

**Skamania School District
Guidelines to Success**

Behavior/Discipline Plan

Skamania School follows a behavior/discipline plan using guidelines found in positive behavior interventions and supports (PBIS). These three guidelines include:

1. Acknowledging appropriate student behavior.
2. Teaching students school behavior, just as they learn other subjects such as math or science.
3. Prevention

PBIS has a few important principles:

- Every student can learn appropriate behavior for a school.
- Stepping in early can prevent more serious behavior problems.
- Each student is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a student’s behavioral progress is important.
- Schools must gather and use data to make decisions about behavior issues.

[Website - helpful to parents](#)

Skamania School essentially has four rules, or what we call, “Guidelines to Success.” These four guidelines make up how we define appropriate school behavior in all places of the school and are outlined below.

1. Be Responsible
2. Be Respectful
3. Be Safe
4. Be Your Best

	Hall	Cafeteria	Playground/ Recess	Restrooms	Assembly
Be Responsible	Enjoy wall displays with your eyes	Wait patiently Pick up trash Stay in your seat	Pick up your own trash Wait patiently for your turn Put away equipment	Go back to class when you are finished Voice level 0 or 1	Class sits in designated spot After the class’s turn, return to your

			Dress appropriately	Pick up your own trash	designated spot
Be Respectful	Voice level 0 or 1 Wave silently to friends Hats and sunglasses stay off	Take turns Say please and thank you Follow clean up directions	Share and take turns Include others Follow line-up procedures You can use any voice level Take turns on the equipment Use appropriate language	Clean up after yourself Keep hands, feet and eyes to yourself Wait patiently	Use polite cheering (voice level 0,1,2,3) Quiet feet
Be safe	Walk Stay to the right Use handrails for support Stay in personal space Use a hall pass	Hands to yourself Voice level 0 or 1 or 2 Walking feet Follow lineup directions Sit with feet under the table Eat your own food, not others	Hands to yourself Swing and slide sitting down Use balls safely Make safe choices when using the playground equipment Always ask monitor permission to inside Remain in assigned area	Use hand washing procedures Flush the toilet Walking feet Use water to wash hands	Enter in a line Keep hands and feet to self Follow directions Walk on bleachers

Be your best	<ol style="list-style-type: none"> 1. Trying your hardest to do your best all of the time. 2. Trying to help others to do their best all of the time. 3. Trying to set a good example. 4. Following individual classroom teacher's rules. 5. Putting people up not down.
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System for acknowledging positive behavior: We frequently acknowledge when students are following the Guidelines to Success, which helps students learn what is appropriate school behavior. Listed below are some of the ways we give positive encouragement.

At the individual student level:

Recognition, special privileges, positive notes, calls or texts home, etc.

At the classroom level:

Special classroom awards and privileges

At the school level:

Special awards, lunch with the principal, calls home, etc.

Correction technique: When students make poor choices, we apply corrective consequences. The consequences depend on the severity of the misbehavior, and some examples are outlined below.

Tier 1 - Corrections for ALL students - Classroom/Playground based

Behaviors such as minor disruptions, late or incomplete work, minor disagreements between students, and not following directions are normally handled by the classroom teacher or playground assistant. An adult will give general corrections and/or re-teach how to respond appropriately. If consequences are needed, beyond a general correction, they may include an apology, brief timeout, or redirection.

Tier 2 - Minor Offense - for some - classroom/playground based

Behaviors such as repeated disruptions, more serious conflicts between students, unsafe playground behavior, and inappropriate language are normally handled by the classroom teacher or playground assistant. An adult will give corrections and/or re-teach how to respond appropriately. Consequences may include timeouts, loss of privileges, restitution, etc. In addition to consequences, there may be additional instruction and/or a special behavior plan. This plan may include time in our turn-around room or support through a check-in and check-out system, along with completing a reflection interview.

Tier 3 - Major Offense - for few - principal

Behaviors such as serious conflict between students like bullying and physical fighting, abusive and profane language, and theft are handled by principal. Consequences for these most serious offenses may include in or out of school suspension, loss of privileges, restitution, etc. These consequences are assigned by the principal. In addition to consequences, there may be additional instruction and/or a special behavior plan for the student. This plan may include time in our turn-around room, referral to outside counseling, involving law enforcement, or support through a check-in and check-out system. The principal will either call or send the major referral home for parents and a conference may be requested.

Definitions:

Check in/check out: A teacher or a paraprofessional may regularly check in with a student who may have frequent behavior challenges without reminders and redirection.

Discipline: The steps that we take to ensure student success.

Turn-around room: This room is supervised by a teacher or paraprofessional. A student may be sent to this space for a time out and/or a discussion with an adult that is designed to refocus and calm down a student so he/she is ready to go back to class and learn.