

HANSCOM PRIMARY SCHOOL



FAMILY HANDBOOK



STUDENT CODE OF CONDUCT

Welcome to the Hanscom Community!

A Message from the Principal

On behalf of the entire Hanscom Primary School staff, I welcome you to Hanscom Primary School. The staff, students, and parents of Hanscom Primary School understand the many unique situations military life presents for our students and their families and, therefore, we continually seek to create and encourage a strong sense of community, belonging, and caring among all our members. We value your ideas and urge you to join us in making your child's experience at Hanscom Primary School happy and productive.

This handbook is a school specific supplement to the Lincoln Public Schools Student and Family Handbook. The district handbook outlines our district wide policies and also contains all of the forms you will need to sign for the upcoming year. So, I encourage you to look through both handbooks.

An important part of our school culture is our HPS *Citizenship Agreement*. This document articulates four very important school virtues – *Be kind. Be safe. Be respectful. Be a hard-worker.* It is expected that all members of the community will receive, review, and sign a copy of the *Citizenship Agreement* in September. Please return the signature sheet to your child's classroom teacher. It is our hope that this Agreement will help create a consistent code of positive behavior that is a natural part of our learning environment. All HPS staff will be looking closely for kind, safe, respectful, and hard-working behaviors to recognize and reward all year long!

This handbook contains information on the procedures and guidelines that have been established to make Hanscom Primary a positive and safe learning environment for our students and staff. Please keep in mind the handbook cannot cover every situation that may come up during the course of the school year. Portions of the handbook are subject to amendment. The school will keep families informed of all changes.

Hanscom Primary School, as a part of the Lincoln Public Schools, is dedicated to developing lifelong learners who will contribute to a global society. Our mission is to engage the entire Hanscom community in the process of challenging all students to develop a strong knowledge and skill base, a respect for and understanding of diversity, an ability to relate to others, and a sense of empowerment as individual learners. Together, we can make Hanscom Primary School an educationally challenging, productive, respectful, safe, and child-centered environment.

Academic excellence will be achieved with the cultivation of a shared understanding for diversity. We will promote a school climate that is aligned with the Core Values of the Lincoln Public Schools – the commitment to educational equity for all students, staff, and patrons of the school system.

In all places and in all activities of the Lincoln Public Schools, it is expected that every individual will be treated in a fair and equitable manner. All conduct will reflect a belief in the dignity and value of each person regardless of the individual's age, color, covered veteran status, disability, national origin, race, religion, sexual orientation, gender identity, or housing status.

Thank you in advance for your support in keeping our students safe and productive. We share in your child's excitement and enthusiasm for the best school experience this year. If I can be of any help, please do not hesitate to call me at the school office at 781. 274.7721.

Beth Ludwig, Principal

Hanscom Primary School

Updated July 2018

Hanscom Primary Contact Information

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Main Office: 781-274-7721 Fax: 781-274-6414
Student Services: 781-274-6178
Health Office: 781-274-7723

Lincoln Public Schools Web site: www.lincnet.org

General School Information

School Hours

The regular school day runs from 8:00 a.m. to 2:50 p.m., except on Wednesdays, when all students are dismissed at 12:35 p.m. This early release day gives teachers the opportunity to take part in professional development activities and curriculum planning. Children should not arrive before 7:45, as supervision begins at that time. With the exception of kindergarten students during the first half of the year, **there is no outside supervision after dismissal.**

Transporting Students to and From School

In accordance with Hanscom Air Force Base supervision policy, children under the age of six are not permitted to transport to or from school without adult supervision. Please make arrangements for transportation if your child is under the age of six.

Student Emergency Contacts

Each child must have an updated enrollment verification form with your latest contact information completely filled out and filed in the school office. These forms are used as our Emergency Contact information. It is imperative that at least two emergency numbers are listed in case we are unable to reach either parent during an emergency. Please contact the Principal if you are new to the base and need assistance with this. It is the parents' / caregivers' responsibility to inform the school of any changes or updates.

Visitors/ Volunteers

All parents, visitors, and volunteers are required to enter through the front doors / main office and use the computer sign in at the front office before going to classrooms. They will be issued a "Visitor" badge to be worn until they leave the school building. Please sign out when leaving. Families are requested to contact teachers in advance for extended visits or special projects. **All school volunteers & chaperones are required by Massachusetts state law to have CORI checks, (Criminal Offender Record Information). Forms are available at the front office and require you to submit them in person for processing with a valid ID. CORIs must be completed two weeks prior to volunteering in the school or on field trips.**

Student Drop-Off and Pick Up

Parents who drive students to and from school should use the one lane drop-off zone provided in the school parking lot (see “Safety First” document). At dismissal time, students are instructed to meet families at the curb. Children who walk to school should wait outside their designated school entrances when they arrive. During inclement weather, they may wait inside. Students who participate in the “after-school program” at the Child Development Center - “The Clubhouse” - should meet their daycare providers at the designated locations.

Attendance

School attendance and more importantly “readiness to learn” are critical to the success of each child’s learning. In order to provide a transitional period to help students shift from their morning routine at home and to prepare for the start of school, all of our schools will be open at 7:45 a.m., and students will be able to enter and begin to prepare for the day. The instructional day will begin promptly at 8:00 a.m., and students arriving after 8:00 a.m. will be directed to the office where they will check in before proceeding to their classrooms. Please help us in teaching the important life-skill of being on time and ready for the day ahead. Teachers will be busy preparing to teach, so please remember that this brief time in the morning is not intended for teacher-parent conferences. You are encouraged, however, to schedule a meeting with your child(ren)’s teacher at any time but especially during the designated parent-teacher conference meeting times in the fall and spring.

Massachusetts General Laws requires that all children between the ages of six and 16 must attend school. Students are expected to attend school except for reasons of illness or extenuating circumstances. Under Massachusetts law, a student’s absences may not exceed seven day sessions or 14 half-day sessions in any six-month period. The Lincoln Public Schools collaborates with the Lincoln Police Department to address attendance issues.

Parents are asked to make every effort to schedule family trips, recreational activities, and appointments after school or during vacations. If you know ahead of time that your child will be out for one or more days, please notify your child’s school before the child’s absence. If a child is absent and the school has not been notified, office personnel may call to verify your child’s absence. We seek your cooperation in ensuring that your child(ren) arrives at school on time. Students arriving after 8:00 a.m. will be required to report to the main office and will be recorded as tardy.

If a student will be absent from school, parents should notify the office by 8:30AM at 781-274-7721. If you are calling before 7:30 AM, please leave a message on the school’s voice mail indicating a reason for absence. If a child is absent and the school has not been notified, office personnel will call home to verify the child’s absence. For safety, when children are not in school it is important that we know their whereabouts. If we are unable to reach an adult family member, we may contact Security Police to conduct a wellness check at your home. If you know ahead of time that your child will be out for one or more days, please submit a letter to the principal before the child’s absence.

Tardiness

Please note that school begins at 8:00. Students who arrive after 8:00 should enter through the front entrance and stop at the front desk for a late slip. Arrival at school on time is an important routine for young children. Families of children who are constantly late will be notified.

Dismissal

If a student is to be dismissed before the end of the school day, the parent or authorized person must report to the office to sign the dismissal log. The student will remain in the classroom until the teacher is

notified by the office to release him or her. If a child's after school plans will be different from what is usual, parents should notify the classroom teacher in writing. In order to minimize disruptions, please do not call the school with dismissal changes unless it is an emergency.

Snack and Recess

Each classroom has a mid-morning snack. Children should bring a simple and nutritious snack that can be eaten within the allotted time. We go out to recess on all but the most inclement days. Students should wear clothing appropriate for the weather.

Allergy Aware and/or Nut Free Classrooms

Some classrooms are designated "allergy aware" and/or "nut free" classrooms. If your child is placed in such a classroom, you will be made aware the first week of school.

Birthday Celebrations

Primary age children are always excited to celebrate their birthdays. At school each child receives a birthday ribbon to wear and a birthday pencil. We encourage parents to think about celebrations with a birthday book donation to the class or school library.

It is strongly recommended for reasons of nutrition, safety, and time on learning that parents refrain from sending in food to celebrate your child's birthday. To avoid hurt feelings, children should not distribute birthday party invitations at school unless the whole class is invited.

Pets

In line with Hanscom Air Force Base Policy on Veterinary Health and Animal Control, pets may not enter the school (public buildings). Approval from the Principal, with 24-hour notice, is required for special situations that require or request modifications. Please be advised that for child safety (allergies and otherwise), bringing dogs on school property is discouraged.

Homework

Primary age children should read and/or be read to each night. Homework at this level serves to reinforce good study habits for future years. Parents are asked to monitor completion of homework. If homework becomes challenging or overly time-consuming, please notify your child's teacher. Generally, homework should rarely exceed the following guidelines:

Kindergarten: 5-10 minutes

Grade 1: 10 minutes

Grade 2: 20 minutes

Grade 3: 30 minutes

Personal Property

The school is not responsible for any loss of personal property. Personal belongings should be clearly marked with the student's name. A lost-and-found area is located in the main entryway. Any personal property that distracts learning may be confiscated by the teacher or principal.

For safety reasons, students are not allowed to ride or use any wheeled vehicles on school grounds before, during, or after school. This includes but is not limited to bicycles, skateboards, scooters, skateboards, ripsticks, rollerblades, heelys etc. Students must walk bicycles and scooters to their grade level bike racks and secure with a lock. With the exception of bicycles and scooters, all wheeled vehicles

brought to school must be able to fit in the student's locker for storage. Massachusetts law requires that helmets be worn while riding a bicycle.

Student Use of Telephones, Cell Phones and Electronic Devices

Students may use the classroom and office telephones for emergency purposes. Cell phones and other mobile devices should not be seen, heard, or viewed during school hours. If a mobile device in any way disrupts or distract from learning, it will be taken away and held for a parent to pick up at the end of the school day.

Registration and Enrollment

General Registration & Enrollment Procedures

Parents may enroll new students at the Hanscom Primary School office. Birth Certificate or Passport and proof of immunizations are required at the time of registration. Parents should bring previous school records, if available, and should inform the school if the child has an Individualized Education Plan or 504 Accommodation Plan requiring special services or accommodations. Children must be residents of Hanscom Air Force Base **and** active duty military dependents or Department of Defense civilians in order to enroll. Please check with us for more specifics regarding eligibility. Registration may take place throughout the school year. Summer Registration dates will be published in the Hansconian and displayed on the electronic sign, and on our website.

Kindergarten Registration and Screening

Hanscom Primary School schedules a kindergarten registration each spring for children who will be eligible for Kindergarten the following school year. Children must be 5 years old by September 30 of that school year. The school will post the dates for the kindergarten registration and screening in the Hansconian newspaper. Parents must bring a birth certificate, a current shot record, and a current physical, if one is available. Registration and screening requires approximately 30 minutes. At this time, parents will be given an appointment for a kindergarten-screening visit.

For kindergarten eligible students moving in over the summer, please visit the school Monday-Thursday between 8:30-11:30 AM to register your child and schedule a screening appointment. HPS conducts a fall screening (late August) for K eligible students who have moved in over the summer. Please contact the school for specific date(s).

Grades 1-3 Academic Screening

HPS conducts a literacy screening (mid-late August) for all new students entering grades 1-3 who move to HAFB over the summer. As students move in during the school year, they are screened in literacy and mathematics. Information gathered at screening helps to inform placement decisions. You will be provided a screening appointment upon registration.

Classroom Assignments

The goal of the placement process is to create classrooms in which children can learn and work well together. Teachers weigh a number of factors in their placement decisions to create a positive academic and social environment.

The school provides parents an opportunity for input in placement decisions through the Parental Information Form distributed in the spring and at registration. This form is optional, but the school asks that

parents use it if they wish to communicate thoughts about their child's placement. Information submitted by parents on this form is considered along with all of the other factors mentioned in making classroom placement decisions. The school does not accept individual requests for specific teachers. After sharing parental communications with grade level teachers, the principal confirms the final placement decisions. Because many children move onto the Base and register during the summer, final classroom assignments are not finalized until days before school begins. Class lists are posted at the school at 1 PM on the day before the start of the school year. List posting is followed by a PTO sponsored "Meet and Greet", where students and their families can meet their new teacher.

Student Transfers

If a student is to transfer to another school, parents should notify the front office and the teacher as soon as you are aware and/or two weeks in advance. Library books and textbooks must be returned before leaving. All cafeteria debts must also be settled. Student records may be signed out on the child's last day and hand carried to the new school. If you do not sign out the records in person, they must be mailed to your child's next school.

Health Information

Eileen Dirrane, RN – School Nurse – 781-274-7723

A registered nurse and an assistant nurse provide care to students in the health office. Health forms required by state law must be on file in the health office before a child may attend school. Please see the district Parent Handbook for School Health Information, policies, and forms.

Emergency Care

In the case of minor accidents or injury, a child will receive appropriate first aid. If a more serious injury occurs, immediate attempts will be made to contact a parent, or a person specified on the student's Emergency Card. If a designated adult cannot be reached and the child requires immediate care, the child will be taken to a hospital.

Communication and Participation

Contacting a Teacher

During school hours, parents may leave messages for teachers with the school secretary, and teachers will return calls as soon as possible. Parents are encouraged to contact the classroom teacher or specialist if there is a concern. Together, efforts will be made to resolve the problem.

Voicemail/email: Parents may leave voice mail or e-mail messages for teachers. For email messages please use the following format: Teacher's last name first initial typed in as one word then followed by "@lincnet.org" Please note that a response may take up to 48 hours, so items needing immediate attention should go through the school office.

Notes: We do urge parents to send a note to school with your child. A note is still the best and safest way to notify your child's teacher of a change in the dismissal routine. School notes that come home as a hard copy are put in the student's red homework folder. Please look inside your child's folder each day. Notes to teachers can be sent back to the school in the red homework folder.

Newsletter

The school publishes an informative weekly newsletter that outlines programs, events, and the school lunch menu. It is emailed to parents/guardians on Fridays. For good school communication, it is important that parents read the school newsletter. Newsletters are available on our website, www.lincnet.org. Individual classroom teachers or grade level teams distribute newsletters as well.

Standards Based Report Cards

Report cards are sent home in January and June. These reports contain notification of progress in academic achievement, work habits, social development and effort. Detailed information on report cards can be accessed through the district website <http://www.lincnet.org/Page/2523>.

Parent/Teacher Conferences

Teachers formally schedule conferences two times each year, in October/November and March/April. At the conference, parents may discuss their child's academic achievement and effort, and review performance assessments. In addition to the regularly scheduled conferences, a parent or teacher may set up other times for telephone discussions or additional conferences, as needed.

Family Information Night (September- Adults Only)

A Family Information Night for parents/caregivers is scheduled in September. This parents' evening provides an opportunity for parents to visit the classroom and learn about their child's program and grade level curriculum.

Volunteers and CORI Checks

Massachusetts state law requires CORI checks, (Criminal Offender Record Information), for all volunteers and chaperones. Parents can receive an application when they register. Many teachers request the help of parent volunteers and ask parents to collaborate on special classroom projects or to help supervise school trips. Teachers often recruit volunteers to serve as room parents. Parent volunteers are essential to helping us in our school library. We hope you can assist us!

Hanscom School Council (HPS and HMS)

In 1993, the Massachusetts Education Reform Act mandated school councils statewide. The Hanscom School Council is composed of the Principal, teachers, parents, and a Hanscom community member. The purpose of the Council is to help the principal formulate a yearly school improvement plan and work in task groups to achieve these goals and keep home-school communication open. All meetings are open and parents are always welcome to join us. Watch the weekly Parent Newsletter for exact dates and times. The Hanscom Middle School Advisory Council also meets and collaborates with the Hanscom Primary School Council.

Parent Teacher Organization (PTO)

The Hanscom Schools PTO is a volunteer organization that supports both the Primary and Middle Schools through fund raising, volunteering, and sponsoring special events. The PTO provides a close link between parents, teachers, and administrators. Annual fees help fund the activities that are supported by the PTO. There are a number of fund raising activities each year.

PTO sponsored activities include: 3 mile Hopa Race, First Grade Nutrition Breakfast, Honor Roll Assemblies, Health Day, and Teacher Appreciation Week. PTO Board Officers are elected annually, and there are many volunteer committees that actively support the schools throughout the year. All parents are encour-

aged to join the PTO. This year the PTO will have a classroom “Room Parent” to act as a liaison between the PTO, teacher, and the class.

The PTO can be contacted at HanscomPTO@gmail.com.

Lincoln School Foundation

The Lincoln School Foundation is a membership-supported, privately funded organization. The LSF was established by a group of parents concerned about school needs that could not be met by the school budget. Although independent, the foundations’ bylaws and procedures are compatible with, and endorsed by, the School Committee.

The LSF provides grants to develop professional skills, implement special projects, or sponsor guest artists. The LSF also funds projects that integrate the resources of the community with the public schools: it has funded activities stemming from partnerships with DeCordova Museum and Drumlin Farm. One-hundred percent of contributions are used for grants. For more information, contact the Lincoln School Foundation at P.O. Box 675, Lincoln, MA 01773. The LSF is part of the Combined Federal Campaign. www.lincolnschoolfoundation.org

Programs and Assemblies

The curriculum is enriched through programs involving guest performers, authors, scientists, artists, and experts from appropriate fields. Performing arts assemblies bring professional actors, musicians, and dancers to the school. These events, sponsored by the school and the PTO, enhance and broaden the children’s learning experiences. In addition, students perform in assemblies for the community during the year.

Field Trips

Field trips have become an integral part of the instructional program and are designed to support our curriculum. Students and chaperones are asked to pay a portion of the cost of each trip. Permission slips for each trip are sent home prior to the date, and must be returned to school prior to the field trip. Most trips require chaperones. For parents with limited time, chaperoning is an excellent opportunity to volunteer. Please note that younger siblings cannot be accommodated on school trips. Children are transported by school bus and may not ride in private cars (unless in specific circumstances previously approved by the Principal). Chaperones must also supervise students on the bus. **All chaperones are required by Massachusetts state law to have CORI.** CORI applications should be completed in the main office at least two weeks prior to a field trip.

Student Transportation in Private Vehicles

School sponsored buses and vans are the preferred mode of transportation for students participating in co-curricular or extracurricular activities. However, in limited circumstances or when buses and vans are not available, private vehicles driven by Lincoln Public School employees or parents/guardians may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided the following conditions are met:

1. The activity has the approval of the Superintendent of Schools or their designee.
2. All drivers have completed the district’s requirements of the CORI check and have provided proof of a valid driver’s license.

3. The owner of the vehicle being used in transporting students is assuming the responsibility for having personal liability insurance coverage on their vehicle. Liability coverage in the amount of \$100,000-\$300,000 is recommended.
4. The parents/guardians of students to be transported in this manner will be fully informed as to this means of transportation and will sign a release statement or provide written consent to this effect indicating their permission to transport in private vehicles.

Source: MASC

Adopted at School Committee Meeting of February 15, 2018

Before and After School Programs Through HAFB

Hanscom AFB offers programs for children in grades Kindergarten through 4. Before- and after-school program schedules include age-appropriate activities to promote and enhance the child's physical, social, emotional and intellectual growth outside the school environment.

School Age Program

The School-Age Program, "The Clubhouse," is located in Bldg. 1999 between the base swimming pool and Hanscom Primary School. The facility is open year round from 7 am to 5:30 p.m. Monday through Friday. The facility is closed on Federal holidays as well as during base closures due to inclement weather or at the installation commander's discretion.

Specific program operating hours are as follows unless school release/holidays state otherwise:

<i>Kindergarten</i>	<i>7 - 8:00AM</i>	<i>and</i>	<i>12:30- 5:30PM</i>	<i>Mon-Fri (September only)</i>
<i>K-4th grades</i>	<i>7 - 8:00AM</i>	<i>and</i>	<i>2:45 - 5:30PM</i>	<i>Mon, Tues, Thurs, Fri</i>
<i>K-4th grades</i>	<i>7 - 8:00AM</i>	<i>and</i>	<i>12:30 - 5:30PM</i>	<i>Wed</i>

Fees are based on Department of Defense guidelines according to the Military Child Care Act of 1989. These fees are updated annually. For registration materials and further information, call the School-Age Program at 781-377-2858.

Youth Programs

Hanscom AFB Youth Programs are offered through the Youth Center, Bldg. 1993, located next to Hanscom Middle School. The Youth Center is available for military family members upon payment of an annual membership fee. For more information regarding youth programs and the Youth Center, call 781-377-3739.

After School Music Program

Students attending Hanscom Primary and Middle Schools may register for private, after-school instrumental and vocal music lessons. Lessons will take place in both schools and are available for voice, piano, violin, viola, flute, clarinet, guitar, saxophone, trumpet, and drums. Registrations for the program and instrument rentals usually take place within the first few weeks after school begins in September. Parents will be notified and forms sent home when the dates and fees are set. Please note that this program is separate from the group instrumental program offered for Middle School students. For more information contact Howard Worona at woronah@lincnet.org

Positive Behavioral Intervention: An Early, Proactive Approach

Social, Emotional and Behavioral Prerequisites for Learning Mission and Vision

Mission Statement

In partnership with families and the community, it is our mission for students to become self-directed, collaborative learners in a nurturing environment. We set high expectations for academic, social, emotional and behavioral development. We intend for our students to be safe, kind, responsible, respectful, trustworthy, and productive members of the school community. To accomplish these goals, we strive to create a strong foundation for behavioral, social and emotional learning that develops and extends individual self-regulation, social communication and problem solving skills. We acknowledge that these skills are prerequisites for individual (and group) academic and social success in school and in life. Providing timely support to students, educators and families in these areas is paramount.

Vision Indicators: *What would we see if these (items in mission) were targeted?*

As students grow to become self-regulated learners, they:

- Remain in close physical proximity to group during instruction and class work
- Wait their turn
- Keep their bodies to themselves and monitor their “bubble space”
- “Whole body listen”
- React to situations in ways that match the size of the problem
- Use materials in an expected way
- Self-monitor their readiness to learn
- Use break or coping strategies in an expected way
- Identify and articulate their feelings
- Know when their body and brain are ready to listen and learn (and when they are not)

As students grown to become effective problem solvers and regulate their emotions, they:

- Utilize learned coping strategies in an expected way
- Recognize how they feel and verbalize their positive or negative feelings
- Identify the size of problem and react in an expected way
- Utilize problem solving steps (identify problem, brainstorm possible solutions, select a solution, reflect on effectiveness of solution)

As students grow to communicate in a socially expected manner, they:

- Take perspective in a way that allows them to adjust their actions and /or behaviors
- Take turns and share
- Engage in reciprocal, on-topic conversation
- Read the room
- Read non-verbal cues and language of others
- Display expected non-verbal cues and language
- Recognize the connection between their actions and the impact (on self and others)

Prevention

We have implemented a differentiated, three-tiered team approach to behavioral, social and emotional growth, and discipline. This approach utilizes positive behavioral intervention strategies to help students take ownership of their behaviors and understand the impact. The “team” includes students, faculty, staff, parents and administrators. This approach is used in conjunction with the Core Values established in the Lincoln Public Schools:

- Excellence and innovation in teaching and learning
- Respect for every individual
- Collaboration and community

The reasons to take a differentiated, three-tiered approach with discipline are the same as the reasons to differentiate instruction:

- One size does not fit all;
- The response to the behavior happens in a timely manner as optimal time spent learning is a school-wide goal;
- Each student behavior is treated as a learning opportunity;
- Students are involved in the process of owning the consequence(s) of their behavior and developing more desirable behaviors and pro-social skills;
- Students are reflective and thoughtful about their behavior;
- Partnership between families and the school is critical in helping young children learn from their behavior and improve positive behavioral skills and long-term outcomes.

Research has shown us that positive behavioral interventions are typically more beneficial than punitive approaches to student behavior. There are always reasons *why* students engage in behaviors, and helping them understand those reasons helps them understand how to change their behavior. The sole uses of punitive approaches to discipline have proven largely ineffective and often counterproductive. Effective positive behavior interventions ensure the safety and dignity of students, staff and families, preserve the integrity of the learning environment, and address the causes of a student’s misbehavior in order to improve positive behavioral skills and long-term outcomes.

Positive discipline strategies focus on increasing desirable behaviors instead of simply decreasing undesirable ones through negative consequences and/or punishment. Through the process, there are more opportunities for relationships with caring adults, which will prevent discipline problems in the future. When students have a secure relationship with educators, they are more comfortable taking risks that enhance learning or asking questions when they are unsure and need guidance. Listening to student concerns, responding gently to poor choices and with explanations rather than relying solely on harsh punishments, and showing positive emotions strengthen the educator-student relationship, and help students in the long run.

Educators at Hanscom Primary School make a significant effort to show a personal interest in all students and to truly connect with them, complimenting positive behaviors, showing interest in students’ lives outside of school, listening to student problems, and collaborating with children to help them.

Through positive behavioral interventions, discipline is fair, educational, therapeutic, and individualized based on students and their needs. Students also tend to feel less alienated because they are involved in the process. Part of the process involves determining possible consequences. Aside from the natural consequences that result in a poor decision (i.e. feelings of guilt, disappointing adults, missing a class or

classes, meeting with families, completing a reflection sheet), students are also often asked for their input around other consequences that might be necessary. The learning process is long and can be difficult for some students, but the overall outcomes are meaningful for students, and they learn from their behaviors.

Positive behavior interventions also involves recognizing individual accomplishments of students for exemplary displays of the expected behaviors in the Citizenship Agreement. HPS staff is committed to recognizing these students with feedback and rewards.

Behavioral/Emotional/Social Support Team (BESST)

For students who are repeatedly experiencing challenges responding to Tier 1 /primary prevention strategies and/or following the Citizenship Agreement, teachers and administrators can access the support of BESST. This team consists of the social worker, school psychologist, teacher representative, principal, child's classroom teacher and other personnel who may support the needs of the student. The teacher works closely and communicates with families when children are involved in the BESST process.

BESST is intended to provide more immediate team support to teachers challenged by a student's behavior, social and/or emotional struggles.

Role of BESST (illustrative list; not exhaustive)

- Provide timely response to teachers (meeting), students and families (goal: within 1-2 weeks of request)
- Listen to teacher concerns about and observations of student behavior
- Gain an understanding of what strategies the teacher has tried
- Make recommendations in terms of future strategy, data collection tools and methodology
- Make recommendations for potential increased levels of support
- Consider ways to get families connected to improvement
- Provide coaching and/or modeling to teacher
- Observe the student in the setting (as recommended)
- Evaluate the need for accessing alternative resources (in-district BCBA, BCBA consultant, etc.)
- Design a student action plan and communicate plan to all stakeholders
- Provide timely follow-up to monitor progress of action plan (goal: every 6 weeks)

Citizenship Agreement and School-wide Expectations (see last 2 pages for details)

1. Be safe
2. Be kind
3. Be respectful
4. Be a hard worker

Teachers, staff, and administrators exemplify these expectations by:

- Modeling the behavior expected of students;
- Providing enriching educational experiences;
- Knowing and enforcing the Citizenship Agreement in a manner geared to prevent and respond to disciplinary issues.

Families exemplify these expectations by:

- Participating with the school and its staff in supporting suitable behavioral guidelines;
- Modeling the behaviors outlined in the HPS Citizenship Agreement;
- Participating appropriately with the school to resolve problematic disciplinary issues.

Students exemplify these expectations by:

- Interacting respectfully with all school personnel;
- Supporting their classmates;
- Cooperating with teacher expectations;
- Contributing to the learning environment through their positive actions.

Student Code of Conduct and Discipline Procedures

It is our practice to include our students in the development of specific behavior rules. During the first weeks of school students, working with their teachers, will develop setting-specific behavior expectations (“look fors”) that align with the school-wide Citizenship Agreement. These expectations are posted in each classroom and shared with parents. We believe that all children have the right to a safe, comfortable school environment.

To assure that we reach these positive goals, it is necessary that we delineate those behaviors which are unacceptable in our learning environment and make clear the consequences of such actions. Misbehaviors fall into three categories.

Level 1 - those that are monitored by the individual teacher and relate to classroom management or minor level building-wide offenses

Level 2 - more serious offenses that are referred to the building-wide disciplinary system (or repeated Level 1 misbehaviors)

Level 3 - infractions that are of such a serious nature that immediate and severe action by the administration is warranted (or repeated Level 1 and/or Level 2 misbehaviors)

For a list of expected behaviors please see the HPS Citizenship Agreement. Any serious violations of this agreement, which endangers the health, or safety of self or others will result in immediate action. In such a case, the principal will notify the parent and appropriate consequences and action plan will be determined.

Rules are important and necessary to keep our community safe. Classrooms build safe and caring communities based on the Responsive Classroom approach. While we have proactive systems in place to set all students up for success, we know that more significant consequences are necessary to address misbehaviors. At Hanscom Primary School, we use a discipline slip protocol when students do not follow the Citizenship Agreement.

What is the purpose of a discipline slip?

The primary purpose of a discipline slip is to communicate misbehaviors and violations of the Citizenship Agreement to students, families and administration. A discipline slip is considered a serious consequence at the primary school level. We use information from discipline slips to collect data, document trends and inform future decisions. Discipline slips accumulate within each term and do not carry over,

giving students a “fresh start” for a new term. Discipline communication slips are kept as part of the student’s temporary record and are not kept in their permanent student record.

When is a discipline slip written?

The overuse of discipline slips is not desirable. If they are overused, we risk the seriousness and value of the written communication being reduced. There are many, less formal strategies and logical consequences teachers apply at the classroom level before a discipline slip is used. When a child fails to respond to these initial strategies and experiences repeated challenges following the Citizenship Agreement (with teacher reminders and interventions), it is time to document the event with a discipline slip. These unexpected behaviors range, but are usually outside the typical behaviors observed in peers. Also, if a child demonstrates a behavior that can be considered a “Level 2” or “Level 3” behavior, a discipline slip is warranted.

Who determines if a child will receive a discipline slip?

Who writes the discipline slip?

All HPS faculty (professional educators) have the authority to determine the need for a discipline slip and write a discipline slip. If the event occurred in an educator’s setting or the educator observed the event in a non-classroom setting, it is expected that they write the discipline slip and follow the discipline and communication protocol below. Non-teaching staff and paraprofessionals (classroom assistants and tutors) should not write discipline slips but can consult on content if they observed the event. If non-teaching staff and/or paraprofessionals witnessed an event, they are expected to consult with teachers about the event. Teachers will determine if a discipline slip is warranted.

**If a faculty member other than the child’s classroom teacher issues a discipline slip, a copy should also be provided to the classroom teacher by the issuing teacher.*

Discipline Slip Protocol

Consequence Steps

1. FIRST OFFENSE – The family will be contacted (phone, email and/or in person) the day of the event. A discipline communication slip is sent home the day of the event, signed by the parent and returned to school the next day. The reporting teacher will determine an appropriate in-school, logical consequence. A copy of the discipline slip will be given to the principal the day of the event.
2. SECOND OFFENSE – The family will be contacted (phone, email and/or in person) the day of the event. A discipline communication slip is sent home the day of the event, signed by the parent and returned to school the next day. The teacher will determine an appropriate in-school, logical consequence. A copy of the discipline slip will be given to the principal the day of the event and the student will meet with the principal in a timely manner (the day of the event or the day following).
3. THIRD OFFENSE – The family will be contacted (phone, email and/or in person) the day of the event. A discipline communication slip is sent home the day of the event, signed by the parent

and returned to school the next day. A copy of the discipline slip will be given to the principal the day of the event. A conference must be scheduled with the student, teacher, parent, and principal prior to the child returning to school. In all cases, a plan will be designed to enable the student to work towards success in the school environment. In some cases, the principal may request that the parent attend school with the student for a full day or suspend a student for one to three days.

Code of Behavior

Although our students are well behaved and have a high regard for the safety and consideration of each other, state regulations require that we formally address behavior that can cause disruption to the school environment. The following code of behavior has been established to assist students, teachers, parents and administrators to promote patterns of behavior, which enhance an orderly learning community within our schools.

This code classifies unacceptable behavior into three levels, based on the degree to which it disrupts students and the learning environment. Because it is neither easy nor helpful to list all unacceptable behaviors and the appropriate reaction to each, examples of behavior in each level are provided. These examples are not exhaustive but illustrative. Administrators will work to preserve the safety and well being of all students.

LEVEL 1 - MISBEHAVIORS

Level 1 misbehaviors are those that interfere with the orderly learning environment of the school, classroom, and common areas. Students learn through their mistakes. To this extent, responses to the daily misbehaviors, which occur in school, should be instructive and positive, teaching children what is expected and how they should behave.

Examples of types of misbehavior that are included in Level 1 (illustrative; not exhaustive)	Possible Disciplinary Actions (illustrative; not exhaustive)
<ul style="list-style-type: none">Repeated violations of Citizenship Agreement with teacher reminders and interventions	<ul style="list-style-type: none">Discipline slipDiscussion and reflection of misbehavior with the child;Verbal reprimand;Reinforcement of alternative positive behavior;Opportunity for corrective behavior / logical consequenceCommunity service to the classroom / school that is related to the eventLoss of privileges; andParent contact (students may be involved in parent phone call)

**The disciplining of students for misbehavior at Level 1 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions in Level 1 are usually administered by teacher and include the formal notification of parents.*

LEVEL 2 - MISBEHAVIORS

Level 2 misbehaviors are those which seriously interfere with the orderly environment of the school and/or are potentially dangerous to the safety and well being of the students and staff.

Examples of types of misbehavior that are included in Level 2 (illustrative; not exhaustive)	Possible Disciplinary Actions (illustrative; not exhaustive)
<ul style="list-style-type: none">• Repeated instances of Level 1 misbehavior• Misbehavior which is dangerous to self or others (such as posturing, shoving, pushing, biting, spitting, hitting)• Intentionally damaging school or personal property• Stealing• Use of profanity• Derogatory reference to another person's race, gender, gender identity, religion, physical condition, handicap, ethnic origin, or sexual orientation• Disrespectful language or behavior toward a member of our school community	<ul style="list-style-type: none">• Discipline slip• Discussion and reflection of misbehavior with the child• Verbal reprimand• Reinforcement of alternative positive behavior• Opportunity for corrective behavior / logical consequence• Community service to the classroom / school that is related to the event• Implementation of behavior support plan• Loss of privileges• Parent conference with the teacher

**The disciplining of students for misbehavior at Level 2 is dependent upon the severity and frequency of the specific misbehavior. The disciplinary actions at Level 2 usually are administered by the Principal in collaboration with the teacher and include the formal notification of parents.*

LEVEL 3 - MISBEHAVIORS

Level 3 misbehaviors are considered the most serious violations to the school behavior code. These misbehaviors endanger the immediate health, safety and personal well being of the students and adults who attend our schools. They represent a direct threat to the orderly operation of the school environment.

Examples of types of misbehavior that are included in Level 3 (illustrative; not exhaustive)	Possible Disciplinary Actions (illustrative; not exhaustive)
<ul style="list-style-type: none"> • Repeated instances of Level 1 and/or 2 misbehavior • Fighting or intentionally causing physical, emotional, and/or social harm to others • Discriminatory or prejudicial activities or actions toward another person or group involving race, gender, gender identity, religion, physical condition, handicap, ethnic origin, or sexual orientation • Possession of dangerous materials or items (real or facsimile) • Dramatizing the use of dangerous materials, items or weapons (i.e. “acting out gun pointing/shooting”) • Threats (non-verbal, verbal and/or written) • Repeated acts of bullying 	<ul style="list-style-type: none"> • Discipline slip • Discussion and reflection of misbehavior with the child • Verbal reprimand • Reinforcement of alternative positive behavior • Exclusion from classroom/school activities for up to three days; This response will accompany the first incidence of Level 3 misbehavior or Level 2 behavior of significant severity. • Parent meeting prior to student return to school • Loss of privileges • Implementation of an extensive behavior/safety plan • Parent attendance in child’s classroom for one full school day • Repeated instances of Level 3 misbehavior will result in further disciplinary action including possible extended suspensions from school • Consequences for bullying are found in the Lincoln Public Schools Anti-Bullying policy www.lincnet.org/page/162

Misbehavior at Level 3 can involve exclusion from classroom activities, parent presence at school or suspension from school and are always administered by the Principal of the school.

STATEMENT OF NON-DISCRIMINATION

The Lincoln Public Schools, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis age, color, covered veteran status, disability, national origin, race, religion, sex, sexual orientation, gender identity, or housing status; LPS is an EEO employer. Inquires regarding the district’s compliance with Title IX and other civil rights laws may be directed to the Superintendent of School, Lincoln Public Schools, Hartwell Building, Ballfield Road, Lincoln, MA 01773.

PRINCIPAL’S DISCRETIONARY AUTHORITY

The Hanscom Primary School Principal reserves the right to use professional discretion to waive or adjust any rules and regulations for students with extraordinary circumstances.

Hanscom Primary School Citizenship Agreement

I can be safe.

In ALL Settings

- Follow directions
- Keep whole body to yourself
- Eyes facing the direction your body is moving
- Get permission to leave your class
- Stay on school property

In THE CLASSROOM

- Use materials correctly
- Stay in your personal space
- Keep four chair legs on the floor
- Wash hands before eating
- Ask permission to leave classroom

In THE HALLWAYS

- Walk
- Stay in line

On the PLAYGROUND

- Follow recess rules
- Stay in assigned playground area

In the CAFETERIA

- Walk
- Carry tray with two hands
- Eat your own food
- Stay in your seat (raise your hand to leave your seat)

In the BATHROOMS

- Wash your hands before you leave the bathroom

I can be kind.

In ALL Settings

- Use good manners
- Use kind tone and body language
- Welcome guests and new families
- Help others

In THE CLASSROOM

- Compliment others
- Help classmates
- Share materials
- Include everyone

In THE HALLWAYS

- Share hallway space
- Hold doors for others

On the PLAYGROUND

- Include others in games and play
- Share and take turns
- Use friendly words to others

In the CAFETERIA

- Accept whoever sits next to you
- Welcome others into the conversation

In the BATHROOMS

- Keep bathrooms clean for the next student

I can be respectful.

In ALL Settings

- Follow the *Golden Rule
- Be honest and trustworthy
- Be tolerant and accepting of differences
- Use positive strategies to solve problems
- Accept responsibility for own actions

In THE CLASSROOM

- Speak politely
- Appreciate the ideas and opinions of others
- Treat other peoples' belongings and school property with care
- Pick up trash if you see it
- Work and play collaboratively with peers and adults

In THE HALLWAYS

- Keep hands to self
- Walk quietly so others can continue learning

On the PLAYGROUND

- Follow directions
- Use equipment correctly
- Be a good sport
- Respect nature

In the CAFETERIA

- Say "please" and "thank you"
- Use inside voice
- Take the meal you ordered
- Clean up your space

In the BATHROOMS

- Allow for privacy of others
- Keep walls and stalls clean
- Use water and soap appropriately
- Throw paper towels in trash can

I can be a hard worker.

In ALL Settings

- Be prepared and organized for the school day
- Line up right away
- Transition in an expected, timely manner
- Listen with whole body
- Accept and use feedback

In THE CLASSROOM

- Arrive at school on time
- Work towards meeting learning targets
- Take risks with learning
- Persevere - Keep on trying
- Ask for help when needed
- Complete tasks

In THE HALLWAYS

- Go directly to destination
- Return to class promptly

On the PLAYGROUND

- Watch/listen for line-up signal and line up
- Dress for the weather
- Return equipment
- Be ready to return to learning when recess is over

In the CAFETERIA

- Watch/listen for line-up signal and line up
- Eat your lunch
- Report any problems to an adult

In the BATHROOMS

- Talk quietly
- Use toilet
- Flush toilet
- Return to class
- Report any problems to an adult

Hanscom Primary School

Citizenship Agreement

Teachers, staff, and administrators exemplify these expectations by:

- Modeling the behavior expected of students;
- Providing enriching educational experiences;
- Knowing and enforcing the Citizenship Agreement in a manner geared to prevent and respond to disciplinary issues.

Families exemplify these expectations by:

- Participating with the school and its staff in supporting suitable behavioral guidelines;
- Modeling the behaviors outlined in the HPS Citizenship Agreement;
- Participating appropriately with the school to resolve problematic disciplinary issues.

Students exemplify these expectations by:

- Interacting respectfully with all school personnel;
- Supporting their classmates;
- Cooperating with teacher expectations;
- Contributing to the learning environment through their positive actions.

I have read the Citizenship Agreement and reviewed it with my child. We will support the HPS community by:

***being kind,
being safe,
being respectful,
and being a hard worker.***

Student's Name _____

Parent's/Caregiver's Name _____

Teacher's Name _____

Date _____

Please return this signature sheet to your child's teacher