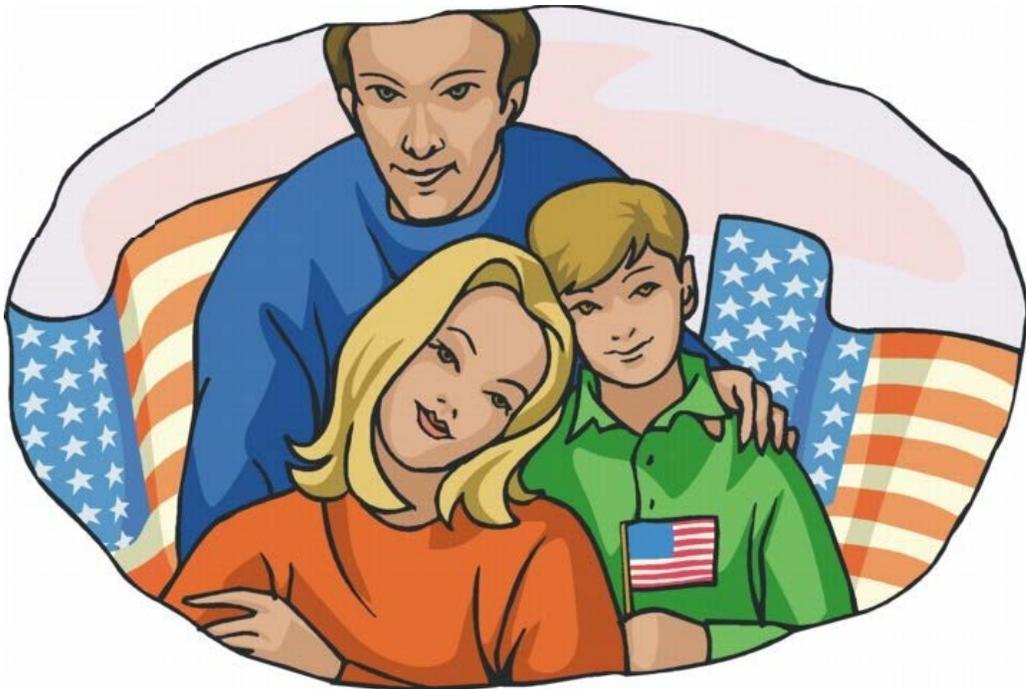


EAST ELEMENTARY RESPONSIBILITY POLICY



EAST ELEMENTARY RESPONSIBILITY POLICY

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East Elementary Responsibility Policy

Section I: Principles of a Responsibility Policy

East Elementary Beliefs and Mission Statement

WE BELIEVE...

- All people have value and dignity.
- All children can learn.
- Our children will shape the future.
- All children need to experience success.

THEREFORE, WE BELIEVE TEACHING AND LEARNING IS...

- A partnership with and responsibility of all students, staff, families, and community.
- Creating a safe, supportive, and respectful environment for all students, staff, families, and community.
- A willingness to meet each student's academic, social, emotional, and behavioral needs.
- Helping students develop the academic, social, emotional, and behavioral skills necessary to become responsible citizens and life long learners.
- Providing students with opportunities to achieve their highest potential.

East Elementary Guidelines for Success

Our Guidelines for Success are a critical component in the development of consistent expectations for our students. As part of this process, students and staff were asked "What does it take to be a successful student at East Elementary?" With help from student council members we were able to condense all of our ideas into the following:

1. Stay healthy and drug free.
2. Listen.
3. Do your best and keep trying.
4. Treat people and property with respect.
5. Have a positive attitude.
6. Have fun.

Students will memorize these guidelines. Staff and students will review them frequently, and teach and practice the skills related to our Guidelines for Success.

Responsibility and Discipline: An Ongoing Process Establishing a policy that promotes responsibility and discipline is an ongoing process, not a one-time effort. The procedures stated in this handbook will not ensure school discipline or individual responsibility. It will, however,

facilitate the process. Staff must work continuously to achieve as much consistency as possible and be prepared to revise and adapt procedures as needed. To keep this process alive, our Building Improvement Team will: meet on a regular basis; seek input from staff, parents, and students on possible improvements; and facilitate a yearly review of procedures.

Section II: Roles and Responsibilities

Growth and development come in three distinct packages; academic growth, physical and emotional growth, and social development constitute the total program offered by the school. Our staff accepts the responsibilities outlined in this handbook. Through consistency in the above areas, we will encourage all students to develop the skills and attitudes needed to develop self-confidence and to maximize learning.

All staff have an equal and contributing part in the teaching of responsibility and discipline at East Elementary School. Our Guidelines for Success include all students and all staff. Through positive interactions with students, all staff will encourage students to be responsible, to put forth their best effort, treat others with dignity and respect, and have a positive attitude. Each staff member should be knowledgeable of the rules and guidelines specified for common areas and implement the procedures outlined in this handbook.

All staff will strive to interact frequently with each student when the student is behaving appropriate. When misbehavior occurs, staff will calmly and consistently implement mild consequences. The focus of interactions with each student will continue to be primarily positive.

When chronic misbehavior occurs, staff will work collaboratively to assist a student in learning to behave responsibly. At East, staff acknowledge that teachers do not cause chronic misbehavior, but may provide a student's best hope for learning to be more successful. When working with a challenging student, staff will follow the guidelines found in Section III: Encouraging Responsible Choices.

1. Classroom Teachers:

Teachers will focus on teaching and encouraging responsible behavior, rather than trying to "control" irresponsible behavior. This will be accomplished by helping students see how their behavior relates to our school-wide Guidelines for Success.

At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity and common areas.

Social skill instruction is an important component of our school-wide discipline plan. Teachers are responsible for instructing students a minimum of 30 minutes each week using our East Elementary social skills curriculum.

2. Principal:

The role of the principal in responsibility and discipline is to guide staff and students in their efforts to achieve the school's mission-- student success.

- a. The principal will be responsible for making sure the Building Improvement Team meets on a regular basis.
- b. The principal will have a thorough working knowledge of this manual and provide assistance to staff in implementing the classroom management and school-wide management procedures. In this capacity, the principal will provide training and continued support to teachers as they strive to teach students to follow the Guidelines For Success.
- c. The principal will assist staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems as outlined on the office referral form. As indicated on a case-by-case basis, the principal will initiate time-out, parental conferences, in-school suspension, out-of-school suspension, contacting the appropriate authorities, or other severe consequences. If the principal is not available to assist with a crisis situation, the secretary will direct referrals to the counselor, a neighboring principal, or the superintendent.

3. Support Staff (associates, nurse, custodians, secretary)

Support staff have an equal and contributing part in the teaching and reinforcement of responsibility and discipline at East Elementary. Support staff will focus on teaching and encouraging responsible behavior, rather than trying to "control" irresponsible behavior. This will be accomplished by helping students see how their behavior relates to our school-wide Guidelines for Success. They will be involved in the instruction of our social skills curriculum and will enforce the guidelines for common areas.

4. Building Improvement Team:

The Building Improvement Team is composed of the principal, guidance counselor, a special education teacher, a Title I teacher, and a teacher from each grade level. The Team will meet regularly to discuss progress and needed changes, staff suggestions, and any other relevant information. The Team is also responsible for giving input for staff meetings and staff development opportunities.

The following activities will be completed annually:

- Parent/student/staff surveys
- Review and revision of East Elementary Responsibility Plan
- Office Referral data
- Common Area data
- Social Skills curriculum maintenance
- Olweus bully data
- Comparing new data with baseline/previous data

5. Students

Students at East Elementary will be responsible for understanding and following our six Guidelines for Success. These are:

1. Stay healthy and drug free.
2. Listen.
3. Do your best and keep trying.
4. Treat people and property with respect.
5. Have a positive attitude.
6. Have fun.

When a student misbehaves they will be responsible under the guidance of a caring adult to correct and practice appropriate behavior.

Section III: Encouraging Responsible Choices

Three basic principles of management and discipline will be implemented by all teachers.

- At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement mild classroom consequences. The focus of interactions with each student will continue to be primarily positive with a ratio of at least three positive interactions to every one correction required.

Social behavior is an acquired skill that must be taught, learned, and mastered. Social skills are, in fact, a kind of second language, a specific code of behavior to be used when interacting with other people. It is up to school and families to instruct our students in fundamental social skills. If we systematically instruct our students in the area of social skills, our efforts will be repaid by freeing our youth to become independent, aspiring, successful individuals. Our students will use these skills as life tools to benefit both themselves and the society in which they live.

The following social skills will be taught and/or reinforced at East Elementary:

East Elementary Social Skills

1. How to Follow Instructions

1. Look at the person.
2. Acknowledge (verbal/nonverbal)
3. Do the task immediately.
4. Check back if appropriate.

2. How to Accept Feedback

1. Look at the person.
2. Say "OK."
3. No arguing.

3. How to Accept "No" for an Answer

1. Look at the person.
2. Say "OK."
3. No arguing, whining, or pouting.
4. If you don't understand why,

4. How to Make a Request

1. Look at the person.
2. Use a pleasant voice tone.
3. State the request specifically.
4. Say "Please."

calmly ask for a reason.
5. If you disagree or have a complaint, bring it up later.

5. Say "Thank you" after the request is granted.

5. How to Get the Teacher's Attention

1. Look at the teacher.
2. Raise your hand.
3. Wait for acknowledgment.
4. After acknowledgment, ask the question in a quiet voice tone.

6. How to Greet Someone

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Make a verbal greeting.

7. How to Disagree Appropriately

1. Look at the person.
2. Use a pleasant voice tone.
3. Make an empathy/concern statement.
4. State the disagreement specifically.
5. Give a rationale.
6. Say "Thank you."

8. How to Introduce Yourself

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. State your own name.
5. Shake the person's hand.
6. When departing, say "It was nice to meet you."

9. How to Apologize

1. Look at the person.
2. Use a pleasant voice tone
3. Make a specific statement of purpose.
4. State a plan for future appropriate behavior.
5. Ask the person to accept the apology.

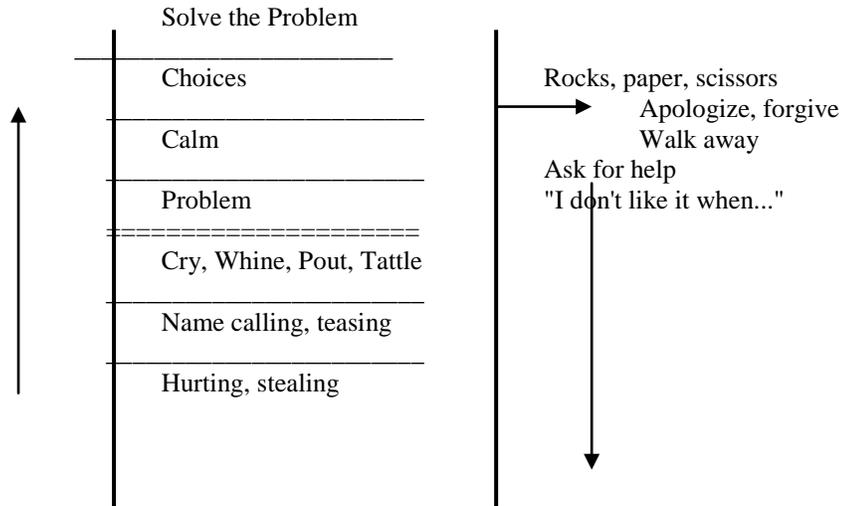
Ticket Reward System

Students respond to positive reinforcement. The planned, proactive approach that the staff at East is implementing is upon observance of appropriate behavior supervising adults may distribute tickets to reinforce positive behaviors. Positive behaviors may be observed in any of the common areas. This is a strategy used to reinforce the positive interactions among students with other students and adults. These rewards improve responsible behavior, academic success, and enhance a positive climate at East Elementary.

Tickets may be turned in to the office for weekly drawings or accumulated by a student or class for rewards defined by the classroom teacher.

Conflict Resolution Model: East Elementary Ladders of Success

Conflict is a natural part of our lives. It can be good or bad, destructive or productive, depending on whether and how well we manage and resolve it. Students in conflict usually handle each situation in the same way. Every person can learn to manage and resolve conflict so that what initially seemed a negative becomes an opportunity for growth and improved relationships. The East Elementary staff have developed Ladders of Success for students to use to solve conflicts when they arise. Each classroom's model may be slightly different, but they all include the following:



Irresponsible Behavior

One of the strategies used at East Elementary for correcting misbehaviors is the 5 -step procedure. This strategy is used when misbehaviors occur so that staff will calmly and consistently implement mild consequences. The focus of interactions with each student will continue to be primarily positive. The 5-step procedure is described as follows.

DETAILS OF THE FIVE-STEP PROCEDURE

STEP 1: Expression of Affection

- Move over to the student.
- Position yourself at the student's eye level.
- Maintain a pleasant facial expression.
- Use a calm, pleasant voice tone.
- Address the student by name.
- Make an initial positive statement about a related student behavior.

Example 1: Identify the behavior(s) the student is exhibiting and find a replacement social skill behavior.	
Waiting to complete work	How to follow instructions
Yelling after feedback	How to accept feedback
Ignoring a request	How to follow instructions
Demanding material	How to greet someone
Denying a praise comment	How to accept a compliment
Walking away from a new student	How to introduce yourself
Arguing when the teacher says "no"	How to accept "no" for an answer

STEP 2: Description of the Inappropriate and Appropriate Behavior

- Describe the circumstances surrounding the error.
- Label the social skill.
- Describe the inappropriate behavior specifically.
- State the steps for performing the skill correctly.

Example 2: Avoid judgemental statements like those listed below when describing the student's inappropriate behavior.

- "You were ignoring me."
- "You made faces."
- "You displayed a bad attitude."
- "You were pouting."
- "You avoided me."
- "You were off task."

STEP 3: Explain Reason or Value

- Provide rationale for why behavior is important: benefit, concern for others, negative consequence.

STEP 4: Request for Acknowledgment and Practice

- Verify the student's understanding.
- Ask for a practice demonstration.

Example 3: Clearly identify the steps of the social skill you want the student to perform.

How to Accept Feedback:

1. Look at the person.
2. Acknowledge verbal/nonverbal.
3. No arguing, whining, or pouting.

How to Get the Teacher's Attention:

1. Look at the person.
2. Signal the teacher.
3. Wait for acknowledgment.
4. After acknowledgment, ask the question in a quiet voice tone.

How to Greet Someone:

1. Look at the person
2. Smile.
3. Use a pleasant voice tone.
4. Make a verbal greeting.

STEP 5:

Feedback

- Deliver praise for a successful performance.
- Administer negative consequences if necessary.

Another strategy used at East for addressing chronic misbehavior is our Problem Solving process. This process includes 4 stages of intervention with parent involvement from the very beginning.

Severe Misbehavior and Office Referral

Most misbehavior will be dealt with by discussion or mild consequences. However, severe misbehavior will result in the students being sent to the office. Office referrals are to be reserved for illegal act, physically dangerous act, insubordination, other crisis behavior, or repeated minor infractions.

East and West Elementary Schools Office Referral Process

Office referrals are to be taken very seriously, and become a part of a record-keeping process.

A. What actions warrant an office referral?

1. Illegal Acts-

Controlled Substance: In possession of or using any form of alcohol, drugs, or tobacco. The term "drug" includes all mood altering substances or facsimile there of which have not been medically prescribed for the student.

Theft: Taking property belonging to the school or any individual or group without prior permission.

Vandalism: Intentionally causing damage to or defacing school property or the property of others.

Weapons: In possession of any items designated as weapons including a simulated weapon. Weapons are defined to include, but not limited to noxious gases, such as mace, knives, chains, clubs, brass knuckles, black-jacks, etc. Use of legitimate tools and instruments such as pens, pencils, compasses, combs, etc. with an intent to inflict bodily harm upon another or force another to act against their will.

2. Physically dangerous acts-Threatening and/or intentional assault with a purposeful hurting of another person.

3. Insubordination- The overt and continued refusal to comply with reasonable adult directions.

a. ignores initial direction

b. ignore the repeated direction

2. written documentation "I said, you said"

4. Harassment- Conduct that has the purpose or effect of unreasonably interfering with a student's performance and environment. May include but not limited to verbal, physical, or written; repeated remarks of a demeaning nature, implied or explicit threats.

B. What can you always expect to happen in an office referral?

1. Discussion of the incident.

2. Reteaching procedure

Expression of affection

Description of inappropriate and appropriate behavior

Request for acknowledgement and practice

Feedback

3. Apology to teacher and students involved.

Other possible actions taken which are case specific:

4. Phone call to parent.

5. Written apologies

6. Essays

7. Missing recesses

8. After school detention

9. Suspension

10. Written specific behavior plan

C. How do I start an office referral?

1. Decide if incident meets office referral criteria.

2. Send the student to the office with the completed referral form, or send the student to the office, then complete the form and send it to the office. No action will be taken until a completed form reaches the office.

3. Principal will complete the correction process.

4. Copies of form are sent to teacher, parent, and office.

**East and West Elementary Schools
Office Referral Form**

Student _____ Date _____
Grade _____ Homeroom _____ Referred by _____

Reason for Referral
Serious School Violation
(descriptions on back of form)

Incident Report
Specify times, places, those involved,
and initial steps to address problem.

- ____ 1. Illegal Act
- ____ 2. Physically Dangerous Act
- ____ 3. Insubordination
- ____ 4. Harassment
- ____ 5. Other crisis behavior

Repeated Minor Infractions
____ Documentation Attached
____ Parent contacted

Action taken by person writing
referral as appropriate:
____ Conference with student
____ Parent contacted (phone/note)
____ Parent conference requested
____ Contract made with student
____ Time out
____ Loss of privileges
____ Other _____

Administrator's Comments

Action taken by administrator
____ Conference with student
____ Parent contact(phone/note)
____ Conference requested with
teacher and student
____ Parent conference requested
____ Referral for evaluation
____ Refer to guidance counselor
____ Other _____

Administrator's Signature _____ Date _____
Student Signature _____ Date _____

Parents (Guardians): This copy is of an office referral for your son or daughter made by a staff member at your child's school. Please note the action taken.

Section IV: Responsibility in Common Areas

A school's common areas include such places as the playground, hallways, restrooms, and the lunchroom. With different staff supervising these areas, it is important to share consistent expectations for responsible behavior. Without consistency from staff, there will be continued testing of limits by students. With clarification of expectations, the staff at East Elementary can focus on encouraging student responsibility and reduce the need to correct misbehavior.

Because each common area is unique, a separate document has been developed for each so that staff and students may have a clear understanding of appropriate behavior in each area.

Each classroom teacher will use the information on the following pages to teach students what constitutes responsible behavior on the playground, in the restroom, before school, and in the computer lab. Expectations will be taught and retaught. The younger the students, the more time teachers will spend discussing, modeling, practicing, and role playing. If problems occur in any area, staff will resume lessons on responsible behavior in that setting. All students will receive positive instruction and information on how to behave responsibly in different settings. A copy of the rules and expectations for common areas will be placed in an information folder for substitute teachers.

COMMON AREAS:

RESTROOMS

GOAL: The students will use the restrooms only when necessary and in responsible ways.

Behavioral Expectations:

1. Use restrooms when entire class takes a break or with teacher permission.
2. Be prepared to use the restrooms:
 - All personal items (e.g., coats, bookbags, playground equipment, etc.) should be left in classroom or locker.
 - All class materials (e.g., pencils, pens, books, etc.) should be left in the classroom.
3. Conserve supplies that are provided:
 - Pump soap dispenser one time.
 - Use only as much toilet paper as is needed.
 - Use only as many paper towels as are needed.
 - Use water sparingly by turning handles only halfway.
 - If supplies are low, notify teacher. Teacher sends note to office.
4. Leave the restrooms as clean as when you entered. Use the restroom responsibly:
 - No playing with water.
 - Respect the privacy of others.
 - Turn faucets completely off after use.
 - Floors should be clear of all paper. Keep paper out of urinals.
 - Use toilet and/or urinal properly.

- Flush the toilet one time after use.
 - Leave the stall unlocked after use.
 - Keep all surfaces clean.
5. Leave the restroom as soon as you are finished:
- Wash your hands.
 - Leave light switch on.

Teaching Responsibilities:

We will conduct lessons to teach (or reteach) the restroom expectations at the beginning of the year, after vacations, and at any other time when there have been significant problems. These lessons can be conducted by any staff member. Custodians will take teacher and student into restroom if further instruction is needed.

Supervision Responsibilities:

1. Classroom teachers will monitor the restrooms as their groups use them. Staff should plan to enter the restrooms at least once a day.
2. A sign-out sheet in each classroom or a pass will be used to monitor individual use.

Encouragement/Consequence Procedures:

The janitors will provide daily feedback on the condition of the restrooms, and post the slip in the lounge. Teachers will reinforce positive behavior. Emphasize that responsible use of the restrooms is any example of school pride and of developing a sense of community.

Whenever a poor rating is given, janitors will write a brief note describing the specific problem on the slip. All teachers whose students use that restroom will respond consistently to each instance of inappropriate use. Calmly implement the mildest consequence that might be appropriate (e.g., verbal reprimand, class discussion, parent/guardian notification, etc.). For repeated infractions, have the student call the parent to notify s/he will be staying in during recess or after school to assist in cleaning the restroom. Use universal precautions.

Expectations to be Memorized:

1. Use restrooms only when necessary.
2. No personal items or class materials in restroom.
3. Conserve everything that is provided for your use.
4. Leave the restroom as clean as when you entered.
5. Wash your hands before leaving.

COMMON AREAS:

BEFORE SCHOOL IN THE GYM

GOAL: The gym before school will be a safe and orderly place where students will interact pleasantly while waiting to go to the classrooms.

Behavioral Expectations:

Students arriving early will be allowed in the gym from 8:00 a.m. to 8:10 a.m. If school is delayed one hour, students will be allowed in the gym from 9:00 a.m. to 9:10 a.m. If school is delayed two hours, students will be allowed in the gym from 10:00 a.m. to 10:10 a.m. During inclement weather (raining, freezing weather), students will be allowed to stand in the doorway (if directed by a staff member before 8:00, 9:00, and 10:00).

1. Students will enter the gym through the double doors.
2. Students will **sit** in the designated areas with hands, feet, and personal belongings to themselves. 4th and 3rd grade students will sit with their grade by the east wall, 5th and 6th grade students will sit with their grade by the west wall.
3. Student may talk with other students in their immediate area. They may also use this time for school work or to purchase tickets and supplies at the office. Before leaving the gym, the students will get permission from the supervising adult.
4. Students will leave in an orderly manner (staying to the right) by class, as directed by the supervising teacher. 6th grade will dismiss through the stage door, north stairs. All other grades will dismiss through the double doors.
5. Students must choose to be on the playground or in the gym. They may not go back and forth.
6. Students going to breakfast may take their backpacks to the cafeteria with them at 8:00.

Teaching Responsibilities:

The initial instruction of behavioral expectations will take place in an assembly during the first week of school and will be taught by the administrator to all students and staff. New students will be instructed by supervising personnel and these expectations will be reviewed periodically after major breaks and as needed.

Supervision Responsibilities:

There will be a minimum of one staff supervising the students in the gym. The supervising teacher is responsible for turning on and off the gym lights, marked by the red dots on the electrical panel. Students will be reminded to purchase milk and lunch tickets during this time. Staff will be in the hallways near their classroom at 8:10 (9:10/10:10) when students are dismissed to help with an orderly transition from the gym to the classrooms and to interact with the students. At 8:10 (9:10/10:10) an associate will supervise the stairs at the north end.

Encouragement Procedures:

The person supervising the gym will compliment students who are following the behavior guidelines. At times, it will be appropriate to inform classroom teachers of behavior (both positive and negative) so that classroom teachers may make appropriate comments.

Administrators will also be informed so that positive comments can be made during the morning announcements.

Consequences for Infractions:

- Verbal reminders to correct inappropriate behaviors will be used initially with mild infractions.
- If verbal reminders do not correct the behavior, it may be necessary to remove the student from the group and teach the desirable behavior.
- If students do not leave in an orderly manner, they will be dismissed in a more restrictive manner as determined by the supervising adult (e.g. by grade, by floor).
- If students leave the gym without permission, they will be moved away from the door for a set number of days.
- If students do not go where they say they are going, they will need a pass to move about. It will be necessary for the secretary and nurse to know who needs these passes to ensure that correct procedures are being followed.
- For severe problems, it may be appropriate to remove the student from the gym for a specific period of time. If this occurs, parents will be notified of this action and the length of time removed from the gym.

COMMON AREAS:

RECESS

GOAL: The playground will be a safe and orderly environment where students are involved in activities and having fun.

Behavioral Expectations:

1. Students will play safely on the playground.
2. Students will show respect for others and follow instructions given by staff.
3. Students will settle differences peacefully.
4. Students who ask correctly may join in a game. To remain in the game they must cooperate and follow rules as taught in P.E.
5. Students will dress responsibly for the weather following the posted sign by the office which shows boots, temperature, and long sleeves or coats.
6. Students are to stop what they are doing when the whistle blows and should line up by the building in their designated area.
7. Students will take turns on the equipment.
8. All football players will wear visible belts.
9. Designated game areas will be used, unless that game is not being played or when it would conflict with P.E. These game areas are posted by the north and east doors and on the supervisor's clipboard.
10. Students will not chew gum or eat candy.
11. Students will attempt to problem-solve before telling the supervisor except in cases of illegal, violent, or threatening behaviors.
12. Students will wear snowsuits when playing on the snow banks.
13. The bottom step on the platform beside the large gym is only available to sit on.

14. Students need to be visible on the playground.
15. Students must get permission from the duty teacher to retrieve a ball, go to the nurse, or to go into the building for any other reason.

Equipment rules:

The Wave:

- children must straddle the wave
- 4-5 students per section depending on the size of the students
- students must get on quickly or ask others to stop briefly for them to get on
- students may not push or shove down with their hands to move the equipment up and down
- students must wear shoes, no flip flops or heel-less shoes on equipment

Bench Swing:

- 2-3 students at a time
- swing is to be used gently. No pushing of this swing.
- students must wear shoes, no flip flops or heel-less shoes on equipment

Blue Climber:

- students must wear shoes, no flip flops, or heel-less shoes on equipment
- students may not jump up and down on climbing apparatus
- if other students are trying to climb to the top, you must go back down to let others have a turn
- students may not jump from the climber

Playground Houses:

- students must wear shoes, no flip flops, or heel-less shoes on equipment
- students must use the steps or poles, etc. to come down from the playhouses. No jumping from above
- students must go down the slides, students must sit on their bottoms while sliding
- all tag or chasing games must be played on the concrete and away from all equipment and football games
- trash should be put in the trash cans that are provided
- during before school time, book bags are to be placed against the school wall
- the yellow plastic barriers may not be used for leap frog, to sit on, or to stand on
- acrobatics such as cart wheeling, flipping, and handstands will be allowed on the green area if the duty teacher feels it can be done safely

Teaching Responsibilities:

During the first week of school of each new school year and after Thanksgiving, Christmas, and as needed, each classroom teacher will conduct lessons on playground behavior (including use of problem-solving strategies). These lessons will include a discussion of the rules and a tour of the playground to discuss designated play areas as well as off-limit areas.

Proper use of equipment (ropes, bars, balance beam, and tires) will be taught as part of P.E. and reinforced by the playground supervisors. Game rules will be taught as part of P.E. and used for games being played by students at recess.

Substitute teachers and new staff will be taught playground rules, expectations, consequences, and reinforcers by the principal. Student teachers will be taught by the supervising teacher.

Encouragement Procedures:

1. Friendly interactions from playground supervisors.
2. Verbal praise from playground supervisors.
3. School-wide compliments on the intercom for especially good recesses.
4. Three or four times a year 10 minutes extra recess will be given at the last recess.
5. Visits to particular classrooms from playground supervisor to compliment students or class in front of the teacher.

Supervision Responsibilities:

1. There will be two supervisors.
2. Each of the supervisors is expected to be visible and circulate. Encourage students to get involved with other students.
3. Interact positively with students by saying "Hi" and interacting personally with many different students.
4. When students are having a problem, guide them in using a problem-solving strategy when possible.
5. When a student violates a rule, try a verbal reprimand first. Use a respectful but firm voice.
6. For subsequent infractions, implement as mild a consequence as reasonably fits the infraction.
7. Only use office referral for illegal, physically dangerous, or overt behaviors, and continued refusal to comply with reasonable adult directions.
8. **CRISIS PROCEDURES:** Send a responsible student to the office with the Red Card when a situation is so severe that you need additional assistance.
9. Red card, behavior improvement forms, and other forms will be on a clipboard which is located by the playground door. A duty teacher is responsible to get this at recess time.
10. One supervisor should go to the lunchroom and pick up the students, bringing the students to the hallway and remaining there as the students are dismissed by the lunchroom supervisor. The other supervisor should wait at the end of the hall in the elementary until about 1/2 of the students are through.
11. There will be hallway supervision upstairs and downstairs, handled by other staff.

Consequences for Infractions:

- No boots when required, stand by the wall, no playing.
- Verbal reprimand.
- Reteaching (have the child do it the right way).
- Have the child stand in place for 30-60 seconds.
- Time out standing by the wall for one minute/for five minutes.
- Have the child stay with you for one or two minutes.
- Have the child write out a description of the misbehavior and sign it.
(behavior improvement form)
- Use the teacher communication form.
- Office referral.
- Memo to the principal.

Behavior Improvement Form:

The Behavior Improvement Form is a tool for helping students think about their own behavior. After a student has engaged in a misbehavior, a staff member may give the student a Behavior Improvement Form as an assignment. The supervisor should give the student the form on a clipboard with a pencil or pen and have the student fill out the form right then - on the playground. When the form has been completed by the student, the supervisor should discuss the student's responses with the student. The goal is to help the student see that there are more responsible ways to handle the problem situation. A further purpose is to help orient the student to the next activity that s/he should engage in.

Red Card:

The Red Card is to be run off on bright red paper and should be kept on a clipboard in the possession of anyone involved with playground supervision. In event of an emergency, the supervisor should check off the nature of the emergency and give a responsible student the Red Card to take to the office. Office personnel should be trained to drop everything and deal with Red Card emergencies if and when they arise.

COMMON AREAS:

COMPUTER LAB

GOAL: The computer lab will be a safe and orderly place where students will perform the tasks as instructed.

Behavioral Expectations:

1. Students will walk in an orderly manner keeping hands to self without talking.
2. When exiting the computer lab, students will line up quietly.
3. Before leaving, each student must return to the "At Ease" menu as seen by the teacher, collect materials, and push in chair. Last class of the day please shut down the computers.
4. Any save file should be done correctly.
5. Students will use six inch voices if working on a program requiring group collaboration. When working alone, students will be quiet and engaged in their task.
6. Classes will do their best to be punctual when arriving and leaving the lab area. If, however, a class is late in leaving the lab, the arriving class will wait quietly in the hall until the previous class has exited the lab.
7. Students will be responsible for appropriate use and care of the computer they are using.

Teaching Responsibilities:

The initial instruction of behavioral expectations will take place in individual classrooms prior to computer lab time. Further instruction and reinforcement of the expectations will take place as needed. A check list of what each computer station should look like when the students leave will be posted by each computer.

Supervision Responsibilities:

There will be a minimum of one staff member supervising the students in the computer lab. This person will be responsible for encouraging appropriate student behavior and administering consequences for infractions. Before leaving the lab, the supervisor will check to make sure the main menu screen is up before monitors are turned off. If problems arise with students turning off the monitors, teachers may need to do this themselves or appoint a student to be responsible.

Encouragement Procedures:

Supervising staff will make an effort to use encouragement procedures which may include the following:

1. Simple verbal compliment.
2. Announcements over intercom.
3. A thank you from one class to another.
4. Extra computer time.
5. Added computer privileges in the classroom.

Consequences for Infractions:

- Verbal reminders to correct inappropriate behavior.
- Reteaching of desirable behavior.
- Positive practice.
- Turn off monitor.
- Time out away from the computer.
- Computer generated letter of apology.
- Behavior improvement form.
- Verbal apology.
- Loss of computer privileges in classroom.
- Incident report.
- Office referral.

COMMON AREAS:

HALLWAYS

Goal : The hallways of East Elementary will be used in a safe and respectable manner.

Behavioral Expectations:

- *1. Walk facing forward in single file, on the right side of the hallway.
- *2. Keep hands, feet and materials within your personal space.
- *3. When waiting in a line use whisper/quiet voices.
4. On the stairways stay to the right, no jumping or skipping steps.
5. Go directly to the designated areas when alone or in a small group.
6. Greet others using nonverbal acknowledgment.

Teaching Responsibilities:

1. All staff are responsible for teaching and modeling expected hallway behavior. An all-school assembly, conducted by the principal, will be held at the beginning of the year (and as needed) to teach and/or reinforce expected hallway behaviors.
2. All classroom teachers will teach and practice hallway expectations at the beginning of the year, before and after holidays, with new students or as needed.
3. Teachers/staff will take students into hallways to practice expected behaviors as necessary to reinforce expected behaviors.
4. All staff are responsible for providing correction and encouragement of hallway behaviors.
5. Personal space means your property only - not touching others or property hanging in hallways.
6. Quiet means talking in a voice that can be heard by your neighbors only.

Encouragement Procedures:

1. Positive reinforcement.
2. Spontaneous celebrations
3. Statements and/or memos to teachers and classrooms from any staff member
4. Notes home to encourage positive hallway behavior
5. Verbal praise
6. School-wide compliments on the intercom for especially good days of hallway use

Supervision Responsibilities:

1. All staff are responsible for consistently maintaining and reinforcing expected hallway behaviors.
2. Staff model appropriate behaviors.
3. All staff are responsible for being in the hallways:
 - In the morning as students come in
 - Before and after recesses
 - Escorting class to and from specials
 - After school at dismissal
 - After lunch
4. Staff make respectful corrections as they occur (take time to follow through on reteaching practices).
5. Staff greet students. Make them feel welcome.

Consequences For Infractions:

1. Consequences must pertain to the infraction.
2. Staff restate expectations.
3. Have student restate appropriate behaviors or expectation.
4. Positive practice, Ex. "Go back and walk."
5. Delay the student briefly.
6. Office referral if meets the requirements.

COMMON AREAS:

LUNCHROOM

Goal Statement: The lunchroom of East Elementary will be a safe and clean environment where all people interact and eat with courtesy and respect.

Behavioral Expectations:

- *1. Students will use quiet voices in the cafeteria.
- *2. Students will keep their hands, feet, food and objects to themselves.
- *3. Students will walk at all times in the cafeteria.
- 4. Student will pick up supplies carefully; 1 straw, 1 napkin and 1 of each piece of silverware, keeping the supply area neat.
- 5. Student will sit facing forward to the table and use good manners.
- 6. Students will take their tray to the counter when they finish eating, putting silverware in the container; extra milk in the barrel; cartons, napkins, and leftover food in the garbage and will return immediately to their seats and wait quietly.
- 7. When dismissed, students will be sure their eating area is clean and push in their chairs.
- 8. Student will clean up their individual eating area and use the clean rag, found in the pan by the dish window, being passed down the table to take care of sticky spots.
- 9. Students cannot leave their seat to get food from other students.
- 10. Students who receive food from another student will only have 2 of any item on their tray at a time.

Teaching Responsibilities:

During the first week of school of each new school year and after Thanksgiving, Christmas, and as needed, each classroom teacher will conduct lessons on lunchroom behavior. These lessons will include a discussion of the rules and tour of the lunchroom to discuss designated line, clean-up and eating areas.

Proper use of lunch room supplies and polite manners for eating will also be taught by the classroom teacher. All staff is encouraged to eat lunch with the students at least twice during the first week of each school year in order to reinforce appropriate lunchroom behavior.

New staff will be taught lunchroom rules, expectations, consequences and reinforcers by their study group. Supervising teachers will teach their student teachers.

Encourage Procedures:

Friendly interactions from lunchroom supervisors

Verbal praise from supervisors

School-wide compliments on the intercom for especially good lunchroom days.

5 min. extra recess

Compliment class/individuals in front of their teacher.

Supervision Responsibilities:

- 1. There will be at least one supervisor from the elementary at all times.

2. During the first week of school, all staff except those with recess duty that day in the elementary will help with supervision.
3. Supervisors will be visible and circulate, encouraging students to talk quietly and eat politely.
4. Supervisors should check to be sure areas are clean before students are dismissed.
5. Interact positively with students by saying “hi” and interacting personally with many different students.
6. When students are having a problem, guide them in using a problem-solving strategy whenever possible.
7. When a student violates a rule, try a verbal reprimand first. Use a respectful but firm voice.
8. Behavior improvement forms, and other forms, will be on a clipboard which is located on the freezer in the little room next to the lunch line.
9. For subsequent infractions, implement as mild a consequence as reasonably fits the infraction.
10. Only use office referral for illegal, physically dangerous, or overt behaviors and continued refusal to comply with reasonable adult directions.

Consequences for Infractions:

Verbal reprimand

Reteaching (have the student do it the right way).

Have the student go to the end of the line.

Remove the student from the lunchroom.

Report to the classroom teacher (if an entire class fails to behave appropriately.)

Refer the student to the office following office referral procedure.

Have the student write essay of appropriate behavior.

COMMON AREAS:

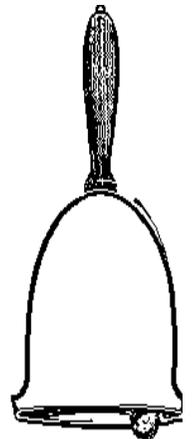
SUBSTITUTE

Goal: East Elementary's students will be respectful toward a substitute teacher.

Behavioral Expectations:

Classroom

1. Be respectful
2. Be helpful
3. Be a good listener
4. Be Patient
5. Follow the substitute's directions



Teaching Responsibilities:

1. Teachers will conduct lessons on classroom behavior with a substitute at the beginning of each semester and as needed through the year.
2. These lessons will include a discussion of the rules and teachers modeling expected behavior prior to being absent.
3. Teachers will make sub procedures that include lists of classroom helpers, lining up procedures, bath usage procedures, and every day general routines.

Encouragement Procedures:

1. Substitute will consistently encourage responsible behavior through positive interactions.
2. Substitute will incorporate the ticket reward system throughout the day. (See page 7)
3. Regular classroom teacher may implement other rewards.

Section V: OLWEUS BULLY PREVENTION PROGRAM

The Olweus (ol-vay-us) Bullying Prevention Program is a school-based program designed to prevent or reduce bullying in elementary and secondary school. The program attempts to restructure the existing school environment to reduce opportunities and rewards for bullying.

We follow the four school rules against bullying: *We will not bully others. *We will help students who are bullied. *We will include students who are easily left out. *When we know somebody is being bullied, we will tell an adult at school and an adult at home.

Lessons are taught in the classrooms at East Elementary using Teaching Tolerance and Bully Busters materials. Skills taught and practiced include learning about preventing bullying in the classroom, building personal power, recognizing the bully, recognizing the victim, and helping the victim.

Students will be completing a survey in November reflecting on their school experiences. We will compare these results to the previous year's data to study safety issues and the progress we are making to reduce bullying in our schools.

We want every child to feel safe, be treated with respect, and to have a positive school experience in the Allamakee Community School District.

