

Enterprise Elementary
Site Discipline Plan
&
PBIS Handbook
2023-2024

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Text written in orange color has a corresponding document in the Appendix

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This plan is reviewed by the PBIS team as needed throughout the school year or as concerns are brought to the attention of the committee. The entire Enterprise staff also reviews the plan prior to each school year and at the mid-year point.

This plan is uploaded to the school website for families to access.

Staff may report health and dangerous building conditions via the anonymous survey link in the weekly staff newsletter.

Site Behavioral Expectations

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-Wide Expectations for Scholars	
Arrival	Show Respect (to self & others)
Use kind and school appropriate words to greet students and adults	<p>Use Kelso's Choices</p>  <p>Keep hands, feet & body to self Use voice level 1</p> 
Solve Problems (with patience & kindness)	<p>Respond to "Give me 5" when an adult requests</p>  <p>WALK directly to the cafeteria OR to my class line in the gym</p>  <p>If I arrive early wait calmly and kindly in designated areas</p>
Make Responsible Decisions (take ownership)	<p>Eat breakfast at home or in the cafeteria</p>  <p>Follow adult directions the first time with my words and actions</p> <p>Talk only to the person in front or behind you in line</p>  <p>Raise my hand at my spot for support with a big problem</p> <p>Have a book ready to read, or choose a "Do Now" activity</p> 

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-Wide Expectations for Scholars			
Assembly			
Show Respect (to self & others)	Use whole body listening	Keep hands, feet, and body to self Voice level 0 during assembly	Use kind and school appropriate words to greet students and adults before assembly starts
Solve Problems (with patience & kindness)	Stay in line with my class.	Respond to "Give my 5" when an adult requests	Clap and use positive responses when prompted
Make Responsible Decisions (take ownership)	Sit crisscross or side sit with legs in	Follow all adult directions the first time with my words and actions	All food and drink consumed before I arrive

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-wide Expectations for Scholars			
Bathroom			
Show Respect (to self & others)	Go, flush, wash, back to class	Keep hands, feet & body to self	Use a level 0 voice
Solve Problems (with patience & kindness)	1 student from each class at a time	Keep floor and walls clean Bring only bathroom pass	
Make Responsible Decisions (take ownership)	Use 1 pump and 1 paper towel to wash hands	Wash your hands with soap Count to 20	
		Go, flush, wash, back to class	

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-wide Expectations for Scholars			
Cafeteria	Show Respect (to self & others)	Solve Problems (with patience & kindness)	Make Responsible Decisions (take ownership)
Walk in sit down, wait to be dismissed for food, get lunch, go directly back to seat	Walk in, get breakfast, sit	Raise my hand if I have a question or need to get out of my seat	Respond to "Give me 5" when an adult requests Follow all adult directions the first time with my words and actions
Keep hands, feet & body to self and stay at my seat	Keep food on the table and eat my own food	Keep my hand at my seat for support with a big problem	Sit at my table safely Legs underneath facing the table Using hands to eat
Use kind language when speaking to others and voice level 1	Use Kelso's Choices	Use Kelso's Choices Raise my hand at my seat for support with a big problem	Clean my space Wait at my table until an adult dismisses me
			
			

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

ENTERPRISE SCHOOL-WIDE EXPECTATIONS FOR SCHOLARS		Classroom		
Show Respect (to self & others)	Use whole body listening and be ready to learn	Keep hands, feet & body to self	Use kind and school appropriate words with classmates and adults	
Solve Problems (with patience & kindness)	Stay in my own work space Respect the personal space of others	Wash and sanitize my hands Keep my space clean	Use Kelso's Choices Raise my hand at my seat for support with a big problem	
Make Responsible Decisions (take ownership)	Respond to "Give me 5" when an adult requests Follow directions the first time with my words and	Take care of supplies Use them as directed	Participate and ask questions with peers and adults	
				

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-Wide Expectations for Scholars					
Dismissal	Show Respect (to self & others)	Solve Problems (with patience & kindness)	Make Responsible Decisions (take ownership)	Follow adult and safety patrol directions the first time given with my words and actions	Use Kelso's Choices
Walk with my adult and stay in a single file line to my designated spot	Keep hands, feet & body to self	Use Kind and school appropriate language when waiting	Be aware of vehicles use cross walks and sidewalks	Use kind and school appropriate words to say good-bye to students and adults	Raise my hand in my spot for support with a big problem
					
Stay in my bus line OR Stay in my designated spot	Listen for my name or bus number to be called	Follow adult and safety patrol directions the first time given with my words and actions			
					

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-Wide Expectations for Scholars			
Hallway	Show Respect (to self & others)	Solve Problems (with patience & kindness)	Make Responsible Decisions (take ownership)
Walk in a single file line	Keep hands, feet & body to self	Use Kelso's Choices	Have a pass when outside of the classroom
			
Stay in my lane when walking in the hallway	Keep eyes looking forward when I am walking	Use walking feet	Be aware of my surroundings
			
Show Respect (to self & others)	Solve Problems (with patience & kindness)	Make Responsible Decisions (take ownership)	

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Enterprise School-wide Expectations for Scholars		Playground		
Show Respect (to self & others)	Use equipment and play safely and as directed Play school appropriate games	Keep hands, feet & body to self at all times	Use Kind and appropriate language when speaking to classmates and adults	
Solve Problems (with patience & kindness)	Be assertive Ask others if I can play Invite others to play	Take turns and share equipment one at a time	Use Kelso's Choices Report big problems to adults	
Make Responsible Decisions (take ownership)	Follow directions the first time given with my words and actions	Listen for the whistle, put equipment away then walk to line up right away	Be aware of my surroundings	
				

Cell Phone and Electronic Device Policy

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

Cell Phones & Electronic Devices

We do not encourage scholars to bring phones or electronic devices to school. If it is necessary for a scholar to have a phone at school, phones are to be off and stowed in backpacks from the time they arrive at school (getting on the bus or arriving on campus if walking) until they leave school (exiting the bus or off campus if walking).

In the case of family emergency or special circumstance in which a scholar needs to check their phone, they need to ask permission, use the phone briefly and then return it to being off and stored in their backpack.

If a student has their phone out or is using it without permission the following steps will be taken:

1. Friendly reminder to put it away
 - a. If the student has their phone during recess or a specialist time, they will be escorted by a staff member to return it to their backpack
2. Call home to let family know there is an issue
3. Loss of privileges- i.e. recess, choice time, etc.
4. Contract with scholar and family - Check In, Check Out (CICO) phone access plan

These expectations will be communicated to scholars on a yearly basis via a Zoom assembly for grades 3-5 and in the weekly family newsletter.

FWPS School Board - Use of Telecommunications & Electronic Devices

- [Phone school board policy](#)
- [Phone procedure](#)

Proactive Strategies for Positive Behavior

Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions

- ❖ Teach PBIS expectations in all areas of the building and review often with scholars
- ❖ Build a trusting relationship
- ❖ Teach Second Step lessons and reference through problem-solving conversations with students
- ❖ Talk moves or use of silent signals
- ❖ Brain breaks and built-in movements
- ❖ Consistent routines
- ❖ Address changes ahead of time
- ❖ Use classroom incentives such as preferred activities at the end of the day
- ❖ Set and review expectations at the beginning of each activity and follow through consistently
- ❖ Model expectations and behaviors
- ❖ Be authentic with your feelings and model self-management
- ❖ Model appropriate language or rephrase using appropriate language
- ❖ Use rainbow links to reinforce behavior expectations
- ❖ Actively participate in morning assemblies and schoolwide activities
- ❖ Make positive reports home (Remind messages, emails, notes)
- ❖ Use intentionally assigned seats
- ❖ Provide scaffolds so scholars can access grade level content
- ❖ Teach replacement word lesson
- ❖ Staff can request a meeting be promptly held with staff member, administrator and parent/guardian

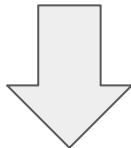
Professional Development around PBIS and Restorative Practices, ACE's, accessing previous student disciplinary records in the Synergy Gradebook platform, and Social Emotional Learning will be provided at the beginning of the year. A survey will be provided at the beginning of the year to see what our specific building needs are in order to differentiate this professional development opportunity during 4+1 days, after school via district trainings, and at some staff meetings or PD times through the year.

If a new student has a known, documented history of violent or threatening behavior, the teacher they are placed with will be informed via a "See Me" note in the new student email from the data secretary at least 24 hours in advance.

Minor**Minor Behavior Examples**
Teacher managed**Schoolwide Expectations: Show Respect - Solve Problems - Make Responsible Decisions**

<p><u>DEFIANCE</u></p> <p>Refusal to comply with teacher directed task the first time</p> <p>Verbal disrespect toward teacher</p> <p>Misuse of playground equipment</p>	<p><u>INAPPROPRIATE LANGUAGE</u></p> <p>Unwanted/offensive language toward victim (e.g. You're stupid)</p> <p>Arguing/Backtalk</p> <p>Gossiping</p>
<p><u>DISRUPTION</u></p> <p>Talking out of turn</p> <p>Loitering in hallway</p> <p>Repeatedly bothering others (poking, borrowing/grabbing items without asking, personal space/inappropriate touching)</p> <p>Wandering without permission</p> <p>Playing with or blocking door</p> <p>Banging, tapping, screaming</p> <p>Rolling on the floor</p> <p>Using materials inappropriately</p> <p>Running in class/building</p> <p>Tossing small objects</p> <p>Jumping off chair/desk</p> <p>Student takes item (e.g. pencil, snack) from anyone and item is returned</p>	<p><u>MISUSE OF PROPERTY</u></p> <p>Breaking classroom supplies</p> <p>Writing on desk or walls</p> <p>Mistreatment of books</p> <p><u>MISUSE OF TECHNOLOGY</u></p> <p>Having a phone out of their backpack, playing music through earbuds, going to websites inappropriate for the class activity</p>
	<p><u>PHYSICAL CONTACT / AGGRESSION</u></p> <p>Danger to self (e.g. tipping chair)</p> <p>Stepping on heels in front of them</p> <p>Rough and tumble play</p> <p>Not keeping hands/feet to self</p>

Use multiple interventions and make contact with family



Classroom Interventions & Response Examples

Conversation with family to problem solve via phone call, Remind, and/or e-mail through Synergy (required)

Reminder of expectation

Model, Re-teach, Practice

Redirection

Listen to student to understand without interrupting

Stay calm and do not react; ignore unless unsafe

Mediation with student

Increase proximity/seat change

Buddy classroom (pre-arranged)

Think Time: Schoolwide document

Recess: Reteach and quick check in

Loss of privilege

Calm Down Corner

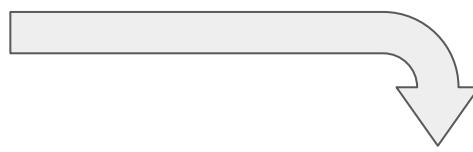
Feel Good Plan

Counselor check in

Verbal/written apology

Restorative conversation with Admin support

Use schoolwide responses

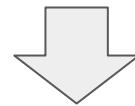


Track/Record Interventions Used

Written communication with family/call log

Consider a PBIS Tier 2 Team referral (referral form outside AP's office)

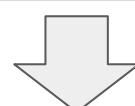
Brainstorm with colleagues



Multiple Interventions Tried

Fill out online **referral form** within two school days

Staff have the right to establish an enforceable behavior plan for a student displaying disruptive behavior with the principal and parent/guardian(s)



Administrator Action

Determine and document consequence within 2 school days

Administrator completes incident in Synergy and prints copy and data secretary places copy of referral form with admin action in referring staff's mailbox

If significant changes are made to the referral, administrator will have conversation with referring teacher prior to making the changes

Major**Major Behavior Examples**

Administrator managed - Student Removal

Emergency situations as determined by any staff member do not require any previous intervention attempts 

<u>DEFIANCE (REPETITIVE)</u> Refusal to comply with teacher directed task multiple times; repetitive pattern over days/weeks (eg. repeated lying/cheating, repeated arguing)	<u>DESTRUCTION OF PROPERTY</u> Intentional damage to technology Defacing or destroying property Graffiti or intentional damage Intentionally clogging toilets
<u>DISRUPTIVE CONDUCT</u> Significant interference with class or school activity Continuing to engage in disruptive conduct that interferes with learning after 2 attempts to correct behavior; repetitive pattern Preventing others from attending class or school activity Threatening language regarding violence or physical harm Leaving class and/or disrupting other classes	<u>MISUSE OF TECHNOLOGY</u> Repetitive (> 3x) and intentionally inappropriate use of technology Showing/taking video/picture of others
<u>THEFT</u> Student repeatedly takes something from anyone Student takes something of value (e.g. phone, money, purse)	<u>FIGHTING / ASSAULT / SAFETY</u> Physical fighting One-way harm such as hitting, pushing, slapping, kicking, biting, spitting, or hair pulling Throwing furniture or objects with force Threatening with objects Bringing dangerous weapons or drugs on campus
<u>INAPPROPRIATE LANGUAGE</u> Blatant, purposeful, continuous, or aggressive swearing at staff or other students	<u>HARASSMENT - INTIMIDATION - BULLYING</u> Chronic teasing, taunting, or name calling Physical intimidation See FWPS H.I.B. policy in Appendix
	<u>WEAPONS / DRUGS / TOBACCO / ALCOHOL</u> Possession, use, intoxication, paraphernalia, selling, buying, giving to others E-cigarettes, vape pens

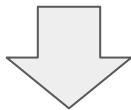
For removal: Call 2600

Non-instructional staff will remove student or take over class for the teacher: administrator, counselor, coach, liaison AND take next steps for de-escalation

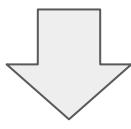
**For non-removal:
Complete online referral form**

Regarding HIB referrals:
Meet with administrator in person within 24 hours before submission

NOTE: See Classroom Removal and Re-Entry expectations on next page

**Administrator determines consequences and contacts family**

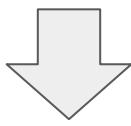
Consequence options include, but are not limited to: conference, loss of privilege, community service, Restorative Practice, detention, ISS, or OSS

**Administrator follows through with consequences**

Admin inputs incident or reviews teacher's referral in Synergy and data secretary places copy of referral form with administrator action in referring staff's mailbox

If student is removed from class, the teacher can email or meet with administrator for further conversation

Staff have the right to establish an enforceable behavior plan for a student displaying disruptive behavior with the principal and parent/guardian(s).

**In-School or Out-of-School Suspensions**

A staff member will be notified by admin when a student is suspended from their class. A re-entry meeting with teacher, parent, student, and administrator will be held prior to the student's return to the classroom

Prior to the return of a student after a dangerous weapons violation, an enforceable behavior plan must be established and communicated to all necessary staff

Classroom Removal and Re-Entry

Expectations for adults when a major behavior problem occurs

Teachers and staff:

- Call/radio the office and use this sentence frame:
 - “This is (person). I need assistance with (initials of student) for (behavior) in the (location).”
- Write up the major incident online and/or have a conversation with admin before leaving campus that day and the administrator/responder will take next steps
 - Do not complete form in front of student as it is not a consequence, but instead a data tracking tool. This action can also escalate the problem.
- Refer to **WAC (Washington Administrative Code)** in the Appendix for language about the right to remove scholar from classroom

Office:

- Radio calls with coding of color (if applicable) and the name of the first listed available responder
 - “(Requested responder), there is a code (color) in the (location).”
 - Wait one minute then radio again with the name of next responder on the list
- Confirm someone went on the radio call
 - “(Person) is responding.”

Administrator or responding support staff:

- Respond to hearing the radio call within 30 seconds
- Depending on the color code of the behavior, respond within appropriate time frame
- In advance, communicate through email when out of the building or in scheduled meetings and unable to be on radio with the office and response team

Scholar intervention:

- Depending on the level of behavior, responder will either:
 - Handle problem behavior within the environment or nearby
 - Take student to administrator's office
- When taken from environment to office:
 - Reflection sheet will be used by admin and support staff
 - Consequence will be assigned by principal or assistant principal

Classroom Removal and Re-Entry

Re-Entry Process

After a major behavior incident or removal from classroom:

- *Responder or administrator will:*
 - Walk student back into classroom
 - Wait approximately 3-5 minutes to ensure student transitions successfully
 - Staff can stay with scholar or take over classroom so teacher can conference to repair harm
 - Student should not be out of class longer than 20 minutes or until the student is de-escalated
 - In the event that a staff member is assaulted, the principal or supervisor will provide appropriate support to ensure the safety and wellness of the staff member. Supports may include, but are not limited to:
 - Coverage for the remainder of the day without the use of the staff member's wellness leave
 - Time to debrief about the assault
 - A conversation or plan to address the staff member's needs moving forward
- *Teacher will:*
 - Use established signal for re-entry on whether you would like a brief conversation with responder or would like them to take over your classroom
 - Thumbs up means the student can re-enter the classroom
 - Show on your fingers the # of minutes you would like the responder to stay in the room with the student
 - If a student does not return from recess or specialists, the teacher will call the main office for their location

Communication of consequences:

- *The administrator will:*
 - Talk briefly with teacher/staff in the moment
 - Input the referral in Synergy with consequences and a copy will be placed in the teacher's mailbox within 2 school days
 - Make the phone call to the parent or guardian in the case of all major behaviors
 - If a major incident happens within a non-classroom setting, the administrator will communicate with both referring staff AND classroom teacher with one of the communications listed above
- *The teacher will:*
 - If you would like to speak about the incident or consequences in person, they can tell the administrator or email them requesting to meet about incident prior to the start of the next school day
 - Use remediation strategies with the student such as re-teaching expectations, celebrating success, moving on, helping them set a daily/hourly goal, coaching them for future interactions, or use positive reinforcement

Alternatives for students in ISS

- Work in the garden (requires supervision/direction)
- Community service - checking field for trash, etc. (requires supervision)
- Reverse Suspension - Parent is required to accompany student throughout a school day
- Plan of Support (formerly called a Safety Plan)

Students with significant behavior/discipline issues:

- 1.) Students new to Enterprise: Data Secretary will let the principal and the teacher know about history
- 2.) Admin in collaboration with teacher and school supports (counselor, behavior specialist, psychologist, etc.) create a Plan of Support
- 3.) Plans of Support are communicated to all staff so they know how to respond appropriately

Additional Communication Procedures

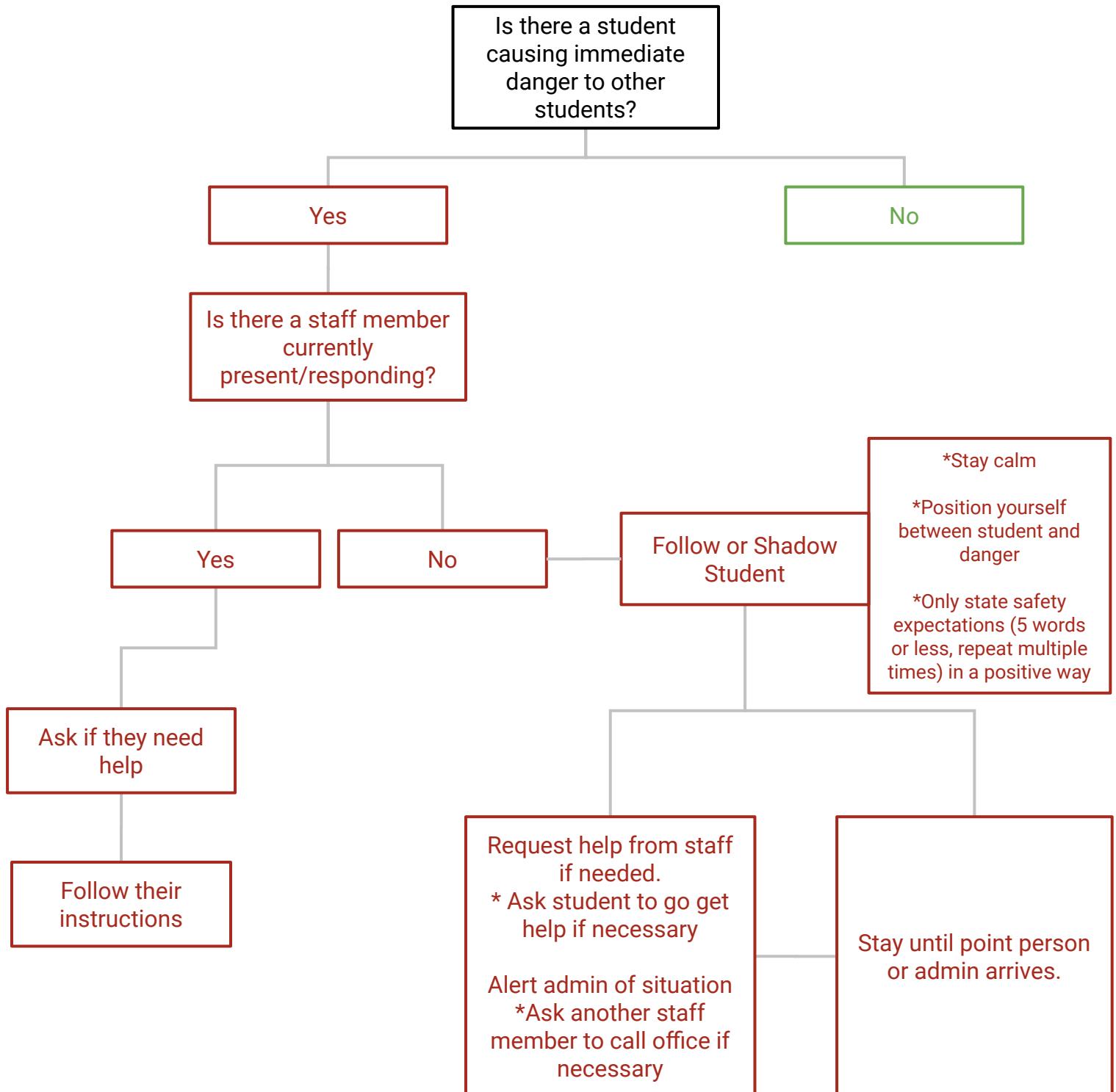
For threats to school or members of the school community:

- Affected staff members will be notified as soon as possible within legal and privacy parameters. When necessary, an emergency stand-up meeting will be held with all staff. Every effort will be made to notify staff in advance of parents and students.

After a behavior referral:

- The data secretary will send a weekly email summarizing student names and referral consequences to the PBIS Tier II & III teams, paras, and non-classroom staff.
- For any consequences assigned by a staff member to be carried out in the office, the staff member must first communicate to ensure proper supervision of student.

Crisis Flow Chart



Appendix

- Office Referral Form
- Schoolwide Think Time Sheet
- RCW/WAC references regarding student discipline and removal from classroom
- FWPS H.I.B. Policy

Office Referral Form

Minor Problem Behaviors		
Problem Behavior	Definition	Examples
Defiance/ Failure to Cooperate (M-Defiance)	Scholar engages in brief or low-intensity failure to follow directions or talks back.	<ul style="list-style-type: none"> Not finishing work or participating Arguing Cheating, lying
Disruption (M-Disruption)	Scholar engages in low-intensity, but inappropriate disruption.	<ul style="list-style-type: none"> Making noises Talking during quiet times Out of assigned area in classroom
Dress Code Violation (M- Dress)	Scholar wears clothing that is near, but not within the dress code guidelines defined by the school/district.	<ul style="list-style-type: none"> Not in uniform
Electronic/Tech. Misuse (M-Tech)	Scholar engages in non-serious, but inappropriate use of cell phone, paper, music/video players, camera, or computer.	<ul style="list-style-type: none"> Phone or electronic devices out Headphones in Streaming media without permission
Inappropriate Language (M- Inapp. Lang.)	Scholar engages in low-intensity instance of inappropriate language.	<ul style="list-style-type: none"> Swearing quietly, not at a person Name-calling Negative talk
Physical Contact/Aggression (M-Contact)	Scholar engages in non-serious, but inappropriate physical contact.	<ul style="list-style-type: none"> Horseplay → physical contact in fun Play-fighting Touching others without their permission
Property Misuse (M- Prop. Misuse)	Scholar engages in low-intensity misuse of property.	<ul style="list-style-type: none"> Writing on desk, chair, etc. that is easily cleaned or removed
Major Problem Behaviors		
Defiance/ Failure to Cooperate	Repeated failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes, but is not limited to non-compliance, defiance, and failure to identify self.	<ul style="list-style-type: none"> Blatant refusal to follow staff directions Repeated lying/cheating (>3x) Repeated arguing (>3x)
Disruptive Conduct	Willful conduct which creates a disturbance on school premises or interferes with the educational process.	<ul style="list-style-type: none"> Serious interference with class or school activity Teaching / learning has stopped in the classroom No change in behavior from redirection (>3x) Yelling, throwing objects Setting off a false alarm Preventing scholars from attending class/ school activity Dress that is well outside of the dress code policy
Scholar- Student Expression	Scholar expression may not be vulgar, lewd, obscene, or plainly offensive, and interfere with the rights of other individuals.	<ul style="list-style-type: none"> Dress that is well outside of the dress code policy
Technology Misuse	<ul style="list-style-type: none"> Violation of district's Acceptable Use Policy Scholars should only use personal electronic devices with permission from the teacher. 	<ul style="list-style-type: none"> Refusal to put away phone or electronic device Accessing inappropriate websites /online content Hacking.
Inappropriate Language	Scholars deliver verbal messages that include swearing, name-calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> Blatant, purposeful, aggressive swearing at a student or staff member
Harassment, Intimidation, & Bullying (HIB)	HIB means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his/her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics.	<ul style="list-style-type: none"> Chronic teasing, taunting, name-calling
Fighting (2-way, mutual)	<ul style="list-style-type: none"> Fighting: Mutual participation in an incident involving physical violence Assault: One-way force or violence upon another person. 	<ul style="list-style-type: none"> Hitting, pushing, slapping, punching, biting, kicking
Assault (1-way)	Intentional damage of school property or the property of others.	<ul style="list-style-type: none"> Graffiti or vandalism with breakage
Leaving Campus	Leaving campus during school hours without permission.	<ul style="list-style-type: none"> Skipping class Leaving school without permission
Alcohol; Drugs; Tobacco	<ul style="list-style-type: none"> Use or possession of alcohol, drugs, or tobacco products. Cultivation, distribution, sale, purchase, solicitation of controlled drugs (including marijuana) E-cigarettes, vape pens 	<ul style="list-style-type: none"> Possession, use, intoxication, paraphernalia, selling, buying, giving to others Abuse of prescription / over-the-counter drugs

Enterprise Elementary Behavior Data Collection

Name: _____	Time: _____	Location														
<input type="checkbox"/> Student has IEP		<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway/ Commons														
Date: _____		<input type="checkbox"/> Playground/Fields <input type="checkbox"/> Parking Lot/ Front Entrance														
Teacher _____		<input type="checkbox"/> Cafeteria <input type="checkbox"/> Bus- Loading Area or Riding														
Grade: K	1	<input type="checkbox"/> Bathroom <input type="checkbox"/> Library														
Referring Staff: _____	2	<input type="checkbox"/> Gym <input type="checkbox"/> PE/Music														
	3	<input type="checkbox"/> Office														
	4	<input type="checkbox"/> Other _____														
Description:																
<p>REQUIRED: Select Only One</p> <p>Perceived Motivation</p> <table> <tr> <td><input type="checkbox"/> Conference w/ student</td> <td><input type="checkbox"/> Obtain Peer Attention</td> </tr> <tr> <td><input type="checkbox"/> Re-reaching expectations</td> <td><input type="checkbox"/> Obtain Adult Attention</td> </tr> <tr> <td><input type="checkbox"/> Redirection</td> <td><input type="checkbox"/> Obtain Item or Activity</td> </tr> <tr> <td><input type="checkbox"/> Restorative Justice Circle</td> <td><input type="checkbox"/> Sensory</td> </tr> <tr> <td><input type="checkbox"/> Parent/Guardian Contacted</td> <td><input type="checkbox"/> Avoid Peer</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Avoid Adult</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Avoid Activity or Task</td> </tr> </table>			<input type="checkbox"/> Conference w/ student	<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Re-reaching expectations	<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Redirection	<input type="checkbox"/> Obtain Item or Activity	<input type="checkbox"/> Restorative Justice Circle	<input type="checkbox"/> Sensory	<input type="checkbox"/> Parent/Guardian Contacted	<input type="checkbox"/> Avoid Peer		<input type="checkbox"/> Avoid Adult		<input type="checkbox"/> Avoid Activity or Task
<input type="checkbox"/> Conference w/ student	<input type="checkbox"/> Obtain Peer Attention															
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<input type="checkbox"/> Parent/Guardian Contacted	<input type="checkbox"/> Avoid Peer															
	<input type="checkbox"/> Avoid Adult															
	<input type="checkbox"/> Avoid Activity or Task															

Administrative/Teacher Coding and Disposition		
Minor Problem Behavior	Major Problem Behavior	Actions
<input type="checkbox"/> Defiance/Non-Compliance	<input type="checkbox"/> Assault / Phys or Verb ~ Circle I or II	<input type="checkbox"/> Parent/Guardian Contacted
<input type="checkbox"/> Disruption	<input type="checkbox"/> Destruction of Property	<input type="checkbox"/> Email Referral to Parent when Parent/Guardian NOT Contacted
<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Disruptive Conduct ~ Circle I and II	
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Disrespect	
<input type="checkbox"/> Physical Contact/Aggression	<input type="checkbox"/> Failure to Cooperate	<input type="checkbox"/> Fighting (physical)
<input type="checkbox"/> Property Misuse	<input type="checkbox"/> HIB Investigation	<input type="checkbox"/> Leaving Campus
<input type="checkbox"/> Technology Misuse	<input type="checkbox"/> Final HIB Code _____	X _____
	<input type="checkbox"/> Inappropriate Language	Note: _____
	<input type="checkbox"/> Safety ~ Circle I or II	
	<input type="checkbox"/> Technology Misuse (> 3x)	
<input type="checkbox"/> No CES. Conference	<input type="checkbox"/> *Student Conference	<input type="checkbox"/> Loss of Privileges (Lunch/Recess) Date _____
<input type="checkbox"/> Parent Contact or Meeting on _____		<input type="checkbox"/> Detention (After School) Date _____
	<input type="checkbox"/> *Restorative Practices	<input type="checkbox"/> Bus Suspension _____
<input type="checkbox"/> No CE R. Practices	<input type="checkbox"/> *Time in Office	<input type="checkbox"/> In-School Suspension (_____ hours/day/s)
<input type="checkbox"/> Community Service	<input type="checkbox"/> *Mediation	<input type="checkbox"/> Short-Term Suspension (_____ hours/day/s)
<input type="checkbox"/> No CE Mediation	<input type="checkbox"/> *Individ. Instruction	<input type="checkbox"/> Long-Term Suspension (_____ hours/day/s)
<input type="checkbox"/> No Exclusionary Action	<input type="checkbox"/> *Other CE Excl. Action	<input type="checkbox"/> Emergency Expulsion
*Time Out of Class _____		*Time Returned to Class _____
*Behavior Services offered? Yes or No		Student Participated? Yes or No
*Academic Services offered? Yes or No		Student Participated? Yes or No

Schoolwide Think Time Sheet

What I did to hurt someone or our community:

Who was affected by this? And how were they affected?

How I was feeling is: _____

What can I do differently next time is:

How I will make it up to the person I harmed or our community is:

Name: _____ Date: _____

Location completed: _____

RCW/WAC References

RCW 28A.600.020 Exclusion of student from classroom—Written disciplinary procedures—Long-term suspension or expulsion. (1) The rules adopted pursuant to RCW 28A.600.010 shall be interpreted to ensure that the optimum learning atmosphere of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum learning atmosphere.

(2) Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred.

(3) In order to preserve a beneficial learning environment for all students and to maintain good order and discipline in each classroom, every school district board of directors shall provide that written procedures are developed for administering discipline at each school within the district. Such procedures shall be developed with the participation of parents and the community, and shall provide that the teacher, principal or designee, and other authorities designated by the board of directors, make every reasonable attempt to involve the parent or guardian and the student in the resolution of student discipline problems. Such procedures shall provide that students may be excluded from their individual classes or activities for periods of time in excess of that provided in subsection (2) of this section if such students have repeatedly disrupted the learning of other students. The procedures must be consistent with the rules of the superintendent of public instruction and must provide for early involvement of parents in attempts to improve the student's behavior.

(4) The procedures shall assure, pursuant to RCW 28A.400.110, that all staff work cooperatively toward consistent enforcement of proper student behavior throughout each school as well as within each classroom.

(5)(a) A principal shall consider imposing long-term suspension or expulsion as a sanction when deciding the appropriate disciplinary action for a student who, after July 27, 1997:

(i) Engages in two or more violations within a three-year period of RCW 9A.46.120, 28A.600.455, 28A.600.460, 28A.635.020, 28A.600.020, 28A.635.060, or 9.41.280; or

(ii) Engages in one or more of the offenses listed in RCW 13.04.155.

(b) The principal shall communicate the disciplinary action taken by the principal to the school personnel who referred the student to the principal for disciplinary action.

(6) Any corrective action involving a suspension or expulsion from school for more than ten days must have an end date of not more than the length of an academic term, as defined by the school board, from the time of corrective action. Districts shall make reasonable efforts to assist students and parents in returning to an educational

RCW/WAC References

WAC 392-400-330 Classroom exclusions—Conditions and limitations. (1) **Authority to administer classroom exclusions.**

(a) **Teacher authority.** A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements in this section and WAC 392-400-335.

(b) **Other school personnel authority.** A school district may authorize other school personnel to exclude a student from a classroom or instructional or activity area for behavioral violations of the district's discipline policy adopted under WAC 392-400-110 or 392-400-225, subject to the requirements in this section and WAC 392-400-335.

(2) **Other forms of discipline.** The teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. In administering other forms of discipline, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

(3) **Limitations on classroom exclusion.**

(a) **Duration of classroom exclusion.** A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency expulsion under this chapter.

(b) **Removal from school.** A student may not be removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency expulsion under this chapter.

(4) **Assignments and tests.** The school district must provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.

[Statutory Authority: RCW 28A.600.015, 28A.600.020 and 28A.600.010 through 28A.600.022, 28A.320.211. WSR 18-16-081, § 392-400-330, filed 7/30/18, effective 8/31/18.]

RCW/WAC References

WAC 392-400-335 Classroom exclusion—Notice and procedure. Following a classroom exclusion under WAC 392-400-330:

(1) **Notice to principal.** The teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible.

(2) **Notice to parents.** The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The school district must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

(3) **Emergency circumstances.** When a teacher or school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

(a) The teacher or other school personnel must immediately notify the principal or designee; and

(b) The principal or designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

[Statutory Authority: RCW 28A.600.015, 28A.600.020 and 28A.600.010 through 28A.600.022, 28A.320.211. WSR 18-16-081, § 392-400-335, filed 7/30/18, effective 8/31/18.]

FWPS H.I.B. Policy

Discipline Information (Continued)

BEHAVIORS THAT MAY RESULT IN CORRECTIVE ACTION AND/OR DISCIPLINE

Harassment, Intimidation or Bullying:

Harassment, intimidation or bullying is any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a scholar or damages the scholar's property; or
- Has the effect of substantially interfering with a scholar's education; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

In Federal Way Public Schools, we are committed to guaranteeing that each scholar knows, understands, and embraces their own and others' cultural backgrounds and learning needs, in order to advocate for self and others. **Policy 3207** and **Procedure 3207P**

Hazing: Scholars will not participate, conspire to participate, or conspire for others to participate in hazing or harassing acts that injure, degrade or disgrace, or tend to injure, degrade or disgrace other individuals.

Inappropriate Display of Affection: Overt displays of affection or sexually-oriented actions which violate standards of acceptable social conduct are prohibited.

Laser Pointers:

Use and/or possession of laser pointers by scholars in any circumstance not under the direct supervision of a teacher is prohibited and could be considered dangerous behavior.

Leaving Campus During School Hours:

Scholars are required to remain on the school grounds from time of arrival unless officially excused. Scholars involved with approved off-campus activities during school hours must have a valid off-campus pass in their possession. Visitations to other schools must be approved in advance by both principals.

Littering: Throwing, dropping, depositing, or discarding of litter is prohibited on public school district property.

Loitering/Trespassing: Being present in an unauthorized place or refusing to leave when ordered to do so is prohibited. Loitering in lavatories, parking lots and designated off-limits areas, and refusing to leave when ordered to do so is prohibited.

Marijuana: Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, or transportation of cannabis.

Motor Vehicles on School Property:
See page 28.

Physical Aggression/Contact:

Behavior causing or threatening non-serious but inappropriate physical harm towards others.

Robbery: Stealing from an individual by force or threat of force is prohibited.

Scholar Expression: Scholar expression may not be vulgar, lewd, obscene, or plainly offensive and interfere with the rights of other individuals.

Selling Items at School: Only authorized organizations may sell on school property or at school events.

Sexually Inappropriate Conduct:

Obscene acts of expression, whether verbal or non-verbal.

Technology Misuse: This constitutes any action taken in violation of the district's Acceptable Use Policy or any other district policy prohibiting harassing, intimidating, or bullying behaviors, including, but not limited to:

- Using technology such as computers, cellular phones, handheld devices, smartphones, etc. owned by the district or used on the district's grounds, or at a district-sponsored event to harass, bully, or intimidate any scholar, staff member, or district volunteer;
- Intentionally accessing and/or downloading vulgar or obscene materials or filming of individuals without their permission;
- Communicating downloaded vulgar or obscene materials to others;
- Tampering with electronic hardware, data files, or software or unauthorized access to, or use of, such technology. **Policy 3245**

Scholars will comply with the acceptable use guidelines of **Procedure 2022.2P** when using electronic information systems such as e-mail, networks, and the Internet.

Theft: The unauthorized carrying away of the personal property of another person or the property of the district is prohibited.

Threats to Kill or Cause Harm To Another Person (Including "Hit Lists"): Intimidation of school personnel or other scholars by direct threat of force or violence is prohibited.

Tobacco: Use or possession of tobacco products (including e-cigarettes) by scholars is prohibited. **Policy 3248** and **4215**

Verbal Abuse: The use of disrespectful or threatening language to school personnel or other scholars is prohibited.

FWPS H.I.B. Policy

Federal Way Public Schools is committed to a safe and civil educational environment for all scholars, employees, parents/guardians, family members, volunteers, patrons, and guests, free from harassment, intimidation, or bullying.

RCW 28A.300.285 defines harassment, intimidation or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including, but not limited to, one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- Physically harms a scholar or damages the scholar's property;
- Has the effect of substantially interfering with a scholar's education;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment;
- Has the effect of substantially disrupting the orderly operation of the school.

In Federal Way Public Schools, we are committed to guaranteeing that each scholar knows, understands, and embraces their own and others' cultural backgrounds and learning needs, in order to advocate for self and others.

Harassment, Intimidation or Bullying (HIB)

Reporting

Students who experience harassment, intimidation, or bullying should report what has happened immediately to an adult in the school, or to their parent/guardian who can then report the matter to site administration. See page 26 for school contact information.

Reporting will initiate an investigation and the parent/guardian will be informed of the outcomes of the investigation. The school will work with parent/guardian to decide the next steps to help address the issues. If the scholar/parent/guardian disagrees with the findings of the investigation, the scholar/parent/guardian can appeal the decision. Contact the Office of Equity for Scholar and Family Success at 253-945-2000 to appeal. Information offered in various languages at <https://www.fwps.org/Page/601>.

Discriminatory Harassment

District Policy and Procedure 3207/P on Harassment, Intimidation, and Bullying operates in concurrence with other District policies, including but not limited Policy and Procedure 3210/P on Nondiscrimination. If scholars or parents/guardians believe that discriminatory harassment has occurred, they are encouraged to report that harassment to site administration who can assist them in making a complaint about the harassment following the applicable board policy and procedure. For a copy of the district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

www.fwps.org/cms/lib010/WA01919399/Centricity/domain/224/3000/3210.pdf

www.fwps.org/cms/lib010/WA01919399/Centricity/domain/224/3000/3210P.pdf

<https://www.fwps.org/cms/lib/WA01919399/Centricity/Domain/819/3207-Approved-8.24.21.pdf>

Sexual Harassment

The district is committed to a positive and productive education, free from discrimination, including sexual harassment. Sexual harassment is unwelcome behavior or communication that is sexual in nature and (1) leads the scholar to believe they must submit to the unwelcomed sexual conduct or communication to gain something in return—for example, a grade or a place on a sports team, or (2) the conduct substantially interferes with a scholar's educational performance or creates a hostile environment. Any scholar or school employee can be the target of sexual harassment, regardless of sex, sexual orientation, gender identity, or gender expression. The district prohibits sexual harassment of scholars by other scholars, employees or third parties involved in school district activities such as academic settings, educational, extracurricular, athletic, and other programs or activities of the school, whether the program or activity is in a school facility, on school transportation or at a class or training held elsewhere.

Examples of sexual harassment could include:

- Pressuring a person for sexual favors;
- Unwelcome touching of a sexual nature;
- Distributing sexually explicit texts, emails, or pictures;
- Physical violence, including rape and sexual assault.

A complaint of Sexual Harassment should be reported immediately to the Federal Way Public Schools Title IX Compliance Coordinator at 253-945-2000 or email titleix@fwps.org.

Policy 3205 and Procedure 3205P

Policy 3207 and Procedure 3207P