

Rocky Creek RACERS

2018-2019

A Guide for Teaching School-Wide Behavior Expectations

Respectful

Accountable

Compassionate

Engaged

Ready



(Format adapted from Oak Forest Elementary School in Humble, Texas.)

Rocky Creek Elementary School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for recognition, procedures for handling infractions of behavioral expectations, and specific routines to be followed. **This is a living document and is subject to change based on school specific needs.**

PBIS Mission Statement:

Our mission is to teach all children to communicate effectively, to solve problems, to understand and cooperate with others, to appreciate and care for the world in which they live, and to be lifelong learners.

“We are RACERS!”


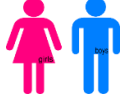




RCE Behavioral Expectations:



R	Respectful
A	Accountable
C	Compassionate
E	Engaged
R	Ready

Teacher & Staff Responsibilities:

- ✓ During the first two weeks of school, teachers and staff will explicitly teach these behaviors in each setting throughout the school day.
- ✓ Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year including, but not limited to: after returning from extended breaks, during “Winner’s Circle” classroom meetings, and when SWISS data indicate that there is a need for re-teaching of particular expectations.
- ✓ Teachers and staff will acknowledge student behaviors that meet the RACER expectations.
- ✓ Teachers and staff will follow procedures for recognition and infractions with fidelity.

<p>“We are RACERS!”</p>	<p>Cafeteria</p> 	<p>Restroom</p> 	<p>Hallway</p> 	<p>Arrival/Dismissal</p> 	<p>Bus</p> 	<p>Playground</p> 
<p>R Respectful</p>	<ul style="list-style-type: none"> *Hands, feet, and objects to yourself *Listen to and follow directions of monitors and adults. 	<ul style="list-style-type: none"> *Hands, feet, and objects to yourself *Check Restroom Occupancy sign before walking in. *Give others privacy 	<ul style="list-style-type: none"> *Hands, feet, and objects to yourself *Respect personal space 	<ul style="list-style-type: none"> *Hands, feet, and objects to yourself *Listen and follow the directions of adults and the Safety Patrol. 	<ul style="list-style-type: none"> *Hands, feet, and objects to yourself *Have school appropriate conversations. *Listen and follow the directions of the bus driver and any adults on the bus. 	<ul style="list-style-type: none"> *Listen to and follow directions of monitors and adults. *Play safe and try to resolve conflicts. *Show good sportsmanship.
<p>A Accountable</p>	<ul style="list-style-type: none"> *Voice level 0-red cone Voice level 1 yellow/green cone *Clean up after yourself *Stick with lunch choice *Eat only your food 	<ul style="list-style-type: none"> *Follow rule of 1: 1 stall 1 flush 1 pump 1 dry 1 person when adult is not present Voice Level 1 	<ul style="list-style-type: none"> *Walk, using the shortest route, to your destination quickly. 	<ul style="list-style-type: none"> *Walk in a single file line, facing forward *Join the bus parade by: -Getting in line with your bus -Finding your correct spot -Voice Level 1 	<ul style="list-style-type: none"> *Keep your area clean. *Voice Level 1 speaking to people sitting on the left or right of you. 	<ul style="list-style-type: none"> *Use equipment appropriately. *Slide on your bottom, feet first. *Clean up after yourself by gathering your belongings and throwing trash in the trashcan.
<p>C Compassionate</p>	<ul style="list-style-type: none"> *Use kind words to encourage others *Allow others to join you-make new friends *Report any unsafe behaviors 	<ul style="list-style-type: none"> * Keep the bathroom neat and clean 	<ul style="list-style-type: none"> *Lead by example 	<ul style="list-style-type: none"> *Lead by example *Help others when needed 	<ul style="list-style-type: none"> *Use kind words and encourage others. *Help others when needed 	<ul style="list-style-type: none"> *Use kind words to encourage others *Allow others to join you-make new friends
<p>E Engaged</p>	<ul style="list-style-type: none"> *Eat first (red cone), Talk later (green and yellow cones) *Stay in your seat *Face your table 	<ul style="list-style-type: none"> *Get in and get out 	<ul style="list-style-type: none"> *Focus only on where you are going 	<ul style="list-style-type: none"> *Focus only on where you are going 	<ul style="list-style-type: none"> *Sit forward on your bottom with feet clear of the aisle. 	<ul style="list-style-type: none"> *Use your body to get exercise.
<p>R Ready</p>	<ul style="list-style-type: none"> *Have everything you need before you sit (napkins, utensils, ketchup, money) *Be cleaned up and ready for dismissal 		<ul style="list-style-type: none"> *Walk on 1st white square with your eyes facing forward. 	<ul style="list-style-type: none"> *Have your dismissal pass. *Take care of your dismissal pass by keeping it clean, tear-free, and in one piece. 	<ul style="list-style-type: none"> *Remain seated until the bus stops at your bus stop. 	<ul style="list-style-type: none"> *Form a line in front of your teacher as soon as you are called.

Monitoring and Assessing Progress

At RCE, we will continuously monitor progress through the analysis of our SWISS Behavior Data, suspension rate, attendance rate and academic data. We will also:

- generate grade and discipline reports every 4 ½ weeks for review by our PBIS team
- share discipline and attendance data with staff monthly during Professional Learning/Faculty Meetings
- follow policy related to Chronic Discipline students
- make personal contact with parents whenever a child is consistently demonstrating lack of motivation or performance that is not meeting the standard to solicit parental support
- utilize the MTSS process to provide research-based interventions for students with chronic misbehavior
- facilitate student/parent/teacher conferences at least 2 times a year during the month(s) of October and February.

Staff Training to Promote a Positive School Atmosphere

- Mindset communication training for all staff (de-escalation training, not restraint)
- Cultural Competence training
- Conflict Resolution
- Bully Prevention Program
- Other training deemed necessary

School-Wide Measures to Address Problem Behaviors

The following disciplinary measures are intended to balance the handling of unacceptable student behaviors, however, each situation will be handled on an individual basis. When students are referred to the office, it is the responsibility of the administrators to review the total situation, consider the offense and the individual support, and take appropriate action to address the inappropriate behaviors using the guidelines outlined in the Student Code of Conduct.

The administrative team will support the classroom teacher. The administrative team will also assist teachers with classroom discipline when the teachers have exhausted all strategies and interventions available to them to improve student behavior. Disciplinary action taken by administrators will be determined by several factors such as past record of student, teacher reports, repetition of specific problem, HCBOE policy, legal aspects of offense, etc.

Recognition System

The recognition system is a feature of the RACER behavioral expectation system. The behavioral expectation system focuses on recognizing students who demonstrate RCE behavioral expectations. This program works in conjunction with school-wide and classroom goals.

Specific verbal feedback

- ✓ The expectation is when students are observed being respectful, accountable, compassionate, engaged, and ready, staff should recognize them by giving specific positive verbal feedback such as:
 - “That was so helpful the way you held the door open for your classmates.”
 - “Thank you for walking with your hands and feet to yourself.”
- ✓ It will be necessary to heighten this practice during certain times of the year when misbehavior tends to spike (as determined by SWISS data).

Checkered Flags

- ✓ Acknowledge students who are exhibiting RACER behaviors by giving them specific positive feedback along with a checkered flag. Checkered flags **SHOULD NOT** be given for things such as completing homework, bringing in extra supplies, or completing menial tasks. Rather, checkered flags should be given as a recognition for students going above and beyond to demonstrate RACER behavior.
- ✓ A set amount of Checkered Flags will be given to staff (homeroom teachers, support personnel, cafeteria staff, bus drivers, etc.) in order to recognize students outside of their homeroom classroom/settings in order to promote positive behavior in each location of the school.
- ✓ Additionally, the school-wide discipline plan includes a guideline for the number of checkered flags that can be earned as students demonstrate behavior above and beyond expectations utilizing the color chart.

Super 6

- ✓ As students receive checkered flags, they can place them in their corresponding grade level bucket located in the front office. At the end of each day, the principal will recognize 6 individuals during afternoon announcements. Checkered Flags chosen will be placed on the individual grade levels’ “Victory Wall.” Each Friday during lunch, administration will randomly select from all checkered flags turned in throughout the week in order to recognize students with a small reward.

Monthly RACER Celebrations

- ✓ Based on students meeting the goal requirement of the school-wide discipline plan, students will be able to attend monthly RACER celebrations. Students who did not meet the goal for the month will participate in a re-teach/intervention session to review why the student did not meet the behavior goal and what they can do differently so that they are able to participate during the next celebration.

Semester RESPECT Party

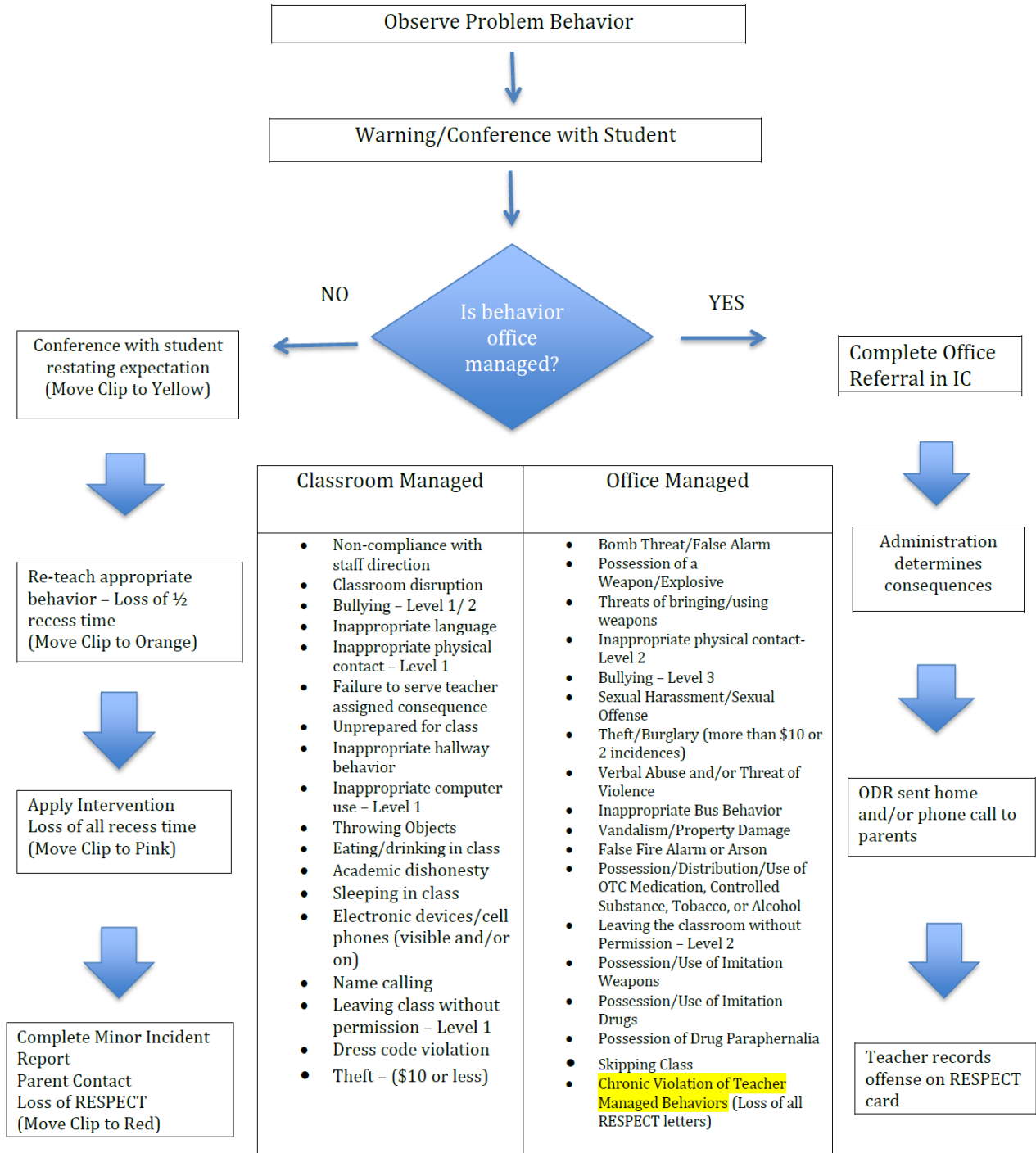
- ✓ Each semester, students who have not lost any RESPECT letters will attend the RESPECT party.

At RCE, we provide teachers with guidance on types of behaviors to be handled within the classroom and types of behaviors to refer to the office. These behaviors are simply categorized as Classroom Managed (to be handled within the classroom) or Office Managed (items that must be referred to the office). Please note, this is a tool to assist teachers in making determinations, it is not intended to replace the behavioral code section offenses listed within the disciplinary handbook. The handbook section offenses are utilized by building level administration.

Description of Leveled Behaviors

	Level 1	Level 2	Level 3
Bullying	Participation in written, verbal, or physical act(s) that meet(s) the definition of bullying as defined by the Student Code of Conduct. (1 st Offense-Student moves to RED, Parent Contact, Email AP)	Participation in written, verbal, or physical act(s) that meet(s) the definition of bullying as defined by the Student Code of Conduct. (2 nd Offense- Student moves to RED, Parent Contact, Email AP, Counselor Referral)	Participation in written, verbal, or physical act(s) that meet(s) the definition of bullying as defined by the Student Code of Conduct. (3 rd or More Offense- Parent Contact and Office Referral)
Theft	Theft including but not limited to, attempted theft, extortion, bribery, theft by deception, and or/possession of stolen property when the value of the property is \$10 or less. (1 st Offense-Student moves to RED, Parent Contact)	Theft including but not limited to, attempted theft, extortion, bribery, theft by deception, and or/possession of stolen property when the value of the property is \$10 or less. (2 nd Offense- Student moves to RED, Parent Contact, Counselor Referral)	Theft including but not limited to, attempted theft, extortion, bribery, theft by deception, and or/possession of stolen property when the value of the property is more than \$10 or 3 rd or more offense. (Parent Contact and Office Referral)
Inappropriate Physical Contact	Inappropriate physical contact between students including but not limited to, minor pushing and shoving. (Student moves to RED, Parent Contact)	Inappropriate physical contact between students including but not limited to, hitting, kicking, punching, slapping, or other excessive physical contact. (Parent Contact and Office Referral)	
Inappropriate Computer Use	Displaying or using an electronic device without consent of an adult or accessing school appropriate websites not assigned by the teacher.	Misuse of electronic or technological resources or devices, including but not limited to accessing or viewing obscene or vulgar materials.	
Leaving Class Without Permission	Being in an unauthorized area or leaving the classroom without permission to go to the restroom, media center, etc.	Being in an unauthorized area or leaving the classroom without permission out of anger, to escape a situation, to leave the building, to run away from an adult, etc. (List not exhaustive)	

Handling Infractions of Behavioral Expectations



---A Minor Incident Report must be completed for all classroom-managed behaviors resulting in a student moving his/her clip to red.

---Loss of all RESPECT letters (seven Minor Incident Reports) results in an ODR immediately following the last letter (T) being taken.

---Minor Incident Reports are written on triplicate forms (one copy goes to the parent, one copy is for the teacher’s record, and one copy must be turned into the office and will be entered into SWISS for data collection purposes.

RCE will maintain a level system for promoting and recognizing positive behavior while also handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

Behavior Clip Chart

<p>POSITIVE BEHAVIOR</p> <p>If a student consistently demonstrates positive RACER behavior, his/her clip can be moved up throughout the school day.</p>	<p>Above and Beyond</p>	<p>Reward of Recognition/Praise & 2 Checkered Flags</p>	<p>4 Class Dojo Points</p>
	<p>Great Job</p>	<p>Reward of Recognition/Praise & 1 Checkered Flag</p>	<p>3 Class Dojo Points</p>
	<p>Good Choices</p>	<p>Reward of Recognition/Praise</p>	<p>2 Class Dojo Points</p>
	<p>Ready to Learn</p>	<p>Level of Expectation</p>	<p>1 Class Dojo Point</p>
<p>WARNING</p> <p>If a student violates behavior expectations, his/her clip can be moved up no more than 2 times.</p>	<p>Reminder</p>	<p>Conference with Student</p>	<p>0 Class Dojo Points</p>
	<p>Slow Down</p>	<p>Implement Primary Intervention, Consequence of 1/2 recess time lost</p>	<p>-1 Class Dojo Point</p>
<p>DANGER ZONE</p> <p>If a student reaches the danger zone, his/her clip cannot be moved up.</p>	<p>Stop and Think</p>	<p>Implement Secondary Intervention, Consequence of all recess time lost</p>	<p>-2 Class Dojo Points</p>
	<p>Parent Contact</p>	<p>Complete Minor Incident Report Contact Parent Loss of RESPECT letter</p>	<p>-3 Class Dojo Points</p>

Behavior Clip Chart (cont'd)

- Each day, students' clips will begin on Green (Ready to Learn). This is the level of expectation and signifies that students are exhibiting RACER behavior.
- During the course of the day, the clips will move up and down the chart based upon the RACER behavior the student demonstrates. Consistent positive behavior and/or behavior above the level of expectation will allow for the student to move his/her clip up levels. Inappropriate behavior that violates RACER behavior expectations will cause a student to have to move his/her clip down the behavior chart.
- If a student moves his/her clip into the orange/pink levels, it is important that primary and secondary interventions occur. It is the goal to teach students appropriate behaviors so that they are armed with the tools to make better decisions and correct misbehavior. If a student moves into the "Warning Zone," once misbehavior is corrected, clips can be moved up one level at a time (no more than twice) at the discretion of the teacher. (It is suggested clips are moved once in the morning and once in the afternoon with students who have truly gone "Above and Beyond" moving to Purple at the end of the day.)
- After interventions and consequences have been given and a student continues to make poor choices and lands in the "Danger Zone," his/her clip cannot be moved back up during that particular school day.
- It is RECOMMENDED that students record the color that they ended on in their agendas at the end of the day. Students should also write a sentence explaining why they ended on that color, especially if they ended on a color below green (if able).
- Student behavior will be tracked using Class Dojo. At the end of the day, each student's level should be entered using Class Dojo.
- **Moving Straight to Red:** Although this system is meant to be progressive in nature, discipline should be appropriate for the misbehavior and age of the student. Consequently, students who engage in serious classroom infractions may have their clip moved straight to Red. Examples are: inappropriate physical contact, excessive disruption that drastically impedes the learning of others, and misbehavior resulting in an administrator being called to the classroom.

Voice Levels

Voice Levels help to ensure that there is a school-wide understanding of what voice level is appropriate for various situations. The goal is to standardize volume levels throughout the school, teach them to students, and then use them to clarify for each activity which level is appropriate. For example, before releasing students to work in small groups, you might say, “We are working at a level two.”

Level 0	Silence is Golden	Absolute Silence, no one is talking
Level 1	Spy Talk	Whispering, only one person can hear you
Level 2	Low Flow	Small group work, only the group can hear you
Level 3	Formal Normal	Normal Conversation Voice, several people can hear you
Level 4	Outside	Playground voice, never used inside

How to Deliver Interventions

- Stop or redirect problem behavior using a non-emotional voice tone.
- Label problem behavior-define what is NOT happening (Respect, Accountable, Compassionate, Engaged, Ready)
- Correction starts with a questions---What’s a better way to do this?
- Clarify behavioral choices and your expectation for the student.
- Give a 5 to 10 second compliance window
- Utilize “Start” commands instead of “Stop” commands
- Use close proximity
- Tell the student exactly what you want them to do and how they should do it.
- Use descriptive praise when the intervention works and the student is back on task.

In order to lower the probability of misbehavior, students should be TAUGHT the correct way to behave!

<u>PRIMARY INTERVENTIONS</u> Including, but not limited to:	<u>SECONDARY INTERVENTIONS</u> Including, but not limited to:
<ul style="list-style-type: none"> • Non-verbal warning • Verbal warning • Conference with child • Call parents • Journaling feelings • Cool off period in room • Think Sheet completed by child • Peer to peer conference (with adult there) • Email parents with concerns/suggestions 	<ul style="list-style-type: none"> • Assigned seat/change of location within the room • Removed to work in another classroom for extended period within the same day • Student calling parent with teacher to inform parents of situation • Think Sheet completed by child • Contact Counselor



Minor Incident Report (MIR) vs. Office Discipline Referral (ODR)

A Minor Incident Report (MIR) is completed anytime a student fails to correct misbehavior, even after two or more interventions have been put into place. Once students are on the last level of the Behavior Chart, Red, they will receive an MIR, parent phone call home, and lose a RESPECT letter. MIRs are only given for classroom managed behaviors. MIRs are submitted to the office in the teachers' purple attendance folder for data collection purposes.

For severe behavior issues that are Office Managed, an Office Discipline Referral (ODR) must be completed using Infinite Campus. If an ODR is completed for a student, the student will also lose a RESPECT letter, unless an ODR is being completed due to all RESPECT letters being lost. Administration will determine consequences of ODRs based on the Student Code of Conduct.

SAMPLE MIR

Rocky Creek Elementary Minor Incident Report

Dear Parent or Guardian,

We respectfully request your support to resolve the problem behavior mentioned below. This form is used to document a recurring classroom behavior incident. **This is not an office referral. However, continuation of this behavior may result in an office discipline referral.**

Student:		Teacher:		Grade:	Date:
Perceived Student Motivation: <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Other <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Unknown					Time:
Incident Type: <small>(select no more than 3)</small>	<input type="checkbox"/> Physical Aggression <input type="checkbox"/> Fighting <input type="checkbox"/> Non-compliance/Defiance/Insubordination <input type="checkbox"/> Disruption <input type="checkbox"/> Truancy <input type="checkbox"/> Inappropriate Language/Profanity <input type="checkbox"/> Bullying <input type="checkbox"/> Forgery/Theft/Plagiarism <input type="checkbox"/> Skip Class <input type="checkbox"/> Disrespect <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Inappropriate Location/Out of Bounds Area <input type="checkbox"/> Tardy <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Harassment				
Location		Intervention (select no more than 3)		Others Involved	
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Hallway <input type="checkbox"/> Art Room <input type="checkbox"/> Music Room <input type="checkbox"/> Gym <input type="checkbox"/> Library <input type="checkbox"/> Science Lab <input type="checkbox"/> Restroom		<input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Student Conference <input type="checkbox"/> Loss of Recess <input type="checkbox"/> Parent Contact <input type="checkbox"/> Time Out <input type="checkbox"/> Alternative Placement <input type="checkbox"/> Other:		<input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Peers <input type="checkbox"/> Substitute <input type="checkbox"/> School Staff: <input type="checkbox"/> Other:	
Incident Description:					
Teacher Signature:		Date:	Parent Signature:		Date:


RESPECT Letters

EACH student will receive a RESPECT card which will be placed in his/her agenda. Students will “lose” a RESPECT letter if they reach the Red level on the Behavior Chart OR if they receive an Office Discipline Referral. **Once all seven RESPECT letters have been lost, an ODR should immediately be completed in Infinite Campus listing all of the reasons why the letters were lost.** At this point, students will receive an office consequence (such as In School/Out of School Suspension) for continually engaging in conduct that is detrimental to learning.

At the end of each semester, students will receive a new RESPECT card.

RESPECT parties will be held at the end of each semester. Students must have all of their RESPECT letters in order to attend.

Sample Completed RESPECT Card

FALL SEMESTER	
Name:	
	
R	8/15 Red- Not following cafeteria rules, refusing to comply with adult directive, hitting another student <i>Teacher A</i>
E	8/24 Red- Left classroom without permission, constant disruption of classroom instruction, failing to follow rules in Music <i>Teacher A</i>
S	8/31 ODR- Leaving classroom without permission (Level 2) <i>Teacher A</i>
P	9/29 Red- Participating in written acts that meet the definition of bullying (Level 1) <i>Teacher A</i>
E	10/7 Red- Not using electronic device appropriately, Name Calling, Constant disruption of classroom instruction <i>Teacher A</i>
C	11/24 Red- Took candy off of the teacher’s desk and hid in book bag without permission (Level 1) <i>Teacher A</i>
T	12/2- Red- Name Calling, refusing to comply with adult directive, leaving classroom without permission (Level 1) <i>Teacher A</i>

Monthly Behavior Celebrations

Each month, behavior celebrations will be held for students who receive 80% or higher positive points as indicated using Class Dojo. Students earn points based on the color they end on at the end of each school day. Students who are unable to attend the monthly behavior celebration will participate in positive behavior activities to review RACER expectations and to determine a plan of action so that he/she will be able to attend the celebration the following month.

General Lesson Format for Teaching School R.A.C.E.R. Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of **R.A.C.E.R.** for specific setting.

Step 2: Identify **R.A.C.E.R.** behaviors for specific setting.

Step 3: Model **R.A.C.E.R.** behaviors for specific setting.

- Respectful
- Accountable
- Compassionate
- Engaged
- Ready

Step 4: Review expectations of **R.A.C.E.R.** for specific setting.

Winner's Circle

Winner's Circle will take place at least two times per week on Mondays, Wednesdays, or Fridays from 7:50 to 8:05. This classroom meeting time will be utilized to check-in with students, to discuss any classroom problems or concerns, and to reteach/review RACER expectations and PBIS lessons. This is a time to improve social skills and classroom relationships and EACH student should participate. It is **NOT** a time for students to complete classwork, make-up work, or other academic assignments.

Cafeteria

During the first two weeks of school, teachers will eat lunch with their classes. This will not only help teachers to build relationships with their new students, but will also be a time where teachers can: model good manners and proper table etiquette, review and practice RACER cafeteria expectations, and model and practice following the cafeteria management plan.

Cafeteria Procedures

- Enter the cafeteria quietly.
- Students bringing lunch – walk to your table. Voice Level should be 0.
- Students buying lunch – stand in line quietly, keeping hands and feet to yourself.
- Voice Level 0 in the serving zone.
- Give your attention to the cafeteria personnel.
- Walk to your table.
- Remain seated facing forward.
- Voice Level 0 with a Red Cone, Voice Level 1 with a Green or Yellow Cone.
- Talk only to those sitting at your table, directly beside you or directly in front of you.
- For an adult's assistance, raise your hand and wait.
- Eat your food only.
- Use good table manners.
- Clean up your area before leaving.
- Put all uneaten food and trash into the trash can carefully.
- Pick up any food or trash you drop on the floor at the trash can.
- Walk single file out of the cafeteria.

RCE Cafeteria Behavior Management Plan

Overview

- **Each** student will wear their lunch number tag to lunch.
- Each teacher will bring a teacher provided container to lunch that will be placed at the end of the table.
- The first 15 minutes of each class's lunch will be SILENT lunch. A timer will be placed at the end of each table. The teacher should designate a student to set the timer for the class once each student has sat down. If a student talks during silent lunch, their lunch tag will be placed in the teacher's container. Tags can also be taken for: disrespectful or inappropriate behavior, leaving the table without permission, or not following cafeteria rules. If an adult takes a student's tag, the adult should review RACER expectations. If a tag has already been taken from a student and that student commits another infraction, the student will be told to move to the "Thinking Table." (Silent Lunch)
- If a student has been moved to the Thinking Table during lunch, the teacher should provide a consequence consistent with the school-wide discipline plan (Move clip down one level). The Thinking Table cannot be used as a punishment for classroom misbehavior.

Management

- Red, yellow, and green cones will be placed on **each** end of the table. During the silent period, the cones will be red. After the timer goes off, the cone will be moved to green. The teacher should designate a student/s to move the cones after the 15-minute silent period has ended.
- After 15 minutes, students are able to talk quietly to the students directly in front of them and the students beside them.
- If students follow cafeteria rules and the table has an appropriate noise level (Level 1), the cones will remain green and the class's Race Car will move up two spaces on the behavior management board. If the class is too loud (Voice Level 2 or higher) or several students are not following cafeteria rules, the cones will be moved to yellow and the class's Race Car will move up only 1 space on the behavior management board. If the class ends up with red cones, the class's race car will not be moved. (Teachers will move the car as their class leaves the cafeteria. A student should NEVER move the cars on the behavior management board. The behavior management board is located in the cafeteria.)
- Prior to moving a class's cone to yellow or red, the cafeteria monitors should give **ONE** verbal warning reminding students of the RACER expectations not being followed.

Recognition System

Each grade level class will compete to reach the Finish Line first. The first class to reach the Finish Line will receive the following recognition: Each student will receive a checkered flag from their teacher; the class will receive the *Golden Race Car* to be displayed outside of their classroom as an indication of reaching the Finish Line first for their grade level; and a designated incentive will also be earned. If there is a tie (2 or more classes reach the Finish Line on the same day), then all winning

classes will receive the recognition. Once a class has reached the Finish Line, all grade level cars will reset and race again!

Restroom Procedures

In order to maintain security for students, minimize damage to property, and encourage personal responsibility, the below restroom procedures will be implemented at RCE.

- Walk in the restroom
- Follow rule of 1...1 stall, 1 flush, 1 pump, and 1 person at a time if an adult is not present.
- Observe personal space
- Respect privacy
- Use Voice Level 1
- Keep water in the sink
- Keep restrooms clean
- Tell an adult if restroom needs attention
- Return directly to class or designated area when finished

Overview

It is our goal for all students to take personal responsibility for their restroom needs and behavior. Throughout the day, teachers/teams will provide supervised assistance during restroom use. For times other than scheduled breaks, students will be allowed to use the restroom only in **emergency** situations, one student out of the room at a time with a restroom pass. The teacher should ensure that the classroom door is left open.

When students go to the restroom outside of supervised breaks, only **ONE** student is allowed in the restroom at a time. Before entering the restroom, the student should view the restroom occupancy sign located at the restroom entrance. If the sign is Red and states "In Use," the student should stand outside of the entrance to the restroom and wait quietly until the person in the restroom leaves and the restroom is vacant. After the student has finished using the restroom, he/she should slide the restroom occupancy sign to "Available" (Green). **NOTE: THIS PROCEDURE ONLY TAKES PLACE WHEN STUDENTS GO TO THE RESTROOM OUTSIDE OF SCHEDULED CLASSROOM BREAKS.**

Things to Remember:

- If students have been waiting an extended amount of time (1-2 minutes) and are unsure if someone is in the restroom, they should go in and check to make sure that the restroom is in use. If the restroom is in use, the student should immediately exit and continue to wait. If the restroom is available, the student may remain in the restroom.
- It will be necessary for teachers to be mindful of students who leave the classroom for emergency restroom breaks. If students are out of the room for an extended amount of time, teachers should go to their door and check on the student and/or send a classroom helper to the restroom to check on the student.

- Utilize a verbal cue or reminder (perhaps on restroom pass or holder) to remind students to slide the restroom occupancy sign to “Available” before returning back to class.
- Students who are caught tampering with the restroom occupancy sign should receive a consequence in line with the Behavior Management Plan.

Schedule of Supervision before School:

Students enter the building at 7:10 daily. Upon entering the building, students are directed to the cafeteria for breakfast or to their grade level hall. From 7:10-7:30, students may use the restroom located on their grade level hall following the restroom procedures for emergency restroom use. Students who arrive off the bus or students who need to use the restroom while eating breakfast in the cafeteria are allowed to use the restroom located across from the cafeteria. This restroom is supervised by the staff member on bus ramp morning duty to ensure the restroom procedures are maintained. At 7:30, students are dismissed to their homerooms. At this time, Safety Patrol hallway monitors are located outside each grade level bathroom who ensure the restroom procedures are maintained. After 7:45 and the instructional day has begun, teachers will take and monitor students for scheduled restroom breaks allowing no more than four students in the restroom at a time.

Lunch Restroom Procedures:

If students have an emergency situation and need to use the restroom during lunch, they should raise their hand and ask a cafeteria monitor. Students will be told to take a restroom pass use the restrooms located across from the cafeteria. The emergency restroom procedure should be followed. Only 1 boy and 1 girl may be dismissed from the cafeteria at a time to use the restroom. The restroom passes will be located in a central location so that monitors can easily tell if any students have been given permission to use the restroom.

Medical Necessity: Students who have a medical condition requiring more frequent access to a restroom should be referred to the school nurse/clinic aide to determine if an individual health care plan needs to be developed or a 504 is warranted and a schedule will be provided and shared with the appropriate personnel.