

# **Luxmanor Elementary School**

## **Standards of Behavior**

### **2018 -2019**

#### **Mission Statement**

Every student will receive a high-quality education to prepare for college and career success through dedicated teaching and learning.

#### **Vision Statement**

All children will receive the respect, encouragement and opportunities they need to build the knowledge, skills and attitudes to be successful, contributing members of a global society.

#### **Philosophy**

The goal of the Luxmanor Elementary School Discipline Policy is to create a safe, caring and orderly environment for learning. Guidelines have been established for expected school behavior. Students are expected to be responsible for their learning, behavior and relationships with others. The cooperation of all members of the Luxmanor Elementary School community is necessary to maintain a positive learning environment in our school.

#### **Student Rights and Responsibilities**

<b>Student Rights</b>	<b>Student Responsibilities</b>
<b>I have the right to:</b> <ul style="list-style-type: none"><li>• be safe</li><li>• learn</li><li>• be heard</li><li>• be treated with respect</li></ul>	<b>I will:</b> <ul style="list-style-type: none"><li>• keep hands, feet and objects to myself</li><li>• come to school everyday on time, prepared and ready to learn</li><li>• listen and follow directions</li><li>• be mindful and show respect to others and property</li><li>• use words to build up and not put down</li><li>• Use technology responsibly</li></ul>

## **Expectations for Members of the Luxmanor Elementary School Community**

**The student** is expected to:

- ✓ Attend school regularly and to arrive on time.
- ✓ Work to the best of his/her ability through effective effort.
- ✓ Participate in the development of school rules.
- ✓ Follow school rules.
- ✓ Use the appropriate process to question school rules.

**The parent** is expected to:

- ✓ Send child to school regularly, on time and prepared to work.
- ✓ Respond to communications from the school pertaining to child.
- ✓ Cooperate with school staff in solving behavioral problems.
- ✓ Develop in children respect for the rights, feelings and property of other people.
- ✓ Support the fair, consistent administration of school rules.

**The teacher** is expected to:

- ✓ Work with students so they understand the curriculum and expectations for learning.
- ✓ Communicate that each student is important and that appropriate behavior is critical to the group/school community.
- ✓ Include students in the development of school rules and expectations.
- ✓ Know and consistently enforce the school rules and expectations.
- ✓ Use appropriate consequences for age, background and level of maturity of students.
- ✓ Communicate with parents and other school staff to support students with behavioral issues.

**The Principal and Assistant Principal** are expected to:

- ✓ Communicate and interpret the MCPS discipline policies and the local school discipline policy to students, parents and staff.
- ✓ Implement specific plans for effective student, parent and staff participation in the formulation and review of the local school discipline policy.
- ✓ Support all building personnel to maintain appropriate and effective discipline.
- ✓ Provide staff assistance with serious behavior issues.
- ✓ Inform teachers of administrative disciplinary actions.
- ✓ Identify the lines of authority in the building in his/her absence so that disciplinary matters may be handled as expeditiously as possible.

## **Expectations for Students at School**

### **On the BUS, students are expected to:**

- ✓ Follow the directions of the bus driver and bus patrols at all times.
- ✓ Board and exit the bus in an orderly manner.
- ✓ Remain seated at all times.
- ✓ Talk quietly and use appropriate language.
- ✓ Keep aisles clear of all belongings.
- ✓ Keep hands, feet, and objects to themselves.

### **During MORNING LINE-UP, students are expected to:**

- ✓ Arrive at school **NO EARLIER** than 8:40 a.m.
- ✓ Walk from the bus (or car) to assigned area.
- ✓ Sit with their class in line talking quietly with friends.
- ✓ Follow staff and patrol directions.
- ✓ Keep hands, feet, and objects to themselves.
- ✓ Walk to homerooms as dismissed by the teacher or patrol on duty.

### **In the HALLS, students are expected to:**

- ✓ Have a “Hall Pass”, note or teacher message at all times when not with an adult.
- ✓ Be quiet, orderly and keep to the right in the halls and on the stairs.
- ✓ Observe “stop” signs.
- ✓ Enter classrooms only if an adult is present.
- ✓ Respect the written work, charts and art displayed in the hallways by not touching.
- ✓ Use the hall telephone only with written teacher permission or appropriate “pass.”

### **In the CLASSROOM, students are expected to:**

- ✓ Take care of school and materials.
- ✓ Keep hands, feet, and objects to themselves.
- ✓ Use appropriate language, volume and tone.
- ✓ Follow directions the first time they are given.
- ✓ Keep toys, candy and gum at home.
- ✓ Follow any specific expectations designed by class and teacher.
- ✓ Use technology responsibly.

### **In the CAFETERIA, students are expected to:**

- ✓ Enter only when told by a lunchroom aide or homeroom teacher.
- ✓ Go directly to assigned table or wait quietly in line.
- ✓ Use good table manners and not share food.
- ✓ Speak quietly only with others seated at their table.
- ✓ Stay seated until dismissed or to empty trash.
- ✓ Respond to the adults in charge when the “quiet” signal is given.
- ✓ Assist with table clean up.
- ✓ Exit directly to recess area unless escorted elsewhere by a staff member.

**In the RESTROOMS, students are expected to:**

- ✓ Have a bathroom pass.
- ✓ Use the restroom facilities and supplies properly.
- ✓ Respect the rights and privacy of others.
- ✓ Wash hands.
- ✓ Return promptly to class activities.
- ✓ Use a buddy system, if their classroom is located in a portable.

**On the PLAYGROUND, students are expected to:**

- ✓ Remain on the playground and in designated areas only.
- ✓ Keep hands, feet, and objects to themselves.
- ✓ Use equipment properly and to play only those games that allow everyone to enjoy recess safely.
- ✓ Use respectful language.
- ✓ Get a pass from one of the recess aides on duty before entering the building.
- ✓ Stay away from all classrooms so that other students are not disturbed.
- ✓ Stop playing when the bell rings and return equipment and line up.
- ✓ Remain in line with class and enter the building silently.

**During INDOOR RECESS, students are expected to:**

- ✓ Follow directions given by the teacher and indoor recess aide.
- ✓ Select an approved indoor game or activity.
- ✓ Use equipment and games appropriately and safely.  
(Items intended for outdoor use are not permitted.)

**During ASSEMBLIES, students are expected to:**

- ✓ Walk in and out of the all-purpose room quietly, in single file. Stay in line until seated.
- ✓ Stop talking and listen when the “quiet” signal is given.
- ✓ Follow the directions of the person in charge.
- ✓ Remain silent during the performance or presentation.
- ✓ Keep hands, feet, and objects to themselves.
- ✓ Show appreciation of a student, class or guest performance by clapping only.
- ✓ Remain seated until class is dismissed.

**During FIRE DRILLS, students are expected to:**

- ✓ Act quickly and silently—no talking.
- ✓ Follow all verbal and posted instructions.
- ✓ Walk in a single file and orderly fashion.
- ✓ Report to the outside area designated for you class.
- ✓ Return to your classroom or other designated area in a quiet and orderly manner.

**During SHELTER, LOCKDOWN, and SEVERE WEATHER, students are expected to:**

- ✓ Follow all adult directions
- ✓ Follow all emergency procedures

### **What Students May Not Bring To School**

- ✓ Weapons, objects that look like weapons (including toy guns, knives, water guns, etc.); any object that could be used as a weapon.
- ✓ Intoxicants; tobacco products.
- ✓ Toys (i.e. slime, fidget spinners).
- ✓ Radios, televisions, I-pods, headphones, electronic games or instruments and other Valuables.
- ✓ Skateboards, rollerblades, roller skates, roller shoes, scooters.
- ✓ Any games that promote trading (i.e. Pokemon, baseball cards).
- ✓ Athletic equipment such as, but not limited to: footballs, basketballs, soccer balls, hardballs, baseballs, softballs, baseball bats, lacrosse or hockey sticks, etc.

### **Infractions and Consequences**

**Lowest Level Should Be Considered First,  
Followed by Progressively More Intensive Consequences**

<u><b>LEVEL 1</b></u>	<u><b>LEVEL 2</b></u>	<u><b>LEVEL 3</b></u>	<u><b>LEVEL 4</b></u>	<u><b>LEVEL 5</b></u>
<b>Classroom and Teacher-led Responses</b> (e.g., written apology, talk with school counselor, detention)	<b>Teacher-led and/or Administrative Supported Responses</b> (e.g., community service, peer mediation, temporary removal from class)	<b>Administrative Supported and Removal Responses</b> (e.g. restorative practices, in-school intervention)	<b>Administrative Supported and Short-term Out-of-School Exclusionary Responses</b> (e.g., restorative practices, mentoring programs, short-term suspension)	<b>Long-term Administrative Supported Out-of-School Exclusionary and Referral Responses</b> (e.g., long-term suspension, expulsion, refer to alternative ed.

**The severity of the infraction may cause any of the above steps to be escalated.**

**Lowest Level Should Be Considered First,  
Followed by Progressively More Intensive Consequences**

<b>*LEVEL 1</b>	<b>*LEVEL 2</b>	<b>*LEVEL 3</b>	<b>*LEVEL 4</b>	<b>*LEVEL 5</b>
<b>Classroom and Teacher-led Responses</b> (e.g., written apology, talk with school counselor, detention)	<b>Teacher-led and/or Administrative Supported Responses</b> (e.g., community service, peer mediation, temporary removal from class)	<b>Administrative Supported and Removal Responses</b> (e.g., restorative practices, in-school intervention)	<b>Administrative Supported and Short-term Out-of-School Exclusionary Responses</b> (e.g., restorative practices, mentoring programs, short-term suspension)	<b>Long-term Administrative Supported Out-of-School Exclusionary and Referral Responses</b> (e.g., long-term suspension, expulsion, refer to alternative ed.

<b>Type of Behavior</b>	<b>Consequences</b>
Alcohol (Being under the influence of alcohol)	Level 2 – Level 5
Alcohol (using, possession and distributing/selling alcohol)	Level 2 – Level 5
Arson/Fire (setting or attempting to set a fire or helping others to set a fire without intent to endanger others)	Level 2 – Level 5
Arson/Fire (setting or attempting to set a fire or helping others to set a fire with intent to endanger others or destroy property)	Level 2 – Level 5
Bomb/Facsimile Possession or Bomb Threats	Level 2 – Level 5
Evidence of Intent to Distribute or Distribution of Intoxicants	Level 3 – Level 5
Explosives	Level 1 – Level 5
Possession of Firearms, including starter guns	Level 5
Violent Physical Attack on a Student	Level 1 – Level 3
Violent Physical Attack on an Adult	Level 1 – Level 5
Weapons Used to Cause Bodily Harm/Injury	Level 3 – Level 5
Academic Dishonesty or Plagiarism	Level 2 – Level 3
Bullying	Level 2 – Level 5
Destruction of Public Property (Causing accidental damage)	Level 1
Destruction of Public Property (Causing intentional damage to property of MCPS)	Level 2 – Level 5
Disrespect to Staff, Students and Adults	Level 1 – Level 2
Disruptive Classroom Behavior	Level 1 – Level 5
Harassment	Level 1 – Level 5
Inappropriate Use of Personal Electronics	Level 1 – Level 2
Insubordination/Defiance	Level 1 – Level 3
Possession of a Knife	Level 2 – Level 4
Possessing Other Weapons (including, but not limited to, firearm facsimiles, BB guns, pellet guns, paint ball guns, and other firearm “look-alike” weapons)	Level 1 – Level 4
Possession or Use of Intoxicants	Level 2 – Level 4
Sexual Harassment	Level 2 – Level 5
Sexual Attacks	Level 3 – Level 5
Sexual Activity (consensual)	Level 2 – Level 4
Tardiness (persistently arriving late to class or school with an excused reason)	Level 1 – Level 2
Truancy (being absent from school without an excused reason)	Level 1
Theft (taking property without the owner’s consent)	Level 1 – Level 2
Theft, if over \$500 for a single incident	Level 3 – Level 4
Threat (verbal, electronic, or written)	Level 1 – Level 4

\*A detailed explanation of each level can be found in the 2018 – 2019 Code of Conduct in Montgomery County Public Schools booklet that was sent home the first week of school.

LUXMANOR ELEMENTARY SCHOOL  
2018 - 2019 School Year

5701 Grosvenor Lane  
Rockville, MD 20852

**School Discipline Policy**

Please read and discuss the attached Luxmanor Elementary School Discipline Policy with your child and complete the form below. Please return this form with your signature and your child's signature to Luxmanor Elementary School by **Friday, September 14, 2018**.

Thank you for your help and continued support.

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RETURN THIS PORTION TO SCHOOL AFTER REVIEW

I have read and discussed the Luxmanor Elementary School Standards of Behavior with my child. We are committed to following the rules and regulations of the school in order to have an orderly, safe and productive learning environment.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Today's Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Homeroom Teacher