



**Plymouth**  
PUBLIC SCHOOLS  
*Making dreams come true*

## **Appendix A**

# **Elementary School Level**

**Information and Rules**

## Elementary School Hours

This schedule pertains to students in all eight of Plymouth’s Elementary Schools.

<b>8:50 a.m.</b>	Students enter.
<b>9:05 a.m.</b>	Classes begin.
<b>3:20 p.m.</b>	The school day ends.
<b>3:25 p.m.</b>	Dismissal begins.
<b>3:35 p.m. Dismissal ends</b>	<b>3:35 p.m. Dismissal ends</b>

Adult supervision of students is not available prior to 8:50 a.m. Please do not drop off your child and leave him or her unattended.

Students are considered tardy if they arrive after 9:05 a.m. Students’ attendance records are marked as an ‘early dismissal’ if students are dismissed before 3:20 p.m.

### Early Dismissal Days

There are a number of scheduled half-day sessions, or Early Dismissal days, within the school year calendar. Students in grades K – 5 are dismissed at 1:05 p.m. on these days. Please see the calendar in the handbook for specific dates.

### Grades K-2

Kindergarten, first, and second-grade students acquire the foundational skills they will need to continue their growth in literacy and numeracy. Considerable time is spent each day developing students’ skills as speakers, listeners, readers, writers, and students of mathematics. Kindergarten students also have many opportunities to interact, work, and play with other students to enhance their social development. The academic program at these grade levels also includes lessons in science, health education, and social studies as well as weekly lessons with specialists in the areas of art, music, and physical education. Students at these grade levels have lessons on alternating weeks from the library media specialist and technology integration specialist. Teachers use a variety of assessment tools to measure student progress at regular intervals. Parents have a formal opportunity to meet with teachers during the months of December and March. Written report cards are issued in January and again in June for Kindergarten; and in November, March, and June for grades 1-2. Parents and teachers may find it desirable to conference more frequently.

### Grades 3 and 5

Third, fourth and fifth-grade teachers are responsible for strengthening and extending students’ abilities in the areas of reading, language arts, and mathematics. Students and teachers at these grade levels spend more time on lessons in the areas of science, health education, and social studies. Students participate in weekly art, music, and physical education classes. They also have lessons on alternating weeks from the library media specialist and technology integration specialist. Teachers use a variety of assessment tools to measure student progress at regular intervals. Parents have a formal opportunity to meet with teachers during the months of December and March. Written report cards are issued in November, March, and June for grades 3-5. Parents and teachers may find it desirable to conference more frequently. Students in Grades 3-5 are required to participate in state assessments.

### Recess

Recess provides students in grades K–5 with opportunities for cooperative play, development of social skills, and physical movement. Recess is generally part of a 45-minute period that includes both lunch and

recess. Appropriate seasonal attire must be worn each day in order to participate in outdoor recess activities. Closed toed shoes are recommended. Wearing open-toed shoes may limit access to recess activities.

### Assessment and Report Cards

Report Cards are designed as a tool to provide parents with clear communication about a student's progress and performance. At the end of each marking period, students will be graded on curriculum expectations for that particular time period. The standards-based report card reports the students' academic performance, effort, work habits, and social-emotional development based on Plymouth grade level standards and expectations. Academic standards are derived from the Massachusetts Curriculum Frameworks for each subject area. Report cards are just one of the many ways in which teachers communicate with parents; ongoing communication and sharing of concerns or positive news are encouraged.

<i>Performance Levels (PL)</i>	
<b>E</b>	<b>E = Meeting Grade Level Expectation/Standard at Exceptional Level</b> The student demonstrates an in-depth understanding of essential and extended skills and concepts. Performance is characterized by the ability to consistently apply this knowledge to complex problem-solving situations with accuracy, independence, and a high level of quality.
<b>M</b>	<b>M = Meeting the Expectation/Standard</b> The student demonstrates proficiency in essential skills and concepts. Performance is characterized by the ability to apply this knowledge with accuracy, independence, and quality.
<b>P</b>	<b>P = Progressing Toward the Expectation/Standard</b> The student is developing some understanding of essential skills and concepts but has not yet met the standard. Performance is characterized by varied consistency, independence, and quality.
<b>N</b>	<b>N = Not Yet Progressing Toward the Expectation/Standard</b> The student has not yet begun to demonstrate an understanding of essential skills and concepts. The student is making minimal progress toward meeting the standard at this time. Considerable teacher support and guidance is needed.

Social & Emotional Development, Study Responsibility and Work Habits are also assessed. 'Key' is as follows:

<b>O</b>	Outstanding
<b>S</b>	Satisfactory
<b>I</b>	Improvement Needed

Our Standards-Based Report Cards also provide ample opportunity for teachers' comments.

### Homework

The purpose of homework is to review, practice, or extend concepts taught in school. The Plymouth Public Schools has developed the following guidelines for teachers and students in regard to homework.

<b>Grade 1</b>	00 — 25 minutes each night
<b>Grade 2</b>	20 — 35 minutes each night

<b>Grade 3</b>	<b>25 – 40 minutes each night</b>
<b>Grade 4</b>	<b>30 – 45 minutes each night</b>
<b>Grade 5</b>	<b>35 – 60 minutes each night</b>

Not to exceed 30 minutes in grades K-2 and 45 minutes in grades 3-5

Students may be given long-term assignments and should divide the time spent on those assignments into equal amounts each day.

Homework is not assigned on Fridays. However, long-term projects may extend over weekends and holidays.

Formal homework is not generally assigned in kindergarten. Parents and guardians may be asked to reinforce at home concepts that are taught in class. Students may be asked to bring in items from homes, such as books, pictures, or toys for use in class.

**Students are also encouraged to read every night, either independently or with an adult.**

### Homework Tips

The following are suggestions that parents and guardians may find helpful.

- Set a regularly scheduled time for homework each evening.
- Provide a quiet place free from distractions, such as television, phone, and other family activities.
- Check each assignment to see that your child has completed the assignment and that it is done to the best of the child's ability.
- Encourage your child to fulfill his/her homework obligation. Offer positive encouragement and then contact your child's teacher if you perceive that your child is experiencing stress when completing homework assignments.
- Recognize that each child is an individual and may develop his or her own effective approach to completing homework.
- Encourage and support your child in self-study activities. These may include reading, journal writing, and research of a hobby or special interest.
- Parents may extend learning opportunities by taking children to museums, libraries, plays, programs, and cultural opportunities that are available in Plymouth and beyond.
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### Responsibilities of Students

The primary responsibility of all students is to assume active participation in their classes and school activities. To that end, students are expected to:

- Put forth their best effort.
- Treat all individuals in the school environment, including teachers, aides, service providers, cafeteria staff, bus drivers, guest visitors and other students with respect.
- Act in a manner that ensures their safety and the safety of others.
- Use appropriate language at all times.
- Show good manners in all relationships at all times.
- Behave in a manner that is consistent with the rules and regulations that are drawn from federal, state, and local laws.

- Show respect for school property by using wastebaskets and trash containers to keep the school neat and clean.
- Use restrooms quickly and properly and return directly to class.
- Be silent and orderly during fire and all emergency drills. Follow the directions of the adult(s) in charge.

### **Responsibilities of Parents and Guardians**

Parents and guardians are the primary educators of their children. They do not relinquish the right and duty to educate but delegate a part of their responsibilities to the school. We ask that parents and guardians:

- Become familiar with the Student Handbook and its policies and procedures.
- Discuss the contents of the Handbook with their children.
- Sign and return Handbook Signature Pages
- Work with school personnel to provide for the best possible education for their children.
- Communicate with their children's teachers.
- Contact their children's teachers, counselors, or building principals about concerns.
- Provide the school with emergency phone numbers and contacts.
- Avoid excessive absenteeism or tardiness.

### **Student Behavior Guidelines**

The following rules are designed to provide a safe, respectful, and orderly environment for students and staff.

#### **Classroom Rules**

1. Students are expected to show respect for teachers and students in their classrooms and throughout the school.
2. Students are expected to cooperate with and follow the directives of teachers.
3. Students are expected to be attentive, well-behaved, and put forth their best effort in class.
4. Students are expected to behave in a way that reflects an understanding of and an appreciation for the safety of one's self and others.

#### **Cafeteria Rules**

1. Students are expected to show respect for students and school staff in the cafeteria.
2. Students are expected to cooperate with and follow the directives of school staff who provide supervision in the cafeteria.
3. Students are expected to be polite, to use table manners, and to use a conversational tone of voice.
4. Students are expected to remain seated until given permission to move about the cafeteria.
5. Students may lose privileges to eat with other students if they do not observe the rules.
6. Students are expected to eat the lunch provided by the cafeteria, or sent in from home; the sharing of food or beverages is prohibited.

#### **Playground Rules**

1. Students are expected to cooperate with and follow the directives of those who provide supervision on the playground.

2. Students should know and observe the boundaries of the play area.
3. Students must share the playground facilities and equipment.
4. Students must report all injuries, at the time they occur, to the staff members on duty.
5. Students must be aware that inappropriate physical behavior will not be tolerated.
6. Students may lose recess privileges if they do not observe playground rules.
7. Students should wear clothing and footwear that allows for safe navigation of the playground and outdoor spaces. Administration reserves the right to determine the appropriateness of the clothing and footwear.

## Rules and Consequences

While teachers and administrators expect that students will follow school rules, they also acknowledge that students sometimes fail to observe school rules. Consequences may include a loss of privileges, a loss of recess, detention either before or after school, in-school suspension and out-of-school suspension.

Consequences may also provide students with opportunities to reflect and write about their behavior and its impact on others. This time could include teaching the student ways to approach the situation in a positive manner in the future.

The following chart serves as a guide for school administrators when students fail to observe rules. Principals will take into consideration the age and maturity of students when they fail to observe a rule. Principals have the right to customize the consequences as circumstances require.

Type of Problem	Common Examples	Common Consequences
<b>Type 1:</b> Actions that create disturbances in and around the school. Actions that show disrespect for health, welfare, and property of others.	<ul style="list-style-type: none"> <li>▪ Class disruptions</li> <li>▪ Showing disrespect to others</li> <li>▪ Throwing objects</li> <li>▪ Roughhousing</li> <li>▪ Inappropriate gestures/language</li> </ul>	<p><i>Progression of Consequences May Include:</i></p> <ul style="list-style-type: none"> <li>▪ Student conference</li> <li>▪ Parent/ guardian contact</li> <li>▪ Loss of recess</li> </ul>
<b>Type 2:</b> More serious actions that show insolence or refusal to follow directions.	<ul style="list-style-type: none"> <li>▪ Possession of tobacco products/smoking</li> <li>▪ Refusal to report to an assigned area</li> <li>▪ Excessive, unexcused tardiness</li> <li>▪ Intentionally disturbing a school function</li> </ul>	<p><i>Progression of Consequences May Include:</i></p> <ul style="list-style-type: none"> <li>▪ Loss of recess</li> <li>▪ In-school suspension</li> <li>▪ Parent/guardian contact</li> <li>▪ Out of school suspension</li> <li>▪ parent/guardian conference</li> </ul>
<b>Type 3:</b> Defiant behavior	<ul style="list-style-type: none"> <li>▪ Fist fighting</li> <li>▪ Displaying verbal abuse toward others</li> <li>▪ Threatening or displaying physical abuse toward people or property</li> <li>▪ Sexual language</li> <li>▪ Stealing</li> <li>▪ Defacing school property</li> <li>▪ Leaving school grounds</li> <li>▪ Truancy from school/class</li> </ul>	<p><i>Possible of Consequences May Include</i></p> <ul style="list-style-type: none"> <li>▪ The in-school suspension which may be followed by detention(s) assigned at the discretion of the principal</li> <li>▪ Parent/guardian conference</li> <li>▪ Out of school suspension</li> </ul> <p><b>Restitution</b> (first, second, third offense, where appropriate)</p>
<b>Type 4:</b> Gross Misconduct	<ul style="list-style-type: none"> <li>▪ Stealing by threat or use of force</li> <li>▪ Premeditated physical assault</li> </ul>	Consequences May Include:

	<ul style="list-style-type: none"> <li>▪ Possession/use of fireworks, matches, lighters, incendiary devices</li> <li>▪ Sexual harassment</li> <li>▪ Threatening or displaying physical abuse toward others</li> <li>▪ Tampering with fire equipment; false fire alarm</li> <li>▪ Discrimination, Hazing, or Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Suspension, with mandatory parent/guardian conference with building administrator (which may result in further disciplinary action up to and including possible expulsion from school)</li> <li>▪ Chapter 766 referral, if not previously reported</li> <li>▪ Notification of police (where appropriate)</li> <li>▪ Restitution (where appropriate)</li> </ul>
<p><b>Type 5:</b> Possession of alcohol, drugs, dangerous objects, and/or weapons</p>	<ul style="list-style-type: none"> <li>▪ Objects or substances, which, by their nature or misuse, constitute a threat to the safety of students.</li> <li>▪ These objects include, but are not limited to, toy weapons or other facsimiles.</li> </ul>	<p>Consequences May Include:</p> <ul style="list-style-type: none"> <li>▪ Suspension, with mandatory parent/guardian conference with building administrator (which may result in further disciplinary action up to and including possible expulsion from school)</li> <li>▪ Chapter 766 referral, if not previously reported</li> <li>▪ Notification of police (where appropriate)</li> <li>▪ Expulsion</li> </ul>