

# WEST ELEMENTARY RESPONSIBILITY POLICY



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# West Elementary Responsibility Policy

## Section I: Principles of a Responsibility Policy

### East and West Elementary Schools Vision

All students are given opportunities to be successful learners at East and West Elementary Schools. Their individual academic, social, emotional, and behavioral needs are met by actively involving them in meaningful learning experiences. These experiences during their elementary years will provide them with the knowledge and skills they need to be successful learners as they continue their education.

There is a safe, caring, respectful and positive environment at our schools where individuality is recognized and accepted. Every student will have the opportunity to be included in all aspects of school.

Students, staff, families, and community are partners who work together, support each other, solve problems, and acknowledge accomplishments. Staff and community will continue to work together to meet the needs of the students.

East and West Elementary Schools have high, clearly stated academic and behavioral expectations that all students, staff, families, and community understand and strive to reach. The Guidelines For Success at each school will provide the framework to help all students achieve to their potential.

Our beliefs and vision guide our decisions.

### West Elementary Beliefs

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.



## West Elementary Guidelines for Success

Guidelines for Success are a critical component in the development of consistent expectations for our students. Staff developed the following guidelines for being a successful student at West Elementary:

### 1. Be respectful.

- take care of your own things and leave other people's things alone
- speak positively of others, if you don't have something nice to say, don't say it at all
- use good manners: hi, please, thank you, excuse me, etc.
- if an adult corrects you, say OK, no arguing, no whining, no pouting

### 2. Be responsible.

- be prepared: pencils, pe shoes, return books, milk, lunch money
- come to school on time
- complete your work
- follow all the rules
- be honest
- clean body and clean clothes

### 3. Do your best.

- good sportsmanship
- ask for help
- always try

### 4. Be an active listener.

- eyes on speaker
- think about what you are hearing
- raise your hand to talk
- wait to be called on
- stay on the topic



Students memorize these guidelines. Staff and students 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. Social skill instruction occurs each week to ensure that all children understand and demonstrate behavioral expectations at school.

## 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.

### 1. Parents

Parents need to participate in the educational process for their child to be successful in school.

Here are some ways a parent can assist in childrens' learning:

- Read to your child.
- Play board games.
- Limit television and computer/video games.
- Chat with your child.
- Play games together.

We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, and notes. By working together, parents and staff can help the student learn behaviors that will increase opportunities for success and for improving self concept.

### 2. Students

Our students will put the school-wide guidelines into action. These are:

1. Be respectful.
2. Be responsible.
3. Do your best.
4. Be an active listener.

In the classroom, students will follow classroom rules. Because each teacher structures activities a little differently, teachers will clearly communicate their expectations for each lesson.

### 3. Classroom Teachers:

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 West Elementary social skills curriculum. 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 all school-wide activities.

### 4. 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. The principal will introduce social skills instruction and common area procedures throughout the school year in school wide assemblies. The principal will provide training and continued support to teachers as they strive to teach students to follow the Guidelines For Success.

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.

### 5. Support Staff: (associates, nurse, custodians, secretary)

All staff have an equal and contributing part in the teaching of responsibility and discipline at West Elementary. Through positive interactions with students, our support staff members will encourage students to be responsible, try their best, cooperate with others, and treat everyone with dignity and respect. Each staff member should be knowledgeable of the rules and guidelines specified for school wide areas and implement the procedures in this handbook when misbehavior occurs.

### 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 us 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 reinforced at West Elementary:

#### 1. 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."

#### 2. How to Greet Someone

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

#### 3. How to Follow Instructions

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

#### 4. Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand.
3. Wait to be called on.
4. Ask question in a pleasant voice.

#### 5. How to Accept Correction

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

#### 6. How to Accept "No" for an Answer

1. Look at the person.
2. Say "OK."

#### 7. How to Apologize

1. Look at the person.
2. Use a pleasant voice tone.
3. Why are you sorry?
4. What will you do now?
5. Is everything OK now?

#### 8. Attention Signal

- If an adult raises his/her hand:
1. Look at the speaker.
  2. Mouth closed.
  3. Body still.

### 9. When to Report to an Adult

1. Are you involved?
2. Can I solve it myself?
3. Does someone need help?

### 10. How to Do My Best Work

1. Put my name on my paper.
2. Listen to and follow directions.
3. Complete assignments neatly and on time.
4. Check my work.

### 11. Interrupting

1. Decide if you need to.
2. Walk to the person.
3. Wait.
4. Say "Excuse me."

### 12. Using Nice Talk

1. Look at the person.
2. Use a friendly voice tone.
3. Say kind words.

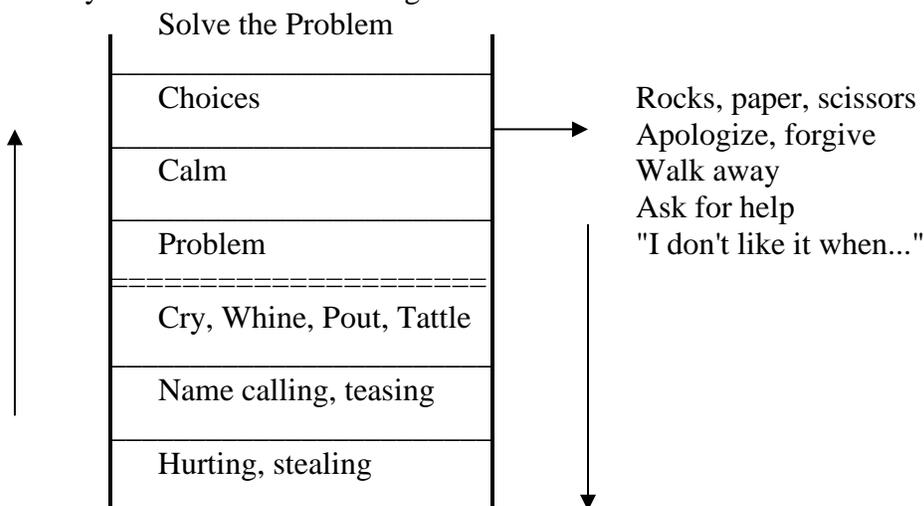
### Encouraging Responsible Behavior

Students respond to positive reinforcement best. A planned, proactive positive approach that is consistent throughout the school helps reinforce positive behaviors and expectations. The West Yellow Ticket reward program provides incentive, increases motivation, buy-in, and effort, and produces a challenge with a pay-off. Yellow ticket rewards improve behavior and academics, increase on task and attending behaviors, produce immediate and quick results, and provide a visual concrete reason for students to work toward behavioral and academic goals.

At West Elementary all staff "catch children being good" in the classrooms and common areas and distribute yellow tickets which are turned in to the office for Friday prize drawings. They also are drawn on Wednesday for special seating in the lunchroom with art activity and special recognition.

### Conflict Resolution Model: West 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 West 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:



## Correcting Irresponsible Behavior

One of the strategies used at West 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.

#### **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 West 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.





## 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 West 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 restrooms, hallways, lunchroom, breakfast, and 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:

### **BREAKFAST**

Goal: Breakfast should be an orderly, quiet time for children to eat and move on to their classroom prepared for instruction.

#### Behavior Expectations:

Breakfast will start at 8:00 and will end at 8:25.

Students will:

- wait quietly in line to pick up a number. They will tell their name and room number to the ticket puncher.
- move into the lunchroom, find a spot on the black line and take off coats, mittens, bookbags, etc.
- put number in the can and pick up a tray and milk at the window.
- will sit at a table, filling one side at a time beginning with the far side.
- sit with feet under the table.
- talk quietly while eating.
- clean up their area after eating.
- pick up coats, bookbags, etc. and walk to their classroom.

#### Teaching Responsibilities:

1. Teachers will introduce and review rules in classrooms.
2. Hold a teaching assembly with breakfast students to practice, facilitated by the duty teachers.
3. Do these at the beginning of the year, with new students before and after a holiday, and as the need arises.

#### Encouragement Procedures:

1. Individual praise for correct behavior.
2. Announce over intercom good behavior.

#### Supervision Responsibilities:

1. Be consistent with the rules.
2. Remind students where to sit, what to do with coats.
3. Remove and sit alone to eat.
4. Practice at recess if convenient for duty teacher, or next day at breakfast.



## COMMON AREAS:

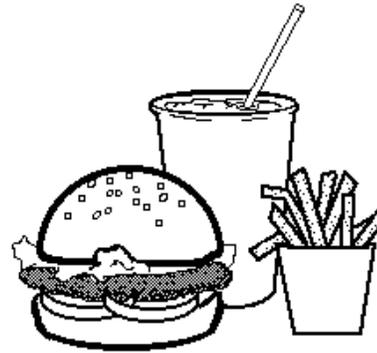
## LUNCHLINE AND LUNCHROOM

GOAL: The lunchline and lunchroom at West Elementary will be safe and clean environment where all will treat each other with respect.

### Responsible Behavior:

Students will:

- use quiet voices.
- use polite table manners.
  - a. Proper use of silverware
  - b. No talking with food in mouth
  - c. Please and thank you.
- keep hands to themselves and feet under the table.
- walk in lunchline and lunchroom.
- raise hand when help is needed.
- clean up their area (table, chair, floor).
- dump their trays.



### Teaching Responsibilities:

1. Lunchline and lunchroom behaviors will be taught at the beginning of the year in assemblies and in classrooms, will be retaught after breaks and as necessary.
2. Teachers will model with their class in the classroom or lunch room.
3. Teachers will demonstrate proper handling and passing ketchup and mustard.
4. Lunchline and lunchroom behaviors will be practiced at the beginning of the year and before and after breaks.

### Supervision Responsibilities:

1. There will be two adult supervisors in the lunchroom.
2. Non-duty teachers will stay with their class while their students are seated.
3. Supervisors will circulate in a specified area through lunchroom interacting with students in a friendly manner.
4. Tasting of foods will be encouraged but not forced.

### Encouragement Procedures:

1. Positive interactions with students when following behavioral expectations.
2. Reward systems may be used occasionally.

## COMMON AREAS:

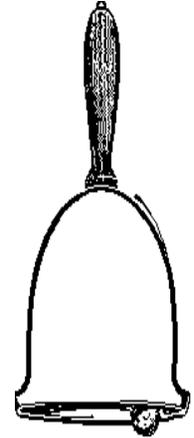
### **PLAYGROUND**

Goal: West Elementary's playground will be a safe and respectful place for children to play.

#### Behavioral Expectations:

##### LINING UP:

1. Hands and feet to ourselves.
2. When bell rings, STOP, and walk quickly to your line.
3. Line up facing forward in class line (explain which class lines up where).
5. Go to end of line (no budging).
6. Balls and equipment in control in hands.
7. "Quiet" voices after bell rings.



##### EQUIPMENT:

1. Wood chips should only touch your hands to cushion a fall.
2. Slides are for sliding down only: feet first, on your bottom, one at a time. After sliding, the child will immediately leave the bottom of the slide. Other children will stay clear of the area around the slide.
3. Three students may swing at a time on the tire swing. Take turns (count to 25) and be careful of the chains.
4. The teachers on duty will make the decision when equipment/areas are open or closed.
5. Children will:
  - use jump ropes for jumping only in jump rope zone.
  - play flag football in the assigned area. PE rules will be observed.
  - Play tag only with permission from duty teacher in assigned area. (Permission will be granted if rules are defined and agreed to.)
  - Play kickball in designated area. P.E. rules will be observed.
  - Sit flat and swing back and forth in swings. Children will exit when swing comes to a complete stop. Push from behind with request of swingee.
  - Three children on the tire swing and one pushing.
  - Three children on the swinging bench, NO ONE pushing.
  - Wave equipment: Straddle the wave-one leg on each side, no more than five students on each color
  - Bongo climber: One student on each circle at a time, go only in one direction, students may not start until student in front of them is on the third circle.
  - Only go through the tunnels.
  - Use two hands and wrap legs to go down the fire pole.
  - Only go hand-over-hand across the monkey bars. Children will stay clear of area under monkey bars.
  - Use balls appropriately and in the designated areas: Basketballs will be used for dribbling and shooting baskets. Red playground balls will be used for 4 Square or bouncing or tossing to a friend. Kickballs will be used for organized kickball, soccer, kicking to a friend.
  - Play within the boundaries (with teacher in sight).

- Play in the snow without throwing, kicking, or tunneling.
- No throwing of snowball on school grounds.
- Sleds- Two children may ride while one pulls.

6. Children will stay off the ice.
7. Children will wear appropriate clothing.
8. Children will ask permission to go after a ball across the fence, going through correct openings.
9. Children will stay clear of all puddles.

Teaching Responsibilities:

1. Teachers will go over zones and explain what is appropriate in each.
2. Teachers will explain, model, and practice equipment rules to class.
3. Rules will be reviewed and practiced as needed.

Supervision Responsibilities:

1. Playground supervisors will set an example by remaining calm and maintaining consistency in a positive manner.
2. Supervisors will maintain a supervisor role by circulating throughout the playground.
3. Come Together Chant:  
Where are you? Here I am. Are you ready? You bet! How're you doing? Better and better.



Encouragement Procedures:

1. Students may earn extra recess time (in P.M.).
2. Positive feedback by staff.

## COMMON AREAS

### HALLWAYS

GOAL: West Elementary hallways are places where children and adults treat each other with respect while moving safely and quietly to their destinations.

#### Behavioral Expectations:

Students will:

- keep hands and materials within your own personal space.
- walk facing forward in a line on the right side of the hallway.
- greet others with quiet, friendly words or waves.
- go directly to designated area when by self or small group (no teacher present).
- respond to adults appropriately.
- use quiet feet and voices.
- students will move safely through hallways.

#### 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. Teachers/staff will take students into hallways to practice expected behaviors as necessary to reinforce expected behaviors.
3. All staff are responsible for providing correction and encouragement of hallway behaviors.
4. Personal space means your property only - not touching others or property hanging in hallways.
5. Quiet means talking in a voice that can be heard by your neighbors only.

#### Encouragement Procedures:

1. Staff will consistently encourage responsible behavior through positive interactions.

#### 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
4. Staff make respectful corrections as they occur (take time to follow through on reteaching practices).
5. Staff greet students. Make them feel welcome.

## COMMON AREAS

## COMPUTER LAB

GOAL: The computer lab will be a safe and orderly environment where students use computers to enhance their learning.

### Behavior Expectations:

Students will:

- have clean hands.
- enter lab walking and quiet.
- sit appropriately on chair.
- wait for instructions from teacher.
- work quietly.
- stay on assigned task.
- appropriately use of keyboards.
- raise hand for help.
- when finished return to main menu.
- push in chairs carefully before leaving.



### Teaching Responsibilities:

1. Teach behaviors in the classrooms and the lab.
2. Teach behaviors at the beginning of school year, when you have new students, as infractions arise, and review as necessary.

### Supervision Responsibilities:

1. Adults should interact with students in a calm, positive manner, while circulating around the room.
2. Label computers that are not working and email the technology coordinator, stating the problem.
3. At the beginning of the year, schedule a time for your class on the schedule board in the lab.
4. If you want an extra time, check schedule and sign up. Remove when finished with this time.
5. Be prompt in coming and leaving.
6. Be sure students leave the lab ready to use by the next class.

### Encouragement Procedures:

1. Positive interactions with students when following behavioral expectations.
2. Extra lab time for exceptional behavior. (Be sure to sign up on schedule.)

## COMMON AREAS

### **BATHROOMS**

GOAL: West Elementary bathrooms are places where children can take care of their personal needs in a clean, safe environment.

#### Behavioral Expectations:

Students will:

-leave school supplies and other items in your classroom or outside bathroom door.

-take a bathroom pass with you unless you are with an adult.

-go directly to the bathroom and leave as soon as you are finished.

keep hands and feet within your own personal space.

-use a quiet voice.

-use the toilet and/or urinal properly, flush after use.

-use stalls and stall doors properly.

-wash and dry hands. (Use soap.)

-put toilet paper in the toilet and paper towels in the wastebasket.

-respect others' privacy.

-conserve supplies.

-leave the area clean and tidy.

-leave the lights on.

#### Teaching Responsibilities:

1. All classroom teachers will teach bathroom expectations at the beginning of the year, after holidays, with new students or as needed.

#### Supervision Responsibilities:

1. Classroom teachers will schedule regular, supervised bathroom breaks.

2. Teachers will limit the number of students allowed in the bathroom at one time.

3. All staff are responsible for providing correction and encouragement of expected bathroom behaviors.

#### Encouragement Practices:

1. Staff will consistently and respectfully encourage responsible bathroom behavior.

## COMMON AREAS:

### **SUBSTITUTE TEACHER**

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

#### Behavioral Expectations:

Students will...

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.

Weekly lessons are taught in the classrooms at West Elementary following the Eliminating Bullying curriculum. Skills taught and practiced include learning about passive, aggressive, and assertive behaviors; steps to handle teasing; developing self-control; ways to care for others; options to stop bullying; ways to stick up for yourself; and ways to stick up for others. These lessons are also supported through a variety of children's literature.

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