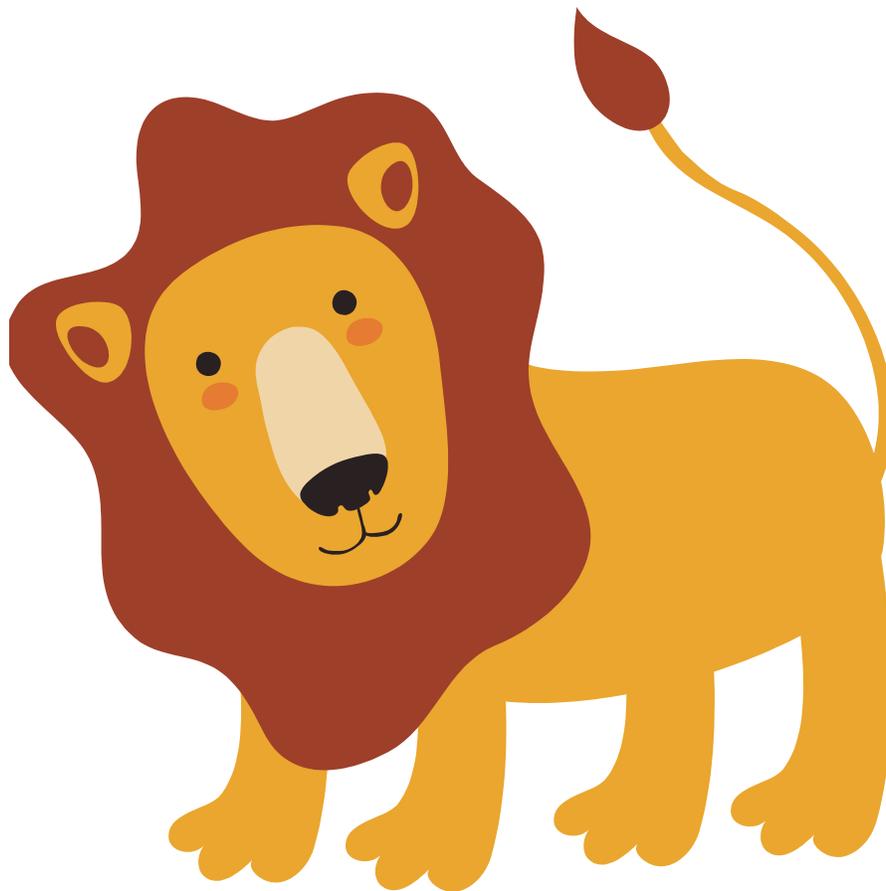


Chestnut Ridge School District Elementary School
Discipline Plan
2018-19



Pre-Kindergarten through 2nd Grade

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Dear Parent(s)/Guardian,

I would like to share our discipline plan with you. This plan is a school-wide set of rules and procedures that we will teach students throughout the year. This discipline plan will focus on fostering consistency and collaboration between staff members, so that this is truly a school-wide plan. Though I recognize that the issues of all students are many and varied, the emphasis will be on building good citizenship through behavioral success in the school setting.

Please read about this plan and review it with your child. I am counting on you to help your child understand the goals and rules of this discipline policy. An assembly for students is set to discuss school-wide discipline during the first full week of school. If you have any questions, please contact your child's teacher.

DISCIPLINE PLAN GOAL

It is our goal to provide students with the skills, structure, and guidance that will enable them to make responsible decisions about their behavior.

Minor Infractions

Minor infractions will be handled at the classroom level. Each teacher has developed a set of rules to govern the student behavior in their classroom. These rules are posted in each classroom. The teacher will discuss the rules with the class many times throughout the school year.

Major Infractions

The head teacher/principal or designee will handle major infractions. Three categories of severe misbehavior will result in the student being sent immediately to the office.

1. Physically dangerous behavior: Fighting, assault, physical intimidation
2. Illegal acts: stealing damaging property/vandalism, drug/weapon violations (possession or use of drugs, and possession of a weapon or facsimiles of in accordance with PA State Law.
3. Insubordinate Behavior: defiance of any rightful authority, overt defiance and/or disrespect. Insubordinate behavior is defined as the direct and immediate refusal to comply with a reasonable staff instruction within a specific period of time.

SEQUENCE OF CONSEQUENCES (MAJOR INFRACTIONS)

Following an office referral, any of the following consequences may occur.

First Major Infraction

An attempt to contact by phone call will be made and a “white slip” explaining the office referral will be sent home. The white slip needs to be signed by a parent and returned to school the next day. Appropriate restitution will occur. This may include loss of recess time, lunchtime detention, apology, community service, head teacher time-out etc. The consequence will be natural and appropriate for the misbehavior and will be determined by the Principal or the Head Teacher.

Second Visit for Major Infraction

An attempt to contact by phone call will be made and a “white slip” explaining the office referral will be sent home. The white slip needs to be signed by a parent and returned to school the next day. Appropriate restitution will occur. *This may include in-school or out of school suspension*, lunch-time detention, apology, community service, etc. The consequence will be natural and appropriate for the misbehavior and will be determined by the Principal or the Head Teacher.

Third Visit for Major Infraction

An attempt to contact by phone call will be made and a “white slip” explaining the office referral will be sent home. The white slip needs to be signed by a parent and returned to school the next day. A conference will be scheduled with parent, principal, counselor, teacher, student, and any other involved staff. At this time a behavior plan will be developed for this student. This plan will be used for this student for future visits to the office. Appropriate restitution will occur. *This may include in-school or out of school suspension*, lunch-time detention, apology, community service, etc. The consequence will be natural and appropriate for the misbehavior and will be determined by the Principal or the Head Teacher.

The principal reserves the right to determine all levels of enforcement, including our of school suspension, should the situation warrant.

With the exception of physically dangerous behavior or illegal acts the number of visits to the office during a semester will determine the disciplinary actions that occur.

EXPLANATION OF TERMS

In-school suspension means that a student spends time in another classroom sitting at a desk doing regular classroom assignments. A student who is spending time on in-school suspension does not see his or her friend, does not talk to other students and does not go out to recess or eat lunch with other students.

Community Service means that a student spends his or her recess time providing service in or around the school building. Community service may include but is not limited to cleaning up classroom areas, sweeping, and assisting in school improvement projects. A staff member will monitor all students providing community service.

We hope that this discipline plan is clear. If you have any questions, please feel free to contact your child's teacher.

Thank you for your time and support,

Dr. Amy Miller
Central Elementary Principal

Mrs. Shelly Lockard
Central Elementary Head Teacher

DISCIPLINE PLAN - BEFORE AND AFTER SCHOOL

Goal - Student will arrive and depart in a safe and orderly manner.

Responsible Before and After School Behavior

1. No students should be dropped at the school prior to 7:30
2. Prior to the morning bell, students may only enter through the cafeteria exit doors and go directly to an assigned classroom or into the cafeteria for breakfast. Direct supervision is required. Students will not be allowed to remain in the halls prior to the morning bell unsupervised.
3. At the 7:45 bell, students will go to their own classroom in an orderly manner under direct supervision of the teachers.
4. While waiting for the buses in the afternoon, students should maintain in orderly lines with no saving places by person or bag. At the teacher's discretion, students may be moved in line. The line will progress to the bus at the direction of the bus dismissal teacher /supervisor.

5. Students waiting for daycare or parents must wait appropriately in the assigned area (pick up room). The supervisor(s) must wait until all daycare/parent transported students are picked up or until 3:28, the escort remaining students to the office area to wait

Students are not allowed to cut between parked buses to cross the driveway.

Consequences for Infractions

When a student misbehaves, calmly and consistently implement the mildest consequence that is appropriate.

1. Give a verbal reprimand
2. Positive practice -- have the student do it the right way
3. Notify the student's teacher.
4. Contact the parent(s)/guardian.
5. For repeated infractions, send a white slip to the teacher or principal. The head teacher or principal may then make parental contact.

Encouragement Procedures

1. Encouragement will consist of staff attention and praise from supervisors. Students should be congratulated on their ability to be responsible.
2. If deemed appropriate, the principal may provide positive feedback to the entire student body on responsibility before and after school.

Supervision Responsibilities

1. Teachers and Para educators will be on duty as students enter the building.
2. In the evening supervisors will be on duty in the waiting area.
3. When excusing their classes at the end of the day, teachers will escort their students to the bus waiting area (lobby & hallways) and help supervise students.
4. After school duty will include: no less than 2 staff/teacher for bus duty.

Teaching Responsibilities

During the first week of each school year, teachers will conduct a lesson on before and after school behavior. The lesson will consist of a discussion of the rules. If problems begin to escalate, teachers will be asked to resume the lessons.

DISCIPLINE PLAN - HALLWAYS

Goal - The hallways of CES will be a safe and quiet environment where people interact with courtesy and respect.

Responsible Behavior

1. Students will move safely through the hallways
2. Normal speaking voices will be used in the hallways. (If someone is too far away to hear, move near enough to speak in a normal voice.)
3. During class time, students must have an appropriate reason to be in the hallways.
4. Everyone will be treated with dignity and respect
5. If a staff member asks to speak with you, stop and talk with that person.
6. If a staff member request that you correct a behavior, do what the staff member asks you to do.
7. Students should not be in the hallways after the last bus has left the building.
8. Students must have teacher approval and be supervised to be in the building after school.
9. Students will not touch classroom projects that are displayed in the hallways.

Consequences for Infractions

When a student misbehaves, calmly and consistently implement the mildest consequence that is appropriate.

1. Give a verbal reprimand
2. Positive practice -- for example, have the student go back and walk.
3. Have the student practice the responsible hallway behavior
4. Briefly delay the student.
5. **Use office referral only for insubordination or for dangerous or illegal situations**

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive interactions.

1. Initiate friendly interactions with students
2. Compliment individual students on their safety, courtesy and respect.
3. Compliment a teacher (so students can hear), citing examples of individual or class-wide responsibility
4. The head teacher or principal will acknowledge the class's responsible hall behavior. Teachers should discuss the compliment with the class.

Supervisions Responsibilities

1. Staff at all passing times will supervise students.
2. While in the hallways or at their doorways, staff will interact positively with students as they pass.
3. Staff will be warm and invitational when supervising.
4. If a student violates a rule, use respectful but firm voice to inform the student of what he/she should be doing. Point out the appropriate behavior the student needs to exhibit.
5. If a student refuses to follow your inspections, inform him/her that he/she can choose to follow your instruction or be referred to the office for insubordination. Give an appropriate amount of time for the student to make the decision to comply or not. Insubordinate students **should be escorted with a completed "white slip" to the office.** If the

student refuses to accompany you, make no attempt to physically take the student. Inform the head teacher or principal of the incident.

All staff will assist in monitoring the hallways.

Teaching responsibilities

At the beginning of each school year, there will be a short lesson on hallway expectations in each classroom. These lessons should be conducted in a way that helps students understand why procedures have been implemented. Lessons should be presented in a way that implies staff and students will work together. Teachers of primary students will also take students into the hallways to practice appropriate procedures.

The principal/head teacher or another designee and all staff will review hallway expectations with student teachers and instructional assistants. An assembly for the students may include discussion on hallway behavior.

DISCIPLINE PLAN - HARASSMENT

Goal - Students will interact in courteous, respectful ways without bothering others. The Incredible Years Program will help accomplish this goal.

Responsible Behaviors

1. Students will use appropriate language, (no “put downs”) no written, verbal, or physical gestures toward other people on CES premises.
2. Students will use appropriate materials, gestures and sounds at CES.
3. Students will demonstrate appropriate interaction (physically and verbally) with other students and/or rightful authority figures.
4. Students will engage in appropriate behavior and conversations so as not to offend others.
5. Students who experience harassment will tell the offender to stop the inappropriate behavior and report the incident to a staff member.

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive interaction with students.

1. Teachers will discuss at the beginning of the year and periodically, the importance of responsible behavior in school. Responsible behaviors will be discussed and posted in each classroom.
2. Teachers will consistently model appropriate, friendly interactions with students.
3. Teachers will provide verbal compliments to students for demonstrating one or more of the school’s responsible behaviors.

Supervision Responsibilities

1. Staff members who observe behavior thought to constitute harassment should obtain the names of the students involved and report the information in writing to the classroom teacher.
2. Staff members who are informed of behavior thought to constitute harassment should conduct a brief investigation and report the information to the classroom teacher(s) involved.
3. All staff will assist in monitoring the common areas for respectful, appropriate physical and verbal behavior and gestures

Primary Teaching Responsibilities

At the beginning of the school year, there will be a short lesson on harassment and the conduct that constitutes harassment. This lesson should be age appropriate and conducted in a way that helps students understand why procedures have been implemented. Lessons will be represented in a way that implies students and staff will work together. Primary teachers may take students outside to practice responsible behavior or may role-play responsible recess behavior

Playground supervisors will include the harassment policy in the teaching of playground rules and expectations to primary students. Students will be taught that harassment means repeated, unwelcome verbal and/or physical contact regarding another person's sex, family, background, religion, age, ethnicity, appearance or ability. Examples of harassment and the expected responsible behaviors will be explained in each classroom at the beginning of the year and/or as needed during the school year. Teachers will teach for understanding of the policy at student's appropriate developmental ability level.

Consequences for Primary Students

1. Give a verbal reprimand consistently for infractions.
2. Give opportunity for positive practice - have student restate comment or apologize for inappropriate behavior.
3. Inform the student's teacher (if applicable) and calmly and consistently implement the mildest consequence that is appropriate.
4. Write a white slip for the harassment infraction and submit it to the head teacher or principal. (if warranted --Please see - definition of harassment in the paragraph above. Harassment must be REPEATED unwelcome contact)
5. Restitution planned and implemented for the harassment by the principal and/or the head teachers.

DISCIPLINE PLAN - RESTROOMS

Goal - The restrooms at CES will be quiet, safe, and used as intended.

Responsible Behavior

1. Use restrooms on your way out to recess.
2. If restrooms must be used during class, students must have a pass or permission from the teacher.
3. Use restrooms quietly, appropriately and leave them clean.
4. Put toilet paper in the toilet. Put all other paper in the garbage can.
5. Flush the toilet.
6. Leave stalls unlocked after use.
7. Wash your hands.
8. Leave the restroom as soon as you finish.
9. Report any vandalism or inappropriate behavior to your teacher or the closest staff member.

Consequences for Infractions

When a student misbehaves, calmly and consistently implement the mildest consequence that might be appropriate.

1. Verbal reprimand.
2. Inform the student's classroom teacher.
3. Parent/guardian notification
4. Write a white slip referral for insubordination, dangerous behavior, or destructive acts.

Encouragement Procedures

1. Teachers will periodically discuss the importance of responsible behavior, and will encourage students to continue to be responsible in managing their own behavior in restrooms.
2. Several times per year the custodian and the principal will send a memo to the teacher to read to students providing positive feedback to students for keeping the restrooms neat.

Supervision Responsibilities

1. When dismissing students for recess, remind them to go to the restroom as needed. Remind students "Restrooms will be clean, quiet, safe and used as intended."
2. If a student violates a rule, use a respectful but firm voice to inform the student of what he/she should be doing.
3. For any repeated infractions, have the student call the parent (or have the student write a letter to the parent) to notify him/her that he/she has refused to help keep the restrooms neat and clean.

4. If a student refuses to follow your direction or argues, calmly inform the student that he/she can choose to follow your directions or be sent to the office with a behavior slip for insubordination. Give the student time to make the decision.
5. If the student refuses to accompany you, make no attempt to physically move the student. Inform the principal or designee of the incident.
6. Plan to walk students to restrooms and during the first week of new school year state the restroom goal before students enter. Stand outside restroom doorway during your classes use. Plan to enter the restroom at least once a day. Note positive things to reinforce and areas to be improved. Discuss this information with the class. (A male staff member should visit the boy's restroom and a female staff member should visit the girl's restroom).

Teaching Responsibilities

At the beginning of each new school year and after a long vacation, there will be a short lesson on proper use of restrooms. The rules specified above can serve as the basis for this short lesson. Teachers will be responsible for teaching any new students the rules and expectations. These lessons will be age and grade level appropriate. Pre-K and K teachers will need to have these lessons throughout the year.

DISCIPLINE PLAN - ASSEMBLIES

Goal- CES students will demonstrate respectful behavior during assemblies by listening, participating, and following directions.

Responsible Assembly Behavior

The following list of expectations is designed to help staff increase consistency while supervising common areas, and to provide teachers with a basis for teaching and reteaching responsible behavior.

1. When the leader goes to the microphone and says, "May i have your attention please, " stop talking and look at the person at the microphone.
2. Listen carefully
3. Students will follow their teacher's directions regarding where to sit.
4. Everyone will wait quietly for the program to begin. Quiet talking will be allowed until the program is ready to begin.
5. Communicate with the performers with your eyes and ears.
6. Never boo, whistle, yell, chant, foot stomp, or put someone down, unless directed by the adult in charge.
7. At the end of the program, the leader will conclude the assembly by thanking the performers.

8. Students will remain seated until their teacher gives them the signal to stand and follow the teacher from the assembly area. Students are to exit quietly and in a straight line.

Consequences for Infractions

When a student misbehaves, staff will calmly and consistently implement the mildest consequences that is appropriate.

1. Nonverbal warning
2. Move close to the student and give a quiet verbal warning.
3. Move the student close to a staff member
4. Quietly remove the student from the assembly.

Encouragement Procedures

1. If the student body was respectful and followed the rules, the head teacher/principal or other leader will verbally praise the appropriate assembly behavior during the closing comments.
2. After the class returns to their classroom, teachers should give positive feedback to students who followed the rules.
3. Compliments given to the student body by a performer will be shared with the school via the intercom.

Supervision Responsibilities

1. All teachers and specialists (with the exception of planning and conference periods) should attend every assembly unless prior arrangements have been made with the principal. Supervising teachers (art, music, library, PE) should attend with their classes. All specialist and Para educators should be distributed throughout the audience to assist the classroom teachers with supervision.
2. Teachers should model appropriate behavior for their students -- no talking while the assembly is in progress, claps at appropriate times, and so on.
3. If a student is misbehaving, give him/her a nonverbal signal to stop.
4. If necessary, go to the student and give a verbal warning or have the student move near a staff member.
5. If a student needs to be removed, escort him/her to the office.
6. The principal/head teacher will introduce and close each assembly. In the event the principal/head teacher cannot be in attendance, he/she will arrange for an alternate leader to serve this function.

Teaching Responsibilities

1. Correct assembly behavior will be modeled
2. Prior to each assembly, teachers will discuss the agenda and review the assembly rules as specified above. If appropriate, have students practice how to show appreciation.

3. Teachers will review hallway behaviors and the correct procedure for carrying chairs and sitting on chairs in the assembly.
4. All classroom teachers will have a short follow-up lesson shortly after the assembly to discuss the content of the assembly. \
5. After each assembly, teachers will discuss student behavior at the assembly with their classes.

DISCIPLINE PLAN - PLAYGROUND-RECESS

Goal- CES students will play safely in all games and on all equipment.

Responsible Assembly Behavior

The following list of expectations is designed to help staff increase consistency while supervising common areas, and to provide teachers with a basis for teaching and reteaching responsible behavior.

1. Children will play in a manner that reduces risk of injury.
2. When recess ends, students are to stop what they are doing and line up quickly.
3. Students will settle differences peacefully.
4. Student will show respect for others and follow instructions given by staff.
5. Students will play in designated areas.
6. Students will leave rocks, bark, sticks, and other dangerous objects alone.
7. During school, students will not leave the playground without permission.

Consequences for Infractions

When a student misbehaves, staff will calmly and consistently implement the mildest consequence that is appropriate.

Consequence for Playground Rule Violations that Involve Minor Issues

Rule violations that involve minor, day-to-day issues and deal with following the basic rules of the school will involve remediation with the student and teacher or paraprofessional directly involved and responsible for the supervision at the time.

1. Verbal reprimand
2. Redirection (redirect the student to act appropriately).
3. Student stands in place for 30-60 seconds and is reminded to "Stop and think."
4. Student shadows the playground supervisor for a designated period of time.

5. Discussions of appropriate behavior to replace inappropriate behavior (problem solving).
6. Apology to another student when necessary.
7. Logical and real-life consequence given for inappropriate choice of behavior.
8. Time out on the bench or wall away from others for appropriate amount of time (due to severity and frequency of violation(s)).
9. Parent contact may be made by teacher.

Consequences for Playground Rule Violations of Greater and More Severe Nature or Repeated Breaking of Minor Rules

A "White Slip Referral" will be made for physically dangerous acts (fighting), illegal acts, overt defiance, and continued willful disobedience.

Students may:

1. Call parents to report their violation(s)
2. Lose recess privileges and spend recess time inside for a designated time.
3. Move into the first visit to the principal's/head teacher's office with White Slip with all the consequences that goes with a Major Infraction Discipline Referral.

Encouragement Procedures

1. There will be friendly interactions from playground supervisors.
2. The principal or head teacher may recognize and reward classes with exceptional playground behavior.

Supervision Responsibilities.

1. All supervisors will circulate about the playground and avoid standing in one place for an extended period of time.
2. Supervisors will be visible and interact positively with students.

Teaching Responsibilities

1. During the first full week of each school year, teachers will conduct a lesson on proper playground/recess behavior. The lesson will consist of a discussion of playground rules.
2. If problems begin to escalate, teachers will be asked to resume these lessons.
3. Teachers will review playground/recess rules and behaviors through the year no less than once each semester.

Expected Playground Behavior at Central Elementary School

Students will:

1. Keep hands and feet to self
2. Show respect for others and their personal space.
3. Follow instructions given by supervising adults. "Say OK and do it."

4. STOP activities when the bell rings and line up immediately to enter the school building. (DO NOT continue throwing balls, shooting baskets, playing tetherball, etc.) The bell is the signal that recess is over.
5. Each student is responsible to bring inside his/her coat, jacket, sweater, gloves, and hat.
6. Return a ball taken outside
7. Get a pass from an adult to leave the playground to enter the building (for example: to use the bathroom or go to a classroom).

Students will NOT:

1. Engage in fighting or activities that show physical aggression such as pushing, hitting or kicking.
2. Tease, bully, or call other students inappropriate names.
3. Use improper or inappropriate language. Such language will not be tolerated.
4. Eat candy or food, drink beverages, or chew gum on the playground.
5. Throw any objects (ice, snow, rocks, bark, sticks, dirt, etc.) that could hurt others.
6. User rough play, push or "play fight" on the playground
7. Pull or play "keep-away" with other people's property (coats, hats, backpacks, etc.)
8. Bring toys from home to play with.

Slides

1. No climbing up the slide
2. One person at a time goes down the slide
3. Sit down on slides (no standing, sliding on stomach, or head first.)
4. After reaching the top of the ladder, proceed down the slide. DO NOT hold up other students who are waiting to go down.

Swings

1. Only one person at a time allowed on one swing
2. Sit on the swing
3. No jumping out while swinging
4. No twisting or spinning on the swings.

Bars & Jungle Gyms

1. No climbing on top of the bars.
2. One person at a time on the bars,
3. If younger children are not able to cross without assistance, they must remain off the bars.
4. Do not jump from the top of the jungle gyms, use climbing equipment to get down.
5. No playing tag on the jungle gyms or any other playground equipment.

Basketball Court

1. Inappropriate language will not be tolerated.
2. Basketball has rules about when you need to dribble and about contact with other players. Players must follow these rules.

Soccer and Kickball

1. Rough play will not be tolerated
2. Use appropriate language while playing.

Football Field

1. Do not allow football to become pushing or hitting, or overall too rough and dangerous.
(A playground supervisor will determine when this occurs.)
2. Rough play will not be tolerated
3. Use appropriate language while playing.

Off Limit Areas during Recess

Students are NOT allowed:

1. Do not go over the hill next to the football field where you cannot be seen by playground supervisors.
2. Do not stand or walk on the picnic tables or benches

DISCIPLINE PLAN - BREAKFAST & LUNCH TIME IN THE CAFETERIA

Goal - The cafeteria of CES will be a safe and clean environment where all people interact with courtesy & respect

Responsible Behavior

1. Students will use quiet voices to speak to others at their table in the cafeteria.
2. Students will keep their hands, feet and objects to themselves.
3. Students will walk in the cafeteria.
4. Students will eat quietly and with good manners.
5. Students will stay in their seats until dismissed. To get help, students will raise their hands.
6. Clean up your eating area - Clean your tray properly.
7. Everyone will treat others with dignity and respect.

Consequences for Infractions

When a student misbehaves, calmly and consistently implement the mildest consequence that might be appropriate

1. Redirect student or use verbal reminder
2. Provide positive practice, have the student try it again.
3. Have the student go to the end of the line.

4. Isolate the student in an alternative seat and notify classroom teacher at the end of the lunch period.
5. Use color cups at each table for group warning for too loud of talking On the red cup the table will be quiet for 2 minutes.
6. Use office referral only for insubordination or for dangerous situations.

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive interactions.

1. Initiate positive attention and friendly interactions
2. Provide verbal praise to students who are following cafeteria and expectations
3. There will be school-wide recognition for classes who consistently demonstrate appropriate cafeteria behavior

Supervision Responsibilities

1. Redirect student
2. Provide positive practice, have the student try it again.
3. Have the student go to the end of the line.
4. Isolate the student in an alternative seat and notify classroom teacher t the end of the lunch period.
5. Use green-yellow-red cups at each table for group warning. On red cup the whole table has a quiet time out for 2 minutes.
6. If a student refuses to follow your instructions, inform him/her that he/she can choose to follow your instruction or be referred to the office for insubordination. Give an appropriate amount of time for the student to make the decision to comply or not. Insubordinate students should be escorted with a completed "white slip" to the office. If the student refuses to accompany you, make no attempt to physically take the student. Inform the head teacher or principal of the incident.

Teaching Responsibilities

At the beginning of each school year, there will be a short lesson on cafeteria/lunchtime expectations in each classroom. These lessons should be conducted in a way that helps students understand why procedures have been implemented. Lessons should be presented in a way that implies staff and students will work together. At this time the cup system with time out rules will be explained to the class. Teachers of kindergarten and 1st grade students will also take students to the cafeteria to practice appropriate procedures and locate tables where students will eat.

BULLYING IS ABOUT POWER

Bullying takes place when a stronger or more powerful child intentionally and repeatedly threatens, hurts, or torments a more vulnerable child.

Bully:

1. Is intentional and calculated
2. Happens more than once
3. Represents an imbalance of power between bully and victim.

Bullying is one sided and always unfair. Bullying is different from a single incident of teasing. It is, in fact, an abuse of power. Bullying differs from play, and from the normal conflicts of childhood. When two children of approximately equal strength or power are engaged in fight, it is not bullying. Therefore, although all acts of bullying are aggressive, not all aggressive acts are bullying. Bullying can occur face to face or it can happen behind one's back. Bullying can be short term or it can last a long time.

Bullying can be done by an individual or by a group. Although bullies are more likely to be male, an increasing number of girls are bullying their classmates. The kind of bullying done by girls often differs from that done by boys. Boys are more likely to attack their peers verbally or physically; girls are more likely to bully indirectly by using social relations as a weapon. Girls might exclude their victims from activities, convince others to reject them, or spread rumors about them. Bullying by girls often can take the form of mean spirited backbiting. But it is all about power. Bullying starts in elementary school, reaches its peak in middle school, and gradually declines in high school. By high school, bullies and victims often are pursuing different interests and subjects, so their paths are less likely to cross than they are in middle school.

The preceding was from an article by Dr. Ken Shore in Education World Copyright 2005

DRUGS & ALCOHOL

1st offense for drugs and lcohol on the property and used on the property:

** 5 days out of school suspension

** Referral made to the school guidance counselor

No knives of any kind can come to school - Knives are Weapons

WEAPONS POLICY AND PROCEDURES

Developed July 1995

Type "C" grades K-12

PURPOSE: In accordance with 24 P.S. 13-1317.2, possession of a weapon on school property must result in a mandatory minimum of one (1) year expulsion, unless reduced by the Superintendent of the school district. These procedures are established by the Chestnut Ridge School District in order to protect against violence, personal injury, property damage and to instill a sense of safety and security for those who participate in school district activities and/or make use of school district facilities.

1. **VIOLATION:** No person shall possess, handle, transport, use, discharge, manufacture, make, remake, assemble, sell, distribute, or transfer any weapon or ammunition while in any school building, on any school premises, on any school bus or other conveyance providing transportation to or from school building or activity of the Chestnut Ridge School District, at any school activity or function, whether sponsored by the school district or not, or, in the case of students, while coming to or going from school or school activities.
2. **VIOLATION:** In addition, no person shall knowingly possess any weapons or ammunition at a place that the individual knows, or has reasonable cause to believe, is a school zone in the Chestnut Ridge School District. This section shall not apply to the possession of a weapon:
 - a. on private property not part of the school grounds;
 - b. by an individual for use in a program approved by the school district in the school zone;
 - c. by an individual in accordance with a contract entered into with the school district;
 - d. or by a law enforcement officer acting in his or her official capacity.
3. **VIOLATION:** In addition, no person shall knowingly and with reckless disregard for the safety of themselves or another, discharge or attempt to discharge a weapon, detonate an explosive, discharge a chemical deterrent at a place that the person knows is a school zone, unless as follows:
 - a. as part of a program approved by the school district;
 - b. by an individual in accordance with a contract entered into by the school district;
 - c. or by a law enforcement officer acting in his or her official capacity.
4. **RESPONSIBLE ACTIONS:** School district employees and students observing or otherwise becoming aware of weapons and or ammunition on school premises, at school activities, on school buses or their conveyances, or of persons violating this procedure, shall report the same to a school district teacher or administrator as soon as possible. Any teacher who obtains such a report shall immediately notify his/her principal, or in his/her absence, the principal's designee. Any administrator obtaining such information shall immediately notify the Superintendent, or in his or her absence, the Superintendent's designee.
5. **INVESTIGATION PROCEDURES:** Every school employee and/or student who has knowledge of a weapon being on or in school property without proper clearance shall immediately inform the principal, who will immediately conduct an investigation. A student

who has knowledge of a weapon being in or on school property shall be subject to disciplinary proceedings if the student does not timely report the same.

Based upon reasonable grounds to suspect that a student possesses a weapon, the principal, or his designee, will request that the student voluntarily empty his/her pockets, and remove any coat, book bag, or purse so the same may be searched by a school official. Such search shall take place in the presence of another adult of the same gender as the student. (It is noted that Rules and Regulations of the State Board of Education provide that reasonable force may be used by teachers and school authorities to obtain possession of weapons or other dangerous objects if deemed necessary or reasonable.)

If the student resists such a voluntary search, the principal or school official shall immediately summon the local police and request assistance. **The parent or guardian of the student shall likewise be notified.**

The school shall also follow the above procedures for student locker searches.

If a weapon is found or confiscated, the principal shall immediately summon the local police, the Superintendent (or his designee if the Superintendent is not available), and the parents or guardians of the student involved.

6. **DISCIPLINE:** The following discipline procedures shall be followed by the administration.
 - a. Notification of the student concerning the violation(s)
 - b. Notification of the Superintendent or his designee
 - c. Notification of student's parents
 - d. Establishing whether or not the student has an IEP
 - e. Notification of the police, if deemed necessary
 - f. Assignment of discipline – 3 days out of school suspension)A “N.O.R.E.P.” or Notice of Recommended Educational Placement for special education students may be necessary)
 - g. Informal hearing with administration, parent(s), and students Assignment of discipline – 10 days out of school suspension (A “N.O.R.E.P.” may be necessary)
 - h. Notification of the Board of School Directors
 - i. Notification of the student and parent(s) of their right to a formal hearing before the Board of School Directors as part of the Due Process Procedure
 - j. The Board may assign an expulsion from school for a period of one calendar year from date of infraction. (A “N.O.R.E.P.” may be necessary.)

Expulsions must be scheduled pursuant to the Pennsylvania School Code and applicable Rules and Regulations of the State Board of Education.

Note: The Superintendent reserves the right to develop special discipline situations for any student.

7. **DEFINITIONS.** As used in this procedure.

- A. The term “person” includes any individual, including student and school districts employees, corporation, company, association, firm, partnership, society, or joint stock

company. The term “person” shall not include law enforcement officials while on duty as law enforcement official or security personnel retained by the school district and on duty with the school district.

B. The term “weapon” includes, by way of example and not limited to:

1. any knife, cutting instrument, or cutting tool (special consideration may be granted to pocket knives under a blade length of four inches)
2. nun – chuck sticks
3. handgun, shotgun, or rifle, including center-fire, rim-fire and muzzle loading firearms
4. air, CO² and/or spring action pellet, BB, and/or dart guns
5. traditional long bows, recurve bows, compound bows, and/or crossbows
6. spear or dart propelling devices including blow guns
7. electric stun guns and cattle prods
8. chemically disabling sprays or propellants (a.k.a. mace and pepper spray)
9. brass knuckles, black jacks, and martial arts devices
10. any other tool, instrument, or implement capable of inflicting bodily injury or property damage
11. and shall include any item that is represented to be a weapon or that is threatened to be used as a weapon

SPECIAL NOTE: Under special circumstances this definition may be expanded to include an object that has the appearance or characteristics of a weapon, such as toy guns, water pistols, etc. This clause is at the sole responsibility of the Superintendent or his designee.

C. The term “firearm” means (1) any weapon (including a starter gun) which will, or is designed to, or may readily be converted to expel a projectile by the action of any chemical explosive, compressed gas, mechanical spring and/or elastic device; (2) the frame or receiver of any such weapon; and/or (3) any firearm muffler or firearm silencer.

D. The term “destructive device” means (1) any bomb or device that is explosive and/or incendiary in nature, or (2) any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive, other propellant, and/or mechanical means which has any barrel with a bore. (Items traditionally classified as firecrackers may be included or excluded under this definition as the sole discretion of the Superintendent or, in the absence of the Superintendent, his designee.)

E. The term “school zone” means in, or on the grounds of any of the buildings or schools owned by the Chestnut Ridge School District.

F. Possession means being on the person of the student, in the student’s locker, in a vehicle operated by the student, and/or otherwise under his or her control.

8. **PRESS RELEASE:** The Superintendent or designee shall formulate a press release if deemed appropriate.

ACT 26

Safe School Guidelines

WHEREAS, the legislature has passed a new "Safe Schools" law, 24 PA. STAT. ANN. §§ 13-1317.2 et. Seq., 13-1301 A, et. Seq., for the purpose of providing a safe educational environment Pennsylvania Schools:

- A. The Chestnut Ridge School District has adopted an extensive **Weapons Policy**.
- B. **Reporting Provisions:** The District has the right to immediately report all incidents involving the possessions of a weapon to **local law enforcement** officials.
 - a. Reporting to the Local Law Enforcement Agency shall be made in accordance with a written procedure developed as a joint project with the law enforcement agency. 24 PA. STAT. ANN § 13-1303-A © (1995).
 - b. The District shall report to the State **Department of Education**, on a semi-annual basis, all incidents or acts of violence or prohibited possession of a weapon under this policy. These reports shall include:
 - i. The student's name, address, age and grade;
 - ii. The circumstance surrounding the incident, including type of weapon;
 - iii. The sanction imposed by the school;
 - iv. The notification of law enforcement;
 - v. The remedial programs involved;
 - vi. The parental involvement required;
 - vii. Any arrests, adjudications, or convictions, if known. 24 PA STAT. ANN. § 13-1303 (A) (B) (1995).
- C. **Affidavit of Parent Guardian.** The District shall, prior to the registration of any student, obtain from the student's parent/guardian an affidavit detailing any suspensions or expulsions from any school system in the U.S. which were the result of violence or the possession of a weapon. 24 PA. STAT. ANN. § 13-1304 (A) (1995).
- D. **Transfer of Disciplinary Record:** The District shall request the disciplinary records of any student transferring into the District. The District shall comply with all requests to send disciplinary records of any student transferring out of the District to that student's new district. Said requests shall be honored within 10 days. 24 PA. STAT. ANN. § 13-1306 (A) (1995).
- E. **Availability of Records:** Records created under this policy will be available for inspection to the student and his parent/guardian, other persons having control or charge of the student, school officials, and state and local law enforcement officials as provided by law. 24 PA. STAT. ANN. § 113-1306-A (1995). Available records include:
 - a. A statistical summary of acts of violence on a school-by-school and a district-wide basis. 24 PA. STAT. ANN. § 13-1307-A (1995).
 - b. The disciplinary records of any student will be available to that student and his guardian. 24 PA. STAT. ANN. § 13-1306-A (1995).

Bus Rules for Elementary School Students

The Pennsylvania Department of Education considers the transportation of students a privilege that not all students in the state enjoy. We believe the safety of students on our school busses to be of paramount importance. These regulations govern student conduct while on school buses and in loading and unloading areas.

To Parent's:

Parent's are expected to read the rules and procedures with their child. Any violation of these established guidelines could result in suspension of bus riding privileges and, in some instances, suspension from school. Parent's will be responsible for their child's transportation to and from school in the case of suspension of bus riding privileges. Parent's of elementary students are encouraged to see their child safely to and from the bus stop. If your child must cross the highway, it is very important to make sure that he or she waits until the driver has given the proper signal to do so. It is very important that you understand that the school bus will not wait at your child's stop. Sometimes, during the school year, changes in bus stops or routes need to be made due to new students enrolling in school.

Students with a pass to ride a bus to a stop different from the stop at which they are typically picked up can ride only if there is a seat available on that bus.

Permission to change buses in the p.m. will be granted only when request is written and signed by a parent or legal guardian. These types of request will only be granted under emergency circumstances. If you have any questions regarding the rules, policies or disciplinary measures stated here, you may contact the principal or headteacher at your child's school. Parent's who board the school bus to make a complaint are violation of PA state law. Your cooperation will be appreciated.

Rules and regulations for elementary students riding the school bus: The following are violations of bus rules and subject to disciplinary action.

1. While you are on the bus, you are under the direct supervision of the driver and must obey him or her. The bus driver will assign each student a seat. Failure to obey the driver at any time will be considered an act of disobedience and will result in disciplinary action.
2. For your own protection, always keep your hands, head, and arms inside of the bus. Keep feet and books out of the aisle. Any object or instrument that cannot be held on the student's lap without blocking aisles will not be permitted on the bus.
3. The use of obscene language and gestures or participation in any loud or boisterous talking or laughter is prohibited.
4. Fighting, horse playing or slapping at another student are violations of rules.
5. Smoking, striking of matches, or the use of lighters is not permitted on the bus or in the loading area at any time.
6. General school regulations pertaining to the use of alcohol, drugs, knives or other weapons, use of profanity, obscene gestures apply to all students riding the bus.

7. Eating or drinking on the bus is not permitted. Drink bottles, other glass containers, and cans are not permitted. The sale of candy, cookies or other items is prohibited.
8. Students who wish to get on or off at a stop other than their own, or ride a bus other than their regular one, must have a written request from their parent's or legal guardian, approved and signed by the appropriate school personnel and given to the bus driver. The written request must list the exact address of the request bus stop. They can ride only under emergency circumstances and if space is available.
9. Help keep the bus clean, sanitary and orderly. Do not throw paper or other debris on the floor of the bus or at another student. Do not throw articles out of the bus windows or doors.
10. Damages to seats or other areas of the bus will be paid for by the student or parent/guardian. Payment must be made or arranged before the student will receive bus-riding privileges.
11. Never tamper with the emergency door or any other controls on the bus. Opening or closing the front door is prohibited by anyone other than the driver.
12. Recorders, radios, tape players, etc. cannot be brought on the bus. The bus driver has the right and will confiscate these articles if brought on the bus. Items will be given to appropriate school administrator.
13. The playing of cards on a school bus is prohibited.
14. No live animals or pets are allowed
15. Balloons or other objects that may obstruct the view of the driver are not permitted on the bus.

ALL STUDENTS WILL BE EXPECTED TO FOLLOW SCHOOL BUS RULES AND WILL BE SUBJECT TO THE FOLLOWING CONSEQUENCES FOR VIOLATIONS OF RULES.

Pre K to Grade 2

- I. Infraction - First Discipline Report for any infractions other than fighting or profanity directed at the driver
 - A. Consequence - Warning notice to parent and students placed on probation.
- II. Infraction - Second Discipline Report for any infractions other than fighting a student or profanity directed at the driver
 - A. Consequence - One-day bus suspension
- III. Infraction - Third Discipline Report for any infractions other than fighting a student or profanity directed at the driver
 - A. Consequence - Three-day bus suspension
- IV. Infraction - Fourth Discipline Report for any infractions other than fighting a student or profanity directed at the driver
 - A. Consequence - Five-day bus suspension
- V. Infraction - Fifth Discipline Report for any infractions other than fighting a student or profanity directed at the driver
 - A. Consequence - Ten-day bus suspension
- VI. Infraction - Sixth Discipline Report for any infractions other than fighting a student or profanity directed at the driver

- A. Consequence - Student will be given an office referral and this will be treated as a "Third Visit for Major Infraction" A conference will be scheduled with parent, principal, head teacher, bus driver, and any other involved staff. At this time a behavior plan may be developed for this student. This plan will be used for this student for future visits to the office for bus problems. Continued bus suspensions are an option.

Teaching Responsibilities

At the primary grade level a "Bus Safety/Bus Rules" assembly will be held early during the first few weeks of school. This assembly will be organized with the help of the bus drivers. During the first month of school teachers at all grade levels will discuss student bus conduct as part of the classrooms day ending process.