Kensico School
Behavioral Expectations
Kensico "CARES"

C - Cooperation
A - Assertion
R - Responsibility
E - Empathy
S - Self-Control
Valhalla UFSD dedicated to every child.... stimulating learning, developing values and cultivating understanding

Kensico CARES
Statement of Core Beliefs and Values

Kensico School is dedicated to promoting responsible behavior and respect for others. Students must be accountable for their actions, understand the consequences for their behavior and learn from their experiences. Working together, we can provide a safe and nurturing environment for our children.

The New York State Dignity for All Students Act (DASA) became effective July 1, 2012. The goal of DASA is to create a safe and supportive school climate where students can learn and focus, rather than fear being discriminated against and/or verbally and/or physically harassed. All students have the right to attend school in a safe, welcoming, considerate and caring environment. Effective July 1, 2013, an amendment on Cyberbullying has been addressed by DASA. Cyberbullying is defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

Kensico “CARES” is our school belief that was developed to encourage a positive code of conduct and embrace a set of core values that include: Cooperation, Assertion, Responsibility, Empathy and Self-control.

Students who demonstrate one of the Kensico “CARES” characteristics receives a Kensico “CARES” bracelet. Recognition is given to a class that collectively demonstrates the Kensico “CARES” values. The class receives a large Golden “C” to display in their classroom for a week. Recognition will be given to the class during weekly morning announcements. The Special “K” is a large maroon “K” magnet placed on a school bus when those students are behaving properly traveling to and from Kensico School.
Common definitions of cooperation:

- Acting or working together.
- The ability to work together to achieve a common end or purpose.
- Practice in working together in a variety of ways all day long.

How and where we cooperate at school:

- “After group work, students work together to put things away.”
- “Our class took turns to add materials to our ecocolumns.”
- “In P.E., we have been learning how to work together by making it across the gym in Safari without touching the gym floor.”
- “We take a buddy with us when we run errands for our classroom or when we go to the bathroom.”
- “Two students decided to work together on a project. When they were finished, they said, ‘WE DID IT!’”
- We worked as a class to come up with rules that we will all follow. At times, we have to remind or review procedures when members of our class have forgotten them.”

HOME REINFORCEMENT

- When cleaning the house, have each person in the house pick a chore that they would be willing to do to help out. Pick appropriate tasks that will not frustrate depending on age. After cleaning up, go to each place that a chore was done and have each person say something NICE about the area.
- When planning a Saturday outing, have each person help in making the plans for fun times and for errands that need to get done.
- Take time the night before each school day to pick out clothes and give breakfast ideas. Also, place materials that need to be taken the next day to school by the door to facilitate an easy beginning to the next morning.
- The best example of cooperating comes from home. The way that you interact with others will be the model for how your children will interact with friends. Read *The Little Red Hen* or *Swimmy* and talk about how the animals cooperated or didn’t cooperate.
Common definitions of assertion:

- Putting forward to be recognized.
- The ability to state your opinion or take a stand.
- The act of giving out one own’s rights or claims in a bold manner.

How and where we assert ourselves at school:

- “At morning meeting, we make eye contact with the person that we are greeting, giving a confident handshake while we stand tall.”
- “Instead of tattling on each other, the friends in our class are taught to talk about what is wrong and find a way to work it out together.”
- “Being assertive is raising your hand when you need help, saying excuse me, and speaking up for yourself.”
- “In the story A Fine, Fine School, a student asserts herself and talks to the principal about a concern.”
- “While at morning meeting, a friend sat down too close and squished a boy. The boy told the other student they needed to scoot over.”
- When I have hurt someone else’s feelings or body, I talk with the person I hurt to apologize and attempt to fix their feelings.”

**Apology of Action**

At Kensico, we try to talk to students about “making it right” when something is done to hurt someone’s feelings, body or property. Saying sorry may not “make it right” or “fix it” for the student that had the misdeed done to him or her. A few examples of apologies of action are:

- “You break it, you fix it.” – Being assertive in asking the student how to fix their feelings is an important skill.
- A student can ask how to help the other student they have hurt.
- A student can get the other person a band-aid or wet paper towel.
- A student can spend his/her recess time talking or playing with the student that had their feelings hurt.

**HOME REINFORCEMENT**

- Have your child be assertive by planning out their choice for lunch the next day.
- When your child has done something inappropriate to someone else, use the above apology of actions to fix the problem.
- When talking with others, look the person in the eyes while talking.
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RESPONSIBILITY

Common definitions of responsibility:
- To be reliable or trustworthy.
- To be placed in control and having to be answerable for actions.
- Being the source or cause for an action.

How and where we are responsible at school:
- “Students are responsible for their belongings in class, from home, and at specials.”
- “At recess, I am responsible for putting away the equipment I use.”
- “At morning meeting, I am responsible for greeting others and making them feel important.”
- “Throughout the school day, I am responsible for the things that I do or say and to fix things when I have created a problem.”
- “At school, students are responsible to clean up after themselves in the classroom, specials, and in the cafeteria.”
- Students are responsible for their actions, choices, and words.”

Who is responsible for homework?
At Kensico, the responsibility for homework to be taken home, completed, and then returned the following day is placed upon the child. This is the one responsibility that teachers stress upon their students for outside of school.

HOME REINFORCEMENT
- Set up a separate place at home for your son/daughter to place his or her book bag and his/her homework after school each day. Go over any directions and let your child complete the work to his/her ability.
- Give your child a chore(s) to complete each day. Make up a chart and have them check off when they have completed the chore.
- When a child makes a poor choice, talk with the child and ask them the following questions: “Who made the choice?” “Was it an appropriate/poor choice?” “How can you make a better choice next time?”
- Talk about the responsibilities that you have as an adult, parent and at work. This will help them to understand that everyone has responsibilities.

Responsibility is a skill that carries a combination of cooperation, assertion, empathy and self-control.
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EMPATHY

Common definitions of empathy:

- The identification and understanding of another’s situation and feelings.
- The action of being sensitive to another person’s experiences and feelings.
- Understanding and entering into another person’s feelings.

How and where we are empathetic in school

- “If outside at recess, or in gym or in the hallway and we see someone trip or fall, we go over and help them up.”
- “If someone forgets their lunch or snack, I can share my lunch and snack with them.”
- “Teachers talk with students about situations requiring empathy such as not being invited to a party, whether or not to give one's friend the answers to a homework assignment, finding money and deciding whether to keep it or not, or telling a friend to leave an innocent student alone who is a frequent target of harassment at lunch every day.”

HOME REINFORCEMENT

- As parents, one of the best ways we can teach our children to show empathy is to actively demonstrate it ourselves.
- Talk to your child about events that are happening around your neighborhood, county or country. Ask your child how they would feel in those situations.
- Let your child know when you are sad or sick. Talk about things that would help make things easier around the house.
- If a friend or family member is sick, write a note or draw a get-well picture.
- During holiday seasons, have your child take money or toys that they would usually receive and give it to a less fortunate family or organizations that assist families in need.
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**SELF-CONTROL**

Common definitions of self-control:
- The trait of controlling your own behavior.
- The ability to have command over the choices you make.
- Showing restraint for self.
- Making the right choice rather than relying on our impulses.

How and where we use self-control at school
- “When problems arise with a classmate, I try to talk out my problem rather than get angry and tattle.”
- “When I feel myself starting to get out of control, I take deep breaths or count to ten to gather myself and then I return to my activity.”
- “When facing a choice, we talked about asking for help, taking a deep breath, counting slowly, writing down feelings, or talking to someone about options for that choice.”
- “We teach self-control through role playing in class. We discuss how we have control over our own body and when or how it moves.”
- “I often ask the students ‘Is your body in control?’”
- “During class discussions, I want to hear what others have to say. I control my urge to call out an answer by raising my hand.”
- “I tell the students to ‘Check your body!’ to remind them to sit safely and correctly when we are in class.”

**HOME REINFORCEMENT**
- Talk with your child about what are appropriate and inappropriate actions in different situations. Role-play the right way to control your words and actions and the wrong way. Play an active part and be an actor with your child. They will remember more if you are involved.
- Talk with your child about ways that you have to use self-control at work or while driving. Whenever a child sees that a parent has to use self-control, they do a better job of putting it into action.
- Come up with a place that you child can go (or you can go) to gain control back. Make a place that is not punishment, but rather a place that will help them think about regaining their composure.
- Count to 10!
- Listen to your child. Let them tell you why they are upset or angry.
Discipline Report

Student’s Name: _____________________ Date: ________________
Grade/Teacher: ______________________ Reporting Faculty/Staff: _________________
Date of Incident: _____________________ Location: _________________

Dear Parent/Guardian:
The Behavioral Expectations at Kensico School are based on the pillars of Kensico CARES (Cooperation, Assertion, Responsibility, Empathy and Self-Control.) Your child has been involved in a disciplinary incident. The check mark indicates the pillar that has been breached.
A brief description and applicable consequences are listed below. Please assist us in helping your child understand the implications of their actions in accepting the related consequences.

____ Cooperation - I will work together with my classmates and all others.
____ Assertion - I will respect my school and encourage others to do the same.
____ Responsibility - I will take responsibility for my actions and not blame others for my behavior.
____ Empathy - I will think about how my actions make others feel.
____ Self-Control – I will be honest and dependable and be considerate of other’s feelings and their things.

Reason (s) for Referral
___ Bullying   ___ Bus misconduct   ___ Fighting   ___ Disrespectful behavior and/or attitude
___ Recess Misbehavior   ___ Damaging school property   ___ Aggressiveness   ___Other

Please describe the incident in which the student was involved with:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Administrative Action
___ Conference with student   ___ In School Alternative Instruction   ___Letter of Apology
___ Referred to Principal   ___ Out of School Suspension   ___Parent Contacted
___ Recess/Lunch Detention   ___ Verbal Warning   ___ Parent Conference

Parent/Guardian Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Principal Signature __________________________ Parent/Guardian Signature __________________________
Kensico School Commitment Statement

Please sign and return this Commitment Statement to your child’s Homeroom teacher.

My child/children and I have read and discussed the “Kensico CARES” Behavioral Expectations, as well as the Valhalla UFSD Code of Conduct. We understand the behavioral expectations that are outlined and realize there will be consequences for misbehavior.

Our signatures indicate our commitment to uphold the values, expectations and rules of Kensico School.

Family Last Name: ________________________________

Student(s) Signature: ____________________________ Teacher: ________________

__________________________ Teacher: ________________

__________________________ Teacher: ________________

__________________________ Teacher: ________________

Parent/Guardian Signature ____________________________________________

Date ______________________

Thank you for your support and for making Kensico School a safe and fun place to learn!!