



Infant Community

Welcome Packet
2020 – 2021

248.453.5757
www.themsr.net



The
Montessori
School Rochester

Mission Statement

In our service to others
with the strength of community
in contribution to our children,
we have the peace of mind
to support our village
in love, creativity and purpose
for peace and family.

248.453.5757
www.themsr.net

About us

- Established in Rochester Hills, MI in 2010, we offer every child a safe and nurturing environment.
- Each classroom is led by AMI and/or AMS certified Montessori Guide and supported by teaching assistants. Their role is as observers and guides; to facilitate each child's learning based on their individual needs and interest.



Love of Learning

In so doing, our Guides lead each child to discover their own talent and potential while inspiring a love of learning.

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Welcome message from our Head of School



<https://themsr.info/>

Very Important Reminder

Before your child may attend school, we must have the following on file:

1. Updated Emergency Card

Emergency cards must be reviewed, initialed, and dated annually.

2. Immunization records

All immunizations must be current and up to date with state requirements.

Waiver forms must be re-submitted annually for those who have waived any immunization.



Welcome to the Infant Community!

We have been working hard to create a secure and loving environment for our youngest students!

These children grow and learn at an incredible pace. Our guides are trained to aid in this rapid development physically, emotionally, socially, and academically. Through astute observations, they are able to provide developmentally appropriate opportunities for each child. Our environment is carefully created to be both stimulating and soothing for our infants. These little people are trying to figure out how the world works and how they work within the world. The two greatest works for this age group are independence and language development. We have created a stimulating language rich environment centered on the child to foster independence. All furniture and materials have been placed with the needs of the infant in mind.

We look forward to an exciting year where each milestone achieved by our young friends becomes a daily celebration. To aid us in guiding your children, we respectfully request that the environment remains a child zone.

We ask that parents pick up and drop off at the entryway of the school while your child is escorted to the classroom with the help of one of his/her guides.

Please dress your child in comfortable “play” clothing. Exploration can sometimes be messy. The infant environment is shoe free, but we do frequently go outside and encourage walking infants to wear weather appropriate shoes. We also invite you to bring liquids in a thermos, rather than sippy cups, as drinks will be poured into small glasses; aiding in the development of drinking from an open cup. All foods for infants eating solids should be presented in a way that encourages independent feeding, both finger foods and foods needing utensils are encouraged. We will be doing extensive work in care of self for these little friends.

What will our first day/week look like?

Our mission the first week is to help the children find peace and comfort in the environment. We will do our best to have the closest to a “normal” first day and week as possible so the children can start to get a feel for how our classroom works. Children may take a few days or weeks to adjust to their new schedule and surroundings. We may be outside more than normal as getting fresh air almost always helps calm nerves.

Please be aware that drop off and pick up will be new to many children and parents so it may be hard. It is important to stay positive and give a quick, cheerful goodbye as this sets them up to trust us and have a great day. We thank you for your patience and trust during this transition period.

How to contact us:

- Email: erin.mallory@themsr.net
- KidReports
- Telephone: 248.453.5757

Any and all information regarding your child is priceless to us as we transition into a new school year. Feel free to send in a sample of your daily routine at home or any information you think may be helpful as we get to know each of these little people. As always, we are available to answer any questions through the KidReports messenger, the school phone, or e-mail. We are looking forward to spending time with your child and watching them grow and learn in their new environment.

See you soon!

Your Nest Guides

- Normal day / Informative
- Delayed Start
- Early dismissal / No Extended Care
- No School / Camp Care Available
- No School / No Camp Care
- You're Invited
- Virtual

Important dates.
Please refer to next page for descriptions.

SEPTEMBER 2020

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To keep in mind:

1. 2nd Friday of each month we will have delayed start at 9 am OR Professional Development Day.
2. Dates and events are subject to change.
3. PTO Meetings: TBD

T	September 8: First Day of School
S	September 11: Delayed Start 9am all ages.
F	September 26: Meet and Greet. Open House: Welcome Back Celebration. Virtual.
M	September 28 – 30: Virtual Parent - Teacher Conferences (Evenings)
	September TBD: Picture Day
F	October 9: Delayed Start 9am all ages.
F	October 30: Early Dismissal at 3:15pm - No Extended Care. Halloween.
F	November 13: No School - No Camp Care Teacher Professional Development
M	November 23 - 27: No School - No Camp Care Thanksgiving Break
	November TBD: Make-up Picture Day
F	December 11: Delayed Start 9am all ages. 2nd Annual Multicultural Holiday Celebration. Virtual for parents.
F	December 18: Early Dismissal at 3:15pm - No Extended Care
M	December 21 - January 1: No School - Winter Break.
	Select Winter Camp Care Dates Available: • Dec 21, 22, 23 • Dec 28, 29, 30
M	January 4: School Resumes
F	January 8: Delayed Start 9am all ages.
M	January 18: No School. No camp Care. Martin Luther King / Teacher Professional Development
M	January 25 - 28: Parent/Teacher Conferences
F	January 29: Silent Journey and Discovery for Parents
S	February 6: State of School Address (2 hours: Kinder/Elementary meetings)
F	February 12: Delayed Start 9am all ages. Valentine's Day Celebration.
M	February 15 - 19: No School - Mid-Winter Break. Winter Camp Care Available

S	March 6: Open House
F	March 12: No School - No Camp Care Teacher Professional Development
M	March 15 - 19: Parent/Teacher Conferences
F	April 2: No School - No Camp Care. Good Friday
M	April 5 - 9: Spring Break No School - Camp Care available
W	April 21: Spring Concert 6pm to 7 pm
S	May 8th: Family Formal. Dancing for the whole family
F	May 14: Delayed Start 9am all ages.
M	May 31: No School - No Camp Care. Memorial Day
W	June 9: Last Day of School - 12:00pm Dismissal Annual Family Field at 1pm, meet at the Zoo
Th	June 10: School Closed - No Camp Care
F	June 11: School Closed - No Camp Care
Su	June 13: Annual National Children's Day at Jimmy Johns Field Fundraiser
M	June 14: Summer Camp Begins
M	June 28 - July 2: School Closed - No Camp Care. Holiday Break
F	August 20: Last day of Summer Camp
M	August 23 - Sept 3: School Closed - No Camp Care. Teacher Professional Development
T	September 7: First Day of School 2021-2022

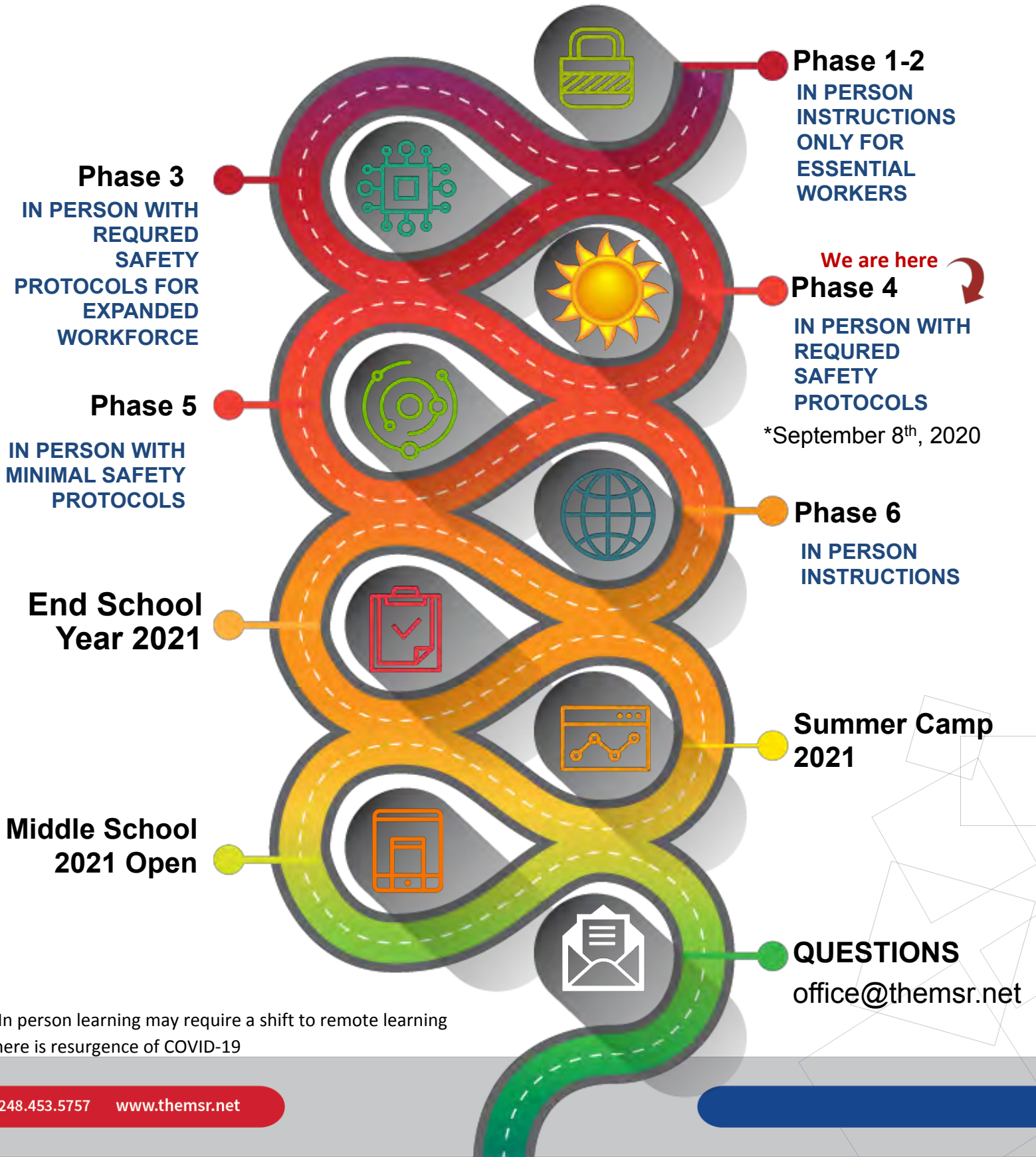
COLOR CODES

- Normal day / Informative
- Delayed Start 9am for all ages
- Early dismissal / No Extended Care
- No School / Camp Care Available
- No School / No Camp Care
- You're Invited
- Virtual for parents

Ref: Sunday (Su), Monday (M), Tuesday (T), Wednesday (W), Thursday (Th), Friday (F), Saturday (S)

ROADMAP FOR SCHOOL YEAR 2020-2021

In Person/On Campus
248.453.5757



* In person learning may require a shift to remote learning if there is resurgence of COVID-19

Frequently Asked Questions:

Q: How do you monitor for symptoms of COVID-19?

Before entering the school, we conduct temperature checks on students, staff and visitors using no-touch thermometers and disinfected forehead thermometers where necessary. Those with temperatures above 100.4 degrees will be sent home.

Screening questions will be asked regarding contact with persons who have contracted COVID-19 and on relevant symptoms (persistent cough, fever, difficulty breathing, cold, diarrhea and/or vomiting) in the past 2 weeks.

We visually check the child for signs of illness, including flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. When children appear ill or “not themselves” throughout the day, we continue to monitor temperature and symptoms and isolate them from the group (in case of fever) for prompt pickup.

Q: How do you educate students on proper hygiene?

MSR employees will participate in professional development workshops prior to the start of the school year. Employees and students will be educated on how to cough and sneeze into their elbows as well as proper handwashing techniques. Handwashing signs have been posted near all faucets and hand sanitizer will be readily available throughout the building in common spaces and in all classrooms. Students and staff are encouraged to use hand sanitizer if they are unable to wash their hands.

Q: How do you practice social distancing?

We practice social distancing developmentally appropriately. This includes alternating use of common spaces among groups (which are cleaned in between uses) and creating smaller designated areas for classes when using large spaces to keep children from gathering outside of their group.

We maintain smaller group sizes in accordance with current executive orders. We do our best to keep consistent class groups of children and caregivers and minimize mixing between groups or contact with persons of other groups.

Field trips and special events in larger groups of children or families have been cancelled.

Q: How do you ensure hygiene?

We have one team member dedicated to cleaning and sanitizing during the day. At the end of each day our building is professionally cleaned and classroom guides will disinfect all materials to make ready for the next day. We are following

all CDC and Oakland County Health Department guidelines.

We limit the number of items brought into our facility. Comfort items will be sent home at least once a week for washing.

Q: What is the cleaning and sanitizing process and additional details on cleaning:

Frequently touched surfaces including light switches, doors, benches, bathrooms, etc; undergo cleaning using an EPA-approved disinfectant or bleach solution at least every 4 hours. Common areas undergo cleaning using an EPA-approved disinfectant or bleach solution at the end of each day and between class periods. Playground structures continue to undergo normal routine cleaning using an EPA-approved disinfectant or bleach solution.

We ensure safe and correct use and storage of cleaning and disinfecting products. Staff wears gloves, surgical mask, and face shield when performing all cleaning activities.

We use Electrostatic Victory Sprayer (used by airlines and medical offices) to enhance our cleaning and disinfecting capabilities.

Q: Is social-emotional wellness a priority?

The social-emotional learning, maintaining relationships, and keeping both staff and students safe have been and will always be MSR priorities. Being mindful of heightened anxiety, we have put the social-emotional wellness at the center of our work. MSR promotes a culture of compassion, empathy, self-care, equity and belonging for all students and staff.

Q: Are facemasks and other Personal Protective Equipment (PPE) compulsory for children?

Per Executive Order No. 2020-164 issued on August 6, 2020; extended through August 15th, 2020

All staff and all children ages 4 and up when in indoor hallways and common areas.

All staff and all children ages 12 and up when in classrooms, homes, cabins, or similar indoor settings.

All visitors to the child-care organization or camp

Exceptions. Face coverings at child-care organizations and camps are not required:

- For children under the age of 2;
- For any child who cannot medically tolerate a face covering, has trouble breathing, or is unable to remove the face covering without assistance;
- While eating, sleeping, swimming, or performing high-intensity activities (not including singing or cheering);
- When a child or staff member is outdoors and able to consistently maintain a distance of six feet or more from individuals who are not members of their household

Supply List for Infant Students

Please bring all personal & community items to school on the first day

Personal Items. All Personal Items Must Be Labeled with Child's Name.

- 1 package of diapers (you will be notified when these need to be replenished)
- 1 package of wipes (you will be notified when these need to be replenished)
- Diaper rash cream (if desired)
- Sunscreen (Labeled with child's name)
- 1 fitted crib sheet (sent home weekly for laundering)
- Floor blanket for tummy time (sent home weekly for laundering)
- Nap mat or blanket (for children 1 year and older)
- 5 complete changes of clothing including socks
- Pacifier and/or transitional blanket
- Outside clothing (Sun hat for warm months / Hat, coat and gloves for colder months)
- Daily pre-mixed bottles of formula or breast milk**
- 3 bibs for eating*
- 1 wet bag for returning soiled clothing* (may want to buy a few extras just in case)
- Lunchbox with lunch** and snack** if eating solids

*Required Daily

** (All food items must be labeled with child's First/Last Name and Date).

Community Items:

- 1 bottle multi-purpose spray
- 4 boxes of tissue
- 1 bottle liquid hand soap
- A 4pack of Play-Doh
- Finger paint
-

Ongoing Wish List Items

- Grocery bags
- Board books
- Puzzles
- Wash Cloths (for cleaning spills)
- House plants

If you would like to donate additional items, please use the link below to access our Amazon Wishlist:

https://www.amazon.com/hz/wishlist/ls/1A2H0GKM71VUZ?ref_=wl_share

Thank You!

KidReports.com

Welcome parents to KidReports.com! We're excited to use KidReports.com to better communicate with you during the day. It's easy to get started. Please follow the easy steps outline below:



Step 1 – Log in and customize your profile

You will be notified with an email to log in with the randomly generated password provided to open and customize your account.

- Just follow the links, log in with your email address as your username and enter random generated password.
- Once logged in, you can edit your profile by clicking on the “Edit my Profile” tab on the menu on the left. In this section, type in a new password and modify the information as you see fit.
- Then select your contact preferences (choose from text message, email , smartphone push notifications or all three!).
- Choose how frequently you wish to receive notifications (after each event or just the daily report).
- Please remember you must have an iPhone or Android smartphone to receive push notifications.
- The username and password you create and save in your profile will be used to log in both online and into the app. (See next step.)

Step 2 – Download the KidReports App



Download the free KidReports app from either the App Store or Android Market:

- For all iPads and iPhones you will need to download the free app from the App Store. Search for “KidReports” in the App Store
- For all Android tablets and smart-phones you will need to download the free app from the Google Play. Search for “KidReports” in the market, or click here: [Google Play Link](#)
- Once downloaded and installed, you just now need to log in with your unique username and password created in your profile (see Step 1 above) and you are ready to start receiving immediate push notifications!

Step 3 – Home School Connect. Record at home events for your child (optional)

KidReports can also be used at home. This way, you can log and keep all activities in the same profile with your child's school time daily activities.

- To get started, log in to the app and go to the main menu.
- Select “Record Child Event” and you will be taken directly to your child's account.
- Select the activity you wish to record (i.e. Lunch).
- Touch each item your child had for lunch
- press next, review the event details and once you are happy with them
- press the ‘Save’ button and then select save
- Record different events and activities when at home and save all your child's information in one safe place to create your own year-long memory book!

Remind App

We have begun using the REMIND app to easily pass on important information to our families.

Please take the time to be added to our list so you can stay informed and up to date.



REMIND is a School to Parent (one way) Communication App

By signing up, you allow us to alert you to any Emergencies, School Closings, or Upcoming Events through the convenience of your phone.

To sign up simply send this text:

@23a923

to the number:

81010

Safety Precautions

The Montessori School Rochester will take the necessary precautions to contain and prevent the spread of contagious illnesses or diseases.

- ✓ Parents must recognize that, while in care, it is possible that your child may be exposed to a contagious illness or disease.
- ✓ To help reduce the risk of spreading illnesses please keep your child at home if he or she is ill. Your child will rest more comfortably at home and the chances of a contagious illness spreading to other children in the school will be lessened.
- ✓ Under the following circumstances, your child MUST NOT come to school:
 - He/she has a temperature above normal (100.4 degrees). A child who has had a fever must remain home at least 72 hours after the fever has broken.
 - She/he has a rash, unless accompanied with a doctor's note.
 - She/he has a discharge from eyes or ears.
 - She/he has vomited within 24 hours.
 - She/he has diarrhea.
 - She/he shows signs or symptoms associated with COVID-19.
 - Somebody in your household or in close proximity to the child has had a positive diagnosis of COVID-19.
 - She/he is not well enough to play outside, weather permitting, recess is daily.
- ✓ All accidents and suspected illnesses will be reported directly to you.
- ✓ In instances of communicable diseases that have contaminated the school, parents will receive written notification. To aid in this communication, please notify the school immediately if your child has contracted any illness that could be perceived as contagious with the exception of cold or flu.
- ✓ Any child to arrive at school with noticeable symptoms will be sent home immediately.
- ✓ If symptoms develop during the course of the day, a parent will be notified and the child should be picked up within 1 hour of notification.
- ✓ The emergency contacts, in the event that you cannot be reached, should be listed on your child's Information Card.
- ✓ Any bedding, classroom items, toilet and lavatory used by a sick child will be appropriately cleaned and sanitized before being used by another child.

School-Wide Discipline Plan

Dr. Maria Montessori developed the concept of “normalization” to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A “normalized” child will love learning, be kind to others, develop concentration and good work habits, and become independent.

Our goal is to create and maintain an environment in which each child can successfully reach this level of normalization. Normalization of the classroom begins with the modeling of the appropriate behavior by the teacher combined with a high level of respect for each student. Many discipline problems can be avoided by the following strategies practiced in every MSR classroom.

- Provide a structured Montessori environment in which a child feels secure and comfortable in his/her work
- Monitor student work and behavior closely
- Engage and interest the student
- Involve and stimulate the student
- Plan classroom procedures and rules carefully and in detail with the participation of the students
- Systematically teach students procedures and expected behaviors
- Redirect a child and use conflict resolution techniques immediately, when necessary
- Organize instruction to maximize student task engagement and success.
- Work one-on-one with children who need additional guidance
- Communicate directions and expectations clearly.

The effective Montessori guide (teacher) emphasizes prevention rather than remediation in classroom management. The teacher systematically approaches teaching by planning and preparing well in advance; setting expectations and teaching the procedures, routines and standards of behavior at the start of school and reteaches as necessary; and maintains these through prompt and consistent reinforcement of appropriate behavior by providing appropriate, well-prepared lessons and activities that engage learners.

If a student has difficulty following the rules of the community, the response will be age appropriate. Personal attention, distraction, substitution and/or removal from the situation are typical approaches. Many instances resolve themselves as the student, within the bounds of safety and common sense, experiences the logical consequences of his actions (i.e. wiping up after throwing a paint can on the floor.)

If the student disregards the rules of the classroom community, the Teachers will seek the underlying causes in order to help the student understand the inappropriateness of his/her actions and to find a constructive alternative. If such behavior occurs repeatedly, the Teacher may request the Director, Curriculum Specialist, and/or other classroom teachers to observe and offer consultation before the parents are contacted for their support and cooperation.

The following are some guidelines of Montessori discipline that parents should seek to apply at home as well as at the school:

- Hold the child to a standard; he will rise to expectations
- Behavior: think satisfaction and motivation vs. gratification and manipulation
- Make reward internal not external

- To maintain strong, effective discipline, seek consistency and clarity
- Catch children “doing something right”
- Engage and interest the child
- Involve and stimulate the child
- Redirect the child from destructive, negative behavior
- Be respectful. Maintain unconditional love. Love is not a “bargaining chip.”
- Use humor to defuse, not to deflate
- Let natural consequences flow from inappropriate behavior.

While individual classroom rules will vary based on the student’s yearly renditions, many rules are universal and long-term.

MONTESSORI STANDARDS OF BEHAVIOR

AT ALL TIMES

- Respect yourself, others and our environment
- Demonstrate responsibility, respect, and self-restraint.
- Keep the MSR environment clean and orderly
- Keep bathrooms neat and clean
- Keep hands to yourself

HALLWAYS

- Walk quietly in the hallways
- Walk in a single file line
- Use the hallway like a road-travel on the right-hand side only
- Keep hands to yourself

CLASSROOMS

- Treat all classroom materials with great respect and care.
- Return all things to their proper place

RECESS

- Teachers on recess duty must be visible to children on the playground. They must position themselves around the playground and avoid standing in clusters.
- Follow the playground safety rules.
- Any activity that is deemed unsafe by an adult on duty should be addressed immediately;
- Adults have the final say with any and all issues that pertain to safety.
- Students who choose not to follow these rules on the playground are eligible to lose their recess privileges; adults should report unsafe or inappropriate activity on a discipline report form. Adults on duty have the responsibility to give a child natural consequence for unsafe or inappropriate activity at recess. Our goal is to develop appropriate social behaviors in our students. Natural consequences include but are not limited to immediate separation of play or removal from the playground.

GENERAL RESPECT TOWARDS ALL STAFF, STUDENTS AND PARENTS IN THE SCHOOL

- Students will immediately follow the directions of any MSR staff member. If there are disagreements about how a staff member handled a situation the student and/or parent has a right to seek the support of the administration.

PARENT EDUCATION

- Acquiring the knowledge, skills, and patience to raise healthy happy and well-adjusted children is an on-going process that requires a tremendous amount of effort, time and diligence. Several resources are available, and parents are expected to take proactive responsibility in this area.
- The school has a small library of helpful books that can be checked out by the parents. MSR can provide a recommended resource list that covers Montessori and other topics of education.
- Parent/Teacher discussions may be scheduled at any time with your child's teacher to exchange ideas and strategies for specific behavioral issues that may be impacting the student or family. The Director and Curriculum Specialist are also available to discuss educational and behavior issues.
- Parents are encouraged to visit the school regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

OFFENSES AND DISCIPLINARY ACTION

MSR has adopted three levels of infractions and the levels are determined by the seriousness of the act.

LEVELS OF DISCIPLINARY ACTION

Level I - Infractions are the least serious and will be dealt with by imposing less severe consequences than Level II and III.

Level II- Infractions are more serious than level I and require more formal disciplinary actions.

Level III- Infractions are the most severe and are grounds for a minimum 2-week home stay and consideration for removal from the program.

NOTE: Any other serious misconduct is disciplined at the discretion of the administration.

NOTE: During the time of an In OR Out of School Suspension, students are not allowed to attend any extra-curricular activity.

NOTE: Administrative Review can be used when a Level III offense has occurred. A meeting may be held and the Director, other appropriate school personnel, the student, and the parent/guardian will conduct a total review of the student's record. The consequences for the infraction will be determined at the hearing and can range from home stay to removal from the program.

The following table lists possible consequences for each level of disciplinary action. It is intended to be used as a guide for administrators and staff. Consequences may be more or less severe based on the circumstances.

Level I Level II Level III

Level I	Level II	Level III
<ul style="list-style-type: none"> • Conference with teacher • Incident/Behavior Report • Loss of privileges • Conference with parent • Behavioral Contract 	<ul style="list-style-type: none"> • Conference with School Administrator • Sent home • In School Separation (ISS) • Special assignment (ex: cleaning hallways) • Home Stay (HS) 	<ul style="list-style-type: none"> • In School Separation (ISS) • Home Stay (HS) • Administrative review and reassignment • Removal from program

School Discipline Matrix

The Discipline Matrix specifically identifies prohibited student conduct and lists the range of consequences, which may be imposed for each infraction. When assigning consequences for misconduct, consideration will be given to factors such as, but not limited to: the nature of the infraction, the student's past disciplinary record, the student's age and grade level, and the severity of the problem as it pertains to the specific situation.

Elementary Discipline Matrix

1. Bullying/Harassment (to include sexual harassment): Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting or dehumanizing behavior which can cause discomfort or humiliation and/or interferes with the individual's school performance or participation:

- 1st offense (minor)- Level I
- 1 st offense (major)- Level II
- Repeated offenses- Level II or III

2. Dress Code Violations: If a student is out of uniform, they will be given notice and parents will be called and required to bring the correct uniform to school before the child can return to class.

- 1st offense- Level I (Warning)
- 2nd offense- Level I (Parent contact)
- 3rd offense- Level II (Sent home)
- 4th offense- Level II (1 day of HS)

3. Electronic Devices: Includes, but not limited to, cellular phones, text messaging devices, digital cameras, smart watches must be turned off and cannot be used during regular school hours:

- 1st offense- Level I
- Repeated offense- Level II and Level III

4. Hazing: Any form involving other students, even ones who willingly participate:

- 1st offense (minor)- Level I
- 1st offense (major)- Level III
- Repeated offense- Level II or III

5. Insubordination, disrespect or open defiance to a staff member: Refusal/failure to follow a direction or order from any school staff member; and/or the use of words or acts that demean, degrade, antagonize or humiliate any school staff member:

- 1st offense (minor)- Level I
- 2nd offense (major)- Level II or III
- 3rd Repeated offense- Level II or III

6. Physical contact with another person: Aggressive physical contact toward another person to include, but not limited to: biting, kicking, pushing, pulling, shoving and punching with or without an object:

- 1st offense- Level I or II
- Repeated offenses- Level II or III

7. Physical violence (fighting): Any student mutually participating in use of force or physical violence:

- 1st offense - Level II
- Repeated offenses- Level II or III

8. Profanity, vulgar or abusive language, gestures or drawings:

- 1st offense (minor)- Level I
- 1st offense (major)- Level II or III
- Repeated offenses- Level II or III

9. Sexual offenses: To include, but not limited to; inappropriate or obscene act, indecent exposure, and sexual misconduct:

- 1st offense- Level II or III
- Repeated offenses- Level III

10. Attendance: Not reporting to and/or leaving the assigned class, activity or area without obtaining permission, and/or being at least 10 minutes late to class without proper documentation:

- 1st offense- Level I
- Repeated offenses- Level II or III

11. Stealing: Unauthorized taking or concealing of the school or others property:

- 1st offense (minor)- Level I (under \$100) & Restitution
- 1st offense (major)- Level II (over \$100) or Level III (over \$250) & Restitution
- Repeated offenses- Level II or III & Restitution

12. Tardiness (Unexcused): Arriving late to school (Starts over each quarter):

- 1 st – 3 rd offense- Level I
- 4th offense- Level II
- 5th offense- Level II and Parent Conference

13. Threat/Intimidation: The threat to cause physical harm to another person without the use of a weapon which would include; the offender's intent, fear by the person who is being threatened, and the capability of the offender to carry out the threat:

- 1st offense (minor)- Level I
- 2nd offense (minor)- Level II
- 1st offense (major)- Level III and Parent Conference

14. Unauthorized area: Being in an area within the school or school grounds that is restricted to student access:

- 1st offense- level II
- Repeated offenses- Level II or III

15. Vandalism: Damaging/destroying school property or property of others, resulting in damages of various monetary values:

- 1st offense (minor)- Level I (under \$100)
- 1st offense (major)- Level II (over \$100) or Level III (over \$250) & Restitution
- Repeated offenses- Level II or III and Restitution

16. Weapons: Possession of any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm including but not limited to: firearms, handguns, rifles, flare guns, brass knuckles, razor blades, pocket knives, chinese starts, chains, mace, sharp objects, bullets/ammunition, etc.:

- 1st offense- Level III and reported to law enforcement.

Children's Rights and Responsibilities

Children have the right:

- To experience a safe, supportive, and consistent environment;
- To use all of the program equipment, materials, and facilities on an equal basis with all of the other children;
- To receive respectful treatment;
- To experience discipline that is fair and non-punitive;
- To receive nurturing care from staff members.

Children have the responsibility:

- To be accountable for their actions;
- To respect the school rules that guide them while at school;
- To remain with the group and staff at all times;
- To care for materials and equipment properly.

Character Education Code of Student Conduct

The Code of Student Conduct provides behavior guidelines for development of good social skills, students as responsible citizens, and accelerated learning school culture. All stakeholders—students, parents, administration, faculty, and support staff—enter a partnership in responsibility to build positive character in our students that prepares them for college, work, military, parenthood, and community service.

Our Character Choices program empowers students with the knowledge, skills, attitudes, and opportunities to become responsible members of the home, school, and community. The nine character traits are the following:

- ✓ Respect
- ✓ Responsibility
- ✓ Cooperation
- ✓ Compassion
- ✓ Good Judgment
- ✓ Integrity
- ✓ Perseverance
- ✓ Courage
- ✓ Citizenship

These nine character traits represent values of responsible citizenship and empower students with the discipline to be lifelong learners and enlightened citizens in a diverse society.

Each individual has rights and responsibilities. The Code of Student Conduct attempts to preserve individual rights in the school community and deliver academic excellence in a safe, emotionally secure community of learners. Diversity is our strength and we pursue productive classrooms where all students find meaning, dignity, and sense of community.

The overarching goal of the Code of Student Conduct is to teach students self-discipline and good social skills. We want to keep students in school. Our Positive Discipline Support Plan provides a framework for progressive and constructive discipline practices and in-school interventions for minor misbehaviors. Home Stay is reserved for serious infractions of the Code of Student Conduct.

Parents are our most valuable partners. We seek your cooperation and participation in the ongoing development of your child's academic knowledge, skills, and attitudes and social skills. We encourage you to read and review the Code of Student Conduct with your child and encourage acceptable behavior at school.

Beliefs

The following beliefs guided the development of the Code of Student Conduct:

1. That schools must be safe and secure for students and staff.
2. That students have rights and responsibilities in the learning environment.
3. That the school is for instruction and learning, and anything that distracts from the learning process must be dealt with by the School Leader, faculty, and staff within progressive and positive discipline practices.
4. That students and their parents should be knowledgeable of school and classroom expectations
5. That students have a responsibility to exercise self-control over their own behavior and that the teachers and support staff have the responsibility to teach students good social skills and acceptable behaviors.
6. That the responsibility for discipline is shared among students, guides, administration and parents.
7. That the school respects differences in discipline practices at home as long as they are within parameters of the law.
8. That students, who violate school and classroom rules, must be afforded their rights to due process, which are procedurally, morally, and legally fair and correct.
9. That students, when they violate school and classroom rules, should be assigned corrective measures with the purpose of teaching good social behaviors.
10. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
11. That disciplinary measures should be firm, consistent, and fair.
12. That the disciplinary measures of the school should be a problem-solving process and should focus on the causes of the infraction and learning acceptable behaviors.
13. That the assigning of disciplinary measures should be reasonable.
14. That students, who commit criminal acts, should be administered measures that are severe and swift when the safety of the general school population is at issue.

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