



Rainier View Elementary School
Site Discipline Plan
2025-2026

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Introduction to Rainier View's Site Discipline Plan

Federal Way Public School's Mission: In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data, and collaborate to ensure our scholars have a voice, a dream, and a bright future.

Rainier View Elementary School's Mission: The mission of Rainier View Elementary School is to empower our diverse community to be lifelong learners by inspiring growth, discovery, and the building of a bright future.

Our District and School Core Beliefs:

- We believe that EVERY scholar can learn at the highest level.
- We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of scholar achievement.
- We believe that our scholars must have voice, see themselves in their schooling, and be connected to the adults that teach them.
- We believe that what we do in the classroom every day has the greatest impact on scholar learning.
- We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
- We believe that we must intentionally collaborate and use data as a guide to improve our practice.
- We believe that our families are critical partners in each scholar's learning.

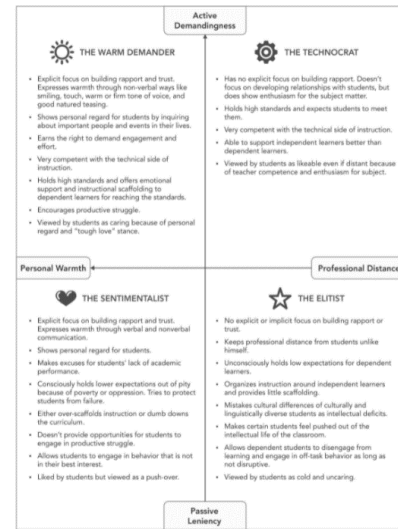
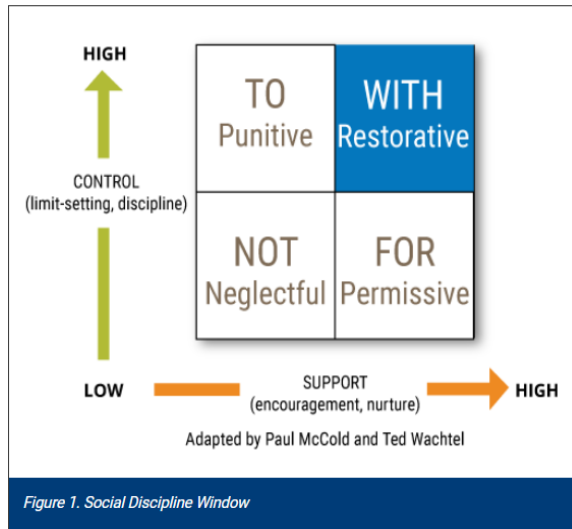
Federal Way Collective Bargaining Agreement Truths

1. Every person has worth.
2. Staff must feel valued.
3. It's safe to be yourself.
4. People flourish where there is open dialogue.
5. Where there is ownership, there is commitment.
6. Every person flourishes where there is an awareness and acceptance to growth and change.
7. Respect for ideas/concepts is necessary.
8. Respect for examining/ideas is essential.
9. Professionalism is expected.
10. Learning is lifelong.

Restorative Practices

Restorative Practices are used in the school and classroom to help create a caring and supportive environment. Restorative Practices are derived from the belief that fostering positive relationships, solving problems, repairing the harm caused by individual and group actions will lead to more productive, kind learning environments. Living, learning, and growing in a physically, socially, emotionally, and ability-safe world is a critical part of Rainier View Elementary School. Restorative Practices should be utilized to help support the learning environment and will predominantly be facilitated by Shannon Henry (AP) as a resource. If a behavior is addressed through Restorative Practices, a plan may be implemented. A plan is not a behavior plan, but instead includes both parties' next steps. If a behavior is persistent, a behavior plan may be created with support from the

administrative team. Below is a graphic that shows the connection between Restorative Practices and being a Warm Demander.



Preventative Measures

Classrooms will engage in Second Step during breakfast (9:15 – 9:40). Teachers may also implement classroom meetings or community circles as a preventative measure, build relationships and set/maintain schoolwide expectations.

Zones of Regulation

Classroom teachers may choose to use The Zones of Regulation framework designed to help individuals, especially children, recognize and manage their emotions and reactions to situations. It categorizes emotions and states of alertness into four color-coded "zones" to make self-regulation more accessible and understandable:

1. **Blue Zone:** This zone represents low energy or low alertness states, such as feeling sad, tired, bored, or sick. In this zone, a person may not feel very engaged or ready to act.
2. **Green Zone:** The green zone is where optimal functioning occurs—feeling calm, focused, happy, or ready to learn. It's the goal state, where a person is calm and ready to engage effectively with others and tasks.
3. **Yellow Zone:** This is a heightened state of alertness, where emotions are intense but still under control. Feelings like frustration, anxiety, excitement, or silliness are common here. A person may need strategies to stay regulated before tipping into the red zone.

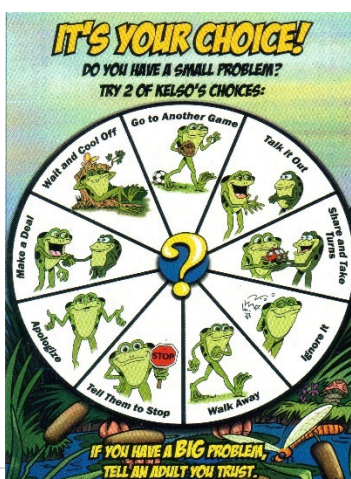
4. **Red Zone:** The red zone represents extremely intense emotions, such as anger, rage, terror, or elation, where control is lost, and a person may need to calm down before they can interact or think clearly.

The Zones of Regulation framework also teaches coping strategies for each zone, helping people understand and manage their emotions effectively.

zones of REGULATION				
	BLUE	GREEN	YELLOW	RED
WHEN I AM:	tired bored sad	happy calm focused	excited frustrated anxious	out of control angry overwhelmed
I CAN:	drink water, have a snack, go for a walk, take a nap	keep up the good work! 😊	take a break, 3 deep breaths, play with a fidget, ask for help	go for a walk, drink cold water, relax my muscles, 10 deep breaths, grounding

Kelso's Choice Information (Preventative and Optional)

Kelso's Choice effectively teaches young children peace-making skills. It is a proven resource to increase confidence, reduce tattling and is a preliminary tool to prevent bullying. The program is a powerful and timely tool to build a vital life skill for the young people in today's world. The program philosophy is simple: *each child is smart enough and strong enough to resolve conflict*. Kelso's Choice assumes that all young people are capable of becoming peacemakers. Kelso's Choice empowers children to solve problems on their own with the guidance and support of trusted adults. The program encourages students to try two choices from "Kelso's Choice Wheel." If the "small" problem persists, they are told that adult intervention is warranted. Because terms such as "Ignore" are linguistic in nature, each skill is reduced to distinct operational skills, so young learners understand the meaning and function of each behavior.



PBIS/SEL Team

Positive Behavioral Interventions and Supports (PBIS) is a framework used to support the social, emotional, and behavioral competence of all scholars in a school. Within PBIS, there is a continuum of interventions for scholars that address social, emotional learning and harassment, intimidation, and bullying preventions.

As per the Collective Bargaining Agreement, components of the successful discipline plan include:

- ✓ Site behavioral expectations (including minor vs. major)
- ✓ Prevention/intervention and remediation strategies aligned with the SIP
- ✓ Training opportunities for staff
- ✓ Onsite alternatives to suspensions
- ✓ Crisis intervention plan
- ✓ Communication procedures regarding administrative behavior interventions – email or verbal communication will be given to staff that are involved
- ✓ Removal and reentry processes
- ✓ Sites will have scholar support/scholar intervention teams
- ✓ Each building shall have a SEL (Social Emotional Learning) committee, which may be the same as the discipline committee
- ✓ A reporting system for health and dangerous building conditions

Rainier View Elementary School's Schoolwide Expectations:

- Be Safe
- Be Kind
- Be Responsible

Prelaunch, Launch, and Maintaining a Safe Learning Environment

- Annually in August, the Site Discipline Plan will be reviewed and rebooted to ensure a high-quality and functioning plan.
- Dedicated time will be provided during the school retreat.
- Time during September staff meeting.
- Early Release day to revisit the Site Discipline Plan in December.

In August, the principal and relevant building teams (SELT, PBIS, etc.) will meet to review/reboot the site discipline plan aligned to the SDP Self-Audit Checklist and prepare to communicate the plan during the building/retreat day. Staff attending this planning meeting will be compensated up to 6 hours at professional rate for their time. At this meeting, a plan for whole staff training will be created with the following components:

- Three hours of retreat/building time dedicated to establishing a safe learning environment prior to the first day of school. A portion of this time must be dedicated to finalizing the site discipline plan and establishing common understanding with the staff.
- ESPs will attend the portions of the retreat time dedicated to safe learning environment as it pertains to their role.
- A copy of the completed site discipline plan for the current school year will be submitted to FWEA, Human Resources, and Learning Improvement Officers no later than October 1st.

In further support of establishing and maintaining a safe learning environment, the following will occur:

- Three hours of staff professional development time, as part of the staff supplemental contract described in Section 7.3.B.1, will be dedicated to establishing and maintaining safe learning environments (including but not limited to: restorative practice strategies and de-escalation training).
- Time will be reserved during the September staff meeting to review the implementation of the safe learning environment at the school.

One early release day, as described in Section 7.2.A.1.i.3, will be dedicated to the establishment and maintenance of safe learning environments. Information from these meetings pertinent to their positions will be shared with ESPs within one week.

CBA, Section 9.1.B: Administrative Support

1. An administrator will be on site during working hours. The Assistant Principal will stand in when the Principal is out of the building. If both the Assistant Principal and the Principal are out of the building a principal designee will be assigned to support the building.
2. All staff who are working with scholars outside the building but on campus will check out a radio from the office staff (i.e. extra recess).

CBA, Section 9.1.C: Site Discipline Plan

Intensive supports may be allocated if concerns persist regarding building safety.

Highlights from Contract:

- Amend Section 9.1 as follows:
Section 9.1 – Student Management/Discipline
 - In an ongoing commitment to support building safety, FWEA and District leadership will bring concerns about the effectiveness and implementation of a site's discipline plan to the LMC, and the allocation of additional intensive support, if needed, will be determined.
 - The allocation of such supports may necessitate the formation of a response team at the building level. In the event this happens, the team will be formed inclusive of principal, assistant principal, association designated members, and district support. Hours to conduct the work of the team will be compensated from the building budget via timesheet.
 - See Appendix K
- **Intensive Support Team:**
 - Up to 5-6 FWEA members (inclusive of PBIS team member) as designated by the Association
 - 2 teachers: Tiffany Johnson and Amy Fenning
 - 2 ARs: Kathy Pederson, Troy Milles, Gina Larsen, Sara Crandell
 - ESP: Iliana Barajas
 - Counselor(s): Kayla Petone & Cathy Sheridan
 - Principal: Kara Maphosa
 - Assistant Principal: Shannon Henry
 - LIO: David Herrera

Professional Development and Training for Scholar Management:

Rainier View Elementary School recognizes that we all have areas of growth when it comes to building a community of love and belonging resulting in minimized unwanted behaviors in both adults and scholars. We are committed to learning and growing in this area. As a building, we would like the Site Equity Leadership Team (SELT) to help decide what, when, and how we can learn about the following for the 2025-2026 school year:

- Positive Behavioral Interventions and Supports (PBIS)
- Restorative Practices
- Adverse Childhood Experiences (ACEs)
- De-escalation strategies and tactics
- Continued learning on application of Culturally Responsive Teaching (CRT)
- Knowing who our high need scholars are and how to positively engage them
- Other PD recommendations that come from staff and SELT

RVW's Student Support/Student Intervention Teams:

1. PBIS Tier 1/SEL Committee (All Students) – Second Step and Little Spot of Emotion
 - a. SEL (Social Emotional Learning) Committee
2. PBIS Tier 2 (Some Students)
3. MTSS

Reporting System for Health and Dangerous Building Conditions:

When staff encounter a health or other danger in the building they will report it immediately to Kara Maphosa (Principal) and/or Monchito Isberto (Custodian).

Rainier View's Social Media and Cell Phone Management Plan:**Purpose:**

To maintain a distraction-free learning environment, foster social interaction, and ensure student safety during school hours.

Guidelines:**1. Cellphone Use During School Hours:**

- Cellphones must be kept on silent mode and stored in backpacks on school campus.
- Phones may not be used for calls, texts, games, or internet access from arrival to dismissal time.

2. Emergencies and Family Contact:

- In case of an emergency, parents and guardians should contact the school office directly. The school will ensure prompt communication with the student.
- Students may use school phones for emergencies with staff permission.

3. After-School and Extracurricular Activities:

- Students participating in after-school programs may retrieve and use phones only after dismissal or with the permission of a supervising adult.

4. Consequences for Policy Violation:

- 1st Violation: Verbal reminder and phone returned at end of the day.
- 2nd Violation: Phone kept in the office until a parent or guardian can retrieve it.
- 3rd Violation: Meeting with parents/guardians to discuss further action.

5. Exceptions:

- Special exceptions may be made for students with specific needs, such as medical alerts or Individualized Education Plans (IEPs) that require phone access.

CBA, Section 9.1.D: Monitoring and Supporting Safety

Contact Information for Crisis Team Members (Threat Assessment Team)

Crisis Team Member Name	Location	Phone
Kara Maphosa	Office	3712
Shannon Henry	Office	3704
Kayla Petone	Counselor	3708
Cathy Sheridan	Counselor	3733
Clint Richardson	Family Liaison	3705
Jennifer McCracken	Instructional Coach	3723
Kris Hall	Literacy Development Teacher	3723
Monchito Isberto	Custodian	3711
Allyson Willis		
Julie Levesque	Nurse	3709
Yuri Mobley	Office	3701
Rocio Rojas	Office	3702
Iliana Barrajas	Office	3703

Immediate and Continuing Danger

Behaviors that create a *serious and ongoing risk of harm* to the student or others, such as:

- **Physical assaults:** Hitting, kicking, choking, or otherwise attacking peers or staff.
- **Use of dangerous objects:** Throwing chairs, scissors, or other items that could injure others.
- **Self-harm with urgency:** Attempts to run into traffic, bang head against walls, or use objects to cut/hurt self.
- **Bringing or using a weapon:** Even in younger grades, possession or use of a knife, firearm, or similarly dangerous item.

Behaviors that *severely disrupt the ability to maintain a safe and orderly learning environment*, such as:

- **Uncontrollable aggression:** Repeated attempts to fight, chase, or harm others that staff cannot de-escalate quickly.
- **Targeted threats:** Verbal threats of serious harm (e.g., "I'm going to stab you" while holding scissors).
- **Severe disruption of instruction:** Ongoing screaming, throwing objects, or eloping (running out of class/building) in a way that prevents others from learning safely.
- **Pattern of escalation:** Student repeatedly engages in behaviors that escalate quickly to unsafe levels, showing a high likelihood of recurrence if not immediately addressed.

CBA, Section 9.1.E: Referrals for Student Misconduct

9.1.E.1 – Staff may refer student violations of the site behavior/ discipline expectations to the principal/ designee, using the building's referral process.

9.1.E.2 – The principal/ designee will communicate the disposition of the referral to the referring staff member.

9.1.E.3 – In the event that the principal/ designee determines that substantive changes, such as the level of infraction, need to be made to the referral, the principal/ designee will have a conversation with the referring staff member prior to making the changes.

Minor vs. Major Behaviors:

Minor Behaviors		
Minor Behaviors Displayed	Definition	Examples
Failure to Cooperate	Scholar engages in brief refusal to follow directions with peers and/or staff.	- Verbal and/or nonverbal refusal when given a direction - Repeating a refusal behavior after redirection
Disruption to Learning	Scholar engages in behavior that causes a minor disruption to class or activity.	- Making noises with voice or objects - Out of seat, walking and/or running around - Throwing bits of paper, garbage
Inappropriate Language	Scholar engages in untargeted use of inappropriate language.	- Using profanity or derogatory language without intent to harm others - Name calling - Insulting family members
Physical Contact	Scholar engages in non-serious, non-targeted inappropriate behavior.	- Slight pushing/elbowing - Playfighting
Property Misuse	Scholar engages in low-intensity misuse of property.	Writing on desk, etc. that is easily cleaned or restored
Electronic/Technology Misuse	Scholar engages in non-serious but inappropriate use of technology.	- Not staying on the correct website/app - Using applications in a way that was not teacher directed

***For procedural or minor behaviors, teachers are responsible for using three good faith interventions (see Consequence Ladder) plus a phone call home before writing a referral.** It is recommended to use different interventions including those that focus on relationship building.

Point of Contact (Minor) – Family/Parent/Guardian

Point of Contact (Major) – Shannon Henry (if unavailable, Kara Maphosa)

Additionally, please document the interventions used. Suggested interventions may include but are not limited to the following:

- Engaged learning and bell to bell learning - Reminders of appropriate behavior - Behavior warning - Different seating assignment - Short time out of class	- Buddy teacher (with a reflection form) - Conversational inquiry - Lunch detention (teacher supervised with home adult communication) - Other
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***Teachers will be responsible for contacting home/family prior to any incident referrals for minor behaviors.**

Onsite alternatives to suspensions include but are not limited to:

- Lunch detention (teacher directed and managed)
- Community Connections (school managed)
- Restorative Conversations (school and teacher managed)
- Family meetings (school and teacher managed)
- Counselor led interventions (counselor and teacher managed)
- Alternative space to work (teacher managed with admin knowledge)

Major Behaviors		
Major Behaviors Displayed	Definition	Examples
Failure to Cooperate	Scholar engages in direct, repeated refusal to follow directions, repeatedly argues or delivers repeated unkind verbal and/or nonverbal interactions with peers and/or staff.	• Repeated verbal and/or nonverbal refusal when given a direction • Intentionally repeating a behavior after redirection • Telling a lie to get someone else in trouble
Disruption to Learning	Scholar engages in behavior causing more than a brief interruption in class or activity.	• Sustained yelling, noise-making, roughhousing • Knocking over furniture • Throwing objects that could cause injury
Inappropriate Language	Scholar delivers targeted and/or consistent use of inappropriate language.	• Using profanity or derogatory language towards a peer or staff member without intent to harm others • Threatening to hurt others • Using hate speech
Physical Contact	Scholar <i>intentionally</i> engages in actions involving serious physical contact where injury may occur.	• Hitting, punching, kicking, hair pulling, scratching, slapping • Leaving a mark on another person and/or injury requires a health room visit • Physically fighting • Inappropriate touching • Throwing an object with the intent to injure
Property Misuse	Scholar engages in intentional damage of school property or the property of others.	• Graffiti or vandalism with breakage
Electronic/Technology Misuse	Scholar violates the FWPS Use of Agreement.	• Hacking into other scholar/staff accounts • Intentionally altering software/computer systems • Using cell phones/smartwatches on school grounds • Going to inappropriate websites

RVW's Plan/Steps for Reporting Student Use of Racial Slurs:

1. Reporting staff will complete a referral coded as a minor and turn into the front office.
2. Reporting staff will find admin and report the incident face-to-face the same day.
3. Admin will proceed with next steps:
 - a. Admin will triage with District HIB Compliance Officer.
 - b. Together they will determine next steps

Classroom Managed Progressions (Intervention/Remediation)

Referral Procedure / Rainier View Behavior Flow Chart

Admin Managed Progressions

Step 1: First Redirect

- Reminder of expectations
- Proximity
- Gesture
- Visual Reminder

Change in Behavior?

Yes

No

Acknowledge positive behavior

Step 2: Second Redirect

- Seat change
- Calm Down Area
- Review Social Contract
- Reteach of expectations
- Possible use of Buddy Room

Change in Behavior?

Yes

No

Acknowledge positive behavior

Step 3: In-the-Moment Parent Communication and Documentation

- Phone call
- Text
- Email
- Possible use of Buddy Room

Change in Behavior?

Yes

No

Acknowledge positive behavior

Step 4: Admin Notification DOES NOT NECESSARILY LEAD TO ADMIN SUPPORT

- Request for admin to stop by.
- If imminent safety or severe interruption to loss of instruction, admin will respond.

Teacher Supported	Admin Supported
Failure to Cooperate	
Scholar engages in brief refusal to follow directions with peer and/or staff. • Verbal and/or nonverbal refusal when given a direction • Repeating a refusal behavior after redirection	Scholar engages in direct, repeated refusal to follow directions, repeatedly argues or delivers repeated unkind verbal and/or nonverbal interaction with peer and/or staff. • Repeated verbal and/or nonverbal refusal when given a direction • Intentionally repeating a behavior after redirection • Telling a lie to get someone else in trouble
Disruption to Learning	
Scholar engages in behavior that causes a minor disruption to class or activity. • Making noises with voice or objects • Out of seat, walking and/or running around • Throwing bits of paper, garbage	Scholar engages in behavior causing more than a brief interruption in class or activity. • Sustained yelling, noise-making, roughhousing • Knocking over furniture • Throwing objects that could cause injury
Inappropriate Language	
Scholar engages in untargeted use of inappropriate language. • Using profanity or derogatory language without intent to harm others. • Name calling • Insulting family members	Scholar delivers targeted and/or consistent use of inappropriate language. • Using profanity or derogatory language towards a peer or staff member without intent to harm others. • Threatening to hurt others • Using hate speech
Physical Contact	
Scholar engages in non-serious, non-targeted inappropriate behavior. • Slight pushing/elbowing • Play-fighting	Scholar <i>intentionally</i> engages in actions involving serious physical contact where injury may occur. • Hitting, punching, kicking, hair pulling, scratching, slapping • Leaving a mark on another person and/or injury requires a health room visit • Physically fighting • Inappropriate touching • Throwing an object with the intent to injure
Property Misuse	
Scholar engages in low-intensity misuse of property. • Writing on desk, etc. that is easily cleaned or restored.	Destruction of Property Scholar engages in intentional damage of school property or the property of others. • Graffiti or vandalism with breakage.
Electronic/Technology Misuse	
Scholar engages in non-serious but inappropriate use of technology. • Not staying on the correct website/app • Using applications in a way thwas not teacher directed	Electronic/Technology Violation Scholar violates the FWPS Use Agreement. • Hacking into other scholar/staff accounts • Intentionally altering software/computer systems • Using cell phone/smart watch on school grounds • Going to inappropriate websites

Establish Positive and Supportive Classrooms:

- **Reinforce expected behavior** - 5:1 ratio using positive interactions, Good Choice Awards, **PBIS Rewards**, **School/Classroom Store**
- Teach & reteach schoolwide & classroom expectations: **I am kind, safe, and responsible.**
- PBIS Celebration
- Establish, maintain, and restore relationships with and between scholars
- Restore, maintain, and sustain relationship with scholars and families
- Support social-emotional skill development

In case of a major behavior that continues despite redirection and intervention, and the behavior is a significant disruption to the learning environment as described in the RVW Minor v. Major examples, **call the office (x3700) for support. Complete a Behavior Data Collection form ASAP.**

"This is (staff name). We are in (location). I need support with (behavior). I could use someone (immediately or when available)."

Office staff contacts an administrator or support staff.

Responding staff asks, *"How can I support?"* or *"What support do you need?"*

Options: Classroom support, out-of-classroom support, manage class.

- Referring staff completes a Behavior Data Collection form the same day as the incident.
- Place BDC in the Major Office Referral slot in the main office.
- Inform the family that a BDC has been completed.
- Administrator(s) will follow up with family, unless it is a fourth incident minor BDC, within 48 hours.

HIB Policy

Harassment, Intimidation, and Bullying

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.

- Spreading rumors
- Excluding another scholar
- Taunting
- Chronic teasing
- Name-calling

**Rainier View Elementary
Revised Behavior Collection Form 25-26**

Aggressor Name(s): _____	Date: _____
Aggressor Grade: K 1 2 3 4 5	Time: _____
Targeted Name(s): _____	Witness Name(s): _____
Referring Staff: _____	Classroom Teacher: _____
Behavior	Location

Rainier View's Consequence Ladders

Teacher Version:

Teacher Version				
Initial	Redirection	Re-Teach	Reflection	Referral
If 4+ scholars are not meeting expectations, work on the PBIS 10 management strategies below. If fewer than 4 scholars are not meeting expectations, move to Step 1 of the Continuum of Consequences. - Classroom arrangement (CEC1) - Routines, predictability (CEC2) - Explicitly taught expectations (CEC5) - Frequent acknowledgement of positive behaviors (CEC3, CEC4) - Multiple opportunities for student participation and discussion (SE5) - Active engagement (turn & talk, quick write, manipulatives, kinesthetic learning) (SE4, CP4) - Active supervision (SE4) - Quick, direct, discreet, explicit redirections to inappropriate behaviors (CEC3) - Class behavior incentive system (points, shout-out system, class currency) (CEC3, CEC4, CEC5) - Specific feedback in response to social and academic behavior errors (A3)	3 or fewer students in the class are not meeting schoolwide expectations. -Choose one or two- - Use the "Look" - Silent, maintain eye contact until student stops the behavior - Increase proximity - Reinforce positive choices - Ex: Thank you for taking out your pencil. "Give and Go" correction - Give a brief redirection and walk away to allow time to correct. Follow up with praise once they make the change. - Make gesture - Ex: Lowering your hands to remind to sit down. (Be sure to teach these!) - Private post-it - Place a post-it with the redirection on the scholar's desk	Student repeats misbehavior. -Choose one or two- - Seat change - Private conference - Are you okay? - I notice... - Is there anything going on that I can help you with? - Listen to student response before reteaching expectation - Calm Down area - Review Social Contract - Teach appropriate social skill (small group or individual) - Explicit re-teach of expectation - Discreetly remind, "Please correct your behavior. This is your warning."	Student repeats misbehavior for 3rd time. -All actions required- - Privately approach student - Ask student to take a 5-minute break in a designated place - During the break, student completes the Re-Teach Tool - When student re-enters, review the Re-Teach Tool to ensure you understand one another - Remind them that next step if behavior is not fixed is a phone call home.	After Think Sheet is completed, student repeats behavior. -All actions required- - Phone call home - Tell student, "If you fix the behavior, I can tell your parent you turned it around and finished your day well when I call." - Minor Referral
Major Referrals: Examples warranting major referrals: - Disruption interfering with function of classroom - Throwing objects or misusing property in a dangerous way - Blatant swearing at a person - Direct, apparently intentional aggression toward a person, including physical contact (hitting, kicking) - Chronic name-calling, taunting - Student's refusal to follow directions is unsafe or interferes with others' learning If behavior is unsafe or continuously interfering with others' learning, contact the main office at x4100 so that Admin can support.				

Rainier View Consequence Ladder

Scholar Version:

Student Version				
Initial Class norms	Reminder	Re-Teach	Reflection	Phone Call
Everyday, I try my best to meet these expectations! - I stay with my class. - I follow routines - I understand expectations - I talk to classmates when appropriate - I listen and follow directions - If my teacher asks me to fix behavior, I fix it - I work toward earning rewards in class - If I'm confused on how to behave, I ask the teacher	If I make a mistake and I need a reminder to meet expectations, my teacher will ... - Make eye contact - Approach me - State the preferred behavior - Correct me quickly - Make a gesture - Send me a private message	If I repeat the behavior, I'm on my second warning. My teacher will... - Change my seat - Meet with me privately - Ask me to visit the Calm Down Area - Review Social Contract - Teach me how to change my behavior - Teach me what the expected behavior is	If I repeat the behavior, this is my third warning. I will have to ... - Take a 5-minute break in a designated space - Complete a Re-Teach sheet - Share my Re-Teach Sheet with my teacher - Re-join the class ready to learn	If I continue with the behavior, my teacher will ... - Call home - Tell me to turn it around so that they can call with a positive message - Write me a referral to the Assistant Principal.
Major Referrals: My behavior will lead to a meeting with the Assistant Principal if my behavior... - Interferes with others' learning - Is unsafe for others - Is verbally aggressive toward someone - Is physically aggressive toward someone (including fighting) - Bullies or makes fun of others regularly - Is unsafe for me - Is continually in opposition to what the teacher asks If behavior is unsafe, an Administrator will come to ask you to leave the class				

Rainier View Consequence Ladder

What will happen if I don't meet class expectations?

Intervention and Remediation Strategies

Consistent Class Norms	Reminder	Re-Teach, Reflection & Parent Contact		Major Referrals:	Rainier View Behavior Ladder
 I stay with my class.  I do my work.  I follow directions.  I raise my hand when I need help.	 Teacher asks me to re-do it.  Teacher uses a hand signal.  Teacher corrects me quickly.  Teacher comes closer to me.	 Teacher changes my seat.  I take a break. I go to the Calm Down Area or buddy room.  We review the social contract.  Teacher teaches me what to do differently.	 I take a 5-minute break.  I do the Re-Teach Sheet.  I talk to my teacher about my reflection.  My teacher calls home	 Stop!  I am being unsafe!  I cannot stay with class	

What will happen if I need help meeting class expectations?

Agreed Upon Use of Buddy Classroom:

In an elementary school setting, buddy classrooms can be an effective strategy for managing and redirecting off-task behaviors in students. The buddy classroom system aims to provide a structured, supportive environment to help students who are displaying off-task behaviors refocus and reset without disruption to their own classroom. When using a buddy classroom, the use must align with one of the following intended uses:

Intended Use for Off-Task Behaviors:

1. Temporary Reset Opportunity

When a student is persistently off-task, the teacher can direct them to a buddy classroom for a brief, monitored break. This allows the student to take time to calm down, reflect, and prepare to rejoin their class with a renewed focus.

2. Positive Behavioral Reinforcement

In the buddy classroom, the student can receive gentle guidance and encouragement to complete a simple task or engage in a short activity. This redirection reinforces positive behavioral choices, helping them develop self-management skills.

3. Alternative Learning Space

Sometimes, off-task behavior stems from the need for a change in scenery. The buddy classroom can serve as an alternative environment where the student can work quietly on an assignment with fewer distractions, if needed.

4. Goal Setting and Reflection

In collaboration with the buddy classroom teacher, the student may set a specific, achievable goal for when they return to their classroom. This goal could be related to staying on task or completing specific work. Reflection forms or worksheets may be used to help students process their behavior and consider alternative choices for the future.

5. Brief, Structured Check-in

The time spent in the buddy classroom should be brief (e.g., 5–10 minutes) and structured, ensuring it remains a support rather than a long-term removal. The buddy classroom teacher can note the student's behavior and encourage a smooth transition back to their original classroom.

Think Sheet Options:

Name _____

Date _____

Time _____

Say the Problem
(What Happened?)



My problem was

Think of Solutions
(What Should I Do Next Time?)



Some solutions to my problem are:

Explore Consequences
(What Could Happen If...)



1. If I choose to do _____
then _____ will happen.

2. If I choose to do _____
then _____ will happen.

Pick the Best Solution
(What Should I Do Now?)



To meet Rainier View's expectations, I will

Name _____

Date _____

Eagle Re-Teach Sheet

1. I feel...

Mad 	Happy 	Sad 	Worried 
--	--	---	--

2. And I ...

Disrupted the class 	Did not keep my hands to self 	Did not respect our class 	Said unkind words 
--	--	---	--

3. This action was not ...

 Safe	 Kind	 Responsible
--	--	---

4. I did this because ...

Work is too hard 	Someone was mean 	I am bored 	I need help 
---	---	--	--

5. Next time, I will ...

Talk to teacher 	Go to the calm down corner 	Take deep breaths 	Use my words 
--	---	--	---

Teachers: Please keep for your records. Call home if the student has had to do **3** Reteach sheets.

Nombre _____

Fecha _____

Re-enseñamiento a los correccaminos



1. Ahora yo estoy...

Enojado/a 	Feliz 	Triste 	Ansioso/a 
--	--	--	--

2. Y yo ...

Interrumpí la clase 	No mantuve las manos a mi mismo 	No respeté la clase 	Dije palabras malas 
--	--	---	--

3. Esta decisión no fue...

 Seguro	 Amable	 Responsable
--	--	---

4. Yo lo hice porque ...

El trabajo fue demasiado difícil 	Alguien me molesto 	Estoy aburrido/a 	Necesito ayuda 
---	---	---	---

5. La próxima vez, yo...

Hablaré con un adulto 	Iré al Espacio para Calmarse 	Respiraré hondo 	Usaré mis palabras 
--	---	---	---

Teachers: Please keep for your records. Call home if the student has had to do **3** Reteach sheets.

Name: _____

Eagle Re-Teach Tool

Date: _____

Today I did not meet Rainier View expectations for Safe, Kind, and Responsible.

1. What poor choice(s) did I make?**2. Why did I make that choice?**

• I felt angry. • I felt sad. • Someone was bothering me.	• I needed help on my work. • I was bored. • The class was too loud.	• I didn't understand the instructions. • Other: _____
---	--	---

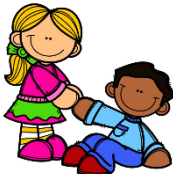
3. How did my choice affect others?

• My teacher had to stop teaching. • I prevented others from learning.	• I made someone feel sad or angry. • I hurt others, or I could have hurt them.	• I caused more problems. • Other: _____
---	--	---

4. How will I make the situation better? (Check all that apply)

• Write an apology • Finish my work • Lose privilege: _____ • Move my seat	• Say an apology • Talk about the problem • Go to Calm Down Space and reflect	• Sit out of recess • Clean up • Share with others • Help others • Other: _____
---	---	---

5. What will I do differently next time? (Mark all that apply)

 Safe	 Kind	 Responsible
• Keep my hands to myself. • Stay with my class. • Use objects appropriately.	• Say kind words. • Say, "Please stop. I don't like that." • Use words to problem solve. • Listen while others talk.	• Do my work. • Follow instructions from adults the first time they ask. • Raise my hand to ask for help.

Teachers: Please keep for your records. Call home if the student has had to do **3** Reteach sheets.

Nombre: _____ Re-enseñamiento a los correccaminos Fecha: _____

Hoy, no alcancé a las expectativas Seguro, Amable, y Responsable de Rainier View.

1. ¿Qué mala(s) decisión(es) tomé?

2. ¿Por qué tomé esta(s) decisión(es)?

• Me enojé. • Me sentía triste. • Alguien me molestaba.	• Necesitaba ayuda. • Estaba aburrido. • La clase hacía demasiado ruido.	• No entendí las instrucciones. • Otro: _____
---	--	--

3. ¿Cómo esta elección afectó a los demás?

• Mi maestro/a tuvo que parar de enseñar. • Yo impide que mis compañeros aprendan.	• Yo hice que alguien se sintió triste o enojado. • Yo lastimé a alguien, o podría lastimarlo.	• Yo causé más problemas. • Otra cosa: _____
---	---	---

4. ¿Cómo mejoraré la situación? (Marque todo lo que corresponda)

• Escribir una disculpa • Terminar mi trabajo • Perder privilegio: _____ • Mover mi asiento	• Decir una disculpa • Hablar sobre el problema • Ir al Espacio para Calmarse y reflexionar	• No participar en el recreo • Limpiar • Compartir con otros • Ayudar a otros • Otro: _____
--	---	---

5. ¿Qué haré diferente la próxima vez? (Marque todo lo que corresponda)

 Safe	 Amable	 Responsable
• Mantener mis manos para mi mismo. • Quedarme con mi clase. • Usar los objetos apropiadamente.	• Decir palabras amables. • Decir: "Por favor, para. No me gusta eso." • Usar palabras para resolver problemas. • Escuchar mientras otros hablan.	• Hacer mi trabajo. • Seguir las instrucciones de los adultos la primera vez que preguntan. • Levantar mi mano para pedir ayuda.

Teachers: Please keep for your records. Call home if the student has had to do **3** Reteach sheets.

Referral Process

School wide expectations for when major problem behavior(s) occurs:

1. Adult Expectations

a. Teacher

- i. Call the office with the sentence frame – This is (name) I need assistance with (initials of scholar) for (behavior) in the (location) or This is (name) I need **urgent** support with (initials of scholar) for (behavior) in the (location)
- ii. Write up the major incident on the form and turn into the office by the end of the day and the admin/responder will fill out the bottom. Do not write up in front of the scholar, as it is not the consequence but a data tracking document This action can also escalate the problem.

b. Staff

- i. I need support with (initials of scholar) in/on (location) for (behavior) or This is (name) I need **urgent** support with (initials of scholar) for (behavior) in the (location)
- ii. When calling for behavior response of a major, write up the major incident on the form and admin/responder will fill out the bottom with the motivation. Do not write up in front of the scholar, as it is not the consequence but a data tracking document This action can also escalate the problem.

c. Office

- i. Radio calls with the name of the responder on the radio.
 1. (Responder) there is a call for support in the (location)
 2. Naming the name of the first responder, waiting 1 minute then name the next person on the list.
 3. The office will confirm someone went on the radio call: (person) is responding.
 4. Referring staff member(s) will complete a referral form for behavior(s) warranting a radio call within 24 hours. ***With the exception of elopement.**

d. Administration or support staff

- i. Swift response to emergency calls.
- ii. Response to non-emergency calls will be made at first availability.
- iii. In advance, communicate through emails when out of building or in scheduled meeting with the office and response team
- iv. Communicate when in meetings and unable to be on radio to office so office knows who can respond.

2. Radio Response Protocol for Admin/Office

Classroom Managed Behaviors Not a radio call	Non-Emergency Radio Call	Emergency Radio Calls
Refer to flowchart	- Scholar leaving class w/out permission - Disrupting classroom by yelling, screaming, slamming doors - Not coming in from recess and/or other areas of school	- Fighting: hitting, slapping - Harming self or others - Throwing items at scholars or teachers - Threatening self, or others Communication – Email Template, pg. 28

3. Responding to Radio Calls

- a. Responders (in no particular order):

- i. Kara Maphosa (Principal)
- ii. Shannon Henry (Assistant Principal)
- iii. Kayla Petone (Counselor)
- iv. Clint Richardson (Family Liaison)
- v. Cathy Sheridan (Counselor)

4. Scholar Intervention

- a. Behavior Flowchart
 - i. Level of behavior determined
 - 1. Minor – Classroom Managed
 - 2. Major – Admin Managed
- b. Admin Managed Behaviors
 - i. Handle the problem within the environment
 - ii. Take scholar to Admin office
 - iii. The Principal and/or Assistant Principal will support students who need restraint.
 - iv. The Counselors, Family Liaison, Assistant Principal or Principal will support students who need de-escalation support.
 - v. Admin will communicate with staff involved within 48 hours of the incident.
- c. Student Supports Managed in Admin Office:
 - i. Reflection sheet
 - ii. Consequence will be assigned by Principal and Assistant Principal from the following (depending on the behavior/situation):
 - 1. Reflection Process will be used by Admin and Support Staff.
 - 2. Mediation
 - 3. Restorative Conversations
 - 4. Loss of Privileges
 - 5. Apology or Acknowledgement of the Impact of the Behavior(s) (verbal or letter)
- d. Regular Reteaching of Expectations:
 - i. All staff are responsible for reteaching of expectations
 - ii. Fidelity of Second Step Curriculum in alignment with pacing guide
 - iii. Optional: Use of Zones of Regulation lessons
 - iv. Every six weeks, paras reteach Cafeteria Expectations and Playground Expectations during MTSS Friday meetings.
 - v. Daily Bulletin Update of Cafeteria Behavior – teachers review and discuss expectations with class daily.

CBA, Section 9.1.F: Student Removal from Learning Environment

Student Removal from the Learning Environment:

1. The District and Association have a shared commitment to implementing equitable, culturally responsive instructional approaches that support students in meeting behavioral expectations, and that limit the exclusion of students from educational environments. The parties further recognize that staff have the right to remove a student whose behavior disrupts the teaching process. A student who creates a disruption of the educational process in violation of the site disciplinary standards while under a staff member's immediate supervision may be excluded by the staff member from the classroom or activity area. Prior to removing a student, except when the student's presence poses an immediate and continuing danger or an immediate and continuing threat of material and substantial disruption to the educational process, the staff member must first attempt one or more other forms of corrective action to support the student in meeting behavioral expectations. Exclusion may be for all or any portion of the balance of the school day during which the student was removed. The student will return consistent with the parameters in state law. The principal/designee and staff member will discuss interventions and plans for next steps consistent with the schoolwide discipline plan before the student returns. Such discussion will occur in each and every instance that a staff member has removed a student from class unless the staff member communicates that the discussion is not necessary.

2. Each site will designate the location/person in each building to which a student who has been removed from the class will report. This plan will utilize the available resources of the school to minimize the impact of students sent out of class on front office personnel. In schools with space/personnel outside of the office to which students can be sent, this plan will use the front office only transitionally. In schools without space/personnel outside of the office for students, certificated staff members or designated para staff members will be primarily responsible for maintaining the behavior of students who are sent out of class.

***Students will be provided the opportunity to use a buddy classroom to continue their academic services as an identified intervention per the flowchart. When a buddy classroom is not an available or appropriate intervention the student might receive academic support in an alternative location which includes the office of the Assistant Principal or Principal. (See Appendix A for Buddy Classroom partners)**

RVW scholars will be removed from class by:

1. Shannon Henry
2. Kara Maphosa
3. Clint Richardson

3. Staff will notify the principal or designee, when in alignment with the Site Discipline Plan, a student needs to be removed from class.

- vi. Call office and state, **this is (name) I need (initials of scholar) removed from (location) for (behavior).**

4. When requested by a staff member, building discipline personnel will assist in the removal of a student in a safe, legal, and timely manner.

5. The staff member may request a meeting be promptly held among the staff member, principal or supervisor, and the parent(s)/guardian(s) via email.

6. Students displaying disruptive behaviors can have an enforceable behavior plan put into place with the collaboration of staff member, administrator, and parent/guardian voice. In a situation like this, the staff member can initiate the process of a behavior plan by requesting a meeting via email with the principal, assistant, parent/guardian. The meeting is to be scheduled by the requesting staff member. ***Upon completion of Behavior Plan, a final meeting will be held to ensure all parties agree and can positively support the implementation of the plan.**

Re-Entry Process

	ENTRY	RE-ENTRY (after classroom exclusion)	Post-Suspension Re-Entry
Student	- Hands/feet to self - Voice level 0-1 - Calm bodies - Waiting in line if there is a line - Greeting/connecting with teacher - Going to seat or designated area	- Hands/feet to self - Voice level 0-1 - Calm bodies <i>Connecting with teacher for check in or conference</i> <i>Naming what student will do before entry to show they are ready and what they will do differently to be successful</i> "I will (action 1)" "I will (action 2)" "I will (action 3)"	When student behaviors warrant in, or out, of school suspension, the following steps will take place, prior to student return to the classroom environment. - Student will complete a behavior reflection form - Student, Family (if available) *if not available, they will be asked to fill out work on the reflection form with their student, prior to sending them back to school, Classroom Teacher (whose space was impacted by behavior), and Admin will meet in the morning for a Restorative Conversation, prior to re-entry. *This Restorative Conversation may include the school counselor(s), as well as other students adversely impacted by the actions of the suspended student. This is a re-teach moment, not a "bring 'em down" moment. - Adult members of the circle will share with the student the strengths that they see in them, in order to reiterate to the student that they are being welcomed back. - As appropriate, the following may be asked of the student: - What happened? - Who is being affected by this? - How are they being affected? - What will you do differently now? - What do you feel you need to be successful? - What are your triggers? - What space do you need when you feel triggered? - What are your challenges away from school? - What did you learn from what happened? - Is there anything in your life that we should be aware of? - What is new, has changed, or been different? - What don't you like about (the results of your actions)?
Teacher	- Greets student, welcomes into class - Notifies student of agenda, and looks like/sounds like - Positive framing or celebrates appropriate behavior (naming specifics)	- Greets student, <i>thanks them for coming to check in/confer with teacher</i> <i>States goals for student: to be able to successfully participate and learn</i> ONLY when appropriate, asks what happened, why, what has to be done to fix the problem and/or how they are able to do better now (please do not re-escalate student) - Positively frames or celebrates appropriate behavior (naming specifics)	
Admin	- Provide reminders of hallway expectations (hands to self, voice level, calm bodies) - Greets teacher, making sure teacher is ready to take over with verbal ok or thumbs-up - Monitors from door for smooth entry - Admin will either: - Talk with teacher/staff in the moment - Admin will send an email within 15 minutes of scholar returning to class if there are loss of privileges or by the end of the day. - If major incident happened in a non-classroom setting, admin will communicate with both referring staff and classroom teacher.	- Greets teacher, <i>makes sure this is a good time to check in/confer with the student. If not, reschedule with the teacher for the next break in teaching.</i> <i>Reviews re-teaching and next steps after classroom exclusion</i> (conversation summary, call home, loss of privilege etc.) <i>Offers to support conversation with student or cover/manage the class while teacher confers with student</i> - Monitors from door (or within classroom if teacher asks) for smooth entry if student is ready, <i>escorts from classroom space if student is not yet ready</i> <i>Within one school day, teacher will receive an email with a written summary of support, consequence, and loss of privileges that may have resulted (noting that consequence does not always equate to a loss of privilege as it depends on action/behavior that occurred)</i> *See following page for email template	

Admin will walk student back into class, wait time to ensure student is successful (either Principal or Assistant Principal can stay with student or take over classroom, so teacher can repair harm). Admin and teacher will use established signal for re-entry on whether you would like a brief conversation with Admin or would like them to take over classroom.

*Signals:

Thumbs Up = I'm Good

Head Shake No = Conversation Needed

CBA, Section 9.1.G: Communication Regarding Discipline and Safety

Communication Regarding Discipline and Safety

Discipline

- Staff members will be notified via email or in-person prior to the beginning of the school day when a student is suspended from that staff member's class.
- When a student has a known, documented history of violent or threatening behavior, or when a student has committed physical assault upon any staff or student, that student's teacher(s) shall receive notification at least one day in advance of the placement. The Data Secretary, School Psychologist, and/or Special Education Teacher will email the teacher when a new student with behavior concerns is placed in their class.

Safety

- Affected staff members will be notified about threats to the school or members of the school community in a timely manner, within legal parameters. Every effort will be made to notify staff before parents and students.
- Admin will communicate with affected staff members via email about a potential threat in alignment with District directives. In the event of a lockdown or other event, staff members will receive an email at the same time as parents. An all-call will be made to check their email.
- In the event of a modified lockdown (unsafe student in hallway) an all call will be made to use outside walkways.

Email template of written summary of support:

Sent to Family and Referring Staff Member(s)

To the family of *(Student Name)*:

I hope this message finds you well. I am reaching out to follow up on a recent incident involving your scholar. Please know that our goal is always to support our students' growth and development, and we want to work together to address this situation in a way that is both productive and restorative. I have included the principal and your scholar's classroom teacher in this communication so that we can all remain aligned in supporting your scholar moving forward.

Incident Details

What:

When:

Where:

Consequences & Next Steps

- ***The following are guidelines, remove when not applicable***
- **Consequence:** *[General statement such as: "We have determined an appropriate consequence based on the specifics of the situation, which will be communicated directly to your scholar."]*

- **Restorative Action:** *[If applicable, mention any restorative practices, such as community service, a reflection session, or a restorative circle.]*
- **Re-entry Meeting:** *A meeting will be scheduled with [Family Liaison/School Support Staff] to discuss how we can best support your scholar's re-entry. This meeting will focus on reflection, accountability, and setting goals for moving forward. At least one parent or guardian and your scholar must attend.*

We believe that when incidents like this occur, they are opportunities for reflection, growth, and rebuilding trust. Our approach is focused on helping students understand the impact of their actions, fostering accountability, and encouraging them to make better choices in the future. The partnership between school and family is critical to this process, and we appreciate your collaboration.

Please don't hesitate to reach out if you have any questions, concerns, or if you'd like to discuss the situation further. We are here to support both you and your scholar.

Regards,

Communication Procedures Regarding Administrative Behavior Interventions:

The Family **Educational** Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of scholar education records. In order to honor FERPA rights, administration is not allowed to communicate details via email about specifics regarding scholar discipline. Admin, however, will email out the scholars' names and any suspensions provided in a matter of fact way, void of any specifics with a disclaimer to see them for questions or more details. Involving other referrals, staff may approach the administrative team to request more information in relationship to the disposition taken. There are occasional times where admin is not at liberty to share some details. Please understand that this is not intended to exclude or withhold communication – it is to protect first and foremost scholar and family rights under Federal law as well as administrators good standing with the law.

It is imperative to maintain staff to admin and admin to staff trust in this process. Administrators are making comprehensive decisions after speaking with all parties (staff, scholars, families, sometimes district) grounded in both district policy and what is best for the individual scholar and community at large at that time. All dispositions will be entered digitally and tracked to determine their effectiveness and next steps by the admin team.

CBA, Section 9.1.H: Staff Rights and Responsibilities Regarding Violent Incidents

9.1.H.1 Assaults:

In the event that a staff member is assaulted, the principal/assistant principal will provide appropriate support to ensure the safety and wellness of the staff member, which may include coverage for the remainder of the day, time to debrief, address staff needs, and plans moving forward.

9.1.H.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.

9.1.H.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.

9.1.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.

**Crisis/Emergency/Disaster Plan
Rainier View Elementary School 2024-2025**

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 - o Fire
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 - Visitors on Campus
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Contact Information for Crisis Team Members

Crisis Team Member Name	Location	Phone
Kara Maphosa	Office	3712
Shannon Henry	Office	3704
Kayla Petone	Counselor	3708
Cathy Sheridan	Counselor	3733
Clint Richardson	Family Liaison	3705
Jennifer McCracken	Instructional Coach	3723
Kris Hall	Literacy Development Teacher	3723
Monchito Isberto Allyson Willis	Custodian	3711
Julie Levesque	Nurse	3709
Yuri Mobley	Office	3701
Rocio Rojas	Office	3702
Iliana Barrajas	Office	3703

***District Security Dispatch – 253.927.3635**

911 Calls from Classrooms:

Call 911. Then have another adult or scholars call the main office (253)945.3700 to inform about the emergency.

Make sure to use your best judgement and always make decisions based on the safety of yourself and others.

Responding to Concerns with Suicide:

Any staff member who is concerned about a scholar and acts of suicide immediately contact the school counselor(s) (Kayla Petone ext. 3708 and Cathy Sheridan ext.3733) via phone. If the counselor(s) is not available by phone, call 3700 and the office know you need to speak with the counselor(s) immediately. The counselor(s) will immediately inform the Principal who will work with counseling on coordinated next steps.

Radios

Staff can request to have a radio – see Yuri for a radio

Staff Equipped with Radios:

Admin Team

Kara Maphosa (Principal)
Shannon Henry (Assistant Principal)

Office Staff

Yuri Mobley (Office Operations)
Rocio Rojas (Data Secretary)
Iliana Barajas (Office Assistant)

Custodians

Monchito Isberto (Chief Custodian)
Allyson Willis (Night Custodian)

Radio Support Team

Clint Richardson (Family Liaison)
Krittachart Satjasophon (Para)
Rikke Clum (Para)
Jenn McCracken (IC)
Kris Hall (LDT)
Kathy Pederson (RSP)
Maria Turchin (RSP Para)
Michelle Zabel (Para)
Jazmine Blackmon-Greene (Para)
Inna Lisitsyna (Para)
James Lee (ADK Para)
Shabnam Ubidy (ADK Para)
Preneycia Davis (Para)
Kayla Petone (Counselor)
Cathy Sheridan (Counselor)

Rainier View Crisis Plan 2025-2026

Purpose: To safely and effectively restore the learning environment by providing an immediate and organized response for staff, scholars, and the building in crisis situations.

Definition of a Crisis:

- A scholar has left the gated boundaries of the school campus.
- A scholar is attempting to hurt themselves and may have a weapon (or any object used to inflict harm).
- A scholar is endangering staff, other scholars and/or is creating an unsafe environment (and may have a weapon or any object used to inflict harm).
- Other definition as determined by staff and crisis team.
- Medical emergency

Steps to Initiate Crisis Team

- The person initiating the crisis calls the main office. Caller says, "I need all admin to ..." (or other specified location). Caller gives a brief description of what is occurring.
- First responders are then called over radio or phone.
- Scholar removed from environment by admin.
- Appropriate phone calls and steps taken by responding admin.
- A plan will be made based on the Threat Assessment.
- If a medical emergency, staff will quickly assess whether 911 should be called first then immediately notify the office.

Members

Admin: Kara Maphosa, Shannon Henry
Person in Charge (PIC): Kayla Petone
Person in Charge (PIC): Cathy Sheridan
Medical: Julie Levesque or Elvira Babenko

Roles

Admin (Main Facilitator) – Assesses crisis, deploys team members, provides coverage support where needed, communicates with office regarding crisis, initiates call to security and/or 911, initiates guardian contact.

Person in Charge (PIC) – Reports to crisis, makes decisions on how to proceed/deescalate, communicates needs and actions to facilitator. Stays with crisis until resolved.

Auxiliary Support – Reports to crisis when called. Provides coverage in event of absent PIC (Shannon Henry). Depending on scale of crisis, may stay with crisis until relieved by PIC or Facilitator. May escort

and/or supervise groups of scholars, may act as extra person/witness during a restraint procedure, may be asked to secure doors, etc.

Medical – Tends to the injured or ill scholars or staff. Sets up a triage area.

Reminders for working with escalated scholars:

- Verbal calming strategies include: affirming the thoughts and feelings of the scholar, providing choice, repeating calming phrases, using the scholar's name
- Regulate yourself by taking deep breaths
- Keep an open and relaxed posture (hands open, shoulders down)
- Focus on removing smaller and/or less escalated scholars
- Avoid physically blocking a scholar from leaving or entering a space unless Right Response Trained AND assessing that it is safe to do so
- Avoid getting between two upset scholars unless Right Response Trained AND assessing that it is safe to do so
- Avoid physically engaging scholars unless Right Response Trained AND assessing that it is safe to do so
- This phrase is used in the event in which an escalated scholar is trying to enter classrooms from inside halls or in the building from the outside and the team is trying to prevent this entry. ***"Staff, for routine safety, please lock your doors. Thank you."***

Physical Fights:

Safety is a priority for our staff and scholars. Staff are expected to inform the office when scholars are fighting. **Staff should not endanger themselves.** Use good judgement! If the action requires physical intervention, it must be done in accordance with the training provided by the Right Response model. Always seek help when a fight is occurring or has occurred. These guidelines apply to all scholars in general and special education. Transition staff have radios and should contact the office immediately, so admin can respond accordingly.

Room Clear and Scholar Removal:

Room Clear: Uninvolved scholars leave the area and the involved scholar(s) stay to deescalate.

Scholar Removal: Involved scholar(s) leave the learning environment to deescalate.

Goal: To deescalate all scholars in order to return to learning when safe to do so.

Selecting Room Clear or Scholar Removal:

1. Teacher calls for support from admin.
2. The PIC will make decision on removing scholar or have teacher remove the entire class and follow him/her/them immediately.
3. Scholars will leave immediately with teacher and go to alternate location to be determined at the time.
4. Depending on size of group, additional staff may be called to escort and supervise.

Resource Room Clear:

Scholars are escorted to an alternate location, to be determined by PIC, or asked to return to class.

General Education Removal:

If a scholar is being removed, supervising teacher must write a referral.

Refusal to Leave Classroom:

Call 3700 immediately.

Possible Crisis Scenarios

***ANYTIME a scholar or staff member's safety is at risk call 3700 and communicate that it is a Code Red situation.**

Scenario (Scholar is unsafe in the classroom):

Staff will:

- Call 3700 and communicate that you need assistance and/or
 - Send scholar to the office after calling 3700
- Work to deescalate
- Use verbal calming strategies

Response Team will:

- Work to deescalate
 - Use verbal calming strategies
 - Keep scholars safe from harming self or others

Scenario (Two scholars are physically/verbally unsafe towards one another):

Staff will:

- Call 3700 and communicate that you need assistance
- Use discretion when sending which scholar first.

Response Team will:

- Deploy two people
- Separate scholars to two different locations
- Work to deescalate
 - Use verbal calming strategies
 - Keep scholars safe from harming self or others

Scenario (One unsafe/escalated scholar in class):

Staff will:

- Call 3700 and communicate that this is a Code Red situation
- Work to deescalate
- Use verbal calming strategies

Response Team will:

- Remove scholar from class and deescalate OR
- Remove class to alternate location

Scenario (Two unsafe/escalated scholars in class or outside/transition):

Staff will:

- Call 3700 and communicate that this is a Code Red situation
- Work to deescalate
- Use verbal calming strategies
- Attempt to separate scholars using verbal directions

Response Team will:

- Deploy two people
- Separate scholars to two different locations
- Work to deescalate
 - Use verbal calming strategies
 - Keep scholars safe from harming self or others

Scenario (Scholar(s) out of class/building without permission):

Staff will:

- Call 3700 and communicate that this is an urgent situation
- Report who left, when they left, and when they were last seen

Response Team will:

- Establish visual contact, notify team once found
- Follow scholar if on the move, communicate movement to team
- Admin/PIC communicates needs to office
- Call Security if scholar leaves campus (Call Parents)
- Work to deescalate
 - Use verbal calming strategies
 - Keep scholars safe from harming self or others

Scenario (Scholar escalated, attempting to leave classroom to “get someone”):

Staff will:

- Call 3700 and communicate that this is an urgent situation
- Work to deescalate
- Keep scholar contained by blocking exit; use your best judgment. If the scholar is coming near you, move to avoid injury. *Do not physically block a scholar in or out of a space unless Right Response Trained.
- Use verbal calming strategies

Response Team will:

- Deploy two people
- One staff member will work to deescalate aggressor
- Other staff member will move target to **safe, locked place until crisis is over.**

After School Activities (scholars violating discipline policy):

- PIC will be the admin and/or office manager
- If no admin is designated as PIC, the coordinator will be responsible to contact an admin to help via phone.
- If admin does not answer, the coordinator will make the immediate decision
- Once decision is made, an admin will follow up ASAP
- And Level 3 offenses shall result in immediate removal and parent contact
- The PIC will handle all other offenses case by case

Admin assess situation immediately. Admin communicates to office the current needs:

- Fire/Paramedics
- School Nurse
- Trained CT members
- Scholar Emergency Contacts

Emergency Drills and Procedures

In the event of any emergency or drill, always take the Emergency Bag and Flipbook. If directly accessible, staff should take their cell phones and radios.

The Principal/Designee will assign roles at the Command Center and follow FWPS Emergency Response Guide.

Reminder during emergencies: Do not use building phones or intercoms unless your room is called or there is a life-threatening emergency. The principal, office staff, police or district may need to call your room.

Emergency Drill PREPARATION:

- Evacuation maps posted in every classroom.

- Emergency bags and flipbooks will be located in each classroom containing the following: colored signal cards, class list, and a schedule/list of scholars receiving pull out services. This bag should also contain something to write with.
- Some scholars will need special provisions for their evacuation from the building. Please seek direction from IEP case managers and/or health plans.

Guidance for possible scenarios:

Lockdowns:

Scholars and Staff Outside – Return immediately to your classroom if safe to do so.

Scholars and Staff in the Lunchroom – Remain there until directed by an administrator to return to your classroom.

PE – If able to secure gym areas and cover windows stay, if unable to do so take scholars to the locker rooms and lock the doors.

Teacher Separated From Scholars

- If your scholars have indoor adult supervision (i.e. lunchroom, library, or etc.) stay where you are until directed by an administrator to reunite with your class.
- If your scholars are at transition, return at once to the classroom (unless safe to do so), open the door, admit scholars, and continue lockdown procedures.

During ALL emergencies:

All Staff Inside Building

- If you are presently in control of any scholar, you are responsible for scholars in that location. They are to remain with you. Scholars without staff present must be directed (through prior drill practice) to report to the nearest classroom or seek the escort of a staff member without delay.

Staff Leaders

- After securing your own classroom or setting, check to make sure that others have done the same (especially guest teachers).
- Unless this an internal incident – all available staff members report to the office for an assignment.

Check Out System (for all emergencies):

- Scholars will not be dismissed until the authorities have determined that it is appropriate for scholars to depart.
- The police and fire department will determine the appropriate next steps or when it is safe to depart.
- Office staff will facilitate the dismissal of all scholars.

- Each parent must sign out their scholar(s).
- Parents are not permitted to take another child home that is not their own.

Fire Drills

Scholars Will

- Keep calm, quiet voices
- Follow directions from adults
- Move quickly and quietly
- The first child out should hold the door open for the class
- If away from class, they will join the closest classroom and exit with them
- Stay in line and move to assigned area
- Stand quietly and wait for further instructions

Staff Will:

- Direct scholars to quickly and quietly line up
- Close windows
- Take the emergency bag and flipbook
- Turn off the lights
- Close but do not lock door
- Exit the building
- Bring unsupervised scholars to the field
- Support class in walking in a quick, quiet line without gaps
- Line up and take attendance
 - Hold up **Green Card** if all scholars are accounted for
 - Hold up **Red Card** if scholars are missing OR if you have EXTRA scholars

*Specialists will bring classes out to their designated emergency evacuation area.

Response Team Will:

- Station the Command Center (Basketball hoop near field and 300 wing)
- Locate missing scholars
- Check building including bathrooms for unsupervised scholars
- Communicate with First Responders
- Complete Incident Form

An intercom announcement will signal a return to the building.

LOCKDOWN PROCEDURES

External Lockdown

This means:

- There is a dangerous person outside of the building, and we want to keep them outside
- There is police activity in the area
- There is some other danger outside our building

Note: In either of the above cases, we want to keep our staff and scholars inside and safe

Scholars Will:

- Go inside the nearest classroom
- Scholars on the playground will enter through the common door and walk through the hallway to their classrooms
- 5th graders will go to their portable
- Resume learning
- Reduce out of class travel as much as possible

Staff Will:

- Direct all scholars, visitors and/or staff into the closest classroom
- Lock all doors that have direct access to outside
- Close classroom blinds and cover external classroom windows
- Explain to scholars that there is something happening in the area and to be safe we are having a lockdown.
- Take attendance. Add any missing scholars to the rvwlockdown@fwps.org thread.
- Email accountability to the office. Include any important information about intruder sightings, injuries, etc. Indicate your status in the subject line:
 - **Green** (all scholars accounted for and no injuries) or
 - **Red** (missing or extra scholar(s) or needing assistance). List missing and extra scholars
- Listen for announcement then:
 - Business can go on as usual inside the building
- Send scholars to assigned areas UNLESS they need to travel outside
- Check with neighboring teacher
- Keep phone lines open – do not use phone lines
- Check email
- Do not admit non-scholars into the classroom without permission from an administrator
- Keep scholars in your designated space unless notified via the intercom including
 - Transitions from class to class
 - Responding to fire alarms
- Lockdown concludes when you hear the Principal's announcement

Response Team Will:

- Lock all exterior doors
- Close blinds and cover external windows
- Communicate with staff via in-school phone calls and email regarding events if the lockdown lasts longer than 15 minutes
- Keep front doors locked
- Communicate with first responders
- Communicate with district security
- Notify staff when the lockdown is over
- Complete Incident Form

Internal Lockdown

This means that a dangerous person is inside the building and scholars and staff need to be locked into classrooms, safe from the threat.

Scholars Will:

- Go into the nearest safe room or building
- Get low and away from windows
- Stay quiet
- Remain in this space until directed to leave

Staff Will:

- Explain there is an emergency
- Bring scholars into the closest safe room
- Lock classroom doors
- Close the inside blinds
- Open outside blinds so responding police can see into the building
- Turn on the lights
- Direct scholars to hide low and away from windows
- Take attendance. Add any missing scholars to the rvwlockdown@fwps.org thread.
- Email accountability to the office. Include any important information about intruder sightings, injuries, etc. Indicate your status in the subject line:
 - **Green** (all scholars accounted for and no injuries) or
 - **Red** (missing/extra scholar(s) or needing assistance). List missing and extra scholars
- Keep phone lines open – do not use phone lines
- Check email
- Remain calm and remind scholars to remain calm
- Do not admit non-scholars into the classroom without permission from an administrator
- Keep scholars in your designated space unless notified via the intercom including
 - Transitions from class to class
 - Responding to fire alarms
- Remain in place until an administrator, police, or security gives the all clear
- Lockdown concludes when you hear the Principal's announcement.

Response Team Will:

- Make an announcement stating there is an intruder in the building and everyone should lockdown immediately
- Describe the intruder and their location over the intercom
- Lock all exterior doors
- Deny admittance to the building
- Check building including restrooms for unattended scholars
- Call 911
- Call District Security
- Complete Incident Form
- Use the intercom to notify staff that the lockdown has concluded

Active Assailant Situation RUN, HIDE, FIGHT

An “**Active Assailant**” is an individual who is engaged in killing or attempting to kill people in a confined and populated area.

Before Law Enforcement Arrives Staff and Scholars Will:

- **Make a decision**, trusting your instincts, to take action to protect yourself to survive the situation. You generally will have three options:
 - **Flight (Run):** Can you safely escape?
 - **Hide:** Is there a good place to hide?
 - **Fight:** Will you take out the shooter?

When law enforcement arrives Staff and Scholars Will:

- Remain calm and follow instructions
- Drop items in your hands
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements towards officers such as holding on to them for safety
- Avoid pointing screaming or yelling
- Do not ask questions when evacuating

When calling 911 Staff Will:

- Provide them with as much information as possible including
 - Location of active shooter
 - Number of shooters
 - Physical description of shooter
 - Number and type of weapons shooter has
 - Number of potential victims

Items to consider when making a plan:

RUN FOR SAFETY

- If you can and you deem it safe, get out and get to a safe place.
- You will have to rely partially on instinct.
- Leave belongings behind but take your cell phone if it is handy.

HIDING IN A SAFE PLACE

- Find a hidden location.
- Find protection behind furniture if possible.
- Find a room that locks if you can.
- If possible, close and lock the outside door to the room. Blockade the door with furniture or other heavy objects.
- Close the interior blinds, turn off the lights, remain quiet, silence cell phones, spread out away from other individuals, and move behind available cover.
- Stay on the floor, away from doors or windows, and do not peek out to see what may be happening.
- Make a plan with others in the room about what you will do if the shooter enters. Make a total commitment to action and act as a team with others.
- Do whatever is necessary to survive the situation.

IF OUTSIDE WHEN A SHOOTING OCCURS

- Drop to the ground immediately, face down as flat as possible. If within 15-20 feet of a safe place or cover, duck and run to it.
- Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight but may not be bulletproof.

- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.

IF SUSPECT IS IN CLOSE PROXIMITY

- An individual must use his/her own discretion about when he or she must engage a shooter for survival.
- Make a plan as to how you will survive the situation.
- Make a total commitment to action and act as a team with others if possible.
- Do whatever is necessary to survive the situation

Earthquake Drill

FOLLOW DROP, COVER AND HOLD PROCEDURE

Scholars Will:

(Inside)

- Get under a desk or table (a barrier) and hold onto the legs
- Hold on and move with the barrier
- Stay in the room
- Avoid windows, doors, bookcases, file cabinets
- Stay under the barrier until the shaking stops
- If away from the classroom – hallways, bathroom, etc., get under a barrier OR use your arms to cover and hold until directed

(Outdoors)

- Stay in the open
- Avoid building, power lines, block walls, trees and other items that may fall
- Do not touch power lines or objects that are or may be touching wires
- If you can't get to an open space, stand in a doorway then cover and hold until directed

(After Shaking Stops)

- Follow directions
- Evacuate the building when directed to
- Stay with class until checked out

Staff Will:

(Inside)

- Direct all scholars to get under a barrier such as a desk or table
- Direct all scholars to hold onto the barrier and to move with it
- Support scholars in staying calm
- Keep scholars in place until given further instruction
- Avoid using classroom phone or intercom
- Be prepared for after shocks

(Outdoors)

- Direct scholars to an open space
- Direct scholars to drop and hold using their arms to protect their heads

- Avoid building, power lines, block walls, trees and other items that may fall
- Do not touch power lines or objects that are or may be touching wires
- If you can't get to an open space, direct scholars to stand in a doorway then cover and hold
- Support scholars in staying calm

(After Shaking Stops)

- Assess injuries
- Check in with neighboring teacher for support
- Listen for signal to evacuate building
- Follow evacuation procedures
- Take Emergency Bag and Flipbook
- Take attendance
- Use **Red** & **Green** Signal Cards
- Keep scholars calm and in line

Response Team Will:

(During Earthquake)

- Direct community to drop, cover and hold

(After Shaking Stops)

- Lead evacuation
- Set up command center
- Assess injuries and direct first responders
- Account for all staff
- Communicate if/when it is safe to enter the building
- Lead scholar check out

Shelter-in-Place

There may be times when we can't evacuate due to events such as a hazardous material spill and we must "shelter-in-place".

Scholars will:

- Enter the building or gym
- Avoid contact with spilled liquid material
- Do not eat or drink any food or water
- Stay in place until directed by the staff member in charge

Staff will:

- Bring everyone inside the building and/or classroom
- Seal all exits/entrances – you can create a barrier using wet clothing
- If an explosion occurs, close blinds
- If you suspect gas or vapor contamination, model for scholars how to take shallow breaths through a wet cloth or towel then support them in doing the same
- Remind scholars not to eat or drink
- Take attendance. Add any missing scholars to the **rvwlockdown@fwps.org** thread.
- Email accountability to the office. Include any important information about intruder sightings, injuries, etc. Indicate your status in the subject line:
 - **Green** (all scholars accounted for and no injuries) or

- **Red** (missing or extra scholar(s) or needing assistance). List missing and extra scholars
- Keep scholars with you until you hear "All Clear"
- Report lingering vapors to the principal

Response Team will:

- Seal the main building
- Shut vents and turn off all heating and ventilation equipment
- Communicate with first responders
- Engage Medical Team
- Communicate when the event is over

Other Safety Situations

Visitors on Campus

- **ALL** visitors are required to register in the office and obtain a visitor's badge.
- Any person in the building without a visitor's badge should be considered a "**potential**" intruder.

Staff Will:

- Introduce themselves
- Politely direct the person to the office, and explain the related safety reason and why it is important to check in at the office
- If the person refuses to check in at the office, immediately go to the nearest phone, call the office to report it, and attempt to maintain line of sight supervision until additional staff arrives while maintaining supervision of assigned scholars

Response Team Will:

- Follow FWPS Emergency Response Guide as well as building procedures.
- Evaluate the situation. If there is a concern regarding serious danger, an announcement will go out over the intercom.

Office Staff Will:

- All Call and announce: "**Scholars and Staff, please secure the building for an internal or external lockdown.**"
- Set up the COMMAND CENTER in the office.
- The office will radio staff supervising outside (PE/Transition) to initiate an immediate evacuation of outside spaces
- Contact FWSD Security (253-927-3635) and call 911.
- Contact the Communications Director (Ann Cook x2262) and Deputy Superintendent (Dani Pfeiffer x2083).

Missing Scholars

Immediate steps to follow once a child is declared missing:

Staff Will:

- Notify the principal or designee that a scholar is missing

Response Team Will:

- Initiate an immediate search of the building and outside areas, using the radio relay system and the public address system (if in building). Administration, office, and command center staff shall immediately conduct a thorough search for the scholar.
- If not found, the office will call the parents and/or guardians to inform them their child is missing.
- The office will call FWPS Security (253-927-3635), to report the incident. If there is concern about the child walking home, school staff should search the neighborhood as well, until security arrives.
- Administration will designate a contact person to stay in the office (or at the Command Center if the building is evacuated), to handle communication efforts.

Bomb Threat (Keep the caller on the line as long as possible. Take notes when asking the following questions):

When is the bomb going to explode?

Where is it located?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why did you place the bomb?

What is your name?

What is your address?

Describe the following:

Voice

Accent

Manner

Background noise

Language

Speech

Familiarity with school

Dial 911 Immediately and report threat.

Contact the main office.

Emergency Staff Meetings

There may be times when we have Emergency Staff Meetings. These are intended to share news that imminently affect the physical, emotional, and social safety of our staff and scholars in the building. The expectation is that you come to these meetings if present on campus.

Additional Information

PBIS: The Top 10 Management Practices:

1. I have arranged my classroom to minimize crowding and distraction. (CEC1)
2. I have maximized structure and predictability in my classroom (via explicit classroom routines, specific directions, [tight transitions]). (CEC2, CEC3)
3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules) tied to schoolwide expectations. (CEC4, CEC5)
4. I provide more frequent acknowledgement for appropriate behaviors than inappropriate behaviors. (CEC3, CEC4)
5. I provide each student with multiple opportunities to respond and participate during instruction. (SE4, SE5)
6. My instruction actively engages students in observable ways (Quick write, turn & talk, kinesthetic learning, manipulatives). (SE2, SE4, CP4)
7. I actively supervise my classroom during instruction. (CEC2, CEC4)
8. I ignore or provide quick, direct, [discreet], explicit redirections in response to inappropriate behavior. (CEC3, CEC4)
9. I have multiple strategies/systems in place to acknowledge appropriate behavior (class points, shout out system, class currency). (CEC4, CEC5)
10. I provide specific feedback in response to social and academic behavior errors and correct responses. (A4, CEC4, SE2)

Safety Committee Members and Rules:

Membership (each committee will be composed of Employer Selected and Employee Elected members*)

- A. The number of employee elected members must equal or exceed the number of employer selected members.
- B. Employees selected by the employee's bargaining representative or union qualify as employee elected.
- C. The safety committee will be composed of the following members:

Employee Selected	Employee Elected*
Principal and/or Assistant Principal	Custodian Representative
Nurse	Para-Educator Representative
	FWEA ESP Representative
	FWEA Representative

Appendix A: List of Buddy Classrooms

Appendix B: Chart of Developmentally Appropriate Behaviors

Here's a chart outlining some common developmentally inappropriate behaviors that may be observed from Kindergarten through 5th grade, along with examples and possible underlying causes. This chart is intended to help educators identify behaviors that may be outside typical developmental ranges for these ages.

Grade Level	Challenging Behaviors	Examples	Possible Underlying Causes
Kindergarten (5 to 6 years)	Excessive tantrums and emotional outbursts	Screaming, crying, or refusing to calm down when frustrated	Limited self-regulation, difficulty adjusting to school structure
	Difficulty sharing or taking turns	Grabbing toys from others, refusing to wait for a turn	Limited social skill development, lack of practice in sharing
	Inability to follow simple two-step directions	Not responding to "Line up and stay quiet"	Limited attention span, needing more explicit instruction
	Aggressive behavior toward peers	Hitting, biting, pushing	Difficulty with impulse control, frustration from lack of language skills
1st Grade (6 to 7 years)	Persistent off-task behavior and refusal to work	Wandering around during lessons, refusing to participate	Limited attention span, difficulty with transitions
	Overreaction to minor issues or conflicts	Crying over a small disagreement, difficulty calming down	Limited emotional regulation, sensitivity to criticism
	Excessive physical fidgeting	Moving constantly, tapping on desk or materials	Lack of motor control, need for movement breaks
	Difficulty forming friendships	Playing alone despite group activities, avoiding peers	Limited social skills, feeling overwhelmed in groups
2nd Grade (7 to 8 years)	Talking out of turn or interrupting others	Calling out answers without waiting, interrupting conversations	Limited impulse control, desire for attention
	Refusal to complete tasks or follow directions	Ignoring instructions, arguing when asked to do assignments	Frustration, feeling overwhelmed, low confidence in skills

	Difficulty staying seated during class	Frequently getting out of seat, roaming around the room	High energy level, difficulty with focus
	Aggressive or defiant language toward adults	Saying "You can't make me," using rude tone	Testing boundaries, seeking independence
3rd Grade (8 to 9 years)	Overreaction to feedback or constructive criticism	Becoming visibly upset, refusing to accept feedback	Difficulty with self-esteem, feeling embarrassed
	Avoidance of challenging tasks	Avoiding work perceived as difficult, saying "I can't"	Fear of failure, lack of confidence in abilities
	Excessive arguing with peers	Debating every rule in games, refusing to compromise	Difficulty with perspective-taking, developing social skills
	Difficulty managing emotions	Crying, yelling, or withdrawing when upset	Difficulty with emotional regulation
4th Grade (9 to 10 years)	Talking back or showing disrespect to authority figures	Rolling eyes, using a defiant tone, arguing with teachers	Testing boundaries, seeking independence
	Refusal to take responsibility for actions	Blaming others, avoiding accountability	Difficulty with self-awareness, fear of punishment
	Disrupting others' work	Making noise, distracting classmates intentionally	Seeking attention, struggling with social boundaries
	Difficulty with transitions between activities	Complaining about moving from recess to class	Frustration, desire for autonomy
5th Grade (10 to 11 years)	Bullying or exclusionary behaviors toward peers	Name-calling, excluding others from group activities	Struggling with social hierarchies, need for acceptance
	Increased defiance and refusal to comply with rules	Ignoring classroom rules, openly defying teacher directions	Desire for autonomy, increased peer influence
	Increased physical or verbal aggression	Getting into physical fights, using hurtful language	Frustration, social conflict, impulse control issues
	Avoidance of academic challenges	Procrastination, frequent complaints of tasks being "too hard"	Fear of failure, low confidence, disengagement with schoolwork

Notes:

- These behaviors may be outside the typical developmental range, but they aren't uncommon. It's important to observe patterns over time to determine if intervention is needed.
- Teachers and school staff can support students by providing clear expectations, positive reinforcement, and strategies like self-regulation exercises or social skills coaching.
- Understanding and addressing the possible causes of behaviors, such as academic frustration or peer conflicts, can help create effective interventions and provide students with coping strategies.

