



NEW YORK FRENCH AMERICAN CHARTER SCHOOL

PARENT HANDBOOK

2010-2011

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New York, NY 10027

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Introduction

Welcome to the French-American Charter School

It is a great pleasure to welcome you to our school and to the 2010-2011 school year!

At NYFACS, we are committed to providing a high quality program that addresses the learning and social needs of our students. Our mission is to work alongside families to help children become:

- _ critical thinkers and problem solvers
- _ curious, lifelong learners
- _ competent readers, writers, mathematicians and scientists
- _ self-disciplined
- _ respectful, responsible and empathic human beings
- _ citizens who value and feel that they are valued by their community

Parents and staff form a critical partnership, and we highly encourage parental involvement. We recognize that as students grow, the nature of parental involvement changes. We are here to work with you to find the kind of involvement that works for you, your child, and the program.

We have made this Handbook comprehensive; however, we recognize that questions will arise throughout the year. Please know that we welcome your feedback, including questions, compliments, and concerns, throughout the year. If you are ever curious about why something has happened in the classroom or the school, please don't hesitate to contact your teacher or me. We welcome the chance to clarify and learn from one another.

Together, we can prepare our students to be confident, articulate, and enthusiastic learners who will successfully meet the challenges of an ever-changing world.

I hope that your child's experience at NYFACS will be exciting, productive, and fun.

I look forward to working with each of you.

Sincerely,

Katrine Watkins
Principal

We share these values in our NYFACS community.

R E S P E C T

- ✚ We make good choices and do our best.
- ✚ We show that everyone is important by using positive words and actions.
- ✚ We are attentive to the people around us.
- ✚ We celebrate the uniqueness of each member of our NYFACS family.

L O V E o f L E A R N I N G

- ✚ We believe that we can all continue to learn and grow.
- ✚ We learn and work together as a team.
- ✚ We take risks and learn from both our successes and mistakes.

E M P A T H Y

- ✚ We try to understand each other's feelings.
- ✚ We value the feelings and the rights of others.
- ✚ We care for each member of our NYFACS family and treat each other in a way we want to be treated.

R E S P O N S I B I L I T Y

- ✚ We are honest.
- ✚ We are responsible for our own actions.
- ✚ We are organized in our approach to work.
- ✚ We are respectful of our school and the things we share.

Mission Statement

The mission of the bilingual/bi-literate New York French-American Charter School is to develop global citizens who are well-prepared to assume leadership in a multicultural society. Preparing students for the International Baccalaureate as well as the advanced Regents degree, the school blends the rigorous standards of learning that are characteristic of the French educational system with American approaches that value individuality and critical thinking. Fortified with this unique education, graduates will be viable candidates for Anglophone and Francophone competitive universities throughout the world.

Goals

High academic standards, attention to individual learning styles, and emphasis on creating a flexible learning environment provide a strong support system and a nurturing environment for all learners including English language learners, French language learners, and the learning disabled. The bilingual special education teacher works with those in need using methods that best fit the child. Our goals are to:

- assure success for all students by giving special help to all students in need, regardless of cause (emotional, academic, learning difference, special education, language acquisition level, etc.).
- give each student a strong academic education in French and in English, therefore creating bilingual and bi-literate students.
- teach our students how to learn
- form students who are non-judgmental, open, and flexible

With a strong knowledge of two languages, a multicultural education, and an open view on the world and its peoples, our ultimate goal is to create citizens of the world.

Advantages of Bilingual/Bi-literate Education

Our educational program involves both French and English, but with more time given to French in the early grades. This will not be detrimental to your child's acquisition of English since what is taught in French is transferred to the child's English language study. In a caring, nurturing environment designed to stimulate curiosity, promote creative thinking, and develop social and academic skills, the children build a foundation for success in both languages. In order to guarantee success, French and English classroom teachers work together with art and music teachers often on common themes or projects thus bringing the teaching core together and making the learning process more meaningful to each child.

We feel strongly about our goals of bilingualism since bilingual education encompasses much more than the learning of another language. With a truly bilingual and bi-literate education throughout a child's years of schooling, the benefits are many.

1. Children become open-minded towards the world around them.
2. They become flexible thinkers.

3. As their knowledge of the second language becomes more solid, their understanding and knowledge of the first language becomes stronger, deeper, and more complex.
4. A regular use of two languages enhances children's superiority in the areas of abstraction symbolism, flexibility with concepts, and problem-solving.
5. Intellectual stimulation of bilingualism is particularly remarkable in mathematics.

Board of Trustees

Chair: Johnny Celestin, Clinton Foundation

Secretary: Sochenda Samreth, Science Teacher, United Nations International School

Treasurer: Zembaba Ayalew, xxxx

Member: Adriana Caballero, Realtor

Member: Pierre de Ravel d'Esclapon, Counsel at Dewey and LeBoeuf

Member: Erika Dilday, Partner at Dilday, Meyer & Associates

Member: Fabienne Doucet, Assistant Professor, New York University

Member: Annie Raven, Research Associate Professor, New York University

School Administration (Phone: 212- 666-4134)

Julie Milner

Operations

Mamadou Ba

Office Manager

Zoumana Diarrassouba

General Supervisor (Surveillant)

Nelya (Nelli) Simkhayeva

Nurse

Faculty

Office Hours

Kindergarten K-A

Awa Sokha

Friday 10:30 a.m. -11:20 a.m.

Affoussata (Affie) Boundy – assistant

Kindergarten K-B

Beatrice Yode

Thursday 4:30 p.m. -5:20 p.m.

Veronique Gnebehi-Arak – assistant

Kindergarten K-C

Rosemide Dalberis

Monday 8:30 a.m. -9:20 a.m.

Sokheyne Diop – assistant

Tuesday 8:30 a.m. - 9:15 a.m.

First Grade

Marie-Madeleine Meikle

Wednesday 9:20 a.m.-10:10 a.m.

Salima Djaoudi - assistant

Second Grade A

Rodolphe Casado

Wednesday 12:10 p.m. - 1:00 p.m.

Nagate Salah - assistant

Second Grade B

Liberata Kadende

Thursday 1:50 p.m. - 2:50 p.m.

Maya Wokcik - assistant

All grades

Michele Epstein - ESL	Wednesday 12:10 p.m. -1:50 p.m.
Samantha Sugarman - English	Tuesday 11:20 a.m. -12:10 p.m.
Catherine Zimmerman - English	Thursday 11:20 a.m. -12:10 p.m.
Ginetta Bernard - FLE, art, music	Wednesday 12:10 p.m. -1:10 p.m.
Marie-Jose Bernard - special education	
Joy De Matas - physical education	

Parent Teacher Organization

The temporary PTO board includes:

Zac Burrough: Anglophone Co-President <zachbu@gmail.co>
Anne Andre: Vice President <aandre_0704@yahoo.com>
Sandra Ultimo: Treasurer <sandraultimo@aol.com>
Indira Boly: Recording Secretary <bebeboly@myway.com>
Amy Shertzer: Communications Secretary <ashetzer@nyfacs.net>

Class Parents

K-A Mme Sakho's class:

Sophie Emery 917-698-9714; sophieemery4@gmail.com
Regine Lopez-Pierre 917-715-3103; rlopez@gmail.com
Amy Shertze 646-642-1500; ashetzer@nyfacs.net

K-B Mme Yode's class:

Dina Melendez 917-306-9562; dinamele@aol.com

K-C Mme Dalberis's class:

Lucrece Francois-Dubrovsky 917-586-4537; borislucrece@gmail.com
Tara Kapoor 917-843-4747; tarakapoor55@gmail.com
Shevon Simon 646-373-7998; svsimon25@yahoo.com

1-A Mme Mickle's class:

Felicia Bradford 917-587-9749; Felicia.bradford@gmail.com

2 -A Msr Cassado's class:

Severine Picquet 646-330-1328; sp@mpbagency.com

2 -B Mme Kadende's class:

Zurn Porter 646-251-1711; zurnporter@gmail.com

School Calendar and Schedules

School Calendar 2010-2011

Aug 16-25	Faculty Orientation and professional development
Sept 7	New student orientation, half day for all students
Sept 8	Full day for all students
Sept 9-10	No school - Rosh Hashanah
Oct 11	No school - Columbus Day. Faculty professional development
Nov 2	No school - Faculty professional development
Nov 11	No school - Veterans Day
Nov 24	Early Release - School closes at 12:15 p.m. for Thanksgiving
Nov 25-26	No School – Thanksgiving
Dec 4	Open House for new parents
Dec 11	Individual and class photos
Dec 21	Early Release - School closes at 12:15 p.m. for parent-teacher conferences
Dec 22	Early Release –School closes at 12:15 p.m. for professional development
Dec 23-31	No school - winter break
Jan 3	School resumes from break
Jan 15	Open House
Jan 17	No school - Dr. Martin Luther King, Jr. Day
Feb 21-25	No school – Presidents’ week
March 18	No school - Faculty professional development
April 18-26	No school - Spring vacation
May 30	No school - Memorial Day
June 9	No School - Faculty professional development
June 28	School closes at 4:30 p.m. for summer vacation

School Hours

7:45-8:10	Breakfast
8:30-9:20	Period 1
9:25-10:15	Period 2
10:15-10:35	Recess
10:35-11:25	Period 3
11:25-12:15	Period 4
12:15-12:35	Period 5 Lunch
12:35-1:05	Recess
1:05-1:55	Period 6
2:00- 2:50	Period 7
2:55- 3:45	Period 8
3:50- 4:30	Period 9
4:30- 6:00	Afterschool Supervised Work

Sample Daily Schedule for Kindergarten

The language of every class period is French unless specified below as English.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:15	Pre-reading; Handwriting	Pre-reading; Handwriting	Language study; Hand/eye Coordination	Language study; Hand/eye Coordination	Review
10:15-10:35	Snack and recess	Snack and recess	Snack and recess	Snack and recess	Snack and recess
10:35-11:25	English language study	English language study	Story time	English language study	English language study
11:25-12:15	Story time	Story time	English language study	Story time	Story time
12:15-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05	Recess	Recess	Recess	Recess	Recess
1:05-1:40	Nap time	Nap time	Nap time	Nap time	Nap time
1:40-2:35	Math; Painting or free play	Math; Painting or free play	Math; Painting or free play	Math; Painting or free play	Review
2:35-2:55	Snack and recess	Snack and recess	Snack and recess	Snack and recess	Snack and recess
2:55-3:45	Hand/eye coordination	Music	Sports	Sports	Hand/eye coordination
3:45-4:15	Story time	Story time	Story time	Story time	Story time

Sample Daily Schedule for First Grade

The language of every class period is French unless specified below as English.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	English	English	Oral language	English	English
9:25-10:15	Oral language or FLE; snack	Oral language or FLE; snack	English	Oral language or FLE; snack	Oral language or FLE; snack
10:15-10:35	Recess	Recess	Recess	Recess	Recess
10:35-11:25	Writing	Math	Snack; Writing	Math	Math
11:25-12:15	Music	Grammar	Math	Spelling	Reading
12:15-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05	Recess	Recess	Recess	Recess	Recess
1:05-1:55	PE	Handwriting Vocabulary	PE	PE	Handwriting Vocabulary
2:00-2:50	Reading	Reading	Reading	Arts	Grammar
2:55-3:45	Math	Geography	Poetry or FLE	Reading	Science
3:50-4:30	Story time and vocabulary	Story time and vocabulary	Story time and vocabulary	Story time and vocabulary	Story time and vocabulary

Sample Daily Schedule for Second Grade

The language of every class period is French unless specified below as English.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:20	Grammar	Vocabulary	Conjugation	Spelling	Evaluation
9:25-10:15	English	English	Reading	English	English
10:15-10:35	Recess, Snack	Recess, Snack	Recess, Snack	Recess, Snack	Recess, Snack
10:35-11:25	Writing or FLE	Writing or FLE	Writing or FLE	Writing or FLE	Writing or FLE
11:25-12:15	Reading	Reading	Social Studies	Writing or FLE	Reading or FLE
12:15-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-1:05	Recess	Recess	Recess	Recess	Recess
1:05-1:55	English Math	English Math	English	English Math	English Math
2:00-2:50	Sports	Sports	Visual Arts	Reading	Music
2:55-3:45	Social Studies	Social Studies	English Math	Social Studies	Sports
3:40-4:30	English or Homework	English or Homework	English or Homework	English or Homework	English or Homework

School Policies

Attendance

All students are expected to attend school every day since school attendance is essential to good classroom performance. However, for the welfare of your child and others, please keep your child at home if he or she shows signs of illness. Call the school office at 212-666-4134 if your child will be absent.

Arrival

Students may not arrive at school before 7:45 a.m.

All students must be in their seats ready to work by 8:25 since first period begins at 8:30 a.m.

Tardiness

If your child arrives after 8:30 a.m., he or she must be accompanied into the building by a parent or guardian who will sign the student in. The student will be given a late slip to take to his/her teacher. If a student is late four times, it will count as one day of unexcused absence.

Excused and Unexcused Absences

Valid absences from school include illness, medical appointments, funerals, observance of a religious holiday or ceremony, and other causes as cleared through the main office. Unexcused absences include shopping trips, babysitting, absence of a sibling, truancy, weather, family trips, and oversleeping. Your child is responsible for completing any missed assignments upon return to the classroom. Students are allowed one day to make up work for every day missed.

Early Dismissals

All students leaving school during the day must be signed out by an accompanying parent or guardian in the school office. They will not be released to adults other than parents or guardians without written consent. Students must check in at the office when they return after being out for a portion of the day.

Parent Pick-up

Parents must pick students up at 4:15 for Kindergarten, and 4:30 for other grades. If the student is not picked by 4:40 he or she will be taken to the Afterschool Program and the parents will be billed.

Hallways and Stairwells

When students walk in the hallways, they must remain quiet and respectful of the learning of others throughout the building. Students must walk at all times in the building. When classes travel to and from their classroom, they line up in order by number, which is assigned by the teacher and rotates regularly so everyone gets a chance to be "first." When students are travelling in a group, adults prompt them to be quiet by showing the "Quiet TATOU" hand sign. We encourage children to help one another quiet down by also using the hand symbol.

Cafeteria

A group of two or three homeroom classes eat at the same time in the NYFACS cafeteria. Staff members (cafeteria aides or teaching assistants) escort classes to the lunchroom and oversee them as they get food, eat and play. Each group will be assigned a staff member who will supervise and monitor the group throughout the lunch period. Since the NYFACS lunchroom is small, students are encouraged to speak softly during lunch. Lunch staff uses the non-verbal “Quiet TATOU” symbol to direct students to stop talking and resume at a quieter level when the noise level gets too high. Students are expected to eat a nutritious lunch, use good manners, and keep the table and lunch room free of trash and food. Under the direction of the lunch staff, the students will be dismissed one table at a time.

Homework

As a general rule, your student will have homework every night in an amount that is grade appropriate. Please ensure that your child completes his or her homework on time and takes it back to the classroom. In addition to assigned homework, you are encouraged to have your child read for an additional half hour or more each night.

Dress Code

Students are expected to dress neatly and appropriately for school. They are also expected to maintain a proper level of personal hygiene. All children are to wear navy, black, or beige pants or skirts (for girls). Jeans are NOT permitted. On top, children are to wear tee shirts, blouses, or sweaters of one color only. The color is the family’s choice but they can be no marking, emblems, or designs on the article of clothing. Short and long sleeves are acceptable. **Sleeveless tops are not acceptable.**

- No hats are to be worn in the school building during the school day.
- No flip-flops should be worn, as they are dangerous both in the building and in the play area.
- Students should wear gloves/mittens as well as hats/hoods when the weather is cold.
- On PE days, students must wear sneakers with rubber soles. Otherwise, they will not be allowed to play. This is for the safety of the child and protection of the child’s feet.

Bathrooms

Students are to use the bathrooms located on the floor on which they are attending class. In order to avoid problems, no two children may go to the bathroom at the same time, except when an adult can closely supervise the children in the bathroom. If a student ever feels uncomfortable or intimidated by using the bathroom, please let the teacher and principal know immediately so that we can work together to alleviate it.

Toys

We discourage students from bringing toys into school. If you wish to send a game that multiple children can play during recess, please send it to the classroom teacher’s

attention. Please note that electronic toys and video games are not permitted. If seen or found, they will be kept in the office until a parent can come to get them. MP3 players that students use to listen to books and other text are welcome if accepted by the classroom teacher.

Play Structure

To maintain safe play on the play structure, we have to limit access to two to three classrooms at a time. Lunch staff will let students know which classes can use the structure on which days and will be sure to alternate so that access is fair.

Parties

In kindergarten, birthdays are celebrated at the end of each month. Parents may contact their child's kindergarten teacher concerning food or other items to bring. Birthdays in all other grades are NOT celebrated in school.

Emergencies and Drills

For the safety of all, we conduct fire drills at the beginning of the year and then again in the spring. Students will exit the building quickly and quietly, following the direction of the teacher. Each teacher will review the fire drill route and procedures with students on the first day of school. We will help children understand that fire drills are a serious safety precaution and not a time to talk or fool around.

Curricula

Overview

Our school combines the French and the American educational systems, taking the best from each and creating an educational system that is better than its parts. All subjects taught in English are taught by native English speakers trained in the American system. All subjects taught in French are taught by native French speakers trained in the French system. With different languages of instruction along with teachers from different countries, the students not only learn two languages but are enveloped in several different cultures.

From the French system we adopt:

- Rigor and Structure
- Inductive reasoning approach to teaching
- A deep approach to topics studied
- In depth grammar study and analysis of language
- Emphasis on method, organization, and neatness

From the American system we adopt:

- Flexibility and a broad approach to topics studied
- Constructivist approach to student-oriented learning
- Emphasis on individual thought and creativity
- Attention to individual learning styles as well as learning disabilities
- Large opportunity for participation in student affairs and activities

Report Cards and Grading System

The school year is divided into three grading periods: September 13-December 10; December 13-March 28; March 29- June 28. Report cards will be given at the end of each semester.

NYFACS uses the grading system of the International Baccalaureate, a 7-point system with 7 as the highest mark. Kindergarten uses a 3-point scale.

Kindergarten:

- 1 = The child has not yet begun to learn the concept or skill being taught.
- 2 = The child is beginning to learn the concept or skill being taught.
- 3 = The child has learned the concept or acquired the skill being taught.

Grades One and Two:

- 1 or 2 = The child's work is missing or not done.
- 3 or 4 = The child does not do all that is asked of him or her.
- 5 or 6 = The child's work is all done, and he or she is striving to do better.
- 7 = The child has done more than what is asked of him or her.

Parent-Teacher Conferences

The purpose of parent-teacher conferences is to discuss your child's progress in school. You are not obligated to make an appointment, but we highly encourage all parents to take advantage of this opportunity.

Services

School Breakfast and Lunch

Breakfast is provided free for all students.

Lunch costs \$1.50/day unless you are eligible for the free lunch program. If you are eligible for the reduced cost lunch program, the fee is 25 cents per day.

Bus Service

Bus transportation is provided for the safety and convenience of pupils. In order to apply for bus service, the student must live in Manhattan less than five miles but more than one-half mile from the school. The routes are generated by the Department of Education, and will stop only if ten or more students live in the designated area. At the beginning of school, we will provide information about route and stops.

While on the bus, students are required to obey established rules in order to continue the riding privilege. The most important rules to remember are:

- ✓ Say “Good morning,” “Good afternoon” and “Thank you” to your bus driver and monitor every day.
- ✓ Use kind words to everyone on the bus.
- ✓ Keep your hands to yourself.
- ✓ Stay seated with a seatbelt fastened until the bus stops at your stop.

If a student ever feels uncomfortable or intimidated by something or someone on his or her bus, he or she should let us the teacher and principal know immediately. We can then work together to alleviate whatever is causing the concern.

Afterschool Program

We provide afterschool care from 4:30 p.m. to 6 p.m. Monday through Friday. The program begins with a snack, and is followed by supervised homework and then free time. French is the language used during the after school care. The mission of the afterschool project is three-fold:

- Provide safe care after school for all children whose families need it.
- Reinforce the French language.
- Help children with their homework.

Costs for the Afterschool Program:

\$20 registration fee

\$20/day for drop-in

\$15/day for a month, with 10% reduction if you pay in advance

If you are eligible for the Reduced Lunch Program, the fees are reduced by 75%.

The Afterschool Program is free if you are eligible for the Free Lunch Program, but you must register your child. If you don't register, your child may only attend on a space-available basis.

A \$20 fee will be charged if you do not pick up your child by 6:00 p.m. If you abuse the program by not picking your child up on time, you may be asked to leave the program.

Health

Illness at School

NYFACS has a full-time nurse. If your child becomes ill during the school day, he or she will be sent to the nurse's office. You will be called if your child is ill or injured at school. If a parent cannot be reached, the other person on your emergency form will be called. If an accident or illness requires immediate care and we cannot reach you, we will call 911 and someone from school will accompany your child. Please keep your child's home phone, address, and emergency contacts up to date.

Prescriptions and Medication

As a public school, NYFACS is not allowed to administer medication to students unless it has been approved by the school and ordered by a doctor. If your child needs to take medicine during the school day, please contact the nurse. She will give you a form to be filled out by your doctor or pharmacy.

Emergency and Medical Forms

At the beginning of school, all parents are asked to fill out forms for emergency contact. If your information changes, please be sure to tell the office so we can update your form. It is extremely important that we have the correct information on these forms.

Discipline Policy

Making Good Choices

Rather than focus on bad behavior, our policy is to teach students to make good choices. Using a multi-faceted approach, we will help students to develop an understanding and capacity to make good choices in their behavior and to exhibit our core school values:

- Respect
- Love of Learning
- Empathy
- Responsibility

When a student does not make a good choice, staff will work with him or her to think about the choice that he or she made, identify how that choice doesn't make sense with our four key values and/or doesn't follow school rules, and set goals for how to make better choices in the future.

Misconduct at School

Hallways, Stairwell, Fire Drills: If a student runs in the hallways or on the stairs, does not follow school rules, or misbehaves during a fire drill, he or she will be reprimanded by a staff member. If the inappropriate behavior continues, the principal will notify parents, and will work to set clear goals for that student.

Play Structure: If a student behaves in a way that is dangerous or inappropriate, he or she may lose his or her privilege to use the structure for a period of time.

Bathroom: If students misuse the bathroom or the resources in the bathroom, the principal will notify parents. They will work together, either over the phone or in person, to help the student set clear goals for appropriate and respectful bathroom behavior.

Misconduct on the Bus

The following behavior will not be tolerated on the bus:

- Fighting, pushing, shoving or tripping other passengers
- Pushing while boarding or exiting the bus
- Undoing the seat belt
- Walking around the bus while it is in motion
- Making excessive noise or playing electronic equipment
- Putting objects out of the bus windows or hanging out of the bus windows
- Engaging in horseplay
- Obstructing aisles, steps or seats
- Engaging in public displays of affection
- Eating, drinking or littering the bus
- Using profane or abusive language or make obscene gestures

- Spitting
- Harassing or interfering with other students
- Disrespecting, distracting or interfering with the actions of the bus driver
- Damaging private property
- Sitting in the bus driver's seat
- Opening or trying to open the bus door
- Throwing or shooting objects inside or out of the bus

Disciplinary Measures for Misconduct on the Bus

1. If students do not act appropriately on the bus, the principal will notify parents and we will work together, either over the phone or in person, to help the student set clear goals for safe, appropriate and respectful behavior on the bus.
2. If nonviolent inappropriate behavior continues, the student may be prohibited from taking the bus for a period of from one to three days.
3. If child gets in a fight on the bus, he or she will be suspended from taking the bus for a period of three days.
4. If this violent behavior continues after the child resumes taking the bus, he or she will be suspended from taking the bus for the rest of the school year.

Physical Aggression

We teach children to use words to settle disputes, not physical aggression. We do not tolerate hitting, kicking, pinching or shoving. If a student hurts or clearly attempts to hurt another student physically, the principal will contact that student's parents and ask that the student go home for the remainder of the day. If this behavior continues, the child may be suspended for up to five (5) days. Parents will be contacted before this decision is taken. If no improvement is seen once the child returns, the school reserves the right to expel the child.

Bullying

At NYFACS, we address bullying with a speedy and thorough response. We define bullying as the purposeful, repeated use of mean words and/or actions that make another student feel bad. If a child is the victim of bullying at recess or at any point in the school day, we will work with both the victim and the bully separately, typically in the following manner:

Victims will receive support and initial counseling to make sure that they feel safe, know that bullying is not tolerated, and identify some positive aspects to school or recess to help them re-focus. During the next classroom meeting, the classroom teacher will discuss bullying with the class in a general way so that the victim and his or her classmates can think of ways that bystanders can help prevent this from happening again.

The principal will also notify parents of the victim and will consult with them if the school feels that ongoing counseling is appropriate for the victim. She will work with the family to identify together the best way to provide that support.

The school will also counsel the bully on a one-on-one. This counseling will focus on establishing that bullying behavior is not tolerated, trying to identify what the bully was seeking by bullying, and setting new goals for better behavior and kinder treatment of others. Research shows that this kind of response makes the greatest positive impact on the victim and the community. Students who bully will also need to formally apologize to their victims, in such a way that is meaningful and sincere.

All students will learn that students who bully will receive consequences that may include missed recess time or missed community events. If bullying continues the child will be suspended for a period up to five (5) days. If no change is made, the school reserves the right to expel the child.

If your child has been a witness, perpetrator, or victim of bullying, please tell the teacher or principal so that we can help.

Suspensions and Expulsions

The Principal may suspend a student from school due to disruptive patterns of behavior that present a danger to himself/herself or another pupil or that disrupt the class preventing the teacher from teaching. The following procedures will be followed:

1. Warning - A conference with the teachers, principal, and the parent to review patterns of behavior that might lead to suspension.
2. Suspension - A child who continues a disruptive pattern of behavior, or has endangered himself/herself or another pupil, is removed from school to home for one (1) to five (5) days. The purpose of this suspension is to emphasize the seriousness of an incident and/or to gather information concerning general patterns of behavior.
3. Expulsion - When the school has done all in its power to modify a child's behavior and the child's behavior continues to be a danger to the school or other children, or becomes so disruptive that teaching and learning cannot continue with the child in the class, the child may be expelled from the school.