICES** – Use or possession of any electronic signaling or communication device: such as pagers, cellular phones, or PDA's. The use of electronic devices such as personal CD players, radios, boom boxes, or hand held games is at the discretion of school site administration. Level I

**EXPLOSIVES** – Substances that burst forth, usually with a great deal of noise, such as fireworks, firecrackers, cherry bombs, etc. No one will possess, handle, transmit, conceal, nor use any explosive device or substance that can be used as an explosive. Level 3

**EXPULSION** – The permanent exclusion of a student from school attendance and school activities for a period of time as determined by the Board of Education. The Board may expel a student up to two calendar years. A student found to have brought a weapon (firearm) to school shall be expelled for no less than one calendar year.

**EXTORTION** – forcing another to act against his/her will; taking property from a person by force or threat of force. Level 3

**FAILURE TO ATTEND DISCIPLINE PROGRAM** – Refusing to or failing to attend programs such as Saturday Detention, Counseling, or other alternatives to suspension. Such action will result in the application of further consequences as determined by the principal. Level 2

**FALSE IDENTIFICATION/FORGERY** – Using another person's name or identification as one's own. Level I

**FIGHTING** – The exchange of mutual, physical contact, with or without injury. Without clear and convincing evidence that a participant in a fight attempted to avoid the confrontation, all parties will be disciplined. Level 2

**FIRE ALARMS** – Unless an emergency exists, a student will not willfully sound a fire alarm or cause a fire alarm to be sounded. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. This includes misuse of fire extinguishers on school property or on a school bus. Level 3

**FIREWORKS/INCENDIARY DEVICES** – Use, possession, or sale of firecrackers, smoke bombs, matches, lighters, and similar materials. Level 2

**GAMBLING** – Playing any game of skill or chance for money or anything of value. Level 2

**GANG** – A group of three or more persons who share a common identity, usually through a gang name; typically adopt and use certain signs, symbols and /or colors; individually or collectively engage in criminal activity.

**GANGS, RELATED BEHAVIOR** – Participation in any activity that serves to advertise or promote gang activity, including the wearing and displaying of jewelry, clothing, signs, or other indicia of a gang. Level 2

**GROUP VIOLENCE** – More than one student on a side engaging in physical contact in inflicting harm or inciting others to do so. Additional persons entering into an initial fight not to restrain or separate but to actively participate in the physical aggression. Level 3

## Code of Conduct - Glossary

**HARASSMENT/HAZING** – To repeatedly annoy, impede, or otherwise negatively interfere with another person’s life. Examples include: derogatory slurs based on race, gender, disability, ancestry, or other group or individual characteristics. Also included is the wearing or possession of items depicting or implying hatred of or prejudice toward identified groups. Level 2

**HARMFUL MATERIALS** – Possession of any device, object, or substance that can be reasonably considered sufficient to cause serious harm.

**HAZING** – Disturbing consistently, by pestering or tormenting any individual or group. Level 2

**IEP** – Individual Education Program.

**IN LOCO PARENTIS** – “In Place of the Parents”. The school district and/or principal acts in place of a parent in behalf of the student.

**IN SCHOOL SUSPENSION** – To remove a student from his/her regular class schedule for a designated time; student is supervised in a specific room within the building.

**INAPPROPRIATE GESTURE** – Making gestures which convey a grossly offensive, obscene, or sexually suggestive message.

**INAPPROPRIATE PHYSICAL CONTACT/DISPLAY OF AFFECTION** – Inappropriate public display of physical contact of a sexual nature with another. Includes behavior such as kissing, fondling, long embracing, etc. Disrupting school or causing embarrassment or physical or emotional harm to another through horseplay, play fighting, or inappropriate touching. Level I

**INATTENTIVENESS** – Not engaged in the lesson.

**INTERFERENCE WITH SCHOOL PERSONNEL** – Preventing or attempting to prevent school/transportation personnel from engaging in their responsibilities through threats, violence, harassment, or physical action. Level 3

**LATE DAY PROGRAM (Alternative Schedule)** – A school outside the regular school day hours.

**LATE TO BUS STOP** – Deliberately delaying the bus or chronic tardiness to scheduled bus stop.

**LEAVING WITHOUT PERMISSION** – Failure to attend assigned class without permission or excuse; leaving the building, classroom, or assigned area without obtaining prior approval of the teachers and/or administrator. Level I

**LITTERING** – Throwing or scattering debris in improper locations. Level I

**NON-VERBAL CORRECTION** – Correcting student behavior without using verbal communication.

**OBSCENITY/PROFANITY** – Language, conduct, or behavior offensive to accepted standards of decency and modesty. Such behavior directed to an individual is Abusive Behavior. Level I

**OFFENSIVE MATERIALS** – Displaying or distributing materials that are patently offensive sexually, racially, or religiously. Material promoting harmful effects. E.g. Drug lab instructions, weapons or bomb building instructions, or distribution of other instructions for illegal or harmful activities. Level 2

**ON-SITE ALTERNATIVE PROGRAM** – Program housed within the student’s normal attendance center school and would offer an alternative to the standard classroom.

**OUT OF SCHOOL SUSPENSION** – A student may not attend school or school-sponsored activities for a period of up to ten school days and is not permitted to ride a school bus during this time.

**PEER MEDIATION** – An approach to resolve conflict in which individuals talk uninterrupted so they hear each side of the dispute. A trained peer mediates and an adult supervises this discussion.

## Code of Conduct - Glossary

**PERSISTENT** – Any ongoing disruption of the environment and/or teaching process after the implementation of a variety of interventions.

**PHYSICAL ABUSE** – To strike or hit another, but not mutual combat. Level 2

**PUSHING OR SHOVING** – Inappropriate physical contact that is disruptive to the educational process.

**RESTITUTION** – There are two types of restitution:

- a. Repair or replacement of property, or to pay the reasonable cost of repair or replacement.
- b. A process for solving a problem and repairing relationships.

**ROBBERY** – Taking property from a person by force or threat of force. Level 3

**SATURDAY DETENTIONS** – Two to four hours of detention on Saturday.

**SEXUAL HARASSMENT** – Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct, or communication of a sexual nature. May include, but is not limited to: subtle pressure for sexual activity, inappropriate patting or pinching, intentional brushing against another's body. Level 3

**SEXUAL MISCONDUCT** – Using words, pictures, objects, touching, gestures, or other actions relating to a sexual, suggestive, or obscene message or a person's gender, that may have the effect of causing embarrassment, discomfort, or a reluctance to participate in school activities. Also includes, consensual sexual activities at school or school related activities. Level 2

**SKIPPING CLASS** – Failure to attend, without valid cause, all assigned classes. Level I

**STOLEN PROPERTY, POSSESSION OF** - Having in one's possession or under one's control property which has been stolen, or possession without permission of property belonging to another. Level 2

**SUPPORTIVE CONFRONTATION** – The art of confronting problem situations and people, yet in constructive and helpful ways.

**TEMPER TANTRUM** – A fit of anger that disrupts or endangers others. Level 2

**TEMPORARY ALTERNATIVE PLACEMENT** – Sending a student to a supervised alternative location for a short period of time.

**TERRORISTIC THREAT** – To threaten, promise, or imply to physically harm groups of people at a point in the future. Such threats may be in writing, by electronic media, or by direct communication (e.g. "Hit Lists", bomb threats, or other forms of threatened violence upon groups). Level 3

**THEFT** – Taking property belonging to an individual or the school without permission, such as removing items from another's desk or locker without permission. Level 2

**THREATS/INTIMIDATION** – An expression of word or deed to inflict pain, injury, damage, or punishment that prevents another from moving or acting in accordance with school policies or personal choice. Level 2

**TOBACCO, USE/POSSESSION/DISTRIBUTION/PURCHASING OR OTHER SELLING** – Use or possession of tobacco in any form at school, at school-sponsored activities, or on a school bus. Level 2

**TRESPASSING** – Entering any school facility or onto school property/bus without proper authority, including any school entry during a period of suspension or expulsion. Trespassing also includes entering a school other than where a student is registered. Level 2

**TRUANCY** – Absence from school without valid cause for a school day or any portion of a school day.

**VANDALISM** – Intentionally or recklessly causing damage to or defacing school or property of others, or such action causing disruption to the educational process and/or school activities. Level 3

## **Code of Conduct - Glossary**

VERBAL ABUSE – Offensive language, behavior, or gesture directed toward staff or student. Level 2

VERBAL CORRECTION – Verbal direction by staff member to state the expected behavior.

WEAPON – A weapon is any device intended to cause injury or bodily harm; any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily use for self-protection because of its potential use to cause injury or bodily harm. Weapons include but are not limited to any type of knife, any type of firearm, any type of imitation or look-alike firearm, BB guns, chains, razors, clubs, mace or other chemical, gas, etc.

Possession of a weapon is prohibited on School District premises, school buses, or any other premises where an official school function is being conducted. Possession is defined to include, but not be limited to, having a weapon found: in a space assigned to a student such as a locker or desk, on the student's person or property (on the student's body, in student clothing, in an automobile) un the student's control; or having a weapon accessible or available, for example hidden on school property. 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.

WEAPON, USE OF A LEGITIMATE TOOL AS A WEAPON – Any item, such as a baseball bat, pipe, bottle, stick, pencil, or pen, is considered to be a weapon if used or attempted to be used to cause bodily harm. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.