

Keeping the Code **Brookhaven Elementary School**

Brookhaven has a school-wide system for tracking school behavior, known as, “Keeping the Code.” Each homeroom classroom has a 4-tiered stoplight (green, yellow, orange and red) with clips around a green circle. All students begin the day on green and move down if they choose not to follow the Bobcat Code. There are clearly defined behaviors expected of students in the classroom, in the halls, on the bus and everywhere in the school. We expect all students to follow the rules. All students are held to the same high expectations.

If a student acts inappropriately, staff members initially will verbally warn the student. If the student continues to act inappropriately, the staff member will move the clip down the stoplight. This sets the tone and lets the students know that we are serious about expecting them to *Keep the Code*. The teacher will have a quick conversation with the student about the behavior, always referring back to the Bobcat code, the classroom rules and the school’s behavior expectations.

Here’s how it works. Every student begins every day on green.

If a student on green misbehaves:

1. Teacher gives a verbal warning about his/her behavior and states the appropriate behavior.
2. If the student misbehaves again, the teacher moves the student’s clip to yellow and again restates the appropriate behavior.

If a student on yellow acts up/out again:

1. Teacher gives a verbal warning about his/her behavior and states the appropriate behavior.
2. If the student misbehaves again, the teacher moves the student’s clip to orange.
3. Teacher has a quick conversation with the student about the behavior, and about owing **15** minutes of recess.

Consequence: The student loses 15 minutes (half) of recess.

If a student on orange continues to act up/out:

1. Teacher gives a verbal warning about his/her behavior and states the appropriate behavior.
2. If the student misbehaves again, student is sent to a “time-out” place in the classroom for 2-5 minutes to reflect on the choice made. Teacher moves the student’s clip to red.
3. Teacher has a quick conversation with the student about the behavior, and about owing 30 minutes of recess before the student returns to his/her seat.

Consequence: The student loses 30 minutes of recess, completes a “Think Sheet” and parents are notified with a form and a telephone call.

The clip is returned to green to give the student a clean start.

If a child continues to be disruptive on subsequent days, we will continue to monitor the number of times he/she cycles through the process to red, sending you a Think Sheet each time that occurs. If a child reaches red three times in a calendar month, the teacher will call home to arrange a face-to-face conference with the parent, child, teacher, and an administrator. Further disciplinary action, including suspension, can result if the child continues to misbehave. Our goal, of course, is to work closely with families to ensure that the child is successfully following the Bobcat Code at school. There will also be special efforts made to recognize and celebrate the students who exhibit appropriate behavior which includes classroom incentives, a monthly school wide reward and certificate.

Discipline Policy for Brookhaven Elementary School

At Brookhaven Elementary School, we believe that appropriate behavior skills must be taught and reinforced just as academic skills are taught and reinforced. Our focus is on teaching students what they are expected to do and on helping them understand how appropriate behavior from every student is necessary for a positive learning environment. The cooperation of many people is necessary to develop this type of environment.

Our students understand that they are responsible for their behavior and must accept the consequences of their actions. We rely on the support and close cooperation of home, school, and community to get across our message that children benefit most when they are able to live and learn in a safe, structured, and respectful atmosphere. As the adults in the school environment, each staff member needs to regard each and every student as his/her responsibility.

The Bobcat Code is used as a framework to describe behavior expected of everyone in the Brookhaven School community. All members of our school community are expected to demonstrate respect, responsibility, caring, and honesty in their interactions with others. The Bobcat Code program is incorporated in rules around the school, our school wide Keeping the Code stoplight system of behavior, and in each class's mission statement and rules. All teachers discuss the core values with their classes and review them throughout the school year. Parents are asked to go over these guidelines with their children at home as well and to reinforce the school's behavior expectations and discipline policy. We anticipate that our students will follow these guidelines on a daily basis, thus avoiding the need for disciplinary action.

Our Bobcat Code reads:

I am caring.

I am honest.

I am respectful.

I am responsible.

I am here to learn.

I do the right thing all the time, with no excuses!

I behave in this way, even when no one is looking, because I am proud of myself.

I am proud to be a Brookhaven student!

Levels of Infractions and Stages of Corrective Action:

In order to ensure consistency in our response to student misbehavior, we have developed examples of different levels, or seriousness, of misbehavior and the expected staff response. The chart on the next page illustrates how we have paired behaviors with corrective responses:

Discipline Policy at Brookhaven

Level One Behavior

<i>Definition</i>	<i>Examples</i>	<i>Corrective Response</i>
<p>Behaviors that:</p> <p>1. <u>do not</u> require administrator involvement</p> <p style="text-align: center;"><i>and</i></p> <p>2. <u>do not</u> significantly violate the rights of others</p> <p style="text-align: center;"><i>and</i></p> <p>3. <u>do not</u> appear chronic</p>	<ul style="list-style-type: none"> * refusing to follow directions * crying * yelling * talking in class during an individual assignment * refusing to do class work * not paying attention in class * using inappropriate language (an isolated incident) * making inappropriate noises 	<p>Using the Keeping the Code Stoplight system:</p> <ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Contact parent if necessary 4. Debrief and reteach school wide behavioral expectations <p style="text-align: right;"><i>* Child's clip moved down the stoplight</i></p>

Level Two Behavior

<i>Definition</i>	<i>Examples</i>	<i>Corrective Response</i>
<p>Behaviors that:</p> <p>1. significantly violate the rights of others</p> <p style="text-align: center;"><i>or</i></p> <p>2. put others at risk or harm</p> <p style="text-align: center;"><i>or</i></p> <p>3. are chronic Level One behaviors</p>	<ul style="list-style-type: none"> * arguing with teacher/talking back * throwing materials on the floor * talking on a regular basis * refusing to follow directions on a regular basis * continue use of inappropriate language * pushing, rough play, minor hitting or kicking 	<p>Using the Keeping the Code Stoplight system:</p> <ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Make a note on the Friday folder 4. Refer to counselor <p style="text-align: right;"><i>* Child's clip moved down the stoplight</i></p>

Level Three Behavior

<i>Definition</i>	<i>Examples</i>	<i>Corrective Response</i>
<p style="text-align: center;">Behaviors that:</p> <p>1. violate MCPS policies</p> <p style="text-align: center;"><i>or</i></p> <p>2. violate Maryland policies or laws</p> <p style="text-align: center;"><i>or</i></p> <p>3. are chronic Level Two behaviors</p> <p style="text-align: center;"><i>or</i></p> <p>4. require administrator involvement</p>	<p>See attached list, <u>Definition of Major Behaviors</u></p> <ul style="list-style-type: none"> * severe disruptive or dangerous behavior * physical fighting or pre-planned fighting * engaging in fighting after being told to stop ** physical attack on another person * stealing * threatening others * destroying or damaging property * bullying * sexual harassment * drawing pictures that illustrate violent behaviors towards others * throwing classroom objects at others * misuse of computer * possession of intoxicants * making racial, ethnic, religious, or sexual slurs ** possessing weapon or look-alike weapon or using an object as a weapon 	<ol style="list-style-type: none"> 1. Inform student of rule violated 2. Describe expected behavior 3. Complete Office Referral Form 4. Send student to office with Referral Form and attach any relevant Documentation Forms <p style="margin-top: 20px;">* <i>Child's clip moved directly to Red</i></p> <p>* <i>Telephone conference between parent and administrator</i></p> <p>* <i>Counselor informed of office referral and intervenes as needed</i></p> <p>* <i>If child reaches Level 3 twice in a month, a behavior conference involving the parents, the teacher, the child, the counselor, and the administrator will be held.</i></p> <p>* <i>Child will be added to counselor's list for intervention</i></p>

*The corrective responses indicated on the chart above are minimum consequences and may be exceeded given the circumstances of the misbehavior.

**MCPS policy requires suspension from school.

**Brookhaven Elementary School
Definitions of Office Referral Behaviors**

Abusive/ Inappropriate Language	Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. <i>(different from Harassment/Discrimination)</i>
Fighting	At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).
Physical Aggression	One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, hitting with object).
Insubordination	Complete refusal to follow staff directions in such a manner that the learning environment is significantly disrupted and/or the students places his/herself in a dangerous situation.
Student Threat	Student delivers a message (verbalized, written, drawn or gestured) toward another that conveys an act of intended injury or harm.
Disruption	Behavior causing a sustained and significant interruption of a class or activity.
Harassment/Discrimination	Repeated teasing, name calling, or other actions, as well as activities or statements intended to be offensive of one's religion, race, heritage, color, and disability, including sexual harassment.
Property Damage (school)	Deliberately impairing the usefulness of school property. <i>(Different from Vandalism).</i>
Property Damage (others)	Deliberately impairing the usefulness of another's student's or staff member's personal property.
Vandalism	Participating in an activity that results in substantial destruction or disfigurement of property.
Theft	Possession of, having passed on, or the removing of someone else's property.
Other	Could include: possession (<i>tobacco, pagers, laser pointers, drugs, or weapons</i>)--arson--forgery--bomb threat--false alarms—extortion--computer use violation--leaving campus.

