

Mark West Elementary School



Tigers

Be Safe

Be Respectful

Be Responsible

Mark West Elementary School BEST Plan
2019-20

Version 7.29.2015

Introduction

The Mark West BEST Plan is the discipline plan for Mark West Elementary School. BEST is an acronym for ***Building Effective Schools Together***. It is a system, which gives staff, students, and community a structure to look at discipline data, target areas for student training, and to celebrate student successes. BEST is research-based and builds from “what already works” in a school.

This guide specifies the student, parent, administrative, teacher, and school staff responsibilities to be followed in order to achieve the Mark West BEST Plan goals. There are three **overarching behavior expectations** (be safe, be respectful, be responsible). From these three expectations, specific areas (e.g. lunch, playground, hallway) are organized by what safe, respectful, and responsible student-actions look like.

The Mark West BEST Plan is meant to be an effective positive-behavior change-tool which helps develop safe, respectful, and responsible behavior. It is a comprehensive plan which is intended to be clear, simple and practical. It is a collaborative effort which promotes consistency across staff, while respecting different styles of teaching and implementation. The plan was designed in a modular format, which is easy to update as we progress on this journey.

BEST Plan Goals

The Mark West BEST Plan goals are:

- 1) To create a safe and healthy learning environment
- 2) To increase appropriate student behavior
- 3) To decrease inappropriate student behavior
- 4) To support student academic success

Mark West Overarching Behavior Expectations

Be Safe
Be Respectful
Be Responsible

Five Components of a Safe School (*Mark West Comprehensive School Safety Plan*)

Knowing each student
Creating a nurturing physical environment
Creating a caring and effective management structure
Creating a caring and connected school climate
Integrating school safety with all other school plans

Mark West School Resources

- 1) BEST Plan as procedures and as a guide for creating and maintaining a safe learning environment
- 2) ToolBox A Social Emotional Learning program, building Resilience, Self Mastery, and Empathy for others.
- 3) School Wide Events, and Character Trait Recognitions and Celebrations

Responsibilities of the Mark West Community

The development of school behavior which is safe, respectful, and responsible is a collaborative effort involving students, parents, administrators, teachers, and all school staff. The responsibilities listed below will help to create a healthy, productive learning environment at our school.

Student Responsibilities

- ❖ Follow the overarching behavior expectations, rules, and routines at Mark West
- ❖ Follow school staff directions
- ❖ Treat others with respect
- ❖ Cooperate with others
- ❖ Use school supplies appropriately
- ❖ Solve problems and conflicts effectively and peacefully
- ❖ Use “I statements” to resolve conflicts. If that does not work, seek help from an adult
- ❖ Do your best work

Parent Responsibilities

- ❖ Know, promote & support the practice of the Mark West overarching expectations, behavioral expectations, rules and routines
- ❖ Set an example which is positive, respectful and cooperative to all
- ❖ Set limits on inappropriate student behavior, especially those which are high intensity and creating an unsafe climate at Mark West
- ❖ Support the Mark West student recognition program
- ❖ Follow school & class procedures
- ❖ Bring your child to school & pick them up on time
- ❖ Sign in at the office during school hours
- ❖ Follow school safety rules & procedures

Administrative Responsibilities

- ❖ Promote, support & teach the practice of the Mark West overarching behavior expectations, behavioral expectations, rules, and routines throughout the school year
- ❖ Set an example which is positive, respectful, and cooperative to all
- ❖ Set limits on inappropriate student behavior, especially those which are high intensity and creating an unsafe climate at Mark West
- ❖ Support and oversee the Mark West student recognition program
- ❖ Allocate fiscal & staffing resources to carry out the Mark West BEST Plan
- ❖ Coordinate the efforts of students, parents, teachers, and school staff to achieve the BEST Plan goals
- ❖ Utilize the BEST Plan forms & procedures across the various settings & situations at Mark West
- ❖ Continuously inform the school community of the goals and workings of the BEST Plan, and coordinate efforts
- ❖ Remind parents to sign in during school hours, obtain a visitor badge, & wear it

Teacher Responsibilities

- ❖ Promote, support & teach the practice of the Mark West overarching behavior expectations, behavioral expectations, rules, and routines throughout the school year
- ❖ Set an example which is positive, respectful, and cooperative to all
- ❖ Set limits on inappropriate student behavior, especially those which are high intensity and creating an unsafe climate at Mark West
- ❖ Support the Mark West Recognition Program
- ❖ Utilize the BEST Plan forms & procedures across the various settings and situations at Mark West
- ❖ Keep parents informed of the goals and workings of the classroom discipline plan and the BEST Plan
- ❖ Remind parents to sign in during school hours, obtain a visitor badge, & wear it

School Staff Responsibilities

- ❖ Promote, support & teach the practice of the Mark West overarching behavior expectations, behavioral expectations, rules, and routines throughout the school year
- ❖ Set an example which is positive, respectful, and cooperative to all
- ❖ Set limits on inappropriate student behavior, especially those which are high intensity and ongoing in nature
- ❖ Support the Mark West Recognition Program
- ❖ Utilize the BEST Plan forms & procedures across the various settings and situations at Mark West
- ❖ Remind parents to sign in during school hours, obtain a visitor badge, & wear it

Yard Supervisor Responsibilities

- ❖ Promote, support & teach the practice of the Mark West overarching behavior expectations, rules and routines throughout the school year
- ❖ Set an example which is positive, respectful, and cooperative to all
- ❖ Follow all the responsibilities in the section “School Staff Responsibilities” above
- ❖ Report to the assigned area promptly/on time
- ❖ Actively supervise assigned area (e.g. move around, be proactive, re-teach/clarify rules)
- ❖ Constantly visually scan the play area.
- ❖ Encourage students to interact with one another rather than hover around adults
- ❖ Keep conversation with children brief
- ❖ Never leave your area unsupervised
- ❖ Actively support each other in using the Freeze Whistle
- ❖ Supervise walkways as students return to class; insist that students walk.
- ❖ Recognize/praise students for being safe, respectful and responsible
- ❖ Be prepared with necessary materials (i.e. first aid fanny pack, Super Tigers, pink slips, hall passes, whistle, pen or pencil, orange vest, radio)
- ❖ Have Mark West radio to communicate with office

Mark West Elementary School Behavior Expectations and Positive Discipline Plan B.E.S.T (*Building Effective Schools Together*)

The Mark West School BEST (*Building Effective Schools Together*) is a behavior expectation and discipline program, in which staff, students, and community support positive student behavior, target areas for student training, and celebrate student successes. BEST is research-based and builds from “what already works” in schools.

School personnel will support appropriate student behavior to nurture a safe, caring, compassionate, and collaborative learning environment. Student choices and consequences for not following school behavior expectations will follow school policy.

Positive Discipline is based on the following principles: mutual respect (I respect myself and I respect you), all people strive for belonging and significance, mistakes are opportunities to learn, logical and natural consequences that are reasonable, related, and respectful help people own and grow from mistakes, and children will develop competencies when we provide them with responsibilities and support.

Violations of expectations will be addressed in a positive, respectful, and reasonable manner. Keeping in mind that mistakes are opportunities to learn and grow, **consequences will be issued on a severity continuum** and can include conference with the teacher, phone call to parent, written reflection or apology, conflict mediation, behavior plan, loss of privileges, suspension, or expulsion.

Mark West District and Mark West School Overarching Behavior Expectations

Be Safe, Be Respectful, Be Responsible

District Principles Guiding Our Behavior and Decisions

1. I will respect myself, other students and adults.
2. I will take care of my books, other learning materials, and the school building and grounds.
3. I will respect and care for other people’s things.
4. I will make responsible choices for my behavior.
- 5.** I will challenge myself to do my best work each

Mark West School Rules:

1. Obey all classroom rules
2. Do your best in class and on your homework
3. Respect other people’s property, bodies and feelings
4. Be courteous to others
5. Use appropriate language
6. Be responsible for yourself
7. Follow directions
8. Play safely

Consequences:

consequences are graduated and may include:

1. Student will receive a reminder/warning.
1. Student will correct the broken rule (Walk back through an area he/she had run through... Pick-up litter he/she dropped... Apologize to those hurt... Clean up a mess, etc.).
2. Student will take a time-out.
3. Student will lose part or all of recess or be given another activity which requires self-responsibility.
4. Student will be referred to the principal.
5. Student's parent will be called.
6. Student will be suspended from school for the period of time allowed by law. A fight between students will result in an automatic suspension. Students are automatically suspended for other serious offenses prescribed by law.

Behavioral Expectations & Rules for Mark West

The purpose of this chart is to demonstrate how the three overarching behavior expectations (be safe, be respectful, be responsible) by specific areas where students interact with staff and each other. The audience is students and the language is meant to be concise and positive.

Common Area	Be Safe	Be Respectful	Be Responsible
All School Areas	<ul style="list-style-type: none"> ● Walk facing forward ● Keep hands, feet & objects to oneself ● Get adult help for accidents or spills ● Use all materials and equipment appropriately 	<ul style="list-style-type: none"> ● Use kind words & actions ● Use a respectful tone of voice ● Wait for your turn ● Clean up after yourself ● Follow adult directions ● Practice good manners (please, thank you) 	<ul style="list-style-type: none"> ● Follow school rules ● Solve problems & conflicts effectively and peacefully ● Take care of personal belongings & school equipment ● Be honest ● Use restroom & get drinks at appropriate times ● "Pick it up, don't pass it up"
Cafeteria, Lunch Tables	<ul style="list-style-type: none"> ● Only eat your food, no sharing ● Sit with feet on floor, bottom on bench & facing table ● Walk at all times 	<ul style="list-style-type: none"> ● Allow anyone to sit next to you ● Use quiet voices ● Practice good manners (Say please and thank you) ● Leave table clean for the next class 	<ul style="list-style-type: none"> ● Get all of your lunch items (milk, utensils, salad bar) when first going through the line. ● Sit at your assigned table. ● Clean up after yourself. ● Wait for the lunch supervisor to excuse you to dump trash or go to play. ● Raise your hand if you need help.
Playground Recess (Teacher escorts students to snack area)	<ul style="list-style-type: none"> ● Walk to and from the playground ● Walk when outside the yellow boundaries ● Play within the yellow boundaries 	<ul style="list-style-type: none"> ● Play fairly ● Include everyone ● Use kind words & actions ● Use a respectful tone of voice ● Practice good manners 	<ul style="list-style-type: none"> ● Follow rules specific to the area ● Freeze & be quiet at the bell. Leave play structure and quietly stand in the bark.

	<ul style="list-style-type: none"> ● Act safely with respect to other games & activities around you ● No play fighting, rough housing, or tackling ● Use equipment safely & appropriately 		<ul style="list-style-type: none"> ● At release signal, hold equipment & walk to line
Halls, Passing Areas, Breezeways, Sidewalks	<ul style="list-style-type: none"> ● Walk appropriately to the right side except when directed ● Allow others to pass ● Open doors slowly & safely ● Be aware of opening doors 	<ul style="list-style-type: none"> ● Hold the door open for the person behind you ● Use quiet voices ● Use quiet feet ● Practice good manners 	<ul style="list-style-type: none"> ● Stay on sidewalks ● Use a hall pass during class & recess times
Bathroom	<ul style="list-style-type: none"> ● Keep feet on floor ● Use toilets and urinals appropriately ● Keep water in sink ● Wash hands ● Put paper towels in the garbage can ● Only one person in a stall 	<ul style="list-style-type: none"> ● Knock on the stall door ● Give people privacy ● Use quiet voices ● Practice good manners 	<ul style="list-style-type: none"> ● For bathroom use only (no visiting & hanging out) ● Flush toilet after use ● Return to classroom promptly ● Use bathroom pass during class time ● Report problems to adult

Behavioral Expectations & Rules for Mark West

Common Area	Be Safe	Be Respectful	Be Responsible
Arrival	<ul style="list-style-type: none"> ● Walk bike & scooters ● Wear helmets ● Carry skate boards & roller blades once on campus ● Use sidewalks & cross walks ● Use and obey crossing guards and other staff on duty ● Put backpacks in designated area ● Report to the playground promptly 	<ul style="list-style-type: none"> ● Cooperate with staff ● Arrive before freeze bell to be on time to class 	<ul style="list-style-type: none"> ● Secure bikes, skateboards in designated area
Dismissal	<ul style="list-style-type: none"> ● Use sidewalks & crosswalks 	<ul style="list-style-type: none"> ● Walk ● Keep hands, feet & objects to oneself ● Cooperate with staff 	<ul style="list-style-type: none"> ● Leave school promptly ● Actively look for your parent. Know your parent's car

	<ul style="list-style-type: none"> • Use and obey crossing guards and other staff on duty • Report to the front of the school if getting a ride or leave promptly • Students remaining after 3:10 p.m. report to the office (1:20 on Wed) • No food or drink while waiting for pick up • Sit or wait quietly for your pick up 	<ul style="list-style-type: none"> • Use quiet voices in and around buildings 	
Bicycles & Walkers	<ul style="list-style-type: none"> • Walk & ride bikes safely • Wear helmets • Use crosswalks and sidewalks while walking • Walk equipment in crosswalk and on sidewalks • Secure bicycle in the assigned area • No loitering after school 	<ul style="list-style-type: none"> • Ride in designated areas only • Keep a safe space between bicycles and walkers • Say thank you to crossing guards and staff • Use polite voice to all adults and students 	<ul style="list-style-type: none"> • Follow the rules of the road • Wait for the crossing guard to signal you to cross • Walk or ride home with a friend when possible

Behavioral Expectations & Rules for Mark West

Common Area	Be Safe	Be Respectful	Be Responsible
Assemblies & Special Events	<ul style="list-style-type: none"> • Keep hands, feet & objects to oneself • Walk at all times • Wait for dismissal instructions 	<ul style="list-style-type: none"> • Allow for personal space • Use audience manners: <ul style="list-style-type: none"> ○ applaud appropriately ○ no whistling, hollering or whooping ○ listen attentively ○ ask questions at appropriate times ○ Remove hats during Pledge of Allegiance 	<ul style="list-style-type: none"> • Listen attentively in your personal space

Line Behavior	<ul style="list-style-type: none"> ● Hands, feet & objects to oneself ● Stay aligned ● Pay attention ● Face forward 	<ul style="list-style-type: none"> ● Allow personal space ● Use a quiet voice ● Quiet, inside talk only in the hallways or near classes in session ● Walk around not through other class lines 	<ul style="list-style-type: none"> ● Pay attention to staff directions
Inside Recess	<ul style="list-style-type: none"> ● Walk ● Stay in your classroom unless given permission by school staff ● Use classroom materials designated by the teacher safely ● Stay inside room away from door 	<ul style="list-style-type: none"> ● Keep hands, feet, & objects to oneself ● Use quiet, inside voices ● Use polite language & a respectful tone of voice ● Ask before using classroom materials 	<ul style="list-style-type: none"> ● Follow rules & behavioral expectations at all times ● Clean up promptly at the bell
Computer Lab	<ul style="list-style-type: none"> ● Use equipment safely, carefully & appropriately ● No food, gum, candy or drinks in the lab ● Sit properly in the chairs 	<ul style="list-style-type: none"> ● Use inside quiet voices ● Walk and move slowly and carefully around the lab ● Listen to the teacher's instructions first, before touching or operating any computers 	<ul style="list-style-type: none"> ● Follow the teacher's instruction carefully ● Follow "internet Use Agreement" rules ● Only staff or teachers are to fix program or equipment problems ● At the end of class, return everything to its proper place

Behavioral Expectations & Rules for Mark West

Common Area	Be Safe	Be Respectful	Be Responsible
Library	<ul style="list-style-type: none"> ● Use books carefully & appropriately ● No food, gum, candy or drinks in the library ● Sit properly in the chairs 	<ul style="list-style-type: none"> ● The library is a calm & quiet area: <ul style="list-style-type: none"> ○ use quiet voice ○ move slowly & carefully ○ act calmly ○ listen to instructions first time given ○ minimize interactions with others (no socializing) 	<ul style="list-style-type: none"> ● Follow teacher and librarian instructions carefully ● At the end of class, return everything to its proper place ● Bring a book, materials or schoolwork as needed ● Return books before or on due date ● Use shelf markers
Office	<ul style="list-style-type: none"> ● Stay in designated area 	<ul style="list-style-type: none"> ● Use a hall pass during class & recess times 	<ul style="list-style-type: none"> ● Be prepared with whatever you need for

	<ul style="list-style-type: none"> • Communicate emergencies quickly and calmly 	<ul style="list-style-type: none"> • Enter the office quietly • Wait your turn • Wait until you are acknowledged by the school secretary before starting to talk (unless and emergency) • State your purpose politely 	your business at the office
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Mark West School Student Recognition and Celebration

A cornerstone of the BEST Program is that it recognizes and celebrates appropriate behavior. When students are being SAFE, RESPECTFUL, and RESPONSIBLE, their efforts are to be verbally praised and the **Super Tiger** slips presented to them. Research shows that students will master behavior expectations with positive reinforcement rather than a punitive, punishment-based structure. Students need explicit instruction on what BEST behavior looks like. They need to be informed when they are not following the behavior expectations. They will need rules clarified, modeled, and re-taught. When they learn and use BEST behavior, students will be celebrated for their efforts.

Staff will present students with a **Super Tiger** with specific feedback as to why they received this recognition when students are observed following the rules, helping others, modeling appropriate behaviors, for example, modeling being safe, respectful, or responsible, for stepping up to a higher level of learning. Example assigned responsibilities in class or for the school could be classroom jobs, flag duty, lost and found collection, trash or recycle pick-ups.

Staff and Student Council will introduce a monthly character trait or ToolBox Tool, teaching lessons, and recognizing when students demonstrate the character or life skill. A list of Life Skills are listed below. At weekly or monthly assemblies, specific character traits and student recognition for BEST behavior will be celebrated. Each month, two students who best exemplify the focus character trait will be rewarded with a Paws-itive Behavior card.

Life Skills and Positive Values

INTEGRITY: To be honest, sincere, and of sound moral principle, to act on convictions and stand up for your rights.

INITIATIVE: To do something because it needs to be done.

- FLEXIBILITY:** The ability to alter plans when necessary.
- HONESTY:** To tell the truth, even when it is not easy.
- PERSEVERANCE:** To continue in spite of difficulties.
- ORGANIZED:** To plan, arrange, and implement in an orderly way.
- SENSE OF HUMOR:** To laugh and be playful without hurting others.
- EFFORT:** To try your hardest.
- EMPATHY:** to understand the emotions and experiences of another person
- COMMON SENSE:** To use good judgment.
- PROBLEM SOLVING:** To seek solutions in difficult situations.
- RESPONSIBILITY:** To accept and take personal responsibility for your actions.
- PATIENCE:** To wait calmly for someone or something.
- FRIENDSHIP:** To make and keep a friend through mutual trust and understanding.
- CURIOSITY:** A desire to learn or know about a full range of things.
- COOPERATION:** To work together toward a common goal.

Specific Agreements for Mark West

Miscellaneous Agreements

Recess Snacks	eaten in assigned area
Gum	is not allowed
Hats	are to be worn outdoors only
Toys	are to be left at home
Hardballs	are not allowed
Bats	wooden or metal bats are not allowed
Electronic devices	are not allowed without teacher permission
Glass containers	are not allowed
Spitting	not allowed
Make-up	not allowed
Clothing	needs to be modest and appropriate (follow school dress code)

Shoes

need to be appropriate for P.E. and recess activities (closed toe shoes and no exaggerated heels/no higher than one inch)

Below are more detailed rules for Mark West. The purpose and audience of these rules are for teachers and Yard Supervisors who work with students at recess. The previous chart is what is shared with students. Below are the agreements we have in supervising students.

Mark West Playground Rules

- All areas of the playgrounds fall under Mark West rules. Failure to follow rules will lead to warning, removal from area, and possible closure of that area if warranted.
- If there is a shortage of coverage, certain areas may be shut down.
- Play in areas supervised by adults.
- Buildings are off limits to students during recess and when unsupervised.
- Except in an emergency, students must have a pass to come to the office.
- Playing with balls or running games in the play structure area is not permitted.
- On rainy days, students will be supervised in their classes at recess and lunch (see rainy day schedule).
- No balls or toys from home are allowed in the playground area.
- Students are to eat in designated areas.
- Maintain a clean school by throwing garbage away and not littering.
- Tackling, pile-ups, pushing or other types of unsafe behavior are not permitted.
- Throwing rocks, gravel, sawdust and other objects is dangerous and not permitted.
- All students are included in games.
- Running in grass areas or designated running areas only.
- Children should remain on the playground until bell rings (unless raining)
- When the bell rings, all students must freeze until the whistle blows and then walk to class.
- When recess is over, students are to WALK directly to class lines in a quiet and orderly fashion.

Mediating Problems

We first encourage students to resolve their problems themselves. However, when resolution is not possible, then students are responsible to go to a Yard Supervisor. This is the script that is to be employed when students are asking for mediation.

- Supervisor: “Do you want to solve this problem?” (If students want to talk, then go forward; if not, have them take a time out)*Find a place to talk where you can still see in your supervisory area.*
- Supervisor: “There are four rules to solving your problem: Agree to solve the problem, No name-calling or put-downs, do not interrupt; tell the truth. I am going to pick a student to talk first.”
- Listen to the first student. Repeat what they said. Ask this student about how he/she feels about the situation.

- Supervisor: "I am going to ask the second student to speak."
- Listen to the student. Repeat back what is said. Ask how he/she feels about the situation.
- Supervisor to the first student: "What can you do to solve the problem?"
- Ask if the second student agrees.
- Supervisor to second student: "What can you do to solve the problem?"
- Get agreement from the first student
- Supervisor: "What will you do differently in the future?"
- Supervisor: "Is the problem solved?"
- Supervisor: "Go tell your friends that the conflict has been resolved. Thank you for your hard work."

Blacktop Area

- Only rubber balls may be used on the ball wall.
- Soccer balls on the field or kick ball area.
- Students should carry school balls to and from recess.

Play Structure and Slides

- The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- Children should keep their hands and feet to themselves when on or near the equipment.
- When waiting for a turn, wait in line.
- Only go down the slide on bottom, facing forward, feet first and one person at a time.
- Hands are in contact with the apparatus.
- No moving or throwing of shavings.
- No tag or chase games are allowed in or around the play structure.
- The play structure is off limits before and after school.
- The only structure that students are allowed to climb on top of is the parallel bars.

Kindergarten Play Structure

- For kindergarten recess use only.
- The area under the apparatus is kept clear; a child who drops to the ground should not linger.
- Children should keep their hands and feet to themselves when on or near the equipment.
- When waiting for a turn, wait in line.
- Only go down the slide and one person at a time.
- Hands are in contact with the apparatus.
- No moving or throwing of shavings.
- No tag or chase games are allowed in or around the play structure.

Tag

- Tag is only permitted in areas permitted by yard supervisors
- Only open-hand touch is permitted.
- Students may only be "it" three times in one session.
- Students may not:
 - Team up
 - Be physically aggressive
 - Play in unauthorized areas

Tetherball Rules

Basic Rules:

- The serve is determined by Ro-Sham-Bo. The winner chooses either “sides or serves”. The person who has “sides” chooses the direction they hit the ball.
- You may hold the ball in one hand or toss it up to serve. The serve may be done with an open hand or a fist as in volley ball.
- No touching the rope. If you throw the ball by the rope, you are out.
- You need to hit the ball with either a one-handed or two-handed fist or open hand.
- You may not hold the ball or do a double hit.
- The first person to get the ball wound is the winner.
- After 3 wins, go to the end of the line to allow others to play.
- There must be an obvious attempt to win.
- Stay on your own side of the court. If you enter the opposing court, you are out.
- The first person in line is the referee and makes the call (No arguing with the referee)
- Play by Mark West school rules only.

Hand Ball Rules

Basic Rules:

1. Serve from behind the serving line.
2. Serve must land in the middle of front square line and must be returnable. No outs on a serve.
3. The ball must be hit with one or two connected hands. The player may not hold, catch, or double touch the ball, no “backstops”. The ball may be hit after 1 bounce or before it bounces.
4. Player may hit ball one bounce back to the wall.
5. No interference! Player must get out of the way of the ball. If the ball hits him/her, then that player is out. Players may not stand between the person hitting the ball and the wall and “dodge” the ball.
6. Players are out if: they hold, catch or double touch the ball, their hit misses the wall, they let the ball hit the ground twice, they hit the ball directly off of the wall, they play on their opponents turn, they obstruct another player, or they serve outside of the ground lines
7. Players waiting in line need to stay outside the boundaries.
8. There must be an obvious attempt to win the game (No “friendsies”).
9. Play by Mark West school rules only.
10. The first person in line is the referee and makes the call (No arguing with the referee)

4-Square

1. Square A serves. When someone is out, players rotate D to C to B to A.
2. Serve must be decent and open handed.
3. Can't hit back to person who hit it to you.
4. No double hits, holding, pushing, juggling, backstopping, burning.
Clean, quick hits only.
5. No take-overs, saves, frozen squares, poisons.
6. No slams where the ball is hit down hard enough to bounce above a player's shoulder.
7. No Do-overs
8. The first person in line is the referee and makes the call (No arguing with the referee)

9-Square

1. Serve goes to center square.
2. Serve must be decent and open handed.
3. Can't hit back to person who hit it to you.
4. No double hits, holding, pushing, juggling, backstopping, burning.
5. Clean, quick hits only.
6. No take-overs, saves, frozen squares, poisons.
7. No slams where the ball is hit down hard enough to bounce above a player's shoulder.

Switch

1. Three tries in middle to reach corner then out.
2. Switch with everyone/anyone on corners. Stay no longer than a count of 10 on the corner.
3. Tie only on corner. Ro Sham Bo (one time, unless tie) to decide.
4. The first person in line is the referee and makes the call (No arguing with the referee)
5. Don't push foot or body off the corner or hold on to other players.
6. If you argue you are out.
7. Stand on painted line outside square. If you leave the line, go to the end when you return. (No saving places)
8. Person in the middle must watch all the players, not stare one down.
9. No poison squares, saved squares, or frozen squares.
10. No tricking other players into thinking you will switch then not moving.
11. Play by Mark West school rules only.

Kickball

1. Kickball is played like softball with two equal teams.
 2. Acceptable "pitches" include rolling the ball directly to the kicker at home plate or "babies".
 3. Pitches that do not cross home plate are counted as "balls". After four balls, the kicker walks to 1st base. No switching pitchers. Pitcher must be from opposing team.
 4. After 3 "outs", teams change sides.
- An "out" is: A caught fly ball
Tagging a runner before they reach a base
Failure to return an acceptable pitch with one do-over
kicks to the outside of the foul lines.
5. Advance to bases on a successful kick.
 - o If a player is on base when a fly ball is caught that player can run to the next base
 - o If a player has been leading-off base when a fly ball is caught, that player must go back and tag that base before choosing to run to the next base.
 - o Advance one base on an overthrow.
 6. Not allowed:
 - o leading off more than 3 steps from the base
 - o sliding
 - o stealing bases
 - o advancing to more bases after the ball is returned to the pitcher
 - o Except for the first half of the first inning, all kickers must have played outfield. Return to the same place in kicking line.

If the teams can't reach agreement one person may approach a yard supervisor and ask for help.

Basketball Courts

- The first students arriving at the basketball court will decide which game will be played.
- Students may select:
 - Three on three
 - Thunder
 - HORSE
 - Three on three
 - To start the game, people who wish to be captain may shoot free throws. First one to make a free throw can choose first pick, or second two picks.
 - Games are to three points, with one and two points (behind three point line counts as two points, all others count as one)
 - Players not chosen line up by the pole. The first three in line are the next team to play.
 - Players may not shuffle in line (give cuts) in order to have the “best” three players.
 - Captain who picked second gets the ball first.
 - Every possession change, the ball must be cleared to the three point line.
- Thunder (or any other shooting game)
 - No more than 10 students may play per half- court
 - Students line up; **manipulation of line order is not permitted**
 - Students shoot baskets. If a student misses and the next student makes the basket, the student is out.
 - Students may not:
 - Team up
 - Hit another student’s ball away from the basket
 - Stand under the hoop

Specific Rules for Mark West

Dress Code Standards

Students are expected to dress in a manner appropriate to an educational environment. Their appearance should be neat and acceptable to general society and in keeping with school activities. The following guidelines are in place:

1. Hair shall be neat and clean. Spray on hair color is not allowed.
2. Shoes that allow students to run and play safely are to be worn at all times.
3. Attire with crude or vulgar printing, pictures depicting drugs, tobacco or alcoholic beverages or those that are sexually suggestive are not acceptable.
4. Dress or shorts length shall be no shorter than extended fingertips.

5. Bare midriffs, low-cut or revealing tops, or “off the shoulder” blouses are not permitted. Clothing that reveal undergarments (such as bra straps and boxer shorts) is not permitted. Spaghetti straps are not allowed.
6. Cut-off, ragged or torn garments are not permitted.
7. Pants that are extremely baggy, or many sizes too big, are not permitted.
8. “See through” or “fish net” tops may not be worn. Boys must wear shirts at all times.
9. Make-up may not be worn, including glittery lip-gloss. Nail polish is acceptable.

If a student’s attire does not meet the district’s guidelines, his/her parent will be called and the student will be sent home to change into appropriate clothing.

Dress Code Consequences:

- Students who do not follow the dress code standards are given a verbal warning by staff member for the first offense
 - If dress code infraction is immodest the student is referred to office. The office calls home for a change of clothes
- Second dress code infractions are referred to the office
 - Site administrator calls home and sends a note home with the student

General Discipline Procedures

1. ALL STUDENTS COMING TO THE OFFICE NEED TO HAVE A PASS: The office staff will be very consistent about turning away students who do not have a pass. **ONE PASS PER STUDENT, PLEASE!**

2. **STUDENTS SENT FOR ILLNESS**: If a student is not feeling well, the office will take his/her temperature. The office will determine if the parent needs to be contacted. Younger students will return to the class with a note letting you know what has been determined. Students who are ill should not call home from the classroom. Please review this with students and remind them there is a process to send them home. Some students have used personal cell phones to call home. This is a violation of school rules.

YARD SUPERVISORS: If the student needs medical services at recess, please send with a pass. If it is a serious medical issue, please contact the office.

3. **STUDENTS SENT FOR DISCIPLINE**:

CLASSROOM TEACHERS: Level 1 & 2 referrals should remain in class. Level 3-5 should go to the office. Please send the student with this form or have another student bring the form down in a sealed envelope. If the principal is available, she will talk to the student. If she is not available, the student will be sent back to class or placed in an alternate setting until the principal is available. **Prior to sending the student to the office**, please take advantage of interventions like time out in a buddy classroom or seat adjustments. Level 1& 2 referrals from Yard Supervisors will be placed in teacher boxes. Multiple Level 1& 2 referrals for the same student (e.g. third paper slip) should be addressed with a Level 3 triplicate slip. It is the responsibility of the classroom teacher to fill out this form as Yard

Supervisors rotate positions and may not be aware of the larger picture.

YARD SUPERVISORS: If a student needs a “time out”, please bench for 5 –10 minutes. Students may be assigned to sit at tables. Please fill out the paper referral slip. Once the student has completed their time out, the paper should be placed in the teacher’s box. If the infraction is more serious and requires a principal contact, please bench student and call the office. If it is urgent, someone from the office will come and escort the student.

4. **STUDENTS TAKING MEDICATIONS:** Several students routinely take medications. Students coming to the office for routine medications do not need an office pass.

5. **STUDENTS LEAVING SCHOOL EARLY:** the office staff must call for Students who leave school early. It is not necessary for them to have an office pass. Do not release a student directly to a parent unless the parent has a white Office Permission slip from the office. This is crucial for security reasons.

6. **TELEPHONE USE:** Students should not be sent to the office to call home unless for an illness. Calls for homework, permission slips, etc. should be made from the classroom at your discretion.

Consistency

A major purpose of the BEST Plan is to provide an effective discipline plan that can be implemented consistently across staff, school areas and activities, and behaviors. However, having an effective plan is only the first small step that leads to affecting student behavior in a positive way and promoting a healthy environment. The most important part of managing student behavior is to provide meaningful learning experiences prior to misbehavior and effective consequences after misbehavior in day to day school life. It is only by providing effective follow through as well as effective training that change occurs. Consequences teach.

From the point of view of BEST, talking and verbal exploration of what is appropriate and inappropriate student behavior is an invaluable part of the learning phase, which includes role-plays and class discussion. Once misbehavior has been performed in day-to-day school life, it is most important to act effectively. At this point it works best to minimize talk and use effective consequences. Indeed, actions speak much louder than words.

Level 1 & 2 Discipline Sheet – To go to the classroom teacher

Mark West Discipline Slip

Student _____ Date: _____ Time: _____

Teacher: _____ Room: _____ Filled out by: _____

Rule violated:

Being Safe

Being Respectful

Being Responsible

<p>Level _____ 1* _____ 2* _____</p>	<p>Behavior: _____ Out of assigned area _____ Damage to property _____ Arguing/Disrespect/Defiance _____ Teasing _____ Disruption _____ Not following routines _____ Harassment (first offense) _____ Other: _____</p>	<p>Consequence: _____ Time out _____ minutes on bench _____ sent to room _____ _____ Warning _____ Parent Contact _____ Other: _____ *****</p>
<p>Brief Description (please put other student names on separate documents): _____</p>		<p>Consequence complete? Yes No Cooperative with staff? Yes No Staff Signature _____</p>

* Parent Signature _____

PLEASE PLACE IN CLASSROOM TEACHER'S BOX

Student Discipline Sheet for Levels 3-5: To go to principal

Mark West Discipline Slip

Student _____ Date: _____ Time: _____

Teacher: _____ Room: _____ Filled out by: _____

Rule violated:

Being Safe

Being Respectful

Being Responsible

Level _____ 3* _____ 4* _____ 5*	Behavior: _____ Threats _____ Major hitting/shoving/kicking _____ Ongoing or extreme disruption _____ Swearing _____ Danger to self or others _____ Extreme disrespect/defiance _____ Harassment _____ Other: _____	Consequence: _____ Time out _____ minutes in office _____ days in office _____ Warning _____ Principal conference _____ Other: _____ *****
Brief Description (please put other student names on a post-it or sheet of paper): _____ _____ _____		Consequence complete? Yes No Cooperative with staff? Yes No Principal Signature _____

* Parent Signature _____

(please sign and return to your child's teacher the following day)

White: Teacher

Yellow: Parent/Student

Pink: Office

Please refer to the Behavior Matrix Chart to identify level 1-5 behaviors (see next page)

Behavior Matrix

Intensity	Examples of Behaviors	Class Plan	School Plan
	Following school staff directions		Praise

Appropriate	<p>Treating others with respect Using materials/equipment appropriately Cooperating with others Following school routines and rules Making an effort Solving problems & conflicts effectively Picking up after oneself</p>	 In class	<p>Call to parents Note to parents School recognition Privileges Positive reinforcement</p>
Level 1 Low	<p>Not attending to task Inappropriate noises Interrupting Inappropriate tone of voice Bothering others Not following procedures & routines Name calling</p>	 In class	<p>Student conference Guidance Planned ignoring Limit- setting Praise Logical consequences Problem solving Warning Redirect Apology</p>
Level 2 Medium	<p>Two warnings Not following school staff prompts Name calling Dishonesty Out of assigned area Disrupting class (continued) Misusing Materials Play fighting, rough housing, tackling Unsafe behavior Swearing (depending on context) Bullying – first offense.</p>	 In class	<p>Time out Call home Counseling Apology Mediation</p>
Level 3 High	<p>Kick, shove, bump Name calling Challenge to fight Damaging materials Out of assigned area Disrespect to an adult Swearing Disruption (ongoing) Any unsafe behavior which can lead to injury Ongoing sportsman violations Bullying – second offense</p>	 Office Response	<p>Extended time out Rule review Buddy class Call home SST Behavior plan Counseling Apology Mediation</p>
Level 4 Suspension	<p>Fighting Attempting to cause injury Disrupting class (severe) Major hit, kick, shove Not following staff directive Damage to property Bullying – ongoing All Ed Code 48900 violations Sexual Harassment (4-6 grade)</p>	 Office response	<p>Teacher suspension (Ed Code 48910) School suspension by admin (Ed Code 48900) SST Parent shadow Behavior plan</p>

	* Three level 3 incidents in one trimester may lead to suspension.		Counseling
Level 5 Legal	Physically injuring another student in a purposeful altercation Possessing, using, or selling a controlled substance Validated serious threat to another student or staff Certain weapons or dangerous objects	 Office response	School suspension by admin (Ed Code 48900) Legal intervention by law enforcement

Other Resources

In School Time Out

(Copy on pale yellow paper)

Student: _____ **Date:** _____

Teacher: _____ **Room:** _____ **Time left room:** _____

Reason:
 _____ **Discipline** _____ **Classwork** _____ **Homework** _____ **Other**

Report to:

Teacher: _____ **Room:** _____

Alternate teacher if one listed is not available: _____ **Room:** _____

Please keep until: _____ **Time left room:** _____ **Teacher initials:** _____

Student Reflection Sheet

Name: _____

Please explain why you had to leave your class.

Write something you could have done to stay in your class.