

CHALLENGER ELEMENTARY SCHOOL

STUDENT EXPECTATIONS & DISCIPLINE PLAN

It is the belief of Challenger staff, students, and parents that school should be a safe and happy place where all individuals are positive and respectful of one another. An effective discipline system encourages and rewards positive behavior. An effective, age-appropriate discipline plan is achieved through careful planning and implementation that sets realistic expectations and teaches the appropriate behaviors that allow students to meet those expectations.



RIGHTS & EXPECTATIONS

Challenger students, parents, and staff members are expected to:

RESPECT OTHERS * ACT IN A SAFE MANNER * DRESS APPROPRIATELY

At the onset of each school year, parents are expected to explain and discuss Challenger's discipline policy with their students. Challenger staff members are expected to review classroom and building expectations regarding appropriate behavior and dress and to encourage and reward positive behavior in their students.

HARRASSMENT & DISCRIMINATION

If any Challenger student feels he or she is being harassed or intimidated or if any student feels discriminated against because of race, color, creed, national origin, ancestry, gender or disability, that student has a right to speak to the principal or a counselor. The principal and counselor will respect the student's right to confidentiality to the greatest extent possible.

GENERAL RULES AND EXPECTATIONS

1. Use best effort while learning and in completing assignments.
2. Act safely and respect others. Walk in a safe manner while inside the building.
3. Dress appropriately (*see dress code below*).
4. Assume responsibility for any personal property brought to school.
5. Demonstrate pride in the school by keeping the building, classrooms, and grounds free of litter.
6. Do not chew gum while at school.
7. Cell phones and walkie-talkies must remain off during school hours. Cell phones that ring during school hours are subject to being confiscated and held in the office.
8. Use the Internet in accordance with the school's Internet policy and only with adult direction and supervision.
9. Arrive at school by 8:30 a.m., but no earlier than 8:15 a.m. as there is no adult supervision provided for students prior to 8:15 a.m.
10. Wait quietly outside while lining up in the appropriate classroom line before school.
11. Those students in before-school activities may enter the school only under the direction of the responsible teacher or staff member.
12. Students not involved in authorized activities after school must leave school property by 3:10 p.m.

DRESS CODE

As appropriate clothing contributes to a positive learning environment at school, clothing needs to adhere to the Challenger Elementary/Beaver Lake Middle School dress standards:

1. Revealing clothing such as low-cut, cut-outs, belly button-showing, spaghetti strapped attire, sagging pants, and tight clothing are not appropriate.
2. To determine whether straps on tops are the appropriate width, try the three-finger width test. If the strap is narrower than three fingers, the top must have another shirt to cover it.
3. To determine the appropriate length for shorts and skirts, apply the finger test: these articles may not be shorter than the student's fingers when arms and hands are extended down their sides (whether or not leggings or tights are worn under the skirt).
4. For safety reasons, bare or stocking feet or flimsy footwear (such as flip-flops) are also not permissible.
5. Hats, caps, or other head coverings and sunglasses are allowed to be worn outdoors, but not in the school building.

In addition to any of the actions outlined on page 7, the specific consequences of not abiding by these rules may result in the following action being taken:

- Hats that are worn in the building will be held by the teacher until the end of the day.
- Personal play equipment and inappropriate items that are disruptive to the educational process or considered to be unsafe will be held by the teacher and will be returned at the discretion of the teacher.

PLAYGROUND RULES AND EXPECTATIONS

1. Walk on sidewalks directly to and from the playground in a quiet manner.
2. Keep clean and dry. Stay under covered areas during heavy rain.
3. Show respect for others and do not exclude other students from games and play.
4. Use Stop, Think and Plan (STP) when a conflict happens. This may include using Conflict Mediators, when available, and/or the Peace Table.
5. Play with balls, jump ropes, and other playground equipment in an appropriate manner.
6. Play in a safe manner in supervised areas only and with the following precautions:
 - Stay away from muddy areas and sidewalks in front of classrooms
 - Leave rocks, bark, sticks and other dangerous objects alone and on the ground
 - Take turns on the equipment
 - Only go down slides and parallel bars
 - Do not run while inside the bark area of the big toys
 - Do not walk or crawl on top of metal play structure
 - Play only on the blacktop, outer field, infield, covered play area, and play equipment, always in the view of the playground Educational Assistants
 - Do not dig
7. Students may return to the classroom area or leave the playground-fenced area *only* with the written permission of a teacher or a playground Educational Assistant.
8. Students must stop what they are doing when the bell rings, or when a whistle blows, and must return promptly to their lines.
9. All playground equipment must be returned to the cart after recess.

The specific consequences of not abiding by these rules may result in any of the consequences of misbehavior that are outlined on page 7.

LUNCHROOM RULES AND EXPECTATIONS

1. Show respect for others, which includes standing quietly while waiting in line.
2. Demonstrate good table manners by handling food in appropriate ways.
3. Leave tables clean and litter free after each lunch shift.
4. Stay seated during the lunch period except with special permission.
5. Enter and exit the lunchroom in a safe and orderly manner.
6. Talk in quiet voices to others sitting nearby.
7. Eat only your own food, and do not throw or take another student's food.
8. No food is to be taken out of the lunchroom and eaten outside except for school popcorn.
9. When lunch is over all students shall exit quietly through the atrium doors and go directly to the playground.

In addition to any of the actions outlined on page 7, the consequences of not abiding by these rules may result in the following specific action being taken

- When a rule infraction occurs by a student in the lunchroom or on the way to the lunchroom, the student will receive a verbal reminder with possible isolation from the rest of the group.
- Students who continually create an unsafe situation for themselves or others will be assigned a permanent lunchroom seat.

TRAVELING TO AND FROM SCHOOL RULES AND EXPECTATIONS

RULES AND EXPECTATIONS WHEN TRAVELING TO AND FROM SCHOOL

1. Stay on the sidewalk and walk directly to and from school.
2. Walk in a safe manner.
3. Walkers are to cross the fire lane on school property at designated crosswalks with school safety patrol assistance.
4. When arriving or leaving school, walkers who live across Klahanie Blvd. must walk to the patrolled crosswalks before crossing Klahanie Blvd.

BICYCLE, SCOOTER, AND SKATEBOARD RULES AND EXPECTATIONS

1. Third, fourth and fifth graders may ride bicycles to school. First and second graders may ride their bikes if accompanied to and from school by a parent.
2. All bicycles and scooter riders and skaters must wear safety helmets.
3. Bicycles and/or scooters must be locked in the bike racks. Scooters are not allowed in the building.
4. Bicycles and scooters are to be walked on school property during school hours.
5. When riding on the public sidewalk and before reaching the school grounds, be aware that walkers have the right-of-way.
6. Stay to the right when riding in the street, use hand signals when making turns, and follow the rules of the road.
7. Do not weave among cars and buses.
8. Skate boarding is not permitted on school grounds.
9. Skates are to be removed immediately upon entering school property. The benches outside the building are an acceptable place to put on or remove skates.

In addition to any of the actions outlined on page 7, the specific consequences of not abiding by these rules may result in the following specific action being taken:

- A student's bicycle or scooter may be held at school by a crossing guard if a helmet is not worn.
- If a student is issued a safety patrol report, the classroom teacher will be alerted, and a *Behavior Improvement Form* will be completed.
- Receiving two safety patrol forms will result in loss of biking or skating privileges for two weeks.
- If more than two safety patrol forms are received, this may result in loss of the privilege for the remainder of the year.

POSITIVE STUDENT BEHAVIOR

Challenger students are expected to behave in a positive and safe manner, with respect for others and themselves. Some of the many ways that positive behavior is encouraged, reinforced, and taught at Challenger include:

1. **Class Lessons:** lessons focus on friendship skills, positive student behaviors, social skills, anti-bullying, etc. The lessons are provided by the teacher and/or counselor;
2. **Life Skills Program:** a different character trait is emphasized throughout the school each month, such as honesty or respect;
3. **Conflict Resolution Programs:** Talk It Out Table (grades K-1); Peace Table (Grades 2-5); STP(Stop, Think, Plan- Grades K-5): Teachers and/or the Counselor instruct students in the use of these programs to resolve disagreements or conflicts in a respectful manner;
4. **Second Step Program:** the counselor and/or teacher use curriculum designed to reduce impulsive and aggressive behavior in children, and increase their level of social competence;
5. **Role Playing:** This technique can be used with students who are in need of learning positive alternatives to deal with conflicts;
6. **Friendly interactions and praise** from staff, parents, and other students;
7. **Monthly classroom award celebrations;**
8. **Individualized classroom behavior systems.**

MISBEHAVIOR AND CONSEQUENCES

CRITERIA AND CIRCUMSTANCES OF MISBEHAVIOR

Challenger's discipline policy seeks to allow each teacher, as well as the principal and the program assistant, a certain degree of flexibility in the handling of student misbehavior. There are often circumstances where students must be handled differently; therefore, the possible corrective action taken would depend on the following criteria:

1. The intent of the act
2. The number of times the violations or similar violations have previously occurred
3. Prior corrective action which would include alternative steps to alleviate the problem
4. Prior parent involvement
5. The student's attitude

When a student misbehaves, the following actions and consequences may result, depending on the severity of the infraction:

1. **Guidance:** A conversation between the student and school personnel. The purpose of such guidance is not to scold the student, but to inform him/her that his/her behavior needs to change so as not to violate the rights of others, or to help the student improve the learning capabilities of self or others.
 - a. A *Behavior Improvement Form* (BIF) or *Think It Over* form will be completed by a staff member or by the student. This will result in the student meeting with the classroom teacher, the principal, or the program assistant.
 - b. Peace Table: The student may participate in a Peace Table session to help to resolve any conflicts involving other students.
 - c. The student may participate in a social skills training and role-playing session conducted by the classroom teacher or guidance counselor.
2. **Conference:** Upon receipt of a 3rd BIF or *Think It Over* form, a conference will be held with the student, parent(s), principal and school personnel to discuss the student's behavior or learning progress. Depending on the severity of the behavior, the student's parent(s) may be contacted prior to the receipt of a 3rd BIF or *Think It Over* form.
3. **Rearrangement** of the student's school schedule may occur when the behavior of the student is such that he/she cannot conduct himself/herself in an acceptable manner.
 - a. The student may be assigned to a quiet time-out area.
 - b. The student may be removed from the classroom.
 - c. Detention: The student may be assigned a limited recess, or time may be spent before or after school.
 - d. Restriction of Activities: A student may not be allowed to participate in certain activities because of his/her past or present behavior.
 - e. Community Service may be assigned and may include the following: Cleaning the lunchroom or playground with a custodian, organizing the lost and found, cutting laminating, etc.
 - f. The student may be assigned to an in-house suspension.

SEVERE MISBEHAVIOR

Behaviors that are severe in nature will result in disciplinary action that involves immediate parent notification by telephone.

CONSEQUENCES FOR SEVERE MISBEHAVIOR CAN INCLUDE IN-HOUSE SUSPENSION, SUSPENSION FROM SCHOOL, OR AN EMERGENCY EXPULSION.

Examples of severe misbehavior include the following:

- Disruption to student learning
- Possession of weapons
- Vandalism/Arson
- Assault
- Swearing/use of abusive language
- Harassment
- Racial put downs
- Intimidation and threats
- Possession/use of alcohol, tobacco or drugs
- Discrimination

A complete copy of ISD School Board Policy #3305 and related policies may be obtained at any school in the Issaquah School District.

Definitions of Terms

In-House Suspension provides for students to be removed from classroom activities/peer contact for a designated period of time.

Suspension is the exclusion from school, or individual classes for the specific period of time, after which the student has a right to return. A suspension is "short term" if it is for a period of ten consecutive school days or less. A suspension is "long term" if it exceeds 10 consecutive school days.

Emergency Expulsion shall mean the immediate denial of the right of school attendance for a student prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, teachers, or school administrators, or is a substantial disruption to the educational process of the school district.

Expulsion is the exclusion from school or individual classes for an indefinite period. Any action taken against a student will comply with existing state laws and school board policies and shall afford the student due process (see Issaquah School Board Policy 3345/3346).

CRISIS INTERVENTION PLAN

LEVEL 1

When a child begins to lose rational and/or physical control, or is becoming a potential safety concern to him/herself or others, the following actions are taken:

1. The staff member calls for immediate assistance and a contact person is identified.
2. Assistance is provided by the contact person: Principal, Program Assistant, Guidance Counselor, Psychologist, or other staff trained in behavior management.
3. When assistance arrives, staff provides instructions as to types of assistance needed, including the need for teachers/class calm down time.
4. When necessary, children are escorted to the office with minimal physical contact.
5. Follow-up is made by contact person.

LEVEL II

When a student has lost physical control and is unable to be escorted to the office without minimal physical contact, the following actions are taken:

The Principal, Program Assistant and Psychologist/Counselor will be involved in Level II situations.

The staff member calls the office for immediate assistance.

Assistant and teacher/staff make a joint decision as to further action, i.e.:

- Need of further assistance from office
- Remove class for safety reasons
- Call 911
- Call parent
- Assign school suspension
- Create/implement an individual behavior intervention plan
- Other

Action is followed by contact/conference with the parent.

The situation is documented and placed in the student's file.

A complete copy of ISD School Board Policy #3342 and related policies may be obtained at any school in the Issaquah School District.