

STUDENT CODE OF CONDUCT

INTRODUCTION

The Litchfield School Committee is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible and involved citizens.

To achieve this goal, the Litchfield School Department has established a set of expectations for student conduct. These expectations are based on the values identified as essential to ethical and responsible behavior.

Respect	Honesty	Compassion
Responsibility	Trustworthiness	Courage
Positive Attitude	Pursuit of Quality	Fairness
Kindness	Service	
Tolerance	Self Confidence	

The School Committee believes that each member of the school community should take responsibility for his/her own behavior. To that end, the School Committee recognizes the need to define unacceptable student conduct, identify the possible consequences for unacceptable conduct, and ensure that discipline is administered fairly, promptly, and appropriately.

Having considered the input of administrators, parents, students, and the community, the School Committee adopts this Student Code of Conduct (“Code”), consistent with the requirements of 20-A MRS A § 1001(15) (adoption of Student Code of Conduct).

The Code applies to students who are on school property, who are in attendance at school or any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

SCHOOL COMMITTEE POLICIES RELATED TO STUDENT CONDUCT

The School Committee has adopted the following policies and administrative procedures to address areas of particular concern.

Carrie Ricker Middle School and Libby-Tozier School

School Behavior Code

When students follow the school community expectations, they help build a positive school climate and support learning.

When a student is not meeting the school community expectations, natural and logical consequences will be used as much as possible as the first step to correct the behavior. A natural and logical consequence is a direct result of an individual's behavior (example: if a student mishandles food in the cafeteria, the privilege of using the cafeteria may be forfeited). Classrooms have postings of expected behaviors and logical consequences.

Consequences:

- PLANNING ROOM/TIME OUT - A student who has committed a serious infraction of a school rule or who is causing a disruption to his or her classroom will be sent to the planning room.
 - a. Student will complete a life space interview. Time out guidelines:

Grades 4-5	30 minutes
Grades 6-8	60 minutes
 - b. The life space interview will be reviewed by an administrator or his or her designee with the student.
 - c. The parent/guardian is called and informed of the situation or will receive an administrative referral form through the student.
 - d. **The student is sent back to class if it is deemed appropriate.** Further disciplinary action may be taken, depending on the severity of the incident.
- DETENTION POLICY - DETENTION IS SERVED AFTER SCHOOL AND IS ASSIGNED BY EITHER THE OFFICE OR STAFF, AS APPROPRIATE.

Students in violation of school/classroom behavior rules will be required to serve detention. Detentions are served after school. Detention will be thirty minutes for grades 4-5 and sixty minutes for Middle Level students. **Transportation home is not provided by the school.** During detention, students must do school work or reading of assigned material. No talking is allowed.

