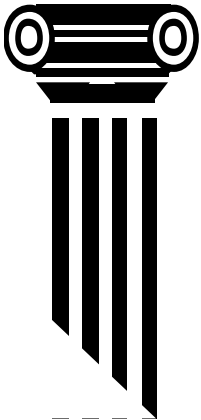


In the Beaver Dam Unified School District,

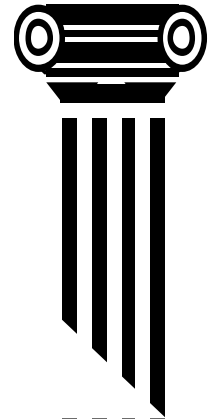
Character Counts!

Elementary Governance Policies

Citizenship



Responsibility



Fairness

Caring

Respect

Trustworthiness

*For families, students and staff
at Trenton Elementary School*

Pillar of the Month

<i>September</i>	<i>October</i>	<i>November</i>
MAKING GOOD CHOICES	RESPONSIBILITY	RESPECT
<i>December</i>	<i>January</i>	<i>February</i>
CARING	TRUSTWORTHINESS	FAIRNESS
<i>March</i>	<i>April</i>	<i>May</i>
FAIRNESS	CITIZENSHIP	REVIEW

WHAT THE SIX PILLARS OF CHARACTER COUNTS LOOK LIKE:

Trustworthiness

Be honest. Don't deceive, cheat or steal. Be reliable - do what you say you'll do. Have the courage to do the right thing. Build a good reputation. Be loyal - stand by your family, friends, and country.

Respect

Treat others with respect; follow the Golden Rule. Be tolerant of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults and disagreements.

Responsibility

Do what you are supposed to do. Persevere - keep on trying! Always do your best. Use self-control. Be self-disciplined. Think before you act and consider the consequences. Be accountable for your choices.

Fairness

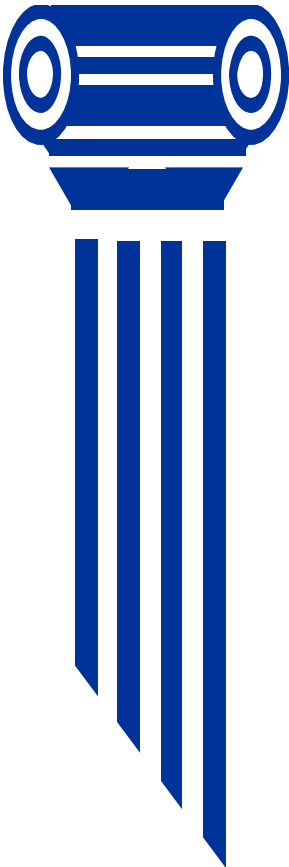
Play by the rules. Take turns and share. Be open-minded; listen to others. Don't take advantage of others. Don't blame others.

Caring

Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.

Citizenship

Do your share to make your school and community better. Always cooperate. Stay informed. Vote. Be a good neighbor. Obey the laws and the rules. Respect authority. Protect the environment.



Character Counts

All of the Elementary Schools have developed a discipline framework that is based on three stages:

Prevention, Intervention, and Consequences. The Six Pillars of Character hold the stages: Respect, Responsibility, Caring, Trustworthiness, Citizenship, Fairness. Our students are taught these character traits and should be familiar with them.

At Trenton School

There are three components to go over with your child(ren). We went over them as a school. The teachers went over them in their classrooms, and we would like you to go over them, also. They are the IOU, the Fix-It Zone, and the No Tolerance clause.

IOU

An IOU is given when a student wastes time. This time must be "paid" back to the teacher. It is at the teachers' discretion as to where and when the students will perform their "IOU". If the time is to be "paid" back before or after school, the teacher will make arrangements with the parents ahead of time. These situations will most likely take place in the classroom during non-class time (recess, lunch, etc.).

FIX-IT ZONE!

The Fix-It Zone is an area outside on the playground near the doors. If a student violates a playground rule or is not listening to the supervisor, the student may be instructed to go to the Fix-It Zone for the rest of that recess. While in the Fix-It Zone, the student should be thinking of alternatives to his/her behavior. Before the child can be released, the supervisor will ask the student, "How can you fix your behavior?" When the child returns to class, the teacher may say the student must also "pay back" the lost time, thus the student could earn an IOU.

NO TOLERANCE

Trenton School has a "Zero Tolerance" for physical aggression, harassment, threats, or for bringing weapons to school.

Zero Tolerance also includes no bullying, rudeness, put downs or threatening gestures and attitudes.





Trenton Elementary School Character Violation Procedures

If a student violates the Character Code, a “Character Violation” will be completed by both the student and the adult who witnessed the character violation. The adult will decide whether a phone call needs to be made to the parent(s) and who will



A call home will be made by:
a teacher, a support staff
member, or the principal.

The student may also speak to
the parent on the phone.



No phone call necessary.

Character Violation sent home

It must be signed & returned the
next day.



Consequence discussed with parents.



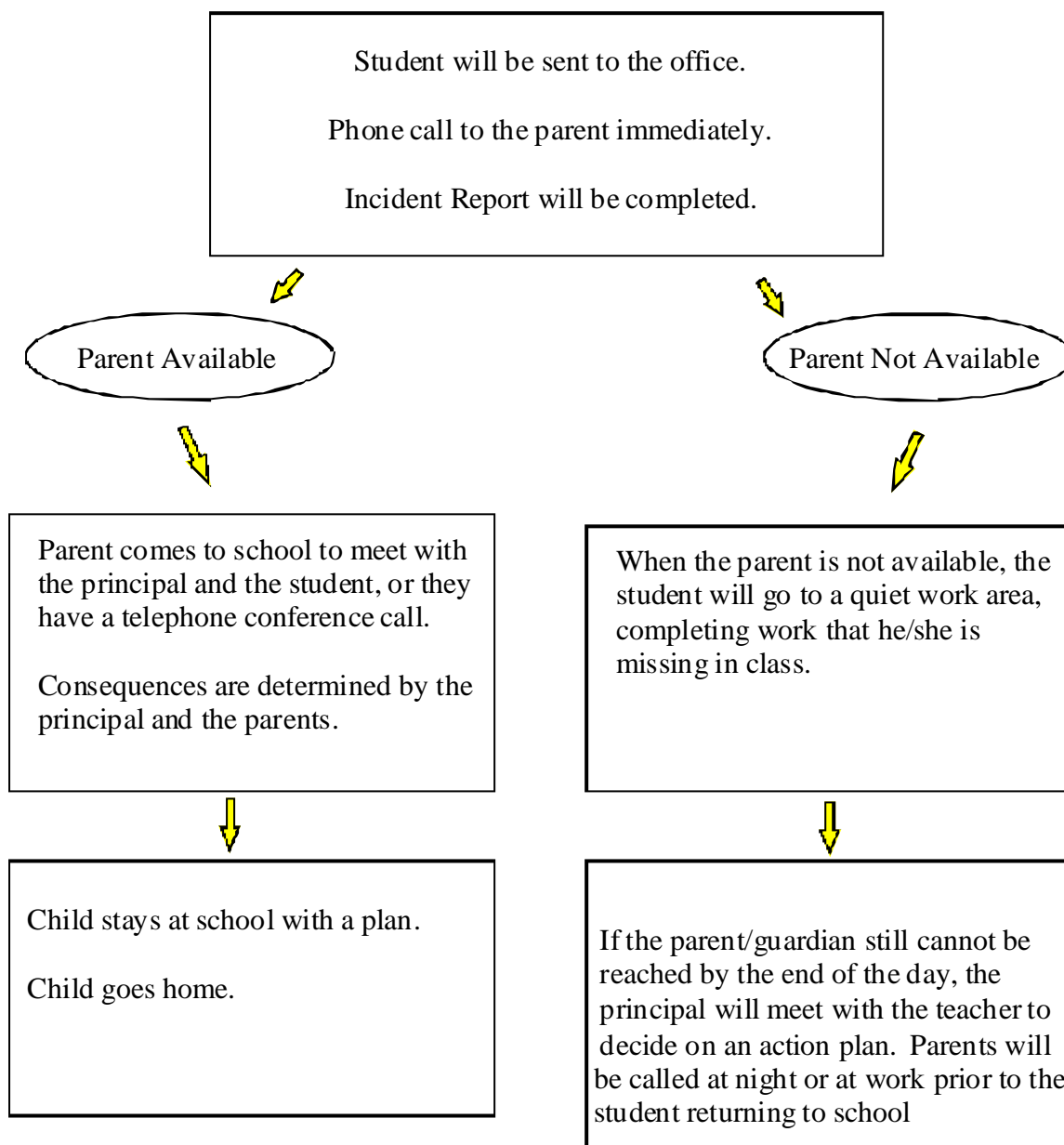
Time called and any other pertinent information will be
documented on the Character Violation . Also listed will
be any important information regarding the conversation
and the incident.



All Character Violation documentation will be kept on file in the office and in the student’s
classroom. A copy will be sent home, which needs to be signed and returned to the office.
It is the student’s responsibility to make sure it is returned on the following day.

Zero Tolerance

Trenton Elementary School has “Zero Tolerance” for physical aggression, harassment, threats, or for bringing weapons to school. In the event that any of these has been committed, the following procedure will be implemented.



After the second character code violation, the student will be discussed at a Building Consultation Team meeting. Parents will be notified of that meeting.

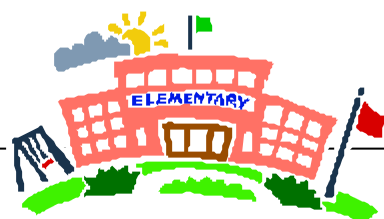
Trenton Outdoor Rules

1. Only one person on a swing at a time.
2. No under ducks on the swings.
3. Be a good sport, follow the rules of the game.
4. If you take a piece of equipment out, then you should put it away.
5. No climbing on the outside of the tube.
6. No playing tag on any of the equipment.
7. Line up quietly when the bell rings.
8. Avoid clubs and cliques.
9. Keep your hands to yourself.
10. Respect.
11. Say Kind Words
12. No Bullying

Winter Rules

1. Students must wear snow pants and boots to leave the black-topped area.
2. Hats, mittens, scarves and coats need to be worn in the winter.
3. King of the Hill is not allowed.
4. No sliding on the ice on black-topped area.
5. When sledding, wait until the person ahead of you leaves the area before you start.
6. Climb up hills on the side, not up the middle.
7. No throwing snow or ice.

The gym teacher will review these rules in great detail at the beginning of the school year during Physical Education classes.



Beaver Dam Unified School District Elementary Division

Student Code of Conduct

The Wisconsin Legislature passed Act 335, Code of Student Conduct, which helps define inappropriate student behaviors for classrooms throughout the state. With the passing of this law, all Wisconsin schools will be handling classroom-based student discipline issues more consistently. Beaver Dam Board of Education adopted the code as policy – effective fall, 1999. In many ways, this policy is similar to the manner that discipline procedures have been handled in past years.

The code allows teachers to remove students from class if their behavior disrupts learning or teaching. Classrooms need to be orderly, safe, and free of distraction so that students can learn effectively. Students who are removed from class may spend time in the office or might even be sent home. They will not be allowed back into class until the principal or his/her designee believes that the student's conduct will be appropriate.

Removal from class is a serious action. It may be temporary, but extreme or repeated inappropriate conduct may result in suspension or even expulsion. Either the teacher or the building principal will notify parents when removal from class occurs. Parents may request a meeting with the child's teacher or principal to learn more about circumstances related to the removal decision, even though there is no formal right to appeal a decision to remove.



Report To Parents

What to Do About Bullying

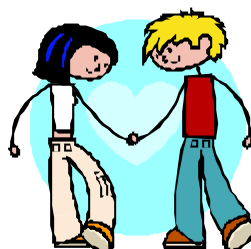
Few memories of childhood may be as powerful as that of the class bully lurking, teasing, shoving – never missing a chance to harass a victim. The bully – big, strong, seemingly intrepid – was always on the lookout for opportunities to pick on vulnerable children, usually smaller or younger.

Whatever happened to that bully? Did this belligerent child ever outgrow his aggressive antisocial behavior and become a mature, well adjusted adult? Probably not. Research shows that a high number of these children do poorly in school or drop out, perform below their potential throughout their careers, land in prison for committing adult crimes, and become abusive adults when they marry.

Not kids' stuff anymore. Bullying, too often perceived as simply a "kids will be kids" problem, is dead serious. It's just as troublesome and prevalent now as it was in your childhood. Studies show that one in 10 students is regularly harassed or attacked by bullies; 15 percent of all schoolchildren are involved in bully/victim problems. Equally strong in the inner cities and rural communities, bullies have become the topic of considerable research among American educators, researchers, and law enforcement officers.

How do victims become the targets? Contrary to popular belief, bullying victims don't always differ much from other kids. Children who wear glasses, are chubby, have red hair, speak with a foreign accent, or wear unstylish clothes do not automatically invite bully attacks. Generally, however, victims are physically weaker, often younger. They may be lonely children with few friends. Somehow victims become accessible to attack by the route they walk to and from school, by the bus stop they frequent, by the street they live on, because of an older or younger sibling, and so on. Bullies are stronger, bigger than average, and more often boys than girls.

What can be done about bullying? First, recognize that this is a real problem for children, which can cause great distress and suffering all the way into adulthood. It's not merely curious childish behavior. Researchers have discovered that very often children's fears about being bullied are not taken seriously. So if your child complains – believe it.



Next, whether incidents take place at school, en route, or elsewhere, immediately inform your child's school of your concerns. Alerted teachers can carefully monitor your child's (and the suspected bully's) actions. They may opt to make "behavior" the subject of a class discussion. If problems continue, the teacher and principal may call for a meeting with the parents of the bully and the victim. In any case, the school's message will be clear: bullying is not acceptable. Knowing help and reinforcement are available at school and at home is critical to a victim and may cause bullies to alter their ways.

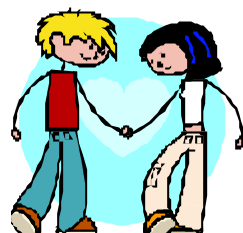
Watch for symptoms. Victims may be withdrawn; experience a drop in grades; be hesitant to go to school; come home with torn clothes and unexplained bruises. be suspicious if a child need extra supplies or often need extra lunch money - a bully may be extorting money or supplies. Find out why a child takes toys or other possessions to school and regularly "loses" them.

Talk, but listen too. Openly communicate – without prying. Encourage children to share information about school, social events, the walk or ride to and from school. Listen to their conversations with other children also. This could be your first clue to whether the child is a victim or bully. Keep track of incidences of bullying. This way you can show school officials that a pattern may be developing.

Don't bully your child yourself. Take a look at your family's discipline measures. Try to teach children to obey rules by nonphysical, consistently enforced means.

Teach your child to be independent. Don't just tell your child to "fight back," or just ignore them and they'll go away." Teach children to stand up for themselves verbally. Inquire about programs that will boost self-esteem. Encourage them to recruit friends. A confident, resourceful child with friends is less likely to be bullied.

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How Can You As a Parent Help with School Discipline

Most parents and educators agree that discipline involves training children to follow certain rules at home and in school. But many disagree on how that should be accomplished. Some believe that best way is to simply punish children for misbehavior by spanking or other means. Others prefer to discuss infractions and to impose appropriate consequences. Many schools rely on conflict resolution and peer mediation programs.

All of these approaches work some of the time, but none work all of the time. However, there are a few simple guidelines on which most experts agree.

Teach children how to handle anger. If you want your children to follow the rule not to hit each other, just saying, "don't hit" isn't enough. Teach them alternative ways to handle their feelings; show them how negotiation can get them what they want better than hitting can. Explain the importance of treating others as they would want to be treated.

Children learn from watching their parents. If you hit them when you're angry, or use foul language, they will assume that they can hit and curse, too. On the other hand, if you listen to them, encourage them to talk problems out, and speak to them calmly and with respect, they will learn to do the same.

Be realistic in your expectations. Don't expect children to follow rules if they aren't mature enough. It may be unrealistic to expect a preschooler to sit still through a long movie, or elementary school children to go grocery shopping with you after dinner. You may be asking for more than they are capable of doing.

Be prepared for misbehavior. Know ahead of time what you will say and do if your children misbehave. Calmly explain to them the behavior you expect, and what will happen if they break the rules. If you see a situation that could lead to trouble, give warnings and intervene before things get out of control.

Be flexible. Try not to get stuck in a rule rut. Your rules may need to be changed because your children have changed. Sometimes it's best to ignore small behavior lapses, depending on the circumstances. Save your discipline enforcement for your most important rules.

Praise good behavior. If you see your children doing something good, like putting their toys away without being told, make sure you compliment them for being responsible. This helps build and reinforce their self-esteem.

Expect to repeat your rules often. It may take years of reminding for rules to "sink in" to children's everyday behavior. Always explain the reasons behind the rules, rather than just "laying down the law".

Don't make threats you won't keep. If you say that the penalty for jumping on the bed is no TV for a week, will you really follow through? Making threats you don't intend to keep will result in your children ignoring both you and your rules.

Don't embarrass children. You can discipline children without making them feel ashamed and embarrassed. Avoid making negative comments to and about your child. It's important to keep children's dignity intact because, as one teacher explained, "If you take it away, they'll get even with you."

Realize that our own behavior isn't ideal. Whether we want to eat less, spend less, or be better organized, we too are still learning discipline. The only difference is that no one will send us to our room if we eat too many brownies (although the consequences will be very clear!). Let your children see that you're not perfect. If you lose your temper and yell at them, for example, apologize and promise that you'll try not to do it again. Your children will appreciate your honesty.

Support school rules at home. Let your children know that you expect them to follow the rules at school as well as at home. They should understand that appropriate behavior is expected at both places, and that you support the schools discipline policy.

Physical punishment for disciplinary offenses has been abolished in many states and school districts. Research indicates that this type of punishment may not only adversely affect a child's self-image and school performance, but may contribute to more disruptive and violent behavior.

If your child has a serious misbehavior problem in school, like vandalism, truancy, or fighting, try to find a solution by talking to the child and school staff. If the problem persists, it is best to seek professional help quickly rather than impose more severe penalties.

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TRENTON ELEMENTARY SCHOOL

CHARACTER VIOLATION

Student Name: _____ Classroom _____
 Teacher: _____

The above named student has not been a person of good character today. We don't want any student to think he or she is a "bad child" as a result of this letter, but rather we want to provide an opportunity for both the home and school to help children learn and practice good citizenship. We also feel that children should know that their behavior and actions do have consequences.

Trenton School behavior framework recognizes the importance of notifying families about misbehavior. In addition, we also want students to understand there is a consequence for their inappropriate actions.

<i>Date:</i>		<i>Time:</i>	
<i>Location:</i>		<i>Reporting Supervisor:</i>	

YOUR CHILD BROKE THE CHARACTER CODE TODAY IN THE FOLLOWING WAY:

THE CONSEQUENCE OF YOUR CHILD'S BEHAVIOR:

- | | |
|--|---|
| | Citizenship: Do your share to make your school and community better – Cooperate – Stay informed - Be a good neighbor – Obey laws and rules – Respect authority – Protect the environment. |
| | Caring: Be kind, compassionate and show you care – Express gratitude – Forgive others – Help people in need. |
| | Respect: Treat others with respect – Follow the Golden Rule – Be tolerant of differences – Use good manners – No bad language – Be considerate of the feelings of others – Don't threaten, hit or hurt anyone – Deal peacefully with anger, no insults or disagreements. |
| | Responsibility: Do what you are supposed to do – Persevere: keep trying – Always do your best – Use self-control – Be self-disciplined – Think before you act – Consider the consequences – Be accountable for your choices. |
| | Fairness: Play by the rules – Take turns and share – Be open-minded – Listen to others – Don't take advantage of others – Don't blame others. |
| | Trustworthiness: Be honest – Don't deceive, cheat, or steal – Be reliable – Do what you say you'll do – Have the courage to do the right thing – Build a good reputation, be loyal, stand by your family, friends, and country. |
| | Other: |

PLEASE SIGN AND RETURN TO THE PRINCIPAL BY TOMORROW. Copy 2 is for your records.

Student _____	Date _____
Parent _____	Date _____
Principal _____	Date _____

Make 3 copies: Original; home, then back to the principal
 Copies go to parents, teacher and office.

Dear Parents,

Thank you for taking the time to read through the discipline framework with your children. In a time when safety is so important, I appreciate your partnership in building better character traits within your children. It is only with your effort that we see the difference. We at Trenton School truly enjoy working with parents for the betterment of the children. Together We Do Make A Difference!

Please sign the form below and return it to your child's teacher.

Thank you for your support.

Respectfully,

Debb Lins
Principal



✂ ✂ ✂

I / We _____, took the time and went over the Trenton
(Parent/Guradian signature)

School discipline framework with our child(ren).

My child, _____, understands the procedures and knows the
(Child's name)

importance of being a person of good character.

(Date)