**HIGHLAND ELEMENTARY SCHOOL  
BEHAVIOR GUIDELINES & SCHOOL DISCIPLINE POLICY**

**2009-2010**

At Highland Elementary School, we believe that appropriate behavior skills must be taught and reinforced just as academic skills are taught and reinforced.  The purpose of discipline is to strengthen behaviors that will enable the children to grow and appropriately cope with similar experiences in the future. The cooperation of many people is necessary to help our students understand that they are responsible for and must accept the consequences of their behavior. We rely on the close cooperation of home, school, and community. Children benefit most when they are able to live and learn in a safe, structured, and respectful atmosphere.

The 2008-2009 school year marks year two of a school-wide approach to student discipline called ***Positive Behavioral Interventions & Supports***, or ***PBIS***. At Highland, positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional

Guidelines have been established for expected school behavior. These guidelines set our expectations for how students are to behave at school and interact with one another. They apply everywhere in and around the school building, including lunch, recess, hallways, and in the classrooms. Students must use the rules of common courtesy and respect themselves, others, and property at all times when interacting with others. All Highland staff members will discuss the guidelines with students and review them throughout the year. Parents are asked to go over the guidelines with their children at home as well and make sure that the children understand them.

When students do not follow the guidelines, there are consequences for their behavior. We have included a chart that outlines the procedures for rules violations at Highland. The consequence selected for the behavior depends on the severity of the behavior, the frequency of this or similar behaviors, and other factors. This chart is intended to be used as a guideline.

**Procedures for Rule Violations**

**Highland Elementary School**

**Level One Behaviors**

|  |  |  |
| --- | --- | --- |
| ***Definition*** | ***Examples*** | ***Procedure*** |
| *Behaviors that:*   1. Do not require administrator involvement 2. Do not significantly violate the rights of others 3. Do not appear chronic | \* Insubordination (refusing to follow directions, complete classwork, etc.)  \*Disruptive behavior (talking in class, yelling, crying, inappropriate noises, language, etc.) | 1. Inform student of rule violated 2. Describe expected behavior 3. Debrief and re-teach school-wide behavioral expectation |

**Level Two Behaviors**

|  |  |  |
| --- | --- | --- |
| ***Definition*** | ***Examples*** | ***Procedure*** |
| *Behaviors that:*   1. Violate the rights of others 2. Put others at risk without the intent to harm 3. Are persistent Level One behaviors | \* Persistent level 1 behaviors  \* Arguing with teacher/talking back  \* Throwing objects without the intent harm others.  \* Refusing to follow directions on a regular basis  \* Continued use of inappropriate language  \* Cheating/lying  \*Harassment/teasing/taunting | 1. Inform student of rule violated 2. Describe expected behavior 3. Follow through with at least 3/5 possible consequences 4. Complete Student Action Report 5. Keep a record of Student Action Report (in classroom) |

## Level Three Behaviors

|  |  |  |
| --- | --- | --- |
| ***Definition*** | ***Examples*** | ***Procedure*** |
| *Behaviors that:*   1. Violate MCPS policies 2. Violate Maryland policies or laws 3. Are persistent Level One or Two behaviors 4. Require administrator involvement | \* Chronic level 1 or 2 behaviors  \* Drawing pictures that illustrate violent behavior(s) towards others  \* Writing or drawing that suggests suicidal behaviors  \* Making threats of suicide  \* Fighting/physical aggression  \* Throwing objects with the intent to harm  \* Self-inflicting wounds  \* Spitting or biting  \* Leaving assigned area/running from class  \* Making racial, ethnic, religious, or sexual slurs  \* Theft  \* Vandalism/property damage  \* Possessing weapon or look-alike weapon | 1. Inform student of rule violated 2. Describe expected behavior 3. Complete Office Referral 4. Contact office and have Student Action Report and any relevant documentation forms ready |

(\*\*In order for a persistent level one or two behavior to become a level three behavior, 3 action reports must be completed\*\*)

I have reviewed and discussed the 2000-2010 Highland Elementary School Behavior Guidelines and School Discipline Policy with my child. I agree to support the staff and children of Highland Elementary to ensure a safe and productive learning environment.

**Please sign and return to your child’s homeroom teacher.**

**Parent’s Signature Date**

**Child’s Signature Date**

**Child’s Name (print) Teacher’s Name**

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