

Fowler Elementary

Routines and Procedures Plan

Routine/Procedure	The "Fowler" Way
Hallway expectations: H - hands to self A - all eyes forward L- lips tight & stay to the right L - low speed  Silent hallway greeting	→ Practice academies will take place on the Fowler School Wide Expectations for hallway use → Expectations will be highlighted on the announcements at the beginning of the school year and after long breaks. → Students will line up on the first full tile square on the right side of the hallway. At the established location near the stop sign on the wall. → Students will be in one straight line. → Students will walk on the third full tile square from the wall on the right side of the hallway. → Staff will be able to see all students in the line at all times → Students will be assigned a number that determines the order. → In which they line up, in all classes, from all locations.
Class to class transitions:	→ Students will line up in the classroom at the classroom door. They will then travel in line order to the next classroom teacher's door and stand in the first full tile square from the wall on the right side of the hallway. → Students will walk on the third full tile square from the wall on the right side of the hallway. → Students will walk in a straight line at a voice level 0.
Line Order:	→ Each homeroom teacher will assign their students a number that determines the order in which they line up, in all classes, from all locations.

	◆ Use the same number for Chromebook use
Lining up:	→ Students will line up with two feet in one square in the assigned order in all classes from all locations.
Dismissal procedures: (Voxer app)	→ Dismissal will take place at 3:50 p.m. ◆ Dismissal duty schedule (coming soon!) ◆ Dismissal map – sibling pairs will release at the youngest students dismissal spot. ● Pre-K back parking lot ● Kinder, 1st, 2nd, & 3rd circle drive off of Ridegcrest ● 4th/5th Sonora ● Walkers ○ PK, KG, 1st, 2nd, & 3rd → will exit through the 2nd/3rd doors ○ 4th/5th walkers with no siblings → will exit through the 4th/5th exit → Daycare students will line up at the established location and be escorted to the gym at 3:40 p.m. ◆ PreK, KG, 1st picked up from their hall ◆ 2nd picked up from essentials ◆ 3rd at the bottom of the ramp on the right side of the hallway ◆ 4th & 5th line up outside on Mrs. Conner's classroom → Pre-K, Kindergarten, and First grade students will be seated in line order at the cafeteria tables no later than 3:45 p.m. ◆ Students will be seated in line order at the assigned cafeteria table talking no louder than a level 1. ● Students will be handed a walker tag and line up on the left side of the cafeteria or– ● Students' names will be called and they will line up on the right side of the cafeteria in the car rider line.

	◆ Second & Third grade students will remain in an assigned classrooms and will be either- • Asked to line up at the exit with Voxer from the 2nd/3rd dismissal doors to the cross walk in the front circle drive or- • Handed their walker tag at the 2nd/3rd dismissal doors
Arrival to campus: (Engage - CKH)	→ The front right door labeled A1 will be open during school business hours. → Front doors open to students at 7:45 a.m. → Students will be greeted in the front of the building, at the front door, down the hallways, and as they enter the classroom. ◆ morning duty schedule (coming soon!) → Mrs. Awtrey, Mr. Jackson and/or Mrs. Reames will be present and visible to greet staff, students, and parents as they arrive.
Entering the Classroom (Engage - CKH Greeting)	→ Students will be greeted at the classroom in the morning, as they switch classes, and as they enter essentials. → Students will enter the classroom quietly and will have an assigned task to begin completing at a level 0 ◆ Expectations will be displayed in developmentally friendly language as to how students can get started
Cafeteria: L - line up quickly U - use your manners N - neat and tidy C - conversations are kind H - hand signal = quiet time (CKH nonverbal hand sign)	→ Practice academies will take place on the Fowler School Wide Expectations for cafeteria use → As students line up from recess to go to lunch they will line up with students wanting to buy snacks with their lunchboxes first, lunchboxes only, and then those who are getting a cafeteria tray. ◆ Students that have lunch from home but are purchasing a snack from the cafeteria line must do this before they sit down. They will be in the front of the line.



- ◆ Students will sit down starting on the west side of the cafeteria with students who bring lunch boxes.
- Students will enter the cafeteria on the 4th/5th grade hall side in a straight line at a level 0.
- Students in need of assistance for any reason will raise their hand once they are seated and a monitor will come to them.
- Students will request permission to visit the share table and the water filling station.
- Staff supervising in the cafeteria will assist sweeping the floor and wiping down cafeteria tables.
- 25 minutes into the lunch time students will be given the hand signal to begin tidying up their surroundings (table, bench, floor).
- 28 minutes into lunch students will begin to follow the procedure to throw their trash away.

Pre-K and Kindergarten:

- ◆ 1st 9 Weeks of School: Trash cans will be rolled down the aisles for the first 9 weeks of school. Students will then transition to taking their tray to the trash can.
- ◆ 2nd 9 Weeks of School: Students will be dismissed a class at a time to exit on the west side of the tables to the trash cans and will line up in number order on the established location on the east wall to exit the cafeteria.

1st Grade - 5th Grade

- ◆ Students will be dismissed a class at a time to exit on the west side of the tables to the trash cans and will line up in number order on the established location on the east wall to exit the cafeteria.

Recess:

P – positive & safe interactions
L – listen & look for your teacher

Playground:

- Staff will be positioned around the playground enclosure so there are no blind spots and all students are monitored

A - alert an adult with emergencies Y - YOU make the difference!	→ It will be explicitly taught to students that: ◆ One person will travel down the slide at a time. ◆ Slides are to go down. ◆ Wood chips and rocks will not be picked up/thrown Down the hill: → Staff will be positioned around the assigned play areas so there are no blind spots and all students are monitored. Staff will be in close proximity to the students and will not be seated at the top of the hill . → Pavilion/Basketball court: → Staff will be positioned around the assigned play area so there are no blind spots and all students are monitored. Gaga Pit: → Approximately two classes (40 students) will fit into the gaga pit at a time. → No sitting/standing on the side of the Gaga pit. → Use the door as you are entering and exiting → No pushing or shoving → You may only use your hands not feet to manipulate the ball
Restroom: F - follow directions L- low voices U- use and flush S-soap and water H-hurry back to class	→ Practice academies will take place on the Fowler School Wide Expectations for restroom use → Students will be instructed to use 1 pump of soap, 3 pumps of paper towels, and to clean up any mess. → Alert an adult immediately if ◆ a stall door is locked and the stall is empty ◆ A toilet/sink is not working correctly ◆ Inappropriate behavior is taking place



Assembly procedures	→ Students will enter the cafeteria and sit in rows in grade level order starting close to the stage and filling in towards the benches. → Students seated on the floor will their hands in their laps → While the assembly is taking place voice levels will be at a zero ◆ Dr. Ginnings will explicitly teach audience expectations → Students will be dismissed over the loudspeaker
C4B4Me Strategy	→ Level 1: Brain & Desk Level ◆ Resources readily available on students desks at all times especially when they are working independently → Level 2: Room & Walls (Teacher Provided Resources) ◆ Resources in the classroom. Students can access these independently without talking. Anchor charts, sound & word walls, interactive notebooks, etc. → Level 3: Student Collaboration ◆ Resources from others in the classroom. ◆ Question stems to get support NOT answers → Level 4: Technology ◆ Resources accessed from technology