

# School-wide Discipline System

*Creating a unified school community focused on student learning*



**June 2008**



**M.I.T.C.H. Charter School Tigard, OR**

*Multi-sensory instruction teaching children hands-on*

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## **School-wide Discipline System Summary**

M.I.T.C.H. Charter School Tigard operates with the philosophy that discipline starts with prevention. As a community we agree that building relationships built on trust and respect is the most important part of prevention.

### **School-wide Rules**

- Be responsible
- Be respectful
- Be resourceful
- Be safe

### **Lines of Communication**

Communication with parents is essential to the success of our students. Email messages, notes home, and parent telephone calls are the primary forms of parent/teacher communication. Parents are encouraged to notify their child's teacher of the best form of communication.

### **Discipline Protocol**

All teachers, staff, and administration follow the following protocol when dealing with discipline issues.

### **Reminder**

The word reminder is used to calmly bring to the student's attention that they are breaking rules.

### **Warning**

If the behavior continues a warning will be given.

### **Processing**

If the student's behavior continues the child will be processed. Processing involves the student being moved to another area to take a moment to reflect on their misbehavior while filling out an age-appropriate problem solving form. During this time students are asked to think about their behavior. The teacher, staff member, or administrator giving the process will add their explanation of the situation to the processing form prior to sending it home for a parent signature. The form needs to be returned with a parent signature the following school day. Parents are encouraged to discuss the form and process with their child.

### **Lunch/Recess Detention**

After two processes within one school day students will receive either lunch or recess detention (at the teacher's discretion). Lunch detention will take place in a separate area monitored by a staff member. Students will be expected to be completely quiet while they eat their lunch. With the classroom teacher's approval the student may read or work on any unfinished class work after finishing their lunch.

### **Friday Detention**

If a behavior is not corrected through process forms, lunch detention, and parent/teacher communication Friday detention may be assigned. Friday detention will be scheduled with the principal. Parents and students should be prepared for Friday Detention to last a minimum of three hours. If Friday Detention is

assigned during field trip month students may miss the class field trip. Students must remain silent and work on school assignments or other duties assigned by the principal.

### **Suspension or Expulsion**

Suspension or expulsion is a last resort and will be assigned on an individual basis. M.I.T.C.H. Charter School follows the Tigard-Tualatin District policies.

### **Minor Infractions**

Listed below are examples of minor infractions that may result in one or all of the discipline steps:

1. Talking
2. Being out of seat without permission
3. Interrupting
4. Making inappropriate noises
5. Inappropriate use of language (student to student)
6. Arguing/uncooperative behavior
7. Safety issues
8. Being disrespectful
9. Late homework
10. Tardiness
11. Dress Code
12. Late and/or no homework

*Steps in the discipline protocol may be skipped due to the severity of the misbehavior. These exceptions will be made at the teacher's or director's discretion. Parents will be notified in a timely fashion of any offensive behavior leading to immediate process, detention, suspension, or expulsion.*

### **Major Infractions**

The director will deal with major infractions. Major infractions are handled differently than disturbances or minor infractions. These infractions are not limited to on-school property or school hours. Some examples are:

1. Fighting or harming another person
2. Threatening another person
3. Vandalizing anyone else's property
4. Defiance toward any adult
5. Bullying or harassment
6. Inappropriate language
7. A pattern of continual classroom disruptions
8. Any illegal act
9. Very obvious violations and rebellion in the school's dress code
10. Unexcused absences

### **Tardiness**

School starts promptly at 8:00 am. Students who arrive at 8:01 am will be marked tardy. Pre-scheduled appointments will be considered an excused tardy. Students should arrive between 7:45 to 7:55. Earlier arrivals may be arranged on a case by case basis with the classroom teachers.

After three unexcused tardies students will have a process or a parent meeting will be arranged. During lunch and/or recess students will be expected to make up any missed work due to an unexcused tardy. Three unexcused tardies will result in a lunch detention.

### **Dress Code Infractions**

After three dress code infractions students will be processed or a parent meeting will be arranged. If there are extenuating circumstances parents are asked to notify their child's teacher.

### **Incomplete Work/Homework Policies**

Students with incomplete class work or homework will be provided a quiet space during lunch and/or recess to finish their work. Students will be sharing space with students in the lunch detention area, but are not in lunch detention. Students will be expected to work silently while making up their work.

### **Homework Passes**

Students in 2<sup>nd</sup> through 5<sup>th</sup> grade will be given five homework passes per term. Homework passes should be used with a legitimate reason. Homework passes require a parent signature. Homework must be completed and turned in the school day following the homework pass. Any unfinished work will be completed during lunch and/or recess time. Once these five passes have been utilized students will be expected to complete their homework during lunch and/or recess.

### **Excessive Incomplete Work**

Excessive incomplete work may result in disciplinary action and/or a meeting with parents. M.I.T.C.H. does not give homework as busy work. Parents and students should keep in mind that M.I.T.C.H. is a four day per week school completing a five day per week curriculum. Homework is an important part of the curriculum and is considered in students' grades.

### **Creating a Safe and Positive Learning Environment**

The staff at M.I.T.C.H. Charter School strives to create a safe and positive learning environment in the school. In this environment, students should feel accepted and valued by their peers and the staff of the school. Student behavior plays a large role in creating the type of school environment that we desire at M.I.T.C.H. Charter School. Our discipline policy is to support your child's educational rights by directing students to make responsible decisions about appropriate behavior.

## School Rules and Behavioral Expectations

All discipline at M.I.T.C.H. Charter School is based on the motto *be safe, be respectful, be responsible, be resourceful.*

| Common Area                                    | Be Safe  | Be Respectful  | Be Responsible   |
|--|--|--|--|
| Common Areas                                   | <ul style="list-style-type: none"> <li>• Walk facing forward</li> <li>• No running</li> <li>• Keep hands, feet, and objects to self</li> <li>• Get adult help for accidents and spills</li> <li>• Use all equipment and materials appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Wait for your turn</li> <li>• Clean up after self</li> <li>• Follow adult directions</li> </ul> | <ul style="list-style-type: none"> <li>• Follow school rules</li> <li>• Remind others to follow school rules</li> <li>• Take proper care of all personal belongings and school equipment</li> <li>• Be honest</li> </ul> |
| Gym/Cafeteria                                  | <ul style="list-style-type: none"> <li>• Keep all food to self</li> <li>• Sit with feet on floor, bottom on chair and facing table</li> </ul>  | <ul style="list-style-type: none"> <li>• Allow anyone to sit next to you</li> <li>• Use quiet voices</li> </ul>  | <ul style="list-style-type: none"> <li>• Raise hand and wait to be excused</li> </ul>  |
| Passing Areas:<br>Halls, commons,<br>sidewalks | <ul style="list-style-type: none"> <li>• No Running</li> <li>• Stay to the right, single file</li> <li>• Allow others to pass</li> <li>• Walk using safety rules</li> </ul>  | <ul style="list-style-type: none"> <li>• Hold the door open for the person behind you</li> <li>• Use quiet and kind voices</li> <li>• Keep body to self</li> </ul>             | <ul style="list-style-type: none"> <li>• Follow the rules that are presented by staff</li> </ul>   |
| Bathrooms                                      | <ul style="list-style-type: none"> <li>• Keep water in the sink</li> <li>• Wash hands</li> <li>• Put paper towels in garbage</li> </ul>  | <ul style="list-style-type: none"> <li>• Give people privacy</li> <li>• Use quiet voices</li> <li>• Be timely, do not hang out in the bathroom</li> </ul>                      | <ul style="list-style-type: none"> <li>• Flush toilet after use</li> <li>• Wash hands</li> <li>• Return to room promptly</li> </ul>  |
| Arrival and<br>Dismissal Areas                 | <ul style="list-style-type: none"> <li>• Use sidewalks and crosswalks</li> <li>• Wait calmly</li> <li>• Do not use loud voices</li> </ul>  | <ul style="list-style-type: none"> <li>• Use kind words and actions</li> <li>• Follow adult directions</li> </ul>  | <ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Leave on time</li> </ul>  |
| Special Events and<br>Assemblies               | <ul style="list-style-type: none"> <li>• Carry chairs properly</li> <li>• Single file</li> </ul>   | <ul style="list-style-type: none"> <li>• Use audience manners</li> <li>• Sit on bottom</li> <li>• Enter and exit quietly</li> <li>• Respect personal space</li> </ul>          | <ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Remind others to follow directions</li> </ul>  |
| Playground/ Recess                             | <ul style="list-style-type: none"> <li>• Walk to and from the playground</li> <li>• Stay within boundaries</li> <li>• Be aware of activities / games around you</li> <li>• No play fighting</li> <li>• What is on the ground stays on the ground</li> <li>• Use equipment on your own/under own power</li> </ul> | <ul style="list-style-type: none"> <li>• Play fairly</li> <li>• Include everyone</li> </ul>  | <ul style="list-style-type: none"> <li>• Use hall/bathroom pass for leaving the area</li> <li>• Return equipment</li> </ul>  |

## Dress Code

The following dress code is an attempt on our part to allow comfortable professional clothing at school but at the same time keep a handle on what is appropriate in a group atmosphere without unnecessary distraction. The practice at M.I.T.C.H. Charter School is that boys and girls will not wear clothing that supports or glamorizes alcohol, tobacco, drugs, gangs, or violence.

### Above the waist:

- Solid colored polo shirts with long or short sleeves
- Solid colored layers under polo shirts are allowed
- Polo shirts and under layers may be any solid color
- No logos other than the M.I.T.C.H. logo are allowed on polo shirts
- No tank tops, no spaghetti straps of any kind, no halter-tops will be allowed
- Shirts will not expose the torso and they must be long enough to cover the waistband or be tucked in with arms upraised
- Undergarments will be completely covered at all times. *Girls only*: bras should not be seen
- Hats may be worn outside, but not inside. No hoods from sweatshirts worn in building
- Navy sweatshirts with a hood, navy zippered fleece, or Navy non-hooded pull over sweatshirts will be the only top layer allowed in the classroom

### Below the waist:

- School colors for pants, shorts, capris, skorts, and skirts are *navy* and *tan*
- Shorts, skirts, and skorts are allowed if the length is at the knee
- No jeans or cargos (i.e. pockets on the sides of pants)
- Solid navy sweat pants are allowed only on PE days
- Solid colored footed tights or nylons are allowed under skirts and skorts

### General Additional Dress Code:

- P.E. days:** solid colored polo or a M.I.T.C.H. logo t-shirt, solid navy sweats, and tennis shoes with socks
- The only logo allowed is the M.I.T.C.H. Charter logo
- No flip-flop shoes
- Closed toe shoes only
- Makeup and nail polishes are not encouraged during the elementary years
- One earring per ear only
- No hats of any kind allowed inside the building
- Sunglasses and bandanas may not be worn in the building at any time

### Free Dress Days

Common sense guidelines apply such as no torn-out jeans, no shirts with alcohol or inappropriate graphics or distracting logos, ECT, no tank tops, thin strap tops, bare midriff, or see-through clothing are ever allowed.

The dress code policy is an important part of M.I.T.C.H. Charter School's commitment to school-wide policies and school-wide consistency. The dress code policy helps to minimize disciplinary issues by ensuring a professional, comfortable environment for students that minimizes distraction and eliminates inappropriate logos and attire.

When students are out of dress code or when they have an unexcused tardy the following reminder form is used school-wide. Teacher's complete the form below and send it home for a parent signature. This form and the disciplinary action taken follow the school-wide discipline plan. The first offense is a reminder, the second is a warning, and the third offense is a process. When kindergarten and first grade students are out of dress code or are tardy three or more times a parent meeting may be arranged in lieu of a process. The M.I.T.C.H. Charter School community recognizes the importance of age appropriate forms and discipline action along with school-wide policies. Consistency in forms, communication, and disciplinary action creates a unified school community built on clear expectations, fairness, and trust.



## M.I.T.C.H. Dress Code/Tardy Infraction

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

|             |            |                      |
|-------------|------------|----------------------|
| Infraction: | Tardy      | Out of Dress Code    |
|             | ➤ Reminder | Warning      Process |

Parents please help ensure your child's success by sending them to school in compliance with M.I.T.C.H. Charter School's dress code and by ensuring they arrive at school on time each day. The dress code and tardiness policies can be found in the student handbook or [www.mitcharterschool.org](http://www.mitcharterschool.org). Please sign and return to your classroom teacher. Thank you.

Parent signature: \_\_\_\_\_

## Student Rights and Responsibilities

The purpose of these behavior guidelines is to ensure that all students understand their rights and responsibilities. These rights and responsibilities are presented to students in the following contract. It must be signed and dated by the student and parents before entering school. This contract will be the agreement that we all live by.

M.I.T.C.H. Charter School students, like members of any community, have both rights and responsibilities. It is the obligation of the school to protect those rights and insist upon those responsibilities.

- ***I have the right to an education.***  
Therefore it is my responsibility to listen, learn, and complete assignments in a timely manner and ask for help when needing it. I will behave in a manner that does not disrupt the learning environment.
- ***I have the right to be safe and secure in school.***  
Therefore I will not hurt anyone physically, spiritually, or mentally. It is my responsibility to treat others the way I want to be treated.
- ***I have the right to go to school and be in a class with other children my age.***  
Therefore it is my responsibility to be a classmate and act respectfully toward every adult and student in a team effort.
- ***I have the right to be treated with dignity and respect.***  
Therefore it is my responsibility to treat all others with dignity and respect, to honor, be polite, and use consideration. Bullying, intimidation, harassment, or any menacing to personal safety will not be tolerated, and I will not act in this matter.
- ***I have the right to be myself.***  
Therefore, it is my responsibility to respect others as individuals even though they may look, act or think differently than I do. M.I.T.C.H. represents a microcosm of the diverse community we live in.
- ***I agree to follow the M.I.T.C.H. Charter School Dress Code Policy.***
- ***I have the right to express my opinions and feelings in a polite and respectful manner.***  
Therefore, it is my responsibility to listen to and respect the thoughts, ideas, and feelings of others. The classroom is a place for cooperative inquiry in which everyone's voice is recognized, free from bullying, intimidation, and manipulation.
- ***Students are responsible to respect the property of others, including students, staff and community.***
- ***I have the right to participate in an appropriate course of studies.***

\_\_\_\_\_  
Student Name Printed or Signed

\_\_\_\_\_  
Date

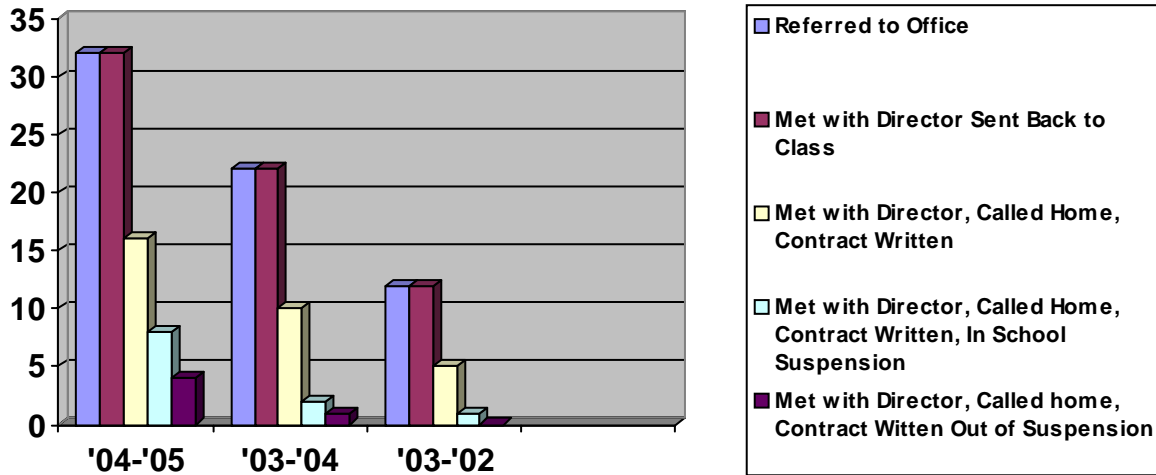
\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Developing the School-wide Systems A Disturbing Trend

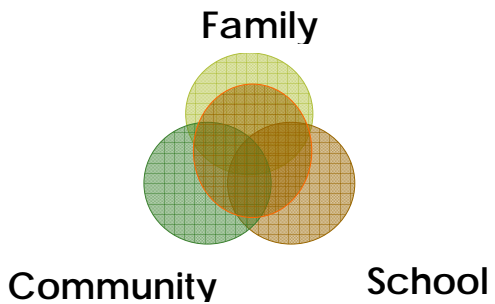
A school-wide discipline program was developed and implemented at M.I.T.C.H. Charter School because the administration, teachers, and staff at M.I.T.C.H. recognized a disturbing trend in behavior issues, office referrals, and suspensions. The M.I.T.C.H. team recognized that a lack of consistent school-wide discipline lead to more disciplinary problems. These disciplinary problems were increasing due to the different policies in each classroom and due to inconsistency throughout the school.

**M.I.T.C.H. Charter School's Ratings Increasing for the Worse**



It became clear that a school-wide discipline plan would decrease the number of referrals to the office, prevent suspensions, and preserve student learning because less classroom time would be used for disciplinary actions. A school-wide discipline plan could create an atmosphere where students and staff time is used more efficiently and effectively.

### Students' Problems and Solutions are Intertwined



Many people are involved in student lives.

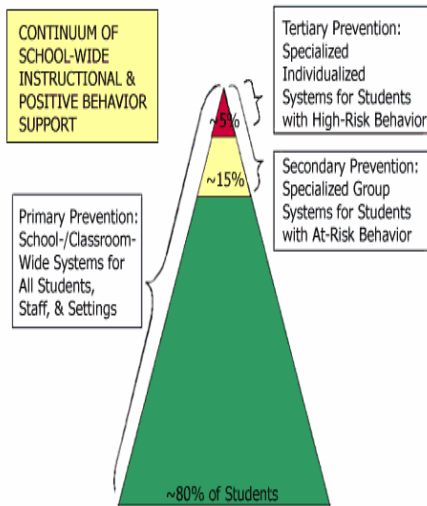
Students have all kinds of positive and negative influences.

The responsibility has been transferred from just the home to the school and the community.

## Developing the School-wide System

There are a variety of models that were taken under consideration in the development of M.I.T.C.H.'s system.

### School-wide Discipline Models



- **Neo-Skinnerian Model:** reinforcements
- **The Canter Model:** assertiveness
- **The Glasser Model:** good behavior comes from good choices
- **The Dreikurs Model:** confronting mistaken goals
- **The Ginott Model:** addressing the situation with sane messages
- **The Kounin Model:** witness, alerting, and group management

### When developing M.I.T.C.H. Charter School's the following items were considered:

- Securing an agreement of active support and participation from at least 80% of all staff
- Conducting a school assessment of the current discipline policies and classroom rules
- Reviewing researched based behavioral models to choose and create a school-wide system
- Creating a mission statement encompassing values, beliefs and principles
- Agreeing on the school rules and the positive rewards for individuals and for the class
- Agreeing on the steps for discipline
- Creating the letters to parents, holding meetings for students, updating all handbooks, and creating the needed forms and procedures that will follow
- Regularly evaluating the effectiveness of school-wide efforts with staff

## Securing Staff Agreement and Active Support

As the school-wide system was being researched and developed open discussions with teachers, staff, administration, and parents helped create a respectful, trusting environment as M.I.T.C.H. moved towards this change. By investing time in researching the current programs in each classroom, in the building, and on the playground it was helpful to decide what elements were working and what elements needed remodeling. This collaboration helped the M.I.T.C.H. community commit to a school-wide program.

In the development stages defining the roles of the classroom teachers, the office staff, and the administration were essential. Defining these roles minimized confusion and the lowered the risk of conflict. As these roles were developed each person committed to their role and to contribute to the success of the program.

### The Classroom Teacher's Commitment

- Enforce the school wide system as agreed
- Communicate high behavioral expectations to students and parents
- Commit to the follow through of either the success or failure of student behavior
- Take responsibility for classroom problems and behavior
- Foster a school climate characterized by a concern for students as individuals
- Take an interest in the personal goals, achievements, and problems of students
- Support the students in their academic and extracurricular activities

### The Principal's Commitment

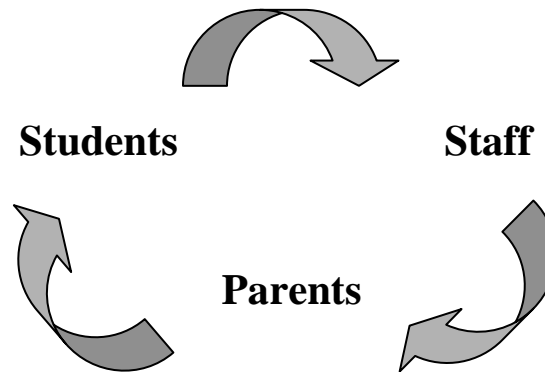
- Support the teachers in this new system
- Model high behavioral expectations
- Delegate discipline
- Share decision making power
- Maintain a school climate in which everyone wants to achieve self-discipline
- Foster a school climate where the administration is sincerely concerned for the staff as individuals
- Interest in personal goals by the administration reaching out to the teachers

### M.I.T.C.H. Charter School Community's Commitment

- **Be timely:** don't wait to praise or correct
- **Be specific:** tell the student exactly what they did (good or bad)
- **Be sincere:** insincere praise is usually worse than none at all
- **Be consistent:** with everything, everywhere
- **Be proportional:** match the amount of intensity or recognition, do not go overboard
- **Communicate:** the many people involved in the students' lives need to communicate

## Securing Parent Agreement and Active Support

The success of a school-wide system lies in the relationship built between parents, staff, and students of the school community. This relationship starts with communication. As M.I.T.C.H. moved towards a school-wide discipline system parents were included in conversations, their input was valued, and they were kept informed of the progress. This helped ensure parent participation in the success of the system.



M.I.T.C.H. Charter School's School-wide Discipline System is centered in the relationship and communication between students, staff, and parents. Parents are kept informed of current school issues, successes, and concerns through school-wide newsletters, classroom teacher's newsletters, the school website, parent meetings, parent commitment forms, and handbooks. By varying the means of communication the likelihood that the parent community is well informed is greatly increased therefore increasingly the likelihood of success.

On an individual basis student behavioral issues are addressed with parents through the parent/teacher emails, notes home, phone calls home, and the processing forms. Each processing form requires a parent signature. This signature ensure that parents are being made aware of behavioral concerns of their child and opens the lines of communication at home and between parents and the classroom teachers. This communication again fosters the success of the school-wide behavioral system.

M.I.T.C.H.'s school-wide system has found success because it is based on a commitment to each child's success, to simple school rules, and to consistency. The system allows for each teacher's style in the classroom and it allows for age appropriate communication and discipline without compromising school-wide policies, expectations, and consistency. For example, parents school-wide know that their child will be given a reminder, a warning, and a process for minor infractions or distractions. Within the classroom a child may track these reminders, warnings, and processes differently based on the teacher's management style and may receive a different process form depending on the child's age. This fosters success because the system gives clear expectations and consistency without being rigid. On the following pages you will see examples of the processing forms for each grade. These forms demonstrate consistency and flexibility within the school-wide system.



## Kindergarten & First Grade Processing Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

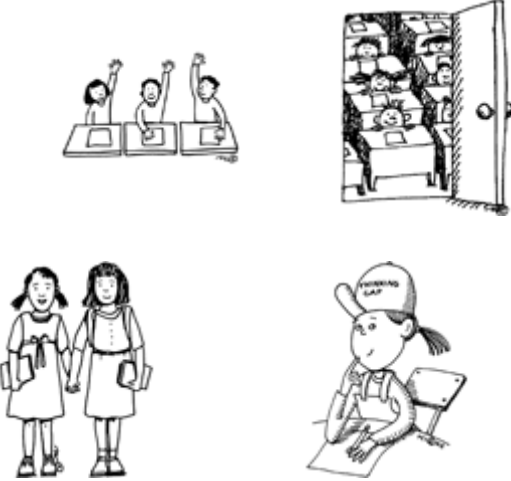
### The student was: (teacher circles misbehavior)

- Exhibiting disruptive behavior
- Being disrespectful to student or teacher
- Being unsafe
- Not completing their in class assignment

### Teacher comments:

---

---

| What I did (child draws) | What I will do next time (circle one picture)  |
|--------------------------|--|
|                          |  |

Please review and sign this with your child. Once it is signed please send it back in your child's homework folder the following school day. Thank you

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

Child's Signature \_\_\_\_\_



## 2<sup>nd</sup> & 3<sup>rd</sup> Grade Processing Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Circle M.I.T.C.H. Rule broken:

**Be Respectful    Be Responsible    Be safe    Be resourceful    Be kind**

Reminder: \_\_\_\_\_

Warning: \_\_\_\_\_

Using the questions below please describe the problem resulting in a process.  
**Who was involved?**

\_\_\_\_\_

**What happened?**

\_\_\_\_\_

**How do you feel?**

\_\_\_\_\_

**What will you do differently next time?**

\_\_\_\_\_

**Teacher comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please review and sign this with your child. Once it is signed please send it in your child's homework folder the following school day. Thank you!**

**Parent Signature** \_\_\_\_\_

**Child's Signature** \_\_\_\_\_



# PROCESSING MY BEHAVIOR

## 4<sup>TH</sup> GRADE

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Circle MITCH Rule broken:

Be Respectful    Be Responsible    Be safe    Be resourceful    Be kind

What did I do to get a ...

Reminder \_\_\_\_\_

Warning \_\_\_\_\_

Process \_\_\_\_\_

How did I feel when I broke the rule? Why did I break the rule?

What will I do differently next time?

Teacher Comments:

Student's signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**To the parent:** Please review and sign this with your child and return it in his/her D.O.G. tomorrow. Thank you!

Processing My Behavior: 5th Grade



Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Circle M.I.T.C.H. Rule broken:

Be respectful. Be responsible. Be safe. Be resourceful.

1) How did my behavior interfere with learning and getting work finished?

---

---

2) How did I feel when I broke the rule?

---

---

3) What will I do differently next time?

---

---

4) How am I going to make amends for my mistake? Options:

\*Apology letter:

\*Extra chore: \_\_\_\_\_

Teacher comments:

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Child's Signature \_\_\_\_\_

To the parent: Please review and sign this with your child and return it in his/her homework folder tomorrow. Thank you!

Parent Signature \_\_\_\_\_

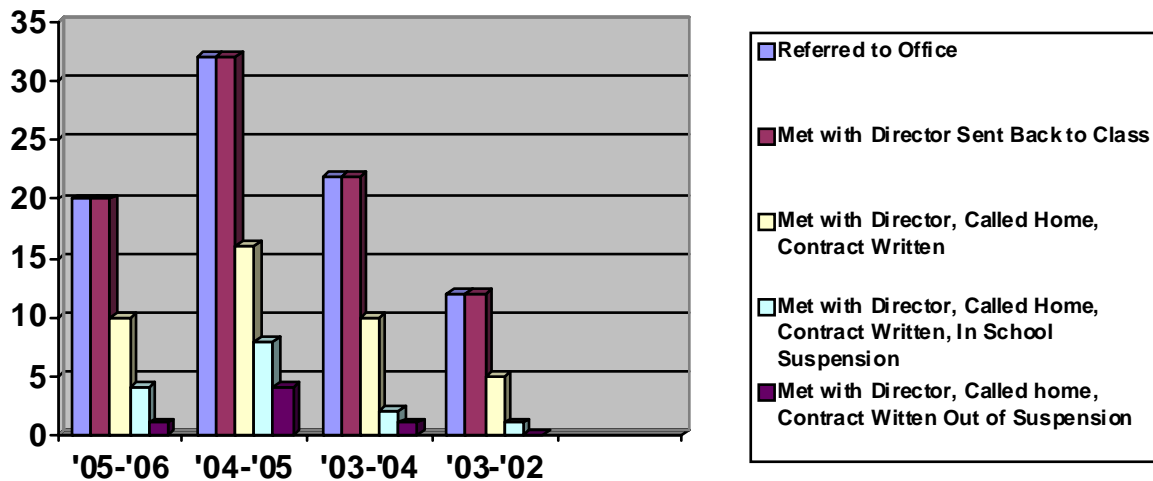
## Results Seen with M.I.T.C.H.'S School-wide Discipline System

With a consistent school-wide behavioral system in place and an overriding theme designed to promote positive behaviors and diminish inappropriate student actions the school is working in a community forum undivided. The students feel safe, secure, and the boundaries are consistent wherever they go. This allows them to perform at higher levels.

### M.I.T.C.H. Community Changes with School-wide System

- Staff and school community are working and thinking together
- There is more teaching time and less time spent by the administration on discipline
- The students and staff enjoy coming to school
- There is more time spent on rewarding students
- Attendance has improved
- The staff participates in monthly staff meetings to reflect, learn, and create community
- Students are addressed in timely and meaningfully in positive actions
- There is a focus on student strengths

### M.I.T.C.H. Charter School's Ratings Improve with School-wide Discipline



M.I.T.C.H. Charter School has found a lot of success with the school-wide discipline program, but in cases where our system is not working effectively for an individual child we will come up with an individualized plan to ensure success.

## **School-wide Policies Regarding Under Achieving Academic Needs**

The success M.I.T.C.H. Charter School has seen with the school-wide discipline system has not been a stand alone program. As part of M.I.T.C.H.'s commitment to reach every child, questions were raised about students who did not meet grade level expectations in their academic performance. We saw that in many cases the students who were under grade level also suffered behaviorally during school. This led M.I.T.C.H. to create a CARE Team. The CARE Team evaluates on a need only basis for students whom are not meeting grade level work. The CARE Team helps create an action plan with the parent for their child. This team of M.I.T.C.H staff works alongside the classroom teacher and the parent in the beginning.

Later if needed, the CARE Team may suggest that the student's home school district become involved for further evaluation of the child's needs. When different strategies have been applied to the student's day and these strategies are not creating positive progress we may suggest to communicate with the students home school district. This may lead to starting a "referral process" for a possible evaluation. The evaluation may lead to an Individual Education Plan (IEP) or other some kind of new option might be created for the student. Often the process involving the home school district is very lengthy. Often this process takes an entire school year.

On the following page you will find the CARE Team Meeting Notice form. This form was designed as part of M.I.T.C.H. Charter School's effort to align with our sponsoring school district Tigard-Tualatin School evaluation system.



## Care Team Meeting Notice

Dear \_\_\_\_\_:  
(Parent/Guardian)

\_\_\_\_\_ has been referred to the Care Team for an assessment of  
(Child)  
his/her needs. The Care Team's purpose is prevention of academic and behavior problems. The team also supports group and individual programs for all students. The referral is based on the concerns that were discussed with you over the phone or via email on  
\_\_\_\_\_.

The concerns include:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The team will meet at school to discuss your child's needs and plan a Care Team program on:  
\_\_\_\_\_  
(Date)

You are welcome to attend this meeting. If you would like to do so, please contact  
\_\_\_\_\_ at (503) 639-5757 for more specific information on the time and  
(Team Coordinator)  
place.

If you have questions regarding the Care Team Program please contact your classroom teacher or Debi Lorence at (503) 639-5757.

**IMPORTANT INFORMATION REGARDING SPECIAL EDUCATION:** Sometimes students experience substantial on-going difficulties in school as the result of disabilities. If the school team or your child's teacher(s) have this concern, they will contact you to discuss it. If you are concerned that your child may have a disability and is in need of special education services, please contact the school principal.

