

THE FOLLOWING INFORMATION, INCLUDED IN THE PARENTS' GRADE LEVEL BOOKLETS, REGARDING DISCIPLINE PROCEDURES AND THE LIST OF RULES IS INCLUDED HERE, SO THAT WE WILL HAVE ALL READ THE SAME INFORMATION.

SCHOOL CONDUCT CODE

School must be a safe and respectful environment. Staff, students, parents and guardians, and visitors must all treat each other with respect and civility.

Elementary students are, of course, learning socially as well as academically. We support that growth in age-appropriate ways in both the curricula of the school and in the ways we work with and play with students. We hope good behavior will be internalized and automatic, but we know from experience that rules and consequences are necessary. New York State Law does require, for the safety of all, that schools have in place rules and procedures for enforcing them

Each teacher reviews the school conduct code. Students, teachers and parents developed this original code. Adaptations have been made as state laws changed. In the classroom, teachers develop their own version of rules with students, so that students develop an understanding of their role in the community of school. The emphasis is on teaching appropriate behavior for responsible and respectful interaction.

The following is a series of consequences for children who repeatedly break the rules. We hope that little will be needed beyond reminders and minor consequences. Most students never need reminders, or experience them as part of the normal give and take of school life, not as “discipline problems.” However, for the few children who need assistance with behavior, we must be clear about the consequences.

Most behavior problems are handled directly by the teachers, who first remind a child of proper behavior. Repeated misbehavior or a serious infraction may result in noon restriction. Teachers, the principal, and/or guidance staff will work with children to resolve conflict and develop responsibility. When noon restriction is provided, the student eats in a separate location with the discipline aide and/or guidance teacher and loses recess for that day. The supervising adult will help the child work through the problem, or may help with schoolwork if that is appropriate. Teachers keep in communication with parents; if a child has had two restrictions in a marking period, parents will be notified. Three restrictions may result in after school detention on a Tuesday or Thursday, with transportation home on the late bus. In that case, parents will be contacted prior to the detention.

Persistent serious difficulties at school or on the bus or dangerous or intractable disruptive behavior may result in removal from class, referral to the principal or guidance personnel, and a call home. A serious incident of hurting or threatening others or refusal to obey staff may result in immediate suspension. Parents may be called to pick up the student before dismissal. Appropriate staff will meet with the student to allow him or her an opportunity to

discuss the problem and begin to work toward a solution. An opportunity for a parent meeting will be provided, of course.

Summary of Discipline Procedures

Teachers, parents, guidance staff, principal all work together and keep communication going in working toward responsible behavior. There will, of course, be parent contact when necessary, not just when indicated in this list of procedures.

- Minor difficulties: reminders, teacher works with students
- Continued difficulties: assistance from guidance teacher, guidance staff, teacher, principal
- Repeated infractions or single serious incident: Noon restriction.
- Two noon restrictions in marking period: Parents notified. Continued discussion with student of situation, future consequences. Students may lose bus privileges, field trip privileges, special event privileges.
- Third restriction in marking period OR serious infraction: Parents notified, discussion with student, Tuesday or Thursday after school detention may result, possible parent conference.
- Violent, threatening behavior, or persistent refusal to cooperate with staff: May result in removal from classroom. Parent will be called. Student will have opportunity to discuss situation with principal, teacher, guidance staff—with the most appropriate staff member. . Opportunity for parent conference. Student may be suspended immediately or for future day(s). Parent may be called to pick up student.
- Rules apply to all school activities and to all school property, including, of course, school busses, field trips, etc.
- *Education and the development of responsible behavior is the goal, and that is what we see and experience with the majority of our students. We, as school staff, will work with students and parents/guardians, in age-appropriate ways for the child, toward that goal.*

*** NOTE: In accordance with the Gun-Free School Act of 1994, the punishment for any student who is determined to have brought a firearm (as defined by Section 921 of Title 18, U.S. Code) to school shall be suspension of not less than one year. The Superintendent may modify on a case-by-case basis such suspension.

ELEMENTARY STUDENT RULES

We believe that ideally each student must become aware of and responsible for his/her own actions.

Our goals for responsible personal behavior are:

1. Safety
2. Respect for others/self
3. Politeness
4. Cooperation
5. Honesty

BILL OF RIGHTS

1. All students have the right to have a safe and happy climate in our school conducive to optimal learning.
2. All students have the right to feel safe in their school environment.
3. All students have the right to have their personal property respected.

Expectations for specific student behavior include:

1. Cooperate with school staff.
2. Treat others, as you would like to be treated.
3. No hurtful, threatening, disrespectful language or behavior.
4. No toy or real knives, toy or real guns, lighters, etc., toy or real “weapons.”

Responsibilities in the classroom:

1. Pay attention to the teacher.
 2. Do your own work to the best of your ability.
 3. Respect the rights of others by being quiet and keeping on task.
 4. Be polite – Say “please,” “thank-you,” “excuse me,” etc.
 5. Use proper English. Speak respectfully to all people.
 6. Ask permission to go to the Office, Nurse, other classroom, etc.
1. Use good manners by not interrupting
 2. Go directly back to class.

Responsibilities in the halls:

1. Walk quietly with the teacher to specials and to the bus in the afternoon.

2. Walk quietly and directly to your destination when by yourself.
3. Keep hands and feet to yourself.
4. Remember all of your materials the first time.
5. No spitting or unsanitary behavior.
6. Walk up and down stairs and stay on the right side.
7. Watch where you are going.
8. Keep moving in a line of walking children.

Responsibilities in the cafeteria:

1. Sit at assigned tables.
2. Use good table manners.
3. Handle your own food only.
4. Visit quietly with friends at the same table.
5. Keep bags, cups, lunch boxes and trays quiet.
6. Food must be kept in eating area.
7. Leave you eating area clean.
8. Return your tray and utensils carefully.
9. Cooperate with adults.
10. Pay all lunch charges as soon as possible.

Responsibilities on the playground:

1. No teasing – be kind to others.
2. Use the swings properly.
3. Swing under your own power and remain seated.
4. One person on the slide at a time. Go DOWN the slide only.
5. Keep your distance from swings and slides when they are in use.
6. Use open playground and grassy areas, and areas designated for elementary school.
7. Skateboards, roller skates, guns, knives, hardballs, bats, etc. should not be brought to school.
8. Snowball throwing is prohibited.
9. No tackling games.
10. Keep playgrounds clean.
11. Wrestling, shoving and fighting are prohibited.
12. Ask permission to leave the playground.
13. Line up properly and promptly.

Responsibilities on the buses:

1. Obey the bus driver instantly for safety's sake.
2. Remain seated – seats may be assigned.
3. Speak in a quiet voice – respectful language.
4. Keep hands to yourself and inside the bus.

One good source for developing habits of respect is Manage Your Conflicts, by Marilyn Ewing. Each staff member has a copy. Additional resources by Ms. Ewing and others are available in the library or the office. Other resources from the Responsive School program are available. Kindergarten, first and second grades teach *Second Steps* as part of their curriculum; it is a well-researched program for developing social skills and social problem solving.

