

Germantown Elementary School
19110 Liberty Mill Road
Germantown, MD 20874

August, 2016

Dear GES Students & Parents:

Enclosed you will find the Germantown Elementary School Behavior Expectations/Discipline Plan. It is a comprehensive plan designed to communicate our expectations clearly to you and your child. We believe communicating clear expectations is essential in fostering positive student behavior. Although this document is lengthy, we are asking all parents/guardians to read and discuss these expectations with your child so we all can work collaboratively together to encourage a positive school climate. Please sign and return the bottom of this letter to your child's homeroom teacher to signify that you have reviewed the information.

We are looking forward to another successful and positive school year at Germantown ES.

Sincerely,

Amy D. Bryant
Principal

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Return to your child's teacher* by Friday, September 2nd

We have read and discussed the GES Behavior Expectations/Discipline Plan. We will work collaboratively with the school staff to ensure the school is a safe and productive place for all children to learn.

Student's Signature

Parent/Guardian's Signature

Date

*Teacher retains form in classroom.

Policy and Procedures Manual for Positive Student Behavior

Principles and Guidelines for Teaching Student Responsibility and Discipline

The staff of Germantown Elementary School (GES) recognizes that student achievement is a function of students' academic and behavioral skills. Moreover, we recognize that both sets of skills are learned, and that it is our responsibility to engage in a partnership with students, parents, and others to facilitate and reinforce this learning. This is in keeping with the mission of Germantown Elementary:

Germantown Elementary is a learning community where students, staff, and parents work together to create a caring, safe, and positive school environment in which everyone succeeds.

The GES Behavior Expectations

To help everyone reach their full potential, the staff at Germantown Elementary School will keep students focused on the following expectations:

- I am RESPECTFUL
 - I am RESPONSIBLE
 - I am SAFE
-that's the Germantown way!

Staff Responsibilities

Throughout the year, we will emphasize these expectations and encourage all students to make good choices. Students will be taught social skills which will help them positively interact with adults and peers, solve problems, and resolve conflicts before they make bad choices.

As staff, we also recognize and will practice the following principles to support student discipline and responsibility:

- We will teach students the expectations for responsible behavior.
- We will provide positive feedback to students, as quickly and often as possible, when they are meeting expectations and making good choices.
- We will respond with calm, consistent corrections or consequences, when minor misbehaviors occur.
- We will initiate the problem-solving/intervention process, when chronic or severe issues arise.

Encouraging Good Choices

The following is a list of some of the incentives used by teachers at Germantown Elementary School.

- Praise or compliments
- Positive phone calls or notes home
- Award certificates
- Stickers/stamps to save other privileges
- Tickets for drawings/ rewards
- Treats
- Giving the student an additional responsibility
- Recognizing the student as "Student of the Week or Month" or as a "Character Star"

Discouraging Bad Choices

It is important that all students follow the GES Behavior Expectation. The administration of consequences arising from inappropriate behavior will be fair, firm, and consistent. Each situation will be analyzed carefully as consequences for misbehavior are considered that are also in keeping with the MCPS Code of Conduct. Examples of inappropriate behavior may include the following:

- Academic dishonesty
- Being disruptive to others
- Bringing weapons (real or fake) to school
- Bullying

- Class cutting
- Defiance/rudeness
- Harassing
- Inappropriate language
- Inappropriate use of technology/electronics
- Not respecting self, other students, or staff (verbally or by actions)
- Not respecting school property or others' belongings
- Not following adult directions
- Physical aggression or attack
- Theft
- Teasing or threatening

Depending on the circumstances of the situation, the maturity and the previous behavior of the student, consequences may follow as described. In dealing with each incident, the teacher or administrator will keep in mind that the purpose of discipline is to strengthen positive behaviors that will enable the child to act appropriately in a similar situation in the future.

Examples of Disciplinary Responses

- Antiseptic bounce
 - Moving seats
 - Verbal warning
- Check-in with school counselor or other staff member
 - Time out
 - Verbal or written apology
- Written student reflection with parent signature
 - Teacher/team/student conference
 - Lunch detention
- Loss of recess (with parental permission only)
 - Peer mediation
 - Parent phone call
- Parent/teacher/student conference
 - Temporary removal from class
 - Behavior contract
- Loss of privilege/removal from extracurricular activity
 - Loss of bus riding privileges
 - Assigned seat on bus
 - School or community service
 - Office referral
- Afterschool detention (parents will be notified and expected to provide student transportation home as needed)
 - Principal/student conference
 - Principal/parent/student conference
 - Principal/teacher/parent/student conference
 - Suspension (in or out of school)
 - Expulsion
 - Restitution
 - Restorative practices
 - Referral to outside recourses
 - Functional Behavior Assessment

Some Definitions of Disciplinary Responses (Additional definitions can be found in the MCPS Code of Conduct.)

1. **Conference:**
 - ✓ The teacher or administrator may contact parents by phone. In addition, a meeting at school or another appropriate place may be required with the teacher, counselor, pupil personnel worker, parent, student, administrator, police, or other appropriate individual attending.
2. **Antiseptic bounce:**
 - ✓ Staff member will send student on a short errand to defuse potentially negative behavior.
3. **Time out:**
 - ✓ Staff member will move student to a quiet area to reflect on his/her inappropriate behavior.
4. **Written reflection:**
 - ✓ Student will reflect (in writing/drawing) on his/her inappropriate actions. Reflection must be returned the next day with parent signature.
5. **Immediate office referral:**
 - ✓ For sexual harassment, racial or ethnic slurs, or possession of weapon or real-looking weapon.
6. **Loss of bus riding privileges:**
 - ✓ Student will temporarily lose the privilege to ride the school bus to/from school. A parent or designee must arrange for another form of transportation to/from school.
7. **Detention:**
 - ✓ Staff Detention: A staff member may retain a student during lunch or recess (only with parental permission for recess) or after school when a student and parent have been given notification. Notification, not permission, is needed for lunch or after-school detention.
 - ✓ School Service Detention: When a student is assigned school service detention, a phone call will be made to notify a parent. If a parent is not reached, the student will be given a letter to take home to the parent. Detention will cover a number of options (cleaning cafeteria, school property, and grounds, etc.) from which the administration will choose the most appropriate. Student will perform some sort of service to the school at lunch and recess and/or after school.
8. **Temporary Removal From Class:**
 - ✓ Staff member may send a student to another classroom to complete work for a specified period of time.
 - ✓ A student may be temporarily removed from class by an administrator at a staff member's request.
9. **Removal from School Sponsored Activity:**
 - ✓ A student who demonstrates inappropriate behavior may lose his privilege to attend a school sponsored activity (i.e.- field trip, after-school club, etc.).
10. **Suspension:**
 - ✓ In accordance with the rules and regulations of the School Board, the principal may suspend a student for cause for not more than five (5) school days. Suspension may include in or out-of-school suspension. At in-school suspension, the student will be suspended from attending classes and any activities and will spend the designated time in the in-school suspension area completing class work and homework.
 - The student will be given notice of the reasons for the suspension, an explanation of the evidence, and an opportunity to present his or side of the story.
 - Students who are suspended outside of school may not participate in any school sponsored activities and are not permitted on school grounds during the period of suspension.

- The student and/or parent have the right to submit an immediate appeal via written letter to the principal. After consideration by the principal, the suspension may be further appealed, if necessary (see Students' Rights and Responsibilities, Due Process).

11. Expulsion:

- ✓ In accordance with MCPS Regulation JGA-RB, a student may be expelled from all Montgomery County Public Schools by action of the Superintendent.

12. Restitution:

- ✓ A student may be required to reimburse individuals or Montgomery County Public Schools for damages or destruction of property.

13. Restoration of Property:

- ✓ Student may be required, as part of a detention, to restore an area to a clean and/or safe condition.

14. Search and Seizure:

- ✓ A principal or designee may conduct a search of a student on the school premises if he/she has reasonable cause to believe that the student has in his/her possession an item, the possession of which constitutes a criminal offense under the laws of the State of Maryland. The search must be made in the presence of a third party who is of majority age.
- ✓ A principal or designee may conduct a search of any part of the physical plant of the school.
- ✓ Any confiscated property belonging to a student must be returned to the student or his/her parent within a reasonable time except as required by law or by consideration of safety for students and staff.

Student Roles and Responsibilities

Students at Germantown Elementary School will take pride in their efforts to learn and practice responsible behavior. Students will demonstrate responsible behavior and understanding of the three (3) GES Behavior Expectations in all areas of the school by doing the following:

Behavior Expectations for Morning Line-Up in the Gym

I am RESPECTFUL	I will: <ul style="list-style-type: none"> • follow directions of adults and patrols. • use kind words with others.
I am RESPONSIBLE	I will: <ul style="list-style-type: none"> • walk directly to my class line. • leave the gym with all of my belongings.
I am SAFE	I will: <ul style="list-style-type: none"> • sit in my class space. • keep my hands, feet, and objects to myself.

Behavior Expectations on the Bus

I am RESPECTFUL	I will: <ul style="list-style-type: none"> • follow directions of bus drivers and patrols.
I am RESPONSIBLE	I will: <ul style="list-style-type: none"> • get to the bus on time. • use an indoor voice. • leave the bus with all of my things.
I am SAFE	I will: <ul style="list-style-type: none"> • sit while the bus is moving. • keep my hands, feet, and objects to myself.

Behavior Expectations in the Hallways

I am RESPECTFUL	I will: <ul style="list-style-type: none">• use an appropriate inside voice.• follow adult directions.
I am RESPONSIBLE	I will: <ul style="list-style-type: none">• stay with my class, group, and/or teacher.• go directly to my destination.
I am SAFE	I will: <ul style="list-style-type: none">• walk facing forward.• keep my hands, feet, and objects to myself.

Behavior Expectations in the Classroom **(To be determined within individual classes)**

I am RESPECTFUL	I will: <ul style="list-style-type: none">•
I am RESPONSIBLE	I will: <ul style="list-style-type: none">•
I am SAFE	I will: <ul style="list-style-type: none">•

Behavior Expectations for Bathroom Use

I am RESPECTFUL	I will: <ul style="list-style-type: none">• put paper towels where they need to go.• leave the bathroom ready for the next person.
I am RESPONSIBLE	I will: <ul style="list-style-type: none">• go, flush, wash and leave.• use 1-2 paper towels.
I am SAFE	I will: <ul style="list-style-type: none">• walk.• use the nearest restroom.• let an adult know if there is an issue.

Behavior Expectations in the Cafeteria

I am RESPECTFUL	I will: <ul style="list-style-type: none">• follow directions of adults.• use appropriate voice level.• use kind words.• raise my hand for help.
I am RESPONSIBLE	I will: <ul style="list-style-type: none">• make sure my area is clean• tell an adult if there is a problem.• recycle appropriate materials.
I am SAFE	I will: <ul style="list-style-type: none">• sit or stand where I am supposed to.• eat only my food or food from the share table.• ask to use the bathroom.

Behavior Expectations on the Playground

I am RESPECTFUL	I will: <ul style="list-style-type: none">• follow adult directions.• take turns and include others.• use kind words.
I am RESPONSIBLE	I will: <ul style="list-style-type: none">• play by the rules.• stay in the designated areas.• keep track of my clothing.• clean up equipment.• stay in line.
I am SAFE	I will: <ul style="list-style-type: none">• use equipment appropriately.• keep my hands, feet, and objects to myself.• be aware of others.• ask to use the bathroom.

Behavior Expectations for Assemblies

I am RESPECTFUL	I will: <ul style="list-style-type: none">• follow directions of adults.• use appropriate voice level.• listen to the presenter.
I am RESPONSIBLE	I will: <ul style="list-style-type: none">• stay seated.
I am SAFE	I will: <ul style="list-style-type: none">• keep my hands and feet to myself.

Parent/Guardian Roles and Responsibilities

- Parents are encouraged to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his/her fullest potential. When students see that parents support their best efforts, they are given a real incentive to strive for excellence. We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, and notes.
- Parents are asked to help teach their child specific skills such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.
- Parents are asked to help staff teach the student an alternative set of behaviors, if there is a severe or recurring issue. By working together, parents and staff can help the student learn behaviors that will increase opportunities for success and improve self-concept.