# Code of Conduct:
## A Guide to Self-Discipline & Personal Responsibility

**Revised Fall 2014**

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**The FHM Mission:** *Through the Montessori philosophy, we inspire every child to learn and grow as a responsible global citizen in a collaborative, peaceful, and safe environment.*

**The FHM Vision:** *We seek to transform our community by developing students who pursue their full potential, understand their global responsibilities, and respect others, self, and the environment.*

Dear Parents and Guardians of Free Horizon Montessori students,

In her book, *Education for a New World* (1946), Dr. Maria Montessori stated "…education is a natural process carried out by the human individual, and is acquired not by listening to words, but by experiences in the environment." As such, self-discipline and personal responsibility is learned in the living of life which demands adults give space for the process of learning through mistakes, conflict, and challenge. At Free Horizon Montessori (FHM), we endeavor to provide an environment that sets clear standards and expectations while also being supportive of the natural development of self-discipline and personal responsibility.

This Code of Conduct describes the policies and practices at FHM as we guide the emotional and social development of our students. Our expectations revolve around respect and responsibility for oneself, the environment, and others, as well as the ability to work with others in harmony – even in the face of disagreement and conflict. To achieve this, we define both the rights and responsibilities of our students.

These rights and responsibilities are specified on the following pages as well as in the Jeffco Public Schools publication, *Conduct Code and Related Policies, Fall 2014*[1]. These will also be discussed with students regularly by all members of our faculty. If a behavioral problem or conflict arises, we believe it should be addressed promptly and thoughtfully. Further, we believe that any discipline process must provide the opportunity for students to learn problem-solving and conflict resolution techniques, ownership and self-discipline practices, and methods of forgiveness and acceptance.

To teach these skills we require open communication and partnership with parents/guardians. Please review this handbook with your child(ren) to learn about FHM's and Jeffco Public Schools' policies on conduct and discipline and discuss how their decision making at school ultimately influences the balance between privileges and responsibilities. When the home environment supports the concept that students have responsibilities as well as rights, behavior problems are less frequent within the school environment. **After review, all parents as well as all students who are in 1st grade and above must sign the last page of this handbook and return it to the office to be included in your child's's file.** If you have questions or concerns regarding this policy, please feel free to call the school. Thank you for partnering with us as we build independent, respectful, and responsible global citizens.

Sincerely,

Kresta M Vuolo

Kresta Vuolo
Principal

[1] http://www.jeffcopublicschools.org/publications/2014-15%20ConductCode%20%20FINAL%20.pdf, as accessed 28 August 2014

## Promoting Self-Discipline and Personal Responsibility

We are not born with the abilities of impulse control, self-discipline, or personal responsibility. These are aspects of "Emotional Intelligence" (EI) that are learned in the preschool and elementary years. During these years, children step into the social world and begin to practice the skills of getting their needs met while also respecting and responding to the needs of others. They learn ways to find and set their own personal boundaries, how to recognize and state their own personal needs and wants, and how to accept and live within the social expectations, rules, and laws of the world around them.

At FHM, EI is integral to our everyday teaching. It involves:

- building a vocabulary of words to describe emotions and feelings
- recognizing internal and external perspectives
- practicing with the many modes of communication
- exploring quality character traits
- learning personal advocacy skills
- learning skills of conflict resolution
- ultimately gaining a deep understanding of how a person who practices self-discipline and personal responsibility becomes a leader and a model global citizen.

While this handbook describes the overall policies and practices for handling both minor and serious misbehavior, we want our community to know that, secondary to student and staff safety and security, our goal is to advance the Emotional Intelligence of each and every student and empower them to relate and interact as independent, respectful, and responsible citizens. **As each child is unique, and because Emotional Intelligence is developmental in nature, faculty will respond to students in accordance to their developmental and normative age-level abilities.**

***The following Student Rights, Responsibilities, Behaviors, and Expectations apply to ALL school-related activities both on- and off-campus.***

*(This includes, but is not limited to: all on-site school days, Before and After Care, off-campus day and overnight trips, school clubs and enrichment programs, school-sponsored events, student participation in fundraisers, and FHM Summer Camps).*


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## STUDENT RIGHTS

**A right belongs to me and cannot be taken away by anyone. My classmates and teachers also have rights. In demonstrating responsibility, whether by word or in action, I commit never to take away the rights of others.**

Some important rights are:

1. I have the right to be safe at school.
2. I have the right to an education.
3. I have the right to be respected and treated with kindness and compassion at school.
4. I have the right to express myself respectfully, and if in conflict, tell my side of a situation.
5. I have the right to logical and fair consequences for inappropriate behavior.

## STUDENT RESPONSIBILITIES

**A responsibility is an obligation that I have to both myself and others because it allows for the rights of all to be enjoyed.**

Some important responsibilities are:

1. I am responsible for respecting myself, others, and school property.
2. I am responsible for interacting directly and kindly towards others and working to consider the rights of others (students and teachers) in our school community.
3. I am responsible for coming to school prepared to learn.
4. I am responsible for working to the best of my ability.
5. I am responsible for seeking support from adults in my school if I have questions, concerns, fears, or need help in any situation.
6. I am responsible for my actions.
7. I am responsible for working with others to make our school a wonderful place where everyone can feel safe and learn.

## UNACCEPTABLE BEHAVIORS REQUIRING IMMEDIATE ACTION BY AN ADULT

**An unacceptable behavior is when my words, actions, demeanor, and/or choices are hurtful towards myself, others, and/or the environment.**

Examples of this type of behavior are:

1. Disrupting or impeding the work of others.
2. Encouraging others to misbehave.
3. Swearing or talking about inappropriate or offensive subject matter.
4. Speaking negatively or in a personally hurtful way about another person.
5. Talking back disrespectfully and arguing with school staff members or volunteers.
6. Intentionally disregarding directions in the classroom, lunch area, playground, and other common areas, or at a school-sponsored activity.
7. Lying or falsifying the facts of a situation or person.
8. Threatening harm, harassing, or intimidating any person or animal for any reason.
9. Physically or emotionally hurting another person.
10. Stealing.


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11. Destruction of or threatening destruction of any school or classroom material, property of others, our school building, school transportation vehicles, or the property on which a school-sponsored event is held.
12. Fighting or inappropriate rough-housing.
13. Touching another person inappropriately or in a private area.
14. Any sexual harassment, whether physical or verbal, in person or via written or electronic means.
15. Unauthorized possession, use or distribution of any medication or drug, including prescribed and/or over-the-counter medication while at school or at a school-sponsored event.
16. Bringing tobacco, alcohol, an illegal or dangerous drug, and/or drug-related paraphernalia to school or any school-sponsored event (including marijuana, synthetic marijuana, vaporizers, etc.).
17. Bringing any weapon to school or a school sponsored-event or using something as a weapon against another - a knife of any kind is considered a weapon.

**SCHOOL-WIDE EXPECTATIONS**

**I will:**

- yield to Primary students, helping them to feel and be safe and secure in school.
- keep my body (including hands) to myself, respect personal space, and use self-restraint.
- enter and leave interior rooms and the building in an orderly fashion, following school rules and adult directions at all times.
- use a quiet voice when inside the building.
- leave my toys and electronic devices that have not specifically been authorized by staff at home.
- speak without using profanity, derogatory slurs, or hurtful words.
- stop and listen to adults when they are talking.
- use all school equipment and materials properly and carefully.
- keep restrooms, hallways, cubbies, and common areas clean.
- interact with others in respectful, appropriate, and non-violent ways.

***PLAYGROUND EXPECTATIONS***

**I will:**

- treat everyone in a safe and helpful way.
- take turns and share equipment.
- use equipment correctly and safely.
- display positive sportsmanship.
- stay within defined boundaries.
- follow all rules.
- settle disagreements non-violently.
- clean up my outdoor space.


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- listen to and follow directions from the adults on the playground.

***LUNCHROOM EXPECTATIONS***

**I will:**

- use good table manners, saying please, thank you, and speaking respectfully to staff, peers, and volunteers.
- talk in a quiet voice.
- have appropriate table conversations.
- take only what I need.
- not share or trade my food.
- use the allotted time to consume my lunch and listen and respond to staff when they advise it is time to clean up, etc.
- wipe off my table and seat, pick up and dispose of trash, and sweep the floor as needed, leaving my space cleaner than I found it.

***ASSEMBLY AND SPECIAL EVENT EXPECTATIONS***

**I will:**

- sit quietly and respectfully during presentations.
- look at and listen to the speaker(s).
- clap to show my appreciation at appropriate times.

***FIELD TRIP AND EXCURSION EXPECTATIONS***

**I will:**

- behave safely, listen and respond to adults – always be prepared to hear the adult leader
- stay with and respect my group leader.
- behave in a responsible and respectful manner.
- follow all rules of conduct set by group leaders.
- speak quietly and respectfully in all vehicles.
- remain seated at all times in all vehicles and use seat belts and other safety equipment as available.

## CONFLICT MANAGEMENT PROCESS

We encourage FHM students to be assertive yet respectful and reasonable in the face of conflict. We deliberately teach self-advocacy skills that are non-violent and non-aggressive, and understand that these are learned skills that develop as children progress from preschool through their school years. We teach and model this approach through using practiced conflict management techniques. Please note that peaceful resolution is not about getting one's way or "winning;" it is about speaking up about one's own needs, listening to the needs of others, and finding a path towards co-existence, compromise and cooperation. There is give and take throughout life in all situations and relationships, and we support children in learning this fact,


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actively practicing positive behavior, and developing a healthy process of empathy and getting along with others while also respecting themselves.

**Primary Students:** When a conflict arises in which there is negative verbal or physical action towards another, students are directed to sit facing each other either on a rug or at a table and holding a rose or other special object designated for the conflict resolution process to guide one child speaking at a time. With a teacher mentor beside them, students take turns and speak one at a time. Typically,the student who has been hurt is allowed to speak first. Each student must listen to and acknowledge the other's words and are guided in learning the skill of acknowledging another point of view. Emphasis is placed on using statements that identify one's feelings and needs. For example:, "When you do [an action], I feel [an emotion]. I would like to feel [another emotion], so I ask you do [another action] instead." After viewpoints are shared, the students work to find peace and acknowledgment toward one another with the goal of giving authentic apologies. Teachers also support the creative process of developing ways of handling the problem differently in the future. On the whole, our teachers take time to model empathy for others and speak of the importance of using "I messages" (eg, "I feel disrespected when you interrupt me while I am talking."). Use of "I messages" helps to identify personal needs and boundaries, while avoiding assigning blame or mal intent to another person, and also promoting the importance of listening to the feelings of another. Disagreements and conflicts can thus become opportunities to openly share one's strong feelings, work through conflicting options and perspectives, and perhaps, in the end, gain personal insight in the process if not also a friend. Resolution is not demanded, as students may resolve to continue to disagree, at which point the students are instructed to work separately until enough of the anger has subsided to try peace-making again. For children at the primary age, this is often enough to solve the conflict at hand and the emotions are released easily with little long-term consequence.

**Lower Elementary Students:** Lower Elementary students follow the same process as Primary Students. The difference lies in two areas:

1. At this age, students are able to begin to guide their own problem solving discussions. If the students have demonstrated this ability, they will have an opportunity for self-resolution using the same techniques described above, but without a staff mentor. Please note though, that if students are not successful, a teacher or administrator will step in to guide the process. Students do this by presenting a designated object that represents the peace process (such as a rose) to the person with whom they would like to work through the conflict-resolution process. Once accepted, the two students move to an area where they can communicate and work through conflict resolution. Students can request support from an adult, if desired.

2. Emotions of an older child do not dissolve as easily as in a younger child. In short, Lower Elementary students are learning the art of holding a grudge. That makes teaching conflict resolution techniques all the more important. Follow-through is vital at this age, and if a conflict continues to disrupt the student's educational day or that of anyone else, students will be instructed to return to the discussion area with a staff mentor to repeat the process. If the conflict continues, both students will work with the Dean of Students/Assistant Principal or School Counselor/Social Worker to determine a conflict management plan to guide students' interactions. Such a plan may be for a short or long period, depending upon the demonstrated ability levels of the students.


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Please Note: All students begin with staff mentors as part of the conflict-resolution process until they demonstrate an ability of independence in this process. Our experience shows that most students learn to resolve most of their issues among themselves sometime during the lower elementary years.

**Upper Elementary and Middle School Students:** Upper Elementary and Middle School students require a great deal of empowerment in resolving their own conflicts, and are more apt to be in larger social conflicts that involve groups of peers. Even so, the conflict resolution process is still used, but without the props of a 'peace rug,' 'peace rose,' or defined space for resolution. Students often request to problem-solve on their own, or seek a 'quiet guidance' from faculty whom they trust. The 'quiet guidance' is space for kids to talk in an adult's presence without immediate judgment or response from said adult. The adult listens, questions, and supports personal discovery and responsibility with a goal of guiding students in seeing the connections between their personal actions upon the world around them - both seen and unseen. These older children crave independence, and our role is to give it in equal measure to their ability to conduct themselves with respect and responsibility for themselves, others, and the environment. We hold these students to exceptionally high behavioral standards and challenge them to advance their understanding of the ethics involved and responsibilities inherent to global citizenship. For Middle School students, a regularly held Community Meeting affords students the opportunity to raise and address community-wide issues in a social context.

In addition to conflict resolution, we proactively provide opportunities for students to problem-solve ethical and social dilemmas before they occur. We do this through classroom-based community discussions, personal reflection journals, and decision making simulations.

## DISCIPLINE PROCEDURES

Common sense, the Golden Rule, and sound professional judgment serve as our best guide when it comes to discipline practices. Discipline is seen not as something done to students, but rather a process of guiding and shaping behavior in context of the established institutional, social, and cultural norms. Our goal is to guide students toward personal responsibility, and as such, threats or coercion are not considered appropriate methods. It is better to proactively set short-term objectives with students and give positive encouragement and support through times of frustration and challenge. Note that the following procedures and processes outline our general practice, though individual events and/or circumstances might require additional or different action steps.

### *Unacceptable Disciplinary Methods*

The following are a few examples of discipline methods that are wholly unacceptable for use at FHM:

- any type of physical/corporal punishment, such as spanking;
- yelling at, rebuking, demeaning, intentionally embarrassing, or using humiliating language or tone;
- becoming so angry as to lose self-control.

### *Communication with Parents*

.At FHM, we see parents and guardians as our partners in serving students and supporting them in reaching their full potential. We believe and assume that all parents and guardians want their child to look forward to coming to school every day, learn as much as possible, and


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behave respectfully and responsibly. When it comes to disciplinary matters, this means that teachers and/or administrators will contact parents/guardians whenever a student has experienced a serious emotional or physical trauma during the school day. Teachers will use the following rules of thumb when contacting parents:

1. **Call when they feel parental/guardian awareness or intervention is required.** Parents do not need to be informed about every minor problem, as many are the natural outgrowth of human interaction. Conflict is normal for students, and many situations are handled right at school. Children may share the emotion of the event when at home, but parents can be confident that we will call if there was a serious conflict that disrupted the student's learning or that of another for any unreasonable length of time.
2. **Be open, clear, and honest about difficulties with students**. Unclear communication causes either undo worry or misconceptions of seriousness. We believe in maintaining honesty so that difficulties can be resolved respectfully, with assuming that parents/guardians are willing partners for success and resolution.
3. **Uphold confidentiality for all students.** Naming others involved in a disciplinary incident only facilitates blame and does not work to build personal responsibility for each student's own behavior. Parents and guardians can trust that we will respond equitably with all students involved in an altercation and will uphold the rights and confidentiality of all students.
4. **Work with the parents as partners.** Asking for ideas, insights, and support for better understanding is vital in meeting each student's individual needs. Plans, when developed and implemented together, have a higher chance of success.

Children need quality modeling, patient coaching, and the time to develop positive and healthy ways of being. To that end, teachers are encouraged to be honest, authentic, and present with students – distinct from, and in addition to, the formal discipline documentation process.

***Initial Discipline Processes***

All children are entitled to due process when they demonstrate inappropriate behavior. This means that students will always have the opportunity to present their side of the story. Should the inappropriate behavior warrant further action, the student will receive oral or written notice of the rule that has been broken, an explanation of the evidence, and an opportunity to share their perspective in context of the evidence. Action will not be taken until after this process has been followed.

As a staff, we take steps to help students learn better communication skills, conflict resolution skills, active listening skills, and other skills that help children become good decision-makers and develop personal responsibility.

In general, violations of classroom rules will be dealt with by the teacher through the use of informal processes. The key lies in making the consequence "fit the crime," so that the two are perceived by the student as logically related, and in providing consistent follow-through with behavioral limits and expectations. The following are a representative of the types of consequences that may occur in regard to minor difficulties:

- One-on-one conversations (teacher/staff and student)
- Separation from group
- Practicing problem solving (such as Peace Rug or Peace Rose Activities)
- Writing a sentence or paragraph about appropriate behavior


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- Writing a note of apology
- Loss of privileges
- Parents called by student or adult
- In-school community service

Minor behavioral incidents are documented using the **Student Behavior Tracking & Support Form.** This document is completed by the staff member observing the behavior and submits it to the student's classroom teacher.

### *If Minor Disruptive Behavior Continues*

In the event that a student's minor disruptive behavior either repeats three (3) times or escalates in severity, the student receives an Office Referral and formal disciplinary documentation occurs as follows:.

1. The **Student Behavior Tracking & Support Form** is submitted to the Dean of Students/Assistant Principal. This form becomes part of the student's permanent record, which includes written documentation placed in the student's file on campus, as well as within the Jeffco Public Schools online behavior management system. Upon receiving this report, the Dean of Students/Assistant Principal will: check-in with the child's teacher and other staff members who contributed to the Student Behavior Tracking & Support Form to gather more information; meet with the student to discuss behavior and/or incident, make agreements with the student on the required expectations; and contact the student's parents/guardians.
2. From this point forward, the student will receive an office referral to meet with the Dean of Students/Assistant Principal for each similar incident involving similar or escalated behavior.
3. Upon the third (3rd) Office Referral for similar-type behaviors, or in the event of an escalation in severity, the documentation will result in a **Behavioral Report**. For some offenses, the student may be removed from class and/or suspended in accordance with the Jeffco Public Schools policies and procedures.

In summary, a student has several opportunities of working with staff guidance to improve behavior prior to the elevated discipline process initiation.

### *Elevated Discipline Process*

A **Behavioral Report** will be issued immediately for any physical or psychological aggression towards another student, staff member, or property.. In this instance, parents will be called immediately by the Dean of Students/Assistant Principal, and a meeting will occur to discuss consequence for the offending behavior and how to remedy the student's behavior problem.

- Based upon the severity of the incident and/or repetition of behavior, a **Behavior Report** can result in a suspension. The Principal's determination will stand as final authority. Even if an infraction was unintentional, there is opportunity for students to learn lessons regarding impulse control, self-discipline, and personal responsibility. Due process will be followed and detailed reports will be made regarding any and all incidents, regardless of perceived intent.

### *Suspensions*

In the event a student commits an offense worthy of suspension, the following **<u>will</u>** occur:


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**First Suspension:**
The student will be escorted to the front office by the Dean of Students/Assistant Principal, unless otherwise brought to the office by another staff member. Parents/Guardians will be contacted as soon as possible, informed of the situation, and directed to pick-up their child immediately for an out-of-school suspension or notified of an in-school suspension. Prior to returning to school (after an out-of-school suspension) or class (after an in-school suspension), the parents/guardians, student, teacher (when possible) and member of Administration will meet before school on the designated day of return to reiterate behavioral expectations and consequences should such behavior recur. In some cases, development of a **Written Plan of Prevention** will be required and signed and dated by the student, parent/guardian, administrator, and teacher prior to the student's return to school. Parents/Guardians and the student will be notified at the time of suspension if a Written Plan of Prevention will be required prior to the student's return to school.

**Second Suspension:**
The same procedures as stated above will occur, with addition of a strict time limit (maximum 2 weeks) in which the behavior must be completely resolved. Parents/guardians, classroom teacher, Dean of Students/Assistant Principal and Principal will create and agree upon a **Behavioral Plan** before the student may return to classes. A representative from Jeffco Public Schools may also be involved in this meeting, at the discretion of the Principal. This may also require input from additional professional assistance outside the scope of the school staff. The Behavior Plan must be upheld.

**Third Suspension:**
If a Behavior Plan cannot be agreed to, or if the behavior continues past the two (2) week time limit as described above, the student will be considered Habitually Disruptive and legal proceedings will move forward in accordance with Jeffco Public Schools policies and procedures. Expulsion from school may be the result..

**Special Note Regarding Primary Students:** FHM holds a commitment to each student, parent, and staff member to maintain a safe and healthy learning environment. Free Horizon Montessori will not continue enrollment of Primary students who have behavior difficulties beyond the school's scope of expertise and ability to serve. In such a situation, parents will be given a two (2) week notice.

***Serious Violations Resulting in Suspension or Expulsion***
The following behavior and conduct violations are examples of behaviors that will result in either Suspension/Expulsion and/or law enforcement being called. See Jeffco Public Schools District Policy JKDA/JKEA in the the current Jeffco Pubic Schools Conduct Code and Related Policies on the FHM website or the Jeffco Public Schools website (http://www.jeffcopublicschools.org/publications/conduct_code.html).

1. Behavior on or off campus which is detrimental to the welfare or safety of other students or of school personnel including behavior which creates a threat of physical harm… #30 Jeffco Conduct Code
2. Assault/disorderly conduct/fighting – throwing a punch will result in suspension #101 Jeffco Conduct Code


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3. Hazing, harassing – law enforcement must be contacted for any offense involving a weapon or serious bodily injury #110 Jeffco Conduct Code
4. Intimidation, bullying of another student… #120 Jeffco Conduct Code
5. …carrying, bringing, using, or possessing a dangerous weapon without the prior authorization of the school or school district… including a firearm, pellet or BB gun, knife, slingshot, bludgeon, brass or spiked knuckles, or any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury. #380 Jeffco Conduct Code – law enforcement must be contacted for any weapons as defined in Jeffco Policy JICI Weapons in Schools
6. Commission of an act, which, if committed by an adult, would be robbery, as defined by law. #400 Jeffco Conduct Code
7. First or second degree assault – as defined by state law. #410 Jeffco Conduct Code
8. Habitually Disruptive Behavior – means a child who has caused a material and substantial disruption, on school grounds, in school vehicles, or at a school activity or sanctioned event three or more times during the course of the school year. #420 Jeffco Conduct Code
9. Willful physical violence toward another, which includes fighting, kicking, stabbing, poking, pushing, slapping, kicking or any action that could cause bodily harm (District Policy JBB).
10. Willful psychological violence toward another student, staff member, or parent. This includes swearing, written or oral racial epithets, slurs, insults based on a person's race, color, religion, ancestry, national origin or personal abilities, or threat of bodily harm (District Policy JBB).
11. Willful destruction or theft of school or personal property – #350 Jeffco Conduct Code
12. Bringing to campus any pornography, explicit photography or written material.
13. Bringing onto campus any illegal substances or prescription medication for unauthorized use, sale, or intent to disburse (District Policy JICH).
14. Touching another person's private body parts or intentionally exposing oneself for the sole purpose of self-gratification or harming (emotionally or physically) another individual (District Policy JBB).
15. Bringing guns, knives, or any type of weapon used to intimidate or threaten another person. Use of any object in any manner that would cause that object to become a weapon, i.e. scissors, or other sharp objects (District Policy JICI).

Suspension followed by expulsion is mandatory for the following offenses when the behavior occurs in a school building, in or on school property, in school vehicles, at district sponsored activities or events regardless of their location, or off school property, when such conduct has a nexus to school or any district curricular or noncurricular activity or event:

1. The second offense and all subsequent offenses within any three-year period for selling over-the-counter drugs or alcohol. - #441 Jeffco Conduct Code
2. The first and every subsequent offense for selling all drugs (except marijuana) and those sold over the counter. - #452 Jeffco Conduct Code


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3. The first and every subsequent offense for selling marijuana. - #453 Jeffco Conduct Code
4. Any student who brings or is in possession of a dangerous weapon with the intent to threaten, intimidate, or use and/or cause physical or emotional harm shall be expelled for each and every offense. - #455 Jeffco Conduct Code
5. Possession of a firearm, whether loaded or unloaded (federal law requires a one year expulsion unless the superintendent modifies this requirement for a student on a case-by-case basis if such modification is in writing. – #460 Jeffco Conduct Code

***Jeffco Public Schools discipline policy and administrative discretion will be used to determine the temporary or permanent removal of a student from any school-related activity.***

***For activities with fees paid, reimbursement will not apply.***

***Resources for Families***

Our desire is to always be partnering with families in support of their children. Parents and guardians often ask about resources that can help them learn about the practices used at school and support in raising respectful, responsible students. The following are some noted and respected resources that families may find helpful.

The Center for Nonviolent Communication: http://www.cnvc.org/

Love & Logic: http://www.loveandlogic.com/

The Incredible Years: http://incredibleyears.com/

Jeffco Center for Mental Health (JCMH): http://www.jeffersonmentalhealth.org/

The Peak Parent Center: http://www.peakparent.org/


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**Note: This handbook is subject to change. All written documentation of change will be posted on the school's web site.**

# Code of Conduct Agreement

**As revised Fall 2014**

We believe that it is very important for you and your child(ren) to read and discuss these rights, responsibilities, and consequences. After reviewing with your child(ren), please sign and return this page to the school office. If your child is in preschool, we ask that parents discuss the appropriate sections with their child and sign as parents that you have read and understand FHM's policies concerning conduct and discipline and return this page to the school office. We thank you and look forward to a safe, productive year.

**We, the undersigned, have read and understand the expectations and consequences as outlined and agree to abide by them.**

**Date: _____**

| | |
|---|---|
| _____ | _____ |
| Student Printed Name | Student Signature |
| _____ | _____ |
| Parent/Guardian Printed Name | Parent/Guardian Signature |
| _____ | _____ |
| Parent/Guardian Printed Name | Parent/Guardian Signature |


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