



## LINCOLN HEIGHTS ELEMENTARY PARENT HANDBOOK

### DAILY SCHEDULE

|                                  |                    |
|----------------------------------|--------------------|
| Student School Hours (Mon)       | 9:30 AM to 3:00 PM |
| Student School Hour (Tues – Fri) | 8:30 AM to 3:00 PM |
| School Office Hours              | 7:30 AM to 4:00 PM |
| Student Supervision              | 8:05 AM to 3:10 PM |

### STUDENT ARRIVAL

Students can begin lining up outside of their classrooms at 8:15 am. Crossing guards and supervision will be provided at 8:05. Students should not be on the school grounds before 8:10 unless they are participating in extracurricular activities or eating breakfast. All students should be off school grounds by 3:10 unless accompanied by an adult or have made prior arrangements with a staff member and parent. Those students eating breakfast each morning are to be at school no earlier than 8:10. Students going to EXPRESS are to go directly to EXPRESS through their regular entrance door.

### ATTENDANCE, ABSENCES, EXCUSES, BECCA BILL

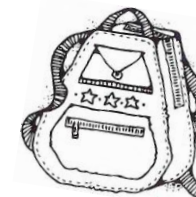
Consistent school attendance is critical toward the academic success of all students. School attendance is mandatory for all students in the State of Washington. As stated in the laws of the state, "Pupils shall be punctual, in regular attendance, and shall obey all the rules and regulations of the school district as determined by the Administration and Board of Directors." In the event that a student is absent, the student must have a written excuse or phone contact made with the school office by a parent or guardian upon the first day of return to school. Written excuses will be sent to the office and recorded with the attendance secretary. **Students who are not in regular attendance are in violation of state law and the BECCA Bill may apply. A letter will be sent to the parents of students who are chronically absent or late before being referred to the court for further action.**

### TARDINESS

Students need to be in their seats and ready to learn when the bell rings at 8:30 a.m. Students arriving after that time will be counted as late. Repeated tardiness interferes with individual academic progress and the classroom learning environment. Teachers begin instruction as soon as students enter their classroom and students who arrive late struggle when they miss the introduction to their day's lessons. When chronic tardiness disrupts a child's educational program, parents will be notified of the problem.

### EARLY PICK-UP

For the safety of all our students, children are not to leave school during school hours without checking out through the office. Parents must sign their child out with the office staff and they will call your student out of class. Any student walking home during school hours must carry a street pass that is issued by the office staff. **A child will not be released to any individual who has not been designated on our records by the parent, unless written permission or phone contact has been made with the office staff. For the safety of our students, please be prepared to have photo I.D. ready.**



## Please call the Attendance Hotline (354-3313) if your child will be absent from school.

### Office Team

Meghan Anderson  
Alyson Chamberlin  
Mary Wetzel  
Betty Prenguber  
Jessica Myers

Principal  
Principal Assistant  
School Counselor  
Office Manager  
Secretary (lunch accounts)

354-3298 meghanan@spokaneschools.org  
354-3309 alysonc@spokaneschools.org  
354-3308 marywe@spokaneschools.org  
354-3300 bettypr@spokaneschools.org  
354-3300 jessicamy@spokaneschools.org

## TRAVELING TO / FROM SCHOOL

### BICYCLES, SCOOTERS, SKATEBOARDS

Students in grades 3-6 may ride to school. However, **none of these are to be ridden on school grounds** and should be walked through street intersections. For the safety of all students who both ride and walk, we ask that students walk their bikes, scooters, or boards from Freya to the school grounds. All bicycles and scooters should have locks and be parked in the bike racks by the main entrance. *Lincoln Heights Elementary is not responsible for damaged, lost, or stolen items. Students who repeatedly choose to ride in restricted areas on the school grounds will have their bike confiscated for parent pick-up.* Bikes will only be returned to parents. Skateboards can be checked in to the office upon arrival for safe storage. These items can be easily stolen and storage space in the classroom is limited.

### HELMETS AND RIDING EXPECTATIONS

A city ordinance was enacted by the Spokane City Council which requires all people to wear a helmet when riding their bikes in the city limits. Students attending schools located within the City of Spokane must therefore wear a helmet when riding their bike to and from school. Since walking students are at risk of being hit by students riding bikes, **ALL** students are to walk their bikes while on the school grounds. Students not adhering to this rule could have their bike confiscated for parent pick-up.

### WALKERS

Students walking to school are to stay on sidewalks and only cross busy streets at intersections where crossing guards are present. **Students are not to cross Freya Street until adult crossing guards are present in the morning and afternoon.** Please talk to your child about the dangers associated with walking to and from school and how to show the neighborhood community they care by staying out of yards and away from parked cars. Also be sure to discuss being prepared for the weather. It is particularly dangerous during the winter months when ice and snow make stopping distances for cars much more difficult.

### MOTOR VEHICLES

Your car will be directed to one of ten marked locations: spots 1- 10 with cones. Those 10 cars will be loaded and you will drive out of the drop-off/pick-up area, then the next 10 cars will be directed into the 10 marked spots. Your child will be released to your car by staff members once your car is along the curb in one of the 10 marked spots. Be aware of other vehicles unloading and loading in front and behind. Please do not park your car or leave your car unattended, as this will impede the flow of traffic and cause unnecessary delays.

## **BUSSING**

Students will line up in the halls at the end of the day to wait for their busses. It is important for the safety of all students and staff that bus riders are seated in line for their bus as they wait.

Students are expected to demonstrate appropriate behavior while riding the bus (this includes the activity bus) and at bus stops. Bus riders are required to:

- Arrive at their assigned bus stop no more than 5 minutes prior to pick-up time, and be in a single line, ready to load the bus.
- Be respectful of people's property. No running through yards or in the street, climbing trees, littering, yelling or screaming, etc.
- Sit in their assigned seats and remain seated.
- Follow all directions of the driver.
- Show respect for the driver and other riders.
- Not eat or drink on the bus.
- Keep all parts of their bodies inside the bus and out of the aisles.
- Speak in a "classroom" voice level, and use appropriate behavior and language.

Drivers will make every effort to work with students to remind them of appropriate conduct, review rules/expectations, create and enforce a seating chart, and change seats prior to issuing a citation.

Students who leave school grounds without permission will not be allowed back on school property to ride the bus.

## **BUS CONSEQUENCES**

**Remember: Riding a bus to school is a privilege that can be lost if students repeatedly refuse to follow bus-riding expectations.** In addition, Washington State Law, RCW. 392.145, makes certain behaviors on the school bus a crime. Student behaviors that require the driver to divert his/her attention from the road place all students' safety at risk and will not be tolerated.

There will be five progressive steps for citations written by drivers, bus-loading supervisors, school district resource officers or Transportation staff:

1. Warning with no bus suspension, parent contact from school, letter sent home with copy of citation and rules
2. Loss of riding privileges for 1 school day; meeting with student, parents, transportation
3. Loss of riding privileges for 3-5 school days
4. Loss of privileges for up to 20 school days
5. Loss of privileges for the remainder of the school year.

Any behavior that is determined to be exceptionally dangerous, defiant, or disrespectful may result in immediate loss of riding privileges for a time to be determined by the Transportation department. Students can receive citations and/or be suspended from the bus for behaviors at the bus stop or while waiting at school for the bus.

When suspended from riding the bus, students are suspended from all school buses, including activity buses. Parents have the right to appeal any loss of privileges to the Transportation department.

## **BREAKFAST AND LUNCH**

School breakfast and lunch are served daily. A complete menu can be found on our district website. Milk is included in the price of the meal but may also be purchased separately.

Students use a computer system just like a debit account at a bank. Parents deposit money into the account and each time their child eats a meal, the price of that meal is deducted from the account. It is of the utmost importance that parents make sure there is money in their child's account. Balances can be checked by calling the school office or by visiting MySchoolBucks on our website. Students will get a low balance notice when money is due and phone calls will go home when money is owed. The cost of breakfast and lunches are subject to change. You will be notified of any change when they take place. The current daily prices are printed on menus.

**For the 2023-2024 school year, breakfast and lunch are free for all Lincoln Heights students.** Eligibility is determined by household income. Please refer to our district website to fill out an on-line application. Paper applications may also be available in the school office. Applications must be updated yearly.

If your child has any special food allergies or other life threatening conditions, please make sure all medical records and emergency numbers are up to date with the office and written instructions for any medical treatment are on file. Please be respectful of those with severe food allergies and limit packing nut products in lunches if possible.

## **ADDITIONAL INFORMATION**

### **VOLUNTEERING & PTG**

All adults that plan to volunteer in the classroom or help on field trips must fill out a Volunteer Clearance form. All volunteers are subject to a State Patrol background check to meet volunteer criteria. This process is intended to help keep all children safe. Anyone who does not meet the minimum volunteer criteria will be notified in writing. **Please stop by the office to get your form today!**

### **LOST AND FOUND**

Lost and found items are placed in the multipurpose room by the gym. Personal belongings should be labeled for easy identification. **At the end of each trimester, all unclaimed items are given to charitable organizations.**

Please mark your child's name on personal items such as lunch boxes, hats, coats, gloves, boots, and any other items brought to school. Leave special items at home. Children often bring items to school that end up disappearing or being damaged by others. The school cannot accept responsibility

for lost, stolen or damaged items.

## **PICTURES**

Individual Pictures are taken in the Fall and Class Pictures will be taken during the Spring of the school year. Pictures are regarded as a service to parents and children. The school does not require the purchase of pictures. Written notice will always be sent home with each child announcing when the exact date the pictures will be taken.



## **ASBESTOS COMPLIANCE**

In compliance with the Environmental Protection Agency, Lincoln Heights School has a well-developed asbestos management plan. No asbestos was used for construction of our facility in order to provide a safe environment for the school. The Asbestos Plan is located in the school office for public view.

## **WE ARE A TITLE 1 SCHOOL**

Lincoln Heights is proud to be a Title 1 School! Many of you have probably heard Lincoln Heights referred to as a Title 1 school. This term can often be confusing. Title 1 funding "is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments." Lincoln Heights uses our Title 1 money to help improve student learning for all of our students. We purchase additional materials, pay for intervention teachers and instructional coaches, and provide professional development opportunities for our staff to better serve our students, and to actively involve the parent community. With these pieces in place, we know that the work our Lincoln Heights staff are doing will help all of our students learn and grow. Together, with help from Title 1 funds, your students will be prepared for college and their future career!

We feel very thankful to have wonderful resources to support Lincoln Heights staff and students. We work hard to carefully study student strengths and areas of growth to support high quality intervention and support where it is needed. If you have a wondering or concern about these services, please contact Meghan Anderson, school Principal. If Parents/ Guardians and other citizens believe that schools have violated any federal rule pertaining to being a Title 1 School, law or state regulation that applies to a federal program, a Citizen Complaint may be filed. At Lincoln Heights we have copies of the Citizen Complaint Process and the form can also be found by visiting <https://www.spokaneschools.org/Page/5175> under "Let's Talk".

## **BUILDING SECURITY**

In order to ensure a safe learning environment, all entry doors will be kept locked during the school day. Security cameras are located throughout the building in order to monitor and record activity in and around the school grounds. Visitors are to enter through the main doors on the west side of the building and press the intercom button. Once buzzed in, visitors must check in immediately at the office. Visitors will be asked to sign in and obtain a Visitor Pass before they proceed.

If a student needs to leave during the school day, they will be released by the office to be picked up and only to their parent/guardian or an authorized

adult listed on the child's registration form. If parents need an exception made to this policy, they must make their request by phone or in writing.

## **WEAPONS & FIREARMS**

Possession of firearms or dangerous weapons on school property will result in a mandatory suspension or expulsion, subject to appeal, with notification to parents and law enforcement. Students who bring “toy” guns or weapons could also be subject to disciplinary action which may include suspension.

## **PHONES**

The school is served by business phones in classrooms and their use by students is limited to emergencies. All alternate arrangements for visiting friends after school need to be made prior to arriving in the morning. It is possible for us to deliver messages to your child during the school day if plans for transportation or child care change.

## **CELL PHONES**

Cell phones are allowed in school, but can only be used before arriving and after leaving the school building. Cell phones in classrooms are a distraction to instruction and are to be kept in back packs and turned off during the day. Phones may be confiscated if used during school time. (Recess, classroom, etc.) *Lost or stolen phones will not be the responsibility of Spokane Public Schools.* Please refer to Board Policies and Procedures for more information.

## **SCHOOL DRESS STANDARDS**

A student's appearance significantly affects the way others respond to him/her/them. School attire should not be distracting to the educational climate of the school. Clothing containing references to alcohol, drugs, inappropriate behavior or language should not be worn to school.

## **HARASSMENT, INTIMIDATION OR BULLYING (HIB)**

Washington State law prohibits harassment, intimidation, or bullying (HIB) in our schools. The law and Policy and Procedure 3207 defines harassment, intimidation or bullying as any intentionally written message or image—including those that are electronically transmitted—verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental, physical or sensory handicap, or other distinguishing characteristics, when an act physically harms a student or damages the student's property; has the effect of substantially interfering with a student's education; is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school. Schools are required to take action if students report they are being bullied, and any district staff member can take the report. Individuals who believe there has been a violation of policy are encouraged to contact the SPS Student Services department at (509)354-7393. Procedure 3207 provides the reporting and investigation process. Further information and complaint forms may be found on the Spokane Public Schools website, [www.spokaneschools.org](http://www.spokaneschools.org) and selecting – Parents & Students– Quick Access Center- Bullying & Harassment.

## **SEXUAL HARASSMENT**

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on school campus, on the school bus, or school-sponsored off-campus events, such as a school-sponsored field trip. Sexual harassment is a form of sex discrimination. You can find a copy of the district's policy and procedures 3205 (Sexual Harassment of Students) and 5011 (Sexual Harassment of Staff) on the district's web site [www.spokaneschools.org](http://www.spokaneschools.org), at your school, or Human Resources. Individuals who believe there has been a violation of policy are encouraged to report to any school staff member or contact the district's Title IX/Staff Civil Rights Officer, Jodi Harmon at 509.354.7344. Further information and complaint forms may be found on the Spokane Public Schools website, [www.spokaneschools.org](http://www.spokaneschools.org). If you cannot resolve your concern with the school, you may wish to file a formal complaint with the school district. There are three (3) steps: Step 1: Complaint to School District Superintendent, Step 2: Appeal to the School Board, and Step 3: Complaint to OSPI. The instructions on how to follow these steps may be found at [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx) and brochures are located at district schools and online at [www.spokaneschools.org](http://www.spokaneschools.org).

## **NON DISCRIMINATION**

Spokane Public Schools complies with all federal and state rules and regulations and does not discriminate on the basis of age, sex, marital status, race, color, creed, religion, national origin, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, sexual orientation including gender expression or identity, or honorably discharged veteran or military status. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities, and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/Staff Civil Rights Officer, ADA Officer and/or Harassment, Intimidation, Bullying (HIB)/Student Civil Rights/504 Compliance Officer.

The following **Civil Rights Compliance Coordinators** have been designated to handle questions and complaints of alleged discrimination:

- Civil Rights Coordinator and Title IX Coordinator: [Jodi Harmon](mailto:JodiHarmon@spokaneschools.org), 509.354.7344
- Section 504 Coordinator: [Melanie Smith](mailto:MelanieSmith@spokaneschools.org), 509.354.7284

### **Other district contacts:**

- ADA Officer: Stephanie Busch, 509.354.5993 [StephanieB@spokaneschools.org](mailto:StephanieB@spokaneschools.org)
- Affirmative Action Officer: Jodi Harmon 509.354.7344 [JodiH@spokaneschools.org](mailto:JodiH@spokaneschools.org)
- AHERA Officer: Bob Turner, 509.354.7143 [RobertTu@spokaneschools.org](mailto:RobertTu@spokaneschools.org)
- ALE Officer: Heather Bybee, 509.354.7361 [HeatherB@spokaneschools.org](mailto:HeatherB@spokaneschools.org)
- Certification Officer: Cindy Coleman, 509.354.7318 [CindyCo@spokaneschools.org](mailto:CindyCo@spokaneschools.org)
- Claims Agent: Rebecca Doughty, 509.354.7298 [RebeccaDo@spokaneschools.org](mailto:RebeccaDo@spokaneschools.org)
- Contract Officer: Cindy Coleman, 509.354.7318 [CindyCo@spokaneschools.org](mailto:CindyCo@spokaneschools.org)
- Copyright Compliance Officer: Mark Martell, 509.354.7212 [MarkM@spokaneschools.org](mailto:MarkM@spokaneschools.org)
- Equal Opportunity Officer: Jodi Harmon 509.354.7344 [JodiH@spokaneschools.org](mailto:JodiH@spokaneschools.org)
- Harassment, Intimidation, Bullying (HIB)/Student Civil Rights Officer: Melanie Smith, 509.354.7284 [MelanieSm@spokaneschools.org](mailto:MelanieSm@spokaneschools.org)
- Personnel Officer: Jodi Harmon 509.354.7344 [JodiH@spokaneschools.org](mailto:JodiH@spokaneschools.org)
- Public Records Officer: Terri LeFors, 509.354.7395 [TerriL@spokaneschools.org](mailto:TerriL@spokaneschools.org)
- Safety/OSHA/WISHA Officer: Rebecca Doughty, 509.354.7298 [RebeccaDo@spokaneschools.org](mailto:RebeccaDo@spokaneschools.org)
- Secretary, Board of Directors: Adam Swinyard, 509.354.7268 [AdamSw@spokaneschools.org](mailto:AdamSw@spokaneschools.org)

**Address:** 200 N Bernard Street, Spokane 99201-0282.

## THE MISSION and VISION OF LINCOLN HEIGHTS ELEMENTARY

*Is to provide a safe, supportive, and academically challenging environment where students develop a love of learning, a belief in their potential, and grow to become responsible citizens.*

| <b>Staff will:</b>  | <b>Students will:</b>   | <b>Families will:</b>   |
|---|---|---|
| Create a safe, welcoming, and supportive environment for every learner.   | Come to school on time with a positive attitude every day ready to learn.   | Help children arrive on time, prepared for school every day.  |
| Be a positive, collaborative, and supportive member of our school community.  | Show P.A.W.S. ( <b>P</b> ut Safety First, <b>A</b> ct Responsibly, <b>W</b> ork for Success, and <b>S</b> how Respect and Kindness) in all they do. | Read with your child or listen to your child read each day.   |
| Model P.A.W.S. ( <b>P</b> ut Safety First, <b>A</b> ct Responsibly, <b>W</b> ork for Success, and <b>S</b> how Respect and Kindness) every day. | Work hard and do their best to persevere. Have a growth mindset!  | Help develop a consistent home routine that supports your student's ability to complete homework, review the daily planner or backpack, and use the home-school communication folder. |
| Build strong relationships with students and families. Always assume positive intent.   | Actively engage in learning.  | Partner with teachers and administrators to help your student succeed academically, socially, and behaviorally. Always assume positive intent.  |
| Recognize and celebrate growth in every learner.  | Take responsibility for their behavior.   | Model an interest and enthusiasm for learning! Talk with your child about what they are learning, set goals, and encourage them to do their best.                                     |
| Plan and implement high quality instruction to help all students to learn and grow.   | Problem solve with students and staff to repair any harm related to their behavioral choices.   | Praise your child's effort and hard work in order to build their ability to persevere. Support a growth mindset!  |
| Communicate with and support students, staff, and families openly and honestly.   |   | Communicate with your child's teacher and school.   |
| Encourage the use of restorative practices by teaching and modeling how to restore relationships and repair harm.                               |   | Encourage your child to use restorative practices to restore relationships and repair harm.   |

*Lincoln Heights Elementary staff, parents, and students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during 202-2023 school year. Reviewed August 31,2022 by Parent Teacher Group*



# Lincoln Heights Elementary School- Wide Management Plan

**Positive Behavior Interventions and Supports (PBIS),  
Restorative Practices, Discipline Procedures, and  
Interventions**



**2023 - 2024 School Year**

### What is “Positive Behavior Interventions and Supports?”

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

### Who is on the School-Wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels and specialists. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS team consists of a representative from each grade level, a specialist, a Title/LAP teacher, and the school counselor.

### What are the responsibilities of the School-Wide PBIS team?

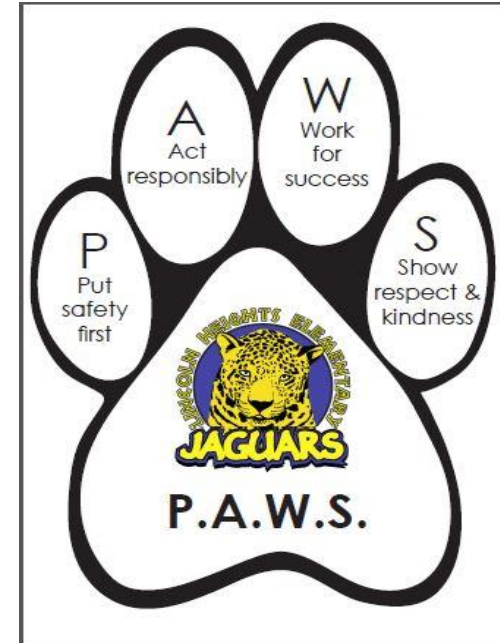
- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attend district-wide meetings and school trainings to promote the continuing development and maintenance of PBIS programs at your school.
- Share out meeting minutes by email to keep staff up to date with school PBIS programs and receive input and feedback from staff.

The following pages describe the School-Wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers, cafeteria staff, custodial staff, even volunteers and substitute teachers.

### Why do we have School-Wide Expectations?

Having a few simple, positively stated expectations facilitates the teaching of behavioral expectations across school settings as students learn and use the same language. By focusing on four simple expectations it is easier for students to remember. It is also important for staff because instruction that focuses on a few simple expectations improves teaching and consistency through the use of a common language.

Positively stated expectations are important because research has shown that recognizing students for following the expectation is even more important than catching them breaking the rules. By stating rules positively as expectations, the hope is that staff will be more likely to use them to catch students engaging in the appropriate/expected behavior.



As only a few are selected, it is important that the expectations are broad enough to talk about all potential problem behaviors. With the selected expectations, the PBIS team believes that we can teach to all specific behavioral expectations across all school settings. For example:

- Saying, "Thank you" to a classmate when they hold a door open for you is an example of **Showing respect and kindness**.
- You were **Acting responsibly** when you chose to walk in the hallway with a hall pass.
- Putting away your equipment in the gym is an example of **Putting safety first** because someone could trip on it and get hurt.
- You are **Working for Success** by using active listening during instruction time.

The **PBIS Expectations Grid** (see next page) uses the school-wide expectations to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-Wide Expectations. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

## Lincoln Heights PBIS Expectations Matrix

|   | Line Up  | Hallways  | Bathrooms  | Cafeteria  | Recess  | After School Car or Bus   |
|---|--|---|--|--|---|---|
| <b>P:<br/>Put safety first</b>          | <ul style="list-style-type: none"> <li>*Keep hands, feet, and objects to self</li> <li>*Walk quietly at all times</li> </ul>   | <ul style="list-style-type: none"> <li>*Walk single file on the right side of the hallway</li> <li>*Use handrail on stairs</li> <li>*Take one step at a time</li> </ul> | <ul style="list-style-type: none"> <li>*Make sure toilet flushes</li> <li>*Wash hands with soap and water</li> <li>*Keep hands, eyes, and feet to self</li> </ul>                        | <ul style="list-style-type: none"> <li>*Keep hands, feet, and objects to self</li> <li>*Walk at all times</li> </ul>   | <ul style="list-style-type: none"> <li>*Use equipment properly</li> <li>*Follow directions the first time</li> <li>*Keep hands, feet, and objects to self</li> </ul>                            | <ul style="list-style-type: none"> <li>*Use a level "1" or "2" voice while sitting in bus line or standing in car line</li> <li>*Keep hands, feet, and objects to self</li> </ul> |
| <b>A:<br/>Act Responsibly</b>           | <ul style="list-style-type: none"> <li>*Visit with friends in grade level areas</li> <li>*When the morning bell rings, quickly line up behind your dot</li> <li>*Walk single file on the right side of the hallway</li> <li>*Face forward</li> </ul> | <ul style="list-style-type: none"> <li>*Face forward</li> <li>*Keep hands, feet, and objects to self</li> </ul>   | <ul style="list-style-type: none"> <li>*Let your teacher know if you leave the class and take a pass</li> <li>*Throw paper products in the trash</li> <li>*"Take 1, I'm done"</li> </ul> | <ul style="list-style-type: none"> <li>*Share sporks, napkins, and straws</li> <li>*Keep food on tray</li> <li>*Take a scoop of fruit or vegetables</li> </ul>                       | <ul style="list-style-type: none"> <li>*Return all equipment</li> <li>*Know the rules</li> </ul>  | <ul style="list-style-type: none"> <li>*On the bus, stay in assigned seat</li> <li>*Sit appropriately</li> </ul>  |
| <b>W:<br/>Work for success</b>          | <ul style="list-style-type: none"> <li>*Line up in ABC order before going into the cafeteria for lunch</li> <li>*Stay in your line until dismissed by teacher</li> </ul>   | <ul style="list-style-type: none"> <li>*Go directly to your destination</li> <li>*Have a pass or be with an adult</li> </ul>  | <ul style="list-style-type: none"> <li>*Go quickly and quietly</li> <li>*One person in a stall at a time</li> <li>*Report problems to an adult</li> </ul>                                | <ul style="list-style-type: none"> <li>*Clean up table when finished</li> <li>*Raise hand for help</li> <li>*Raise hand to carefully empty tray, and then return to table</li> </ul> | <ul style="list-style-type: none"> <li>*Line up in ABC order to enter cafeteria for lunch</li> <li>*Wear a pass to come inside</li> <li>*Follow game rules</li> <li>*Line up on time</li> </ul> | <ul style="list-style-type: none"> <li>*Keep hands, feet, and objects to self</li> <li>*Report problems truthfully</li> <li>*Be on time</li> </ul>                                |
| <b>S:<br/>Show respect and kindness</b> | <ul style="list-style-type: none"> <li>*Respect personal space</li> <li>*Use kind words</li> </ul>   | <ul style="list-style-type: none"> <li>*Keep hallway clean</li> <li>*Level "0" or "1" voice</li> <li>*Walk quietly</li> </ul>   | <ul style="list-style-type: none"> <li>*Use a level "0" voice</li> <li>*Use appropriate language</li> <li>*Keep bathroom clean</li> </ul>  | <ul style="list-style-type: none"> <li>*Use level "2" voice</li> <li>*Use manners</li> </ul>   | <ul style="list-style-type: none"> <li>*Use appropriate words, voice level, and actions</li> <li>*Accept consequences</li> <li>*Include everyone</li> </ul>                                     | <ul style="list-style-type: none"> <li>*Use caring language</li> </ul>  |

**PAWS Expectation Posters**

School-Wide Expectation Posters will be distributed and posted throughout the school. This will help to prompt staff and students to pay attention to the expectations.

**Lincoln Heights's Approach and Philosophy to Behavior, Expectations, Restorative Practices, and Discipline**

We hold the philosophy of being proactive and that "Positive Behavior Support" works best. In addition to positive behavior support, we implement Restorative Practices as a response to student behavior. Restorative practices promote inclusiveness, relationship-building, and problem solving. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Restorative conversations will occur which include discussing what happened, acknowledging feelings, talking about needs, and creating a plan to repair harm. These strategies raise the level of student responsibility, and prepare students to be productive college and career-ready (T-2-4) citizens as we prepare them to be college and career-ready (T-2-4).

**Student Behavior and Discipline**

Lincoln Heights Elementary School seeks to create an atmosphere conducive to learning, creativity, and character development. The word discipline means "to teach" which is the basis for our plan at Lincoln Heights. The school embraces a partnership of teachers and parents to fulfill the obligation to teach students the role of responsible citizenship in a school community. This is done by modeling, teaching and recognizing positive behavior. Interventions and support begin at the least intrusive and lowest level and work up to more restrictive if students continue to repeat inappropriate choices and behaviors. Our policy has at its core the learning experience of the student. This includes how that experience will help them in their adult life as well as creating a safe school environment. Restorative practices will be considered and utilized first, but students exhibiting repeated behaviors will also receive consequences, such as lunch detention, in school intervention, or a suspension.

**Expectations begins with Parents and Students**

The first level of discipline begins with parents and students themselves. Appropriate language, dress, attendance, and actions are the first steps. Our school wants to support parents and families in your desire to educate your children.

**Teachers and Staff**

Teachers and Staff are responsible for students in their classrooms, school hallways, and on school property, and at school functions. Consistency supports behavioral change and students meeting our expectations. Consistency means that you say what you mean, mean what you say, and do what you said you would do. Genuine and authentic acts of kindness, gratitude, and appreciation given on a consistent basis or as part of the normal routine of the classroom are most effective rather than external ones.

**Showing Respect and Kindness at Lincoln Heights!!!**

Put-downs are extremely damaging to the students, the teacher, and the classroom environment. Often put – downs are given the pretense of "we were just teasing." We help identify put-downs by saying to students "Is that kind?" Classroom discussions are held to help students understand how to show kindness and respect, how to solve problems in a restorative manner, how to regulate our emotions, and how to repair harm so that we can learn from our mistakes and move forward together.

## **Teaching School-Wide Rules, Behavioral Expectations, & Routines**

### **Starting the Year off Right**

During the first week of school, we will focus on teaching the PAWS behavioral expectations and routines to all students across all school settings. The PBIS team has created a walking assembly that classes go through to review and teach expectations throughout the school. Each staff member continues to review and teach common area expectations and specific classroom expectations.

### **Why teach the Rules, Expectations, and Routines during the first week of school?**

One of the major reasons to teach behavioral expectations and routines across settings is that all staff and students learn and agree on what is expected in common areas. This improves consistency across staff in supporting the school rules. Surprisingly, often staff have different expectations about what behavior is acceptable in different settings which can confuse the students. Teaching routines unites our expectations. A second major reason is that we cannot assume that students know the expectations and routines.

### **What are Routines?**

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: how to enter the cafeteria, moving through the lunch line, the dismissal process from lunch, the process for sharpening your pencil in class, etc. Teaching routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so everyone in our school is following the same set of procedures.

### **Booster Sessions: Re-teaching the Rules, Expectations, and Routines.**

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. A typical rule of thirds applies where 1/3 of students will consistently follow expectations, 1/3 will follow with reminders, and 1/3 will only do it when specifically reminded. It is important to hold booster sessions to review the expectations so that we can increase those odds! Booster sessions are especially helpful after returning from a long break, during times in the year when we anticipate having more troubles, or in areas that continue to be problematic. Examples of booster sessions may include re-teaching expectations, increasing the number of acknowledgment events, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

## **Positive Reinforcement System Overview**

### **Why do we want to recognize expected behavior?**

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative

interaction (**4:1 ratio**). The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At **Lincoln Heights Elementary** we use **colored PAWS tickets** to acknowledge students for appropriate behavior. We award individual students **blue** PAWS tickets for “catching them” following expectations. **Yellow** PAWS tickets are used to reward classes showing stellar behavior, like a quiet line in the hallway.

When recognizing students with an acknowledgement it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

**Ethan, I wanted to thank you for helping pick up the books someone knocked on the floor. You helped me solve a problem, and it really helped me out. Here is a PAWS ticket.**

Ideally, students should be given these acknowledgements immediately following the behavior and be told exactly why they received it. In order to promote expected behavior it is important that students know when and why they are being acknowledged.

### **Who should be handing out PAWS tickets (positive reinforcers)?**

All staff in the school should be provided with the PAWS tickets, including General and Special Education teachers, Classified staff, supervisors, and even substitute teachers.

### **How many acknowledgments should be given out?**

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time.

### **What do students and classes do with these tickets?**

Students can cash in their PAWS tickets for special privileges in the school. Each teacher has a classroom “store” where students can “buy” things like sitting in a special chair, being the line leader, and other creative privileges that the class and teacher brainstormed. Classes save up their **yellow** PAW tickets to earn special reward parties like an extra recess or pajama day.

## **Interventions, Process, Procedures and Consequences**

### **What happens when a student misbehaves?**

The teacher determines if the behavior is minor or major. If minor, the teacher uses appropriate interventions and supports. If major, the teacher completes an Office Referral form and sends the form and the student to the office. The office support team determines an appropriate intervention, support, or consequence for the student in order for them to problem solve and repair any harm their behavior caused so that they can return to class.

**Regulation Stations and Buddy Classrooms**

Each teacher has a regulation station. In the regulation station, there is a social story about how the brain works along with calming strategies. Students learn that when their lid is flipped, they need to calm down so they can get back to their thinking brain. There is also a basket with breathing strategy cards (crazy 8 and breathing in the flower and blowing out the candle), sensory tools, visual timers, and paper to draw how they are feeling. Students who are struggling are asked or can choose to take a break in their own room at the regulation station. If students need a larger break or the teacher feels they need to calm down away from their peers, they will be asked to use the regulation station in a buddy classroom. The receiving teacher helps the student problem solve and returns them to class when they are ready to learn.

**In School Intervention**

In school intervention is assigned by the principal or principal assistant when a decision has been made that the student cannot successfully return to their classroom for the remainder of the day. Students are expected to complete work in the assigned classroom under the direction of the teacher in that room. As appropriate, students may engage in lessons in the assigned classroom.

**Check-In, Check-Outs, and Success Plans**

Some students need a more consistent intervention and may be referred by our Child Study Team (CST) or classroom teacher for additional support. A success plan could be formed which includes specific interventions throughout the day that may support that student. Some students utilize a check-in, check-out system where they check in with an adult each morning and review expectations and set goals with the adult. At the end of the day, the students check out and celebrate the positive in their day and discuss any problems they encountered. Both supports help students who just need a little extra to help them have a successful day.

**Classroom Re-entry**

When students re-enter classrooms either from a buddy classroom, a break, or an office referral, it is expected that the process is restorative in nature. This means that an opportunity to repair between the teacher and student takes place as appropriate. Sometimes the student may need to reengage in lessons and repair may be done at a later time. Teachers and students are expected to move forward with positive intent that things will be better.

**Responsive Interventions**

When students violate school rules or exhibit behavior that warrants intervention, responsive interventions are used to determine the cause of the behavior, identify solutions, and help problem solve strategies to prevent the behavior from recurring. Students who demonstrate behavior concerns that impede the learning of self and others will be referred to the Multi-Tier Student Support (MTSS) team. Some interventions include check in/check out, behavior contracts, daily home notes, and if needed a Functional Behavioral Analysis and Behavior Intervention Plans.

When positive reinforcement and classroom interventions have failed, students will need to make a plan for change. Age, developmental/cognitive level of students, and maturity are taken into consideration when determining appropriate plans with each individual student.



Consistent and fair discipline procedures are crucial to a successful-tiered consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, restoration, and logical steps as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing this time.

In order to maximize student instructional time, staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop clear expectations and classroom practices to teach and reinforce routines, including positive behavior, and clear classroom responses to appropriate and inappropriate classroom behavior.

It is essential that staff and administration agree on the following:

- What problem behaviors are expected to be dealt with in the classroom?
- What problem behaviors should be sent to the office?
- What are the procedures for an office referral?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?

The following pages contain materials outlining the consequence system at our school:

- Office versus Staff Managed Behavior/Discipline and Intervention Procedures Flow Cart
- Office Discipline Referral form

Restorative Principles are important. Lincoln Heights recognizes that relationships are key to building community and systems that address misbehavior and harm strengthen relationships. We also focus on harm done rather than rule-breaking, give voice to those harmed, engage in collaborative problem solving, empower change and growth and enhance responsibility.

Restorative Practices should be used in each situation when possible and appropriate. Additionally, staff can provide social skills groups, friendship groups and mediation. Staff will also teach the importance of using affective statements through class meetings. Our ultimate goal is supporting students while they repair harm and restore positive community.

### **Plan for Minor and Major Behaviors/Removal from Classroom**

Teachers implement a classroom expectation plan in their classrooms. This plan is communicated to students, parents and administration. Teachers use effective procedures, build relationships, help students to problem-solve and restore, and assign consequences when necessary. Teachers call parents to communicate classroom concerns. Parent notification takes place by the office if a student is referred to our counselor or administrative team and receives a consequence.

Each classroom has a "regulation station" area. If a student is not following expectations, a student will move to this area to self-regulate and plan for success moving forward. This process can be repeated multiple times in a day.

If the student is not successful at making positive changes the student will go to their buddy classroom's regulation station. The teacher will contact parents to notify them of their child's choices within the day. A student will be removed from the classroom if they are not responding to the redirection of unexpected behavior. If a student is removed from the classroom, the administrator(s) of the school shall provide an explanation of the reason for the removal to the student and offer the student an opportunity to respond. The administrator will notify parents or legal guardian as soon as reasonably possible.

If similar behavior continues, a conference to address needs will be scheduled with the administrator, teacher, parents, and student. A referral to our Multi-Tier Student Support Team (MTSS) may be necessary to determine interventions and create a plan.

**Please note: If a student is a safety concern for him/herself, other students and teachers, these may be by-passed. The student may be sent directly to the office. All major incidents will be recorded in PowerSchool.**

| Possible Consequences for Minors  | Possible Consequences for Majors  | Possible Consequences for Unlawful Behaviors  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Reteach expectation</li> <li>• Apology/Repair</li> <li>• Reflection Activity</li> <li>• Student-Teacher conference</li> <li>• Phone call home</li> <li>• Loss of recess/privilege</li> <li>• Lunch detention</li> <li>• Affective statements</li> <li>• Reflect and refocus</li> <li>• Buddy classroom</li> <li>• Restorative conversation</li> <li>• Move seat/work away from group</li> <li>• Community service</li> <li>• Random acts of kindness</li> <li>• Recess monitor helper (find students who are following rules during recess)</li> </ul> | <ul style="list-style-type: none"> <li>• Office referral</li> <li>• Reteach expectation</li> <li>• Student conference with principal or asst. principal</li> <li>• Conference with student, parent, and administrator</li> <li>• Restorative Conversation</li> <li>• Restitution</li> <li>• Apology</li> <li>• Reflection activity</li> <li>• Loss of recess/class privilege</li> <li>• Lunch detention</li> <li>• School beautification/ community service</li> <li>• Referral to CST for repeated major behavior</li> <li>• In-school intervention</li> <li>• Social skills group</li> <li>• Friendship group</li> <li>• Student success plan</li> <li>• Short term suspension</li> </ul> | <ul style="list-style-type: none"> <li>• Conference with student, parent, teacher and administrator</li> <li>• In School Intervention</li> <li>• Short term suspension</li> <li>• Possible hearing with student, parent, teacher, administrators</li> <li>• Possible hearing with district officials</li> <li>• Referral of matter to school police or other authority of jurisdiction</li> </ul> |

\*Lincoln Heights believes that important features of a School-wide Positive Discipline Plan are establishing regular, predictable, positive learning environments that support academic success for all students. This includes teaching and modeling common behavioral expectations for all students, providing a system for regular positive feedback, and improving the social competence for all students. We are committed to partnering with all stakeholders to make revisions to this document.

\*Spokane Public Schools Policy, Procedure and Rules of Conduct are found on the district website under 3240. When assigning consequences of any kind, we will consider individual factors and avoid exclusionary practices where students are out of educational setting as much as possible. Age and developmental considerations will be considered with every incident and each student.

PLEASE REVIEW THIS HANDBOOK TOGETHER WITH YOUR STUDENT(S), THEN SIGN AND RETURN THIS PAGE TO THE SCHOOL OFFICE OR YOUR CHILD'S TEACHER.

THANKS! LET'S WORK TOGETHER TO MAKE THIS YEAR GREAT FOR ALL OF OUR STUDENTS!

Lincoln Heights Staff

- I have read the Lincoln Heights School-Wide Management Plan and Handbook. In addition, I reviewed them with my student(s).

Adult Name(s) (print please and then sign with date):

Student Name(s) (print please and then sign with date):

