

Harmony Hills Elementary School
2011 – 2012 School Year
School Community Code

Committee Members

2010-2011

Robin Weaver, Principal

Siobhan Alexander, Math Content Coach and GT Teacher

Eugene Bonelli, Focus Teacher, Committee Co-Chair

Silvia Chang, Kindergarten Teacher

Kari Cregger, Kindergarten Teacher

Amy Harding, Second Grade Teacher

Jason Held, Focus Teacher, Committee Co-Chair

Amanda Krebs, Art Teacher

Janet Pegues, Speech Pathologist

Ashton Pontious, Fifth Grade Teacher

Felicia Rodriguez, Fourth Grade Teacher

Paula Teixeira-Obaidy, Focus Teacher

Jinny Yoon, First Grade Teacher

Martha Doyle, ESOL

2011-2012

Our philosophy is based on the work of Stephen Covey (The 7 Habits of Highly Effective People) and Sean Covey (The 7 Habits of Happy Kids). These skills will enable our students and their families to become lifelong learners and productive citizens in a global society.

I. PHILOSOPHY

The members of the Harmony Hills School Community- students, staff and parents – believe that learning is a continuous process and that while learning is not confined to a school building, it is nevertheless the primary function of the school.

The school must evolve a certain set of rules and regulations to guide its participants and to facilitate the performance of its primary function. These rules should reflect a balance between the responsibilities and rights of the individual. They should also promote an environment conducive to effective, efficient learning and mutual respect as well as cooperation between and among all segments of the school community.

The Harmony Hills local school operating agreement will focus on the development of self-empowerment which will express itself in responsible and proactive behavior. The implementation of the Community Code will be fair, firm and consistent. The staff member will seek to understand and evaluate each individual situation so that the school staff's response to the student is appropriate. The students and their families will be made aware of the consequences of irresponsible and inappropriate behavior. Each situation will be handled in accordance with a range of possible interventions. In all cases the goals of the Community Code is to help the child deal with situations more responsibly and proactively in the future and to ensure that each experience is win-win for all involved.

The Harmony Hills school community members believe that self-empowerment is learned and, therefore, can and should be taught in the school, home and community. The child also learns through experience and imitation of those in his/her environment. Self-awareness and academic identity are developmental processes. As the child matures, he/she should be given increased responsibility in keeping with his/her developmental level and social maturity. The ultimate goal is the synergy of academic identity and self-awareness that fosters full participation as leaders in the school and community.

The cooperation of many people is necessary to establish and maintain a cohesiveness that fosters a positive learning environment. Each member of our school community will assume certain responsibilities in order to create an environment where everyone's rights and responsibilities are respected.

II. COUNTY POLICIES AND REGULATIONS

County policies and regulations related to discipline are contained in the MCPS Policies and Procedures Handbook and the Student Rights and Responsibilities Handbook located in the school office, and are available to school staff, students, and parents.

Infractions defined by County Policies:

A. Physical Attack on Staff and Students

An act of physically assaulting a staff member or student on school ground or in conjunction with school activities would require a minimum action of three days of suspension with police referral. Maximum action: expulsion (This should be distinguished from a minor fight or scuffle between students which will be addressed in the local school plan.)

B. Verbal Abuse

Willfully intimidating, insulting, or in other manner abusing verbally a member of the school staff would require a minimum action of one day of suspension with a parent conference. Maximum action: five-day suspension. Use of improper language in itself is not here considered as verbal abuse, but such behavior is not condoned and should be dealt with at the school level.

C. Extortion

An act of attempting to secure money or property through threat of physical harm would require minimum action of one day suspension with a parent conference. Maximum action: five-day suspension or possible expulsion.

D. Storing, Possessing, or Carrying Dangerous Weapons (MCPS Regulation COE-RA)

Students found in possession of firearms or other dangerous weapons on MCPS property will be recommended for expulsion by principals without exception.

E. Destruction of Public Property (Vandalism) (MCPS Regulation 230-3)

In addition to the policy statement on contacting police and full payment, the minimum action for destroying public property would require holding a parent conference and one day of suspension; or the principal may develop a work plan for students on their own time relating to the action in lieu of suspension. Maximum action: five-day suspension.

F. Smoking (MCPS Regulation 540-1)

In addition to the policy statement, minimum action for violation of the policy would be notification to parents and a student conference. Maximum action: three-day suspension.

G. Intoxicants (MCPS Regulation 230-6)

Minimum action for violation would be a parent conference, police notification, and one day of suspension. Maximum action: expulsion.

H. Drug Abuse

The minimum penalty for the possession of drugs or other illegal substances would be a parent conference and one-day suspension. Students determined to be engaged in the sale or distribution of drugs or other illegal substances will be recommended for expulsion by the principal without exception.

I. Plagiarism

Students are not to plagiarize. Plagiarism shall be defined as the taking of another's findings, interpretations, or tests, and intentionally presenting them as one's own without proper attribution. Minimum action for violation would be a conference with the student. Maximum action for a violation would be a three-day suspension.

III. HARMONY HILLS LEADER IN ME IMPLEMENTATION GUIDELINES

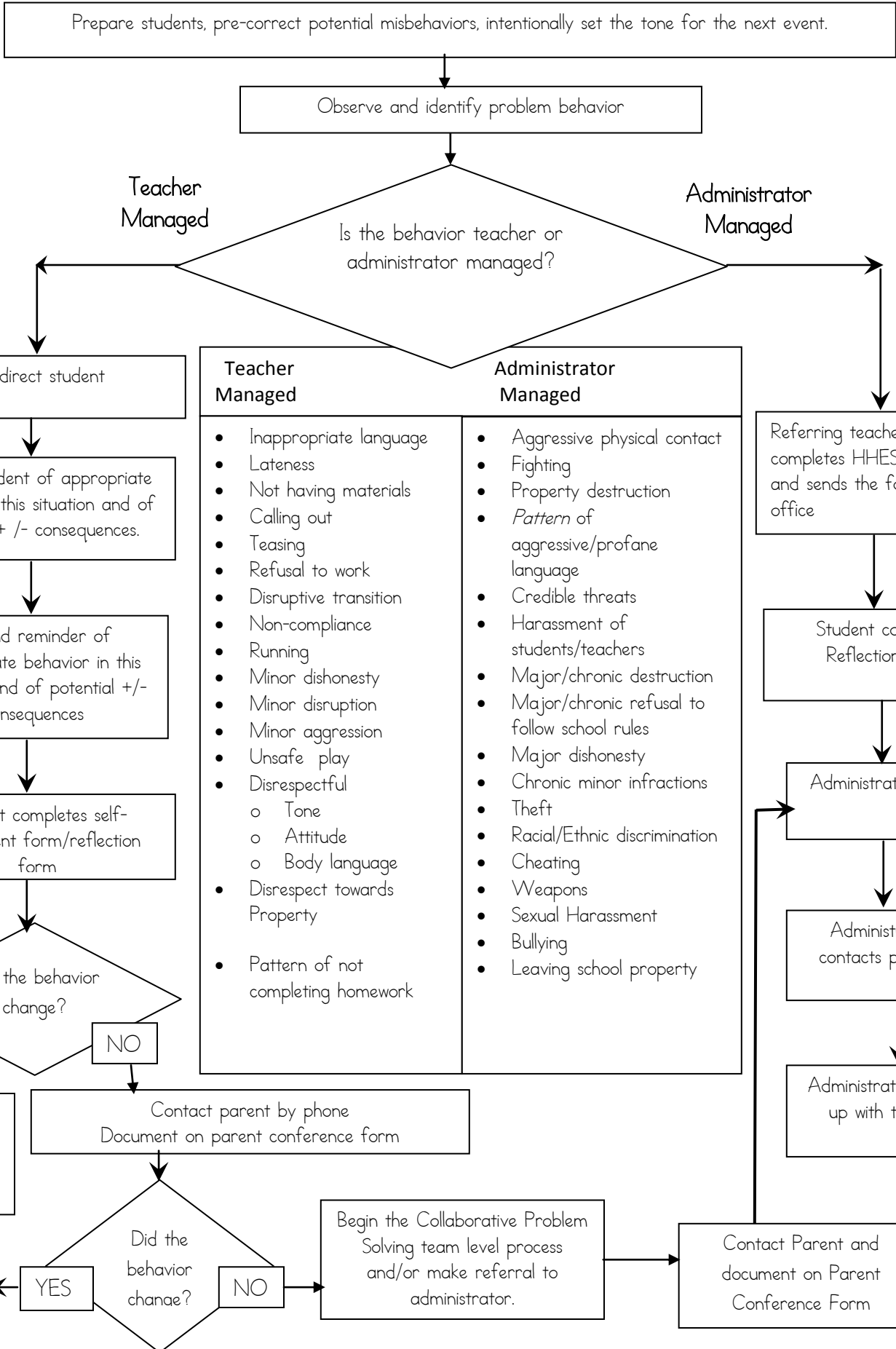
We are using the 7 Habits to provide a consistent, positive, school-wide approach. This approach is proactive and focused on prevention and leadership. We are working to empower students to become lifelong learners. We are also mindful of the fact that our guidelines will be used with students in pre-kindergarten through fifth grades and will be applied to each age group in developmentally appropriate ways. The 7 Habits with their definitions are:

1. **Be Proactive** – YOU make choices about your life. Choose to respond to bad things in good ways. Think about those things that YOU can change.
2. **Begin With The End In Mind** – decide what your goals are first. Imagine what you want, and then get started!
3. **Put First Things First** – Decide what is the most important, and do that first.
4. **Think Win-Win** – Have an EVERYONE can win attitude.
5. **Seek First to Understand, Then to be Understood** – Before you talk, REALLY listen to what others are saying.
6. **Synergize** – work together so that everyone is better. The idea that $1 + 1 = 3!$
7. **Sharpen the Saw** – Spend time resting, learning and growing.
 - Earning a Leaf (Individual students)
 - Students earn a leaf by demonstrating one of the 7 habits.
 - Any staff member can give a leaf to any student.
 - Once a student receives a leaf, he or she will post their leaf on the 7 habits tree in the APR.
 - Each quarter the process will begin again. Team data will be collected quarterly.
 - Each team (K-5, Arts) has a different colored leaf.
 - K:green
 - 1:blue
 - 2:pink
 - 3:yellow
 - 4: salmon
 - 5:white
 - Arts (*additional staff*): red
 - Class/Town Meeting (Team level)
 - The 7 Habits will be explicitly taught by methods determined by the individual teacher during class meetings.
 - Teams schedule town meetings to revisit the 7 Habits within the grade level to celebrate accomplishments and recognize outstanding leadership.
 - Husky Habit Awards (School level)

- A student receives a Husky Habit award by demonstrating one of the 7 habits over time.
- This award can be given by any staff member.
- The award will be read over the morning announcements and then returned to students to take home.
- The student's picture will be displayed on the 7 Habits bulletin board in the main hallway for the academic school year.
- Parent Empowerment (Community level)
 - Teams will share information with families about the 7 Habits through newsletters, conferences, certificates, etc.
 - Teachers will share practices during Family Learning Nights held throughout the year.
 - Provide support for building family libraries by supplying families with the 7 Habits of Happy Kids.
 - Staff will share practices during the School Improvement Team meetings.
 - The 7 Habits will be shared with the PTA Leadership throughout the year. School staff will support PTA Leadership by participating in general body meetings.

IV. LEADER IN ME MONITORING TOOL

- Vocabulary
 - Proactive, begin with the end in mind, first things first, think win-win, seek first to understand, synergize, sharpen the saw
- Concept Development
 - Listening, speaking, understanding, applying
- Survey results (student, staff, parents)
- Hard data
 - Quarterly leaf count, town meeting agenda
- Anecdotal data
 - Stories, role playing, video tapes, classroom demonstration etc.

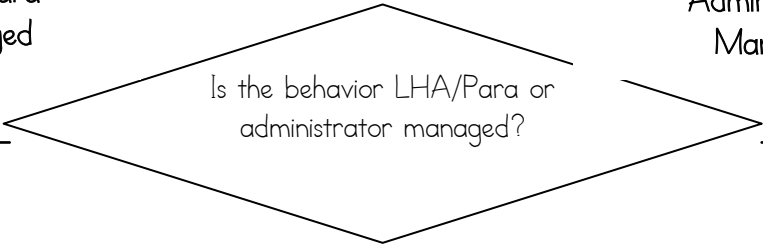


Prepare students, pre-correct potential misbehaviors, intentionally set the tone for the next event.

Observe and identify problem behavior

LHA/Para
Managed

Administrator
Managed

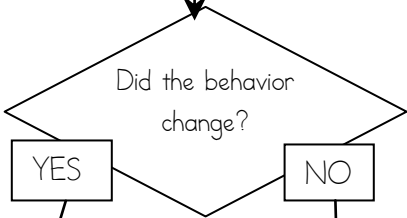


Redirect student

Remind student of appropriate behavior in this situation and of potential reward or consequences.

If the inappropriate behavior continues remind student of the consequences.

On the third intervention, student goes to quiet lunch desk



Notice and reward correct behaviors (Consider 7 Habit Leaf)

LHA/Para Managed	Administrator Managed
<ul style="list-style-type: none"> • Inappropriate language • Teasing • Disruptive transition • Non-compliance • Running • Minor dishonesty • Minor disruption • Minor aggression • Unsafe or rough play • Disrespectful <ul style="list-style-type: none"> ◦ Tone ◦ Attitude ◦ Body Language • Disrespect towards <ul style="list-style-type: none"> ◦ Property ◦ Environment • Pattern of discourteous behavior (loud voices, mishandling food) 	<ul style="list-style-type: none"> • Aggressive physical contact • Fighting • Property destruction • <i>Pattern</i> of aggressive/profane language • Credible threats • Harassment of students • Major/chronic destruction • Major/chronic refusal to follow lunch/recess rules • Major dishonesty • Chronic minor infractions • Theft • Racial/Ethnic discrimination

Administrator action

Administrator contacts parents

Administrator follows up with teacher

Refer to an administrator