



Le Roy Central School District

Wolcott Street School

2017 - 18

Elementary Code of Behavior Expectations

District Mission Statement

Providing an exceptional, high quality educational environment where all learners are empowered to succeed.



Le Roy Central School District Wolcott Street School

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Le Roy Central School District Wolcott Street School

Dear Parents, Guardians, and Students,

We are excited to begin another school year and pleased to provide our elementary Code of Conduct entitled: Code of Behavior Expectations. This document incorporates our basic district philosophy, as it pertains to student behaviors, and presents it at a level understood by kindergarten through sixth grade students. It is our hope that this student friendly version will encourage our elementary students to read it with you and become more familiar with Le Roy Central School District's behavior expectations.

Working with parents/guardians as community partners is very important to us. We value your input, and work to ensure the success of all students. Please discuss these expectations as a family to help us provide a safe and positive learning environment for each and every child.

If you have any questions about the Elementary Code of Behavior Expectations, please feel free to contact me at (585) 768 - 7115. **See complete CODE OF CONDUCT on our district website www.leroycsd.org**

Sincerely,

Carol L. Messura

Carol L. Messura

Principal

Chelsea Eaton

Chelsea Eaton

Assistant Principal

INTRODUCTION

The Elementary Code of Behavior Expectations

The Elementary code of Behavior Expectations shall apply to all students at all times, including:

- in school buildings
- on school grounds
- on school vehicles
- at all school, school related, or Board-sponsored activities, including, but not limited to school field trips and school sporting events

Consequences for Disciplinary Action

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute an infraction of policy. Principals, teachers and staff may use varying levels of disciplinary consequences according to the level of misconduct and interpretation of related district policy.

Consequences should have the following characteristics:

- Learning experience
- Consistent
- Developmentally appropriate

ELEMENTARY STUDENT RIGHTS AND EXPECTATIONS

Everyone at Wolcott Street School want our students to be successful learners. We respect your right to an education that will help you become a contributing member of our community and society.

- You have the right to learn in a safe school setting.
- It is expected that you will practice safe behavior and that you will be respectful of others in your school.
- You have the right to be respected as a unique individual. Your family, culture, language and values will be honored. You have the right to express your individual identity without fear that others will not accept you or value your choices as a student.
- Your differences as a student make you an important part of your school. It is expected that all students will not be bullied, criticized, or excluded because of their race, ethnic group, gender, weight, religion, religious practice, socio-economic status or individual beliefs.
- You have the right to speak up for others when you see that they are being treated in an unfair and/or unsafe manner.
- It is expected that you will treat others the way you would like to be treated.
- You have the right to attend school each day, unless you have reason to be legally excused.
- You have the right to file a complaint if you believe your rights, as stated above, have been broken.

RESTORATIVE PRACTICES FOR MISBEHAVIOR

The building principal/and or designee may implement restorative justice measures. These measures help the responsible student(s) to:

- Restore their relationship to the affected person(s)
- Restore their relationship to the school community
- Make progress in personally assuming responsibility for their actions
- Reduce the likelihood of repeating the behavior
- Increase empathy for and understanding of the affected student(s)

These actions may include but are not limited to receiving counseling, making a verbal or written apology, entering a behavioral agreement or behavior management plan, providing community service to the school, creating a presentation on a topic related to misbehavior, cleaning up or making up for damages. These consequences increase the student's awareness of his or her personal responsibility and the effects of his or her actions on the other person(s). Restorative practices are used alongside other disciplinary measures.

It is our belief with all discipline at the elementary level to work toward correcting behaviors through the use of proactive positive supports as well as appropriate and meaningful behavioral interventions.

BULLYING

DRESS CODE

**USE OF ELECTRONIC
DEVICES**

RIDING THE BUS

BULLYING

Our school uses the Olweus Bullying Prevention Program. It provides for a common language that is used schoolwide. We take bullying as a serious offence. Consequences related to the misbehavior will be used. This also includes cyberbullying or online communications that are inappropriate and could foreseeably disrupt the school environment.

Definition: “A person is bullied when he or she is exposed, REPEATEDLY and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”

There are 3 important parts to this definition that are considered during discipline situations:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Students are taught the definition of bullying, what to do if they are bullied, as well as how to report bullying. Class meetings are also held weekly in order to teach, reinforce, and build positive character throughout the building. All bullying incidents will have a prompt and thorough investigation by the Dignity for All Students Act (DASA) Coordinator (WSS: Chelsea Eaton, Jr. Sr. High School: Lynda Lowe). Please see the school website under DASA for more information in addition to the complete CODE OF CONDUCT.

STUDENT DRESS CODE

Students are expected to wear clothing that is appropriate for the school setting. Clothing worn should not be a distraction or offend others in the school. Clothing should be clean and not disrupt a safe and orderly learning environment. If, in the judgment of an administrator or teacher, the student is considered distracting to students or the learning environment, the student will be asked to change.

The following guidelines should be used:

- Clothes and shoes will not present a safety issue.
- Clothing will not include inappropriate messages about the use of alcohol, drugs or tobacco or display vulgar language.
- Hats, caps, or hoodies will not be worn in the school building, unless special permission has been given by teaching staff or school authority.
- Clothing should cover underclothing.

USE OF ELECTRONIC DEVICES

Students are given the right to use computers or electronic devices owned by the LCSD for educational purposes. Students are expected to obey district policy when using computers or electronic devices and to observe the following:

- Only use electronic devices for cooperative and friendly interactions with other students
- Only access safe websites that are approved for student use

- Only use personal electronic devices (cell phones, iPods, etc...) with teacher permission. These devices are the responsibility of the student.
- Personal electronic devices are not to be used and not limited to the school's hallways, cafeteria, auditorium, and gymnasium.
- Taking video, pictures, and audio recordings of staff or students is prohibited. This includes posting to social media sites as well.

Students will be subjected to disciplinary action following our behavior code of expectations and district policy.

RIDING THE BUS

As part of the Olweus Bullying Prevention Program, we have adopted the sister program, Peaceful School Bus. This program is run by the Assistant Principal and focuses on following school bus safety rules and expectations. Bus drivers along with their bus students attend meetings, three times a year, to review, re-teach, and celebrate positive school bus behavior.

Taking the bus is a privilege. Students who break school bus rules will be held to the same behavior expectations. Repeated, significant, and unsafe behavior on the bus may result in the denial of bus privileges. In the case of a special needs student, an alternative form of transportation to/from school may be assigned.

The bus stop is also included as part of student transportation.

SCHOOL BUS SAFETY RULES

Our Peaceful School Bus Rules are as follows:

S Stay seated in your assigned seat; an adult may tell you where to sit.

A Always respect others; the bus driver, the bus, and yourself.

F Flinging things in and out of the bus is not allowed.

E Eating and drinking on the bus are not allowed.

T Talk quietly and kindly, no yelling or hurtful words.

Y You are responsible for your actions.



ATTENDANCE

Definitions:

Excused Absence: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, or attendance at health clinics. **An excused absence requires a phone call to the school the day of the absence and a note from the parent/guardian must be received by the school within 48 hours after the last consecutive absence.**

Unexcused Absence: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (examples include but are not limited to family vacation, hunting, babysitting, haircut, tanning, shopping, oversleeping, etc.) and is sanctioned by a parent or guardian. Every absence will be recorded as unexcused unless the school receives written notice of the absence.

Tardiness: Tardiness will be considered if a student enters school after the school day has started (8:55 a.m.).

Record Keeping:

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance and will be entered as "excused", "unexcused", and "tardy".

Registration of attendance is taken during homeroom at 8:55 a.m. and entered into the school data collection system. Attendance by class period is then recorded by teachers thereafter. Teachers can submit period by period attendance at the time of instruction or at the end of the day. If a teacher is absent for the day, the classroom substitute teacher shall record the attendance and turn it in to the appropriate attendance officer.

Notice of Minimum Attendance Standard/Intervention Strategies:

In order to ensure that parents/guardians and students are informed of the District's policy and our school's attendance procedures, the following guidelines shall be followed:

- Copies of the District's Attendance Policy will be made available to parents.
- Our school counselor will review the District's Attendance Policy and Attendance Procedures with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented when students exhibit attendance problems.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse:

Our school counselor shall notify the parent/guardian of a student who is absent, tardy or departs early without proper excuse. The notification will occur as follows:

- 10 days of absence/tardy/early departures: a phone call home
- 15 – 20 days of unexcused absences: a formal notice from principal
- 20 – 25 days of unexcused absences: a second formal notice from principal
- 25+ of unexcused absences: a third formal notice from principal

****Note:** If your son/daughter has had a history of significant unexcused absences, the number of absences above and letters will change at the school's discretion.

CONSEQUENCES

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. In all cases, school personnel must inform the student of the alleged misconduct and investigate the facts surrounding the alleged misconduct.

- Restorative practices (counseling, mediation, etc..)
- Verbal warning
- Time in or out of the classroom
- Lunch detention (in and/or out of the cafeteria)
- Loss of recess
- In school suspension
- Loss of transportation privileges
- Suspension from social/extra-curricular activities
- Out of school suspension
- Superintendent's hearing

SCHOOL RESOURCE OFFICER

Our school's resource officer is Officer Eric Miller. He is visible during arrival and dismissal of each day. Officer Miller walks our hallways and cafeteria as well. In certain situations, the school resource officer, at the request of the principal and/or his or her designee is utilized in discipline situations.

DASA (Dignity for All Students Act)

Our DASA Coordinator is the Assistant Principal, Chelsea Eaton. The reporting form can be found on our District's website.

DEFINITIONS

The following definitions provide an explanation of the terms most frequently used in this manual:

Detailed Procedures: The document that supplements this Student Code of Conduct Manual, including detailed procedures related to the items described in this document.

Disruptive Behavior: An act that is disruptive to the educational process, such that managing the disruption interrupts learning and/or an insubordinate action that interferes with or lessens the authority of school personnel.

Drugs, Alcohol, and Tobacco: Drugs, alcohol, and tobacco (including vaporizing cigarettes and e-liquids) are not permitted in school. Our school counselors and staff educate our students regarding the negative aspects of experimentation with or use of these harmful substances.

In-School Suspension (ISS): In-School Suspension is the temporary removal of a student from the classroom(s) to a designated area in the school building where the student will be given the work he/she is missing while out of the classroom(s).

Out of School Suspension (OSS): The removal of a student from the school building for half, one, or more days. The principal may impose OSS for serious infractions of the rules of conduct for periods not to exceed five school days. The superintendent may impose OSS for serious infractions of the rules of conduct for periods that can exceed five school days by way of a Superintendent's Hearing. The District will offer alternative instruction to students who are within the compulsory attendance age (i.e., until the last day of the school year – July 1 to June 30th – in which they reach the age of 16.

Parent/Guardian/Caregiver: A family member or members and/or the person(s) identified in parental relationship as defined by Educational Law, Section 3212 – generally, the primary caregiver(s) of our students.

Staff: All hourly and contract employees of the District.

Superintendent: The chief executive officer of schools, or the superintendent's designee.

Superintendent's Hearing: A hearing by which the superintendent of a Board of Education approved Hearing Officer may suspend a student for longer than five school days. Students who disagree with the superintendent's decision may appeal to the Board of Education, which will make a decision based on the record of the superintendent's hearing.

Support Staff: School psychologists, school social workers, school counselors, school nurses, occupational therapists, physical therapists, speech therapists, teaching assistants and teaching aides are all support staff.

Violent Act: An action that significantly damages any property, involves possession or use of a weapon or dangerous implement, and/or involves a display or threat made with or without what appears to be a weapon or dangerous implement capable of causing physical injury or death.

Violent Behavior: Any behavior that endangers the safety, morals, health, or welfare of others.

Weapons: Weapons are forbidden in schools. Our district policy considers the possession of any weapon (guns, knives, sharp pointed objects that could harm another individual) to be a serious form of misbehavior.

