



Willow Drive Elementary School

WILLOW DRIVE ELEMENTARY SCHOOL 2017-2018 SCHOOL-WIDE PROGRESSIVE DISCIPLINE PLAN

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Purpose of the Plan

Discipline, like education, is everyone's business. Children have a right to attend a school that is free from unnecessary disruptions, safe, and emotionally stable for all. It is the belief of the administration at WDE that behavior is a choice, and correct choices will result in positive consequences. It takes students, parents, teachers, school administrators, and community organizations working together to make this happen.

At Willow Drive Elementary, positive discipline is our shared focus.

During the 2017-2018 school year, Willow Drive Elementary School will continue its shift away from a system that solely relies on punishment to a proactive approach that incorporates the principles of Positive Behavioral Supports. The positive discipline plan aligns with the district-required Multi-Tiered System of Supports. The goal of the system of School-Wide Positive Behavior Supports is to increase our collective capacity to reduce school and to educate all students including those with problem behaviors through the following:

- ❑ Clearly defined outcomes
- ❑ Research-validated practices
- ❑ Supportive administrative systems
- ❑ Use of information for problem solving.

The features of School-Wide Positive Behavior Supports include the following:

- ❑ Establish regular, predictable, positive learning and teaching environments.
- ❑ Train adults and peers to serve as positive models through the *Builders Club* and *Diamonds n' Pearls* student groups.
- ❑ Teach and model behavioral expectations.
- ❑ Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.
- ❑ Improve social competence.
- ❑ Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations, and specific routines to be followed.

The primary responsibility for discipline in the classroom rests with the teacher, who is the professional and shall use reasonable & professional judgment in maintaining order and in administering disciplinary measures. All students receive training in the Sumter School District Code of Conduct, but it is the responsibility of each classroom teacher to inform students as to his/her classroom rules and procedures that should be followed for any violation of class rules.

2017-18 Theme & Mottos of the School


2017-2018 School-Wide Theme: Going for the Gold...Dare to be a Champion

Student's Motto: SOAR High with Purpose and Pride

Staff Motto: Serving Optimistically and Actively Renewed

Principal's Motto: Expecting Excellence for All—All In...Every Child, Every Day, Whatever it Takes

As with any school focus, it must be connected by the school's vision and mission statement.



VISION STATEMENT

At Willow Drive Elementary, all students will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes required to be successful, contributing members of a global society.

MISSION STATEMENT

The mission of Willow Drive Elementary School is to develop competent, lifelong learners by providing a thorough and effective educational program which prepares students to meet the challenges of an ever-changing society.

**WILLOW DRIVE
ELEMENTARY SCHOOL**
Home of the Soaring Eagles!

School-Wide Goal

Students at WDE will SOAR by showing respect, obeying rules, accepting responsibility, and rising to excellence. In the beginning of the school year, students will help to create a “behavior” matrix for how SOAR looks in the various “hot spots” of the school building. In response, completed matrixes that explicitly outline the behavior expectations will be posted in all classrooms, the hallways, and other “hot spots” of the school building.



**SOAR High
with Purpose
& Pride!
Show Respect
Obey rules
Acept responsibility
Rise to Excellence**

THE EAGLE SCHOLAR PLEDGE



Soaring High with Purpose and Pride!

I came to school today to learn and be the best that I can be. Therefore, I pledge to show respect, obey rules, accept responsibility, and rise to excellence, because I SOAR high with purpose and pride. I can achieve, I must achieve, I will achieve, I want to reach all of my goals...but if it is to be, it is up to me!

The “Champion” theme song will be played to start the morning announcements as an attention getter followed by all scholars standing to recite the *Eagle Scholar Pledge*.

The behavior matrix below will be collaboratively developed by students and teachers on the first few days of school as part of the mini-SOAR camp. Students should be challenged to come up with their own behavior expectations for each “hot spot” in the school building. After SOAR camp has concluded, posters that are reflective of the figure below will be posted throughout the classrooms and hallways of Willow Drive Elementary so there is a common language being utilized.

	Classroom	Hallway	Restroom	Cafeteria	Media Center	Bus	Gym	Pick-up Areas	All Areas	
S Shows Respect	<ul style="list-style-type: none"> *Listen first, and then speak. *In addition to always asking for help, also ask what you can do to help. *Speak positively about self & others. *Ask permission to use things. 	<ul style="list-style-type: none"> *Be courteous & mindful of approaching adults & students. *Use appropriate language & voice. *Be respectful of school property & bulletin displays. 	<ul style="list-style-type: none"> *Quietly wait your turn. *Only one person in a stall at a time. *Honor other individual's privacy. *Observe personal space. 	<ul style="list-style-type: none"> *Use appropriate table manners. *Clean up after yourself. *Enjoy the food that is on your tray & do not take food from others. *Observe personal space. 	<ul style="list-style-type: none"> *Work quickly and quietly. *Use computers and other multimedia equipment with positive hands. 	<ul style="list-style-type: none"> *Remain silent at railroad crossings. *Talk quietly on the bus. *Follow the directions of the bus driver at all times. 	<ul style="list-style-type: none"> *Enter quietly & walk to your seat around the court (unless involved in activity). *Cooperate with others. 	<ul style="list-style-type: none"> *Listen to all staff members that are on duty. 	<ul style="list-style-type: none"> *Listen to staff members at all times. *Use appropriate language. *Think before you speak or act. 	
O Obeys Rules	<ul style="list-style-type: none"> *When entering class, immediately begin the Eagle Focus. *Study your teacher's rules and follow them. *Be a good role model for others. *Raise hand to speak. 	<ul style="list-style-type: none"> *Walk on the right side of the hallway. *Be in the right place at the right time. – go straight to your destination. *When transitioning as a class, walk on the third tile in a single file line. 	<ul style="list-style-type: none"> *Flush the toilet when finished. *Wash hands with soap & water and properly throw away trash. *Use between classes & lunch time only. *Have a hall pass or signed agenda. 	<ul style="list-style-type: none"> *Wait patiently in your assigned line. *Remain seated at your assigned table. *All food & drink remains in the cafeteria. *Use vending machines with permission. 	<ul style="list-style-type: none"> *Always bring your agenda or hall pass with you and make sure to sign in and out of the media center. *Follow the Acceptable User Policy (AUP). 	<ul style="list-style-type: none"> *Remain seated while the bus is moving. *Keep hands and feet & belongings inside the bus. *Do not eat or drink on the bus. 	<ul style="list-style-type: none"> *Keep food & drinks out of the gym. *Follow directions given by coaches. *Wear appropriate attire. 	<ul style="list-style-type: none"> *Do not run around or engage in horseplay with other students. *Keep hands & feet to yourself. *Stay behind the orange line. 	<ul style="list-style-type: none"> *Keep hands & feet to yourself at all times. *Keep phones locked in your locker. *Dress appropriately. *Use agenda. *Be honest. 	
A Accepts Responsibility	<ul style="list-style-type: none"> *Accept feedback positively. *Always give your best effort. *Be honest. *Bring all required materials. *Use appropriate language & tone. 	<ul style="list-style-type: none"> *Keep moving and be in class & in your seat before the bell rings. *Use the restroom between classes. *Use the hall pass section of your agenda. 	<ul style="list-style-type: none"> *Use time efficiently. *Clean up after yourself. *Respect the space of others. 	<ul style="list-style-type: none"> *Get all lunch materials the first trip through the lunch line. *Keep your place in line & do not “cut” ahead in the line. 	<ul style="list-style-type: none"> *Bring all required materials. *Use time efficiently. *Only access appropriate websites. 	<ul style="list-style-type: none"> *Arrive on time to your bus stop. *Listen for your bus to be called & leave immediately when it is called. 	<ul style="list-style-type: none"> *Take care of gym equipment. Bring your uniform daily. *Keep a positive attitude. 	<ul style="list-style-type: none"> *Be actively alert and on the lookout for your ride. *Cross with an adult using the crosswalk. 	<ul style="list-style-type: none"> *Be prepared and model for others how to SOAR at ADM. *Use time efficiently. *Plan ahead. *Be kind to others. 	
R Rises to Excellence	<ul style="list-style-type: none"> *Report incidents immediately to the teacher. *Be in your seat and actively working before the bell rings. *Keep workspace neat & organized. 	<ul style="list-style-type: none"> *Be kind to your peers. *Politely greet adults and visitors. *Pick up trash and properly dispose of it. *Report incidents. 	<ul style="list-style-type: none"> *Report any problems immediately to an adult. *Pick up trash and properly dispose of it. *Report vandalism. 	<ul style="list-style-type: none"> *Report problems immediately to an adult. *Pick up trash and properly dispose of it. *Say “please” and “thank you.” 	<ul style="list-style-type: none"> *Report any problems immediately to an adult. *Pick up trash and properly dispose of it. 	<ul style="list-style-type: none"> *Report any problems immediately to an adult. *Pick up trash and properly dispose of it. 	<ul style="list-style-type: none"> *Report any problems immediately to an adult. *Pick up trash & properly dispose of it. 	<ul style="list-style-type: none"> *Report any problems immediately to an adult. *Pick up trash and properly dispose of it. 	<ul style="list-style-type: none"> *Report any problems immediately to an adult. *Pick up trash and properly dispose of it. 	<ul style="list-style-type: none"> *Treat others the way you would like to be treated. *Pay attention to intercom announcements.



Common School-Wide Attention Getters

As part of SOAR camp, faculty and staff members will model for students the following attention getter that can be universally used across the building and in special circumstances (assemblies, etc.).

Eagles SOAR high....with Purpose and Pride followed by Give me Five.

Code of Conduct

As part of the Sumter School District, WDE follows the district-created Code of Conduct. The administrative team is committed to ensuring WDE has a safe and orderly learning environment in which teaching and learning takes place each day. A safe and supportive school depends upon the efforts of all members of the school community to treat one another with mutual respect. All members of the school community—students, staff, and parents—must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The discipline code provides clear behavioral expectations to which students are held accountable, ensuring consistency and equitable treatment for all students. At WDE, it is the belief of the administration that behavioral incidents should be viewed as an opportunity for student growth and learning supported by intervention supports and, when necessary, consequences applied.

Progressive Discipline

Utilizing the progressive discipline model, discipline is understood to be a “teachable moment.” Progressive discipline uses incremental interventions, whenever possible, to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Disciplinary responses are coupled, when appropriate, with intervention supports. The progressive discipline model seeks concurrent accountability and behavioral change. The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. In helping students who have engaged in unacceptable behavior, the following fundamental components are essential to our model:

1. Understand why the behavior is unacceptable and the harm it has caused.
2. Understand what they could have done differently in the same situation.
3. Take responsibility for their actions.
4. Be given the opportunity to learn pro-social strategies and skills to use in the future.

Implementing the Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan should take place during the first week of school. Teachers should follow the school-wide matrix when addressing behaviors in each of the areas. The critical areas (hot spots) identified are hallways, restrooms, cafeteria, gym, bus, media center, and the classroom, among others. There are lesson plans in the appendix that address each of these areas. Individual teachers should feel free to come up with their own plan for teaching their expectations in the classroom.

Consistency

This one word is the key to the successful implementation of PBS. The guidelines outlined in this handbook should be used as a minimum standard for the expectations that teams and individuals set.

Patience

PBS has been proven to work, but it takes time. This is not an instant fix. We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback. This patience should also be applied to our plan. This is a work in progress and will

grow and change over time. We will find things that work and things that do not work. PBS is flexible so it can grow and adapt to our needs as teachers. *Teaching*

The reason we are all here. PBS can be boiled down to one thing...teaching expectations. We can no longer assume that every child knows how to “play school”. By teaching our expectations and consistently reinforcing them we can keep more students in our classrooms, increase learning, and increase overall student success.

Role of Teachers in the Process

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.

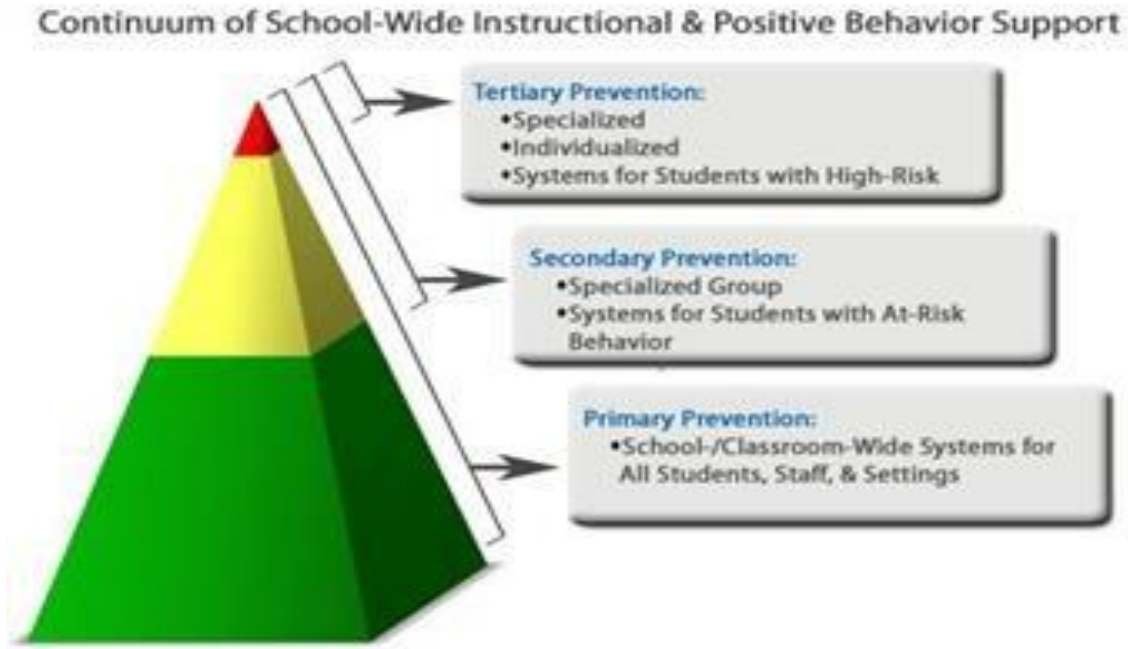
- Teachers and staff will follow the Six Components of School-Wide PBIS:
 1. Select and define expectations and routines. Expectations and routines need to be observable, acknowledgeable, and teachable.
 2. Teach behaviors and routines directly in all settings.
 3. Actively monitor behavior.
 4. Acknowledge appropriate behavior and offer incentives to students.
 5. Review data to make decisions.
 6. Correct behavioral errors. Use Pre-Correction, Boosters, and De-Escalation strategies.

Examples of Minor Offenses Handled by the Classroom Teacher	Examples of Major Offenses Handled by a School Administrator
<ul style="list-style-type: none"> • Academic Integrity (Cheating) • Chewing Gum • Drinking/Eating in Class • Excessive Talking/Noise during Class Time • Not being Prepared for Class • Passing Notes in Class • Refusing to Work • Chromebook Violations • Inappropriate Language • Littering • Inappropriate Materials 	<ul style="list-style-type: none"> • Excessive School Tardies • Bus Referrals • Destruction of Property • Dress Code Violations • ECD Violations • Fighting/Confrontation/Altercation • Refusal to Obey Administrator • Profanity/Stealing • Hit/Kick/Push • Drugs/Sex/Alcohol • Weapons/Threats/Safety Concerns • Accumulation of Minor Offenses*

Accumulation of Minor Offenses

When a scholar accumulates several minor offenses (four notes/class level referrals), the teacher must follow the progressive discipline pyramid in finally referring the scholar for administrative discipline (see following page).

Levels of Prevention



Types of Classroom-Based Interventions

Every reasonable effort must be made to correct student behavior through intervention supports and other school-based resources before turning it over to an administrator as an office referral. Interventions are an integral part of a comprehensive response, and staff members are expected to provide support services at all stages of the disciplinary process, including during/after suspension.

- Refocus Sheet
- Two-Way Parent Outreach ○ Phone Call, On-Site Conference, E-mail, Off-Site Meeting, Etc.
- Intervention by Counseling Staff
- Intervention by Mentor
- Intervention by Other Staff Member
 - Mentor, Counselor, Buddy Teacher
- One on One Student/Teacher Conference
- Silent Lunch/Loss of Recess/Loss of Privileges
- After-School Detention
- Peer Mediation
- Conflict Resolution
- Short-term Behavioral Progress Reports
- Exclusion from Activity
- Restorative Approach
- Other

Types of School-Wide Intervention Strategies

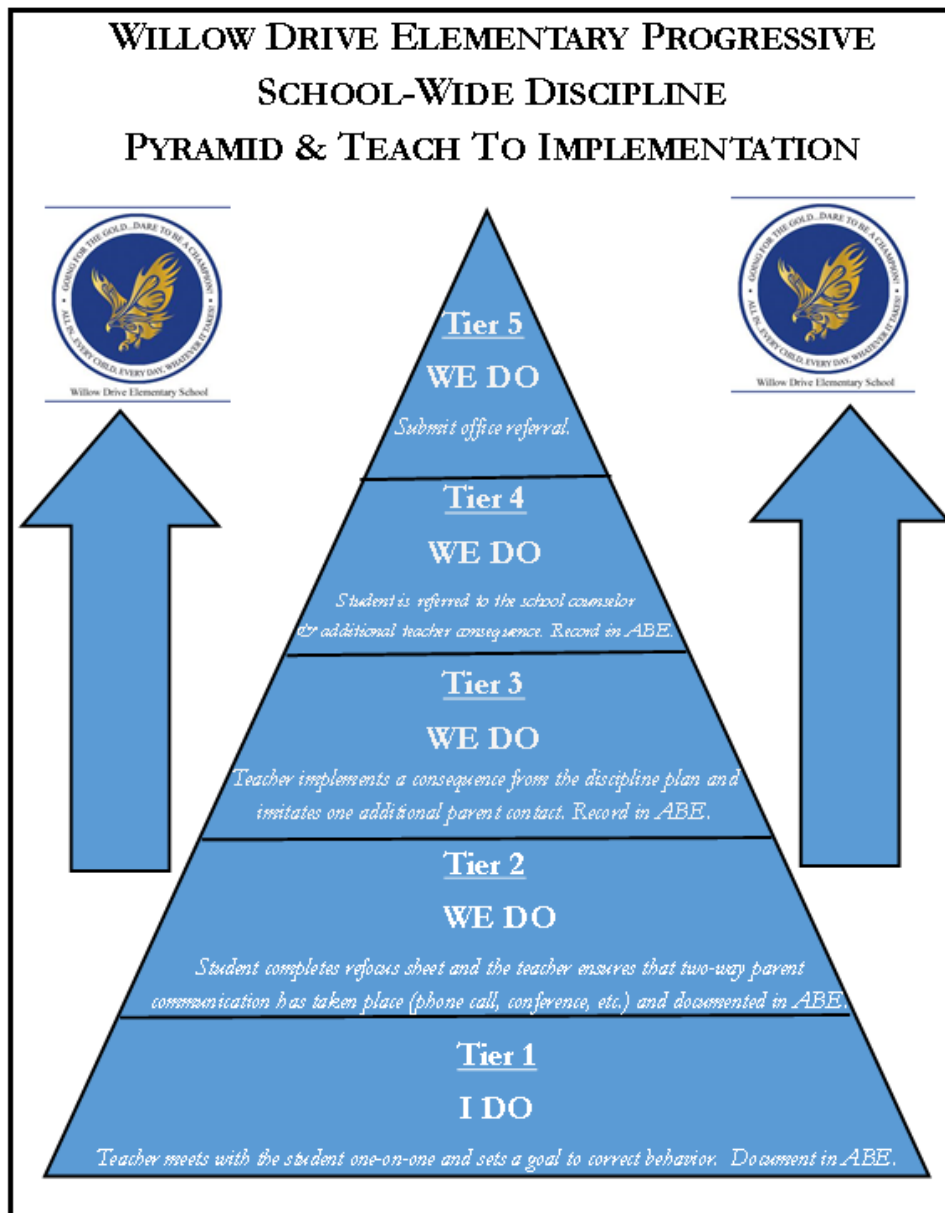
- Center for Personal Responsibility (Checklist of Activities to Complete before Release)
- ABE Behavior Intervention Modules
- Home Visits

- Counseling Groups
- Mentoring Program
- Daily Progress Reports
- After-School Administrative Detention
- Other

Types of School-Wide Incentives

- Terrific Kids
- Eagle Talon Scholar Recognition
- School-Wide Behavior Tokens
- Grade-Level Dance
- Outside Social Time
- Ice Cream Social/Popcorn/Movie
- Other

Prior to referring a student to the office, the teacher must utilize the following format:



Importance of Documentation

At WDE, it is expected that all staff members will maintain adequate and appropriate documentation in ABE when experiencing violations of the Code of Conduct and, more importantly, the actions to follow (interventions, etc.). When in doubt, document it! Any documentation that is *back-dated* is unacceptable. When there is a lack of documentation, the student disciplinary concern will not be processed by an administrator. For accumulation of minor offenses, there should be a minimum of three to four teacher recorded “classroom actions” or “notes” in ABE.

Classroom Strategies

Each teacher must have his/her own classroom discipline plan and management system.

- ❑ Set up your room to be “student-friendly”. Arrange desks for easy teacher access to all students.
- ❑ Instead of sitting at a desk during instruction, teachers are expected to be “up and popping” (walk and wander around the room during instruction). You cannot expect students to be engaged if the teacher is not engaged.
- ❑ During instruction challenging students should not be in the corner or back of the room, but within two to three feet of the teacher. Proximity and eye contact work wonders for increasing positive student behavior.
- ❑ Keep students on task with instructional activities (an effective teacher knows that unstructured time—or down time—causes problems).
- ❑ Reward all students who are following procedures in a positive way with praise, note or phone call home, and/or privileges.
- ❑ Post a schedule in an obvious place and follow it. Students need to know the daily routine.
- ❑ Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them.
- ❑ Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.
- ❑ Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Talk with your administrators. Collaborate!

Discipline for Special Education Students

The discipline for students who receive special education services will be addressed according to their IEP/504 services and the Code of Conduct.

Administrative Discipline

WDE administrators pride themselves in the judicious and efficient processing of office referrals. When discipline is administered by an administrator, the teaching team of the affected student will be notified of the consequence. Intervention supports will also be implemented by administrators in the form of an intervention agreement. All parents are contacted when an office referral is processed and, in many cases, an on-site conference is required before the student returns to his/her regular class schedule. It is important that teachers understand that administrative discipline is differentiated for each student, based upon their current discipline history, in following the Sumter School District Code of Conduct.

SUMTER SCHOOL DISTRICT CODE OF CONDUCT (Policy AR JICDA-R)

It is the opinion of the board that acceptable student behavior, including the following criteria, is to be expected from all students.

- respect to peers, faculty and staff exhibited through actions and speech
- pride in personal and school property exhibited by taking care of the physical building and respecting the property rights of others
- desire and effort toward educational achievement are to be priorities as exhibited by following teacher/staff direction; reporting to class promptly and consistently; and being prepared to work without interfering with instruction
- obedience to all laws, discipline code, rules and community norms

The board believes that all students should receive fair and consistent discipline when school rules are violated. Therefore, this definitive code on student discipline was developed with the assistance of parents/legal guardians, students and administrators from Sumter School District.

This code will be in effect at bus stops, en route to and from school or school activities, on school buses or in any other school vehicles, on school grounds, at school and at all school-sponsored activities, both on and off campus, and at any time or at any place where the conduct has a direct and immediate effect on maintaining order and discipline in the district schools, buildings, or grounds.

Copies of this code, or a summary thereof, will be transmitted at the beginning of the school year to the parents/legal guardians of each student attending schools in the district. School staffs, students and bus drivers will be trained in this discipline system each year.

Students in grades Pre-K through 12 will participate in code of conduct instructional sessions. Teachers and students will document that instruction has occurred. After instruction has been completed, principals will sign and submit an attestation form to the discipline office.

Each school will provide intervention strategies that address or redirect maladaptive behaviors.

Student conduct away from school grounds or school activities

The Board expects administrators to take appropriate action when information becomes available about student misconduct away from school grounds or school activities that may have a direct and detrimental effect on or seriously threaten the discipline, educational environment, safety or general welfare of students, faculty, staff, and/or administrators of the district. When assessing the impact of out-of-school behavior on a school, the administrator will take into consideration the seriousness of the alleged out-of-district offense and the protection of students, faculty, staff and administrators from the effects of violence, drugs and/or disruptions.

Administrators are directed to evaluate each situation on a case-by-case basis. At a minimum, administrators or their designees should meet with the student upon his/her arrival at school, give the student notice of the concerns based on the reported out-of-district behavior, and allow the student an opportunity to present his/her side of the story. Based upon all of the circumstances, including a finding that the alleged conduct will have a direct and immediate effect on the school or threatens the discipline, educational environment, safety or general welfare of students, faculty, staff and/or administrators of the school, the administration may either permit the student to attend classes as usual or may take appropriate disciplinary action including, but not limited to, in-school suspension or out-of-school suspension in order to conduct an investigation into the matter. The parents/legal guardians of students will be notified of any action taken by the administration and offered the opportunity for a conference.

In the event the student is arrested or incarcerated based on his/her out-of-district conduct, the principal or his/her designee will notify the student that he/she is to meet with the administration prior to returning to school.

At the conclusion of the inquiries to obtain more information on the matter, the administrator or his/her designee will take appropriate action, which may include, but is not limited to, one or more of the following.

- returning the student to his/her normal class schedule and removing all evidence of suspension
- placing the student on probation and allowing the student to resume his/her normal class schedule
- placing the student on probation, allowing the student to continue class work, but restricting the student's participation in extracurricular activities and/or designated school activities, e.g., clubs, study halls, pep rallies, student government, etc.
- suspending the student
- recommending expulsion of the student from regular school and placement in the District's alternative program
- recommending expulsion but allowing access to virtual school programs through the District's alternative school; these students are only allowed on campus for exams that require a proctor in a virtual school accessed through the District's alternative program, and students not able to successfully enroll will be expelled for the remainder of the school year
- recommending expulsion of the student for the remainder of the year

The disciplinary action taken must be supported by the evidence and take into full consideration the impact of the student's presence at school on the discipline, educational environment, safety or general welfare of other students, faculty, staff and/or administrators.

Note Regarding Special Education Students: Administrators must ensure that all procedural safeguards afforded to special education students are also implemented in such circumstances.

Level of Offenses

Listed below are the four discipline categories for offenses with Category I as the least serious offenses and Category IV as the most serious offenses. Each category also has a listing of corresponding administrative actions.

Discipline - Category I offenses

- bus violation (refer to the transportation policy)
- detention violation
- excessive noise
- inappropriate affection
- inappropriate language
- inappropriate materials
- littering
- violation of class rule
- other offenses (minor)

Category I actions

Violations in this category may result in, but not exceed, the following administrative actions:

Grades Pre-K through five

- 1st - 3rd offense – parent/legal guardian notification/conference
- 4th offense – school counselor referral
- 5th - 10th offense – one to three class days out-of-school suspension

Grades six through 12

- 1st - 3rd offense – administrative detention and third offense school counselor referral
- 4th offense – in-school suspension and parent/legal guardian conference □
- 5th offense – one to five class days out-of-school suspension

Discipline – Category II offenses

- aiding others
- leaving class
- cheating
- loitering
- confrontation/altercation
- obscene gesture
- cutting activity
- off limits (in a restricted area)
- cutting class
- profanity
- cutting school
- refusal to obey/defiant
- dishonesty
- running
- disrupting class
- tardy
- dress code violation

- throwing objects
- driving violation
- tobacco
- failure to comply with disciplinary
- unauthorized (use of an electronic) action device
- gambling
- vandalism
- horseplay
- other offenses (minor)
- ID violation
- inappropriate affection
- larceny/theft

Category II actions

Violations in this category may result in, but not exceed, the following administrative actions:

Grades Pre-K through five

- 1st offense – warning conference or administrative detention
- 2nd offense – administrative detention and school counselor referral
- 3rd offense – administrative detention and parent/legal guardian conference
- 4th offense – one to three class days out-of-school suspension
- 5th offense – three to five class days out-of-school suspension
- 6th offense – five to seven class days out-of-school suspension
- 7th offense – recommendation for expulsion

Grades six through 12

- 1st offense – warning conference or in-school suspension
- 2nd offense – in-school suspension and school counselor referral
- 3rd offense – one to three class days out-of-school suspension and parent/legal guardian conference
- 4th offense – three to five class days out-of-school suspension
- 5th offense – five to seven class days out-of-school suspension
- 6th offense – recommendation for expulsion

Discipline – Category III offenses

- bite/pinch/spit
- bullying*
- computer violation
- contraband
- cyberbullying*
- fighting*
- fireworks
- forgery
- gang activity*
- harassment*
- hit/kick/push
- inappropriate physical contact

- intimidation*
- larceny/theft
- leaving school
- loitering
- major disruption
- obscene gesture
- profanity
- property misuse
- refusal to obey/defiant
- simple assault*
- issue threats
- trespassing
- vandalism
- other minor infractions

Category III actions

Violations in this category may result in, but not exceed, the following administrative actions:

Grades Pre-K through 12

- 1st offense – one to five class days out-of-school suspension and school counselor referral
- 2nd offense – three to five class days out-of-school suspension and parent/legal guardian conference
- 3rd offense – five to seven class days out-of-school suspension
- 4th offense – recommendation for expulsion

The following aggressive offenses: *bullying, cyberbullying, fighting, gang activity, harassment, intimidation, and simple assault and any combination of these seven offenses **may** result in a recommendation for expulsion with the second offense.

Discipline - Category IV offenses (most serious offenses)

- aggravated assault
- alcohol/liquor law violation
- arson
- bomb threat
- bribery
- burglary
- computer violation
- contraband
- contract violation
- disturbing school

- drug distribution
- drug possession
- drug usage
- embezzlement
- extortion

- fire alarm
- fireworks
- forced sexual offense
- fraud
- gang activity
- harassment
- homicide
- indecent exposure
- intimidation
- kidnap/abduction
- non-forcible sexual offense
- pornography
- prostitution
- robbery
- sexual harassment
- sex violation
- simple assault
- issue threats
- vehicle theft
- weapons (refer to Policy JICI)
- other offenses (serious)

Category IV actions

Offenses in this category require a suspension and an administrative hearing that may result in expulsion from school. Decisions will be based upon the maturity level and age of the student.

Grades Pre-K through 12

- referral to the hearing officer
- suspension until the hearing before the hearing officer which shall take place within 15 days of the written notification at a time and place designated by the hearing board

See administration actions addendum

Students with identified disabilities - notify school psychologist; see discipline for students with identified disabilities addendum

Administrative actions – Categories I-IV

The Board of Education and its administration will treat all students with fairness during the resolution of disciplinary matters. Administrative actions may vary based upon the seriousness of behavior and developmental age of the student. The board directs the administration to adhere to due process requirements when making decisions directly affecting students' protected rights under federal and state law in accordance with Policy JIA (Students Due Process Rights). Actions may range from in-school suspension to permanent expulsion.

Administrator must do the following.

- give rudimentary hearing

- oral notice of charges to student
- explanation of evidence against student
- student given opportunity to tell his/her version

- require notification to parent/legal guardian
- require payment for damages, if applicable
- make referral to school counselor or counseling program (required for Category I, Category II, and Category III offenses)
- consider a possible referral to outside agency, as required
- consider a possible referral to law enforcement agency
- require the student to make up class work missed while on suspension in accordance with the district's make-up policy
- require conference with parent/legal guardian when student's behavior results in suspension
- inform the parent/legal guardian that the hearing officer will conduct hearings in accordance with state law and in compliance with board policies (JKE and JKE-R), as required
- investigate alcohol or drug related offenses; see procedures for investigation (JICH and JICH-R); guidelines for drug/alcohol related offenses as provided by the school intervention program

NOTE: Grades Pre-K through five, parent/legal guardian conference may be used at the discretion of the principal or at schools without an in-school suspension program for Categories I – III.

Extenuating, mitigating or aggravating circumstances

The board confers upon the superintendent or designee the authority to consider extenuating, mitigating or aggravating circumstances that may exist in a particular case of misconduct. Such circumstances should be considered in determining the most appropriate action.

The board realizes extenuating circumstances occur in which a student may bring an unauthorized item to school. Upon realizing the item is in his/her possession, he/she must notify immediately a teacher, staff member, administrator, or school resource officer. However, if the student chooses not to submit the unauthorized item to school officials, and he/she is found in possession of the item, the student must follow the disciplinary process outlined in this administrative rule.

Transportation

The preceding student discipline code applies to student behavior en route from the bus stop to and from school and back to the bus stop on a school bus or other school vehicle.

In addition to discipline procedures outlined in this code, principals may add or substitute the following sanctions.

- three class days suspension from buses
- five class days suspension from buses
- seven class days suspension from buses
- 10 class days suspension from buses

- recommendation for permanent bus suspension*

Parent/Legal guardian notification is required for a bus suspension.

Actions based on the number of offenses Grades Pre-K through five

- 1st offense – warning
- 2nd offense – parent/legal guardian conference
- 3rd offense – one class day bus suspension
- 4th offense – three class days bus suspension
- 5th offense – five class days bus suspension
- 6th offense – 10 class days bus suspension
- 7th offense – recommendation for permanent bus suspension*

Grades six through 12

- 1st offense – warning/parent/legal guardian conference
- 2nd offense – three class days bus suspension
- 3rd offense – five class days bus suspension
- 4th offense – seven class days bus suspension
- 5th offense – 10 class days bus suspension
- 6th offense – recommendation for permanent bus suspension*

**At the end of the first semester, principals may recommend probation if the student has been suspended from the bus for more than 45 days. If a student on probation receives one referral, the student will receive permanent suspension from the bus for the remainder of the school year.*

Discipline for students with an identified disability

Students identified as disabled pursuant to the Individuals With Disabilities Education Act (“IDEA”) will be disciplined in accordance with federal and state law as set forth in special education procedures developed by the administration.