

STAR LAKE SITE DISCIPLINE PLAN

2024-2025

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Our goal is to develop and implement school-wide procedures to:

1. **Define behavior expectations.** A small number of clearly defined behavioral expectations are defined in positive, clear language. At **Star Lake** an **Eagle** is **Safe, Kind, and Productive**. These expectations are defined across school settings in the expectation matrix included in this handbook.
2. **Teach behavior expectations. Opportunities for professional development**
 - a. Staff develop, review and refine expectations each year
 - b. Staff are taught the expectations, PBIS strategies, and strategies to teach and implement with students each year in building launch
 - c. Staff participate in professional development centered on SEL, ACEs, behavioral strategies at district trainings, during staff meetings, and individualized instruction with administration or instructional coach as needed
 - d. The behavioral expectations and school procedures are taught to all students in the building, and taught in real contexts
3. **Acknowledge appropriate behaviors.** Once behaviors have been defined and taught they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. The goal of an acknowledgement system is to provide a regular reminder to staff during your busy days to catch kids doing the right thing.

“Star Lake Way” tickets will be used by all staff members to recognize students for engaging in positive behavior. Staff members can award “Star Lake Way” tickets to students across all school settings, whether they teach the student or not. When handing out “Star Lake Way” tickets we should always **clearly identify and praise the specific positive behavior** the student is being recognized for and match it with one of the school expectations “Safe, Kind, Productive.” Staff need to always sign tickets, and write the value in the upper right hand corner if ticket is worth more than “1” and initial.

4. **Respond to inappropriate choice or behavior.** Despite our efforts to proactively set students up for behavioral success and prevent inappropriate choices, there will still be incidents of inappropriate or “unexpected” behavior. When it comes to responding to behaviors that do not meet our expectations we have three primary goals:
 - a. Make sure to keep everyone safe

- b. Minimize the loss of instructional time for all students (including the student who engaged in the problem behavior)
- c. Teach/Re-teach the student the appropriate behavior to use instead of the inappropriate/ unexpected behavior

Students who engage in recurring inappropriate/unexpected behaviors, or who are not responding to the school's progressive discipline system, will be provided with additional individual behavioral supports.

In the event of a "major" incident and you have called the office and are waiting for administrators to arrive:

- provide the student who is demonstrating escalated behavior space and do not verbally engage after you have reminded of expected behavior once
- ensure other students are safe, and if needed evacuate other students to your buddy classroom (you STAY with the student who is demonstrating escalated behavior)
- Do not send the student who is demonstrating the escalated behavior to the buddy teacher
- always allow a student who is demonstrating escalated behavior to leave your classroom if they choose; and then notify the office that the student has left

**IN ORDER TO BE KIND, SAFE, AND PRODUCTIVE
AT STAR LAKE ELEMENTARY:**

ALL SCHOOL LOCATIONS	All students will keep hands, feet, body and objects to themselves at all times All students will follow adult directions (reasonable request)					
CLASSROOM	Walk Stay in my space	Respect the space and property of others	Use appropriate voice level for the activity	Use materials appropriately	Follow adult directions and stay on task	Clean up after myself
INDEPENDENT HALLWAY	Walk	Use a level 0 or 1 voice	Carry a hall pass	Go straight to my destination	Keep my hands and body off walls and other items in hallway	Avoid being distracting at classroom windows and doorways
MORNING HALLWAY	Walk directly to my line up spot	Use a level 0 or 1 voice	Sit, and stay, in my assigned spot in line with a safe and quiet body	Use kind words and gestures	Wait patiently Read my book	Raise hand to use restroom or get a drink
CLASS LINE	Walk in a single file line, in my assigned line order spot	Use a level 0 voice	Look forward as the line is moving	Use a silent greeting	If I need to get out of line, ask if I should go back to my spot or join the end	Keep my hands and body off walls and other items in hallway
LUNCHROOM	Walk in a single file line, in my assigned line order spot	Level 0 voice in the hallway Level 1 voice in the cafeteria line	Use a safe body while facing forward and moving through the school lunch line	Sit in my assigned seat, and remain seated Use a level 2 voice to visit with tablemates	Raise my hand if I need help or need to use the restroom Eat only my food (I am not sharing)	Clean up my garbage and throw it away when the garbage can rolls by Stand when dismissed and follow my class line through the recess doors until outside
PLAYGROUND	Use equipment safely and appropriately Use kinds words and safe bodies	Follow the rules of the game; use good sportsmanship	Use "rock, paper, scissors" or "Kelso's Choice" to solve a small disagreement	Ask for adult help for a large disagreement	Go to the bathroom cones and wait for an adult to escort you to the restroom	When the whistle blows: stop, collect, walk, and line up in my line order location
RESTROOM	3 students in the restroom at a time	2nd-5 th : 1 student per class to the restroom 1 st may go with a buddy	Use a level 0 or level 1 voice Give privacy to others	Use the restroom and quickly return to class	Wash hands with soap and water	Leave no trace: flush, water, trash, graffiti
ASSEMBLIES	Sit flat on our pockets	Enter, and exit in class line with a level 0 voice	Wait seated in spot with a level 1 voice	Use a level 0 voice and pay attention during the performance	Show appreciation by clapping appropriately	
BUS	Follow the driver's directions at all times	Use a level 2 voice to talk only to my seatmates using kind words, tone and gestures	Sit in my assigned seat with feet down, bottom flat, back against the seat the entire bus ride	My phone is in my backpack and I have no food or drinks out during the bus ride	All my personal items stay in my backpack or on my seat during the bus ride.	Safely report concerns to the bus driver right when they happen or as you are getting on/off the bus
CLASS COMPUTER USE	Use only the computer assigned to me Log in only with my ID number	Before touching any computer or materials wait for instructions	Hands on my computer only	Treat computers and headphones with care: soft touch, correct shut down	Always walk when carrying a closed computer with both hands	Use on a desk/table.
STAIRS	Walk	One foot on one step at a time	Level 0 voice when in line, level 1 voice if independent	Right hand on the rail and stay on the right	Keep my body off stair rails	Keep my hands and body off walls and other items in hallway
ELECTRONIC DEVICES	Turned off or silenced	In your backpack, out of sight.	Includes the bus stop, bus ride, and on school grounds before and after school.	If an emergency, check with an adult.		

EAGLE PRIDE!



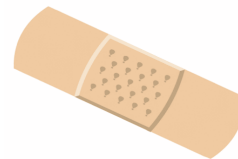
Administration Managed Behaviors (Majors)

- **Drugs, alcohol, weapons, arson**
- **Un-safe: and or sustained disruption**
- **Defiance/disrespect:** Student engages in sustained and disruptive behavior repeatedly ignoring adult requests. Continued non-compliance disrupting others learning.
- **Major inappropriate displays of affection:** Student engages in inappropriate verbal and/or physical gestures/contact, of a sexual nature to another student.
- **Fighting:** Student is involved in mutual participation in an incident involving physical violence.
- **Major inappropriate contact:** Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, etc.)
- **Major damage/vandalism:** Student participates in an activity that results in destruction or disfigurement of property
- **Abusive language:** Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way.*
- **Major theft:** Student is in possession of, having passed on, or being responsible for removing someone else's property.
- **Harassment, intimidation, bullying**
- Any intentional electronic, written, verbal or physical act that:
- Physically or emotionally harms a student or damages the students' property or
- Has the effect of substantially interfering with a students 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
- *Disrespectful messages include negative comments based on race, religion, gender, age, sexual orientation and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

"The office is the emergency room/hospital"

Classroom Managed Behaviors (Minors)

- **Defiance/disrespect:** Student engages in brief or low-intensity failure to respond to adult requests.
- **Classroom disruption:** Student engages in low intensity, but inappropriate disruption.
- **Minor inappropriate displays of affection:** Student engages in brief or low-intensity of inappropriate displays of affection (holding hands, unintentional touching, etc...)
- **Minor inappropriate contact:** Student engages in non-serious, but inappropriate physical contact.
- **Lying/cheating:** Student delivers message that is untrue and/or deliberately violates the rules.
- **Minor damage:** Student engages in low-intensity misuse of property
- **Inappropriate language:** Student engages in low intensity instance of inappropriate language.
- **Tech violation** (cell phone, apple watch, iPad, computer etc...) student uses a telecommunication device during school hours, student misuses school computers, accesses inappropriate sites, student accesses other students' files, etc. see district policy 3245
- **Dress code violation:** student wears clothing that is not within the school guideline.



"Teachers are the primary care provider"



Administration managed behavior referral process (Major)

1. If students are in immediate danger use your judgment to ensure the students' safety
2. **Call the office for assistance** (the office will contact an administrator) **945-4000**
3. Our ultimate goal is to keep students in class in the instructional setting. Administration will assess and, if appropriate, will stay and support student in class. If behavior is too disruptive, or if classroom teacher asks to have student removed, the student will go to the office with administration.
4. Reminder: it is illegal and inappropriate to use physical intervention to have students exit an area (compliance)
5. Problem solving, progressive discipline, and referrals for services by administration.
6. All major incidents must include a parent phone call and written parent notification.
7. Administrator or designee will make parent contact.
8. Administrator will communicate process, discipline disposition and next steps back to referring staff member within 24 hours via email and/or face to face conversation.

****If classroom teacher asks to have the student removed from class, the student will not return to class without a conversation with the classroom teacher. This may occur during school hours, with class supervision provided, or before/after school. Teacher and administrator will discuss to determine meeting time.***

If a student behavior requires a problem solving conversation with you, you need to complete a reflection form to document your discussion, trigger analysis, reteaching plan and next steps.

This, and or conversations with administration, is our "building referral process" for minors, (calling the office is our process for majors) and our "street data " to document and track Tier 1 and 2 classroom interventions

Classroom managed behavior referral process (Minor)

1. Teach
 - Establish classroom collective commitments, review PBIS expectations, establish class norms and procedures, develop, teach and reinforce classroom expectations, build and support positive relationships and review these periodically

When an inappropriate behavior occurs:

2. Re-teach (constantly)
 - Have a personal conversation with the student to problem solve and find the root cause of the behavior
 - Clarify, review and reteach expectations
3. Call home
 - Document for your records the conversation with a parent or guardian and problem solve with student & family
 - Let them know your plan for addressing at school and ask for their input
4. Loss of privilege
 - Use natural consequences as much as possible
5. Referral to the office
 - A combination of steps 1-4 must have been completed over time and documented on the reflection forms
 - If the behavior/concern continues after 3 reflection forms with student, copy the forms and give to Travis for Administrative review/action. (Tier 2 PBIS team will review as well)

****You may proactively contact administration as an FYI at any time to problem solve prior to the referral**

If you are feeling frustrated, need a break, or a bit of support at any time, we are here to help, call the office!

<p>Alternatives to in-school suspension: --discussion with student and all involved to determine trigger or root cause --push in support in class via paraeducator and/or administration --natural consequences, loss of privilege --development of Tier 2 incentives as needed --reteaching of desired behaviors</p> <p>School administration are the primary responders for general education students as it related to a “crisis intervention.”</p> <p>Administrators will share behavior interventions for referred incidents with appropriate staff within 24 hours via email or face to face.</p> <p>Staff may request a meeting with administrators and/or parents to discuss student behavior and a plan, at any time via email or face to face.</p> <p>Student supervision: Students who have a loss of privilege assigned by administration (for example loss of recess) are supervised by the administrator, not supervised by front office staff. (They might be seated in office but are the responsibility of administration)</p>	<p>Do not leave any students unattended including the student who may be making inappropriate choices. NOTE: students receiving Tier 3 social/emotional services or behavior supports will have an individual plan with documented goals.</p> <p>Site Discipline Plan and reflection form location:</p> <ul style="list-style-type: none"> • Entire site discipline plan and electronic version of reflection form are located in the TEAMS PLC HUB—general—files • DOWNLOAD THE FORM, please don't fill out in TEAMS. • Hard copies of the reflection form are located in the copy room and cafeteria. <p>Student supervision: Students who have a loss of privilege assigned by the classroom teacher (for example loss of recess) are supervised by the teacher; they may not be sent to the front office area or placed unsupervised in the hallway, and are not supervised by front office staff.</p> <p>Staff also may not send students to recess to “sit out” as a consequence.</p>
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Building Passes

Students are expected to have a pass if they are moving in the hallway independently. If adults meet a student in the hallway who does not have a pass please re-direct them to their original location to receive a pass. If there are individual students who struggle with meeting the expectation of having a pass or leaving the classroom without permission, we will address those students individually.

Star Lake Way Tickets

Students can earn Star Lake Way tickets from any staff member for demonstrating expected “safe, kind, and productive” behaviors as outlined on our matrix and in your classroom. If you catch a student doing something great or consistently exhibiting positive behaviors, always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules “Safe, Kind, Productive”. Staff need

to always sign tickets, and write the value in the upper right hand corner if ticket is worth more than "1" and initial. Students can collect their tickets and redeem them for different prizes or incentives at Eagle Mart.

What behavior/discipline data is recorded and how will it be used?

Each time a student is seen by administration for Major incidents it will be documented into Synergy and the outcome will be communicated to staff member (Via e-mail or face to face within 24 hours) and available in Synergy. The data is used at the building, district, and state level to track discipline and referral trends.

Each time a classroom teacher meets with a student for a problem solving, reflective conversation they need to complete a reflection form. Teachers keep the forms in their records.

When a teacher refers a student to the office, after three reflection forms on the same behavior, those reflection forms are given to the assistant principal. These reflection forms are use as another layer of data to track classroom interventions, and this office level referral is documented in Synergy.

What is the plan for behavior incidents that occur on the playground or lunchroom?

Playground and lunchroom staff will follow similar procedures as classroom staff. If a major incident happens on the playground or lunchroom, they call for administrative support on the walkie-talkie, the student is seen by administration and the administrator will communicate the outcome back to the supervisor and classroom teacher and documented into Synergy.

For minor incidents, the playground supervisor does the following (as a guideline):

1. Talk to students involved, ask questions to determine what occurred (not only relying on one side of the story)
2. Assist students with apologizing, problem solving, repairing relationships
3. Re-teaching in area of inappropriate or unexpected behavior
4. Loss of privilege in the area if appropriate (ex, loss of tetherball, loss of wall ball, assigned seating, assigned sections of the playground, etc...)
5. If repeated behavior, referral to office using reflection form
Administration then problem solves, contacts parents as needed, and communicated resolution/ discipline disposition to playground staff, classroom teacher and parents

Site discipline plan: CBA information

Site Discipline Plans CBA 9.1.C

Every site: Shared decision-making to design and implement site discipline plan – aligned to laws and district policies/procedures

Plan reviewed Site Discipline Plan and Student Rights and Responsibilities before first day of school.

Plan submitted to FWEA and HR before October 1st

Copy available to families and students

SLT, PBIS, or other team review effectiveness and implementation multiple times per year

22 hours of staff meetings with 1 hour for staff-driven building discipline and safety issues

EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.



Student Removal and Communication CBA 9.1.F/G

Staff have right to remove student whose behavior disrupts the teaching process after alternative form of corrective action attempted.

Before return, principal and staff member will discuss interventions and plans for next steps

Building discipline personnel assist in removing as requested

Referrals for Student Misconduct CBA 9.1.E

Staff may refer using building referral process

Principal/Designee will communicate disposition of referral

Any substantive changes to referral communicated to teacher prior to making them



EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.



3. Criminal Mistreatment

It is a crime for anyone to insult or abuse staff on campus while the staff member is carrying out his or her duties; create a disturbance on campus or at school activities or meetings; intimidate by threat of force or violence a staff member carrying out his or her duties. Staff have the right to have a parent/guardian removed or restricted from their classroom/work stations if the parent/guardian is verbally or physically abusive.

4. Weapons

Possession or use of weapons, explosives, firecrackers, or other items capable of producing bodily harm as defined in RCW 9.41 is prohibited. Any item that appears to be a weapon, and is used by the aggressor as a weapon, and the victim believes the item to be a weapon will be considered a weapon. Students in possession of or using any weapons or dangerous devices will be subject to expulsion as specified in law.

- a. Prior to the return of any student who has been removed, suspended, or expelled for a dangerous weapons violation, the District will, in conjunction with affected staff and parent(s)/guardian(s), establish an enforceable behavior agreement which must be adhered to as a condition of the student remaining in that staff person's class.
- b. Staff will use their professional judgment when deciding on the appropriate response to use upon encountering an altercation between students where weapons are involved, taking into account the safety of students as well as their own safety. Staff will notify the principal immediately.

Administration will immediately and thoroughly investigate reports and rumors regarding dangerous weapons and take prompt and reasonable action to protect staff and students and their property.

J. Staff Protections

1. No staff member will be required to search a student's person or belongings except to witness a search at the request of the principal or supervisor or designee.
2. Staff will not be disciplined for taking action regarding discipline of students when they acted reasonably and in compliance with the law.