

Fay Elementary



School Wide Behavior Plan

2020-2021

The Dolphin Way



As Dolphins, we will:

- Be here
- Be prepared
- Be compassionate
- Be cooperative
- Be responsible
- Be respectful
- Flip out about learning!

Be here

- Arrive on time
- Attend school on a daily basis

Be prepared

- Come to school ready to learn
- Bring necessary materials and completed homework

Be compassionate

- Show that you care
- Do kind and thoughtful things

Be cooperative

- Work together each day
- Compromise and do your part

Be responsible

- Think before you act
- Take ownership of your actions and fix your mistakes

Be respectful

- Speak and act with courtesy
- Be considerate to all students and adults

Flip out about learning

- Actively participate in your education
- Always do your best and be proud



EVERY DOLPHIN PLAYS A ROLE

Student's Role

1. Understand and follow the *Dolphin Way*.

Teachers' Role

1. Provide challenging and meaningful lessons that follow the Standards.
2. Implement the *Dolphin Way*.
3. Communicate with students and parents regarding student success.
4. Listen to students and help them reach their goals.
5. Have high expectations for every student.

Principal's Role

1. Implement the *Dolphin Way*.
2. Communicate with students and parents regarding student success.
3. Support teachers and students.
4. Listen to students and help them reach their goals.
5. Have high expectations for every student.

Parents' Role

1. Help your child understand the *Dolphin Way* and expect them to follow it.
2. Ensure that your child completes his/her homework.
3. Return items that require your signature by the due date.
4. Contact the teacher via email, phone, or in person with any concerns.

Following the *Dolphin Way* will result in the following rewards:



- Verbal Praise
- Positive Note/Phone Call Home (Teacher/Principal)
- Dolphins Way Tickets/Shout - Outs
- Perfect Attendance Award
- Classroom Rewards

Not following the *Dolphin Way* will result in the following consequences:

- Verbal Warning
- Time Away from Group and Complete Reflection Form (in class or recess)
- Parent Contacted
- Office Referral
- Parent Conference
- In-school Suspension or Formal Suspension

EXPECTATIONS FOR ALL DOLPHINS

Common Area	Be Respectful	Be Responsible
General Rules	<ul style="list-style-type: none"> ● Follow adult directions ● Respect others' personal space; keep hands and feet to yourself ● No put downs or profanity ● Take good care of all school property 	<ul style="list-style-type: none"> ● Follow all school Rules ● Keep toys, games, balls, junk food, and candy at home ● Bring healthy snacks ● Keep our school clean and safe
Playground Rules	<ul style="list-style-type: none"> ● Follow adult directions ● Keep hands and feet to yourself 	<ul style="list-style-type: none"> ● Remain in assigned playground areas ● Run in designated areas only ● Freeze and squat at the bell ● Hold equipment and return after the whistle is blown ● Follow game rules (recess handbook) ● Use equipment properly ● Play safely
Restroom	<ul style="list-style-type: none"> ● Follow adult directions ● Respect the privacy of others ● Always use a pass 	<ul style="list-style-type: none"> ● No playing in the bathroom ● Wash your hands ● Flush toilet ● Keep restrooms clean
Cafeteria/Lunch	<ul style="list-style-type: none"> ● Follow adult directions 	<ul style="list-style-type: none"> ● Make a healthy choice ● Don't waste food ● Food must stay in lunch areas ● Always walk ● Use a quiet voice ● Remain seated until dismissed ● Do not throw or play with food ● Check your table and ground for trash ● Put trash in trash containers
Hallway Rules	<ul style="list-style-type: none"> ● Follow directions ● Always use a pass 	<ul style="list-style-type: none"> ● Always walk ● Use a quiet voice
Stairwell	<ul style="list-style-type: none"> ● Respect others' personal space; keep hands and feet to yourself 	<ul style="list-style-type: none"> ● Always use quiet steps ● Use a quiet voice ● Hold the rail
Library Rules	<ul style="list-style-type: none"> ● Respect the teacher ● Clean up materials ● Follow adult directions 	<ul style="list-style-type: none"> ● Use quiet voices ● Choose and treat books appropriately ● Use computers with care

Office/Nurse/Counselor	<ul style="list-style-type: none">• Always use a pass	<ul style="list-style-type: none">• Always walk• Use a quiet voice
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EXPECTATIONS FOR ALL DOLPHINS

Common Area	Be Respectful	Be Responsible
Lunch Arbor	<ul style="list-style-type: none"> ● Eat quietly and use good manners ● Leave your table/area clean ● Respect lunch supervisors by listening and following directions 	<ul style="list-style-type: none"> ● Keep track of food and make sure all trash gets thrown away ● Remain seated until instructed to line up ● Stack trays neatly
Drinking Fountains	<ul style="list-style-type: none"> ● Wait your turn ● Count to three while drinking, then move on 	<ul style="list-style-type: none"> ● Do not put anything (sticks, rocks, etc.) in the faucets
Auditorium	<ul style="list-style-type: none"> ● Enter quietly and orderly ● Sit quietly ● Be respectful of the person/classroom presenting ● Respond and applaud appropriately 	<ul style="list-style-type: none"> ● Remain standing in your classroom line until a teacher directs you to sit down ● Wait for directions from teacher when leaving
In the morning	<ul style="list-style-type: none"> ● Line up at your number and wait for the bell to ring ● Keep hands, feet and objects to yourself ● 	<ul style="list-style-type: none"> ● Arrive no earlier than 8:20 unless enrolled in PrimeTime (School gates will not open until 8:20 a.m.) ● Breakfast helpers MUST wear their badges to enter the hallway ● Lock up bikes in the bike rack ● Go to the office for a tardy slip if arriving after 8:40 a.m.
After school	<ul style="list-style-type: none"> ● Exit the school immediately after school (if walking home) 	<ul style="list-style-type: none"> ● Students in PrimeTime must go directly to the MPR to check in. ● No playing on the blacktop, tetherball, or playground after school. ● Go to the office if not picked up by 3:30 p.m./1:15 p.m. (minimum days)

Teaching Proper Behaviors

Teachers will hold class meetings and chart expectations of procedures and routines through a collaborative “how to” process in August and revisit as needed throughout the year.

- o **Co-create charts with students**
- o Model expectations of procedures and routines
- o Model inappropriate process
- o Have students practice proper procedures and routines
- o Reward/Praise students for following procedures and routines

- o **The following steps will be taken for not following the *Dolphin Way*:**

Inside the Classroom Intervention

Step 1	Verbal Warning
Step 2	Time away from group (in class, buddy room, and/or recess).
Step 3	Reflection and teacher to contact parent/guardian by phone/reflection form.
Step 4	Referral and reflection form sent to office staff. Student will be called to the office by counselor, administrator or designee. Counselor, administrator, or designee will determine next steps.
Step 5	Teacher to follow up with parent/guardian. If necessary, notify counselor and/or administrator of a parent teacher conference (counselor and/or administrator, or designee present as needed)
Suspendable Action	IMMEDIATE REFERRAL TO OFFICE

Outside the Classroom Intervention

Step 1	Verbal warning
Step 2	Shadow an adult for time away from group or sit in reflection area. Inform classroom teacher (as needed).
Step 3	Severe behavior:

	Staff member on duty who will handle the situation and make appropriate referral if needed. Staff member will inform classroom teacher.
Suspendable Action	IMMEDIATE REFERRAL TO OFFICE

Suspension

At times it may be necessary to take immediate action to keep all students safe. If a student's behavior is a threat to the safety, health or emotional wellbeing of others, and previous methods of prevention or intervention have not been successful, the student may be suspended in accordance with San Diego Unified School District Discipline Policy and state law:

In SDUSD, the purpose of restorative justice practices (RJP) is to cultivate relationships that help build and sustain a school culture that is positive and welcoming for students, staff, and families. We envision equitable and just schools where students, educators, and the community that surrounds them experience connection and belonging and are able to thrive academically and personally.

The RJP Department supports the development of skills and systems to create restorative school communities that are grounded in the values of respect, relationships, and responsibility.

Here at Fay Elementary our teachers have engaged in Social Emotional Learning by creating positive cultures in our classrooms by implementing "Zones of Regulation, Voice Levels and Speed Levels."

Teachers have the right of informally suspend their students from the day on an incident and the following day if appropriate for the following reasons: Insubordination, hitting staff or students, threatening or attempting physical injury to another person, damaging property, obscene acts or habitual vulgarity or consistent refusal to respond to directions. In such cases the administrator must contact the parent and keep the students away from the classroom from which he or she was suspended and away from any other classrooms unless the student attends 2 classrooms and has not been suspended from one of them in which case the student could be returned to such classroom.

- **Assault/Battery** - Causing, attempting to cause, or threatening to cause physical injury to another person, including a school employee.
- **Weapons** – Weapons are defined as anything that can do harm to another and/or has no reasonable use at school. Possession of any item including firearms, realistic toy guns (pellet, airsoft, paintball and guns), knives, or other dangerous objects which could cause injury to another. This may lead to expulsion.
- **Drugs** – Possessing, buying, selling, or being under the influence of alcohol, intoxicants, or controlled substances.
- **Property Damage** - Causing or attempting to cause damage to school property or private property. Parents or guardians are legally responsible to pay for any losses or damage to public property caused by a student.

- **Theft** - Stealing or attempting to steal school or private property, or receiving stolen property. Parents may be required to pay for damages.
- **Obscenity** - Committing an offensive act or engaging in regular profanity, swearing or vulgarity.
- **Disruption or defiance** – Engaging in unruly behavior that threatens the safety of other students during school activities/classroom learning or otherwise refusing to follow the valid authority of school personnel after repeated interventions/support.
- **Threats and Intimidation** - Harassing, intimidating, or threatening a student who is a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness.
- **Fighting**
- **Use of gang related signs, symbols, or gestures.**

***Students who violate any of the above may receive a referral and be sent to the office for appropriate action by the teacher, counselor, and administrator.**

***If the behavioral problem continues to exist, the teacher, counselor and administration shall continue to discuss and attempt to identify a resolution to the problem.**

***If a student receives an in-school suspension he/she will be under the supervision of an administrator, counselor or designee and will complete work sent by the teacher. It is the teacher's responsibility to send work for the student for the remainder of the day.**

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***Personal discipline plan for students with regular behavior concerns (for all staff), meeting to discuss plan success, modify as needed with offenders and victims.**

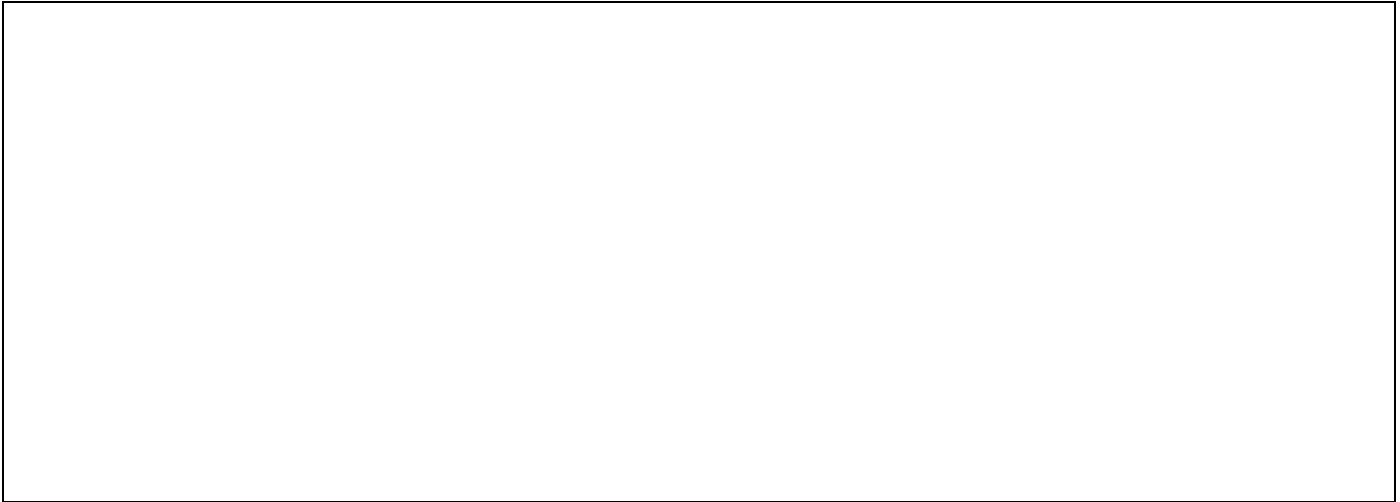
***School wide positive behavior support plan developed with district support (Behavior Support Specialist)(spirit assemblies, behavior reminder announcements posted behavior expectations), research behavior plans of other schools for offenders and victims**

***Having students do community service as a consequence for negative behaviors with parent permission**

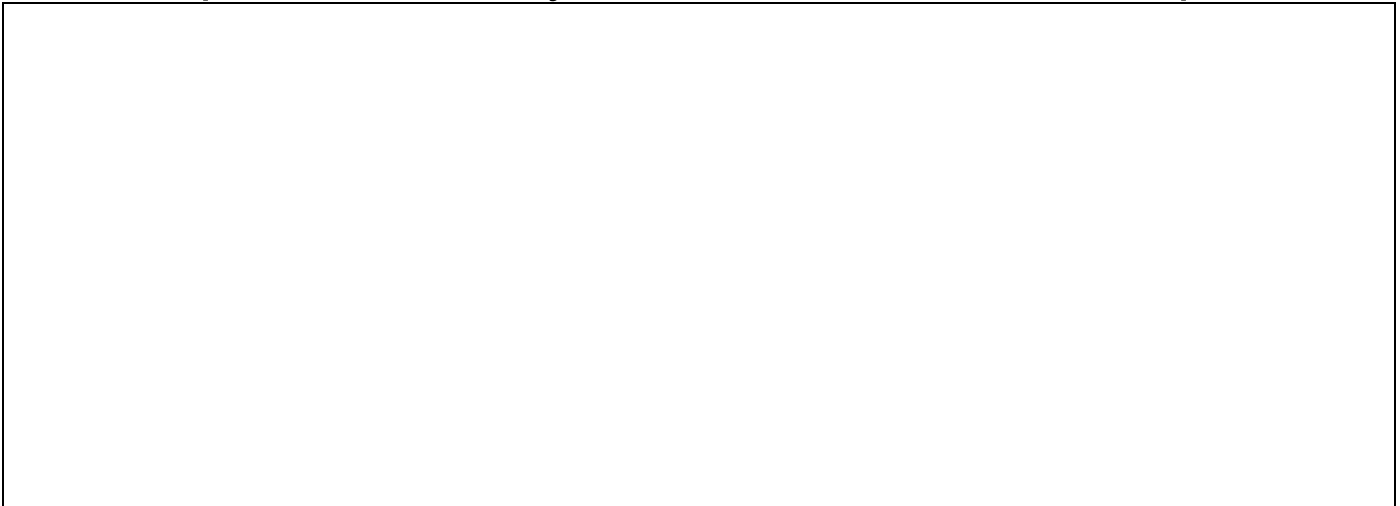
***Creating a student incident report for documenting incidents that staff did not directly witness and paper can be given to students directly**

**Student Reflection
Pictorial Problem-Solution Report**

Draw a picture of what happened.



Draw a picture of how you *could have* solved the problem.



Ask the student if there is anything he/she wants you to know.

Interventions Attempted **Prior** to Office Referral:

- Verbal Warning
- Time Away From Group **and** Reflection (in class, buddy room, or recess)
- Teacher Contacted Parent/Guardian

Student

Name _____ Date _____

Parent Signature _____

THIS FORM MUST BE RETURNED THE FOLLOWING SCHOOL DAY!

Student Reflection Problem-Solution Report

Date _____

Dear _____,

Today I did *not* make a responsible choice. I chose
to _____

My behavior affected others
by _____

What I *should* I *have* done
was _____

I want my teacher or others to
know _____

My teacher can help me
by _____

Interventions Attempted **Prior** to Office Referral:

- Verbal Warning
- Time Away From Group **and** Reflection (in class, buddy room, or recess)

Teacher Contacted Parent/Guardian

I hope you will help me make better choices by guiding me at home.

Student Name _____

Date _____

Parent Signature _____

THIS FORM MUST BE RETURNED THE FOLLOWING SCHOOL DAY!