

## **CHELTENHAM SCHOOL DISTRICT ELEMENTARY CODE OF CONDUCT EXPECTATIONS**

The Cheltenham School District strives to create positive school climates where students, parents/guardians and all staff work together to respectfully maintain an orderly and safe environment focused on teaching and learning. Students have a right to a disciplinary process that is consistent, fair, and equitable. Working collaboratively with all stakeholders we uphold discipline practices that promote a positive school learning environment.

Cheltenham School District believes that positive behavior is a developmental process, and effective discipline strategies should meet students' varied behavioral and developmental needs with tiered responses and interventions. A continuum of instructional strategies and disciplinary responses supports teaching and learning, fosters positive behavior, and reflects a restorative discipline philosophy. Restorative practices afford students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct. Our school discipline practices are designed to engage students in the classroom so that students may become successful learners.

### **Student Responsibilities**

It is the responsibility of students and staff to create and maintain a safe and productive learning environment. Rules, consequences, and rewards are posted and discussed in each classroom. Children are expected to follow classroom and school rules at all times. If a child repeatedly violates established rules and disrupts the learning environment, parents/guardians are expected to meet with the teacher, sponsor of the activity, and/or principal to find an effective way to assist the child in behavior management. Your cooperation and support of the school's educational program is essential in providing a successful learning experience for your child.

### **Staff Responsibilities**

All school staff members play an important role in building strong relationships with students and investing their success.

Staff members will do the following:

- Establish and teach clear expectations for behavior and refer to them throughout the year.
- Take an instructional approach to discipline,
- Acknowledge and reward positive and appropriate conduct by students.

- Administer discipline rules consistently, fairly, and equitably.
- Communicate with families, students, and all staff members to foster positive behavior and student engagement.
- Ensure that clear, developmentally, and age-appropriate consequences are applied in a way that supports personal growth and learning opportunities.
- measures will be used in an equitable and fair manner.

### **Parent / Guardian Responsibilities**

- Review as a family the Code of Conduct, Disciplinary Expectations and Consequences
- Parents/ guardians will maintain up-to date home, work and emergency numbers/contacts at the school.
- Refrain from using profanity, abusive language or actions, written or verbal to ensure a healthy learning environment for everyone.
- Comply with all school guidelines for arrival and dismissal procedures.
- Obey all traffic laws and regulations while on or around school property.
- work collaboratively with school staff to address behavioral problems that their child may experience.
- Address classroom questions or concerns with your child's teacher.
- Encourage your child to demonstrate respect for their classmates, school personnel, and school property.
- Work with the school to help their student access supportive groups or programs designed to improve their education and behavior.

### **Conduct Expectations**

Students shall be provided with expectations about how they should conduct themselves at school. Teachers directly engage students in the process of developing class codes of conduct, an important opportunity for students to agree on a few clear statements of how they will treat others and how others will treat them. These rules are to be followed in conjunction with school-wide and district wide rules. The conduct expectations create an umbrella for engaging students in the process of setting positive expectations for conduct in an environment of mutual respect and dignity.

1. Be safe
2. Be respectful
3. Be responsible

### **Classroom Expectations**

- Arrive on time
- Come prepared with all required supplies and work
- Use resources responsibly and with care
- Communicate respectfully with adults and peers
- Follow schoolwide and classroom rules/behavior expectations

### **Hallway Expectations**

- **Walk** quietly on the right side of the hallway
- Keep hands at sides, respectfully not touching others, the walls, or artwork
- Go directly to his/her destination and return immediately to where s/he is supposed to be
- Keep hallways clean and safe

### **Cafeteria Expectations**

- Be seated by homeroom
- Wait calmly and be mindful of noise level until class table is called for lunch line
- Follow cafeteria line-up procedure
  - Clean up trash and return to seat
  - Stay seated and wait quietly
  - Walk to line when called
- Demonstrate respect by listening to and following the directions of all staff members.

### **Recess Expectations**

- Stay within designated play areas--blacktop, playground, track and field (if applicable)
- Play safely, share and use equipment properly, include others, practice good sportsmanship, and use appropriate language
- Line up when whistle blows
- Students will demonstrate respect by listening to and following the directions of all staff members.

## **School Bus Expectations**

The school bus is an extension of the school. The purpose of CSD transportation is to provide a safe and peaceful conveyance to and from school for all students. Failure to observe proper regulations will result in appropriate consequences. Buses will arrive and depart from the bus loading area located outside the front of the building.

- Dismissal line-up procedure
- Students will sit in their assigned bus seats
- Offenses that jeopardize student safety on the bus are taken very seriously.
- Standing, sitting in the aisle, throwing objects both inside and out of the bus
- Inflammatory remarks, and fighting on the bus will result in suspension from the bus.
  - 1st offense: punishment not to exceed five days suspension
  - 2nd offense: between 2-10 days suspension
  - 3rd offense: between 3-15 days suspension
  - 4th offense: warrants a long term suspension

Please note that students are **never** permitted to ride a bus other than the one to which he/she has been assigned.

## **Dress Code**

Students have the responsibility and right to dress in accordance with the community standards for dress and grooming. Students may not be disciplined for their style of dress or grooming unless it...

- is likely to cause disruption to school activities;
- causes a disruption to the educational environment including shorts and skirts that expose underwear or body parts
- endangers health or safety including flip-flops, slides, and slippers
- fails to meet a reasonable requirement of a course or activity
- is lewd, vulgar, obscene, revealing, or of a sexual nature
- Promotes violence, hate or the use of tobacco, alcohol, or drugs
- Pants and shorts need to fit at the waist
- Hats, caps, and hoods and other head coverings may not be worn during the school day unless for religious custom, medical condition or school sponsored activities

If a student's outfit is deemed inappropriate by school dress code, and parents/guardians are unable to provide a replacement outfit, students will be provided with a school issued article of clothing. Repeat violations will require a parent conference with school administration.

### **Supports and Interventions**

The Cheltenham School District is committed to provide equitable supports and interventions as part of our school's culture, climate, and expectations. The following are examples of supports and interventions that are currently in use in our schools. This is not a full or complete list.

We encourage students to demonstrate good behaviors throughout the year by using positive reinforcement. Schools spend a great deal of energy praising and rewarding good behaviors. We are trying to create a learning community where it "pays" to do what is right. Student rewards are established by individual schools and personnel.

### **Restorative Practices**

Restorative Practices will be utilized to proactively create a sense of, and commitment to, community in order to prevent and address conflict and wrongdoing as follows:

- Involve and empower the affected community; however participation is always voluntary.
- Challenge the mindsets of all involved to examine their roles, attitudes, beliefs and behaviors specifically around wrongdoing.
- Utilize techniques to proactively build community, such as recognizing and celebrating desirable community actions and behaviors, and establishing community expectations.
- Focus on the harms of wrongdoing more than on the rule or law that was broken.
- Encourage collaboration and reintegration, rather than punishment and isolation.
- Anticipate and address situations that may challenge a school community, such as physical conflict or re-entry of members into the community who have been apart for disciplinary reasons.

### **Positive Behavioral Interventions and Supports (PBIS)**

PBIS or SWPBIS (School-Wide Positive Behavioral intervention and Supports) is a systemic approach for creating safer and more effective schools by building a better environment through positive disciplinary practices. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

### **Positive Action**

Positive Action is a systematic educational program that promotes an intrinsic interest in learning and encourages cooperation among students. It works by teaching and reinforcing the intuitive philosophy that you feel good about yourself when you do positive actions. The effects of the program range from increased academic achievement to dramatic reductions in problem behaviors. The essence of the program is to emphasize those actions that promote a healthy and positive cycle.

### **School Counselors**

Cheltenham School District's School Counselors are committed to providing all students with a comprehensive school counseling program which systematically addresses academic, career, and personal/social development. It is our belief that in doing so, we assist students in exploring, planning, and realizing their individual interests, abilities, and goals, thus helping them to reach their full potential as productive members of society.

The primary responsibilities of the School Counselors include: individual and group counseling, consultation with teachers, administrators, and families in order to plan and implement strategies for student success, coordination of the school counseling program, which includes organizing, managing, delivering, and evaluating the school counseling program and curriculum and collaboration with school psychologist and school social worker to assist families in obtaining needed services through referrals to outside agencies.

### **Mental Health and Wellness Counselors**

Cheltenham Mental Health and Wellness Counselors are an integral component in our students' Social and Emotional Learning. The Mental Health and Wellness Counselors' primary responsibilities include: implementing school-wide prevention programs to enhance the learning environment, assisting with the coordination of prevention and intervention programming to foster healthy student relationships and social skills development, conducting mindfulness/wellness programmatic sessions for parents/guardians to foster home and school relations and facilitating Restorative Practices sessions with students who exhibit challenging behaviors. Other responsibilities include: crisis intervention, substance use counseling, stress management and group counseling.

### **Administrator for Climate and Culture**

Under the direction of the school principal, the Administrator for Climate and Culture carries out the school's academic and behavior programs understanding and responding to the challenges presented by today's diverse student population. The Administrator provides proactive leadership to engage all stakeholders in the delivery of programs and services to support students' academic achievement, personal and social development. He/She works in tandem with the principal, counselors, nurse, staff, students and parents to ward a positive school climate.

## **Cheltenham School District Disciplinary Expectations and Consequences Elementary Schools**

The following chart is a guide detailing the behaviors students are expected to exhibit and the consequences students can expect when they make poor choices regarding their behavior. It is not meant to be inclusive of all possible kinds of misbehavior; rather, it is a guideline that represents the more common and serious types of misbehavior that may be experienced in a school environment. Students are reminded that school rules are in effect, and students are subject to discipline: (1) while at school; (2) at school-sponsored events, trips, or activities, whether on or away from school property; (3) while traveling to/from school, school-sponsored events, trips, or activities on a vehicle owned, leased, or under the control of the District; and (4) as otherwise permitted by law.

The severity of any consequence will be proportional to the severity of the offense, the age of the student, the student's prior disciplinary record, special circumstances about the incident, including whether the student was an aggressor or victim, as well as any applicable laws or regulations, including, but not limited to, those related to the discipline of students with disabilities.

Students who have been suspended from school will be required, prior to returning to their previous class schedule, to meet with a designated school official to discuss academic and behavioral expectations upon return to school, resources available to support students, the consequences of future noncompliance with Board Policy and/or school rules, and the number of hours, if any, of counseling required prior to the student's return to his/her regular class schedule.

At the discretion of the Superintendent or designee, which may include the Assistant Superintendent, building principal or assistant principal, students may be afforded the opportunity to participate in restorative practices in lieu of harsher disciplinary consequences.



<u>Infraction</u>	<u>Examples of Expected Conduct</u>	<u>Examples of Behavior in Violation of School Rules</u>	<u>First Offense *</u>	<u>Repeated Offenses * (Potential Consequences Are In Addition To Those Possible For First Offense)</u>
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\* In general, a school official will contact the parent/guardian of a student who has engaged in a disciplinary violation.

### Property Offenses

Theft; Vandalism; Littering; Etc.	Showing respect for school property and the property of others.	Touching someone else's belongings without permission; Stealing, vandalizing, misusing or destroying the property of another, including school property; Littering.	Parental contact; Conference with Teacher or Principal; Referral to Principal; Loss of school-related privileges; Restitution.	----->
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### Offenses Against Others

Assault; Battery; Fighting; Inappropriate Physical Contact	Respecting school staff, students, and visitors; Maintaining appropriate physical contact and conduct; Maintaining a safe and orderly school environment.	Physically or verbally attacking any person (includes behavior such as hitting, beating, striking, punching, biting, spitting, grabbing, tripping, etc.); Engaging in hostile bodily contact; Inappropriate touching or bodily contact. (The principal may choose not to discipline a student for actions reasonably and appropriately taken demonstrably in self-defense)	Parental contact; Conference with Teacher or Principal; Referral to Principal; Loss of school-related privileges; Suspension; Referral to law enforcement.	Referral for possible expulsion in instances of severe conduct.
Harassment; Bullying; Hazing	Maintaining appropriate physical contact and conduct; Treating others with respect and courtesy.	Harassment, bullying, hazing and other forms of prohibited harassment. Refer to School Board Policy # 248 .	(Refer to appropriate Board Policy/Administrative Regulation); Parental contact; Conference with Teacher or Principal; Referral to Principal; Suspension; Referral to law	Referral for possible expulsion in instances of severe conduct

			enforcement or other appropriate authorities.	
<b><u>Health, Safety &amp; Welfare Offenses</u></b>				
Classroom / School Disturbance	Maintaining a safe and orderly school environment, conducive to academic instruction; Respecting school staff, students, and visitors; Following school rules and directions of school officials; Refraining from using profanity.	Behavior which disrupts or has the potential to disrupt the educational process or regular school operations, or which constitutes a threat to the health, safety or welfare of others. Includes not participating appropriately in class, acting in an unsafe manner in school or on school grounds, treating others in unkind, mean or disrespectful manner, failing to identify or properly identify oneself upon request of a school official, failing to obey instructions of a school official, hall pass violations, insubordination, lying, cheating, profanity or inappropriate language, gesture, or action, disrespectful behavior, or other violations of school rules.	Warning; Parental contact; Conference with Teacher or Principal; Referral to Principal; Loss of school-related privileges; Suspension.	----->
Possession or Use of Prohibited Items (Drugs, Alcohol, Tobacco, Weapons, Etc.)	Maintaining an environment free from drugs, alcohol, tobacco and other prohibited substances.	Weapon or Dangerous Items: Refer to School Board Policy # 218.2  Drugs/Controlled Substance: Refer to School Board Policy # 227  Smoking/Tobacco Refer to School Board Policy # 223	(Refer to appropriate Board Policy/Administrative Regulation); Loss of school-related privileges; Referral to law enforcement; Suspension; Possible referral for expulsion proceedings.	----->

<p>Inappropriate Use of Electronic Device</p>	<p>Using electronic devices in accordance with school rules and only for permitted purposes; Maintaining a school environment, conducive to academic instruction.</p>	<p>Failing to utilize electronic devices in accordance with applicable law or school rules; Using electronic devices in a way that is disruptive to the educational or extracurricular activities of the District; Refer to School Board Policy # 237 for additional information.</p>	<p>(Refer to appropriate Board Policy/Administrative Regulation); Warning; Parental contact; Conference with Teacher or Principal; Referral to Principal; Loss of school-related privileges; Suspension.</p>	<p>-----&gt;</p>
<p>Threatening or Intimidating Conduct; False Alarms; Terrorist Threats/Acts</p>	<p>Maintaining a safe and orderly school environment; Treating others with respect and courtesy; Maintaining a school environment conducive to academic instruction.</p>	<p>Engaging in conduct which undermines the safety, security or wellbeing of any person or of school property; threats of violence or harm communicated verbally or in writing; bomb threats; knowingly reporting a false threat; tampering with the fire alarm, fire extinguisher, sprinkler system or similar device.</p>	<p>Parental contact; Conference with Teacher or Principal; Referral to Principal; Suspension; Referral to law enforcement; Referral for possible expulsion.</p>	<p>-----&gt;</p>