

THE ROCK CREEK FOREST ELEMENTARY SCHOOL DISCIPLINE POLICY EXPECTATIONS AND DISCIPLINE POLICIES & PROCEDURES

2009 – 2010

Vision:

We provide all students with the knowledge, skills, and habits that will empower them to become leaders in our society.

Mission:

We strive to fulfill our vision by:

- * providing rigorous instructional programs for all children,
- * developing relevant skills for students to compete in a global society, and
- * establishing healthy relationships to foster a positive environment for students, staff, and parents in our community.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

We are implementing Positive Behavioral Interventions and Supports (PBIS) this school year. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school wide, and classroom discipline systems. The *process* focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans. PBIS includes school-wide procedures and processes intended for:

- **ALL** students, **ALL** staff and in **ALL** settings
- Non-classroom settings within the school environment
- Individual classrooms and teachers, and
- Individual student supports for the estimated 3-7% of students who present the most challenging behaviors.

PBIS is *not* a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. We have been working with students since the first day of school to collaborate and agree upon the expectations in our school so that students are *respectful*, *responsible* and *ready to learn*. Please review the attached RCF School-wide Expectations Matrix as it will explain what being respectful, responsible and ready to learn looks like in our cafeteria, playground, dismissal, arrival, bathrooms, bus, hallways and classrooms. When all students use habits of effectiveness such as being proactive, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand and then to be understood, synergizing, and sharpening the saw, everyone will be a productive member of our school community. If you have questions about the **RCF School-wide Expectations Matrix** or the habits of effectiveness, please contact your child's teacher, the assistant principal or the principal.

In addition to the **RCF School-wide Expectations Matrix**, we would like to highlight the following items:

PTA & School Events outside the student day: Students must be chaperoned and accompanied by a parent or responsible adult during events. There are no unsupervised "drop-offs" of children at PTA & School Events.

Bullying: If you feel your child is being bullied, please contact an administrator to discuss the issue and to receive the "Bullying, Harassment, or Intimidation Reporting Form" (MCPS Form 230-35).

Suspensions: Out of school suspensions may only be given when it is determined by the principal that a behavior is *disruptive* and *detrimental* to the operation of the school. Please review the "Major Infractions and Interventions" information at the end of this document as well as the 2009-2010 A Student's Guide to Rights and Responsibilities in MCPS that was distributed on the first week of school. The electronic version of the Student's Guide to Rights is available at <http://www.montgomeryschoolsmd.org/students/rights/>

Positive Behavioral Interventions and Supports (PBIS): A system of rewards and consequences has been established. Consistent behavior will be recognized. Classroom teachers and other staff members will recognize students by for exhibiting appropriate behaviors with **PAW PRINTS**. All staff members are expected to correct inappropriate student behavior. Inappropriate behaviors are categorized by the levels listed below.

Level 1 – insubordination, disruptive behavior

Level 2 – chronic mis-behavior, defiance, inappropriate language, property misuse, cheating, teasing, spitting

Level 3 - chronic mis-behavior, fighting, overt defiance, weapons (including look-alike), abusive/inappropriate language, bullying, sexual harassment, forgery, theft, vandalism, bomb threat, alcohol/drug use

If you have questions about PBIS, bullying or suspensions, please contact Mrs. Ashton or Mr. Chia at 301.650.6410.

We are very much looking forward to a positive and productive school year for your children.

The Staff at Rock Creek Forest Elementary School

MAJOR INFRACTIONS AND INTERVENTIONS

Staff will use the student referral forms to communicate *serious* infraction and *major* concerns to the homeroom teacher, administration, and parents. Parents will be contacted by school staff and notified of serious incidents or recurring problematic areas. There is no after-school detention program at Rock Creek Forest. However, in certain situations, parents may be contacted so students may stay after school to complete community service or complete class work missed due to an office referral.

INFRACTIONS REQUIRING POLICE REFERRAL AND RECOMMENDATION FOR EXPULSION

- Bomb/Facsimile Possession or Bomb Threats
- Evidence of Intent to Distribute or Distribution of Intoxicants
- Possession of Firearms, including starter guns
- Violent Physical Attack on a Student or Staff Member (requires medical attention outside of school health room)
- Weapons Used to Cause Bodily Harm/Injury

INFRACTIONS

The actions listed are forbidden and are subject to a serious consequence:

Academic Dishonesty/Plagiarism

Bullying (including electronic bullying)

Computer Abuse

Vandalism

Extortion

Fire setting

Hazing

Possession of a Knife

Possessing Other Weapons

Physical Attack on a Student

Physical Attack on a Staff Member

Possession of Intoxicants

Sexual Harassment/Offenses/Activity

Theft

Burglary

Threat (verbal, electronic, written)

Verbal Abuse

Hate/Violence

Gang-Related Incident

HIERARCHY OF CONSEQUENCES

1. Immediate intervention by adult on the scene to stop the infraction.
 - a. Verbal warning
 - b. Second verbal warning
 - c. Time out (in class)
 - d. Student- Teacher Discussion

- e. Student- Teacher-Principal Conference
 - f. Student- Teacher-Principal-Parent Conference
2. Discussions and conferences with the student regarding the incident will result in consequences appropriate to the infraction (removal of privileges, making amends, community service at school, etc.).
 3. The student's homeroom teacher will always be notified via the student referral form.
 4. Staff and/or administrators will inform parents of major infraction by phone or in writing. When informed by writing, parents should sign and return referral form. A signature means the parent is aware of the infraction and understands the consequences for the actions/behaviors.
 5. Repeated referrals and conferences may result in the development of a behavior plan or contract to modify student behavior.
 6. Major infractions that are *disruptive* and *detrimental* to the operation of the school may result in:
 - a. In-school suspension (teacher provides work), supervised in the office
 - b. Out-of-school suspension
 - c. 10-day suspension with recommendation for expulsion
 7. Major infractions include:
 - a. Bomb/Facsimile Possession or Bomb Threats
 - b. Evidence of Intent to Distribute or Distribution of Intoxicants
 - c. Possession of Firearms, including starter guns
 - d. Violent Physical Attack on a Student or Staff Member
(requires medical attention outside of school health room)
 - e. Weapons Used to Cause Bodily Harm/Injury

Out of school suspensions may only be given when it is determined by the principal that a behavior is disruptive and detrimental to the operation of the school.

PROCEDURES FOR STUDENT APPEALS AND GRIEVANCES

If a student feels that a disciplinary action resulting from the above infractions is not fair, he/she can take the following steps:

1. Talk it over with the adult involved.
2. Talk it over with the homeroom teacher and/or counselor.
3. Make an appointment to talk with the principal. A conference will be set as soon as possible.
4. Discuss general discipline issues with Student Council.
5. All suspensions may be appealed to the principal, field supervisor of Student Services, or the Board of Education.

Rock Creek Forest Elementary School
8330 Grubb Road
Chevy Chase, Maryland 20815
301-650-6410



September 17, 2009

Dear Parents,

Please take a few minutes today to review the school discipline policy with your child. By reviewing the discipline policy and RCF School-wide Expectations Matrix at home, you are supporting your child and our school staff as we work collaboratively to create a safe and nurturing school environment where all children are secure so they are able to learn. After you have reviewed the school discipline policy, we ask that you and your child sign the lower section of this letter and return it to school. ***Please return the signed copy to your homeroom teacher by Friday, September 25, 2009.*** We urge you to also sign your copy and keep it at home.

Thank you for your partnership and cooperation in reviewing the school discipline policy with your child in a timely manner.

Sincerely,

David Chia
Principal

Stacy Ashton
Assistant Principal

We have read and discussed the Rock Creek Forest Elementary School Discipline Policy.

(Student Signature)

(Date)

(Parent Signature)

(Date)

Save this copy for home.

***** CUT HERE *****

We have read and discussed the Rock Creek Forest Elementary School Discipline Policy.

(Student Signature)

(Date)

(Parent Signature)

(Date)

Please return this lower section to your child's homeroom teacher by Friday, September 25, 2009. Thank you