

Cascadia Elementary School

The Four Principles For A Safe and Civil School

1. Learn and help others learn.
2. Respect self, respect each other, and respect property.
3. Avoid harming yourself and avoid harming others.
4. Follow directions by adults the first time given.

CASCADIA ELEMENTARY
PLAN for a SAFE and CIVIL SCHOOL

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SCHOOLWIDE MANAGEMENT PLAN FOR A SAFE AND CIVIL SCHOOL

Cascadia Elementary School
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Basic Principles of Plan

EXPECTATIONS FOR OUR EDUCATIONAL COMMUNITY

Our expectations for a safe and civil school community at Cascadia are based on the following principles:

- 1. Learn and help others learn.**
- 2. Respect self, respect others, and respect property.**
- 3. Avoid harming others and avoid harming yourself.**
- 4. Follow directions by adults the first time given.**

Everyone at Cascadia Elementary School is expected to do his or her best at all times. Behaviors that help us grow and mature as learners will be encouraged. Any behavior that interferes with learning will be discouraged. Ensuring the safety of students is a priority: any behavior or activity that is unsafe is not permitted.

All of our specific rules at Cascadia are based on one or more of the four principles. An example, of “help yourself learn” is starting and finishing classroom work promptly without being off task. Being on task and not interrupting teaching and the learning of others is “helping others learn”. Honesty in every circumstance is an important part of “self respect”. Not playing with sticks is one example of “Keep yourself and others safe”. Giving compliments instead of calling names is “respecting others.” Doing what the playground teachers ask without backtalk is “following directions the first time given”.

PROGRESSIVE INTERVENTIONS FOR INFRACTIONS

The goal of disciplinary measures is to encourage cooperation with our four basic principles. Interventions to improve behavior will progress from friendly reminders to more serious consequences. In general, interventions will follow the process below:

1st Offense = Friendly reminder of the rule.

2nd Offense = Guided practice of the correct behavior.

3rd Offense = Adult in charge will determine intervention, which in most situations will be where the infraction occurred. (See “Guidelines”.)

4th Offense = Adult will report infraction on form, which will be mailed home so parent can help their child understand the importance of safety and civility at school.

4th Offense = Serious misbehaviors or chronic misbehaviors are referred to the principal, who will decide appropriate consequences. Parent will be contacted immediately. The parent and student may be asked to develop an action plan for improvement.

EXPECTATIONS IN THE CLASSROOM

Students are expected to follow the teacher's posted classroom rules. When the student is in another class such as PE or music, the student will follow the rules and expectations of the PE or music teacher. Since every teacher has slightly different expectations, each teacher will communicate precisely how students are expected to behave. Consequences for misbehavior in the classroom are at the discretion of the teacher. Some possible consequences are outlined under "Overview of Guidelines for Intervention" on page 5. Recognizing good behavior is very important at Cascadia. When students are trying to do their best, the teacher will acknowledge this effort.

EXPECTATIONS FOR THE STAFF

Every staff person in the school is an equal and contributing part of the plan for good learning behavior and safe behavior. An important part of contributing to a safe and civil school environment is being a model of the expectations for students. All adults will be involved in the process for solving problems and in setting consequences and interventions for infractions of school rules. This is true for para-educators, administrative assistants, bus drivers, custodians, teachers, and administrators.

EXPECTATIONS IN THE HALLS, CAFETERIA, ON THE PLAYGROUND, ON BUSES

Students will behave in a way that respects self, respects others and respects property. Student will avoid harming self and avoid harming others. Therefore, no students will be allowed to run in the halls, to use playground equipment inappropriately and unsafely, to engage in unkind teasing or to fail to follow bus safety rules. Specific guidelines and consequences for halls, playground, cafeteria, and buses are given in this document.

EXCEPTIONAL MISCONDUCT

Exceptional misconduct is a violation of School District rules of student conduct, which is serious in nature and/or is serious in terms of the disruptive effect upon the operation of the school as to warrant an immediate short-term suspension, long-term suspension, expulsion, or emergency expulsion. Examples of "Exceptional Misconduct" are:

1. Possession, use, or being under the influence of illegal substances; sale, or delivery of any controlled substance; and possession of drug paraphernalia.
2. Consumption, possession, sale, delivery, or being under the influence of alcoholic beverages; presence on school property or at a school sponsored activity following the consumption or use of an alcoholic beverage or controlled substance.
3. Use or possession of tobacco.
4. Profane or vulgar language directed to and in the presence of a staff member.
5. Commission of any criminal act classified as a felony or gross misdemeanor under the laws of the State of Washington, including but not limited to, the following: Arson, Assault/Battery, Harassment, Possession of a Weapon, Theft. (*School Board Policy 3200*)

HARASSMENT, INTIMIDATION, AND BULLYING

The Ferndale School District is committed to a positive, productive educational and working environment free from gender, racial, and sexual harassment, and free from intimidation, or bullying. The school district prohibits ongoing harassment, of any kind, directed at students, employees, and others involved in school district activities.

Harassment is defined as deliberate verbal, visual, and physical advances, or physical violence that is made within the educational setting, and that is unwelcome. When such unwelcome conduct interferes with learning, or creates an intimidating, hostile, or an offensive educational environment, it is harassment.

Cascadia Elementary will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sexual harassment, or gender and racially- based harassment that come to the attention of the school, either formally or informally. Harassing or bullying will result in disciplinary action. Students are to seek assistance from any staff member if they believe they have been the victims of harassment. Retribution for reports or complaints will be treated as harassment. For more information, refer to Board Policy 3207.

PARENTS' ROLE IN DISCIPLINE

Parents are encouraged to participate in the education of their children. Without the cooperation and support of parents, the school cannot effectively help students reach their fullest potential. One of the major roles of parents in school discipline is to be supportive of the school's effort to encourage a safe and civil school environment. When the children see that their parents are actively interested in whether they are doing their best, the students are given a real incentive to strive for excellence. By working together, parents and staff can help the student learn behaviors that will increase his or her chances of success.

TEACHER'S ROLE IN DISCIPLINE

The classroom teacher is at the center of an effective school discipline policy. The teacher helps students understand the importance of doing their best and helping others do their best. The teacher is the model of school expectations for safety and civility, and will help students learn the school expectations. The teacher will put more energy into reinforcing success than into trying to "control" behavior. When there is a behavioral problem (other than a "severe behavior"), the teacher will attempt to teach the student how to behave appropriately by referring to the basic four principles and the specific rules for safety and civility.

ADMINISTRATOR'S ROLE IN DISCIPLINE

The role of the principal in discipline is three-fold. First to help monitor, revise, and up-date the discipline policies and procedures. Second, to help staff implement classroom management and school management techniques. Third, to assist staff with handling severe misbehavior, such as physically dangerous situations, disrespect of adult authority, and any recurring problems.

Interventions may include helping students and parents develop a plan for improvement, restriction from activities, or other more severe consequences. The staff in charge will handle minor discipline problems. To maintain effectiveness, office referrals will be used only for severe or recurrent problems.

SUPERVISION

1. The four basic principles will be posted in common areas.
2. Rules specific to instructional programs – classroom, music, library, media center, PE, etc – will be posted and sent home with student to parents.
3. All staff members will model, teach, and review classroom rules and common area rules with their classes, as needed.
4. Staff members are responsible for reinforcing rules. Since being consistent with all students at all times ensures a safe and civil environment, staff members will know and follow the rules that are specific to instructional programs, such as classrooms, library, PE, etc.

YEARLY REVIEW

Annually each year, there will be a formal review of the discipline policies and procedures. The form of this process will be:

- A committee reviews the policy.
- The committee presents suggestions for changes to the entire staff for feedback.
- Based on staff consensus and feedback, the plan is revised.
- Each year students will be taught (or re-taught) goals and expectations for each common area.

Overview of Guidelines for Intervention

RESPONSIBILITY FOR INTERVENTIONS

Handled by teacher

- Non-compliance/insubordination
- Failure to follow classroom or school rules

Failure to help self or others learn
Harming self or others
Disrespect of others or of property
Failure to follow directions the first time given
Cheating
Theft
Lying
False witness
Inappropriate, vulgar, or profane language
Harassment, bullying, or intimidation of others
Name-calling
Playground behaviors that have not responded to interventions by staff assistants

Interventions may include, but are not limited to:

- Provide reminder
- Guide practice of appropriate behavior
- Contact parents
- Refer to counselor
- Refer to FCC
- Change seating
- Provide time-out to alternate classroom
- Provide opportunity for restitution
- Provide opportunity to make an apology, verbal or written
- Restrict to a specific area
- Assign loss of recesses
- Remove from activity
- Write and implement a behavior improvement plan

Handled by Playground Assistants initially (if behavior continues, refer to Teacher, then to Principal)

Unsafe play and inappropriate use of play equipment
Disrespect
Inappropriate language
Inappropriate physical contact, short of physical assault
Leaving play area without permission
Failure to follow directions the first time given
Harassment, intimidation, bullying others
Name-calling, derogatory remarks
Minor theft
False witness
Lying
Food or toys at recess

Interventions may include, but are not limited to:

- Provide reminder of correct behavior
- Guide practice of appropriate behavior
- Discuss and implement plan for behavior improvement
- Provide time-out
- Remove from activity for a specified period of time
- Have student shadow the person on duty
- Provide opportunity for restitution
- Restrict recess, such as confinement to specific area
- Refer to counselor
- Use form to report behavior to parents
- Refer to teacher
- Refer to principal

Handled by lunchroom assistant or supervisor

Loud voice above Level 2 (twelve-inch voice)
Inappropriate language
Behavior which harms self or others
Lack of good “company” table manners
Disrespect of others or of property
Failure to follow directions of adults the first time given

Interventions may include, but are not limited to:

- Provide reminder
- Guide practice of appropriate behavior
- Change seating
- Refer to counselor
- Develop a behavior plan specific to the cafeteria
- Assign loss of recesses
- Use form to report behavior to parents
- Refer to teacher, or to principal
- Make parent contact

Misbehaviors handled by principal or designee

Unexcused absences and habitual tardiness
Chronic infraction of rules
Serious inappropriate physical contact, such as fighting or physical assault
Harassment, intimidation, or bullying
Out of control defiance or disrespect
Skipping school
Leaving supervision of school without permission
Arson
Possession of weapons (or any object used as a weapon)
Possession of alcohol, tobacco, drugs, or drug paraphernalia
Vandalism and criminal activity

Interventions may include, but are not limited to:

- Provide reminder
- Provide guided practice
- Refer to counselor, FCC
- Develop and implement a behavior improvement plan
- Provide opportunity for restitution
- Provide opportunity for an apology, verbal or written
- Restrict student to close proximity of playground assistant or to a specific area
- Assign loss of recesses
- Assign campus duties
- Remove from specific activity for a specified period of time
- Contact parents or guardians, if intervention involves consequences.
- Suspend in-school, or out-of-school for less than ten days
- Suspend out-of-school for longer than ten days
- Refer to police or sheriff
- Expel student

SCHOOL EXPECTATIONS AND PROCEDURES

I. AREA: COMMON AREAS SHARED SCHOOLWIDE

GOAL: Cascadia Elementary School is a place where students, staff and parents work together to make the maximum use of all available resources. We want all children to realize their potential in a safe and civil learning environment.

EXPECTATIONS:

1. **Learn and help others learn.**
2. **Respect self, respect others, and respect property.**
3. **Avoid harming others and avoid harming self.**
4. **Follow directions by adults the first time given.**

APPROPRIATE VOICE LEVEL

All students are expected to know the following levels for voice:

0 – No talking at all.

1 – Six-inch voice level, or a whisper.

2 – Twelve-inch voice level, or a normal conversation.

3 – Classroom voice, or speaking loud enough for all to hear.

4 – Yelling, used only for emergencies.

RULES:

- Students will show their pride in Cascadia Elementary by keeping the building and grounds free of litter and graffiti.
- Appropriate and courteous language will be used at Cascadia Elementary.
- Students will show respect for others by following the Golden Rule.
- Theft, or taking another's property by force, or threat of force, may result in a short-term suspension.
- Students will walk when going between destinations in the school.
- Students will keep their hands and feet to themselves.
- Food will be eaten in the cafeteria, unless individual teachers have made other arrangements.
- Hats (and sunglasses) will be worn outside of the building, not inside.
- Clothing, accessories, or behavior associated with gangs is not permitted.
- Skateboards do not belong at school, except as part of a supervised school event.
- Electronic games, card collections, and other personal toys do not belong at school.
- Students are allowed to use the office phone in emergencies. Cell phones are permitted, but must remain in backpacks during school and not used, unless staff permission is given.
- Students will remain under the supervision of adults unless given permission to be in unsupervised areas, such as the bathrooms.
- Harassment, intimidation, or bullying will not be tolerated anywhere at school, at bus stops, or on buses.
- Use or possession of any tobacco products, including storing or maintaining such products in property of the district or at school-sponsored events, will result in short term suspension (*School Board Policy 3200*).
- Possessing, selling, using, distributing, or being under the influence of alcohol, drugs, inhalants, or controlled substances, or in possession of drug paraphernalia will result in long-term suspension (*School Board Policy 3200*).
- The district has a **No Tolerance** policy for weapons. Possession or using weapons and explosives, including "fake" weapons that are represented as "real" weapons, will result in immediate expulsion (*School Policy 3200*).

II. AREA: CLASSROOM

GOAL: Cascadia Elementary classrooms will be a safe and caring place where students and staff work together to learn in order to reach their fullest potential.

EXPECTATIONS:

1. Each classroom will collaboratively establish classroom expectations, rules, and consequences.
2. The class rules/expectations will be posted in the classroom.
3. Classroom rules/expectations will be communicated to parents
4. Classroom rules/expectations will be taught and re-taught when necessary. The rules will be reviewed periodically.
5. As new students enroll, classroom buddies will be assigned to teach the class rules and review school-wide rules.

CONSEQUENCES:

1. Teachers will determine their own classroom consequences for misbehavior; however, consequences should follow the concept of progressive discipline steps. We want to encourage students to learn appropriate behavior so that we can provide the best structure for learning.
2. Classroom specific procedures, behavior contracts or plans, and ongoing parent communication are encouraged.
3. Occasionally, time-out procedures outside of the classroom may be necessary. Students may be sent with a referral form to the office. Work for the student must be sent to the office. Unsupervised areas are not suitable for time-out locations.

III. AREA: CAFETERIA

GOAL: The lunchroom will function as a pleasant, clean, and safe eating environment.

EXPECTATIONS FOR STUDENTS:

1. Enter the cafeteria as directed by your teacher.
2. Put playground equipment where directed.
3. Wait in line in an orderly, quiet manner.
4. Use “company” manners at the table.
5. When excused, empty trays and stack trays neatly.
6. Exit quietly without crowding or pushing.

LUNCHROOM CONSEQUENCES:

1. If students use the wrong procedure, they’ll be sent back to practice the correct procedure.
2. If students litter the floor or table, they will be required to clean up their mess and pick up litter.
3. Students who frequently disrupt lunchtime for others may be moved to another table, or removed from the lunchroom.
4. Students who throw food or harm others will be sent to the office to finish eating. Parents will be contacted.

SUPERVISION:

Para-educators
Teachers

TEACHING RESPONSIBILITIES:

As needed, classroom teachers will bring students to the cafeteria to practice the lunchroom procedures.

CONFIDENTIAL INFORMATION

Information as to who qualifies for free and reduced meals is not public information. This is in accordance with the family right to privacy act. If a child needs food or isn’t eating, a cafeteria supervisor will inform the student’s teacher, and the student’s teacher will contact the parents.

STUDENTS TO EAT LUNCH ON TIME

We do not use withholding of lunch, or making a student eat lunch later, as a consequence. Food is a basic need. When students are made to complete work or make up time during their lunchtime, the student's basic need (food) is being withheld. No quality learning takes place and the consequence inhibits learning instead of promoting learning.

OTHER LUNCHROOM PRACTICES

Students should have an opportunity to wash hands before eating. This health practice reduces absenteeism.

It's critical that classes arrive at the scheduled time in the cafeteria. Serving lunches to five hundred students and cleaning up afterwards requires everyone's cooperation.

IV. AREA: OFFICE

GOAL: The office will function as the communication center of the school to effectively direct the operation of the school so that needed services and resources are provided to meet the needs of students, staff, parents, and other district and non-district personnel.

For this to happen, students may visit the office for the following purposes:

1. Get permission slips regarding transportation.
2. Sign in when late. Sign out when leaving early.
3. Receive attention for injuries or illness.
4. Do an errand for a teacher.
5. Serve as a messenger.
6. Use the phone with permission.
7. Provide evidence as a witness in an allegation of wrongdoing.
8. Receive discipline.
9. Respond to a special invitation or receive recognition.
10. Report harassment.
11. Inquire about a small, lost item, such as jewelry or glasses.
12. Take a scheduled medication.
13. Report missed bus or caregiver who didn't pick up student

EXPECTATIONS:

1. In most cases, students need to bring a referral form when they come to the office. Students cannot be wandering around without a pass and a purpose.
2. Students will report to office staff with a referral form from a teacher or other staff member, and wait for further instructions from an adult.

CONSEQUENCES:

1. Students without a referral form may be sent back to the classroom, unless warranted by special circumstances.

SUPERVISION RESPONSIBILITIES:

1. Teacher
2. Office personnel

V. AREA: ASSEMBLIES/PROGRAMS

GOAL: An assembly/program will extend and enhance the basic curriculum of the student and will provide the opportunity for the student to practice good audience skills.

ALL SCHOOL SIGNAL

Adult leading the assembly raises hand. Each student raises a hand. Raising a hand (five fingers) means students will do five actions: put eyes on speaker, put all objects out of hands, sit still, listen, have quiet mouths.

EXPECTATIONS:

The student will:

1. Follow the teacher's directions at all times. Enter the program area in an orderly manner and remain seated throughout the program. Use a Level 2 voice until an adult raises a hand.
2. Help themselves and others to listen by focusing and maintaining their attention on the performance throughout the program.
3. Demonstrate their appreciation at appropriate times in a polite manner. Clapping at the end is correct behavior; booing, hooting, whistling, shouting is incorrect.
4. Look to their teacher, follow directions the first time given, and exit the program in an orderly fashion.

ASSEMBLY CONSEQUENCES FOR INFRACTIONS OF RULES

1. The classroom teacher or adult sitting nearby will remind student of expected behavior. This is the warning.
2. Students who continue to misbehave will be removed from the group and seated near an adult staff member. They will also be required to review and practice appropriate assembly behavior during the next recess.
3. If behavior continues, student will be removed from the assembly, and sent to the office with note if possible.

SUPERVISION RESPONSIBILITIES

All staff members

TEACHING EXPECTATIONS

1. Teachers will discuss appropriate audience behavior with their students prior to the first school assembly/program.
2. Teachers will provide students with restroom break prior to assembly.
3. Teachers should sit in a chair, or on the floor, on outside perimeter next to class.
4. Assembly program expectations should be attached to daily substitute plans when sub is scheduled on an assembly/program day.

VI. BATHROOM EXPECTATIONS

GOAL: Students will get permission to leave classroom, do their business, flush, wash and return to class promptly. Staff will help by checking bathrooms, especially at recesses. Bathrooms can be used during recesses by getting a pass.

EXPECTATIONS:

1. Students will sign out and back in so we can help students be accountable.
2. Student will leave the classroom to use the bathroom one at a time.
3. Students will use the toilet appropriately.
4. Students will flush.
5. Students will wash hands.
6. Students will dispose of trash appropriately in the trashcan.

7. Students will return promptly and directly to room.

CONSEQUENCES:

1. For minor infractions (e.g. flushing, washing properly, etc.), students will be asked to remedy the situation.
2. Students who fail to return to the classroom in a timely fashion will face classroom consequences.
3. Vandalism is severe misbehavior and will result in immediate referral to the principal.

TEACHING RESPONSIBILITY:

Classroom teachers will explain the bathroom procedures and expectations on the first day of school.

VII. AREA: HALLWAY/EXIT/ENTRANCE

GOAL: Students will move safely from area to area.

EXPECTATIONS:

1. Except for attending YMCA morning childcare, or going to breakfast, students are outside of the building and on the blacktop until the 9:20 bell. The exception is extreme weather conditions.
2. Primary students will enter the building by the south door to atrium. Intermediate students will enter by the west door.
3. Teachers will accompany classrooms when going to the bus, to and from the library, music, or PE.
3. Students will use an inside voice when in the hall.
4. If an adult asks to speak with a student, students are expected to stop and talk to that person.
6. Entrance and exits will be used in a safe manner according to the school rules.

CONSEQUENCES may include:

1. Reminder of proper behavior.
2. Positive practice.
3. An appropriate consequence for infraction.
4. Referral to office. Parents contacted.

TEACHING EXPECTATIONS:

Teachers will explain expectations and provide practice during the first week of school. Teachers will demonstrate how to hold the doors, if this is a classroom expectation.

VIII. AREA: COMPUTER LAB

GOAL A: The Computer Lab will be a calm, quiet, working environment which enriches the curricula.

EXPECTATIONS:

1. Students will talk and move quietly and be responsible.
2. The Lab is to be used only when there is adult supervision.
3. Appropriate software for learning purposes will be selected.
4. Hardware will be operated appropriately.
5. Students will ask for assistance by raising their hands and quietly asking a supervising adult.
6. Students will cleanup stations
 - Put away materials neatly
 - Pick up trash in area
 - Sanitize and straighten station
7. Students will check in and out with supervising adult when work is completed.

CONSEQUENCES may include:

1. Friendly Reminder.
2. Practice correct behavior.
3. Appropriate consequences by staff in computer lab.
4. Office referral. Parent Contacted

SUPERVISION:

All adults in computer lab will assist students in meeting the expectations.

GOAL B: During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear responsibility for such guidance, as they must also use cautionary measures with information sources such as television, telephones, movies, radio and other potentially offensive media.

EXPECTATIONS:

The following are not permitted:

1. Sending or displaying offensive messages or pictures.
2. Using obscene language.
3. Harassing, intimidating, bullying, insulting, or attacking others.
4. Damaging computers, computer systems or computer networks.
5. Violating copyright laws.
6. Using others' passwords.
7. Trespassing in others' folders, work or files.
8. Intentionally wasting limited resources.
9. Employing the network for commercial purpose.
10. Students will use only appropriate sites, and will inform supervisor when an inappropriate site is accessed accidentally.

CONSEQUENCES:

1. Violations may result in a loss of access.
2. Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
3. When applicable, law enforcement agencies may be involved.

GOAL C: Students will have access to computer resources and use the resources responsibly.

EXPECTATIONS

1. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.
2. The network is provided for students to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for minors. Access is a privilege, not a right. Access entails responsibility.
3. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed.
4. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers are private.

IX. AREA: PLAYGROUND

GOAL: Student safety is of greatest importance on our playground. The playground is for having fun. Injuries are not fun. Students will play fairly and safely by following the four school-wide expectations.

- 1. Learn and help others learn.**
- 2. Respect self, respect others, and respect property.**
- 3. Avoid harming others and avoid harming self.**
- 4. Follow directions by adults the first time given.**

SCHOOL RULES AND EXPECTATIONS SPECIFIC TO PLAYGROUND

Rewards for Appropriate Behavior on Playground

Playing safely and doing the right thing is its own reward. The reward for good sportsmanship and leadership on the playground is being able to participate in organized activities, such as sprout ball, four square, and so on.

Each month, students who demonstrate good sportsmanship and leadership will be recognized. Their names may be published in the school newsletter, or read over the school intercom.

Consequences for Failing to Play Safely

1. Friendly reminder of the rule.
2. Time out for guided practice. Staff member gives a verbal explanation of the infraction and specifies desired performance. Students practice the acceptable behavior.
3. Consequence given, such as a time out or shadowing the supervising adult. Name of student, date, and classroom teacher is recorded.
4. Office referral. Referrals to the office must include witnesses, and all relevant information about the situation so the principal can investigate the incident, make a determination, and if consequences in the office result, inform parents.

Tattling and Helping

Students should know the difference between tattling and helping. Helping is telling about a problem so it can be solved. Tattling is telling so someone will get into trouble.

Playground expectations for safety

1. *Always play in a way that avoids harming self or others!* Fighting – pushing, shoving, hitting, kicking, biting – is never allowed. Harassing or bullying – calling mean names, teasing, threatening, or excluding others from games is never allowed.
2. Pretend fighting is not permitted because of the safety risk.
3. Keep buildings and grounds free of litter.
4. Walk on sidewalks. Use the appropriate stairs to come and go from the lower playground to the upper playground.
5. Students will not climb fences.
6. Carry balls and equipment to play areas.
7. Throw only approved playground balls in approved areas. Never throw rocks, sticks, pine needles, or snow, etc.
8. Chasing or tag is not allowed at our school, unless directly supervised by an adult, because of the risk of injury.
9. Stay within boundaries. You must stay on the playground at recess unless you have permission to go elsewhere. You are not allowed in the parking lot or the road.
10. Spitting is unhealthy and not permitted.
11. Paper, pencils, pens belong in the classroom. Your toys belong at home. Do not bring pencils, pens, personal toys, or stuffed animals onto the playground without permission.

12. Do not hang from the soccer goals. Do not climb backstops.
13. When recess is over, go to classrooms promptly.
14. Some games are dangerous. Chasing games, tag games, and Red Rover are appropriate only when closely supervised by an adult. Tackle football, play martial arts, or play fighting are not appropriate.
15. Gum and candy are not permitted on the playground. Unless supervised by teachers, or part of a special event, food does not come onto the playground.

EQUIPMENT RULES FOR SAFETY AND FAIRNESS.

1. Students do NOT jump off equipment. Tag games on or around equipment are not safe.
2. Students will not climb nor hang from basketball hoops.
3. Students will all go one way on equipment. Students will wait for the person in front to be on the second ring before starting out.
4. Students will take turns on equipment.
7. Students will go down slides one at a time on their bottoms, never going up nor head first, and flipping over the edge of the slide.
8. Rocks, chips, etc. are not to be thrown, kicked, or dumped on other students.
9. Running in the equipment area is unsafe.
10. Check with recess assistants for specific game rules.

SETTLING CONFLICTS BETWEEN STUDENTS

Students need to learn how to settle conflicts in a civil manner. Respect for others is demonstrated by listening to another's point of view. Witnesses (at least two) may also help provide information. Conflicts can often be resolved by making appropriate apologies for any wrongdoing done against another. If students can't reach resolution, students might be put in time-out until they are willing to work at resolving the problem (this depends on the situation). If pushing or shoving is involved, begin resolution of the problem with the time-out sequence.

CONSEQUENCES FOR INFRACTIONS

Infractions that are not resolved on the playground will be written on a report. A copy will be mailed home so parents can help students understand the importance of safety and civility. Copies will also be given to the principal and the student's teacher.

Office referrals involving serious infractions must be accompanied by written and/or verbal information (including names of student witnesses, their grades, and teachers). After the principal investigates the alleged infraction, if consequences result, parents will be notified and disciplinary action will be taken.

PROGRESSIVE DISCIPLINE PLAN

1 st Offense	Friendly reminder of the rule.
2 nd Offense	Time out for guided practice: Staff member gives a verbal explanation of infraction and specifies desired performance. Students perform the acceptable behavior.
3 rd Offense	Provide onsite consequence for infraction of rules. Staff member reviews rule and the expected appropriate behavior. Name is recorded with date, and infraction.
4 th Offense	Office Referral Student is sent to the office and staff member provides office with data concerning infraction and all witnesses. Following an investigation by the principal, if consequences are warranted, parents will be contacted. The Principal or designee will determine consequences.

SUPERVISION RESPONSIBILITIES

1. All staff are expected to know and follow rules and expectations so expectations of students are consistent.

2. During the first week of school, para-educators and teachers will review the playground rules with students.
3. School staff will identify playground boundaries so students know the limits of the playfield.
4. School staff will ensure that play equipment for students is available at recesses.
5. School staff will roam the playground to cover all areas.
6. School staff will encourage students who want to hang out with adults to get involved with other students.
6. School staff will interact positively and personally with many different students.
7. When a student violates a rule, school staff will follow through with a consequence to fit the infraction.
8. In an emergency situation, playground staff will use cell phone to contact office, or send a reliable student to the office.
9. To get students' attention in a crisis situation or in an emergency, all staff outdoors need to blow a whistle.

IN A CRISIS SITUATION:

If the situation is dangerous:

- Supervising staff will call the office or send a student to the office.
- Supervising staff will blow a whistle if everyone needs to leave the playground.
- Supervising staff will get students away from crisis situation (i.e., fight).

MATERIALS NEEDED ON THE PLAYGROUND:

1. Cell phone and/or two-way radio.
2. Pack with vinyl gloves, band-aids, whistle, and empty baggie.
3. Clipboard or notebook with forms, pencil or pen, etc.

Playground supervisors will keep track of the warnings and interventions, so that if the student is sent to the office, there is a record. Playground supervisors will designate an area for time-outs. The students should remain there for the assigned time without contact with other students.

X. AREA: BIKE RACK

GOAL: Bikes will be under control and safely and securely parked in the bike rack during the school hours. Students will use safe bike practices, when riding to school and home.

EXPECTATIONS:

1. Students who ride bikes to school must have parent permission.
2. Students will walk their bikes through crosswalks and on school district property.
3. Bikes will be parked in the bike rack.
4. Appropriate locks should be used to secure the bike.
5. The bike rack is off limits during the school hours.
6. When leaving school, students will wait for adult direction and walk bikes across streets.

CONSEQUENCES:

1. Students will be reminded of the expectations.
2. Students will be given an opportunity to practice expectations.
3. As determined by adult, students will not be allowed to ride the bike to school for 3 days and parents will be called.
4. Chronic problems may result in an office referral. Parents will be called. The student may not be able to ride the bike to school for one month or longer.

SUPERVISION:

Morning or afternoon para-educators on duty will observe students walking their bikes onto the school grounds and in crosswalks. Any staff member outside during recess times who observe students by the bike rack will invoke the level of consequences. Names should be taken for record and reported to the office.

XI. SCHOOL DISMISSAL PROCEDURE

GOAL: Students will enter and exit safely and orderly from the school buses. Students will have safe and civil behavior on buses and at bus stops. Students will follow safety rules in the parking lot.

EXPECTATIONS:

1. Students will walk, accompanied by their teacher, to the student bus and/or pick up area of the school.
2. Students will use only the crosswalks at the north end of school under the direction of an adult.
3. Students will wait for permission to enter the bus.
3. Students will use quiet voices and stand quietly in line until they enter the bus.
4. Students will not enter the parking lot without an accompanying adult.
5. Students will follow directions of supervising adult when waiting for pick up by parents.
6. Students waiting for late-arriving parents will wait in the in the office.

CONSEQUENCES:

1. Friendly reminder.
2. Guided practice.
3. Removal from line or sent to the end of the line.
4. Assigned seating on bus.
5. Office referral. Parent contacted.

SUPERVISION:

Teachers and staff on bus duty.
Bus driver.

RULES:

1. Obey the bus driver at all times and be respectful.
2. Remain seated while bus is in motion. Do not open windows without permission.
3. Use courteous language and keep voices low. Do not distract bus driver when bus is in motion.
4. Keep head, hands and all objects inside the bus.
5. Avoid harming self or others by word or action.
6. Respect school property. Report damage to bus to driver.
7. Use trash container. Keep aisle and steps clear of objects.
8. Do not eat or drink in the bus.
9. Personal electronic equipment is not used on the bus, unless permitted by bus driver.
10. After leaving bus, do not run near it. Walk directly home.

XII. PARENT INVOLVEMENT

GOAL: Parents help reinforce the school wide behavior expectations by reviewing the rules to ensure that school is welcoming and safe for all students.

EXPECTATIONS:

1. The school will provide an abbreviated Safe and Civil School Plan in the parent handbook.
2. The comprehensive Safe and Civil School Plan will be posted online for parents.
3. Parents will be kept informed when students receive a consequence.

4. Parents will be a part of the development of behavior plans when appropriate.
5. At after school events, parents are expected to appropriately supervise their children in accordance with school expectations.

SUPERVISION RESPONSIBILITIES:

1. Classroom teachers.
2. Para-educators.
3. Principal.
4. Parents.

XIII. STUDENT RECOGNITION

GOAL: Students will be positively rewarded regularly in a variety of ways in order to maintain a safe and caring school environment.

EXPECTATIONS:

1. During school all staff will recognize with praise those students who consistently follow the school rules or who improve in their effort to follow school rules.
2. All staff are encouraged to make positive phone calls or send written notes home to keep parents informed of positive actions by their children.
3. School-wide programs will be implemented that promote a safe and caring school by all staff members:

Behavior Improvement Plan
Cascadia Elementary
360-383-2300

Student's Name _____ Grade _____

Date _____ Teacher _____

The infraction of rules (stated by staff)

The intervention:

Teacher _____

Principal's initials _____

I can improve my behavior by: (filled out by student at home with parent's help)

Dear Parent: Please sign and have your child return this form to the classroom teacher so we know we are in communication. To make sure your child does not misplace the Behavior Improvement Plan, he or she will be on recess restriction until the form is signed and returned. Thank you for your help.

Parent or guardian signature _____

Comments?
