

HARRIET TUBMAN ELEMENTARY SCHOOL



STUDENT HANDBOOK

Mr. Malcolm Outlaw, Principal

Ms. Kimberly Santos, Vice Principal

MISSION STATEMENT

The Mission of Harriet Tubman School is to provide children with a quality education and to ensure that all students become lifelong learners who are caring, productive and responsible citizens.

VISION STATEMENT

Harriet Tubman School will be recognized as a school of excellence characterized by a relentless commitment to high expectations; academic rigor, data driven instruction and sustained parental involvement.

SCHOOLWIDE GOALS

- Increase the percentage of students scoring proficient and advanced proficient on the state assessment by 5%
- To create an environment where all stakeholders are held accountable for providing a positive, clean and safe learning environment/experience for all students
- To promote a shared leadership environment that supports professional practices and empowers teachers to drive research best practices that promote excellence while improving student excellence
- To embrace communication and collaboration between parents, community organizations and staff members to improve our student learning experiences

SCHOOL HOURS

Classes will begin at 8:35. Students should not arrive to school before 8:00 unless they are participating in the Before/Afterschool Care Program. If your child is participating in the breakfast program, he/she MUST be at school between 8:00-8:25a.m.

The tardy bell rings at 8:36 a.m. Students should be in class **before** the tardy bell rings. Any child arriving after the tardy bell should report to the office to receive a pass before going to the classroom.

Dismissal begins at 2:55 p.m.

Students should not be picked up early except in the event of an unavoidable emergency situation. A written request for early dismissal should be sent on the morning of the dismissal if possible.

STUDENT ATTENDANCE

The importance of regular attendance cannot be overemphasized. Students should be in class every day that they are physically able. It is extremely difficult to keep up with class work if attendance is irregular.

By NJ State law – Title 18A Section 38-26

“Parents or guardians have the responsibility to have their children in school on days when school is declared open.” Pupils are expected to attend school regularly. Personal illness, religious holidays, or a death in the family are considered excused absences. Call the school if your child will not arrive by 9:00 AM. Please send a written excuse upon your child's return to school.

**PERFECT ATTENDANCE CERTIFICATES ARE AWARDED TO STUDENTS WHO HAVE BEEN AT
SCHOOL 180 DAYS.**

DISMISSAL GUIDELINES

The students are dismissed after 2:55 pm. The latest they should be outside of the building is 3:00 pm. Your child should be picked up on time. There is an after-care program available in the building managed by the Harriet Tubman P.T.O for students until 6:00pm. There is a small fee for their services.

Students must leave the building and school area at once upon dismissal unless they have an appointment with a teacher, are scheduled for a regular afterschool activity or assigned detention. Students who remain for detention (teacher must notify parents in advance) or any afterschool activity must leave the building and go directly home after being dismissed.

All students will be dismissed from the school playground area unless they get picked up by one of the child care providers' transportation services. Students who are kept for detention are dismissed via the front door of the school.

Lunch Program

Harriet Tubman Elementary School has a closed lunch program where students are not allowed to leave the school premises. Lunch applications can be found online at the Newark Public Schools' website for parents to complete. All information must be answered for the application to be processed. Parents will be notified if their child qualifies for free or reduced lunch.

Students also have the option of a "brown bag" lunch from home or purchasing the daily lunch at half or full price if they do not qualify for the program.



ACADEMICS

Student Report Cards

Student progress reports are issued two (2) times a year for students in Kindergarten and four(4) times a Year for students in grades 1 through 6.

GRADING SCALE

| Grade | Marks |
|-----------------|---|
| Kindergarten -2 | E-Emergent NE-Not Evident M-Mastery |
| Grades 3 – 6 | A (90-100) B (80-89) C (70-79) D (60-69) F (0-59) |

All report cards will be computer-generated reports and sent home according to the district's calendar.

Progress Reports

Every two weeks, interim student reports will be sent home. The interim student progress reports provide parents with the current grades received at a specific point in the marking period. Current grades can also be viewed online via Power-School. Parents must complete the necessary paperwork in order to be assigned a username and password.

Homework

The purpose of homework is to help students become independent learners. Homework is assigned to extend and reinforce the learning experience of the child.

The purpose of homework is the following:

- 1) Strengthen basic skills
- 2) Extend classroom learning
- 3) Stimulate and further interests
- 4) Reinforce independent study skills
- 5) Develop initiative, responsibility and self-direction
- 6) Stimulate worthwhile use of leisure time
- 7) Acquaint parents/guardians with the work pupils do in school

*****Students should receive a weekly homework sheet on Monday for the entire week.**

Make-up Work

Pupil absent for any reason must make up assignments, classwork, and assessments within a reasonable length of time. It is recommended that students who have been absent from school for an extended time will be permitted the same length of time to make up assignments. For example, if a student is absent for three (3) consecutive days, they will be allowed three days to make up the work.

SCHOOL GUIDELINES

SCHOOL VISITORS

We are happy to have visitors at Harriet Tubman Elementary School, but when arriving at the school, ALL VISITORS (INCLUDING PARENTS) MUST REPORT TO THE SECURITY DESK and show identification. This includes visitors attending a workshop, or coming to pick up a child. This is for the safety of all our children. **Parents and all others MUST receive a pass before proceeding.**

Parents and guardians must make appointments to conference with teachers. Please do not hold conferences with teachers as classes prepare to enter the classroom or school. When parents or stakeholders stop the teacher, it compromises the instructional time afforded our students. Please email the teacher or check their schedule in the main office to make an appointment during preparatory periods.

MEDICATION

Only the school nurse or authorized office staff may administer any kind of medicine to students and only after the parent has completed a form requesting that the child be given the medication. The form is available in the school health clinic. Only medications prescribed by a physician may be given at school. Aspirin, cough medicines, or other over-the-counter medications may not be given unless prescribed by a doctor. All medicines must be kept in the nurse's office, not in the classroom.

SCHOOL PROPERTY

Parents are responsible for any damage their child does to school property (furniture, building, etc). The student must pay for lost or damaged textbooks or library books. Students should take care to keep all books clean, dry, and out of reach of younger children and pets.

STUDENT PICKUP

STUDENTS WILL BE RELEASED ONLY TO A PARENT OR GUARDIAN UNLESS THE SCHOOL HAS BEEN NOTIFIED IN WRITING THAT SOMEONE ELSE HAS PERMISSION TO PICK UP THE CHILD. It is recommended to include all individuals responsible for picking up the student on the emergency contact form. **FOR SECURITY REASONS CHILDREN MAY NOT BE PICKED UP FROM THE CLASSROOM!!! ALL PARENTS MUST SIGN OUT AND REQUEST STUDENTS FROM THE OFFICE.**

TRANSPORTATION

Students transported by bus must obey all safety rules and show respect for bus drivers.

Bus students must present written permission signed by their parent or guardian to the principal and the bus driver EACH TIME they wish to walk home or go to another destination other than home. "Blanket" notes for the year are not sufficient.

EMERGENCY INFORMATION

Please keep us up-to-date on any changes of address or phone numbers (home, cell or work) so parents can be reached quickly in case of emergency. An unexpected illness or accident may make this very important. It is essential that an emergency phone number be on file for each student. Should your address, telephone number, or place of work change, please notify the school immediately to be sure that the school has a quick way to reach you.

DRESS CODE

Harriet Tubman students are required to wear uniforms everyday unless instructed by the administration. The school colors are blue pants/skirts and white, powder blue, or navy blue shirt.

Students should dress appropriately for school activities, which include physical education, and playground activities and activities that require students to sit on the floor.

- Girls wearing dresses or skirts to school should wear shorts underneath.
- Comfortable shoes, such as sneakers or tennis shoes, should be worn. All shoes must have a back or back strap for safety on the playground equipment. Flip-flops, wheelies, cleats, and high heels of any size are not allowed.
- Short shorts, tight shorts, short skirts, or tight skirts are not appropriate in the school setting.
- Halter-tops, short shirts, see-through jerseys, and tank tops are not allowed.
- Head coverings (hats, caps, scarves, bandanas, etc.) are not allowed for boys or girls.
- Jeans and trousers for boys and girls should be fitted and worn at the waist. Belts must be worn through belt loops.
- Pants must be fastened, straps for overalls must be worn over both shoulders, and long shirttails should be tucked in.
- Inappropriate pictures or words on clothing, notebooks, or lunch boxes are not acceptable.
- Please label your child's sweater, jacket, lunch boxes, etc., with his/her first and last name in permanent ink.
- Students are encouraged to bring a large shirt to wear over their clothing in art.

Teachers and administrators will make the final decision on the appropriateness of clothing worn to school. No clothing, jewelry, etc. may be worn to school, which causes a distraction from the learning process or is a safety hazard to the student or others.

BIRTHDAY PARTIES

A parent may bring cupcakes and juice to school for a party during recess time or during lunch. Arrangements must be made in advance with the teacher. This rule is necessary to maintain the fidelity of the instructional program for all students.

PARENT INVOLVEMENT

Students whose parents are actively involved in their child's education are usually the most successful. We welcome and encourage parent involvement at Harriet Tubman Elementary School.

Parents are encouraged to get to know their child's teacher and to stay in regular contact with him/her. Conferences may be arranged during the teacher's planning time and after school. Please make appointments in advance.

Everyone is invited to become a member of the Parent Teacher Organization (PTO).

Parents interested in serving on the School Leadership Council (SLC) should contact the principal. Parent representatives will be voted on by other parents and will meet with school and community representatives to guide school improvement.

Volunteers are needed in many areas of the school. If you are willing to help, please contact our Community Engagement Specialist.

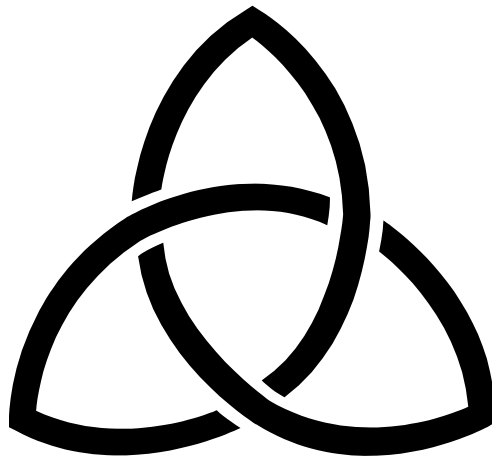
WHAT YOU CAN DO TO HELP YOUR CHILD LEARN

- A. Start each day right; a calm beginning at home makes the school day much better.
- B. Encourage your child to have a good breakfast and lunch. Make certain that your child sleeps at least eight hours each night.
- C. Praise your child each day for something he/she has done. Have a special place to put schoolwork or notices, announcements, etc., that are brought home from school.
- D. Laugh and talk with your child about school experiences and listen attentively to what is said about your child's school day experiences.
- E. Stress school attendance. If the child is ill, home is the best place; otherwise, your child needs to take advantage of every school day.

- F. Keep the lines of communication open between yourself and your child's teacher. Inform the teacher of any family situation, which could influence your child's behavior. Also, if your child is reluctant to go to school, let the teacher know so that together you can find the reason.
- G. Take your child to the library and encourage reading for pleasure and reading for information.
- H. Stress organization of school notebooks, materials, etc.
- I. Provide pencils and paper for your child to use.
- J. Review at home skills taught at school. Practice reading, learning math facts, spelling words every night at home.
- K. Read to, or with your child at least 15 minutes daily.

Positive Behavior Plan

2014-2015



Blueprint for Success






HARRIET TUBMAN ELEMENTARY SCHOOL DISCIPLINE PLAN

The Harriet Tubman Elementary School Plan is based on our school motto and our Six Standards of Good Character Pledge:





School Motto: “Love to Learn...Learn to Love.”

Six Standards of Good Character Pledge: We the students of Harriet Tubman Elementary School believe in the six standards of good character. These six standards of good character are: Trustworthiness, Responsibility, Respect, Caring, Fairness, and Citizenship; we will work hard to live up to these six standards of good character as we grow into mature productive citizens of this great nation.

We expect students and staff: (Code of Conduct)

-  To make responsible decisions
-  To set a good example
-  To show respect
-  To be willing to change behavior with positive methods
-  To share high expectations for all Harriet Tubman Elementary School Community





Major Plan Components:

-  Classroom recognition for effort and behavior: Class Compliments; Cobra of the Month
-  Reward assemblies to acknowledge the winners of High Honor Roll, Honor Roll, Honorable Mention, Perfect Attendance and Top Cobra
-  Weekly behavior reports home
-  A three part discipline plan in all classrooms
 - Rules (Five Positively Stated)
 - Consequences (At least one consequence will include the Student Behavior Narrative)
 - Rewards

****Classroom rules will be created by the individual classroom teachers and their students in accordance with the School Expectations. ****

****Parents are expected to review,sign, and return the Classroom Displine Plan form no later than the first week in October.****


Rewards Program (Twenty Days of Peace Behavior Plan)

-  Teachers will utilize a concrete reward system that documents earned points for a twenty (20) day period.
-  “Days of Peace” will be implemented in order to promote a safe and peaceful environment within Harriet Tubman Elementary School. All students are encouraged to handle their problems without violence and the program will be put in place to encourage students to learn how to diffuse situations before they get out of control.
-  This initiative/reward system will be used at the school level and grade level. Students are given the option of watching a movie, recess, board games, etc. When they reach the various benchmarks during the structured free time.
-  Every morning during the announcements, the students are told what day they are on. If a fight occurs, the days are taken away, and the students go back to zero days of peace.

- 20 Days of Peace = 45 minutes (Structured “Free Time”)
- 40 Days of Peace= 90 minutes (Structured “Free Time”)
- 60 Days of Peace= 135 minutes (Structured “Free Time”)
- 80 Days of Peace = 180 minutes (Structured “Free Time”)
- 100 Days of Peace= 1 day (Structured “Free Time”)

Misconduct Leveled Infractions


In accordance with the Newark Public Schools’ Discipline Plan and Policy and the Newark Public Schools’ Student Code of Conduct. Levels of misconduct are described as followed:

-  **Level 1.** This is the lowest level. These behaviors are handled by the teacher or staff member in charge. These behaviors are usually **Not Referred** to the office unless they are excessive in terms of damage, loss, disruption or injury whereupon, they become level 2 events. Any level 1 behavior that shows a pattern of repetition in spite of teacher intervention will be referred to the office as a level 2.

Examples:


- Classroom Tardiness

- Failure to complete assignments
- Cheating

 **Level 2.** Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school, but does not represent a direct threat to the health and safety of others. These are **Moderate Behaviors** but nonetheless cannot go unchecked. These behaviors may be referred to the office for administrative action. The administrator will choose actions based on the facts and severity of the situation.


Examples:

- Continuation of unmodified level one behavior
- Walkman/CD Player/MP3/Cell Phones
(Camera/Video Phones Strictly Prohibited)
- Wearing of gang related apparel or accessories

 **Level 3.** This is the category of **Serious Offenses**. It includes dangerous, defiant and highly disruptive behaviors. Lower level acts that continue regardless of the best efforts of all interventions may be handled as level 3. Repeated behaviors at level 3 may result in recommendation to an alternative program.

Examples:

- Fighting
- Stealing
- Bullying/Intimidation/Threats to others

 **Level 4.** This is the category of **Most Serious Offenses**. Level 4 behaviors may result in action by law enforcement, charges being filed and/or in removal of the student from Ivy Hill Elementary School by the Central Office. This category includes repeated fights or assaults, assault on a staff member, possession of dangerous weapons, theft and sale or transfer of drugs.

Examples:


- Unmodified Level 3
- Pulling Fire Boxes
- Use of Cell Phone to facilitate the commission of a crime

**** For further clarification please review the attached NPS Discipline Plan and Policy****


Office Referral Process

(What should the Faculty and/or staff member do?)

An NPS Student Code of Conduct must be completed for **ALL** office referrals

 Teachers shall document **Three Incidents** on the referral for **non-severe** or “Level 1” offenses before student can be referred to the office (complete positive behavior Documentation form).

(What corrective measures has the staff member already taken within the classroom?)

 Progress through the consequence section of their 3-part Discipline plan related to the behavior being referred.

- ✚ At least one documented attempt to contact parents prior to the office referral
- ✚ Teacher will document that parents have been made aware that continued misbehavior of this type will result in an office referral.

Administrative Actions for Office Referrals

(What will the principal do?)

Generally, the principal will follow the NPS Student Code of Conduct; however, higher level offenses will be dealt with starting at higher levels of discipline.

- ✚ **1st Referral:** Conference and warning. Discussion of future actions. Possible parent contact and/or Student Behavior Narrative.
- ✚ **2nd Referral:** Parent contact. Behavior contract. Possible I&RS referral (Intervention and Referral Services). Individual consequences specific to infraction: i.e. clean up, isolated lunch, additional work, apologies etc.
- ✚ **3rd Referral:** Parent conference. Detention. Suspension or probation of suspension. Possible I&RS referral (Intervention and Referral Services)
- ✚ **4th referral:** Suspension and parent conference. Possible additional requirements to return to class. Possible multiple days of suspension. A parent conference is required. Possible I&RS referral (Intervention and Referral Services). The student may be referred for placement in an alternative school setting.

** Teachers will be solely responsible for documenting infractions using the behavior intake form.**

Monthly reports will be generated for the parents of the students who have appeared on the Behavior Intake Form four or more times.

Classroom Discipline Plan

TEACHER _____ GRADE LEVEL/SUBJECT _____

RULES [General classroom rules stated positively]

1. _____
2. _____
3. _____
4. _____
5. _____

INCENTIVE PLAN: Rewards Program (*Twenty Days of Peace Behavior Plan*)

This initiative/reward system will be used at the school level and grade level. Students are given the option of watching a movie, recess, board games, etc., when they reach the various benchmarks during the structured free time.

LIMIT SETTING ACTS TO BE USED [Generally non-verbal]

NEGATIVE CONSEQUENCES [Hierarchical steps to be used in class when limit setting acts are ineffective.]

Step 1. _____

Step 2. _____

Step 3. _____

BACK-UP PLAN [Office Referral Process]

Newark Public Schools Student Code of Conduct and Behavior Intake Form (P drive).

Parent Signature: _____

Student Signature: _____

Teacher Signature: _____

Example of a Completed 3-Part Classroom Discipline Plan

RULES [STATED POSITIVELY] May be developed with the class or imposed but must be "taught" along with consequences.

1. Be in your seat by the end of the tardy bell.
2. Be prepared with materials and assignments.
3. Raise hand to ask questions or participate.
4. Respect others and the property of others.
5. If more rules are needed, I will announce them. [i.e., no *ex post facto* rules]

INCENTIVE PLAN [DESCRIBE] Every Friday there will be "Friday Funday" period. Dollars may be earned by following expectations on the daily deposit slips. The class will choose the preferred activity from a menu developed by the class and approved by the teacher [only educationally-related and "legal" activities will be approved].

POSITIVE CONSEQUENCES [MAY VARY WITH EACH RULE.]

1. Praise from teacher.
2. Dollars earned for "Friday Funday."
3. Call home or note home telling how good the pupil's work has been, how cooperation has improved, etc.

LIMIT SETTING ACTS [TO BE USED BEFORE IT IS TIME TO EMPLOY NEGATIVE CONSEQUENCES].

1. Proximity, point to work to be done.
2. Blink lights or raise hand for class attention.
3. Suspend instruction and call name [this is understood to constitute a warning].

NEGATIVE CONSEQUENCES [MAY VARY WITH EACH RULE] A HIERARCHY OF STEPS

1. Talk with student in hallway or after class.
2. Phone call/note home.
3. Computer privilege suspended.

BACK-UP PLAN [Office Referral Process]

Newark Public Schools Student Code of Conduct and Behavior Intake Form (P drive)

Exhibit II

File Code: 5131

The Newark Public Schools

Harriet Tubman Elementary School



Student's Name: _____

Date: _____

| <u>Level I Misconduct</u> | <u>Action Taken for Level I Misconduct</u> | <u>Notes</u> |
|---|---|---|
| <input type="checkbox"/> Disruptive behavior <input type="checkbox"/> Unexcused tardiness/class cutting/absence <input type="checkbox"/> Failure to wear identification badge when provided <input type="checkbox"/> Cheating <input type="checkbox"/> Failure to complete assignments <input type="checkbox"/> Failure to follow instructions <input type="checkbox"/> Wearing hats or other apparel disruptive to the educational process or other Dress Code Violations | <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Contact parent <input type="checkbox"/> Peer mediation <input type="checkbox"/> Conference <input type="checkbox"/> Withdrawal of privileges <input type="checkbox"/> Detention <input type="checkbox"/> Behavioral contract <input type="checkbox"/> Behavioral Improvement Program | <p>Parent must be notified if student is kept for detention.</p> <p>No student K to 5 may be kept beyond 3:15PM</p> |
| <u>Level II Misconduct</u> | <u>Actions Taken for Level II Misconduct</u> | <u>Notes</u> |
| <input type="checkbox"/> Continuation of unmodified Level I Misbehavior <input type="checkbox"/> Improper public display of affection <input type="checkbox"/> Defamation <input type="checkbox"/> Indecent exposure <input type="checkbox"/> Insubordination <input type="checkbox"/> Leaving school without permission <input type="checkbox"/> Defying (disobeying the authority of school personnel) <input type="checkbox"/> Disruptive behavior on the school bus/public transportation <input type="checkbox"/> Interfering with school authorities and programs | <input type="checkbox"/> Confiscated items will only be returned to parents <input type="checkbox"/> Peer counseling <input type="checkbox"/> Peer mediation <input type="checkbox"/> Counseling <input type="checkbox"/> Parent/guardian conference required <input type="checkbox"/> Referral to Substance Abuse Coordinator <input type="checkbox"/> Behavioral contracts <input type="checkbox"/> Probation contracts <input type="checkbox"/> Request for assistance I& RS | <p>Confiscated items will only be returned to parents.</p> |

| | | |
|--|---|--|
| <input type="checkbox"/> through walk-outs or sit-ins <input type="checkbox"/> Profane, obscene, indecent and immoral or seriously offensive language and gestures <input type="checkbox"/> Using forged notes or excuses <input type="checkbox"/> Scholastic dishonesty <input type="checkbox"/> Unauthorized sale or distribution of printed material <input type="checkbox"/> Unauthorized use of portable electronic communication devices <input type="checkbox"/> Improper urination/defecation <input type="checkbox"/> Truancy/ absences / lateness | <input type="checkbox"/> committee member <input type="checkbox"/> Referral to outside agency <input type="checkbox"/> Suspension upon the approval of the Assistant Superintendent | |
|--|---|--|

Exhibit II

File Code: 5131

The Newark Public Schools

Harriet Tubman Elementary School



Student's Name: _____

Date: _____

| <u>Level III Misconduct</u> | <u>Action Taken for Level III Misconduct</u> | <u>Notes</u> |
|--|--|--|
| <input type="checkbox"/> Gambling <input type="checkbox"/> Graffiti <input type="checkbox"/> Contaminating food <input type="checkbox"/> Fighting <input type="checkbox"/> Stealing <input type="checkbox"/> Threats to others <input type="checkbox"/> Harassment, intimidation and bullying (including cyber bullying) <input type="checkbox"/> Continued disruptive behavior <input type="checkbox"/> Smoking on school property <input type="checkbox"/> Possession of fireworks <input type="checkbox"/> Reckless endangerment <input type="checkbox"/> Unauthorized possession, use or distribution of medication <input type="checkbox"/> Trespassing <input type="checkbox"/> False alarm <input type="checkbox"/> Vandalism/destruction of property-between \$25 and \$500 <input type="checkbox"/> Extreme defiance <input type="checkbox"/> Gender, racial or ethnic harassment <input type="checkbox"/> Sexual harassment | <input type="checkbox"/> Clean graffiti <input type="checkbox"/> Restitution for vandalism <input type="checkbox"/> Confiscated items will not be returned <input type="checkbox"/> Parent/guardian conference required <input type="checkbox"/> Counseling <input type="checkbox"/> Referral to Substance Abuse Coordinator <input type="checkbox"/> Request for assistance I&RS committee member <input type="checkbox"/> Referral to outside agencies <input type="checkbox"/> Alternative programs/Suspension Off-Site <input type="checkbox"/> Suspension On-Site <input type="checkbox"/> Suspension Off-Site <input type="checkbox"/> Suspension | <p>Confiscated items will only be returned to parents</p> <p>(i.e. beepers, cell phones)</p> |

| | | |
|---|--|--|
| <input type="checkbox"/> Wearing gang related apparel or accessories which indicate gang membership of affiliation. | | |
|---|--|--|

Exhibit II

File Code: 5131

The Newark Public Schools

Harriet Tubman Elementary School



Student's Name: _____

Date: _____

| <u>Level IV Misconduct</u> | <u>Actions Taken for Level IV Misconduct</u> | <u>Notes</u> |
|---|--|---|
| <input type="checkbox"/> Weapons <input type="checkbox"/> Pulling fire boxes <input type="checkbox"/> Extortion <input type="checkbox"/> Physical attack on staff <input type="checkbox"/> Possession and/or use of biohazard materials <input type="checkbox"/> Bomb threat <input type="checkbox"/> Possession, use or distribution of explosives <input type="checkbox"/> Theft/possession/sale of stolen property <input type="checkbox"/> Possession/use/transfer of dangerous weapons <input type="checkbox"/> Assault and battery <input type="checkbox"/> Vandalism/destruction of Property- above \$500 <input type="checkbox"/> Arson <input type="checkbox"/> Possession, use, distribution of alcohol, marijuana, prescription drugs, controlled dangerous/illegal substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia <input type="checkbox"/> Use/furnishing/selling/possession of unauthorized or illegal substance <input type="checkbox"/> Use of cellular phone to facilitate the commission of a crime or to inflict injury or harm to persons or property. <input type="checkbox"/> Terroristic threats <input type="checkbox"/> Alcohol <input type="checkbox"/> Sexual assault | <p>For students up to the age of 17</p> <input type="checkbox"/> Suspension on Site <input type="checkbox"/> Alternative schools/services <input type="checkbox"/> Suspension <input type="checkbox"/> Other Superintendent action which results in appropriate placement <input type="checkbox"/> Expulsion <input type="checkbox"/> Suspension Off-Site | <p>School Officials contact a Law Enforcement Agency and assist in prosecuting the offender.</p> <p>Parents are to be notified immediately.</p> <p>Referral to the Child Study Team.</p> <p>A student found to have been in violation of the policy would immediately enter an alternative program for a period of not less than 20 school days</p> |
| | <p>For students 18 years old and over</p> <input type="checkbox"/> Alternative school/Evening High School <input type="checkbox"/> Other Superintendent action which results in appropriate placement <input type="checkbox"/> Suspension Off Site <input type="checkbox"/> Expulsion | |

The Newark Public Schools

Harriet Tubman Elementary School



Student's Name: _____

Date: _____

Teacher/Staff Narrative

| |
|-----------------|
| <u>Behavior</u> |
|-----------------|

| | | |
|--|--|--|
| | | |
| <u>Time/Place:</u> | | |
| | | |
| <u>Cause of Behavior:</u> | | |
| | | |
| <u>Teacher/Staff response to behavior:</u> | | |
| | | |
| <u>Students Reaction to Consequence:</u> | | |
| | | |

***Positive Behavior Plan
Documentation Form***

Intervention number One

(Date_____)

Intervention Number Two

(Date_____)

Intervention Number Three

(Date_____)

Intervention Number Four

(Date_____)

TEACHING STUDENTS TO MAKE AMENDS

WHAT IS RESTITUTION?

- It's Ok to make a mistake, now what are you going to do to fix it?

- It's Ok to say you're sorry, now what are you going to do to fix it?
- What's your plan to fix it?
- You're not the only one.
- I know you didn't mean for it to turn out this way.
- I'm not interested in your mistake. I'm interested in what you're going to do about it.
- It has to take time and effort on your part.
- He/She has to be satisfied with the results.
- It should be in the same general area as the mistake.
- It needs to be genuine.
- It can't be too easy.
- It should help you get stronger.

A good restitution will have the following characteristics:

- *It will be seen by the victim as adequate compensation.*
- *It will require effort.*
- *It does not in any way encourage repetition.*

An exceptional restitution will have three other characteristics:

- *It will be relevant to the general area of the mistake.*
- *It will be tied to a higher value or mission statement so the child doesn't see the restitution as an isolated event, but part of a larger picture of how people treat each other.*
- *It strengthens the child.*

Successful restitution is also characterized by the lack of negative behaviors in adults:

- *Restraints of criticism, guilt, anger.*
- *Lack of feeling in the helping adult of resentment or being overextended.*

An example of "Making it Right"

- The restitution was an attempt to solve a problem
- The restitution was within the framework of a family or societal value.
- The restitution was accomplished by the wrongdoer finding his own solution to appease the victim.
- The restitution was not preceded by criticism or moralizing.
- The emphasis was on compensation and learning a better way.
- Many times, the restitution needs to be negotiated. Sometimes this involves the victim.

Yes, if...

Can I sharpen my pencil? The answer has been 'No', but a better answer would be one which redirects the child, such as: "Yes, when I'm finished giving instruction. The general idea is to increase the number of positive responses you give to student request.

To do this,

Say "Yes" as often as you can. If you can't say "Yes, if..." and add the conditions necessary to be able to say yes to the person. When you say "No", give the child your reason and don't change your mind.

Positive Behavior Discipline Plan

Classroom

Think, Reflect, and Write

Think about the situation

Reflect on how this situation could have been avoided.....

Write responses to the following phrases.....

What I did was.....

The problem this caused was.....

How could I have avoided this problem?

How have I attempted to resolve this problem?

Resources:

Rules in School

Kathryn Brady, Mary Beth Forton, Deborah Porter, & Chip Wood

Teaching Conflict Resolution Through Children's Literature

William J. Kreidler

Teaching Children To Care

Ruth Sidney Charney