

# **Granville Elementary School**

## **Code of Conduct**

### **2022-2023**

We, the school community of GES, agree to:

1. Treat personal and school property with respect
2. Arrive at school on time and ready to learn
3. Respect personal space
4. Use school appropriate language and gestures
5. Display courteous, respectful and polite behavior
6. Take responsibility for our actions and accept the consequences

#### **Dignity For All Students Act**

*No student shall be subjected to harassment by students or employees on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, sex, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation or gender identity.*

*Dignity Act Coordinator for GES: Ms. Cara Talmadge. 518-648-9357, ext. 3202*

#### **Elementary Dress Code**

The following expectations for school appropriate dress should be adhered to for students in grades 4-6 for school and school sponsored functions. To ensure effective and equitable enforcement of appropriate dress during the school day and at school functions, school staff shall enforce the clothing policy consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observation, household income or body size/type.

All students are expected to give proper attention to personal cleanliness and attire. Students and parents have the primary responsibility for maintaining student dress and appearances that aligns with:

- 1) Clothing that is safe, appropriate, does not disrupt and/or interfere with the educational process (ie. no long chains that could get tangled, and/or be perceived as being a weapon).
- 2) Clothing should fit properly and adequately cover the body. Clothing that is too short and/or does not adequately cover the body are prohibited (ie. clothing that exposes the torso, chest, stomach and/or undergarment/underwear).
- 3) No hoods (during school hours and/or school functions)
- 4) Hats are not permitted inside the building during the school day. However, hats are encouraged while outside as protective wear.
- 5) Appropriate footwear is encouraged at all times. Footwear that poses a safety hazard for the student is not allowed.
- 6) Items worn that are deemed to be vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, body type, sexual

- orientation or disability in an expressed or implied manner. Additionally, they cannot endorse the use of alcohol, tobacco or illegal drugs (or symbols denoting the same) and/or encourage other illegal or violent and/or gang activities.
- 7) The administration reserves the right to expand upon these expectations as necessary.

### **Granville Elementary Intervention and Consequence Guidelines**

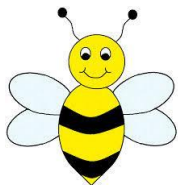
***The following document is being used as a guide for disciplinary interventions in the elementary building. Its purpose is to provide a baseline for fair, firm and corrective discipline with a focus on teaching and establishing pro-social behaviors.***

Progressive discipline is an approach to provide students with the opportunity to learn from their mistakes in an attempt to use the “teachable moment,” and deter from reoccurring offenses. The chart below indicates the interventions and consequences associated with each level of infraction. Parent notification will be made both by the building administrator and teacher where noted. ***The administration reserves the right to use its discretion in the application of all discipline interventions.***

The following universal classroom practices/norms are used in the classroom to reinforce appropriate school behaviors under our PBIS Model.

#### **Universal classroom expectations:**

- Classroom routines are posted (teach predictable routines)
- Learning objectives are posted for lessons
- Students will raise hands and wait to be called on (whole-body listening, eyes on the speaker, quiet bodies, ready to learn)
- All students will walk to specials and classrooms and will enter the classroom/special area with zeros (no talking)
- Review protocols and expectations for classroom participation
- Teach and review protocols for expectations for classroom, encores, and recess behaviors
- Praise positive behaviors



Granville Elementary School follows the 3 “Bees” :

#### ***Be Safe, Be Kind and Be Responsible***

In order to achieve these goals of self-discipline and responsibility, it is crucial that acceptable behavior expectations in all areas of our school be communicated and consistently enforced by all members of the staff. Please review the GES PBIS Matrix.

When students are not demonstrating established behavior expectations ([as listed on the matrix](#)), teachers and counselors will provide a refresher mini-lesson on the area of concern.

**Definition of consequences for infractions:**

**Detention:** Students must be on time and sit quietly for the entire time. May include in school and/or after school.

**In-School Suspension (ISS):** Students are assigned to an alternative educational location. Students will be given credit for all work completed and for attendance

**Out of School Suspension (OSS):** Students are not allowed to attend school or school-related functions, except for district-provided tutoring, when assigned.

**Principal Meeting:** Parent, student, and principal meet and agree upon the next steps and a reentry plan is established with agreed-upon actions steps for appropriate school behaviors and consequences if violated.

**Superintendent’s Hearing:** Required for suspensions in excess of five days of Out of School Suspension

**Level 1**

<b>Not Following Building Rules</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>- Warning by teacher, teacher calls home</li> <li>● <u>Infraction 2</u>- Referral to the office, loss of privileges</li> <li>● <u>Infraction 3</u> – After school detention, parent/administrative meeting</li> </ul>
<b>Disruption to the Classroom Environment</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>- Warning by teacher, teacher calls home and/or referral to the Resolution Room</li> <li>● <u>Infraction 2</u>- Referral to the office, loss of privileges, MTSS referral</li> <li>● <u>Infraction 3</u> – After school detention, parent/administrative meeting</li> </ul>
<b>Dress Code</b>
<ul style="list-style-type: none"> <li>● <u>Infraction</u> – Change or cover item. If refused, treat it as insubordination.</li> </ul>
<b>Misuse of Electronic Devices (school/personal)</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>- Warning by teacher, teacher calls home</li> <li>● <u>Infraction 2</u>- Privileges revoked and/or blocked if school-issued, if personal the parent picks the item up</li> <li>● <u>Infraction 3</u> – Revocation of the school-issued device Personal-parent/administrative meeting</li> </ul>
<b>Tuancy and/or leaving school grounds without permission</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>: parent contact, ISS for full-day, safety plan</li> <li>● <u>Infraction 2</u>: OSS and mandatory parent meeting</li> <li>● <u>Infraction 3</u>: Loss of privileges, possible Pre-PINS referral</li> </ul>
<b>Bus Misbehavior</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>: Bus driver warning and referral</li> <li>● <u>Infraction 2</u>: Parent Meeting / Detention</li> <li>● <u>Infraction 3</u>: Suspension from the bus</li> </ul>
<b>Mean Language/Behavior towards Peer/Staff</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>- Warning by teacher, teacher calls home</li> <li>● <u>Infraction 2</u>- Referral to the office, loss of privileges, MTSS referral</li> <li>● <u>Infraction 3</u> – After school detention, parent/administrative meeting</li> </ul>

<b>Insubordination</b>
<u>Failure to honor teacher staff or administrative direction</u>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u> - 1 Detention</li> <li>● <u>Infraction 2</u> – 2 Detentions</li> <li>● <u>Infraction 3</u> – 1 ALC/ Parent Contact</li> <li>● <u>Infraction 4</u>– 1 OSS/ Parent Conference, loss of privileges (sports, clubs, events)</li> </ul>
<b>Following Covid Regulations</b> <i>(Spacing, wearing a mask)</i>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>- Warning by the teacher. Call home.</li> <li>● <u>Infraction 2</u>- Referral to the office. Warning and other consequences to be assigned.</li> <li>● <u>Infraction 3</u> – ISS</li> </ul>
<b>Cafeteria Misbehavior</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u> – Assigned Seating/lunch detention</li> <li>● <u>Infraction 2</u> – After School Detention</li> <li>● <u>Infraction 3</u> – ISS</li> </ul>

*For minor incidents in the classroom, teachers may also refer students to the Resolution Room.* The goal of the resolution room is to teach students to understand how their brain and emotions play a role in their actions, provide replacement behaviors and skills to assist the students to better manage their behavior.

**Level II.**

<b>Destruction of school property</b>
<ul style="list-style-type: none"> <li>● <u>Infraction</u> – 5 Day Suspension/ Principal’s Meeting/Counseling</li> </ul>
<b>Fighting</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u> - Immediate Principal’s Meeting/ other actions include, but are not limited to 3-5 day External Suspension (OSS)</li> <li>● <u>Infraction 2</u> – 5 day OSS/ Superintendent’s Hearing</li> </ul>
<b>Theft</b>
<ul style="list-style-type: none"> <li>● <u>Item under 50 dollars</u> – Detention/ Payment for item/Return Item</li> <li>● <u>Infraction 2</u> – 1 day OSS/ Principal’s Meeting</li> <li>● <u>Item over 50 dollars</u> – 2 days OSS/ Restitution/ Police Involvement</li> <li>● <u>Infraction 2</u> – 2-5 days OSS/ Restitution/ Police Involvement/ Superintendent’s Hearing</li> <li>● <u>Item over 1000 dollars</u> - Restitution/ Police Involvement/ Superintendent’s Hearing</li> </ul>
<b>Threats/Bullying/ Harassment</b>
<ul style="list-style-type: none"> <li>● <u>Infraction 1</u>- 3 day OSS / Parent Contact</li> <li>● <u>Infraction 2</u>- 4 days OSS / Principal’s Meeting/ Behavior Plan</li> <li>● <u>Infraction 3</u>- 5 days OSS / Police Involvement / Superintendent’s Hearing</li> </ul>

### **Vandalism**

*If the damages are under 100 dollars:*

- Intervention 1- 1 day ISS/ Payment for Damage
- Intervention 2- 2 days ISS/ Payment for Damage/ Principal's Meeting/ Police Involvement

*If the damages are over 100 dollars*

- Intervention 1- OSS/ Payment for Damage/ Principal's Meeting/ Police Involvement

### **Threat of Violence**

- Infraction 1 – Internal Suspension/ OSS/ Behavior Plan/Superintendent's Hearing/ Police Involvement

### **Sexual Harassment**

- Infraction 1- Counseling referral/ 1 Day ISS/ Parent Contact
- Infraction 2- 2 Days ISS/ Parent Contact/ Police Involvement
- Infraction 3- 1-3 Day OSS/ Reentry Hearing/ Police Involvement/ Parent Contact

***In addition to all of the consequences listed above, the administration may decide to use strategies listed below:***

Mediation  
Referral to a school counselor  
Pre-PINS referral  
Behavior Contract  
Assignment of a Mentor  
PBIS Check-In/Check Out

### **Dignity For All Students Act**

*No student shall be subjected to harassment by students or employees on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, sex, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation or gender identity.*

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Homework Guidelines K-12

### **SUBJECT: ASSIGNMENT OF HOMEWORK**

In the 2020-2021 school year, a district homework committee was convened to develop guidelines for homework. The intention of this document is to provide a common language and understanding around homework for the entire Granville CSD school community.

## **Purpose of Homework**

The ultimate goal of assigning and completing homework is to help students realize academic success and improve their understanding of course content. Homework should be a vehicle through which students practice skills introduced in the classroom, prepare for assignments and learn to extend and connect new skills and concepts:

- **Practice and Review:** Practice assignments reinforce newly acquired or previously mastered skills or knowledge. Homework practice and review shall not be assigned until the student has enough familiarity with the content to practice with few, if any, errors.
- **Preparation:** Preparation assignments are intended to provide background information for content, which will soon be introduced in class and may include readings, library or online research, collection of materials, or any other activity that will engage student interest and prepare the student for effective learning. Students should begin the assignment with a clear understanding of its purpose and how it should be completed. (This type of homework should only occur at the secondary levels.)

In addition, the district homework committee agrees:

- Homework must not be assigned as a punishment.
- Homework assignments should increase knowledge and/or understanding of content and concepts.
- Homework shall not substantially interfere with the student's health and well-being.
- Students need free time after school for other reasons than homework.

## **Assignment and Feedback**

Teachers, students, and parents should communicate about homework assignments in the same way they do about in-class assignments, as well as about indirect factors that may impact homework completion. Teachers will provide parents general resources to use at every grade level to help support homework completion at home. This policy will also be rewritten in parent friendly language and posted on the website and included on the district calendar for families to reference.

The assignment of homework shall serve to extend student learning by reinforcing content and skills already taught in school. Homework shall provide for extra practice based on previous lessons and/or prepare for future lessons (e.g., flipped classroom). At the secondary level, in a flipped classroom where the instruction is the homework (a video explanation), the assignment becomes classwork. This means the viewing of the

video or a similar activity would count as homework. Assignments must be age-appropriate and differentiated to reflect the individual needs of students.

All homework assignments must be directly related to the stated learning objectives for the course.

Homework assignments shall be consistently posted in areas accessible by students, including but not limited to the SIS portal, classroom websites, or other effective means, allowing for parental awareness and support of homework completion. Directions for homework must be clear and students should be able to complete the work on their own. Students will be given ample opportunity to make up assignments due to an absence(s) or other approved reasons. Under such circumstances, alternative but substantially equivalent assignments may be determined by the student's teacher(s).

Students should receive timely feedback on work completed to ensure they are realizing an achievement benefit from the experience. The use of simple rules such as "the amount of time for a teacher to provide feedback will generally not exceed twice the amount of time students were allowed to complete the assignment" is encouraged. This feedback could include many different forms including, but not limited to, individual grading, specific comments and correct answers, teacher's review of each student's homework and correct responses as a whole class, and auto-grading features within digital platforms to facilitate improved understanding.

Grading criteria shall be clearly communicated as part of the directions for the assignment. The grading of completed homework assignments shall not be weighted or counted in such a manner to markedly skew a course grade, recognizing that there are different ways of doing so. At the secondary level, homework may not account for more than 10% of a student's grade and should be considered formative in nature. Classwork that requires some investment of time by the students "at home" (e.g. projects, essays) would be considered summative and weighted heavier than homework alone.

Homework grades are not intended to replace in-class grades, but instead to complement in-class grades as homework is an extension of the learning process. Similarly, a decision to not grade homework shall not translate to the administration of additional quizzes, tests etc., aimed at simply accumulating marks for a composite grade.

### **Time Guidelines**

A careful, consistent and balanced approach to assigning homework is necessary, recognizing that excessive homework can be detrimental to students and may lead to diminishing returns for learning and decreased motivation for school. These time guidelines serve to:

- promote time balance and are based on uninterrupted, intensive-focus working times,
- encourage students to commit an adequate amount of time to complete assignments, recognizing various learning levels and academic needs, and
- allow for the exercising of reasonable discretion by students in exceeding the time parameters while studying or completing homework assignments, when necessary.

The quality of the homework assignment shall be the driving factor versus the quantity of assignments. The time guidelines, based on the best practice recommendation of 10 minutes of homework per grade-level across all subjects, are recommended to facilitate time balance, allowing ample time for the completion of homework assignments and for student participation in extracurricular and family activities while ensuring proper rest and downtime.

These recommended time guidelines are not intended to limit the amount of time students spend studying or preclude independent enrichment activities or instrument practice. These recommended time guidelines do not preclude or discourage students from engaging in additional work for enhancement and the realization of an achievement benefit.

- Grade K-1 - 10 minutes
- Grade 2 - 20 minutes
- Grade 3 - 30 minutes
- Grade 4 - 40 minutes
- Grade 5 - 50 minutes
- Grade 6 - 60 minutes
- Grade 7 - 70 minutes
- Grade 8 - 80 minutes
- Grade 9 - 90 minutes
- Grade 10 - 100 minutes
- Grade 11 - 100 minutes
- Grade 12 - 100 minutes

*\*Students in grades K and 1 may be asked to read an additional five minutes in total, beyond the 10 minutes.*

Teachers shall also recognize that students work at a different pace, hence the assignment of homework may be differentiated to reflect the individual needs of students. This may include but not limited to; reduction in the number of questions, extended time for completion of assignments, differentiation of assignments (modality of presentation of assignments for completion) for individual students.

Due to the breadth and depth of content required in Advanced Placement honors and college level courses, students may at times have homework that exceeds the recommended time guidelines. Recognizing the rigorous demands associated with these courses, teacher lessons shall be planned such that students are provided advanced notice and extended time to complete homework assignments ensuring that a student's workload is balanced and can be maintained across all other courses.

### **Parent Guidelines**

- Provide a quiet space and basic materials for homework completion.



- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Ensure that your information is kept up to date in our student management system by submitting new address, phone or email information when it changes. (Submit changes to Registrar or HS Guidance).
- Monitor time management and productivity.
- Review school-provided materials (for example class handouts, and/or online resources).
- **Communicate with teachers at the earliest possible opportunity once the child has demonstrated an inconsistent ability to complete homework.** If necessary, parents shall attempt to reach an accommodation with their child’s teachers regarding homework.
- Provide teachers enough time to grade late assignments. When an assignment is turned in late teachers will grade and return the late assignment on the same timeline as outlined previously for an assignment that was submitted on time - *“the amount of time for a teacher to provide feedback will generally not exceed twice the amount of time students were allowed to complete the assignment”*

Elementary	Secondary
If a concern, review information sent by the teacher for guidance/support	If concern, student contacts teacher
If not resolved, contact the teacher to establish a plan for completion of homework.	If not resolved, parent can contact teacher
If not resolved, parent or teacher can contact Principal	If not resolved, parent or teacher can contact Principal

- Students and parents should be encouraged to engage the teacher in conversation or vice versa when recurring instances of homework completion have exhausted the above-mentioned time guidelines.
- Parents and students should monitor work completion for each class on a weekly level at least. This can be done through the parent portal and/or google classroom.
- If a teacher finds a student is not meeting course requirements over a one week period during any time in a marking period, the teacher will refer to the school counselor follow up.
- Teachers will contact the parents of all students who have not completed homework (in their particular course) after week 3 and week 8 of each marking period. This can be done by phone or email but must directly to the parent. (If a parent has signed up for Google Classroom as a guardian, those reports can also suffice).

## **Amount of Homework**

At the secondary level, recognizing that students have homework loads spanning multiple courses, advanced notice and extended completion periods shall be provided. **Teachers are encouraged to give students several days to complete homework.**

Due to the breadth and depth of content required in Advanced Placement honors and college level courses, students may at times have homework that exceeds the recommended time guidelines. Recognizing the rigorous demands associated with these courses, teacher lessons shall be planned such that students are provided advanced notice and extended time to complete homework assignments ensuring that a student's workload is balanced and can be maintained across all other courses.

Extended projects assigned as homework should be rare and when assigned, teachers will build in benchmarks to monitor student progress within the established timeline, give feedback, and provide support, as needed. Extended projects should be provided in-class time to work directly with the teacher on the assignment as well.

Assignments over vacation periods should be rare and limited to projects that began in advance of the break period and extend beyond the break period.

Projects may be assigned well in advance of a school break with a deadline several days (or weeks) after the conclusion of a school break where students might prefer to use some time over the break to complete some of the project.

For the few advanced level courses requiring summer assignments (reading), due diligence must be exercised by the teacher to ensure assignments do not translate into self-teaching and instead serve as preparatory exposure.