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THE DEVELOPMENT OF A RESPONSIBILITY EDUCATION PROGRAM
WITH A STUDENT HANDBOOK OF RULES, RIGHTS
AND RESPONSIBILITIES FOR INTERMEDIATE STUDENTS
(TITLE)

BY

LYNNE PELLEGRINI PADOVAN

FIELD STUDY

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

Aug 26, 1980
DATE

ADVISER

August 29, 1980
DATE

DEPARTMENT HEAD

THE DEVELOPMENT OF A RESPONSIBILITY EDUCATION PROGRAM
WITH A STUDENT HANDBOOK OF RULES, RIGHTS
AND RESPONSIBILITIES FOR INTERMEDIATE STUDENTS

By

LYNNE PELLEGRINI PADOVAN

B.A. IN SOCIOLOGY, SOUTHERN ILLINOIS UNIVERSITY, 1964

M.S. IN EDUCATION, SOUTHERN ILLINOIS UNIVERSITY, 1966

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at
the Graduate School of
Eastern Illinois University

CHARLESTON, ILLINOIS
1980

The development of a Responsibility Education program with a Handbook of Student Rules, Rights and Responsibilities for intermediate students was the object of this field study.

The approach used in the development of this Handbook of Student Rules, Rights and Responsibilities was the utilization of information gathered in visits to responsibility education programs throughout the state of Illinois conferences with initiators of responsibility education programs in other states, Illinois Office of Education materials, group discussions with intermediate students a study of Glasser behavior management theories and techniques, local and state directives on students' rights and responsibilities and the personal observations of this writer.

A planned program including teaching of school rules, in-service training and planning for teachers, parent education and leadership involvement by building administrators is essential to the program and the development of a Handbook of Student Rules, Rights and Responsibilities. Learning to live within the constraints of the school society is as important a preparation for life later on in a larger society as is knowledge of the multiplication tables. Clear expectations and carefully laid out consequences for misbehavior both maintain school discipline and teach children about the limits of socially acceptable behavior.

Therefore, effective student discipline results from establishing uniform, practical school policies and encouraging the understanding and involvement of the students, parents and staff.

Schools should create an image of an orderly rule-governed institution. Rules should be simple enough to be understood and followed by all students. Correction of any problems should be uniform under such policies.

Effective programs should include a plan for teaching school rules to students, in-service training for teachers and administration and parent education about the program. This field study is an attempt to initiate a positive approach to discipline in the intermediate grades by utilizing the Handbook of Student Rules, Rights and Responsibilities.

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INTRODUCTION

This field study is the development of a Responsibility Education program for intermediate grades. In the field study a Handbook of Student Rules, Rights and Responsibilities was created by students and their instructor.

The approach used in the development of this Handbook of Student Rules, Rights and Responsibilities was the utilization of information gathered in visits to Responsibility Education programs throughout the state, conferences with initiators of Responsibility Education programs in other states, Illinois Office of Education materials on Responsibility Education, group discussions with intermediate grade students, a study of Glasser behavior management theories and techniques, local and state directives on students' rights and responsibilities, and the personal observations of this writer. By using the information gathered from above sources, a suitable handbook and program for the handbook's use could be developed to meet the needs of the intermediate grades.

Student behavior and discipline procedures are consistently identified as one of the major problems facing school today. Year after year national polls find "discipline" to be one of the major concerns of parents. Polls of teachers reach similar conclusions. Parents and teachers agree that order and discipline are the foundation of teaching and learning. Some parents criticize schools for providing insufficient discipline; others attack schools for disciplining students excessively and in ways that violate civil and personal rights. Some teachers complain that the problem lies with overpermissive (or overly rigid) parents. The general public seems to believe that schools are not successfully disciplining students, and administrators frequently are seen, by both the public and teachers, as not enforcing rules regarding discipline.

Among factors presumed to have contributed to an increase in discipline problems during the past two decades are: more students stay in school until graduation; the media emphasizes the negative aspects of student behavior more than the positive; the schools are expected to assume many responsibilities formerly handled by the community, church, and home; and, there is a general increase in resistance to all authority by all aspects of our society.

In addition, there is an increase in drug and alcohol usage among students and a greater number of attendance or truancy problems. Students seem less respectful in their relationships with teachers and school personnel. Fighting and aggressive behavior seem to be on the increase

in schools. Each of these factors may be a reflection of trends in the behavior of the general public.

It is my personal contention that one of the most important factors in a successful pattern of school governance is the leadership style of the principal. The principal's ability to initiate a structure of order in the school is of paramount importance. A firm, fair and consistent structure of order is an important determinant of success to the establishment of a climate conducive to learning. In such a governance system, discipline and sanctions, as well as rewards, are handed out in an evenhanded fashion. Students, faculty and parents are aware of the consequences of specific acts and aware that exceptions are rarely made.

Particularly important is the principal's responsiveness to teachers' opinions about school policy. In some cases this may mean participation by teachers in decision making; in others it may mean a willingness to make known how decisions would be made and a practice of following these procedures with openness and honesty.

I believe the school principal has a key role in the development of good student behavior and in the application of disciplinary procedures. The principal is the administrator most able to bring together students, teachers, and parents to establish good communication, a vital element in the school discipline process. The principal must be visible and available to students, staff and parents.

It is my belief that in order to foster good student behavior, the principal should:

- 1) Provide inservice training for building staff.

There is a definite correlation between good classroom management and good student behavior. Teachers need the opportunity to learn good classroom management techniques. Very little instruction of this type is given in college education courses.

- 2) Assist in the development of a consistent discipline policy for the building and/or district which includes systematic procedures for dealing with students who misbehave.

- 3) Make sure students are aware of rules of behavior.

Rules must be published and students should acknowledge receipt of them.

- 4) Advise students of their rights of due process regarding the disciplinary procedures of the school.

- 5) Provide leadership in the establishment of alternative programs for serious discipline problems which disrupt learning for other students.

- 6) Handle the delicate role of supporting the party who is right in the disciplinary controversy, whether it be teacher, student or parent.

- 7) Use effective evaluation procedures to insure that good teachers are retained and ineffective teachers are dismissed. Ineffective classroom teachers seldom have good discipline.

- 8) Assist in the development of disciplinary procedures which reward good behavior rather than those systems which simply punish peer behavior.

Of equal importance to the role of the principal is that of the classroom teacher. A total commitment by all staff is vital in assuring the success of a good disciplinary program. Each classroom teacher has the responsibility to consistently and continuously engage his or her students in discussions and activities designed to enable the students to understand the disciplinary program and how the rules of the school reflect the disciplinary program. Each teacher has the responsibility for establishing rules and procedures for his or her classroom or area of assignment that are consistent with and supportive of the schools' disciplinary program. Each teacher has the responsibility for helping each of his or her students learn responsible behavior through individual counseling and by seeking appropriate assistance from the principal, special services personnel, and other staff members. Each teacher has the responsibility for referring rule violations to the appropriate staff member. Each teacher is responsible for establishing rules and procedures for his or her classroom or area of assignment that are supportive of the school disciplinary program. Each teacher should help students accept his or her responsibilities and exercise his or her rights. Each teacher should involve parents to help children learn desirable behaviors.

Having spent a considerable number of years in the classroom, working with a variety of administrators, and pursuant with the philosophy I have developed toward discipline, my field study is an attempt to initiate a positive approach to discipline at the intermediate grade level. My project is the development of the Handbook of Student Rules, Rights and Responsibilities which is an appendix to this paper.

LOG

September 7, 1979 Initial contact conference with building administrator.

September 13, 1979 Follow-up conference with building administrator. Outline rationale for project.

September 14, 1979 Contact I.O.E. in Springfield, Ill. - Program Planning and Development for Responsibility Education information.

September 19, 1979 Contact Ms. June Scannell, Ed. Consultant Area IV Program Services, I.O.E., Rantoul, Ill.

October 4, 1979 Contact Dan Mash, Director of I.C.E.I. for funding of proposed visits to Responsibility Education program.

October 5-7, 1979 E.I.U. library for review of literature on Responsibility Education.

October 9, 1979 Telephone interview with Arden Smith and Marcia Leverte, TACT Project (R.E. program) Doylestown, Pa. Request materials from their program.

October 16-17, 1979 On-site visits to Bourbonnais, Ill. - Responsibility Education program project; Urbana, Ill. - Leal School Responsibility Education program.

October 29, 1979 Request slide/tape presentation on Responsibility Education from I.O.E. offices in Rantoul, Ill.

November 9, 1979 Preview slide/tape presentation.

November 12, 1979 Meeting with intermediate staff to request assistance with my project. Show slide/tape presentation on Responsibility Education.

November 13-30, 1979	Individual meetings with each intermediate teacher. Explain my project, solicit cooperation and permission to use their students in project.
December, 1979	Meeting with advisor for Field Study project.
December, 1979	Collection and review of student handbooks from Mattoon Junior High, Charleston Senior High School, Charleston Calendar Handbook.
January 4, 1980	Interview with Mr. Mark Nelson, Attendance Officer for Mattoon.
January 7, 1980	Request copy of state student rights and responsibility handbook from Regional Superintendent.
January-February-March, 1980	Bi-weekly classroom meetings with each intermediate class to introduce students to project and write/discuss rules-rights-responsibilities of students.
January-February-March, 1980	Weekly faculty meetings with intermediate teachers for up-date and progress reports on project.
January-February-March-April-May, 1980	Monthly meeting with building administrator for up-date on project.
January-February-March, 1980	Prepare drawings and draft pages of handbook.
March 3, 1980	Meeting with advisor for Field Study for review of project to date.

March 4, 1980	Submit completed pages of rough draft to typist.
March 11-21, 1980	Begin to compile lists of rules from data gathered from classroom meetings with students.
March 14, 1980	Meeting with all intermediate students and teachers for review of rules they have written and submitted.
March 15-17, 1980	Revision of rules pages according to correction and/or additions submitted by students and teachers.
March 17-21, 1980	Drafting pages for Fighting, Assembly, Loitering, Extortion, Theft, Littering, Damage. Submit rough copies to typist.
March 24-25, 1980	Distribute pages of handbook as completed to date for review by cooperating teachers and building administrator.
April 7, 8, 9, 1980	Revision of pages and drawings.
April 10, 1980	Meeting with cooperating teachers for review of handbook with suggested changes.
April 15, 1980	Meeting with typist to review pages to be typed.
May 5, 1980	Meeting with Field Study advisor for review of project to date.
May 5-31, 1980	Work on written explanation of Field Study project.
August, 1980	Submit paper and handbook to advisor for final approval.

SELECTED ACTIVITY ANALYSES

As previously stated the Handbook attached as an appendix is the first step in a disciplinary program for the intermediate grades. I propose a program that includes the Handbook as a resource/teaching/learning tool; a program of staff in-service, continuing in-service on an "as needed" basis; parent education utilizing small group informational meetings (classroom by classroom) and PTA involvement. Such details as behavioral consequences would be clearly defined and agreed upon by all concerned parties prior to implementation.

As an initial step in the construction of the Handbook I met on several occasions with the students and teachers of each intermediate class in Columbian Elementary School, Mattoon, Illinois. In our group meetings discussion centered upon the necessity of rules, as well as rules they felt were necessary for the welfare of all students and the efficient operation of their school. The result of these meetings are the rules listed under the following headings in the Handbook: Rules for Common Areas, Halls, Water Fountains, Restrooms, Assemblies, Lunchroom, Playground, Staying In Classrooms Due To Weather. Thus, the rules in the handbook section Rules For Common Areas were written especially for and by the students of Columbian School. Other rules and/or regulations are either a result of the classroom discussions or district and state policy. I would suggest that anyone wishing to adopt the Handbook for use in their schools would need to implement this particular section in a similar manner.

There are several inherent problems in my field study, not the least of which is time. A considerable investment of time is required to schedule classroom meetings, orient students and have them produce meaningful rules. This task requires utilizing many skills on the part of the students as well as the discussion leader. Patience is another prerequisite for this project as many, many discussions are usually necessary to reach a consensus among the students. More time would also be required to systematically teach the Handbook concepts.

Furthermore, the attempt to implement such a program implies belief in a particular philosophy/theory of discipline. As a staff member I do not feel I have the right to either sell or impose my personal philosophy on other staff members; nor do I have the responsibility for disciplinary matters and/or decisions, or the real authority required to work toward implementation of the entire program. A program of this nature must of necessity be initiated by the building administrator with close cooperation from teaching staff.

I would not recommend attempting this particular project unless one held the position of building administrator. The program cannot succeed without a strong commitment on the part of the building administrator and staff to the principles previously mentioned.

SUMMARY

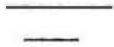
A planned program including teaching of school rules, in-service training and planning for teachers, parent education and leadership involvement according to those characteristics mentioned previously for principals, serves two critical purposes. It establishes "discipline", allowing teachers to continue class instruction unimpeded and it constitutes an important part of the curriculum. Learning to live within the constraints of the school society is as important a preparation for life later on in a larger society as is knowledge of the multiplication tables. Clear expectations and carefully laid out consequences for misbehavior both maintain school discipline and teach children about the limits of socially acceptable behavior.

Therefore, effective student discipline results from establishing uniform, practical school policies and encouraging the understanding and involvement of parents.

Schools should create an image of an orderly rule-governed institution. Rules should be simple enough to be understood and followed by all students. Correction of any problems should be uniform under such policies.

Effective programs should include a plan for teaching school rules to students, in-service training for teachers and administration and parent education about the program.

HANDBOOK



STUDENT RULES, RIGHTS AND RESPONSIBILITIES

Handbook Written and Prepared

By

Lynne P. Padovan

INTRODUCTION

Dear Parents/Guardians,

This booklet has been especially written for the elementary students of Columbian School, because we feel the development of good citizenship is an important part of a child's education.

The school hopes you will read this booklet with your child. If you have any questions, please contact the principal of your child's school. After reading this booklet please sign the line below for the parent, and have your child sign the line for student. Then send the booklet back to school with your child. Your child will use this booklet from time to time throughout the school year in class discussions about citizenship.

(Parent's Signature)

(Student's Signature)

INSIDE A RESPONSIBLE CLASSROOM THERE IS

MUTUAL RESPECT
not Fear or Ridicule

ENCOURAGEMENT
not Criticism or Unconcern

SHARED RESPONSIBILITY
not Sole Responsibility or Undependability

CONSEQUENCES FOR BEHAVIOR
not Punishment or Inconsistency

SHARED DECISION MAKING
not Judgment or Indecision

INFLUENCE
not Power or Weakness

COOPERATION
not Competition or Control

TEACHER FACILITATION AND LEADERSHIP
not Command or Desertion

DESIRE TO LEARN FROM WITHIN
not Imposed Learning or Indifference to Learning

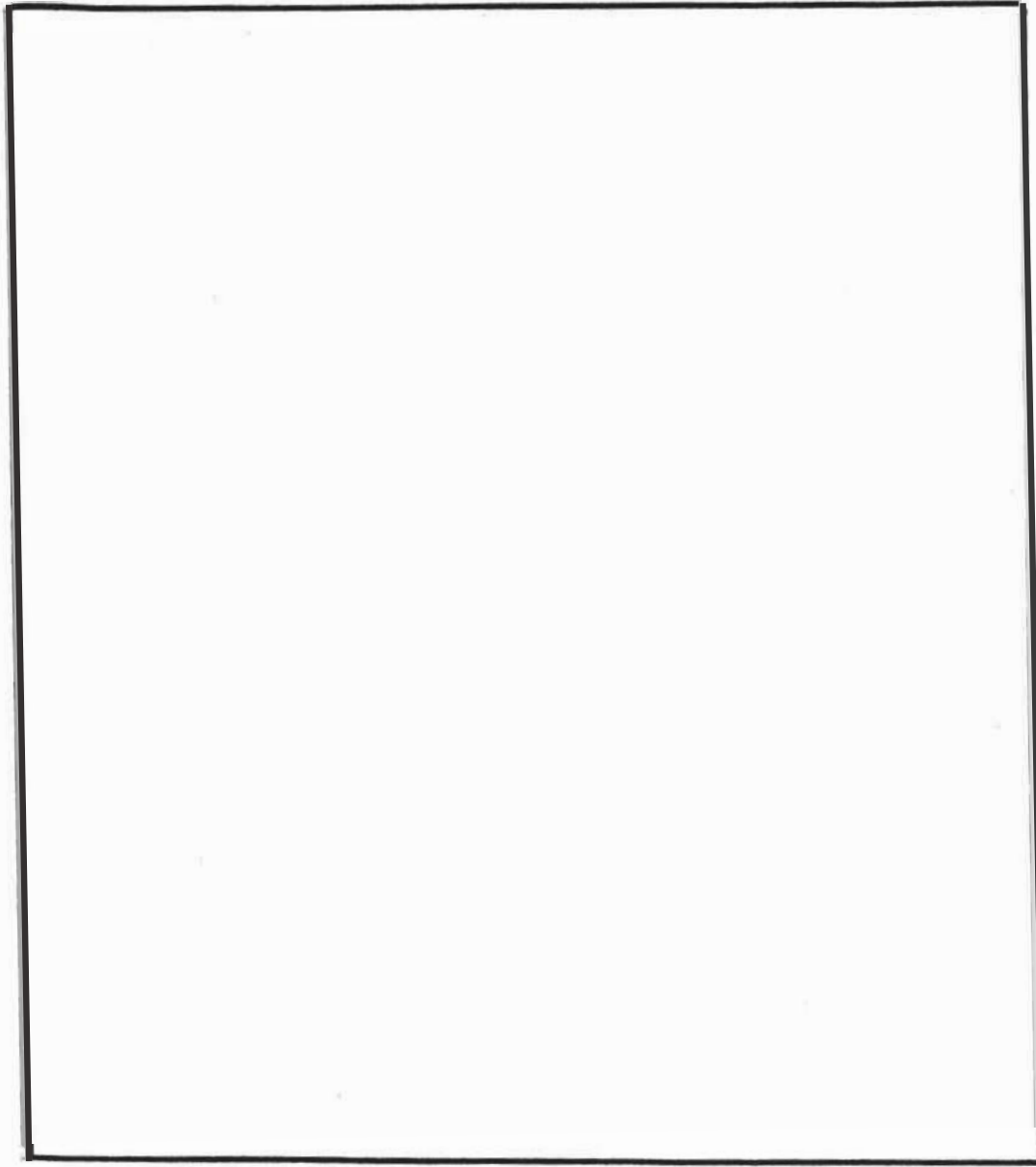
FREEDOM AND ORDER
not Dictatorship or Chaos

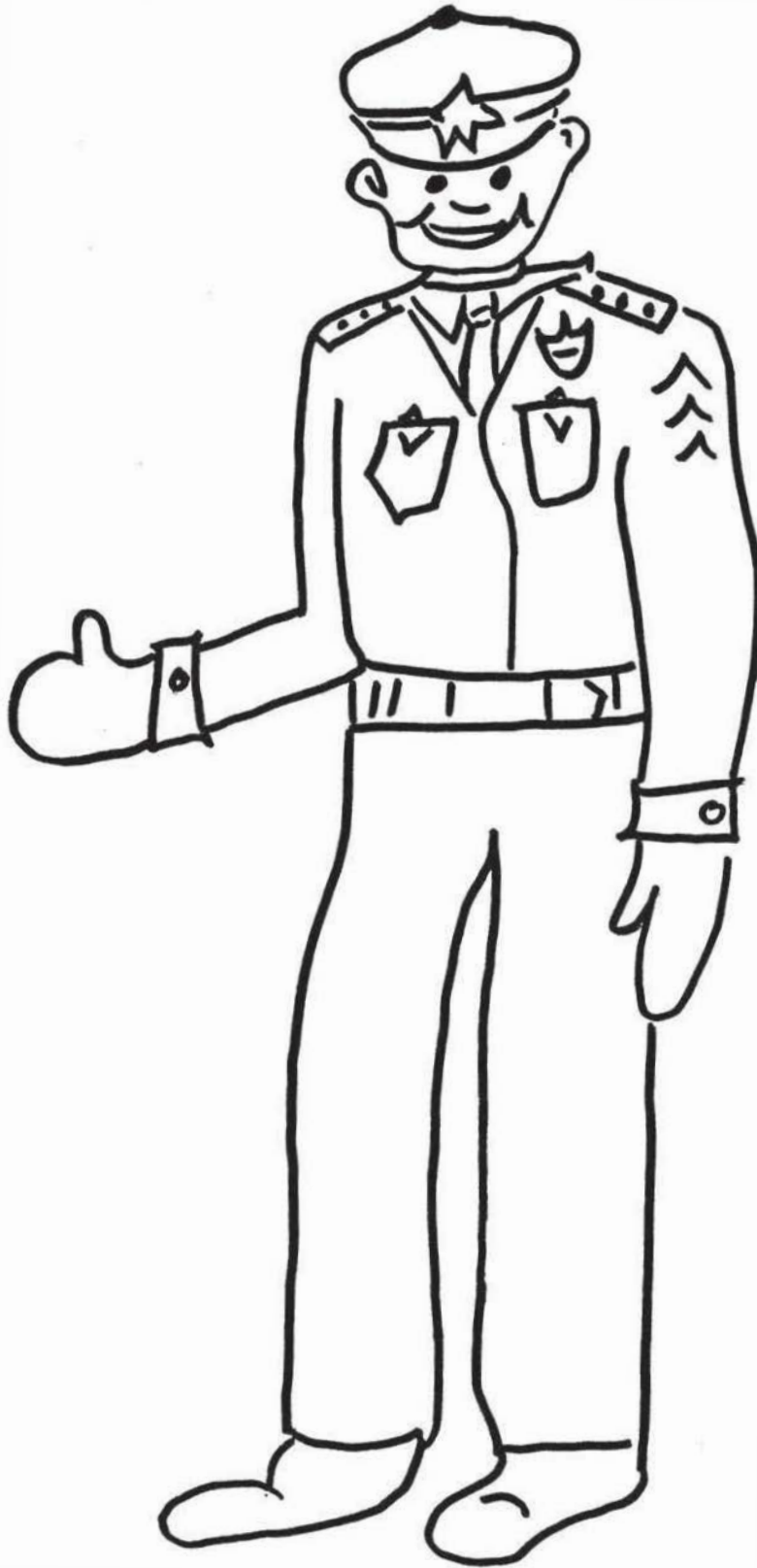
Leverte and Smith

CLASSROOM RULES

Teachers may establish reasonable rules in their classroom to assist in providing a good environment for learning. Students are to follow these rules and may be disciplined for not following them.

MY CLASSROOM RULES

A large, empty rectangular box with a black border, intended for students to write their own classroom rules. The box is centered on the page and occupies most of the lower half of the document.



Students, as citizens, are to obey all the rules established for their school. Students who disobey rules during school or at school-sponsored events may be disciplined.

RULES FOR COMMON AREAS

The following rules were written especially for Columbian School by the students.

HALLS

1. No running.
2. Talk quietly; only when and if talking is necessary.
3. Do not disturb other classes by your actions.
4. Walk up/down all stairs; take one step at a time.
No pushing or sliding on stair-rails.
5. No loitering in hall. Go directly to where you are supposed to be--without stops at unauthorized places.

WATER FOUNTAINS

1. Make use of all fountains available.
2. Stand quietly in line; keeping your hands and feet to yourself.
3. Do not "spit or flick" water on others or on the floor.
4. Take your turn for a drink quickly as others are waiting.

RESTROOMS

1. Enter restrooms only after asking permission from supervisors.
2. No loud noises or talking. Talk quietly; only if and when necessary.
3. Do not "spit or flick" water on others or on the floor.
4. Do not loiter in the restrooms. Enter and leave as quickly as possible.
5. Use equipment properly.

ASSEMBLIES

1. Enter and leave assembly quietly. Sit with your class.
2. Keep your hands and feet to yourself.
3. Do not talk or make noises (booing, whistling, etc.)
4. Do not leave assembly without permission. Do not leave your seat without permission.
5. Be polite to guests by not interrupting. Raise your hand to answer questions or to talk.
6. Listen and/or watch speaker or program.
7. Sit, do not lie on floor.

LUNCHROOM

1. Line up in classroom (tickets together, sacks together, etc.)
2. Enter lunchroom quietly in single file. No cutting in line. No running in lunchroom.
3. No talking in the lunch line (whispering is permitted at tables.)
4. Keep hands and feet to yourself in line and at the tables.
5. Sit at table designated by supervisors.
6. Do not save places at table.
7. When finished eating raise hand to be dismissed by a supervisor.
8. Line up along stage or east wall until a supervisor is ready to take you out or back to your classroom when staying inside.
9. Use good table manners.
10. Do not trade food or give away your food.
11. Use lunchroom equipment properly and do not remove equipment (straws, etc.) from lunchroom.

PLAYGROUND

1. No throwing balls against building or on roof (students lose one noon-hour).
2. No entering building after lunch without permission. No entering building at recesses without permission.
3. Candy or gum on playground or in room is not permitted.
4. Swings must be used correctly.
5. No playing allowed next to streets where there is no fence.
6. Students must have permission to cross street to retrieve lost balls.
7. No climbing fences or backstops.
8. No playing allowed in driveway or around cars.
9. No fighting or throwing rocks, snow, etc.
10. Stay out of mud (intermediate stay on blacktop.)
11. Students taking equipment out are responsible for its return.
12. Students must use same door used by their class.
13. Softball can only be played on North baseball diamond.
14. Students waiting in line to bat or just watching must stay behind the fence.

STAYING IN CLASSROOMS DUE TO WEATHER

1. Students must have permission to leave room.
2. No running in the classrooms.
3. No throwing of objects in the classroom.
4. No standing in chairs or on tables or desks.
5. No yelling or screaming.

FOR SCHOOL BUS RIDERS

School bus riders, while in transit, are under the jurisdiction of the school bus driver.

Failure to obey bus regulations may result in disciplinary action.

1. Be on time at the designated school bus stop. Help keep the bus schedule.
2. Stay off the road at all times while waiting for the bus.
3. Be careful in approaching the place where the bus stops. Do not move toward the bus until the bus has been brought to a complete stop.
4. Do not leave your seat and do not stand up while the bus is in motion.
5. Be alert to a danger signal from the driver.
6. Remain in the bus in the event of a road emergency until instructions are given by the driver.
7. Keep hands and head inside the bus at all times after entering and until leaving the bus. Do not throw anything out of the bus windows.
8. Remember that loud talking and laughing or unnecessary confusion diverts the driver's attention and could result in a serious accident.
9. Be absolutely quiet when approaching a railroad crossing stop.
10. Treat bus equipment as you would valuable furniture in your own home. Never tamper with the bus or any of its equipment.
11. Assist in keeping the bus safe and sanitary at all times. No eating is allowed on the bus.
12. Carry no animals on the bus.
13. Keep books, packages, coats, and all other objects out of the aisles.
14. Leave no books, lunches, or other articles on the bus.
15. Be courteous to fellow pupils, and the bus driver.
16. Help look after the safety and comfort of smaller children.
17. Do not ask the driver to stop at places other than the regular bus stop or let you off at stop other than your regular stop; he is not permitted to do this except by proper authorization from a school official.
18. Observe safety precautions at discharge point. Where it is necessary to cross the highway, precede to a point at least 10 feet in front of the bus on the right shoulder of the highway, where traffic may be observed in both directions. Then wait for a signal from the bus driver permitting you to cross.
19. Observe the same rules and regulations on other trips under school sponsorship as you observe between home and school. Respect the wishes of the chaperone appointed by the school.

RESPONSIBILITIES AND RIGHT TO AN EDUCATION

Every student has a right by law to an education. There are, however, two very important things a student must do faithfully to protect his/her right. Those two things are: attend school and participate in learning activities. There are many other things responsible students do while they are student's, but nothing is more important than doing the school work assigned by their teachers and being in school regularly.

ATTENDANCE RESPONSIBILITY

A student's right to an education in Illinois is guaranteed by state law. Illinois compulsory laws state that students must be in attendance at school until they reach the age of sixteen. The law further states that a student's attendance is the responsibility of the student, parent(s), and/or guardian(s). Any student who fails to attend school regularly and/or fails to be in his/her class on time may be disciplined.

EXCUSED ABSENCES

1. Illness of student
2. Serious illness of a member of the immediate family.
3. Death in the immediate family.
4. Medical and/or dental appointments which cannot be taken care of during out of school hours.
5. Trips on school business.
6. Religious holidays.
7. Emergency situations.

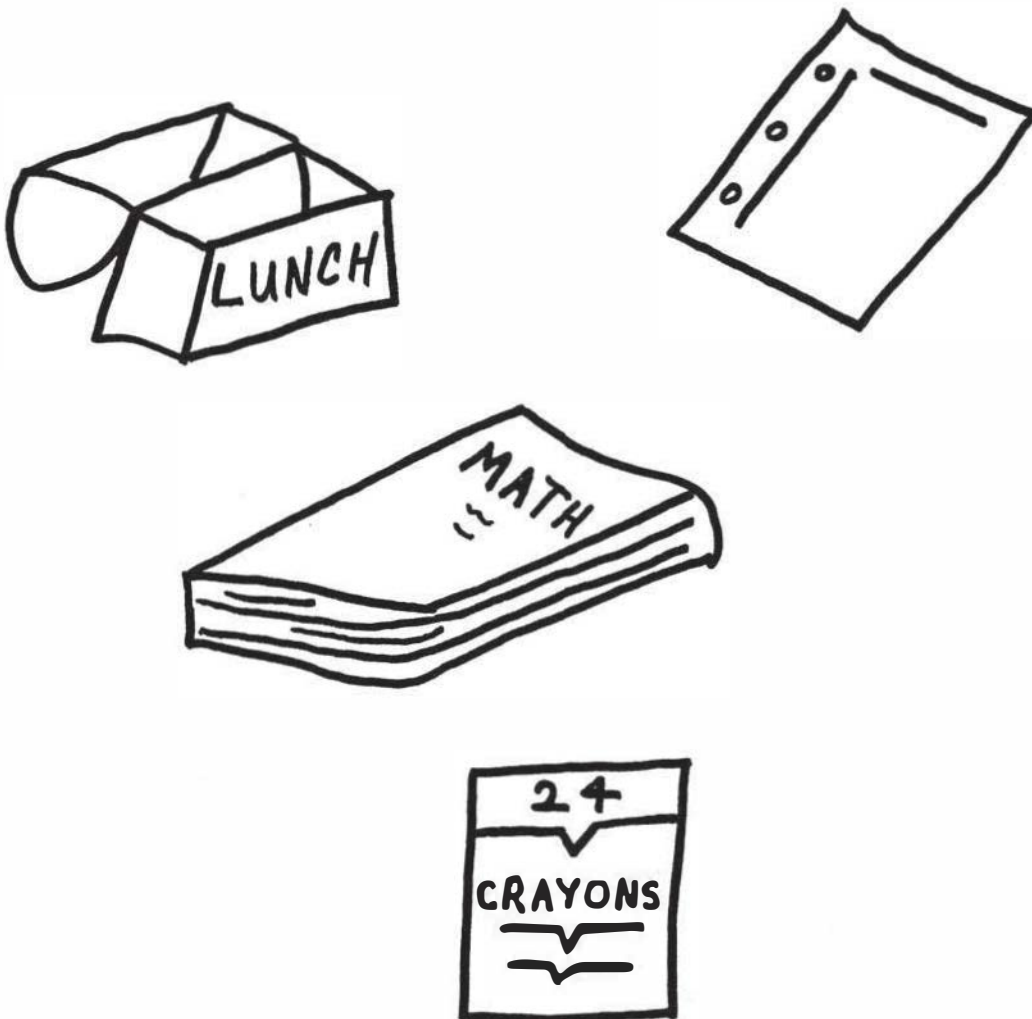
All students returning to school after an absence shall bring an excuse signed by parent(s)/guardian(s) stating the reason for, and the date of the absence.

Any student who leaves the school before the normal dismissal times must check out of school with his/her teacher and through the office. Reasons other than illness must be substantiated by written communication from parent(s)/guardian(s).

The staff of Columbian School urge all students and parents, and/or guardians to be aware of the value of regular school attendance.

ACADEMIC RESPONSIBILITY

Students are obligated to complete all school work assigned to them by their teachers. Students are also responsible for bringing materials, as indicated by grade level supply lists, to class regularly. Any student who fails to show a sincere and regular effort to be prepared for class and to complete assigned school work may be disciplined for being academically irresponsible.



RESPONSIBILITY AND RIGHT TO FREEDOM OF ASSEMBLY

The right to assemble in a school building on school grounds or at school activities can be protected by students fulfilling the following responsibility:

1. Students may not remain in school building, or on school grounds without the permission of school personnel after school is dismissed or the activity is completed.
2. Students may not assemble in unauthorized areas or hallways during the school day when classes are in session.

Students who fail to assume this responsibility may be disciplined.

MAKING OR DEFACING SCHOOL OR PRIVATE PROPERTY

Students are not to write, draw, or mark on any way with items like pencils or pens on school property or the property of other students and school personnel.

DAMAGE OR THEFT OF SCHOOL OR PRIVATE PROPERTY

1. Students are not to participate in any activity not properly supervised by school personnel that could possibly damage school or private property.
2. If school property or private property is damaged by a student, he/she is financially responsible for all damages and may be disciplined.
3. Students are prohibited from borrowing without permission or stealing private or school property. Students who do either of these things may be disciplined.

RESPONSIBILITIES OF STUDENTS WHEN EXPRESSING THEMSELVES

The right to freely express oneself is justifiably tempered with responsibilities to insure that the expression made does not interfere with the rights of others.

When students express themselves at school or at school-sponsored activities, they must abide by the following requirements.

1. The expression cannot contain words that are considered obscene, profane, vulgar, off-colored or gutter words (four-letter words), or phrases which contain threats or physical gestures which are offensive or threatening to anyone hearing or seeing the expression.
2. The expression may not contain words, phrases, or gestures that ridicule or belittle others.
3. The expression may not encourage other persons to be disobedient, or violate school rules and/or responsibilities.
4. The expression of the student may not be unusually loud, or interfere or obstruct any lawful mission, process function or purpose of the school.
5. The expression may not be slanderous: meaning that what is said cannot be harmful to the reputation of the person spoken to or about; that what is said must be truthful.
6. The expression may not be libelous: meaning that what is written cannot be harmful to the reputation of the person written about or to; that which is written must be truthful.

Any student who fails to meet these requirements when expressing himself/herself may be disciplined.

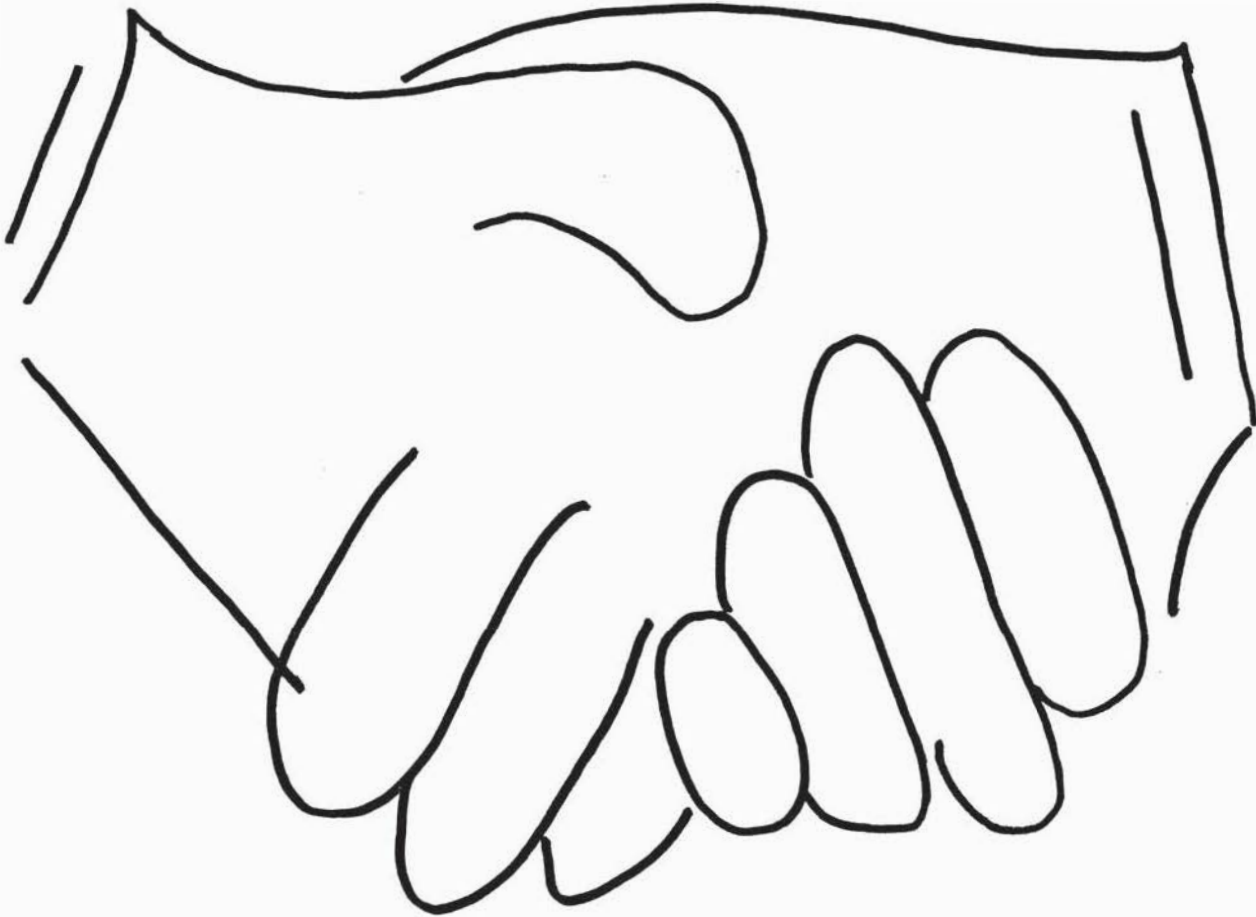


Students are to comply with reasonable directions or requests of teachers, student teachers, substitute teachers, teacher aids, librarians, secretaries, principals and other school personnel during any period of time the student is properly under the authority of school personnel. Students should also identify themselves when asked to do so by school personnel. Any student who fails to comply with directions or requests of school personnel will be considered disobedient.



BEHAVIOR TO AND FROM SCHOOL

Students are not to interfere with the ability of other students to travel to and from school safely without verbal or physical harrassment.



FIGHTING

1. Students shall not engage in verbal or physical fights in school buildings, on school grounds, at school sponsored activities, or on their way to and from school.
2. Students are prohibited from hitting, striking, kicking or in any other way harming another student or school personnel.

Students who fail to assume this responsibility may be disciplined.

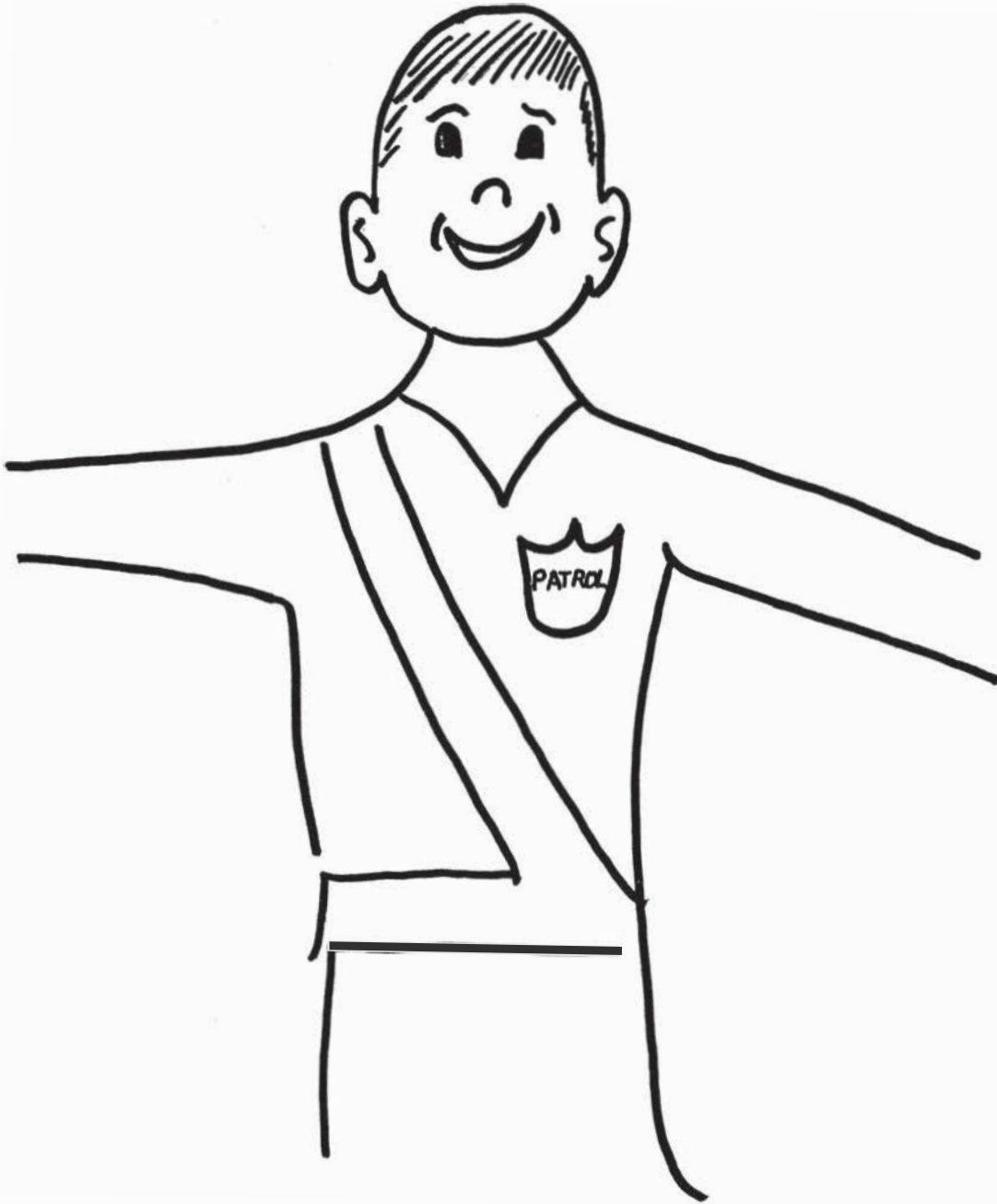
Pitch in!



LITTERING

Students are to use proper trash containers for throwing away. Students who drop things on the floors, school grounds, or leave things on school furniture that should be placed in trash containers will have violated this rule and may be disciplined.

ALWAYS OBEY YOUR SAFETY PATROL!



The job of the school safety patrol is to protect our students. Students who do not obey the safety patrol may be disciplined.

If you don't give me your pencil, I'll get you after school!



TELL YOUR TEACHER IF SOMETHING LIKE THIS HAPPENS.

Threatening or intimidating another student for the purpose of, or with the intent of receiving money, privileges, or property from a student is prohibited at school, on school grounds, at school sponsored events, or going to and from them.

I AM A GOOD CITIZEN WHEN:

A large, empty rectangular box with a thick black border, intended for students to write their responses to the prompt above.

CONCLUSION

This handbook has been written to assist students in becoming responsible members of our society. Students, in preparing for their various roles in adult society must be conscious of their rights and committed to their responsibilities. Protect these rights by being responsible school citizens.

Your teacher(s) and principal(s) are available to assist you in understanding the important things written in this handbook. Ask them questions if you do not understand the meaning of anything in this handbook.

This is to certify that

has been awarded the
GOOD CITIZENSHIP AWARD
for

Teacher/Principal

Date



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