

The Caryl E. Adams Primary School Code of Conduct



Our School is a Responsive Classroom and Olweus Anti-Bullying School.

In order to have a safe learning environment we must

- Work together safely and positively
- Demonstrate tolerance by treating each other with respect, kindness, and caring.

We will work as a school to ensure each of us is responsible for our own learning and our own behavior. Our staff will greet each of our students and each other with a smile and a word of assurance that it will be a good day. All will be assured that each day starts fresh and new. Every day is a new day at CEA!

We begin our learning as Whitney Point Eagles through the CEA Pledge:

Today is a new day.

I will act in a safe and healthy way.

I will respect the rights of others.

I will treat all property with respect.

I will take responsibility for my learning.

Today I will be the best me I can be.

We will support our pledge through learning and practicing together. The following are ways we can do this together!

Today is a new day:

I will start each day fresh.

I will greet others with a smile and positive attitude.

I will learn from my mistakes.

I will act in a safe and healthy way:

I will be thoughtful in my actions.

I will listen to and follow the directions of adults.

I will be a friend, not a bully.

I will make safe choices:

- Walk in the hallways

- Keep my hands and feet to myself

- Wash my hands after restroom use

- Maintain a positive attitude toward others

- Get all the needed supplies when going through the lunch line.

- Remain seated in the cafeteria unless I have permission to move about.

I will respect the rights of others:

I will allow my fellow students to learn and my teacher to teach without unnecessary interruption.

I will be patient and wait my turn.

I will use manners in conversation and in the cafeteria during mealtimes.

- Listen to others

- Use the appropriate voice level in conversation

Be polite and kind to everyone

Encourage others to make positive choices

I will allow my fellow students to learn without unnecessary interruption.

I will allow my teacher to teach without unnecessary interruption.

I will treat others the way I wish to be treated.

I will respect my own space and the space of others.

I will treat all property with respect.

I will keep my belongings neat, organized, and in my assigned space.

I will ask permission before using the possessions or materials of others.

I will clean-up after myself in all places at CEA.

I will use all school materials the way they are intended to be used or as directed by my teacher.

I will take responsibility for my learning:

I will maintain a positive attitude toward my work and persevere.

I will ask for help when I need it.

I will take responsibility for my mistakes and use them to grow and learn.

I will be an active participant in the classroom and all places at CEA.

I will always do my very best and strive to reach my goals.

TODAY I WILL BE THE BEST ME I CAN BE!!!

Range of Possible Consequences:

Every decision and action we make results in a consequence, both positive and redirective in nature. We may make mistakes in our behavior and our learning. Learning from our mistakes will help us to grow and fly proudly like eagles.

Our staff will review this Code of Conduct with our students during the first weeks of school. We ask that you take time to review it with your child to help him/her understand the importance of their responsibilities at school. Our students are just beginning as proud Whitney Point Eagles and will require repeated practice, reminders, reinforcement, and redirection as they grow. The Responsive Classroom model is built on the belief consequences should be logical, related to the infraction, and respectful of the student. The range of consequences includes, but is not limited to:

Redirection by the classroom teacher or other supervising adult

Time-out in the classroom

All of our classrooms have a space to allow a student to calm, think about his/her mistake and a more positive choice and then return to the task at hand.

Time-out in another classroom

A student may need time away from the distraction of current classmates. Our teachers work together to provide alternate spaces for the minutes a student may need to regroup and return.

Parent contact

We need to work together for success. Teachers are encouraged to make frequent contact with parents before problems become too frequent and disruptive. This may be by phone, email, or note in the child's book bag.

Time-out in the Main Office

This will require a formal Discipline Referral Notice and a copy will be sent home to parents in a timely manner. A conference with the principal may be included at the request of the classroom teacher.

Confiscation of items

Students may bring to school items that are a distraction or a clear violation of school policy. Students may be asked to put them away or they may be taken and held by the teacher through the end of the school day. Items of a more serious nature will be turned in to the Main Office.

Responsible expectation of clean-up of any destructed area.

When materials in the classroom or food in the cafeteria are intentionally thrown, the student will be expected to participate in the clean-up of the mess.

Conference with the teacher

This will be a redirection and re-teaching of the appropriate behavior. This may also be a verbal warning of next steps should the behavior be repeated.

Conference with the principal

This will require a formal Discipline Referral Notice and a copy will be sent home to parents in a timely manner. The teacher will attempt to reach the parent on the same day to inform them of the need.

Parent conference

A conference may be requested at any point in the school year. Working together with the teacher, school counselor, and/or the principal, individualized behavioral plans can be created and followed.

Assignment to the Thinking Table during lunchtime

This can be assigned for a portion or the entirety of a lunch period. Our cafeteria aides may also make this assignment when a student's choices are disruptive to the breakfast or lunchtime setting.

Restricted recess

Students will have the choice of walking the path that encompasses the playground or resting on a bench. They will not be permitted to play on the equipment or interact with classmates for the duration of the consequence.

Loss of recess

Students will sit/read quietly for a portion, or all, of recess.

In-school suspension

Students will be away from the classroom for all, or a portion of, the day. Classwork will be provided and an aide will be assigned to supervise and support the student throughout the day. Breakfast and lunch will be provided at scheduled times. Our school counselor or social worker may spend some time with the assigned student at the discretion of the principal.

Out-of-school suspension

This is our most restrictive consequence. Students will not be permitted to attend school during the regular school day during this assignment. Scheduled tutoring will be offered to the family during this time. Tutoring will be provided by an available teacher during afterschool hours. The schedule for tutoring will be established between the tutor and the parents.

Parents will be expected to bring the student to school for a brief conference with the principal at the end of the suspension period. A phone conference may be scheduled in some instances. Repeated need for suspension will result in the principal referring the student for a short-term counseling period as support for student success.

Character Education Words of the Month

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| September | FRIENDSHIP | Being kind to others |
| October | COOPERATION | Being helpful and working together |
| November | RESPONSIBILITY | Taking care of yourself and your jobs |
| December | COMPASSION | <i>Caring about other's needs</i> |
| January | PERSEVERANCE | <i>Keep on trying and don't give up</i> |
| February | ACCEPTANCE | <i>Believing each person is special and Unique</i> |
| March | RESPECT | <i>Showing that we value each other and Our world</i> |
| April | CITIZENSHIP | <i>Understanding the jobs that come With being a member of a community</i> |
| May | COURTESY | <i>Using your manners</i> |
| June | COURAGE | <i>Being brave</i> |