

STUDENT BEHAVIOR EXPECTATIONS
FOR HAMPTON TOWNSHIP SCHOOL DISTRICT
ELEMENTARY SCHOOLS



(Revised June 2012)

HAMPTON TOWNSHIP SCHOOL DISTRICT

K-5 Code of Conduct

The Hampton Township Elementary Code of Conduct is designed to help teach young children responsible behavior. Just as students must learn academic skills, they must also acquire the requisite knowledge that will enable them to become ethical and responsible citizens.

A positive school climate is characterized by quality teaching by instructors and effective learning by students. This requires a safe and orderly environment for all who work in and attend the schools, along with an emphasis on citizenship and adherence to rules applied equitably and fairly to all in the Hampton Township community. We believe that parents/guardians and the community are essential partners in the educational process and must be properly involved and accountable for the achievement and behavior of their children.

The elementary disciplinary program makes provision for the school and home to intervene in inappropriate behavior as soon as possible. Early intervention permits the school to identify issues or concerns for the student and the parent or guardian, giving parents/guardians and school personnel the opportunity to closely work together.

The Positive Behavior Support Model in the Hampton Township School District

What is Positive Behavior Support (PBS)?

School-Wide Positive Behavior Support (PBS) is a proactive, team-based approach for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of positive social skills, and the use of data-based problem solving for addressing existing behavioral concerns. Positive Behavior Support (PBS) will be utilized as a tool in the Hampton Township School District elementary buildings to help improve the social and learning behaviors of students, and decrease disruptions that interfere with learning.

PBS provides a positive focus to encourage desirable student behaviors. A set of universal expectations for behavior, positively stated, is established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, caring, citizenship, and safety. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- *Periodic direct instruction in specific student behaviors that demonstrate the core values in various locations in the school.*
- *Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavioral expectations identified by the school.*

- *Predictable consequences for behavioral infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made.*

PBS also incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- *The establishment of a representative, school-based PBS team with a strong administrative presence and support. The PBS team uses the “framework” of school-wide PBS to design that school’s unique set of practices.*
- *PBS activities are embedded into existing school activities such as Response to Instruction and Intervention (RtII), Olweus Bullying Program, Student Recognition and Character Education.*
- *The school establishes a system for using behavioral data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels.*

Purpose Statement

The Hampton Township Elementary Schools foster a positive school community. All students, staff, parents and community members will collaboratively be responsible for building and maintaining a learning environment that promotes the academic, behavioral, and social growth of children.

We pride ourselves in demonstrating our Personal Best, Respect and Responsibility.

Our expectations are:

- Personal Best**
- Act Responsibly**
- Work and Play Safely**
- Show Respect**

Personal Best

I will be the best that I can be by striving to be a great student, working with others and following all rules. I recognize that goal setting, participation and never giving up will lead to self-improvement. In an effort to uphold my integrity and demonstrate my personal best, I will:

- *Try my best on all tasks asked of me.*
- *Do my own work; understanding that copying and cheating are forms of plagiarism.*
- *Work cooperatively with others, and not take their ideas or work and present either as my own.*
- *Use good manners in all settings.*

Act Responsibly

As a reliable person in the school community, I will accept responsibility:

- *For myself in what I do, say and in the choices I make.*
- *To treat others as I would like to be treated.*
- *To report all acts of bullying to an adult.*

Work and Play Safely

I recognize that learning is best achieved in a safe and orderly school environment. I will strive to follow all rules in and out of the classroom. In order to keep myself and others safe, I will:

- *Walk quietly and keep my hands and feet to myself at all times.*
- *Follow adult directives.*
- *Adhere to the K-5 Code of Conduct to maintain a safe and healthy learning environment.*

Show Respect

For ourselves and others

As a member of the school community, I will do my best to make a positive contribution. Therefore, to show respect for others and myself, I will:

- *Dress appropriately for my environment and activity, so as not to embarrass, distract, or disrespect others or myself.*
- *Avoid the use of any illegal or harmful substance that is in violation of school policy.*
- *Interact with others in a spirit of kindness, politeness and cooperation.*
- *Present myself in a positive manner, understanding that other people will form impressions of my character and values by observing how I behave and speak.*
- *Not bully. I will not purposely hurt, offend, verbally attack, humiliate, or belittle another person, even though I may disagree with his or her beliefs, choices, and/or behaviors.*

For authority

To show respect in attitude and language to those in positions of authority, I will:

- *Choose appropriate words.*
- *Act and speak in a positive manner.*
- *Follow directives.*
- *Question in a respectful manner.*

For surroundings

I will respect our school and community property. I understand the importance of respecting the possessions of others. Therefore, to show this respect, I will:

- *Properly dispose of trash and waste, recycle when appropriate, and avoid any action which unduly contributes to pollution.*
- *Not damage, deface, destroy or vandalize any community, school, or individual property.*
- *Not take things that belong to others.*

SCHOOL RULES

General:

- *Student responsibilities include regular school attendance, conscientious effort in classroom work, and adherence to school rules and expectations.*
- *No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process. Students should express their ideas and opinions in a respectful manner.*
- *Students are expected to come prepared each day. They need to bring books, pencils, homework and all other necessary materials.*
- *Students are expected to dress properly for school. Excessively baggy or tight-fitting clothing, torn clothing, or clothing with inappropriate messages are **not** acceptable.*
- *Students are expected to demonstrate respectful behavior in the hallway by walking quietly and keeping their hands and feet to themselves.*
- *Students are responsible for replacing any lost or damaged materials, such as books or equipment.*

The following is a list of expectations required for each area:

Cafeteria:

- *Students should wash and/or sanitize their hands and have their pin number or lunch ready.*
- *Once seated, students are to remain seated.*
- *Students should raise their hands if they need help and must ask one of the supervisors for permission should there be a need to leave their table or the cafeteria.*
- *The area around the tables and floor are to be cleaned before students are dismissed from the cafeteria.*
- *No food is to be taken from the cafeteria unless it is in a lunchbox. No food is to be eaten outside of the cafeteria.*
- *Voice levels should be conversational (low and quiet). No shouting.*

Recess:

- *Students are to follow all directions given by the supervisors.*
- *Students are expected to wear clothing appropriate to the weather and the season; i.e., boots, gloves, and hats.*
- *Students are to stay on the blacktop or field and not be near classrooms or the wooded area that borders the fields.*
- *Students are to use the playground equipment provided by the school. We ask that you leave your personal possessions at home. Items such as personal electronics may not be taken outside.*
- *Students should remember that recess is a time for fun and good sportsmanship is expected. Rough games that may result in injury are not permitted.*
- *Students must have the permission of a supervisor to leave the playground and come into the building. When returning to the playground, the student must let the supervisor know that he/she has returned.*
- *All accidents must be reported immediately to the adult supervisor present so that help can be given.*
- *Immediately report bullying behavior to an adult.*
- *When reentering the building, everyone should clean off mud, snow, grass, etc., to help keep the school looking its best.*

Bus:

- *Remain seated at all times.*
- *Objects are not to be passed through or held outside of the windows.*
- *Talk to the friends around you using a normal conversational tone.*
- *Talk without using abusive language.*
- *Hands and feet should be kept to yourself at all times.*

- *You are responsible for any damage that you cause to the bus or someone else's belongings.*
- *Food, beverages, tobacco products, gum and littering are not permitted on the bus.*
- *The bus driver has the authority to assign students to specific seats.*

All of these rules have been established so that the Hampton Township Elementary Schools will be safe and orderly environments where everyone can learn and grow.

Consequences of Student Misconduct

Should infractions of the Behavior Expectations occur, the following misconduct/response structure will be initiated. This structure includes four levels that represent a continuum of misbehavior based on the seriousness of the act and the frequency of the occurrence. Students should exhibit good conduct and avoid the behaviors listed as examples under each level.

LEVEL I

Misbehavior on the part of the student which **IMPEDES ORDERLY CLASSROOM PROCEDURES** or **INTERFERES** with the **ORDERLY OPERATION OF THE SCHOOL**. These behaviors are usually handled by individual staff members but sometimes require the intervention of other support personnel.

Misconduct (examples, but not limited to):

- *Classroom/school disturbance/disruptions*
- *Bus room disruptions*
- *Cafeteria/playground misbehavior*
- *Inappropriate student dress*
- *Improper conduct including unsafe, disruptive and/or boisterous behavior*
- *Violation of classroom procedures established by teacher*
- *Abusive language*
- *Cheating/lying*
- *Minor abuse of school property*
- *Bullying, harassment and/or intimidation of fellow students*
- *Disrespectful behavior toward other students*

Discipline Options (examples, but not limited to):

- *Reprimand by staff*
- *Parental notification*
- *Counseling by staff or support personnel*
- *Temporary isolation within the classroom*
- *Seating change*
- *Special assignments given as penalties which are educational in nature*
- *Supervised study*
- *Teacher assigned detention(s)*
- *Behavioral contract*
- *Withdrawal of privileges*
- *Removal from classroom to an area under staff supervision*

LEVEL II

Misbehavior whose frequency or seriousness tends TO DISRUPT THE LEARNING CLIMATE OF THE SCHOOL.

These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which DO NOT represent a direct threat to the health and safety of others, but whose EDUCATIONAL CONSEQUENCES ARE SERIOUS ENOUGH to require corrective action on the part of administrative personnel.

Misconduct (examples, but not limited to):

- *Cumulative violations of Level I*
- *Verbal assault and abusive language*
- *Disrespectful speech and/or actions*
- *Petty theft*
- *Truancy; school tardiness*
- *Smoking; possession, use or transfer of tobacco products*
- *Damage to, or improper use of school property (vandalism)*
- *Possession or distribution of inappropriate materials (print/electronic)*
- *Fighting/physical assault*
- *Misbehavior on school bus*
- *Being in an unauthorized area of the building or school property*
- *Leaving school grounds*
- *Sexual harassment*
- *Bullying or menacing behavior performed in a threatening manner or with the intent of harm*
- *Disrespectful behavior toward staff/adults*

Discipline Options (examples, but not limited to):

- *Verbal reprimand and counseling by principal and/or support personnel*
- *Parental contact (phone, personal note)*
- *Behavioral contract*
- *Formal written report to parents*
- *Restitution of school property and damages resulting from misconduct*
- *Parental conference (teacher, principal, or other staff members)*
- *Special assignments given as penalties which are educational in nature*
- *Withdrawal of privileges*
- *Temporary isolation within building under staff supervision*
- *Administrative detention(s)*
- *In-school suspension*
- *Out-of-school suspension*
- *Referral to outside agencies*
- *Temporary or permanent removal of bus-riding privileges*

LEVEL III

Acts whose FREQUENCY or SERIOUSNESS tend to disrupt the learning climate of school and/or ACTS DIRECTED AGAINST PERSONS OR PROPERTIES whose consequences COULD ENDANGER THE HEALTH OR SAFETY OF OTHERS IN THE SCHOOL.

Misconduct (examples, but not limited to):

- *Failure to comply with school regulations*
- *Fighting*
- *Vandalism*
- *Possession/use of unauthorized substances on school property or at school-sponsored activities*
- *Theft/possession of stolen property*
- *Threats*
- *Unauthorized occupation of school premises and facilities*
- *Use of derogatory speech/or actions*
- *Harassment*
- *Tampering with fire alarm*

Discipline Options (examples, but not limited to):

- *Continuation of Level II options*
- *Referral to outside agencies*
- *Restitution of school property and damages resulting from misconduct*
- *Withdrawal of participation in school activities*
- *In-school suspension*
- *Out-of-school suspension*
- *Removal from class*
- *Alternative education program*
- *Referral to appropriate law enforcement agencies and charges filed under criminal code*
- *Disorderly conduct charges filed*
- *Implementation of arrest procedures*
- *Hearing before a representative of the Board of School Directors*

LEVEL IV

Acts whose FREQUENCY or SERIOUSNESS tend to DISRUPT OTHERS OR DISRUPT the learning climate of the school. ACTS DIRECTED AGAINST PERSONS OR PROPERTY WHICH COULD OR DO POSE A THREAT TO THE HEALTH, SAFETY OR WELFARE OF OTHERS IN THE SCHOOL. Such acts will require administrative action, which could result in the immediate removal of the students from school and the possible intervention of law enforcement authorities.

Misconduct (examples, but not limited to):

- *Vandalism*
- *Extortion*
- *Bomb threat*
- *Threats to other students or school personnel*
- *Possession/use/transfer of weapons or “look-alike weapons”*
- *Assault/battery on school personnel and/or other students*
- *Theft/possession/sale of stolen property*
- *Arson*
- *Furnishing/selling/possession of unauthorized substances on school property or at school-sponsored activities*
- *Inciting/participating in a confrontation or school disruption*
- *Possession/use/transfer of explosive/combustible devices*

Discipline Options (examples, but not limited to):

- *Out-of-school suspension*
- *Continuation of Level III options*
- *Alternative Education program*
- *Referral to appropriate law enforcement agencies and charges filed under criminal code*
- *Hearing before the Board of School Directors*
- *Homebound instruction*
- *Expulsion*

CLOSING THOUGHTS

At Hampton Township School District, we believe that success is achieved through quality work and behavior, demonstrating respect, and making responsible choices. Our program is designed to set high, but achievable, expectations for all students. To this end, we hope that all of our learners will work to maximize their potential.

**STUDENT BEHAVIOR EXPECTATIONS FOR
HAMPTON TOWNSHIP SCHOOL DISTRICT ELEMENTARY SCHOOLS**

PARENT ACKNOWLEDGEMENT

I have read the STUDENT BEHAVIOR EXPECTATIONS FOR HAMPTON TOWNSHIP SCHOOL DISTRICT ELEMENTARY SCHOOLS. I have also reviewed these behavioral expectations with my child(ren). If I have any concerns or questions regarding these expectations, I understand that I can contact the Principal for clarification.

Parent Name: _____ Date: _____

Parent Signature: _____

Student Name(s):

_____	Homeroom: _____
_____	Homeroom: _____
_____	Homeroom: _____
_____	Homeroom: _____
_____	Homeroom: _____
_____	Homeroom: _____

**PARENTS ARE ASKED TO PLEASE SIGN AND RETURN THIS
ACKNOWLEDGEMENT FORM AS SOON AS POSSIBLE.**