Kensington Elementary School

2019-2020
Parent and Student Handbook
& Code of Conduct
School Theme: Building Character

CHARACTER COUNTS

"Koala Expectations"
86 Kensington Blvd.
Georgetown SC, 29440

Maurice L. Cobb, Principal
Carla J. Brandon, Assistant Principal
About this Handbook
The parent/student handbook serves as a quick reference for general information and procedures at Kensington Elementary School. In addition to the guidelines found in the handbook, your child’s teacher will provide specific classroom/grade level and school-wide positive behavior expectations. This handbook and other helpful school information will be updated throughout the year at our school’s website: http://www.kes.gcsd.k12.sc.us/
Our handbook is designed to work in conjunction with the Georgetown County School District Code of Conduct. For an inclusive listing of Georgetown County School Board Policies, visit the Georgetown County School District’s website at: http://www.gcsd.k12.sc.us/

THANK YOU IN ADVANCE FOR YOUR HELP WITH EXPLAINING, MODELING, AND REINFORCING SCHOOL PROCEDURES WITH YOUR CHILDREN.
Letter from the Principal

August 1, 2019

Dear Kensington Students and Parents,

WELCOME BACK! It is hard to believe that summer vacation has ended, and it is time to begin another wonderful school year! I hope that you and your family enjoyed precious times together as you made new memories over the summer. We are looking forward to making new memories with you and your koala(s) as the 2019-20 SY gets underway.

Please note that there will be many opportunities and invitations sent to you throughout the school year to participate as valued members of our team. We believe that family connections help make our koalas successful. As we partner with you, our goal is to ensure the safety of all children and to support the individual academic growth and progress of each student at Kensington Elementary School. We will continue to work hard as we prepare our koalas for college and career opportunities. We appreciate your support as we strive to educate our students to be the best and excel in life. We welcome you to come into our Kensington House to volunteer your time and talents. Our door will always be open. I look forward to collaborating with you for the benefit of our students. I hope to see you all in the Kensington House! Let us have a great 2019-20SY! 😊

Building the Brightest Future,

Maurice L. Cobb

Maurice L. Cobb
Vision and Mission Statement:

**Vision Statement**
*To ensure the safety of all students and to support the individual academic growth and progress of each student at Kensington Elementary School.*

**Mission Statement**

Kensington Elementary School provides a safe, healthy learning environment where respect and responsibility are encouraged, and 21st Century learning is fostered through technology and real world application.

**Leadership**

The School’s highly skilled and continued experienced leadership team is eager to serve you and your child through the provision of a quality education. Your satisfaction is the school’s highest priority, so we hope you will contact the school’s leaders with any questions or concerns at 843-546-8511. Emails are listed below.

- Maurice Cobb, Principal, e-mail: MCobb@gcsd.k12.sc.us
- Carla Brandon, Assistant Principal, e-mail: CBrandon@gcsd.k12.sc.us
- Ashley Smith, Reading Coach, e-mail: AMSmith@gcsd.k12.sc.us
- Dayna Bonds, School Counselor, e-mail: DBonds@gcsd.k12.sc.us
School Colors/Mascot

Our school color is teal blue and our mascot is the koala bear.

2019-20 School Theme
Building Character

School Pledge

I pledge today to do my best in reading, writing, and all the rest. I promise to obey the rules, in my class and in the school. I’ll respect myself and others too, I’ll expect the best in all I do. I am here to learn all I can, to try my best, and be all I am.

Daily Schedule

7:05 am  Front Doors/Gates/Car Rider Loop opens (For Car Riders)
6:50 am  Breakfast begins
7:25 am  Breakfast ends
7:30 am  Academic School day begins
2:00 p.m. Dismissal for Special ED.
2:05-2:20 Dismissal on staggered schedule for Pre-K thru 5

Special Areas (45-50 Minutes Daily)

- Music
- Physical Education
- Art
- Media
- STEM
Kensington Elementary School STEAM Clubs

Clubs will be made available to students in grades K-5. This year students will continue to be exposed to STEAM related lessons which are hands on and will increase learning in the areas of science, technology, engineering, art, and math. Outside sources may be used to assist with our STEAM driven club sessions. More clubs are forthcoming.

10 Point Grading Scale Policy

90-100 = A  
80-89  = B  
70-79  = C  
60-69  = D  
0-59   = F
Roles and Responsibilities

Each member of the Kensington Elementary community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS

The classroom teacher at the school is the center of the school’s character education and discipline policy. Teachers will continually emphasize to both students and parents the School Wide Koala Expectations. The expectations will be established as rules for each classroom and the school as a whole. Teachers will emphasize expectations for student behavior by relating student actions to the code of conduct, modeling, and reminding them of expected behavior. In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to “control” behavior.

Three basic habits/principles of classroom management and discipline will be implemented by all teachers: Respectful, Responsible, and Ready-to-learn.

- At the beginning of the school year, students will be given the information they need to behave responsibly in each type of classroom activity, and their efforts will be reinforced throughout the year.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement reminders and least disruptive corrective actions. All behaviors will be viewed as opportunities to teach character education.

Though these principles/habits will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures/disciplinary action that will fit individual student situations.

Teachers will work in collaboration with other staff (including administration) to solve problems that are chronic or severe. A color-coded behavior management system will be used by teachers to manage behavior. Classroom teachers will describe this system in detail to each parent/student in a verbal and/or written form.
**ADMINISTRATION**

The role of the Administration with regard to discipline is to guide staff and students in their efforts to ensure student success—a goal of Kensington Elementary.

Administration will have a strong working knowledge of the *Code of Conduct* and when necessary will assist staff in implementing classroom and school-wide management procedures. Support may be given by conducting school-wide assemblies and classroom visits. Working with appropriate staff, administration will provide continued support to teachers as they strive to teach students the value of following school-wide expectations/rules.

Administration will assist teachers in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems.

In certain cases, appropriate staff will initiate time-out periods, parent conferences, out-of-school suspensions, or other consequences. Administration may also contact the appropriate law enforcement authorities, depending on the nature of the infraction.

**SUPPORT STAFF**

The Secretary for the school serves as the first point of contact for parents, monitors parents’ concerns, and supports administration in knowledge of behavioral concerns throughout the school.

**LEADERSHIP TEAM**

The Leadership Team, led by the principal, will do the following throughout the year:

- Create a school culture that focuses on student and adult learning.
- Set high expectations and standards for the academic and social development of all students and the performance of adults.
- Expect content and instruction from teachers that ensures student achievement of academic standards.
- Use multiple sources of data collection to analyze barriers to achievement and to access, identify, and apply instructional improvement.
- Actively engage the community to create shared responsibility for student and school success.

**STUDENTS**

Students at the school will take pride in their efforts to follow the school-wide expectations, and cultivating the virtues embodied in the heroes they study, both past and present. In the classroom, students will follow the teacher’s classroom rules at all times and especially during instruction; expectations will be articulated for each activity.
Parents

Parents are encouraged to participate fully in the education of their children. The support and cooperation of parents is the basis of and vital factor in supporting a child to reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children’s progress at school and support for their best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students’ efforts through conferences, monthly progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger in an inappropriate way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of this school community will enable him or her to succeed in middle and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Consistent failure to comply with the specifics of the school’s plan for teaching appropriate behavior will disrupt learning and in some case result in stern disciplinary measures including the student’s expulsion.

Parents who have concerns about their child’s adjustment to the school or any aspect of the school’s program and policies will be asked to discuss their concerns first with their child’s teacher. Every teacher at the school will be prepared to work with parents and respond to parental concerns appropriately and expeditiously. The school’s leadership team will also be available if there are issues that exceed the scope of a parent-teacher conference.

The Code of Conduct will be made available at the beginning of each school year. Parents may download a copy from school website. Students and parents will be asked to discuss the Code together and to sign a form (Compact) indicating that they understand and agree to the school’s rules and expectations. The Code will thus serve as a contract among students, parents, and school staff, involving the parent at the most fundamental level in their children’s character development.
Curriculum and Instructional Design

At the heart of Kensington Elementary is a highly structured curriculum that sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. Kensington Elementary provides a strong academic foundation for students that will prepare them for demanding academic studies in middle school, high school, and college. Current state standards are focused on students becoming career and college ready. Reading (ELA), Math, Science, and Social Studies are core areas of focus.

Academic Practice (Homework)

Your child's teacher may assign academic practice homework to aid students in the progress of their studies. It is useful to reinforce daily lessons, to build good study habits, and to provide opportunity for parent involvement in student learning. Therefore, we encourage parents to provide a suitable environment for the completion of daily practice. Parents are urged to monitor their child's work daily. The parent should help the child to become responsible in returning the homework completed and on time. Parents should make a point to find time each day to discuss what their child has learned at school.

TIPS:

- Create academic practice rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- Provide a quiet place for your child to do academic practice, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- Show an interest in your child's academic practice and ask him or her about it each night.
- Give your child a healthy snack before he or she begins academic practice. This should help with concentration.
- Give your child a short break from his or her work if needed.
- Encourage your child to work independently. Assist him or her if needed.
- Give your child positive words of encouragement, such as, “I’m proud of you,” or “I knew you could do this all by yourself!”
- Encourage your child to READ for at least twenty minutes each night when written homework is not assigned.
Field Trips (Field Study)

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student’s parent/guardian in order for the student to participate in a field trip. **Students without signed permission slips will remain at the school in another class.** Students going on field trip will be provided with a bagged lunch if needed. Also, all money for trips must be turned in on time in order for your child to participate on any trip. If money isn’t turned in on time, student may not be permitted to attend trip.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students’ needs throughout the trip. **Prior to volunteering or chaperoning, a volunteer form will need to be filled out and background check conducted for all volunteers.** See Mrs. Cheek.

Quality Assurance – Handling Complaints

Experience has demonstrated that open communication between parents and the school’s staff is the key to maintaining a stable business relationship.

What to do if you have a problem……..

- **Discuss the problem with your child’s teacher first.** Teachers will make themselves available to discuss parental concerns regarding your child. Please give teachers the opportunity to assist you with any problems before coming to administration.

- If you have had a discussion with your child’s teacher and feel that the problem hasn’t been handled, then come to administration and ask for assistance. It is important that we work together to maintain a strong working relationship so that we can continue to best serve your child.
Parent Involvement and Communications

Volunteering
Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and school projects.

All volunteers must complete an Application form. Completed volunteer forms are then submitted to the District office for a background check before being allowed to volunteer or go on field studies. Volunteers must follow all policies and procedures defined by the school. If activity occurs that is not in keeping with the school policies, the principal reserves the right to relieve the volunteer of his or her responsibilities.

Parent Teacher Association (PTA)
Kensington Elementary is very fortunate to have the support of a strong and involved PTA. PTA serves as a vital part of the KES family, mainly its students. KES PTA staff members work tirelessly throughout the course of the year to raise money to support teacher request and student academic success. If you would like to learn more and become a part of PTA, please contact PTA president Ms. Hosanna Lamancusa at 546-8511 or at KES PTA Facebook page: https://www.facebook.com/Kensington-Elementary-Koala-PTA-145418585491315/

Parent Conferences
Formal parent/teacher conferences are scheduled twice a year to facilitate open communication between parents and teachers regarding students’ progress. Refer to the school calendar for specific dates. Dates are set in the months of October and March.

Kensington Elementary maintains an open door policy, and parents are encouraged to visit their children’s classrooms to see them in action. We do ask that parents notify the office upon arriving to the school for a visit to a classroom so as to keep disruptions to a minimum. Please keep visits brief as to avoid disruptions during instructional time. Informal conferences or conversations are encouraged and may also be scheduled with teachers or school leaders at any time throughout the year. It is best to schedule conferences with your child’s teacher during the teacher’s planning time, before the school day begins, or after school to avoid interrupting instructional time.

Parent/Student monthly Calendars.
Parents will receive monthly calendars that will remind them of important events happening at our school.
Progress Reports and Report Cards
Progress reports will be sent to parents weekly during the school year to provide specific information about student progress in each subject. At the end of each quarter, parents will receive report cards with cumulative data on their children’s performance and progress.

Textbooks and Supplies
Kensington Elementary furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Supplies may be required and teachers will send home a list of such supplies at the beginning of the year. Lists will be available on school/teachers’ website as well.

Attendance

Tardiness
Instruction at Kensington Elementary begins promptly at 7:30 a.m., and it is critical that all students be prepared to begin instruction on time. Students may enter the building beginning at 7:05 am if they are not a bus rider. A student who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school and its instructional goal.

We encourage parents/guardians to accompany any student who arrives after 7:25 a.m. to the office before proceeding to the classroom. Student must be signed in by the parent after 7:30 a.m. The student will be considered tardy and the incident will be recorded. If a student is tardy five times, the problem will be regarded as chronic, and it will be reported to the school’s Truancy Officer. In addition, no child should be dismissed early, unless for special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a quality education. No pick-up is allowed after 1:45 each day as this is when we prepare for dismissal. Please note that 5 or more early releases and/or tardies will prevent your child from receiving perfect attendance for the 9wks during Terrific Kids Assemblies. If a child is picked up early on a continual basis, it may warrant a meeting with school officials to determine the reason for early departures. The school attendance team along with the parent will need to create a plan to prevent such occurrences from happening.
Absences
Parents must contact the school by sending a written excuse or doctor’s excuse to the teacher when the child is absent. Excuses are to be sent with the child the very next day of attendance. If your child is going to be absent, please let your child’s teacher know ASAP.

The following reasons are sufficient cause for an excused absence: a.) illness, b.) death in the family, c.) inclement weather, which would be dangerous to the life or health of the child.

If your child is constantly absent due to sickness or some sort of disease, please contact the school’s Homebound Coordinator, Mrs. Bonds, to discuss the possibility of homebound services.

If a student returns to school after an absence without a note of explanation from the parent, the teacher will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. If the child receives three unexcused absences, the parent will receive a notice from the school.

In response to continued absenteeism or chronic tardiness, the School Truancy Liaison (Attendance Clerk) along with a member of the administrative team may conduct a home visit. If all reasonable attempts have been made by the school to rectify the chronic absenteeism, student will be referred to a district official for truancy. A court date will be set and outcome could result in jail time, fines and other legal sanctions. If student is out-of-zone and continue to have attendance/behavior problems, he/she will not be allowed to attend KES for the upcoming school year! Parent will be notified before this decisions is made.

Early Dismissal/Bus Changes
If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office by 9:00 a.m. the day of the early dismissal. In such cases, parents must inform the school of the specific time that the child will be picked-up and the person who will come for the child. Only adults who are listed in the school’s records as being authorized will be allowed to take students from the school in these cases. We will not be able to call any child for early dismissal after 1:45. If parents arrive after 1:45 to pick up a child, we will not be able to release children until 2:10 p.m.

If a student will be taking a different form of transportation home than they normally do, please provide in writing the change with parent signature and contact telephone number by 1:45 p.m. If a student will be riding a different bus to another address, parents are to provide a note with the address where the child is to be dropped off. If a written note is not sent, please send an email to Ms. Tomeeka Myers (tmyers@gcsd.k12.sc.us) AND Mrs. Cheek (bcheek@gcsd.k12.sc.us) with the subject line stating “Transportation Change” prior to 1:00pm. If this procedure is not followed student may be kept at school until parent/guardian arrives to pick the child up.
Non-KES Students

IMPORTANT: NON KES students (no matter the age) will not be allowed to come to events such as Field Day, Spring Fling, HOUSE CELEBRATIONS, etc.) Parents, please note that if your child has been having problems with his/her conduct, they will not be able to participate in certain school activities/celebrations. Celebrations will include HOUSE related celebrations/events and the others listed above.

Student Records and Confidentiality

All student information is protected by the Family Educational Rights to Privacy Act (FERPA) for the purpose of protecting student confidentiality.

Every parent is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- Birth Certificate
- Copy of Immunization Records
- Proof of Residency (3)
- Parent Request for Transfer of Records
- Educational Testing
- Home Language Survey
- IEP (If applicable)
- Transportation Information (If applicable)
- Parent/Guardian Identification
- Permission/Denial to Photograph
- Volunteer Form and clearance (for parents/family)
- Registration Form (Online)

- Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.

- For children entering kindergarten, evidence of current immunizations must be provided before students can attend school. All children should be current in their immunization schedule, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student’s name (legal documentation must be provided for name changes), address (proof of address change must be provided), phone number, responsible parent, or any other information provided at the time of registration. All changes should be communicated in writing and given to Mrs. Coffield.

Kensington Elementary is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student’s progress will be shared only with parents and guardians, appropriate members of the school’s faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving
 instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at Kensington Elementary. Parents must find alternative ways to acquire such information.

**Breakfast and Lunch**

Kensington Elementary is committed to offering children a superior education and that commitment extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, and attractiveness.

*All students will receive free breakfast and lunch.*

Students will practice and will be reminded of proper etiquette and cleanliness during lunch times. This is a part of our HOUSE expectation.

**Health and Safety**

Students’ health and safety is the school’s foremost concern. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made.

**Medication**

The school nurse and the student’s teacher must be informed of any *prescription medication* that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student’s doctor and a permission slip from the student’s parent. All medication must be brought to the office in its original prescription container, labeled with the student’s name, the name of the medication, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the nurse is not present, a staff member trained by the nurse will administer the medication.

**Non-prescription medications:** If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. Parents/guardians are required to notify the nurse and classroom teacher in writing if your child has a chronic illness that may affect his or her performance at school.
Accidents
The school nurse or a trained staff member will administer initial treatments for minor injuries. The student’s emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student’s permanent file. In such cases, **it is especially important that the school has working phone numbers for students’ parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school’s records for your child up-to-date.**

Visitor Identification
To help ensure a safe and secure learning environment for your children, all visitors to Kensington Elementary are welcome during active business hours. All visitors are required to sign-in at the school office and to wear a visitor’s pass. Anyone not having a pass may be escorted immediately to the office for identification.

Fire Drills/Evacuations
The school will have at least one fire drill per month during school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. **Your child’s safety is our number one concern.**

Student Arrival and Departure
Parents should thoroughly familiarize themselves with the school campus so that they are aware of pick-up and drop-off points and visitor parking areas at the school, and carefully follow any/all the school’s instruction regarding safety. Also, students may not return to classrooms after dismissal. They must be sure to get everything they need prior to dismissing for the day. Students will not be dismissed after 1:50pm for early release.

**IMPORTANT NOTE:** A legal document is required to support any questions of custody between divorced or separated parents. Unless the school is informed otherwise, either natural parent is considered to have access to or request dismissal of a student.
Code of Conduct

A BLUEPRINT FOR LIVING AND LEARNING

Introduction

The faculty and staff at Kensington Elementary are dedicated to providing the school’s students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by care, discipline, order, and respect.

The school’s Code of Conduct has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school—rigorous academic learning. The Code, which states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff. Our school-wide rules and our approach to teaching and re-teaching expected behaviors is based on a comprehensive system of school-wide positive behavior interventions and supports.

The Code of Conduct identifies ways in which students will be given the opportunity to learn expected behavior, characteristics, and qualities of respected citizens. The Code of Conduct offers students a framework to reflect and assist them in developing the skills they want to cultivate in themselves. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, teachers, and faculty.

Establishing systems of positive behavior support, structures that promote character education and discipline is an ongoing process. Alone, this Code will not ensure school discipline, nor will it develop an individual’s character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible with regard to disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all children can thrive. It will not only minimize off task behavior and disruption among students, it will help establish among all members of the school community the habits that characterize a civil society. This is Kensington Elementary School’s Code, a blueprint for living and learning.
Student Conduct

Kensington Elementary recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in supporting parents’ efforts to teach basic values to their children. The School’s *Code of Conduct* clearly defines expectations for all in the learning community. Students are encouraged to model the character virtues set forth by the district (First Tee traits) in their every action and thereby to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging students to model them at home.

This part of the handbook will serve as KES’s *Code of Conduct*. Please read the remaining pages of this handbook (*Code of Conduct*) thoroughly, and discuss it with your children.

In addition to the expectations described in the *Code of Conduct*, the following rules apply in every classroom and throughout the school with the following theme:

**Koala Expectations:**

- *R* – Respectful
- *R* – Responsible
- *R* – Ready-to-Learn

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.
**Dress Code**

Student dress and grooming should be neat, clean, and appropriate for the school environment. The Board reserves the right to bar from school those students whose personal appearance is disruptive to the educational process and orderly operation of the school or presents a health or safety concern.

As long as clothes are not disruptive to the educational process as judged by the administrative team of a school, the attire will be acceptable. Clothing must be worn as the manufacturer intended.

In complying with the above, the following guidelines are provided:

- Belts should be buckled, sashes tied, and buttons buttoned, except at the neck. Pants should be worn at the waist.
- Shoes laces should be tied, buckled or worn as the manufacturer intended. Shoes that cause undue attention or a health and safety hazard should be avoided.
- Clothing, buttons, signs, or other adornments which display pictures or language of an obscene nature or are related to the use or consumption of alcoholic beverages or controlled substances should not be worn.
- Hats, caps, or head scarves should not be worn inside the building.
- Sunglasses should not be worn inside the school, unless they are necessary for correction of medical problems.
- Students’ hair, including any facial hair, should be neat, clean, and well groomed.
- Clothing should be worn with appropriate undergarments. Undershirts are customarily worn as undergarments and should not be worn without shirts or blouses. Undergarments should be covered by outerwear. Tank tops, sheer blouses, or shirts that cause undue attention should be avoided.
- Combs (except for barrette-style combs), hair curlers, and picks should not be worn in the hair.
- Shorts must be no shorter than two and a half inches above the knee ~ no Soffe shorts or gym shorts.

*Kensington Elementary School ~ 86 Kensington BLVD. ~ 843-546-8511*
Dresses must be no shorter than two and a half inches above the knee

Tops must cover all undergarments, tummy, and back

Dresses and tops must be three fingers in width across the shoulder

No Flip Flops or slides. These can be a safety hazard, especially on the playground

You can find more on student attire/dress code at http://www.gcsd.k12.sc.us/. Just click on Parents & Students. Then, District Student Handbook.

Encouraging Appropriate Conduct
At Kensington Elementary, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Acknowledging Appropriate Conduct
Positive Interactions and Positive Feedback
Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits during school hours. Staff at the school will interact with students in a friendly, supportive manner. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, “Alicia, you have been very responsible in remembering to bring your homework on the day it is due.”

Student Expectations:
Staff members are expected to follow, model, teach and re-teach each of these behavior expectations.

All classrooms must remain safe and orderly, provide students with a supportive learning environment and maintain a high level of academic functioning. Students and staff are expected to follow the school-wide expectations and rules in order to facilitate this belief.

Students will be taught the school-wide expectations and rules. Students will be given opportunities to practice these rules in a variety of settings. All staff should adhere to these expectations and rules in order to provide consistency and structure. The expectations and rules should be reviewed on a daily basis.
Positive Behavior Interventions and Supports (PBIS)
Kensington Elementary School is a PBIS school. The following gives more information about PBIS

- PBIS is a proactive approach to school-wide discipline.
- It promotes direct instruction of behavioral expectations and social behaviors.
- It promotes maximizing student engagement through the implementation of prevention and intervention strategies.
- It is research and evidence based. All decisions and practices regarding discipline are data driven.
- It is the redesign of environments, not the redesign of individuals.
- The redesign of the environment should be both physical and social in nature.

PBIS: The Benefits

- School climate is improved through positive feedback, the acknowledgement of exemplary behaviors, and the decrease of strain on teachers and administrators.
- It allows staff to identify problem areas and make program decisions based on data.
- All stakeholders are “on the same page” with common rules, routines, and arrangements.
# Behavior - Koala Expectations

<table>
<thead>
<tr>
<th>School Expectations</th>
<th>Respectful</th>
<th>Responsible</th>
<th>Ready to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td><em>Listen to others</em>&lt;br&gt;<em>Give eye contact</em>&lt;br&gt;<em>Use Kind Words</em>&lt;br&gt;<em>Answer Adults with Respect: Yes Ma’am, No Sir</em></td>
<td><em>Follow Directions</em>&lt;br&gt;<em>Complete Assignments</em>&lt;br&gt;<em>Notify teacher of misbehavior of peers right away (Bully-like behavior)</em>&lt;br&gt;<em>Accept mistakes/consequences and move on</em></td>
<td><em>Be Prompted</em>&lt;br&gt;<em>Best Effort</em>&lt;br&gt;<em>Bring all materials</em></td>
</tr>
<tr>
<td><strong>Hallways</strong></td>
<td><em>Walk Quietly</em>&lt;br&gt;<em>Walk in a Straight Line on right side of hallway with arms to your side</em></td>
<td><em>Stand quietly in line when teacher is talking to another adult</em>&lt;br&gt;<em>Tell an adult if there is a problem</em>&lt;br&gt;<em>Pick Up Trash</em></td>
<td><em>Move quietly and Promptly</em></td>
</tr>
<tr>
<td><strong>Playground</strong></td>
<td><em>Share</em>&lt;br&gt;<em>Take Turns</em>&lt;br&gt;<em>Include Others</em></td>
<td><em>Play safely</em>&lt;br&gt;<em>Encourage Others</em>&lt;br&gt;<em>Line up When You Hear the Whistle</em></td>
<td><em>Use equipment properly</em>&lt;br&gt;<em>Return equipment to proper place</em></td>
</tr>
<tr>
<td><strong>Bathrooms</strong></td>
<td><em>Honor Privacy</em>&lt;br&gt;<em>Wash Hands</em>&lt;br&gt;<em>Flush Toilet</em></td>
<td><em>Use Trash Cans</em>&lt;br&gt;<em>Conserve Water and Paper</em></td>
<td><em>Promptly return to the classroom</em></td>
</tr>
<tr>
<td><strong>Café’</strong></td>
<td><em>Turn on silent voice when eating</em>&lt;br&gt;<em>Turn on inside voice when done</em></td>
<td><em>Clean Up</em></td>
<td><em>Line up quietly</em>&lt;br&gt;Be prepared to return to class</td>
</tr>
<tr>
<td><strong>Media Center</strong></td>
<td><em>Enter quietly</em>&lt;br&gt;<em>Return Books on Time</em>&lt;br&gt;<em>Come Prepared</em></td>
<td><em>Use Whisper Voices</em>&lt;br&gt;<em>Push in chairs.</em></td>
<td><em>Take care of books, magazines, and computers.</em></td>
</tr>
<tr>
<td><strong>Multi-Purpose Room (Assembly)</strong></td>
<td><em>Sit in one Spot</em>&lt;br&gt;<em>Stay in your Space</em></td>
<td><em>Sit Quietly</em>&lt;br&gt;<em>Eyes on Speaker</em>&lt;br&gt;<em>Appropriate Applause</em></td>
<td><em>Sit in chairs/floor correctly</em></td>
</tr>
<tr>
<td><strong>Buses</strong></td>
<td><em>Speak to your driver</em>&lt;br&gt;<em>Walk to Seat</em>&lt;br&gt;<em>Remain Seated</em>&lt;br&gt;<em>Keep Hands and Feet in your Own Space.</em>&lt;br&gt;<em>Enter and Exit Quietly and Orderly</em></td>
<td><em>Quiet Voices</em>&lt;br&gt;<em>Keep Hands and Feet to Yourselves</em></td>
<td><em>Keep bus clean.</em>&lt;br&gt;<em>Pick up Trash</em></td>
</tr>
</tbody>
</table>
The School Bus

The following rules are focused on providing safe transportation to and from school every day.

<table>
<thead>
<tr>
<th>School Bus Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obey the driver or adult</td>
</tr>
<tr>
<td>2. Enter and exit the bus safely</td>
</tr>
<tr>
<td>3. Stay seated; no standing</td>
</tr>
<tr>
<td>4. Keep your hands, feet and other body parts to yourself</td>
</tr>
<tr>
<td>5. Do not throw anything</td>
</tr>
<tr>
<td>6. Do not put anything out of the window</td>
</tr>
<tr>
<td>7. Remain quiet and do not disturb the driver or others</td>
</tr>
<tr>
<td>8. No profanity, rudeness, vandalism, fighting, threats</td>
</tr>
<tr>
<td>9. Do not eat drink or chew gum</td>
</tr>
<tr>
<td>10. Be responsible, be safe</td>
</tr>
</tbody>
</table>

If a student breaks a rule on the bus, the driver will notify the administration, and swift action will be taken. **Riding the bus is a privilege. Serious misbehavior may lead to the suspension or expulsion of bus riding privileges.** Administration will remove students from the bus unless the bus rules are followed. See the district handbook for more information.

Candy, Gum, and Toys

Students may not bring candy, gum, toys, cell phones, fidget spinners or other non-school related items to school unless approved by the principal and teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no cell-phones, headphones, radios, games, electronic gaming devices, watches with cellular capabilities, etc., are allowed and will be confiscated and only returned to a parent.

School Celebrations/Incentives

Competitions and celebrations will be ongoing throughout the school year to encourage appropriate behavior. Celebrations are a privilege. Failure to earn this privilege may result in students’ inability to participate.
Kensington Elementary’s Expectations For Developing Soft Skills

Kensington Elementary is continuing with our behavioral system that will be used in combination with PBIS to strengthen and promote positive behavior of students. This behavioral structure was adopted from The Ron Clark Academy (RCA). More about RCA can be found at [http://www.ronclarkacademy.com/](http://www.ronclarkacademy.com/). Kensington Elementary House Initiative (KEHI) teaches, expects, and encourages respectful behavior from all students. It is also expected from adults. We believe in modeling the behaviors we want to see in our students. Below you will find some more information related to KEHI.

KES Expectations

(All Essentials will be taught and Modeled by the end of the first nine weeks. Students will be expected to display all Essentials starting the Second Nine weeks).

Kensington Elementary Essential Expectations for Building Soft Skills

- Yes ma’am or Yes sir when speaking to an adult. Yes or No will also do.
- Look at others when you are speaking or they are speaking.
- Respect others’ opinions.
- Be a good winner and be a good loser.
- Carry a conversation through.
- Cough or sneeze in the crease of your elbow… say, “Excuse me.”
- Lip smacking, tsking, rolling eyes, or making gestures are unacceptable.
- Always say thank you when someone gives you something.
- Rewards are earned, not asked for.
- Flush the toilet, wash your hands.
- When someone is being disciplined, keep your eyes on your work, not their situation.
- Clean up after yourself in the cafeteria. Trash up, and food up.
- Know your ABC’s of cafeteria etiquette.
- Follow bus rules. Speak to your bus driver. Thank them when you exit.
- If someone drops something, help them pick it up.
- During assemblies, keep your eyes on the speaker.
- Walk on the right side of the hallway in a single file line. Arms to the side.
- If someone is bothering you, let the teacher know…. RIGHT THEN.
- Accept that we will make mistakes. We learn from them and go on.
- Always, always be honest… no matter the circumstance.
- Stand up for what you believe in.
- Be positive! Some things aren’t worth getting upset over.
- Carpe Diem – Seize the moment and be the best KOALA you can be!
<table>
<thead>
<tr>
<th>Houses</th>
<th>Black River House</th>
<th>Sampit House</th>
</tr>
</thead>
<tbody>
<tr>
<td>justice, order, &amp; balance</td>
<td>-Captivating- “lepos”</td>
<td>-Resourceful- “callidus”</td>
</tr>
</tbody>
</table>
| ![Balance Symbol] | • Color: purple  
-represents regal | • Color: green  
-represents abundance |
|                           | • Animal: Alligator  
-represents: balance and union, | • Animal: fox  
-represents: one who uses all he may possess |
|                           | • Natural Element: willow tree  
-represents: grace and beauty | • Natural Element: sun  
-represents: power, glory, and source of life |
<table>
<thead>
<tr>
<th>Pee Dee House</th>
<th>Waccamaw House</th>
<th>Winyah House</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Dramatic-</td>
<td>-Tenacious-</td>
<td>-Dynamic-</td>
</tr>
<tr>
<td>&quot;scenicus&quot;</td>
<td>&quot;lentus&quot;</td>
<td>&quot;suscipit&quot;</td>
</tr>
</tbody>
</table>

- **Pee Dee House -Dramatic- "scenicus"**
  - Color: black
    -represents prudence
  - Animal: eagle
    -represents: courage, freedom, power
  - Natural Element: live oak
    -represents: dramatic strength

- **Waccamaw House -Tenacious- "lentus"**
  - Color: red
    -represents strength and warrior
  - Animal: Bobcat
    -represents patience awareness
  - Natural Element: holly
    -represents: balance and vigor

- **Winyah House -Dynamic- "suscipit"**
  - Color: orange
    -represents vitality with endurance
  - Animal: Sea Turtle
    -represents patience, longevity, and insight
  - Natural Element: ocean
    -represents: great power

**Individual Incentives**

(Students will be able to cash in Koala Cash for individual rewards per schedule below. Schedule details may change as school team determines appropriate).

**Individual Koala Cash (Monthly)**

- **September**: Snow Cones ($10)
- **October**: Extra Recess ($15)
- **November**: Movie Day ($20)
- **December**: Bojangles Lunch ($20)
- **January**: Hot Chocolate ($10)
- **February**: Hat Day ($5)
- **March**: Game Day ($20)
- **April**: Extra Recess ($15)
House Incentives & Expectations

Crest Cash

- House Points will be tallied and announced every week by administration.
- Winning HOUSE will be recognized by receiving the coveted L.E.A.D board. L.E.A.D Stands for Lift Others, Engage in learning, Accept Responsibility, and Demonstrate Citizenship
- Board will be hung above HOUSE door each 9 weeks.
- Each winning HOUSE will be able to cash in Crest Cash for HOUSE rewards per schedule below.

Leading House Incentives

- 1st Quarter: HOUSE trip or HOUSE Party (October)
- 2nd Quarter: HOUSE trip or HOUSE Party (January)
- 3rd Quarter: HOUSE trip or HOUSE Party (March)
- 4th Quarter: HOUSE trip or HOUSE Party (May)

House Expectations

- Service project
- Mentoring

Consequences for Minor Misbehavior

There may be times that your child engage in “minor misbehavior.” Minor misbehaviors maybe communicated with you by your child’s teacher through a Parent Communication form. If your child receives 5 Parent communication forms, the next consequence will warrant an office referral.

Sometimes “minor misbehaviors” can become “major misbehaviors” when they occur often. Please note that all distractions/misbehaviors have consequences.

Such behavior (minor misbehavior) is defined as belonging to at least one of the following categories:

- Irresponsible
- Disrespectful
- Lack of preparation for Learning
- Physical impositions (e.g. pushing)
Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Severe behaviors are defined as belonging to at least one of the following categories:

- Insubordinate behavior (Defiance/refusal to follow directions)
- Physically dangerous behavior
- Illegal behavior
- Major Disrespect toward others

Insubordinate behavior is the direct refusal to comply with a staff's reasonable instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and will issue a mild consequence for the offense. If the student continues to disregard the staff member’s instruction, he or she will be sent to the office and the incident will be reported to the appropriate staff member.

Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the principal or designee will arrange a conference between the student, the staff member involved, and possibly the student’s parent or guardian. The purpose of the conference will be to establish a plan that will help the student communicate more responsibly in the future.

In cases of physically dangerous behavior—fighting, assault, verbal assault, physical intimidation, sexual intimidation—staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance. The principal or designee will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the office. The principal or designee will notify the student’s parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities. Any student who brings a weapon to school or who uses a dangerous item in a way that makes another person feel threatened is subject to immediate expulsion. All incidents involving weapons will be reported to the appropriate law enforcement agencies. Routine severe infractions will be communicate to you with an Office referral and/or phone call. Expulsion forms will be used whenever appropriate. Sample office referral is below.
Parent Communication Form

Respectful + Responsible + Ready-to-Learn = Success
Discouraging Inappropriate Behavior

Student: ___________________________ Grade: ___________ Date: ___________
Time: ______
Teacher/Staff Member(s): ___________ Homeroom: ___________________________

<table>
<thead>
<tr>
<th>Location:</th>
<th>Inappropriate Behavior:</th>
<th>Others Involved:</th>
<th>Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Classroom</td>
<td>☐ Uncooperative Behavior</td>
<td>☐ None</td>
<td>☐ Apology</td>
</tr>
<tr>
<td>☐ Hallway</td>
<td>☐ Failure to Follow Rules</td>
<td>☐ Peer(s)</td>
<td>☐ Loss of Privileges</td>
</tr>
<tr>
<td>☐ Special Area</td>
<td>☐ Class Disruptions</td>
<td>☐ Staff</td>
<td>☐ Silent Lunch</td>
</tr>
<tr>
<td>☐ Playground</td>
<td>☐ Excessive Talking</td>
<td>☐ Teacher</td>
<td>☐ Parent Conference</td>
</tr>
<tr>
<td>☐ Bus/Car Ramp</td>
<td>☐ Inappropriate Language/ Profanity</td>
<td>☐ Substitute</td>
<td>☐ Verbal Correction</td>
</tr>
<tr>
<td>☐ Bathroom</td>
<td>☐ Hitting</td>
<td>☐ Other _________</td>
<td>☐ Student Conference</td>
</tr>
<tr>
<td>☐ Koala Café</td>
<td>☐ Other _________</td>
<td></td>
<td>☐ Recess Detention</td>
</tr>
<tr>
<td>☐ Other _________</td>
<td></td>
<td></td>
<td>☐ Guidance Referral</td>
</tr>
</tbody>
</table>

RESPECTFUL!

RESPONSIBLE!

READY-TO-LEARN!
Kensington Elementary School

Respectful + Responsible + Ready-to-Learn = Success  Office Referral  Discouraging Inappropriate Behavior

Student: ____________  Grade: ____  Homeroom: _______  Date: _____  Time: ______

Teacher/Staff Member(s): ____________________________

<table>
<thead>
<tr>
<th>Location:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Hallway</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Special Area</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Bus: Car Ramp</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Bathroom</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Koala Cafe</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inappropriate Behavior:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>☐ Inappropriate Lan/Proximity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Fighting</td>
<td></td>
<td></td>
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<tr>
<td>☐ Property Damage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Hitting</td>
<td></td>
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<tr>
<td>☐ Other ______________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeat Offense:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>☐ Uncooperative Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Failure to follow Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Class Distractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Not Following Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Put Downs</td>
<td></td>
<td></td>
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<tr>
<td>☐ Other</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Actions:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Conference w/Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Conference w/parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Guidance Intervention</td>
<td></td>
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</tr>
<tr>
<td>☐ SIT Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Office Detention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date(s): _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Overnight Suspension</td>
<td></td>
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<tr>
<td>Date(s): _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Out of School Suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date(s): _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Recommended for Expulsion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other ______________</td>
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<td></td>
</tr>
</tbody>
</table>

☐ Parental Option: Parent may come to school to stay with student during the day(s) in lieu of Out of School Suspension for:

_______ Hours ______ Half Day ______ Whole Day(s)

Teacher Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Administrator Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Kensington Elementary School  ~  86 Kensington BLVD.  ~  843-546-8511
The success of Kensington Elementary’s Code of Conduct depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic and behavioral achievement, good character, and ensure the success of students at the school and throughout life. On behalf of the administration, faculty, and staff of Kensington Elementary, I pledge to fulfill the responsibilities and uphold the expectations outlined in the Code of Conduct.

Kensington Elementary is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

Maurice Cobb
Principal

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school’s primary mission—rigorous academic learning and optimal behavioral success.

As the parent of ____________________________ __________________________ I pledge:

☐ to maintain high expectations for my child and the school
☐ to demonstrate consistent interest in my child’s progress at school
☐ to support my child’s best efforts
☐ to model school expectations
☐ to support and work with my child’s teacher and other KES staff to promote my child’s learning and behavioral success

I have read the Code of Conduct and the student/parent handbook and support the rules and expectations outlined herein.

Signed: ____________________________ Date: _____ / _____ / ______

As a student at Kensington Elementary, I pledge:

☐ to be respectful to myself and others in the school community
☐ to be responsible for my achievements and my mistakes
☐ to make smart choices
☐ to stay on task and be ready-to-learn
☐ to project a positive attitude in all I do.

Signed: ____________________________ Date: _____ / _____ / ______