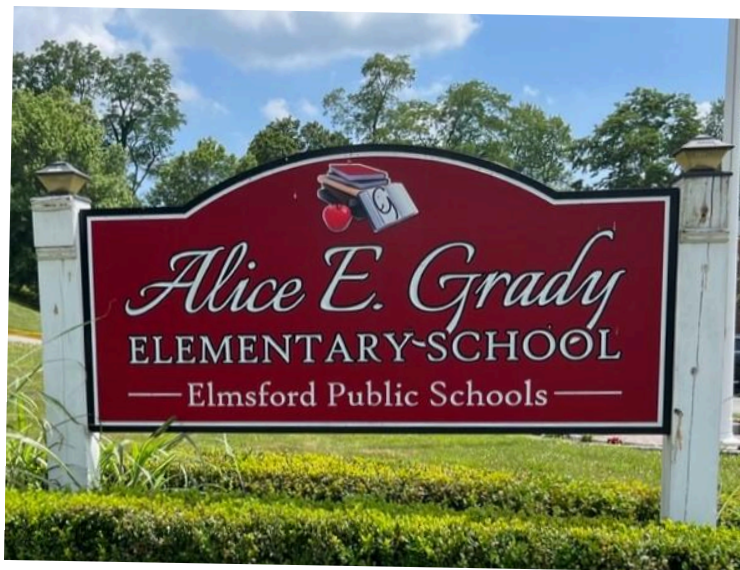


# Alice E. Grady Elementary School Parent-Student Handbook 2024-2025

45 South Goodwin Avenue  
Elmsford, New York 10523  
Tel: (914) 592-8962 Fax: (914) 592-5439  
[www.eufsd.org](http://www.eufsd.org)



**School Hours**  
**8:20 a.m. – 2:50 p.m.**

**Principal**  
Dr. Andrea C. Hamilton

### **Alice E. Grady Mission Statement**

The mission of the Alice E. Grady School is to enhance the teaching and learning process and to raise achievement for all students while developing mutual respect in our diverse community.

### **Alice E. Grady Vision Statement**

We believe that the most promising strategy for achieving the mission of the Elmsford Union Free School District is to develop our capacity to function as a professional learning community. We envision schools in which staff:

- Unite to articulate a common mission and identify clear goals
- Work together in collaborative teams to achieve these goals
- Seek and implement best practices and research-based strategies for improving student achievement on a continuing basis
- Monitor each student's progress
- Demonstrate a personal commitment to the academic success, talents, well-being and social development of all students

### **OUR SCHOOL GOALS:**

At the Alice E. Grady School we strive to develop the full potential of each student. Each student will:

- Develop self-confidence and success in learning
- Develop self-discipline and responsibility
- Develop good work habits and study skills
- Develop independent learning
- Develop a respect for other people and their property
- Develop an acceptance of the values of justice, honesty, equality, individual pride, and cultural diversity
- Understand the process and practices of good citizenship
- Master basic skills of communication, computation and reasoning
- Demonstrate mastery in areas of curriculum

### **SCHOOL HOURS:**

The school day begins at 8:20 a.m. and ends at 2:50 p.m. (the school day ends at 2:20 p.m. on Mondays). Students are not permitted in the building prior to 8:10 a.m.

**Please do not drop students off before 8:10 a.m.**

Half-day dismissal will be at 11:15 a.m. (Breakfast will be served. Lunch is not served)

### **TELEPHONE NUMBERS**

Main office	914-592-8962
School Nurse	914-592-8962
Registration	914-592-3758
Psychologist	914-592-8593
School Social Worker	914-592-4002
School Counselor	914-591-6403

### **ATTENDANCE**

Students are required to attend school daily. Regular attendance and punctuality are important responsibilities that all children must learn.

Students are required to bring a note from home when he or she returns to school. Students are required to make up any work missed due to school absence within a reasonable time period.

Parents are encouraged to make doctor and dentist appointments after school hours. When this is not possible, or if you need to pick up your child early, please follow the appropriate procedure:

- Send in a note on the day you will be picking your child up early, indicating that you will be picking your child up early, the time, and the reasons for the early dismissal.
- **Do not go directly to your child's classroom.** Please stop into the main office and sign your child out of school. **The office staff will arrange for your child to meet you in the main office for pick-up.**

## DISMISSAL

Dismissal begins at 2:20 p.m. (Monday) and 2:50 p.m. (Tuesday – Friday). Students are dismissed to their assigned buses. Students who are being picked up will report to the cafeteria. Please park in the Alexander Hamilton Parking lot and walk up or remain in your car and wait in line. It is important that parents arrive promptly at dismissal time.

- ***Parents wishing to pick up their children before dismissal must do so no later than 1:00 p.m. (Monday) and 2:00 p.m. (Tuesday – Friday)***
  - If your child will be picked up instead of going home on the bus, **a note or email MUST be sent indicating who will be picking up your child. Please ask the individual to bring ID with them as we will check to ensure we release your child to an adult authorized to pick them up.** Your child must give this note to the teacher in the morning.
  - **If there is no note, your child will be sent home on the bus.**
  - If you call to inform us that you will be picking your child up, please follow up with an email or Talking Points message.

## SCHOOL BUS RULES AND CONDUCT

The School District has enjoyed a long history of safe and efficient student transportation. As we attempt to continue this tradition in compliance with local, state and federal regulations, please be aware of the following key expectations for those using school district transportation:

Please be on time at the designated pick-up location:

- All riders should be at their stop 5 minutes before the bus is scheduled to arrive.
- Riders should line up and stand away from the curb/traffic lane until the bus is ready to load.
- Buses are on a tight schedule and cannot wait for late riders.
- Riders should only ride their assigned bus to and from their assigned stops.

Please act in a safe manner:

- Never get on or off a moving vehicle.
- Hold the handrail as you board the bus.
- Riders should go directly to the first available seat. Be sure to move toward the window so another person may be seated.
- Use your seat belt.
- Remain seated whenever the bus is in motion.
- Windows may only be open with permission of the driver.
- Nothing (head, hands, objects) should ever be extended out of the bus windows.
- Do not get out of your seat until the bus comes to a complete stop and the driver has opened the door.
- When exiting the bus, use the handrails as you disembark. When crossing the street, always cross in front of the bus to take advantage of the bus traffic gate and lights for safe crossing.  
Remember "I see the driver. The driver sees me".
- No open flames or burning is allowed on buses.

Please be respectful of others:

- The driver is ultimately responsible and as such is in charge of the bus. Please follow all driver (and other district staff supervision) directions.
- Riders will observe standard rules of classroom conduct while on buses.
- Talking is allowed at a level that is not distracting to the driver.
- Students are not permitted to use laser lights, flashlight mirrors or any other device on the bus that may interfere

with the safe operation of the bus.

- Please keep the buses litter free.
- Acts of vandalism and/or intentional damage may result in discipline in addition to being charged the cost of repairs/cleaning.
- Eating is not allowed in district vehicles unless specifically authorized by the transportation department on a case-by-case basis. This is not only due to cleanliness but also the wide variety of allergies present across the district.

What can be transported inside of buses?

- State and Federal laws require the aisles and emergency exits remain clear, the driver's views remain unobstructed and that no loose items that may cause injury to passengers be allowed on buses. All carry on items must be enclosed in a soft bag, backpack or smooth cornered carry case that can fit between the rider's legs within the seat area.
- If there is any doubt as to the appropriateness of an item, contact the transportation department prior to attempting to board with the item.
- Students who attempt to board a bus with inappropriate items will be requested to leave the item behind or find other transportation.

Any individual who does not follow the safety rules on the bus will have his/her transportation privilege suspended. Any subsequent infraction will result in the complete loss of the transportation privilege. In either case, it would be the responsibility of the adult to provide transportation to and from school.

### **Medical Concerns**

#### **Nurse's Office**

The school nurse is available to assist children who are injured, ill or in distress. The nurse assists in care for students with long term medical conditions and oversees screening for vision, hearing and complies the physical and immunization records mandated by New York State. Every child new to the district must have a physical exam completed in the calendar year of entry and minimum immunizations in accordance with state law. Details are available in the nurse's office.

If your child is in need of any medications, prescription or non-prescription during the school day, you must submit, in compliance with New York State law:

- A completed Authorization for Administration of Medication Form distributed at the beginning of the school year and available through the Nurse's Office
- The medication in a properly labeled original container
- All children must be **fever free for 24 hours** before they will be permitted to return to school.

**Any medication must be brought to school by a parent or other adult. Under no circumstances should a child carry medication.**

No exception can be made to the above. School personnel are not allowed to dispense any medication without proper paperwork. This includes over-the-counter medication as well. All medication will be kept in the nurse's office in a locked cabinet.

Minor cuts and abrasions will be treated at school. In a serious emergency, school personnel will call 911 while contacting the parent or guardian.

If your child becomes ill or injured you will be notified immediately by the school and asked to pick up your child, and if appropriate, to contact your child's physician. In the event that a parent cannot be reached, the emergency contact will be called.

**The Grady Nurse can be reached at (914) 592-2252**

#### **EMERGENCY INFORMATION**

In case of emergency, every child is required to have an emergency card on file with the following information:

- Parent/guardian name(s)
- Complete up-to-date address
- Home phone, cell phone, and work phone numbers

- Emergency number of friends or relatives
- Physician's name and phone number
- Medical alert information
- All names and numbers of persons authorized to pick up your child

***Please help us keep this information up-to-date and report any changes to this information immediately and in writing to the school main office.***

## **LUNCH PROGRAM**

Children have the option of bringing their own lunch or buying a school lunch. The school lunch can be prepaid or purchased daily. The menu is available on the district web site. Hot and cold choices are offered daily.

A breakfast program is also offered before school. Students may pay for this on a daily basis and receive breakfast upon arriving at school at their regular time. If you are eligible for free or reduced lunch, please fill out the appropriate form. You will be notified by the school office regarding your eligibility.

**Every student must know their PIN number for lunch. This number should not be shared with other students.**

## **LUNCH AND RECESS SCHEDULE**

Students will have a recess period followed by a lunch period. Recess will be outdoors unless the weather is inclement. It is important that your child bring appropriate outer clothing for recess. Your child will be expected to exhibit safe behavior on the playground at all times. In case of inclement weather, your child will have indoor recess with appropriate activities. The following is the lunch and recess schedule.

<b>GRADE</b>	<b>RECESS/LUNCH</b>	
2	10:18 - 11:00	.
3	11:13-12:05	
4	11:13-12:05	
5	12:08-1:00	
6	12:08-1:00	.

## **LUNCHROOM BEHAVIOR**

In order to establish an orderly, pleasant and safe lunchroom where students can eat their meals without disruption, we emphasize good manners and respect for others. To insure that this occurs, the following procedures have been adopted and should be followed daily:

- Students are to enter the lunchroom with their class quietly, in an orderly fashion and find a seat
- Students will remain seated until the staff member on duty calls their table for lunch
- Students are permitted to talk quietly while they are eating
- Students are to remain seated during lunch.
- At no time is there to be any throwing of food or any other objects in the cafeteria
- Students may use the restroom after receiving permission from the staff member on duty
- Students will clean their table of trash and pick up garbage on the floor, under and around the table
- All garbage will be thrown out in the large trash cans.
- Prior to the end of the lunch period, the staff member on duty will provide directions to students regarding lining up to proceed back to their classrooms

## **OUTDOOR RECESS GUIDELINES:**

- Physical activity is essential for the healthy growth and development of children;
- Recess can serve as an outlet for reducing or lowering children's anxiety;
- Recess activities encourage children to take turns, negotiate, or modify rules and interact cooperatively.

Every attempt will be made to provide elementary school children with a daily outdoor recess (approximately 20-30 minutes) as per the guidelines below. The final decision about the daily recess environment will be made by the school principal or her designee. Consultation about daily recess conditions is encouraged between Dixson and Grady and every attempt will be made for the two schools to make similar arrangements.

Appropriate clothing for outdoor play is essential. Parents must be certain that children come to school with warm jackets, hats and gloves in cold weather and boots and snow pants when it is snowing or there is snow on the ground. School monitors may need to assist students in dressing appropriately in these conditions. When possible, if school staff notices earlier in the day that students are not dressed appropriately or have the proper clothing with them for outdoor recess, parents will be notified.

**Weather Guidelines** (All conditions will be monitored using The Weather Channel for Elmsford, NY)

Students will play outdoors when:

- Temperatures are above 25° with consideration given to wind chill factor
- Temperatures are below 95° with consideration given to humidity
- There is light precipitation (i.e. snow flurries, drizzle) that does not create unsafe conditions
- Snow is on the ground, depending upon how different play areas are affected

Playground/Field Conditions:

- Students will be permitted to use playground equipment, fields, and asphalt play areas when conditions are suitable for safe play
- safety considerations include:
  - Equipment that is dry and ice free
  - Fields that are not muddy or icy and asphalt play areas that are not icy
  - Snow that is not deep enough to inhibit students walking/running

## **PLAYGROUND BEHAVIOR**

Students will exhibit safe behavior on the playground at all times. To accomplish this, students will:

- Line up quietly and calmly in the cafeteria before going outdoors for recess
- Walk to the playground area in an orderly manner
- Use playground equipment safely and only in the proper manner
- Not throw rocks, sticks, snowballs, sand or anything else
- Not engage in tackle football or any other full contact sport
- Line up quickly and in an orderly manner at the designated area at the sound of the whistle or when instructed to by the staff member on duty
- Walk into the building quietly and calmly into the cafeteria

## **HOMEWORK**

Homework is an important part of the learning experience. It is an assignment given by the teacher to be completed outside of the regular classroom time. Homework is given to review class work, reinforce skills, and stimulate new interests and critical thinking. This is also a vital vehicle for communicating to parents what is going on in the classroom. Homework develops reasonability and good study habits.

Homework assignments are important and must be completed in a responsible and timely manner. Included in homework should be daily reading and studying. Homework completion is considered when compiling students' grades.

It is important to develop good homework habits from the beginning. Here are some hints:

- Find a quiet area to work. Good light and a supportive chair are important
- Set up a homework time for each school night. Try to maintain this time whenever possible. Keep disturbances at a minimum (loud noises, younger siblings, etc.)
- Make sure you have all the supplies needed
- Ask for assistance from a family member if needed
- Set homework time limits. Optimum working time is in twenty (20) minute blocks with short breaks of five (5) minutes between each block. The use of a timer can help some students stay within time limits.

- Read for twenty (20) minutes each night. Review your notes and books for ten (10) minutes each night.
- Feel great when your homework is done!

## CELL PHONES

In order to promote a school climate that will allow students to focus on their education with the least amount of disruption or interruption, the display and/or use by students of any electronic device is prohibited from the time students arrive at school until the end of the regular school day. Such devices must be turned off and put away in a safe place. **This means “off”, not on the muted or vibrate mode and not visible for the duration of the school day.**

**If a parent/guardian chooses to send his/her child to school with a cell phone, the cell phone must be turned off and left inside the student’s book bag. Staff members will confiscate any cell phone that is visible and/or on and give it to the principal. Any confiscated cell phone will be held in the main office until a parent or guardian arrives to pick it up or until the end of the school year.**

*The Elmsford UFSD assumes no responsibility for lost, stolen or damaged cell phones or electronic devices.*

## TOYS, VIDEO GAMES, ELECTRONIC TOYS AND OTHER VALUABLE ITEMS IN SCHOOL

**Toys, video games, and electronic toys are not permitted in school and are to be left at home.** If a child brings a toy, video game, electronic toy, etc. to school, it will be confiscated and held for parent pick-up. The school cannot take responsibility for items that are lost, destroyed or stolen.

## AFTER SCHOOL PROGRAMS

After School Programs are held at Grady Elementary School on Tuesdays, Wednesdays and Thursdays until 3:45 p.m.

### General Information

#### **School Lunch**

Lunch menus will be posted on the Grady page of the school website. They can be accessed through [www.eufsd.org](http://www.eufsd.org) and by navigating to the Grady page. You can view your child’s lunch account, schedule automatic payments and make payments anytime by accessing “My School Bucks” at [www.myschoolbucks.com](http://www.myschoolbucks.com)

#### **Field Trips**

Field trips are designed to enhance the curriculum. Teachers will send permission slips home for all field trips. Parents/guardians must sign the permission slip and it must be returned to school before the day of the field trip. **Students may not go on a field trip without parent permission.**

#### **Lost and Found**

Lost and found items are usually placed in the cafeteria. Small items such as jewelry, glasses, keys, etc. will be brought to the main office. The school is not responsible for lost items. Students should leave valuable items and money at home.

#### **Visitors**

Visitors must enter and exit by the main office and receive a pass. This is to ensure a safe environment for our children. If you need to meet with your child’s teacher, please contact the teacher in advance to arrange a mutually agreeable time.

### Promoting Positive Student Behavior

School Culture and climate have a profound impact on students’ academic progress and their relationships with peers and adults. This is done by connecting students to school through opportunities to participate in a wide range of pro social activities, and to bond with caring, supportive adults. These pro-social opportunities are coupled with a program of prevention and intervention which provides students with the experiences, strategies, life skills, and support they need to thrive.

Social-emotional learning is a basic component of a school’s program of universal prevention for all students. Providing a range of positive behavioral supports, as well as meaningful opportunities for social-emotional well learning, fosters resiliency.

Establishing a school-wide tiered framework of behavioral supports and interventions is essential to implementing progressive discipline.

In order to be consistent and fair, students are informed of the consequences of disregarding or failing to follow the rules and procedures described. The procedures are outlined in the Elmsford Union Free School District Code of Conduct so that students are aware of the process which is followed.

## **Progressive Discipline**

Understanding discipline as a teachable moment is fundamental for a positive approach to discipline. Progressive discipline, to be employed where appropriate, uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not seek punishment. Instead, progressive discipline seeks concurrent accountability, and behavioral change.

The goal of progressive discipline is the prevention of a recurrence of undesirable behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused;
2. Understand what they could have done differently in the same situation;
3. Take responsibility for their actions;
4. Be given the opportunity to learn pro-social strategies/skills to use in the future;
5. Understand the progression of more stringent consequences if the behavior reoccurs

Examples of these practices include: family and group conferencing; classroom meetings; mediation; reparation of harm; counseling to address and manage behavior through behavior coaching. Restorative practices may also be used as interventions in some situations.

## **Tiers of Interventions**

A major initiative is Positive Behavioral Intervention & Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate

6. **Tier One:** School wide behavioral expectations are explicitly taught, reinforced, and acknowledged by school staff.
7. **Tier Two:** Targeted students receive additional instruction or support so that they are able to meet the behavioral expectations. (Short-term interventions are provided – socialization groups, check-in and check-out programs.)
8. **Tier Three:** Intensive interventions are provided to students who are not able to achieve the expected behaviors with Tier One and Two interventions.

Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff members facilitate students' academic and social-emotional growth and assist them in following school rules and policies. School personnel recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

## **Levels of Support/ Individualized Interventions/Consequences**

Practices that allow educators to address disciplinary matters as opportunities for learning instead of punishment are more successful in changing a student's behavior than a reliance on increasing punitive measures. Consequences are most effective with students when they deal directly with the problem in a way that students view as fair and impartial. When choosing interventions and consequences for students' behavior, teachers, administrators, and staff must balance the District's dual goals of (a) eliminating school disruptions and (b) maximizing student instruction time. This philosophy is evident in the commitment to the implementation of Positive Behavior Intervention Supports (PBIS) in each school building and in the discipline consequences that occur as a result of the most serious offenses in Superintendent's Hearings.



This Code of Conduct describes four levels of possible response to inappropriate and disruptive behavior of individual students. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and consequence. Interventions and consequences from the lower levels should generally be considered, and where practicable applied, before interventions and responses from the higher levels. In the event of a disruptive behavior which warrants a level 4 consequence, the administrator can go directly to that level. As to violations which may constitute a crime, the building principal or designee will consult with the appropriate local law enforcement agency regarding violations that constitute a crime.

The Following tables outline Tiers or Levels of support with possible individualized interventions and consequences for inappropriate behavior:

### **Tier 1/Level 1 Classroom Level Interventions/Consequences**

Universal teaching of behavioral expectations, acknowledgement of positive behaviors, and consistent response to inappropriate behaviors. If these interventions are successful, referral to the school administration may not be necessary.

Verbal correction/warning, in-class time out	Redirect behavior	In class time out
Teacher student conference	Re-teach expectations	Behavioral sheet
Establish positive relationship With student	Guided student reflection	Seat change
Parent Contact	Written reflection/ Apology	Detention with teacher
Parent conference	Loss of classroom privileges	Brief time out of class

### **Tier 2 /Level 2 Appropriate when Level 1 interventions/consequences have been used and found ineffective, or based on severity of behavior**

Tier 2 interventions focus on targeted students who may require more intensive support on a short term

Parent conference, Instructional Staff Support	Use of restorative practice Strategies	Functional Behavioral Assessment (FBA)
Short removal from class	Referral to school based child study Team	Behavior improvement Plan (BIP)
Conference with Building Administrator/Counselor	Referral for CSE/504 eligibility	Detention ( before or after school or lunch time)
Change in class/schedule	Short term targeted counseling, re-teaching of specific skills	Check in/out program
Behavioral plan or contract	Restitution/ apology	Loss of school privileges

### **Tier 3/Level 3 Appropriate when Level 2 interventions/consequences have been used and found ineffective, or based on the severity of the behavior**

Use of specific interventions for students who exhibit a pattern of problem behaviors. The goal of these interventions is to diminish problem behaviors and to increase the student's social skills and functioning. These interventions may include functional behavioral assessments, behavioral intervention plans, and short-term suspensions.

Parent Conference (Administrator/Support Staff)	Review of IEP/504 Plan for consideration	PINS Referral
Referral for evaluation	Review of BIP	Restitution
Removal from class Placed with an administrator	Review/change of school program	Referral for outside counseling
Mentoring	Restorative justice practices	Detention
Out of school suspension up to 5 days	In school targeted counseling/re-teaching	

### **Tier 4/Level 4 Appropriate when Level 3 interventions/consequences have been used and found ineffective or based on the severity of the behavior**

Use of specific interventions for students who need to be removed from the school community because of the severity of the behavior. The goal of the use of these interventions focus on both the safety of the school community and ending the dangerous and/or self-destructive behavior of students. These interventions may include referral to community agencies for additional services, such as, substance abuse counseling; alternative instruction; or placement in alternative programs.

Superintendent's Hearing	Manifestation Hearing for CSE & 504 Students	Restorative justice practices
Alternative Education	Wrap Around Conference	Restitution
Long term suspension	Expulsion is reserved for extraordinary circumstances with severe misconduct by students who are over the compulsory age.	

### **Levels of Interventions/Consequences**

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of Board Policy and/or Code of Conduct. The levels of interventions guide administrators to use progressive interventions to change student behaviors.

Levels of consequences and options for progressive interventions follow. Repeated, chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, consequences will begin at a higher level.

<b>Level 1 (GREEN)</b>	<b>Level 2 (YELLOW)</b>	<b>Level 3 (RED)</b>	<b>Level 4 (RED)</b>
------------------------	-------------------------	----------------------	----------------------

Classroom Level Use of school wide teaching of behavioral Expectations	Re-teaching/Focused short term interventions	Specific interventions designed to diminish problem behavior & teach social skills	Interventions used when students need to be removed from school
--	--	--	---

### Elementary School Level grade 2-grade 6 Inappropriate Behaviors and Levels of Interventions/Consequences

<b>Behavior/Infraction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Possible contact beyond parents</b>
Absences:					
Unexcused	x	x			
Truancy	x	x			
Alcohol, Tobacco, or other substances:			x		Nurse
Possession			x		Police Department
Use being under the influence		x	x		
Intent to distribute			x	x	Police Department
Arson			x		
Attack on others:			x		
Intent to cause harm				X	Police Department
Causing serious physical injury			x	x	
Bomb threat			x	x	Police Department
Bus misconduct			x		
Bullying/Harassment:			x		
Verbal bullying or harassment	x	x			
Physical bullying or harassment			x		Police Department
Verbal and physical bullying or harassment	x	x	x		
Cyberbullying:			x		

Incidents involving bullying /intimidation but no threat	x	x	x		
Verbal and physical bullying or harassment	x	x	x		
Cell phone misuse		x	x		
Cheating/plagiarizing		x	x		
Coercing another to violate the code	x	x	x		
Computer misuse	x	x	x		Director of technology
Destruction of property/vandalism	x	x	x	x	
Disrespect towards others	x	x	x	x	
Disruption to classroom or school	x	x	x		
Electronic device misuse (excluding sexting)	x	x	x		

In all suspensions, parents are notified by mail and are required to come in for a parent conference to discuss the seriousness of the situation. Referrals to support services will be made if they are determined to be necessary in correcting the student behavior.

**These procedures will help maintain the optimum learning environment in all classrooms and in our school**

### **Code of Conduct**

### **Dignity for All Students**

All students and adults are to treat one another with respect and dignity. No one is to be made to feel bad about who they are, what they look like, where they come from or what they believe. Being able to get along with others who are different from you is a life skill. All public elementary school students have the right to attend school in a safe, welcoming, considerate, and caring environment. All citizens of the Grady community are expected to act this way. A student's behavior, whether by words or actions, that interferes with a student's education or safety is not allowed and will not be tolerated.

### **General School Expectations**

- Follow directions of the adult in charge.
- Be polite and respectful of peers and adults.
- Respect your property and the property of others.
- Keep hands, feet and objects to yourself.
- Make good choices, avoid fighting and do not use hurtful words or foul language.
- Chewing gum is not permitted.
- Toys, electronics and gadgets should be left home.
- Weapons and dangerous items are forbidden.
- Remove hats upon entering the building.
- Dress appropriately.
- Sneakers must be worn for Physical Education class.

- Clothing with offensive or objectionable logos/slogans is not allowed.
- Spitting is prohibited.
- **Walk** throughout the school building.
- Flip flops are not permitted to be worn in school.

### **Cafeteria**

- Students should talk using a quiet voice during the lunch period.
- Students should be respectful in the cafeteria.
- Students are to walk in the cafeteria.
- Each student is responsible for disposing of his/her trash and placing it in the appropriate trash can.  
PLEASE – Remember to recycle.
- Students must ask permission to go to the restroom. Only four students may go at any one time.
- Food may not be taken out of the cafeteria.
- Students must have a pass issued by the teacher to return to the classroom for any reason.

### **Playground**

Make good choices so we all can have fun and be safe

- Be respectful at all times to yourself, adults and peers.
- Always use kind words, show good sportsmanship, listen and have fun.
- Keep your hands to yourself.
- Play fighting and horse playing is not allowed.
- Include everyone who wishes to participate.
- Food is not permitted outside during recess.
- Use the equipment appropriately.
- When it is time to line up, do so immediately. Stand quietly in line while you wait for your teacher or a teaching assistant to escort you back to class.

### **Restrooms**

- Please keep the restrooms clean.
- Use the restroom in a quiet manner.
- Be sure to flush when you are finished.
- Everyone must wash their hands before leaving.
- Be sure to put all paper towels in the trash can.
- Walk back to your class quietly.

### **Buses**

- Find a seat, fasten your seat belt, and remain seated until the bus comes to a full stop.
- Keep the aisle clear.
- Be respectful to the bus driver and bus monitor.
- Use an inside voice.
- Always follow the directions of the bus monitor or driver.