

Berlin Elementary

Code Of Conduct Summary

This is a brief summary of the BES Code of Conduct. Please refer to the Code of Conduct document for specific information. If you would like a complete copy of the code of conduct, please contact the Main Office or refer to the District Website.

Purpose: The purpose of this Code of Conduct is to provide a safe and supportive learning environment for all students, where everyone is a respected and valued member of the school community. This Code of Conduct is designed to model and teach appropriate behavior and expectations while helping students develop social emotional skills.

Berlin Central School District's Code of Conduct serves as a guide to good citizenship and civic obligations that addresses both the expectations of behavior and the development of character.

Student Rights and Responsibilities

The District is committed to safeguarding the rights given to all students under federal and state law and District policy. All members of the school community must assume a responsible role in prompting behavior that enhances academic and social success. Courteous, respectful and responsible behavior fosters a positive climate and one that optimizes learning. In addition, to promote a safe, healthy, affirming and supportive school environment (Refer to the District Code of Conduct for a detailed list).

Parent Rights and Responsibilities

Parents, guardians and caregivers have the right to be active participants in the learning process, to express views and to provide input into decisions that affect their child. They are vital to the success of students in school. Parents, guardians and caregivers should have high expectations for their child (Refer to the District Code of Conduct for a detailed list).

Restorative Practices and Interventions:

Understanding behavior as “teachable moments” is fundamental to a positive approach to discipline. Instead of seeking punishment, restorative practices seek to ensure accountability and behavior change.

Restorative Practices are interventions designed to hold students accountable for harm while addressing the needs of students, staff and the school community. Restorative practice may be defined as a way of thinking and responding to conflict and problems and one which includes all participants. Collectively, they determine a logical and balanced resolution.

Taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how will those engaged in the misbehavior be punished, the restorative approach asks four key questions:

- What happened?
- What needs to be done to make things right?
- Who was harmed or affected by the behavior?
- How can people behave differently in the future?

Teachers will promote daily restorative practices in their classrooms, which will continue to promote a respectful learning environment. Restorative practices implemented by teachers may include,

- Positive directives that state expectations
- Reminders and redirection
- “Breaks or 5-10”
- Positive and specific feedback
- Re-teaching and rehearsing of skill or procedure
- Classroom circles

At times, student behavior may warrant further intervention. The following restorative practices may occur:

- Meeting with the School Counselor
- Check-in plans
- Reflection activity
- Mediation (offender and harmed person(s))
- Apology – oral or written
- Community service to school
- Payment of damages and/or repairing damage
- In or Out of School, Transportation Suspension with parent notification
- Conferencing (Student/Teacher/Family)
- Phone call home
- Restrictions or removal from activities
- Group mediation
- Behavioral contract
- Cleaning up
- After school detention for problem solving

Personal Electronic Devices (PEDs)

We do not recommend sending your child with PEDs as they are not needed for instructional use and often create a distraction to the learning environment. The District is not responsible for lost, stolen, damaged or unauthorized use of personal electronic devices (Refer to the District Code of Conduct for specific details).

Behavior Expectations:

The goal of the Behavior Matrix is to create consistent language and expectations, provide a safe and positive learning environment and reinforce self-awareness for all students.

| | Responsible | Safe | Respectful |
|----------------------------|--|--|--|
| Bus Voice Level 0-2 | -Keep your bus clean -Wait for the driver to signal you to cross -Help one another | -Stay seated at all times -Walking feet to and from the bus -Wear your seatbelt if asked by your driver -Keep the aisle clear | -Listen to the driver and monitor -Stay in your own personal space -Keep your hands, feet and personal belongings to yourself -Speak with kind words -Follow directions the first time |
| Cafeteria Voice Level 2 | -Raise your hand for permission to leave your seat -Be prepared to order -Sign out to leave -Keep your food and money to yourself | -Walking feet at all times -Keep your hands and feet to yourself -Stay in your seat | -Say please and thank you -Keep your hands on your own food -Have a quiet and calm body while you wait in line -Pick up after yourself -Take what you will eat |
| Hallway Voice Level 0-1 | -Follow adult directions -Return to class quickly -Keep lockers quiet | -Walking feet at all times -Keep your hands and feet to yourself -Walk to the right and face forward | -Keep the hallways clean -Hands on your own property -Put all belongings in lockers or place neatly next to locker |

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| Bathroom Voice Level 0 | -Wash your hands -Use in a timely manner -Sign out in the classroom and cafeteria | -Walking feet at all times -Keep the water in the sink -Feet on the floor at all times | -Flush -Have a calm and quiet body while you wait -Pick up after yourself -Let others have privacy |
| | Responsible | Safe | Respectful |
| Classroom Voice Level 0-4 | -Come to school and be prepared -Try your best -Use a teacher directed voice level | -Keep your hands, feet and objects to yourself -Stay in your own personal space -Ask for permission to leave the room | -Work cooperatively with others -Share classroom materials -Help one another -Follow directions the first time |
| School Issued Devices Voice level 0-3 | -Charge daily -Use it for school activities and assignments only -Know your login and password | -Carry device with two hands -Keep in a secure location | -Treat device with care -Hands on your own device |
| Recess Voice Level 0-4 | -Line up when the whistle blows -Enter the building with a level 0 voice -Be prepared for the weather | -Keep your hands, feet and objects to yourself -Walking feet to and from the playground -Stay within the playground area | -Take turns -Include others -Use kind words -Follow directions the first time -Pick up recess equipment -Play by the rules |
| Assemblies Voice Level 0-4 | -Appropriate applause (silent clapping) -Stay in your own personal space | -Walking feet to enter and exit -Sit criss cross -Keep your hands and feet to yourself -Stay seated in one spot | -Listen to the speaker -Eyes on the speaker |
| Arrival/ Dismissal Voice Level 0-1 | -Be prepared and on time -Walk directly to your locker, class or bus when arriving or dismissing -Be a role model | -Walking feet when entering or leaving the building -Keep your hands, feet and objects to yourself | -Say good morning and goodbye -Keep all personal items in your backpack -Have a calm and quiet body while you wait |

Voice levels: Level 0-silence Level 1-whisper Level 2-talking Level 3-presentation Level 4-stadium