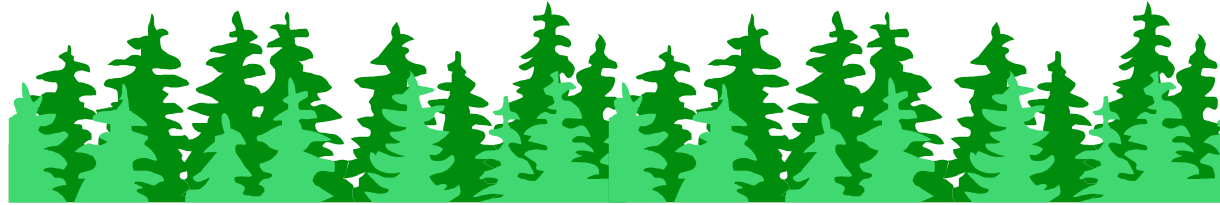


Wildwood School

71 Strong Street
Amherst, Massachusetts

Family Handbook

2009-2010



Matthew Behnke, Principal
Lisa Bailly, Assistant Principal

Amherst Public Schools
Amherst, Massachusetts

Information at your fingertips:

Wildwood Office:

Hours: 8:00 AM- 4:00 PM
Telephone: 362-1400
Fax : 549-9519
Health Room fax: 549-9520

Superintendent's Office: Dr. Alberto Rodriguez

Telephone: 362-1810

Office and Other Staff:

Principal.....Matthew Behnke
Assistant Principal.....Lisa Bailly
Administrative Secretary.....Joyce Gooden
Receptionist/Secretary.....Cyd Champoux
Special Education Secretary.....Michele Pietras
School Nurse.....James Robinson
Kitchen Manager..... 362-1419
Head Custodian.....Tom Walsh
Amherst LSSE Afterschool Program: 259-3065

Lunch prices:*

Student lunch.....	\$2.50
reduced.....	\$0.40
breakfast.....	\$0.50
reduced.....	\$0.30
Adult lunch:	\$3.25
Milk or juice alone.....	\$0.35

School hours:

Monday, Tuesday, Thursday and Friday: 8:40AM -3:05PM

*Wednesday dismissal is at 1:20 PM

Please note: Supervision begins at 8:20 AM; students may not arrive before that time.

School closing or delays:

District information line: 362-1898

Radio stations:

WRNX 100.9 FM
WHMP 1400 AM
WHAI 98.3 FM
WHYN 93.1 FM
WRSI 93.9 FM

Television stations:

WWLP Channel 22
WGGB Channel 40

Wildwood School website found on www.arps.org

如需要翻译这件文件，请联络心理辅导老师郭乃馨

电话362-1417

この文書を翻訳するか、または内容を論議するために、362-1400 を呼び、日本の訳者に話すことを頼みなさい。

Para traducir este documento o para discutir su contenido, llame por favor 362-1400 y pida hablar al traductor español.

District Non Discrimination Policy: "The Amherst School Committee's policy of non-discrimination extends to students, staff and the general public with whom it does business. The Amherst Public Schools do not discriminate on the basis of race, national origin, age, religion, gender, sexual orientation, economic status, political party, and disability in admission to, access to, employment in, or treatment by its programs and activities."

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Amherst Public Schools District Pages follow

BELIEF STATEMENT

The Wildwood School community is dedicated to providing an atmosphere that recognizes, celebrates and challenges the efforts of individuals to perform their personal best, preparing them to become lifelong learners to meet the challenges of their future.

- Our mission is best achieved through a supportive partnership of students, teachers, parents and administrators.
- Wildwood School pursues this learning in the academic, social, emotional, physical, and artistic realms.
- Wildwood promotes the development and education of its children so that they become creative and resourceful life-long learners able to meet the challenges of their future.
- Wildwood actively promotes the understanding of and respect for individuals' similarities and differences such as: race, gender, ethnicity, class, ability, age, sexual orientation, religion, etc.
- Clear, consistent behavioral expectations are essential to a school community that encourages and demonstrates respect for individuals, their ideals and their property.
- Coordination and sequencing of curricula provides the basis for an educationally sound program.
- A student's growth and development should be assessed on an ongoing basis by a variety of methods.
- It is the Wildwood community's responsibility to encourage and provide varied opportunities for active parental involvement.
- Wildwood's educational program is strengthened when teachers are provided with opportunities that enhance and update their teaching skills and techniques.
- Students, teachers, parents, and administrators must be partners in the educational process.

COMMUNICATION BETWEEN SCHOOL & FAMILY

Our goal is to maintain positive communication. Here are some tips about how to make a variety of contacts:

1. Administrative coffee hours are hosted monthly. These are open-ended opportunities to meet and discuss topics of interest to families in an informal setting. Watch the Wildwood Window and the PTO blog for upcoming dates.
2. School-wide and classroom newsletters are a valuable source of information. Develop a system with your child to make sure you get all of your 'mail,' to avoid missing important news from school. Please check backpacks daily!
3. Your child's teacher will guide you as to the preferred way of communicating information about your child. A note handed directly to the teacher is often preferred.
4. Open House will be held on the evening of ***** this year. That will be a time to hear about the grade level and class program in general.
5. After Open House, individual parent-teacher conferences are scheduled in the fall to discuss your child's progress. This is the first of two such opportunities; a second one may be scheduled in the spring at the request of either the teacher or the parent.
6. If you have a question or concern about a social or emotional issue, you are encouraged to contact the class guidance counselor. This year the class assignments are:

Ms. Naihsin Kuo:

Grades 1, 2, 3, 6 and kindergarten classes

Ms. Sarah Peters:

Grades 4, 5 and kindergarten classes

Students receive instruction in the Second Step Program, which promotes pro-social and anti-bullying

behavior. We encourage all students to seek adult help if they have any concern about how they or others are being treated by peers. Please let the teacher or counselor know if you have concerns, as well. Silence on anyone's part can make an uncomfortable situation much worse. We are committed to following through on both prevention and appropriate consequences. Our top priority is that all students feel safe in school.

7. If you have a concern with a staff member, please contact that person directly. If follow-up is needed, an administrator can be contacted after your initial effort to resolve the problem.

Suggested office contacts:

Student Records: Ms. Joyce Gooden

Free and Reduced Lunch: Ms. Joyce Gooden

Bus routes and passes: Ms. Cyd Champoux, front office

Volunteer Program: Ms. Cyd Champoux

Health, medication questions: James Robinson, nurse

Special Education scheduling: Michele Pietras



Arrival and Dismissal Procedures

Classes begin at **8:40** and end at **3:05**, every day except on Wednesdays, when students are dismissed at **1:20**. To ensure the orderly arrival and dismissal of all students, we use the following procedures:

Arrival: Students should arrive at school between 8:25 and 8:35. Children may not arrive before 8:20, as supervision is not available. Students who arrive between 8:20 and 8:30 assemble in the front lobby of the school. At 8:30 a bell rings to signal entrance to the classrooms. Students wishing to eat breakfast may proceed directly to the dining room after 8:20.

Dismissal: Dismissal announcements are made from the front office, over the public address system. Beginning at 3:00, students are dismissed in the following order: Bus riders, walkers, and parent pick-up, after-school clubs.

Parents/guardian vehicles may only enter the parking lot at the side of the building. Buses load at the front of the school. Parents wishing to pick up their child inside the building may enter through the door on the kindergarten side of the building, and meet children in dining room #1. Older students (Gr. 4-6) are allowed to meet their parents outside at their vehicle.

- **Bus passes:**

Bus passes are granted on a space-available basis, **after the first month of school**. To gain permission for a student to ride on a bus other than his/her own, parents should:

Send a written request to school, directed to the office, preferably at least one day before the date requested.

Students then return to the office at lunch time to pick up the pass, or to call home if it has not been granted.

- If anyone other than a parent or guardian is picking up your child on a given day, a written note is required to grant that permission. **Students deliver these notes to their teacher upon arrival in the morning.**

Parent Pickup Area

This is an especially busy time of day, and our focus is on the safety of all children. Staff who are on duty at that time have directions from our Safety Team to oversee students safely during this transition, following the procedures outlined here.

Please help us to safely monitor student arrival and dismissal by:

1. Dropping off and picking up students in the side parking lot ONLY. The front of the school is reserved for buses at these busy times.
2. Parking in marked spots only. Do not pull into the loading zone behind the cafeteria to drop off. Sightlines are poor, pedestrian traffic is heavy and many near accidents occur when people back out of that space.
3. Arriving promptly to pick up your child.
4. Waiting only within the Dining Room #1 for "Parent Pickup" leaving the doorway clear for entry and exit. We have some very small children coming through the hallway and the rear doors provide egress for our severely disabled students as well.
5. Exiting the building as soon as you have gathered your child(ren).
6. We ask that those of you who walk dogs to school on leashes to please say 'goodbye' to your child(ren) at a distance from the arrival areas. High student foot traffic at that time makes the presence of dogs a safety issue. Please do not leave dogs unattended or free.

ATTENDANCE

Wildwood School provides a comprehensive learning program. To ensure a child's scholastic achievement, regular attendance and on-time arrival are necessary. Administration constantly monitors student attendance and school arrival time. **Please see pages 3-4 in the district section and the letter from Marta Guevara for specific guidelines**

Absences

Absences are recorded daily. Parents must call the school to report that their child will not be in school by 9:15 on each day he/she is absent. When the child returns to school, he/she must bring a note from the parent to the classroom teacher, explaining the absence. These are kept on record through the end of the year. As stated in the district policy, "reporting an absence is not the same as excusing it" Guidelines as to what counts as "excused" are put forth on Page 3 and 4 of the District Pages. Children who are absent for various reasons are expected to arrange with the classroom teacher to make up any work missed.

Tardiness

Children are to be in their classrooms by 8:40 AM. This is important, as the teachers give instructions for the daily schedule and expectations. Tardy children report immediately to the office when they enter the school, sign in and take a late pass to the classroom teacher. Tardiness and absences are tracked on the attendance register and recorded on the report card and cumulative record.

Early Dismissal/Change in Dismissal

If a student is to be dismissed before the end of the day or if there is a change in the way the child will be going home, this information should be sent in a parent note to school ahead of time. Staff do not take phone calls for this purpose except on an emergency basis. It is the responsibility of the parent to send a note to the child's teacher. Written permission is required for another adult to pick up your child.

SAFE ROUTES TO SCHOOL

Wildwood participates in the State's Safe Routes to School program which encourages walking and biking to school safely. See <http://www.saferoutesinfo.org/>

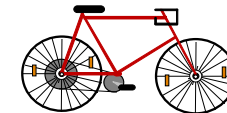
Talk with your neighbors about a "walking school bus" with a designated adult making the daily trip to and from school. Also, talk with children about pedestrian safety and guidelines for walking to and from school.

There is a crossing guard at Strong and North Pleasant.

Wheels to School

Here are the expectations for students who use some sort of wheels to school, including scooters, bicycles and rollerblades (even the kind of sneakers with 'pop-down' wheels):

1. Students in grade 4 and above may use these wheels. Students in other grades must have written permission from home, to be turned in to the main office.
2. Students are responsible for the security of their wheels; bikes are to be locked on one of the racks, other wheels are to be stored at the discretion of the individual teacher.
3. No motorized wheels are allowed for students (example: motorized scooters)
4. Walking only on school property (i.e., get off of the bike, take off the rollerblades, etc.). School property extends to:
Front of building: at the corner near the ballet center
Back of building: bottom of hill near the tennis courts
6. No 'wheelies' shoes in school
5. No wheels during snow and ice season.



EMERGENCY PLANNING

It is essential that we have a means of contacting every parent or guardian at all times. For the most part, this will be for the School Nurse to contact if your child becomes ill during the school day. Accidents, minor or otherwise, need to be communicated immediately to parents, as well. Our Safety Team uses the Connect-Ed automated calling system for communicating with families in the event that we must unexpectedly close school (such as for a major snow storm), or evacuate the school (most likely for something like loss of electricity).

As soon as a child enters school, we must have both of the following:

- A completed emergency health form
- A completed emergency school closing form

These forms ***MUST*** remain up to date and contain multiple approved contacts, so that if you are not available, we can call the person you have designated. Please keep the school office informed of any changes or additional contact numbers, at any time during the year. These forms must also be updated at the beginning of each school year, for each child in the family.

RULES OF DRESS

We at Wildwood consider school our place of work for both students and staff. It is important that we all dress in ways that make it possible to do our work well. This means wearing clothing that is comfortable, safe, clean and not distracting to other students. Specifically:

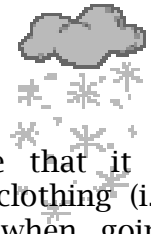
There is to be no skin showing between the bottom of the shirt and the top of the pants, skirt or shorts. Width on shirts should be wide enough to cover any undergarments. Necklines must be high enough not to be distracting, and pants must be pulled up, with no

underwear showing. Shorts may be worn to school but they need to be reasonably long, i.e. several inches down the leg.

If a student's dress is not appropriate, we will have t-shirts, etc. available that may be worn for the day, or the student may call home for a change of clothes.

To avoid injury, please be mindful of sending shoes that are appropriate for recess play (i.e. flip-flops and woodchips, or soccer and sandals don't mix).

Specific guidelines about necessary footwear for participation in Physical Education class will follow from Ms. Fernandez-O'Brien.



BE WEATHERWISE

Winter Wear Guidelines:

When the temperature is colder outside than it is indoors, children should wear additional clothing (i.e. sweatshirts or jackets and long pants) when going outdoors.

When the weather approaches freezing temperatures, the children should have hat, mittens or gloves and warmer clothing when going outdoors.

To walk in snow, students must wear waterproof boots, or have a second pair of shoes to be worn inside. To play in the snow, (go sledding, roll around, etc.) students must wear snow pants.

Please send your child to school with clothing appropriate for varied weather conditions. In particular, please note that students should have shoes, sneakers or slippers for indoor wear, if they are planning to walk in the snow.

Unless there is a danger of frostbite, we hold outdoor recess even on cold winter days. Proper clothing ensures that this winter play is comfortable, safe and fun.

THE PARTNERSHIP OF SCHOOL AND FAMILY SCHOOL COUNCIL

Every public school in Massachusetts has a council consisting of parents, staff and community members to develop and monitor a School Improvement Plan that will guide the school community toward continuous progress. This is a site-based decision-making body which includes both teachers and parents. It can be a strong vehicle for self-determination and a valuable forum for dialogue. Elections are held yearly, resulting in a two year turnover of members. Meetings are held monthly and begin with an open comment session. All school community members are welcome to attend. Notes of the meetings will be published in the Wildwood Window with the names and phone numbers of members.

School Improvement Plan

We are currently implementing the School Improvement Plan (SIP) for 2009-2011, which will be approved by the Amherst School Committee at its first meeting in the fall of 2009. The specific goals are grouped into 3 areas listed below:

Goal Area 1: Increase instructional capacity to engage and challenge every student in an authentic way which meets the standards.

Goal Area 2: Improve health and safety for all members of the Wildwood School Community.

Goal Area 3: Build strong, links between members of the School Community for the purpose of a successful school experience for all students.

Volunteer Program

There are many ways to volunteer your time at Wildwood School. Every effort is made to match your schedule and skills to our wide variety of needs. Volunteers begin by attending a one-time orientation session with an administrator. After that time, office staff matches volunteers with teacher and other staff needs. The year's first orientation session will be held on Thursday, October 1 at 8:45 AM. Future sessions will be scheduled at other times of the day, later in the year. Those who have attended orientation sessions in previous years will be asked to re-submit preference forms and will be contacted after the September Open House to begin volunteering.

Parent Teacher Organization (PTO)

The Wildwood PTO works to enhance the educational opportunities of our children through fundraising, parent/guardian education, and community-building events. This year there will once again be a PTO Classroom Liaison serving each class as a contact to keep all families notified of upcoming activities and events. All Wildwood parents and guardians are automatically members of the PTO, and no sign-up is needed. We welcome all parents and guardians to participate in any way that is comfortable and convenient for their family. Events and ways to be involved will be included in our school's monthly publication, the *Wildwood Window*, which is sent home with students. The Wildwood PTO also maintains a blog at www.wildwoodpto.org

ARTS & SPECIAL PROGRAMS

The Arts team at Wildwood consists of the Art, Technology, Music and Physical Education teachers. These professionals work with students on a rotating basis, and are in partnership with faculty to integrate curriculum where appropriate. Students are encouraged to make multicultural connections while developing a foundation for lifelong learning in the arts. Classroom teachers will communicate the Arts rotation for their class early in the school year.



LIBRARY

Literacy development is the cornerstone of the Wildwood library program. Up-to-date books and materials are provided to support the academic work of students and for pleasure reading. The instructional program teaches library use and acquaints students with all the genres of children's literature at a full range of reading levels. Materials are selected to support a wide variety of student interests. The goal is to have students become lifelong readers and library users, so they are encouraged to borrow books on a regular basis.

When a student borrows a book, he/she is responsible for its safe return. Books are due on the first school day of the next month. Overdue notices follow after two weeks. If the book is not returned, students are then restricted to borrowing one book at a time until the overdue items are returned or renewed. Students are responsible for the replacement of lost or damaged books. If the book is found and returned in good condition, the money will be refunded.



HOMEWORK CLUB & ACHIEVEMENT ACADEMY

This year the district will be launching an Achievement Academy for many students in third, fourth and fifth grade. There will be more information to come about this exciting new initiative.

We continue to offer an after school Homework Club for students in the upper grades that is supported by the Amherst School District. The purpose is to support school success by offering small group and individual help on the homework that has been assigned as well as targeted interventions tied to the current curriculum. Beginning in late September, it will be held on Mondays and Thursdays, from 3:10-4:00 PM. Bus transportation home is available to all participants. Look for a sign up sheet to come home later this month. More specific information will be included at that time.

INSTRUMENTAL MUSIC

String music lessons are offered to students and wind, brass and percussion lessons are available. Due to a district-wide reconfiguration of the delivery of instrumental music, the grade levels will be specified very soon- look out for more information. There is also an opportunity to play in an ensemble, either band or orchestra, as students are ready to do so. The district provides string instruments to beginners at a minimal maintenance fee, and other instruments are available for rental at local stores, at reasonable cost, should families choose to rent. Information regarding sign-up and rental options will be sent from the music department to students at the beginning of each school year.

CLASSROOM PLACEMENT

A team of professionals, made up of all the teachers at the sending grade level, the grade level guidance counselor, the principal, the assistant principal, and with input from special education teachers (when applicable) and specialist teachers, will carefully consider the placement of each student. Family input specific to their child is solicited at the beginning of the process and students are assigned to successful and well balanced peer cohorts. The cohorts are then assigned en-masse to teachers. Final authority rests with the principal.

ASSESSMENT

Assessment of student progress at Wildwood (and across ARPS) is conducted using a broad spectrum of assessment tools. These tools provide us as educators with the “dashboard” indicating what we should do next and they are essential to decision-making. Formative assessments (oral quizzing, quick-writes, etc) are used primarily to guide teaching. Summative assessments (End of Unit math assessments, final writing samples, etc) are used to measure performance and are used to build report cards and student records. Assessments can be scored one of three ways and each is suited to its own purpose. Standardized Assessments use standards, benchmarks and rubrics. Normed Assessment (often spoken of in terms of percentile ranks) uses relative performance within a group or sample in order to measure . Developmental Assessment uses previous scores of the same child to gauge improvement.

Wildwood school will be expanding our use of the district’s Data Warehouse to use student data to guide school-wide decision-making. There is a district-wide coordinated schedule of Language Arts assessments being implemented this year. In addition, we are in the second full year of implementing a Boston Public School System-designed math assessment which is normed to the Investigations Math Program and which we have adjusted to fully address state standards.. Your child’s teacher will inform you about specifics in his/her class.

We take the Massachusetts Comprehensive Assessment System, better known as MCAS. It is a series of tests given to public school students, beginning at the 3rd grade level. Like the National Assessment of Educational Progress (NAEP) the MCAS is a summative assessment which is well suited to spot trends and guide large-scale decisions for an entire subgroup, school, district or state, but not detailed enough to give good information to guide individual instruction. More detailed information about the MCAS may be found at the Massachusetts Department of Education website

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REPORT CARDS AND PARENT-TEACHER CONFERENCES

Report cards indicate the progress a child has made in academic and social skill areas. These are sent home with the child in February and June. Parents are asked to discuss the contents with the children and return the signed envelope to the teacher. Parent/teacher conferences are held after the Open House in September and upon request of either the parent or the teacher in March-April. The purpose of these meetings is for parents and teachers to have a discussion about the child’s learning style and the specifics about the progress made in individual subjects.

SCHOOL PROFILE

Wildwood School offers rich resources and programs to a multi-ethnic and multi-racial community of 402 students in Kindergarten through grade 6. School staff works to help each child become her/his personal best. Parents are closely involved in the school program through the School Council, PTO and as “valuable volunteers” in the classrooms. Curriculum, instruction and assessment are guided by best practices in education. Multiculturalism is honored and diversity is celebrated through the daily life in the school, as well as materials chosen, themes studied and festivals held. A multi-language “Welcome” sign greets visitors as they arrive at Wildwood. The school supports an integrated ELE program for English Language Learners and hosts two district special needs programs that offer a wide variety of site-based services. All students participate in art, music and physical education. Instrumental lessons, chorus, band and orchestra are offered to students in grades 4-6. Technology is an integral part of learning and students use computers in the technology laboratory, the library and then classrooms. The five colleges in the Amherst area contribute to education at our school through on-going learning opportunities for the staff and through the support of student interns. Wildwood School is a vibrant learning community where students flourish.

AGREEMENTS THAT GUIDE OUR BEHAVIOR

Wildwood is a studious and inclusive school community. We are here to learn, create and grow. By honoring this agreement, a positive statement of the Code of Conduct, we will work together to ensure everyone's success.

WE ARE AT SCHOOL TO LEARN

WE WILL:

- Arrive at school on time
- Be ready to learn on time
- Have materials organized and prepared
- Complete homework on time
- Face the teacher/speaker
- Actively listen and participate
- Always do our best and produce high quality work
- Use appropriate voice level
- Stay on task
- Move quietly throughout the building

WE HAVE THE RIGHT TO FEEL RESPECTED AND INCLUDED

WE WILL:

- Use appropriate words and tone of voice
- Take charge of our own work and behavior, letting others take charge of theirs
- Include others in our conversations and activities
- Express our own ideas, opinions, feelings and needs, and listen respectfully to others
- Accept responsibility for our own actions

WE HAVE THE RIGHT TO BE PHYSICALLY SAFE

WE WILL:

- Be a walking school
- Keep our hands, feet, and bodies to ourselves, except when being invited to be helpful
- Face forward while walking in the building
- Use school equipment carefully and appropriately

WE TAKE CARE OF OUR ENVIRONMENT, OUR PROPERTY AND THE PROPERTY OF OTHERS

WE WILL:

- Leave work areas and eating areas clean
- Enjoy bulletin boards and displays by looking and not touching
- Keep our hallway floors clean
- Touch only our own personal property or the property of others we have been given permission to touch
- Reuse and recycle

**WE AGREE TO THINK CAREFULLY ABOUT OUR BEHAVIORS AND ACTIONS:
*AM I READY TO LEARN? AM I BEING SAFE? AM I BEING FAIR? AM I MAKING WISE CHOICES?***

CONSEQUENCES FOR VIOLATIONS OF WILDWOOD AGREEMENTS THAT GUIDE BEHAVIOR

The goals of these consequences are to help children:

- Identify the behavior and discuss why it is inappropriate.
- Take responsibility for behavior.
- “Give back” to the community the calm and peace that has been disrupted, by making amends and repairs.
- Discuss alternatives to inappropriate behavior.

MINOR OFFENSES

Each will be dealt with according to the seriousness of the offense, the age of the student, and whether or not the behavior is a one-time or repeated event. Specific consequences are at the discretion of the supervisory adult. Examples of consequences used at Wildwood School in the case of minor offenses are listed below. This list is not all-inclusive and they are applied at the discretion of the supervisory adult. This discretion is based upon careful consideration of the developmental age of the student, agreements between teams of adults, logistics, and, most importantly, upon the individual students. Whenever possible, consequences will include a community service/repair component. Where appropriate, peer mediation will be offered on a voluntary basis.

- Time out to another location in the classroom
- Time out in an adjacent (supervised) space
- Use of Pro-social curricula to support a problem solving dialogue
- Process needs/feelings (with teacher, with peer, or independently)
- Use of pre-established signals to student to remind them about expectations
- Opportunity to make repairs that contribute to the well-being of a hurt peer or entire class (Apology of Action)
- Consultation with Guidance/administration
- Discipline Report (after multiple offenses- see below)
- Move to private work-spots/tables
- Phone call or letter to parents
- Student writes a note to their parents/guardians
- Community service (classroom preparation projects, cleaning, peer education)
- Completing academic work during recess if academic work time has been lost to misbehavior

MAJOR OFFENSES

These would include, but not be limited to, physical aggression (actual or attempted), threat of physical harm, verbal assaults, and gross destruction of property/equipment. These offenses require an automatic Discipline Report. Repeated rude or defiant behavior, repeated use of vulgar language, and repeated disruptions of class, which continue after a specific warning from the supervisory adult, would also result in a Discipline Report.

For each offense, a supervisory adult will complete a Discipline Report. The report will be sent to the Principal/Assistant Principal and remain on file in the office. The Principal/AP will contact the supervisory adult (and the classroom teacher, if not the same person) and counselor to discuss the reported offense. The Principal/AP will speak to the child involved as soon as possible.

Consequences for Major Offenses are:

1st Report

Loss of 2 days recess, with time spent on community service/repair. Student completes a Discipline Report describing his/her behavior and reasons why it is unacceptable. Report is carried home by the student for parent to read, sign and return to school. If necessary, classroom teacher will follow-up.

Where appropriate, peer mediation will be offered on a voluntary basis.

2nd Report

Repeat all consequences for 1st referral, with 3 days of community service/repair. Principal/AP will make personal contact with parent/guardian. Classroom teacher and supervisory adult will be notified of this contact. Student and parent/guardian will be reminded of consequences if a third report is necessary.

3rd Report

Repeat all consequences for 1st referral, with 5 days of community service/repair. Parent(s)/guardian(s) will be called to meet with the Principal/AP, the classroom teacher and the student to discuss the discipline issue. In-school suspension (all assignments are completed in a supervised space other than the regular classroom) may be administered at the discretion of the Principal/AP.

Additional Reports:

In-school or out-of-school suspension may be administered at the discretion of the Principal/AP.

Note:

Some offenses are of such a serious nature that it becomes necessary to circumvent the stated procedures. Possession of drugs, alcohol, etc. as well as major physical aggression are examples of such offenses. Consequences for these and similar offenses will result in the Principal/AP taking immediate action which may include suspending the student and/or notifying the police. Administrative flexibility is required in any disciplinary regulations to account for individual cases, unusual problems not anticipated nor written in school regulations, and the maintenance of effective control of behavior in a public school. The administration reserves the right to adjust the code of discipline when the severity of the offense or mitigating circumstances dictate. Action taken under the prerogative must also meet the test of reasonableness and protection of the rights of students.