
BCSD Elementary Schools Code of Conduct Handbook

2019 - 2020



Bedford Hills Elementary School

Bedford Village Elementary School

Mount Kisco Elementary School

Pound Ridge Elementary School

West Patent Elementary School



Bedford Central School District
Inspiring and Challenging Our Students



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Bedford Central School District

Mission Statement

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Vision Statement

Inspiring and Challenging Our Students

Core Values

- Students First
- Passion for Learning & Engagement
- Curiosity & Creativity
- Rigor & Critical Thinking
- Safety & Support
- Relationships, Respect & Membership
- Self-Awareness & Independence
- Transparency

Statement of Purpose

We believe...

As an elementary school community of students, parents, and staff, we are dedicated to providing a safe and positive learning environment. We are committed to helping our students recognize the skills and contributions our diverse population offers. Our community shares responsibility for creating a partnership to ensure the growth of our children as students and as citizens.

In order to help us achieve this goal, we have developed an elementary plain language version of the student Code of Conduct, based on the BCSD Code of Conduct, to help adults be consistent in setting expectations and responding to different behaviors in order to help students make informed decisions, be accountable for their actions, and understand the consequences of their behavior. The District Code of Conduct sets clear expectations based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

Please acquaint yourself and your child(ren) with the Code of Conduct, so school and home can work in partnership to support the positive growth and development of our students. Working together we can provide a safe and nurturing educational program that prepares our children for their future as respectful, responsible, and productive members of society.

*For the complete version of the District Code of Conduct Policy #5300:
BCSD Code of Conduct - English version: <https://www.bcsdny.org/Page/1674>.
BCSD Code of Conduct - Spanish version: <https://www.bcsdny.org/Page/1678>.*

Roles and Responsibilities

(Based on BCSD Code of Conduct, District Policy #5300)

Role of Students

- To work to the best of one's ability
- To contribute to a safe and orderly school environment that is conducive to learning
- To show respect to self, others, and property
- To know the school rules and obey them and accept responsibility for one's actions
- To help in promoting order and in reporting incidents to the responsible adult

Role of Parents

- To promote a safe climate of respect, dignity and cooperative relationships
- To know school rules and help their children know and follow them
- To cooperate with the school in jointly resolving any school related problems
- To ensure their children attend school regularly, on time, and ready to learn

Role of Staff

- To promote a climate of mutual respect
- To develop cooperative relationships with building staff and parents
- To enforce school rules in a fair and consistent manner
- To address any violation of the Code of Conduct that jeopardizes a safe, productive learning environment

Role of Principal

- To develop a safe and healthy atmosphere of mutual respect
- To collaborate with teachers and parents in supporting students
- To disseminate and enforce the Code of Conduct
- To ensure that students are provided with fair, reasonable and consistent discipline

Dignity for All Students Act (DASA)

For the complete version of the District DASA regulations and policy, please go to:

<https://www.bcsdny.org/Page/1907>

Normal conflict occurs amongst elementary-age students, as they are learning how to share, take turns, get along with peers, and communicate their needs and wants. They are learning to build empathy for others and consider the consequences of their words and actions.

Bullying behavior is never acceptable. Bullying can be difficult to distinguish from normal conflict. The definition of bullying contains three critical research supported components:

- **Intentional** ■ **Imbalance of Power** ■ **Repeated**

Definitions of Bullying by Grade

Grades K-2:

Bullying is when someone is mean over and over again and hurts other people on purpose with their words and/or action. Bullying can be:

- **Words:** name calling, making fun of, laughing at, threatening, using a certain tone of voice, spreading rumors.
- **Actions:** pushing, shoving, hitting, spitting, kicking, hair pulling, eye rolling, body language, mean gestures, excluding someone, ruining someone's belongings, drawing mean pictures.

Grades 3-5:

Bullying is negative behavior that is intentional (on purpose), repeated (over and over again), and involves an imbalance of power or strength. (I/R: Intentional, Imbalance of power, Repeated). Bullying can be:

- **Physical:** pushing, shoving, hitting, spitting, kicking, hair pulling
- **Verbal:** name calling, making fun of, laughing at, threatening, using a certain tone of voice
- **Nonverbal:** eye rolling, body language, mean gestures, drawing mean pictures
- **Emotional/relational:** excluding someone, spreading rumors
- **Cyber bullying:** sending mean messages by text or email
- **Personal Property:** damaging, destroying, or loss of someone else's property

Behavioral Expectations

Promoting Positive Behavior

The faculty and staff in the BCSD elementary schools recognize and acknowledge students who demonstrate a positive attitude and appropriate behavior in a variety of ways. We applaud, nurture, and reinforce this positive behavior with verbal praise, notes, and phone calls home. We use a common language to describe the extent to which the Code of Conduct is being followed:

OUTSTANDING:

- Being self-responsible
- Cooperating with others
- Helping others
- Acting as a role model

ACCEPTABLE:

- Following directions
- Participating
- Cooperating with others
- Respectful of others
- In control

UNACCEPTABLE:

- Not following directions
- Not participating
- Arguing
- Hitting or Pushing
- Unkind to others
- Out of control

Expected Behaviors in the Cafeteria

1. Walk at all times.
2. Listen to and follow directions given by the staff.
3. Purchase food for yourself only and take the lunch you ordered in the morning.
4. While at your table, stay in your seat. Raise your hand if you need help with utensils, snacks, or bathroom.
5. There is no sharing of food.
6. No saving seats.
7. When using the bathroom during lunch, be quiet and respectful in hallways while classes are working.
8. Use good manners while eating.
9. Clean up your garbage and throw it away in the garbage cans when directed.
10. Keep food and drinks in the cafeteria unless you have permission from an adult.
11. Use a quiet voice. No yelling. Line up quietly when dismissed.

Expected Behaviors on the Playground

1. Play cooperatively and fairly. Take turns and share all equipment.
Allow ALL students to be included.
2. Play safely in a way that doesn't hurt you or others.
3. Listen to and follow directions given by the staff.
4. Use kind words and appropriate language.
5. Use good sportsmanship.
6. Keep your hands and feet to yourself.
7. If someone gets hurt, bring it to an adult's attention.
8. If you need to enter the building, ask an adult for permission first.
9. NO...
 - food or gum
 - clubs and excluding others
 - hitting, pushing, shoving and kicking
 - running on the equipment (Tag games on grass)
 - climbing over fences
10. Chalk should be used on the ground ONLY. Not on building walls.
11. STAY within the playground boundaries. Stay where adults can see you.
12. All swings must go in the same direction and keep a safe distance from those who are swinging. Wait in a safe spot. No jumping off swings.
13. When a whistle blows during recess, STOP, LOOK and LISTEN.
14. When a whistle blows at the end of recess, STOP what you are doing, collect all equipment, line up quickly and quietly.

Expected Behaviors in the Hallway

1. Stay in line. Keep to the right, and walk quietly.
2. Keep hands and feet to yourself.
3. Keep hands away from hall displays, cubbies or bulletin boards.

Expected Behaviors in the Bathroom

1. Knock before entering.
2. Respect the privacy of others.
3. Flush the toilet after you use it.
4. Only toilet paper in the toilets.
5. Clean up after yourself.
6. Wash your hands with soap and water.
7. Dry your hands.
8. Throw paper towels in the garbage cans.
9. Tell a teacher or custodian if there are any accidents in the bathroom.

Expected Behaviors on the Bus

(BCSD Code of Conduct Policy #5300.25, section D)

The bus is considered an extension of school; therefore the same BCSD Code of Conduct applies. Children who ride the school bus are expected to behave as they would in their classrooms to ensure a safe trip. Misbehavior on the bus may result in a bus conduct report from the transportation department and/or the loss of riding privileges.

Bus Safety: Getting to the bus:

- Stand back from the curb.
- Don't push or shove when entering or exiting.
- Obey the bus driver and wait for driver's signal before crossing.
- Always cross at least 10 feet in front of the school bus.
- Never crawl or reach under the bus.
- Do not wear dangling keychains that can get caught in the bus door or hurt someone.

Seating on the bus:

- Find your seat quickly and remain seated until the bus stops.
- **Wear your seatbelt**, and remain seated while the bus is moving.
- No saving seats or refusing someone a seat.
- Keep the aisle clear of feet and backpacks.
- Put your backpack on the floor by your feet.
- Keep head, hands, arms, and objects inside the bus.

Behavior on the bus:

- Use indoor voices. Do not distract the driver.

- Use kind words at all times. No inappropriate language.
- No teasing, name calling or hurtful words.
- No eating or drinking.
- Keep the bus clean. No littering.
- Keep hands and feet to yourself.
- Listen to the directions of the bus driver.

What to do if you are having a problem on the bus:

- Ignore.
- Tell the person to STOP.
- Ask a friend for help.
- Talk to the driver.
- Talk to your teacher.
- Talk to a parent.
- Talk to the principal.

Bus Expectations Range of Consequences:

If a student makes an inappropriate or unsafe choice on the bus, the following consequences may occur:

- Verbal warning
- Reflection sheet
- Notification to parent
- Assigned seat for a set period of time
- Parent must provide transportation for child

At the discretion of the principal, the frequency, duration, and intensity of the bus misbehavior will determine the consequences in accordance with the BCSD Code of Conduct.

Code of Conduct Disciplinary Penalties

Range of Consequences

(as per Board policy #5300.35 A)

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

In general, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

To view Bedford Central School District's full Code of Conduct click here:

<https://www.bcsdny.org/Page/1674>

1. Oral warning	Any member of the district staff
2. Written warning	Bus drivers, monitors, coaches, teachers, Assistant Principals, Principal, Superintendent
3. Written notification to parent	Hall and lunch monitors, coaches, teachers, Assistant Principal, Principal, Superintendent
4. Detention	Teachers, Assistant Principal, Principal, Superintendent
5. Suspension from transportation	Director of Transportation, Assistant Principal, Principal, Superintendent
6. Suspension from athletic participation	Coaches, Principal, Athletic Director, Superintendent
7. Suspension from social or extracurricular activities	Assistant Principal, Principal,

	Superintendent
8. Suspension of other privileges	Principal, Superintendent
9. In-school suspension	Principal, Superintendent
10. Removal from classroom by teacher	Teachers, Asst, Principal, Principal
11. Short-term (five days or less) suspension	Principal, Superintendent, Board
12. Long-term (more than five days) suspension	Superintendent, Board
13. Permanent suspension from school	Superintendent, Board

BCSD ELEMENTARY SCHOOL STUDENT REFLECTION SHEET

Student Name: _____ Date: _____

Class: _____ Time: _____

Adult Signature: _____ Place: _____

- | | | |
|--------------------------|-----------------------|---|
| <input type="checkbox"/> | Cooperation | I will cooperate with others. |
| <input type="checkbox"/> | Accountability | I will act responsibly. |
| <input type="checkbox"/> | Respect | I will treat property and others with respect. |
| <input type="checkbox"/> | Effort | I will give my best effort in all my work and play. |

This is what happened:

Next time I will...

Please sign and return this sheet to your child's teacher tomorrow.

Parent Signature

Date

BCSD ELEMENTARY SCHOOL

STUDENT REFLECTION SHEET

Student Name: _____ Date: _____

Class: _____ Time: _____

Adult Signature: _____ Place: _____

<input type="checkbox"/>	Cooperation	I will cooperate with others.
<input type="checkbox"/>	Accountability	I will act responsibly.
<input type="checkbox"/>	Respect	I will treat property and others with respect.
<input type="checkbox"/>	Effort	I will give my best effort in all my work and play.

1. What happened and what did I choose to do? _____

2. Why did it happen? _____

3. What do I need to do now to make things right? _____

4. What could I do differently next time? _____

Please sign and return this sheet to your child's teacher tomorrow.

Parent Signature

Date