

Kenmore Elementary

2018-19 Behavior Expectations Manual



- **C**hoose to be responsible
- **U**se kind words and actions
- **B**e respectful
- **S**tay safe

This book belongs to _____

September 2018

Dear Students and Parents:

Welcome to Kenmore Elementary School! The staff at Kenmore Elementary strives to create and support a safe and productive learning environment for all students. Hopefully this behavior manual will clearly define the expectations as well as the steps we take when a student needs redirection.

At Kenmore Elementary, we utilize a Positive Behavior and Intervention Support (PBIS) framework to support students in their social, emotional and behavioral growth. We believe that showing respect, responsibility, and kindness are traits that all students need to learn and practice. Our desire is to work in partnership with families to help students develop lifelong skills and habits in self-discipline, positive problem solving, and assuming responsibility for their actions. We believe that explicit teaching of expectations, coupled with ongoing guidance and consistency, helps students learn to make good choices and understand the responsibilities and consequences that go along with the choices they make. Together we can help our students successfully learn these important life skills.

Students will be held accountable for knowing and following the school expectations. Visual posters are all around the hallways to serve as reminders, and each classroom will be discussing this material throughout the school year. Parents, we ask that you read and discuss this information with your child, and support us in reinforcing these expectations throughout the year. With shared expectations and good communication we can work together towards a successful school experience.

Sincerely,

Melissa Riley
Principal

Responsibilities of Students, Teachers, and Parents

1. Student Responsibilities

1. Read and/or discuss the information in this manual.
2. As a Kenmore CUB, follow the school expectations and behavior guidelines consistently.
3. Use good decision-making and problem solving.
4. Accept consequences rather than making excuses. Be accountable for the choices you make.

2. Teacher Responsibilities

1. Teach, Model, and Practice expectations and respectful interactions.
2. Consistently reteach and reinforce school/classroom rules and behavior guidelines as needed.
3. Refer to Behavior Flow Chart to use Behavior Communication and Office Behavior Referral forms to document behaviors
4. Provide reasonable and consistent consequences.
5. Monitor and assist students in modifying their behavior.
6. Contact parents to celebrate successes and communicate behavior concerns.

3. Parent Responsibilities

1. Read and discuss the school expectations and behavior guidelines with your child.
2. Work with the school to support your child's development in decision-making, problem solving and social issues.
3. Contact your child's teacher with questions and concerns

School-wide Expectations

At Kenmore Elementary, we have four school-wide expectations:



- Choose to be responsible
- Use kind words and actions
- Be respectful
- Stay safe

On the next four pages, you will see specific examples of how these expectations play out around the school.

OUTDOOR WALKWAYS

CHOOSE TO BE RESPONSIBLE

- Go straight to your destination
- Backpack on back
- Hold playground equipment (no bouncing)
- Stay on sidewalk

USE KIND WORDS AND ACTIONS

- Use polite words (excuse me, sorry, thank you)
- Make space for others

BE RESPECTFUL

- Voices at Level 0 or 1 (teachers 1 or 2)
- Wave to greet friends
- Admire work with your eyes only
- Follow adult directions
- Enter classrooms with calm bodies

STAY SAFE

- Steady pace (keep walking)
- Walk on right side of sidewalks
- Use walking feet
- Keep eyes looking forward

ARRIVAL/DISMISSAL

CHOOSE TO BE RESPONSIBLE

- Arrive between 8:35 and 8:55 AM
- At arrival go directly to covered area
- Play in designated area until bell rings
- When the whistle blows walk with purpose directly to your classroom/bus/pickup
- Get adult permission to enter/leave building
- Put equipment away
- Get office pass if arriving late

USE KINDS WORDS AND ACTIONS

- Use polite words (hello, goodbye, excuse me)

BE RESPECTFUL

- Use Level 2 voice
- Follow all patrol and adult directions
- Keep hands, feet, and belongings to yourself

STAY SAFE

- Walk on the right hand side
- Walking feet
- Cross in the crosswalk
- Wait for pickup in grade level lines
- Only enter a classroom with teacher permission
- Exit cars **in drop-off area only**
- Be walkway ready (i.e., tie shoes before you start)

CLASSROOM

CHOOSE TO BE RESPONSIBLE

- Participate actively
- Stay on task
- Give your best effort
- Complete work on time
- Take ownership for your actions

- Have appropriate supplies ready

USE KINDS WORDS AND ACTIONS

- Use polite words (excuse me, sorry, thank you)
- Discuss your ideas with others
- Listen to your classmate

BE RESPECTFUL

- Use appropriate voice level
- Ask for help and give help when needed
- Follow directions the first time
- Speak when it is your turn
- Body in ready position (SLANT)
- Remove all hoods. Hats must be removed upon teacher request.

STAY SAFE

- Walk to work area
- Keep hands, feet and objects to yourself
- Use materials or equipment appropriately
- Stay in classroom

OFFICE/NURSE

CHOOSE TO BE RESPONSIBLE

- Have a pass
- Return nursing items
- Worry about your business
- Turn in money, notes first thing in the morning
- State your purpose

USE KINDS WORDS AND ACTIONS

- Use polite words (excuse me, sorry, thank you)

BE RESPECTFUL

- Hands to self
- Level 0-1 voice
- Follow adult directions
- Wait your turn quietly
- Be seated
- Put materials/books away

STAY SAFE

- Walk
- Don't use front exit when returning to class.

KITCHEN

CHOOSE TO BE RESPONSIBLE

- Single file line
- Pick up dropped food in walkway
- Stack trays and dispose of garbage appropriately
- Sort food items appropriately

USE KINDS WORDS AND ACTIONS

- Greet and thank kitchen staff
- Use polite words (please, thank you)

BE RESPECTFUL

- Use level 0-1 voice while in outside line
- Use level 0-1 voice in the kitchen
- Use Level 1-2 voice to talk to kitchen staff
- Follow adult directions

STAY SAFE

- Walking feet
- Hold tray with both hands
- Eat in classroom (not walkway)

ASSEMBLY

CHOOSE TO BE RESPONSIBLE

- Keep hands and feet to self
- Leave belongings in classroom

USE KINDS WORDS AND ACTIONS

- Use polite words (excuse me, sorry, thank you)
- Applaud/respond appropriately

BE RESPECTFUL

- Enter/exit quietly
- Use Level 1 voice while waiting for assembly to begin
- Level 0 voice during presentations
- Eyes on speaker
- Sit on bottom
- Keep hands and feet to self

STAY SAFE

- Enter/exit gym in class line
- Keep aisles open

- Front seating – enter front door
- Back seating - enter back door

BATHROOM

CHOOSE TO BE RESPONSIBLE

- Have pass
- Close doors
- Flush
- Wash your hands
- Clean up after yourself

- Be quick
- Return to class when done

USE KINDS WORDS AND ACTIONS

- Use polite words (excuse me, sorry, thank you)
- Take turns

BE RESPECTFUL

- Use Level 1 voice
- Quiet hands and feet
- Feet on floor
- Stay in stall

- Respect others privacy
- When finished, leave stall door unlocked
- Respect school property

STAY SAFE

- Keep floors clean and dry

RECESS

CHOOSE TO BE RESPONSIBLE

- Line up when whistle blows (by class, in line order)
- When in line, Level 1 voices, look and listen for teacher's directions
- Learn how to play games and follow rules
- Dress for the weather

USE KINDS WORDS AND ACTIONS

- Take turns and share
- Help each other
- Include others
- Use polite words (excuse me, sorry, thank you)

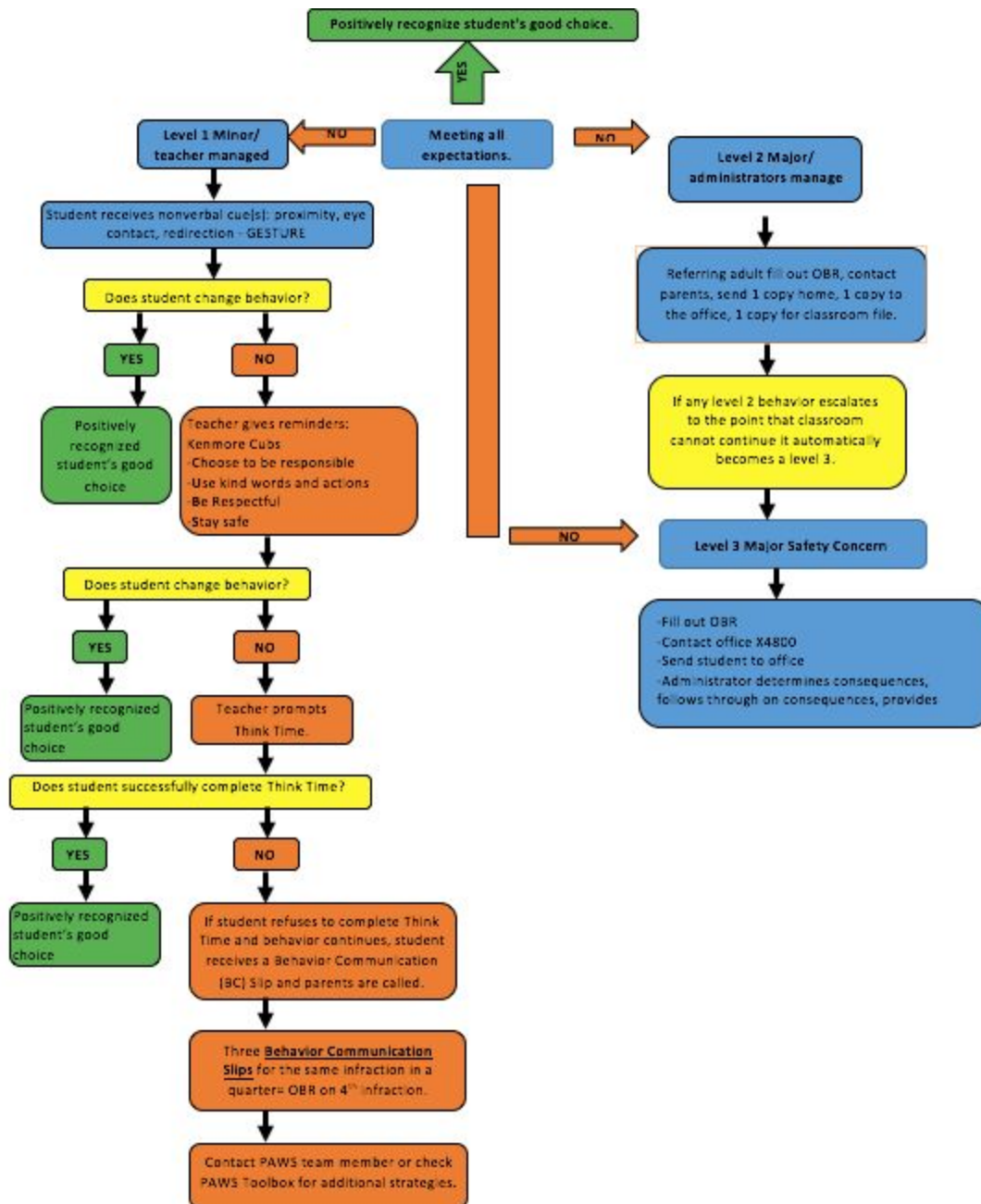
BE RESPECTFUL

- Follow adult direction
- Play safely with others
- Use respectful words and body language
- Be a good sport

STAY SAFE

- Stay where an adult can see you
- Keep hands and feet to yourself
- Give each other room
- Problem solve
- Get a pass to use bathroom/see nurse

KENMORE ELEMENTARY BEHAVIOR FLOWCHART



BEHAVIOR PHILOSOPHY

Kenmore has implemented the district initiative of Multi-Tiered Systems of Support (MTSS) and a Positive Behavior Intervention System (PBIS). Our goal of having a school wide positive behavior system is to focus on the whole child; fostering student pride in self, pride in school, and pride in community. We consider behavior a form of communication. A PBIS model focuses on building positive relationships and having consistent explicit expectations throughout the school. This model provides students foundational skills to be successful, productive, informed, caring citizens. A social-emotional curriculum is part of this program as well. For further information on Second Step, the social learning curriculum, please see the district website. For further information regarding our behavior expectations, discipline policies, please see the Behavior Expectations Manual **posted on the school website**. A hard copy can be obtained at the main office.

*Primary Example

Name: _____

I am feeling:



Angry



Happy



Guilty



Frightened



Sad



Embarrassed

I chose to:

I could have:

--	--

Did I apologize?

Yes No

Do I need to apologize?

Yes No

Student signature: _____ Teacher Signature: _____ Date: _____



***Intermediate Example**

Name _____ Grade _____ Date _____
Mon Tues Wed Thurs Fri

1. What was your behavior?

2. Why did you make this decision? (check at least one)

- I wanted attention from others
- I wanted to be in control of the situation.
- I wanted to challenge the teacher's authority.
- I wanted to avoid doing my schoolwork.
- I don't know what I'm supposed to be doing.
- I wanted revenge.
- I was not prepared for class.
- _____

3. How did your behavior impact others?

4. Name two things you are going to do to improve your behavior.

1. _____

2. _____

5. Do you need help or support to make positive changes?

Student Signature _____

Behavior Communication Slips

As on the behavior flow chart, a **Behavior Communication (BC) Slip** is used for minor behaviors. Three Behavior Communication forms for the same behavior, results in an Office Behavior Referral (OBR).

Behavior Communication	Student: _____		Referring Staff: _____			
	Grade: _____	Time: _____	Date: _____			
	Location					
	<input type="checkbox"/> Classroom	<input type="checkbox"/> Outside at lunch	<input type="checkbox"/> Office	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Event/assembly	<input type="checkbox"/> Restroom
	<input type="checkbox"/> Hallway	<input type="checkbox"/> Gym	<input type="checkbox"/> Other	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Library	<input type="checkbox"/> Bus loading zone
	Minor Problem Behavior(s)					
	<input type="checkbox"/> Disruption	<input type="checkbox"/> Tardies	<input type="checkbox"/> Property misuse	<input type="checkbox"/> Dress code		
	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Unprepared for class	<input type="checkbox"/> Technology misuse	<input type="checkbox"/> Physical contact		
	<input type="checkbox"/> Defiance/Disrespect/NonCompliance		<input type="checkbox"/> Did not attend detention	<input type="checkbox"/> Other		
	Teacher Interventions(s)					
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Call to family	<input type="checkbox"/> Hallway conference with administrator				
<input type="checkbox"/> Time-out in other classroom	<input type="checkbox"/> Referral to counselor	<input type="checkbox"/> Care Team Referral				
<input type="checkbox"/> Change of seat	<input type="checkbox"/> Lunch or after-school detention					
Comments:						
Possible Motivation						
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Avoid tasks/ activities	<input type="checkbox"/> Don't know			
<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Obtain items/ activities	<input type="checkbox"/> Other:			

The next page shows the Office Behavior Referral (OBR).

Office Behavior Referral

Student: _____		Referring Staff: _____		Teacher Name: _____	
Grade: _____		Time: _____		Date: _____	
Location					
<input type="checkbox"/> Classroom	<input type="checkbox"/> Bus area	<input type="checkbox"/> Hallway	<input type="checkbox"/> On Bus	CHECK ONE: <input type="checkbox"/> Major Behavior Infraction <input type="checkbox"/> Repeated Minor Behavior Infraction	
<input type="checkbox"/> Walkway	<input type="checkbox"/> Kitchen	<input type="checkbox"/> Library	<input type="checkbox"/> Parking lot		
<input type="checkbox"/> Bathroom	<input type="checkbox"/> Gym	<input type="checkbox"/> Office	<input type="checkbox"/> Playground		
<input type="checkbox"/> Music	<input type="checkbox"/> Assembly	<input type="checkbox"/> Activity room	<input type="checkbox"/> Other: _____		
Persistent/Severe Problem Behavior					
<input type="checkbox"/> Defiance / Non-Compliance	<input type="checkbox"/> Electronic devices /Misuse of Tech	<input type="checkbox"/> Dress Code	<input type="checkbox"/> Unsafe Behavior		
<input type="checkbox"/> Disrespect - Adults/Peers	<input type="checkbox"/> Teasing/ Name Calling	<input type="checkbox"/> Physical Contact	<input type="checkbox"/> Theft		
<input type="checkbox"/> Disruption	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Property Misuse	<input type="checkbox"/> Lying / Cheating		
<input type="checkbox"/> Name calling / Teasing	<input type="checkbox"/> Other: Please explain below				
Comments:					
Classroom Interventions			Possible Motivations		
<input type="checkbox"/> Restate the rule/expectation	<input type="checkbox"/> Email /Call to parent	<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid adults		
<input type="checkbox"/> Redirection	<input type="checkbox"/> Conference with Student	<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Obtain items/activities		
<input type="checkbox"/> Proximity	<input type="checkbox"/> Conference with Adult	<input type="checkbox"/> Avoid tasks/activities	<input type="checkbox"/> Don't know		
<input type="checkbox"/> Break in room/Buddy room	<input type="checkbox"/> Referral to Counselor	<input type="checkbox"/> Avoid peers	<input type="checkbox"/> Other:		
<input type="checkbox"/> Loss of Privilege					
Administrative Response					
<input type="checkbox"/> Conference with student	<input type="checkbox"/> In-School-Intervention	<input type="checkbox"/> Peer Problem Solving			
<input type="checkbox"/> Call to parent	<input type="checkbox"/> Conference with parent	<input type="checkbox"/> Suspension			
<input type="checkbox"/> Community service	<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Other			
Comments:					
Staff Signature: _____				Date: _____	
Administrator Signature: _____				Date: _____	
Parent/Guardian Signature: _____				Date: _____	
White: Family Yellow: Administrator Pink: Classroom Teacher					

Dress Policy

Please consider the following as you help your child make appropriate choices for school clothing.

Kenmore students are expected to dress in a manner that does not disrupt the educational process. Modesty and respect are the best guides when determining what is appropriate and not appropriate for an educational environment.

Please avoid:

- Obscene language on clothing
- Drug or alcohol-related messages
- Gang-related apparel are not allowed
- Short shorts and short skirts
- Revealing tops/shirts such as midriff tops, low cut tank tops, halter-tops, and any beachwear
- Any style of dress that reveals undergarments
- Make up is discouraged
- Pajamas unless for a classroom celebration.
- Costumes may be worn for class parties, but not on the playground.
- Children are allowed to wear hoods/hats to school. Hoods may not be worn in class. Hats must be removed upon teacher request.

Students need to wear appropriate shoes and clothes for PE activities and recess.

Children have recess regardless of weather conditions.

- It is advisable to wear warm, water-resistant clothing during the long rainy season.
- Water-resistant jackets and hats/hoods are required for outside play during recess when it is raining.
- During hot weather, walking shorts are permitted.

Finally, if your family's dress code norms are different based on your culture, background or religion, please let Mrs. Riley and your child's teacher know.

Electronics Policy

- Parents who need to contact their child should do so through the office (425-408-4800).
- If a student has a cell phone at school, **it must be kept in backpacks and turned off at all times.**
- All other electronic devices (iPods, headphones, etc.) are not permitted at school.
- Any cell phones or other devices misused will be held in the office for parents to pick up.

Toys

- Students are not allowed to bring valuable items to school. The school cannot take responsibility for these possessions, as they may become lost, damaged, or stolen.
- Arrangements must be made with the teacher before bringing "show and tell" articles of value.
- Items that can cause disruption or annoyance in the classroom or on the playground are also to be left at home.
- Any item brought to school without permission from the teacher, and which cause a disturbance, will be taken from the student and returned upon written request by the parent or in the presence of the parent.