

# HAZELWOOD ELEMENTARY SCHOOL



## DISCIPLINE PLAN

THE HAZELWOOD WAY  
*WE ARE A COMMUNITY OF LEARNERS.*  
*WE ARE KIND.*  
*WE ARE SAFE.*  
*WE ARE RESPONSIBLE.*  
*WE ARE HAZELWOOD.*

A SCHOOL WITH A LOVE AND LOGIC® APPROACH

2016-2017  
SCHOOL  
YEAR

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# HAZELWOOD ELEMENTARY SCHOOL

## WHERE “LOVE AND LOGIC” ARE USED

*Love* allows children to grow through their mistakes.

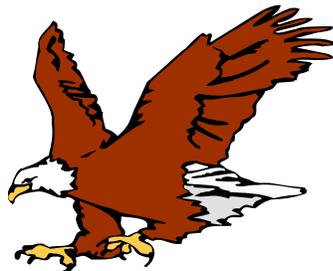
*Logic* allows them to live with the consequences of their choices.

<b>Rule #1</b>	Adults set firm limits in loving ways without anger, lecture, or threats.
<b>Rule #2</b>	When a child causes a problem, the adult hands it back in loving ways.

**[www.loveandlogic.com](http://www.loveandlogic.com)**

### Typical Love and Logic approach

- ~ I will treat you with respect so you will know how to treat me.
- ~ Feel free to do anything that doesn't cause a problem for anyone else.
- ~ If you cause a problem, I will ask you to solve it.
- ~ If you can't solve the problem, or choose not to, I will do something.
- ~ What I do, will depend on the special person, and the special situation.
- ~ If you feel something is unfair, whisper to me, "I'm not sure that's fair," and we will talk.



# INTRODUCTION

**Hazelwood is a COMMUNITY OF LEARNERS.** We think that students should be able to learn and educators should be able to teach in a school that is caring, safe, orderly, respectful and fair. At Hazelwood, we insist on this because we want the best for your child. Students, parents, and school staff must share responsibility for creating the best possible learning environment. The school must provide quality staff members and programs to help children succeed in a complex world. Parents must help their children learn to take responsibility for their actions. Students must respect themselves, their school, staff members, and their classmates. Open, honest communication between school and home is the best way we know to achieve this goal. Hazelwood Elementary School has set guidelines in this handbook to ensure a positive environment for learning and growing.

## Hazelwood School Beliefs & Values

1. Hazelwood is a community of learners comprised of students, staff members, parents, and volunteers.
2. We can learn and grow in wisdom from our experiences and from examples.
3. Dignity, self-esteem, and community are always key considerations in discipline.
4. We help establish rules, boundaries, guidelines, and limits, so we know them and can follow them for a peaceful community.
5. We need to learn to be better problem solvers and positive decision makers (i.e., resolve problems you create, don't cause problems for others and/or impair the peace of our community).
6. We work to resolve problems on an individual basis.
7. We need to hold each other accountable in firm, fair, and friendly ways.
8. An equal balance of empathy and natural/logical consequences replace punishment whenever possible.
9. We try to give reasonable choices when possible.
10. We all make mistakes, so we do not expect perfection, but we do expect people to learn from their mistakes and/or poor decisions and to fix what we have broken or messed up.

Our school discipline philosophy is designed to help children grow and learn as members of a caring community. According to the dictionary "Discipline" is "training that is expected to produce a specified character or patterns of behavior especially that which is expected to produce moral or mental improvement (The American Heritage Dictionary)." In an elementary school discipline involves the growth and development of self-control and wisdom through the support and guidance of caring adults (parents and staff members). We take prudent measures to protect children from suffering and dangerous situations. We abide by state and district laws. We work to be consistent with one another.

At Hazelwood, the adults allow children to make mistakes and we allow them opportunities to resolve their mistakes and to participate as community members. If a child causes a problem and/or makes a poor decision, the Hazelwood adults work to view these as opportunities for our students to become stronger, wiser, and healthier. They may experience some struggle and/or inconvenience when resolving things. We are committed to show empathy, fairness, and understanding. We think that by keeping a long-range perspective and maintaining a healthy sense of humor, the adults can best partner to make Hazelwood a healthy community. We are committed to helping all students learn and practice lifelong learning skills such as self-discipline. We also understand that everyone (adults and children alike) must be responsible for our behaviors and for our community.

## Rights and Responsibilities

<b>Students</b> Students show responsibility by:	<b>Parents</b> Parents help children learn responsibility by:	<b>School</b> School staff help parents and children by:
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Coming to school each day on time</li> <li><input checked="" type="checkbox"/> Being prepared to learn and to work</li> <li><input checked="" type="checkbox"/> Showing respect for themselves</li> <li><input checked="" type="checkbox"/> Showing respect for everyone in our school community</li> <li><input checked="" type="checkbox"/> Being well-mannered</li> <li><input checked="" type="checkbox"/> Using appropriate language</li> <li><input checked="" type="checkbox"/> Walking safely and quietly around classrooms</li> <li><input checked="" type="checkbox"/> Keeping all personal items in proper places</li> <li><input checked="" type="checkbox"/> Using items that belong to others only with their permission</li> <li><input checked="" type="checkbox"/> Seeking alternative, peaceful ways to resolve conflicts</li> <li><input checked="" type="checkbox"/> Not bringing disruptive, harmful, and/or illegal things to school</li> <li><input checked="" type="checkbox"/> Learning from mistakes and not repeating misbehavior</li> <li><input checked="" type="checkbox"/> Reporting problems to school staff members</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Helping children get up in the morning and arrive at school on time</li> <li><input checked="" type="checkbox"/> Helping children to be fully prepared to learn</li> <li><input checked="" type="checkbox"/> Working with school staff in helping children to gain a healthy sense of respect for authority</li> <li><input checked="" type="checkbox"/> Impressing upon children that school is a positive and special place to learn</li> <li><input checked="" type="checkbox"/> Supporting the rules and guidelines of the school community</li> <li><input checked="" type="checkbox"/> Teaching and discussing good health habits regarding alcohol, drugs, and tobacco</li> <li><input checked="" type="checkbox"/> Helping children to develop a sense of respect for themselves and others</li> <li><input checked="" type="checkbox"/> Taking parenting classes to improve their skills</li> <li><input checked="" type="checkbox"/> Helping children to develop alternative, peaceful methods for resolving conflicts</li> <li><input checked="" type="checkbox"/> Impressing upon children not to bring disruptive, harmful, and/or illegal things to school</li> <li><input checked="" type="checkbox"/> Cooperating with school staff to improve the child's behaviors</li> <li><input checked="" type="checkbox"/> Helping children to understand that misbehavior disrupts the educational process</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicating expectations with students</li> <li><input checked="" type="checkbox"/> Keeping accurate records of student attendance and behavior</li> <li><input checked="" type="checkbox"/> Communicating with parents regularly</li> <li><input checked="" type="checkbox"/> Showing respect for students</li> <li><input checked="" type="checkbox"/> Reinforcing good behaviors</li> <li><input checked="" type="checkbox"/> Planning structured learning opportunities</li> <li><input checked="" type="checkbox"/> Modeling appropriate behaviors</li> <li><input checked="" type="checkbox"/> Creating learning environments to help students to behave and use their time properly</li> <li><input checked="" type="checkbox"/> Keeping classrooms neat and orderly</li> <li><input checked="" type="checkbox"/> Encouraging students to participate in good health habits and physical fitness</li> <li><input checked="" type="checkbox"/> Helping children to discover their interests and strengths</li> <li><input checked="" type="checkbox"/> Providing an atmosphere of open communication for students and parents</li> <li><input checked="" type="checkbox"/> Reporting and identifying behavioral problems</li> <li><input checked="" type="checkbox"/> Involving parents</li> <li><input checked="" type="checkbox"/> Providing a school environment where students feel safe and comfortable</li> </ul>

# **SAFETY, BEHAVIOR, AND DISCIPLINE POLICIES**

***We are a COMMUNITY of LEARNERS. We are KIND. We are SAFE.***

***We are RESPONSIBLE. We are HAZELWOOD!***

In order to become a community of learners and to help our students maximize their learning, we believe that it's best for the adults (staff and parents) to jointly use a "Love and Logic" approach. A brief summary is on the back inside cover of this handbook. The good conduct of the students of Hazelwood Elementary helps make our school one of the best places for children to learn. Students are continuously developing their ability to create positive and supportive relationships with other students and staff members. When students want to do their best for each other, every student has an opportunity to learn. Our goal is to help each student learn to participate as responsible, respectful, and reasonable members of a community. We've adopted a phrase to encourage and remind students how to relate to one another. We call it ***The Hazelwood Way*** (See cover page.)

Students are to follow the guidelines and directions of the principal, teachers, para-professionals, cooks, custodians, bus drivers, office staff, guest teachers, and community volunteers. Students who behave appropriately and cooperatively will find their school experience is productive, fun, and rewarding. Their efforts will be recognized and appreciated. In the fall of each year, students and staff review and revise policies and procedures.

When a student's behavior becomes disruptive or inappropriate, the student is expected to constructively resolve this situation; if they do not or cannot, we are required to take corrective action. Our intent is not to punish a child for disobedience, but to gain an understanding of their problem and provide assistance for the child while s/he works out a plan to correct the problem. Our efforts are designed to understand the situation and to help children to understand behavior and learn new ways to control their own behavior in order to better meet their basic needs. In cases where the student is unwilling to solve his/her problem, we will need to provide appropriate consequences and involve the parents in gaining cooperation.

Our "Student Center" has been set aside as a great place where supportive adults help to assist children. In addition, we have set aside other spaces and staff for proactive individual, small group and whole class development in the social and emotional realm.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

The purpose of the student rights and responsibility policy is to implement RCW 28A.04.132 and WAC 180-40-200 through -320 by prescribing the responsibilities and the substantive and procedural due process rights of students served by any program or activity conducted by or in behalf of Edmonds School District. The procedures and standards set forth and adopted in this policy shall govern the imposition of corrective action or punishment (i.e., discipline, suspension, and expulsion) upon any student by Edmonds School District and its agents. A copy of the district "Students' Rights and Responsibilities" is available in the school office.

# **RULES, LAWS & GUIDELINES FOR OUR SCHOOL COMMUNITY**

**BEHAVIOR EXPECTATIONS:**    *We are a COMMUNITY of LEARNERS.*  
*We are KIND.*  
*We are SAFE.*  
*We are RESPONSIBLE.*  
*We are HAZELWOOD.*

**No Bullying!** **Bystanders stand up to bullying!** (*What is “bullying?” Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. It can be physical, verbal, social, and/or intimidation.*)

## **PHYSICAL BEHAVIORS**

### **Use safe, non-violent actions at all times**

No fighting or roughhousing, wrestling, pushing, play-fighting, or grabbing others  
Keep hands and feet to yourself

### **Be respectful of school, personal property and respect others**

No vandalism, obscene gestures, inappropriate touching

### **Obey all school personnel**

Students are to obey the direction of all adults working within the school setting  
Do not leave playground without recess pass

## **VERBAL BEHAVIORS:**

Use appropriate and polite language at all times  
Speak respectfully to all adults and students  
No teasing and unkind words  
No Profanity, put-downs, name calling, ethnic slurs, and/or verbal threats.  
No back talking or mimicking  
Racist or Sexist Talk is not tolerated

## **INTIMIDATING BEHAVIORS**

All kinds of threats are inappropriate  
Embarrassing others is not appropriate  
Playing “dirty” tricks is not allowed  
Stealing is not tolerated  
Damaging the property of others is not tolerated  
Graffiti is considered vandalism

## **SOCIALLY ALIENATING BEHAVIORS**

Spreading rumors, teasing, and telling mean lies are inappropriate  
Excluding others is not allowed  
Excessive displays of affection is limited as determined by staff

**The use of electronic devices and/or media to do any of the above behaviors is not permissible and is subject to disciplinary measures.**

## **FOOD & SNACKS**

The Edmonds School District has a complete set of policies and regulations regarding food that require us to follow federal, state, and local guidelines. Please refer to our School Family Handbook for other details. The use of food as an incentive or reward is strongly discouraged. Staff members and parent group leaders compelled to use food must select items that meet the *USDA "Smart Snacks in School."* Birthday parties in classrooms may be celebrated with non-food treats and favors for students. No food is allowed as part of a birthday celebration. Appropriate alternatives to food that may be shared on special occasions can be within the procedures. Food may be served at three classroom celebrations (such as seasonal, cultural or curriculum related) per classroom per year. The theme and time of year of the party is up to the discretion of the classroom teacher. If food is served it must meet the "Food Safety Guidelines For Room Parties" published by the Snohomish Health District. Due to the prevalence of students with severe food allergies, foods with nuts or tree nuts are strongly discouraged. Gum, candy, and soda pop are discouraged. Some teachers allow students to bring a healthy snack and eat it in the classroom during the school day.

## **SAFETY AND BUILDING SECURITY**

Parents of our students are welcome and encouraged to visit our school frequently, so long as they come to the office when they arrive and get a "visitor button" to wear while at the school. The staff trains students to be alert about visitors on campus and their visitor's button. Students are to tell a staff member if they see a person without a "visitor button." In this way, parents and students can be assured that only people with a legitimate reason to be on our campus are around your children. A "Volunteer Guidelines" handbook is available in the office. **The Edmonds School District provides a 24 Hr. Safe School Tip line (425) 431-7010 seven days a week. Please report any suspicious activity, graffiti, and/or safety and security issues with our campus.**

## **FIREWORKS**

Snohomish County and the Edmonds School District prohibit the use of fireworks of any kind at Hazelwood.

## **VALUABLES AND TOYS SHOULD BE LEFT AT HOME**

It is very important that children **leave all valuables at home.**

- Parents need to monitor what a child is taking to school.
- Students are to leave any and all items of monetary value at home. These items might include but are not limited to toys, jewelry, and games.
- Students should not buy and sell things from home, unless it is a part of an assigned classroom activity.
- Hazelwood assumes no liability for items brought from home in violation of this rule. (School staff will work with students and families in situations regarding student school supplies which are damaged, lost, and/or stolen while at school. We have a

limited amount of staff time and we cannot devote time to resolving problems related to students bringing extra things from home that are stolen or damaged.)

- Any personal playground equipment brought to school is subject to the same rules and procedures that apply to school equipment (i.e., must be shared with any student who asks to participate in the game.) Students need to label their own playground equipment with their first and last name and room #.
- Parents should never feel compelled to send items to school if they feel their child is not yet capable of safekeeping them.
- Occasionally, a child has permission granted by a staff member to bring something valuable from home for educational purposes. That staff member works with that student to ensure the security of the item.
- If a child should bring a toy or valuable item to school which we feel is inappropriate for the situation, we will notify the parent that we have the item and ask that the parent pick it up at his/her earliest convenience.

### **DRESS CODE**

According to Edmonds School District Board Policy, student choice of dress, hairstyle, and body care needs to be in accordance with their health and safety and not be a disruption to the educational process. Parents will be called if student's attire is inappropriate. We ask that Hazelwood staff, students, volunteers, and families respect the following:

- Clothing that portrays gangs, drugs, alcohol, nudity, tobacco, violence, sex, inappropriate language and/or that disrupts the educational climate are prohibited.
- Appropriate hats are OK outside, but should be removed in common indoor areas. (Some head coverings may be of a cultural and/or religious nature, and such cases are dealt with individually, respectfully and educationally.) Skirts and shorts should be at an appropriate length.
- Midriff (torsos) should be covered at all times.
- No underwear should be showing, including sport bras.
- Make-up, perfume, and cologne should not be brought to school.
- Shirts and blouses should not be revealing.
- Clothing that is inappropriately revealing shall not be worn to school (transparent clothing, spaghetti straps, and low-cut shirts, etc.)

To promote school and/or classroom unity & spirit, the student council, certain grade levels, and/or individual classrooms occasionally sponsor dress-up days (e.g. Wacky Hair Day, Hawaiian Day, Western Day, Backwards Day, etc.) While each of the above rules ought to be followed, even on these days, some latitude is usually granted. For example, on a "Hat Day," it might be possible for students to wear their hats indoors.

## **COMPUTERS/ THE INTERNET & CELL PHONES**

Hazelwood students have opportunities to learn about and to learn with computers in classroom settings. The internet is a valuable resource for our students and staff, providing current information, instructional materials, and ways to acquire research skills. This resource is available to all of our students and the use of these resources is governed by a district policy, "Internet & Network Acceptable Use Procedures," which we provide for every student. If parents do not want their child to use school computers, the school network, and/or the internet they must complete a form indicating this desire and file it with the school. Once this form has been signed, it is considered to be valid unless it is revoked by either the parent or the school. Although no filter will block all of the sites on the Internet which might be offensive, having a filter can help. That's why all student-used district computers with Internet access are filtered. There will be three district filters, to address the differences in student curriculum and maturity levels.

If a student brings his/her own computer or handheld device to school (e.g. iPods, tablets, iPhones, Blackberry, etc.), it must be pre-approved by his/her parent and teacher and the student must follow the district guidelines (e.g. it must not access neighborhood wireless modems, etc.) and be used for educational purposes. The school is not responsible for the safety and security of a student computer and/or handheld device.

### **Students may bring cell phones, Smart phones, and/or other computers to school.**

If a device is brought to school, it should only be used for educational purposes with permission of staff. Students and parents should not text, e-mail, and/or call each other during the school day; except to contact legal guardians before and/or after school. Texting to parents is allowed during emergencies. Cell phones should be either turned off or silenced during the school day. They should never be used during lunch and recess times, even if only used as a camera. If a cell phone is mis-used, it will be taken from the student and given to his/her parent. **The school accepts no responsibility for lost, broken, or stolen cell phones.**

## **HARASSMENT, INTIMIDATION OR BULLYING**

The district is committed to establishing a safe and civil educational environment for all students that is free from harassment, intimidation, or bullying. “Harassment, intimidation, or bullying” means 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 or physical disability 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.

Nothing in this section requires the affected student to actually possess the characteristic that is a basis for the harassment, intimidation, or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

### **Behaviors/Expressions**

Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

### **Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with training of students, staff and volunteers.

### **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

## **Interventions**

Interventions are designed to remediate the impact of the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

## **Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

## **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints to ensure policy implementation. This year, that person is Mrs. Debbie Carter (425) 431-7012 carterd@edmonds.wednet.edu. The name and contact information for the compliance officer will be communicated throughout the district. The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

## **SEXUAL HARASSMENT POLICY** (Equal Educational Opportunity and Sexual Harassment)

The Edmonds School District is committed to maintaining a working and learning environment free of discrimination and harassment. District educational programs, activities, curriculum and services are monitored to insure that 1) they guarantee the rights of all students to partake fully in the educational process, and 2) they do not reinforce stereotypes, or permit or encourage discriminatory behavior. If any student, parent or community member experiences or witnesses discrimination or harassment, they are encouraged to report it immediately to any school administrator with whom they feel comfortable. **Reports of such incidents may also be reported to the district Equity Officer, (425)431-7128.** Please call the office if you wish a copy of the entire Sexual Harassment Policy.

## **NOTIFICATION OF THREATS OF VIOLENCE OR HARM**

By Washington state law and by Edmonds School District policy, the issuing of a threat against individuals or against district property will be taken seriously. Individual-directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means. Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property or to harm students, employees, volunteers, patrons or visitors. Staff, students, volunteers, and others involved in school activities have the responsibility to report any threats of violence or harm to designated school officials. Persons found to have made threats of violence or harm will be subject to relevant district discipline policies and will be referred to appropriate community agencies, including law enforcement and mental health services.

## **NO WEAPONS & GUN FREE ZONE**

Please notice the sign by the door to the office reading: "Gun Free Zone." This sign is a graphic symbol which reflects school board policy. Effective immediately, guns (of any variety, including toy guns) are prohibited on school grounds, exceptions apply to persons engaged in law enforcement and other very special circumstances. The prohibition of students carrying weapons has always been a policy, but we were able to strengthen this policy when the senate passed Bill 5307 prohibiting firearms and weapons on school premises. This means we will enforce this law whether it is a student or an adult who comes on our campus with a firearm or weapon.

The school board policy specifically requires the immediate expulsion of any student who carries a gun on campus. Parents have always known it is their responsibility to carefully monitor the storage of any firearms in their homes, so that their children are never able to gain possession of a gun without their supervision. The Hazelwood policy extends this responsibility to include even toys. Real or imitation firearms (guns), knives, slingshots, and all other weapons have no place on school grounds. Disciplinary action will be taken.

## **Schools are Drug- and Alcohol-Free Zones**

The Edmonds School District recognizes that the use/abuse and possession of alcohol, marijuana, controlled/illegal/addictive/harmful substance(s), including anabolic steroids, is a societal problem and may represent impairment to the normal development, well-being, and academic performance of students. To ensure the safety, health, and well-being of all students, the district is committed to the development of a program which emphasizes prevention, intervention, aftercare support, and necessary corrective actions.

The district also recognized the effects to the school, home, and community resulting from drug and alcohol use/abuse. While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff shall work with the home and community to develop and implement a comprehensive prevention and intervention program.

Any student who is under the influence of or possesses, sells, offers for sale, or distributes alcohol, marijuana, or controlled substances or drug paraphernalia will be considered under the disciplinary category of exceptional misconduct, which warrants an immediate resort to a short-term or long-term suspension or expulsion. The use of and presence of alcohol, marijuana, and/or illegal drugs, are prohibited at every facility in the Edmonds School District. Authorities will be contacted if a student and/or adult is on school grounds while under the influence of these substances.

## **TOBACCO-FREE SCHOOL ENVIRONMENT**

Smoking or any other use of tobacco products in any form shall be prohibited on school district property. This shall include all district facilities, grounds, parking lots, vehicles, other work sites associated with the K-12 program of the district, and at any site utilized for district-sponsored events. For the purposes of this policy, the term "use of tobacco products" shall include the carrying or smoking of a lighted cigarette, pipe, cigar, or any other smoking material or equipment, and the chewing or sniffing of a tobacco product. This policy is applicable to all persons who, for whatever reason at whatever time, occupy, visit or use district property.

## **DISCLOSURE OF INFORMATION ABOUT STUDENTS**

The Federal Family Rights and Privacy Act permits the school district to routinely release what is called student “directory information.” Directory information includes a student’s name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight/height of members of athletic teams, grade in school, diplomas and wards received, and the most recent previous school attended by the student.

This information is not released for commercial purposes, but can be released to provide educational, scholarship, vocational/occupational and/or military information, to law enforcement or the news media, in school event programs (music performances, for example) or in student directories. Generally, student information that is released to the news media relates to their participation in a school program or project, or highlights their receipt of an award or scholarship. Student information would not be released to news media without parental consent in the event of an accident or injury. You have the right to keep this information confidential. If you do not wish to have such information about your child released, please notify us in writing by October 1. If you have questions about directory information, please contact Community Relations at 425 431-7047/7044.

## **REVIEW OF RECORDS**

Parents have the right to review their child’s educational records. Education Record means any and all materials maintained by a school district directly related to a student regardless of where or how the materials are filed. (This includes reports obtained with parent permission from non-district agencies and individuals). Parents i.e., natural parents, either custodial or non-custodial, and legal guardians, have the right to inspect and review educational records and may receive copies, upon request at a charge not to exceed the cost to the district for reproductions. To review a child’s record, the parent needs to contact the office to make an appointment with the appropriate staff member or counselor to be present for the record review to interpret the records for the parent and answer any questions.

## **TRANSPORTATION To & From School (Buses, Car Pools, Walking Buses)**

- **STUDENTS COME TO HAZELWOOD IN A VARIETY OF WAYS.**
- **Each student has the complete responsibility for managing his/her own behavior when coming to and going from school, whether walking, biking, in carpools and/or on a bus. When a student is unwilling to manage his/her behavior the following actions will be taken.**
- Bus drivers, car pool drivers, and/or walking bus leaders are responsible for the safe operation of their vehicles and groups. Student's misconduct at the bus or meeting stop, on the bus, in the car pool, or with the walking bus jeopardizes the safety of all students. The adult leaders/drivers will contact parents and/or refer students who have exhibited uncooperative, disruptive, or unsafe behaviors to our office at the end of the run in which the problem occurred.
- The first recorded incident will result in a telephone call home by the adult leader/driver.
- The second recorded incident will result in a 3-day suspension of the bus riding/car pool/walking bus privileges.
- The third recorded incident will result in a 5-day suspension of the bus riding/car pool/walking bus privileges.
- Additional referrals will result in a week's suspension from the bus/car pool/walking bus.
- Parents will be notified immediately of their need to arrange alternate transportation for their child.
- The beginning of each semester assumes each child is back to zero (0) number of referrals for the new semester period.
- Students are always welcomed back to their bus/car pool/walk-to-school group after they have completed their suspension. Bus drivers will, also, follow the behavioral intervention guidelines above. (Note: Extreme behaviors may require additional or different solutions. They will be dealt with on a case by case basis).
- Please communicate directly with the bus driver/car pool driver/walking bus leader for details of incidents. The transportation department telephone number is 425-431-7230. It is assumed that each parent would have contact information for their car pool drivers and/or walking bus leaders.

### **8245-R1 - RULES AND REGULATIONS FOR STUDENTS RIDING BUSES**

Adopted  
6/19/78

Revised  
8/25/92 & 10/1/96

#### **PRIOR TO LOADING**

1. Students are to be at their designated bus stop five minutes before pick-up time.
2. At the bus stop, while waiting for the bus, students are to stay off the traveled portion of the roadway and respect private property.
3. Students are to cross the street in front of the bus and not behind it.

## **WHILE ON THE BUS**

4. Upon entering the bus, students are to go directly to their seats, sit down facing forward, with their feet out of the aisle, and remain seated.
5. Students are under the supervision of the bus driver and must obey the driver at all times.
6. Students are to conduct themselves in a manner that will not distract the driver and not disturb other riders on the bus.
7. Students are to ride only their regularly assigned bus and leave the bus at their regular stop. To ride another bus or get off at a different stop requires the written permission of a parent or guardian.
8. Students should only open bus windows only if the driver gives permission. Hands, head, legs, etc. are to be kept inside the bus at all times. No objects are to be thrown or passed through open windows or doors.
9. Items not allowed on the bus include all forms of animal life (except seeing eye dogs), firearms, weapons (including, but not limited to, knives), breakable containers (glass bottles, aquariums, etc.), flammables, and all other articles which could adversely affect the safety of the bus and passengers.
10. Standards for student conduct on buses shall be the same as standards for student conduct in all other school-sponsored activities.

## **FIELD TRIP BUS RULES**

It is important for the bus driver, teacher, or coach to communicate prior to the beginning of the trip. Any changes to these rules will be announced to the passengers before the trip begins.

1. The bus driver has the responsibility for the safety of the students while they are on the bus.
2. Students must stay seated and facing the front of the bus.
3. Appropriate behavior and voice levels are to be used on the bus at all times and controlled by the teacher or coach. The driver will notify the teacher or coach when the students are too loud.
4. The bus must be left clean and neat.
5. Passengers may open windows, with the bus driver's permission only, but may not stick or throw anything out of the window.
6. Loading and unloading of equipment only will be allowed through the emergency doors and with the driver's prior permission.
7. All trips must have an adult representative of the school district accompanying the students on the buses.
8. Lunches or other types of food are to be eaten off the bus, if possible, and weather permitting. This should be a joint decision between the driver and the teacher/coach.
9. Radio/tape/IPOD/MP3 players will be allowed on the bus but the playing of a radio/tape player and the type of music played will be up to the driver and teacher or coach.

## **8245-R2 - PROCEDURES FOR DISCIPLINE OF STUDENT SCHOOL BUS PASSENGER**

Adopted 9/4/79      Revised 10/6/80 8/25/92 10/1/96 4/21/98

The following procedures have been developed for school district personnel to clearly identify the progressive steps that will generally be followed in school bus discipline for students. The district reserves the right to skip any steps where in its sole judgment the student's behavior warrants more serious corrective action.

Other than at their regular bus stops or as defined below, students may not be left on the roadside or in an unsupervised situation unless they are presenting a significant, clear, and present danger to others on the bus. The bus driver must immediately notify the Transportation Department of what happened. The Transportation Department will immediately notify the appropriate school district administrator.

### **STEP 1. WARNING TO STUDENT**

When a breach of appropriate behavior occurs, the driver shall initially attempt various forms of intervention with the student, depending on the severity of the behavior. This may include talking to the student, changing the student's seat or other forms of intervention. The driver shall also begin developing a case history of repeated inappropriate behaviors including dates of incidents and action taken to help the student to modify his/her behavior.

### **STEP 2. PARENT CONTACT BY DRIVER**

If action taken in step #1 fails to result in adequate behavior modification, the driver will notify the parent by telephone. A copy of the "Driver's Telephone Report" is sent to the student's school administrator. After repeated unsuccessful attempts to reach the parents/guardians at home or work, the driver shall send a "Notice to Parents" through the mail with a copy to the student's school administrator. At this step, the driver will identify the desired appropriate behavior and outline potential consequences for continued inappropriate behavior. Depending on circumstances, the driver may choose to use this step one or more times.

### **STEP 3. DISCIPLINE ACTION DETERMINATION BY SCHOOL ADMINISTRATOR**

If actions taken in steps #1 and #2 fail to resolve the situation, the driver shall send a "School Bus Student Misconduct Notice" to the student's school administrator with a copy to the Transportation Department. This notice shall contain a recommended disciplinary action from the driver. The school administrator will consider the driver's recommendation when determining appropriate action. The action may consist of revoking bus riding privileges, or alternative(s) to the revocation of the student's bus riding privileges and/or school suspension (see A and B below).

In cases of emergency, a student may be immediately barred from riding the bus. When a student is uncontrollable and/or endangering the safety of herself/himself, other passengers, and/or the driver, she or he may be left at the school if deemed necessary by the driver and the school administrator. It shall then be the school administrator's responsibility to contact the student's parent/guardian to notify them of the situation and their need to arrange alternative transportation for their student. Should it be necessary to remove a student from the bus, the driver will notify the Transportation Department immediately and complete a "School Bus Student Misconduct Notice."

#### **A. REVOKE BUS PRIVILEGES**

The school administrator will send a "Notice of Discipline Action" to notify the parents/guardians and the driver of the action taken. If a student's riding privileges are suspended the school administrator will also call the parents/guardians to notify them of the action taken. The school administrator may require a conference with the student, parents/guardians, driver, and/or transportation department representative.

#### **B. SCHOOL SUSPENSION and REVOKE BUS PRIVILEGES**

The behavior/s involved with the bus incident can warrant not only the revocation of bus privileges, but also a suspension from school. The student may be suspended or expelled as determined by the school administrator upon verification of the events leading to the "School Bus Student Misconduct Notice." The school administrator will send the "Notice of Short Term Suspension", "Notice of Long Term Suspension" or "Notice of Expulsion" form to the parents/guardians and call the parents/guardians to notify them of the action taken. Long-term suspension cannot be imposed beyond the school year in which the alleged misbehavior occurs. If the student was responsible for damage to a school bus, their bus riding privileges will be revoked and they will receive a school suspension, until such time that either payment is made in full or an alternative solution in lieu of the payment of monetary damages is reached.

The school administrator shall also notify the driver of the dates of the suspension. In order for the student to regain bus riding privileges, a conference between the parents/guardians, the student, the school administrator, the driver, and a transportation department representative may be required.

Please communicate directly with the bus driver for details of bus incidents. The transportation Department telephone number is 425-431-7230.

## **Bus, Bicycle and Walking Problems**

Bus drivers/Car pool drivers/Walking bus leaders are the front line in dealing with problems. They talk with the children, contact parents, and write students up for misbehaviors. Students who have been reported by drivers as being unsafe walking to and from school come to the Student Center to review safety. Transportation problems are sometimes also handled in the Student Center. We try to find a solution so that the student is able to come to and go from school safely and the driver and other riders/walkers are safe and comfortable. A phone call home always follows these discussions and a log it kept. Our staff partners with bus drivers and parents to ensure students follow the rules. Walking buses and car pools are encouraged. Parents organize these on their own initiative and with help from a parent/staff transportation committee.

### **BICYCLES**

- Usually, only students in grades 3-6 may ride their bicycles and then a signed contract is sent by parents. However, if a student is observed riding in an unsafe manner, the principal or safety supervisors may prohibit the student from riding a bike to school.
- **STUDENTS MUST WEAR HELMETS AND HAVE A LOCK FOR THEIR BICYCLE.** Students who ride to school without a helmet will not be allowed to ride home until a helmet is provided.
- The school assumes no responsibility for bicycles that are brought to school.
- All bikes should be locked.
- Students must walk bikes at all times on school property.
- Bicycles may be impounded if ridden through the passageways or around the buildings.

### **SKATEBOARDS/IN-LINE SKATES, SCOOTERS, HEELIES, etc.**

It is against Edmonds School District rules for skateboards, roller blades (in-line skates), *Healies*, scooters, and other similar devices to be used on school grounds. Students may, by law, use these to get to/from school. They must be approved by legal guardians through our process, just like bicycles.

### **MOTORIZED SCOOTERS, SEGWAYS, etc.**

Motorized scooters, *Segways*, etc. should not be used at school. If they are used for transportation to and from school, they must be locked up during the school day in the bicycle racks. We do not have storage for these except the bicycle racks. They must follow the same guidelines as bicycles on campus before and after school. Students should wear helmets.

## **STUDENT SAFETY PATROL & CROSSING GUARDS**

Intermediate students, under the supervision of our Safety Supervisors, will again provide supervision and guidance for our students as they arrive and leave school. "Safety patrol" will be stationed at the crosswalks in the parking lot. These students know they have major responsibility for ushering our students safely through our campus. Parents and students need to watch for the safety patrol's directions and follow the directions carefully. Students applied and were selected in spring 2014 for these positions. Another window of time for applications is made in the fall as well. It is expected for all students, staff, parents, volunteers, and visitors to our campus to follow the directions of our crossing guards. Contact Mrs. Nina Anderson and/or Mrs. Martha Lehnert, our student safety patrol coordinators if you have questions.

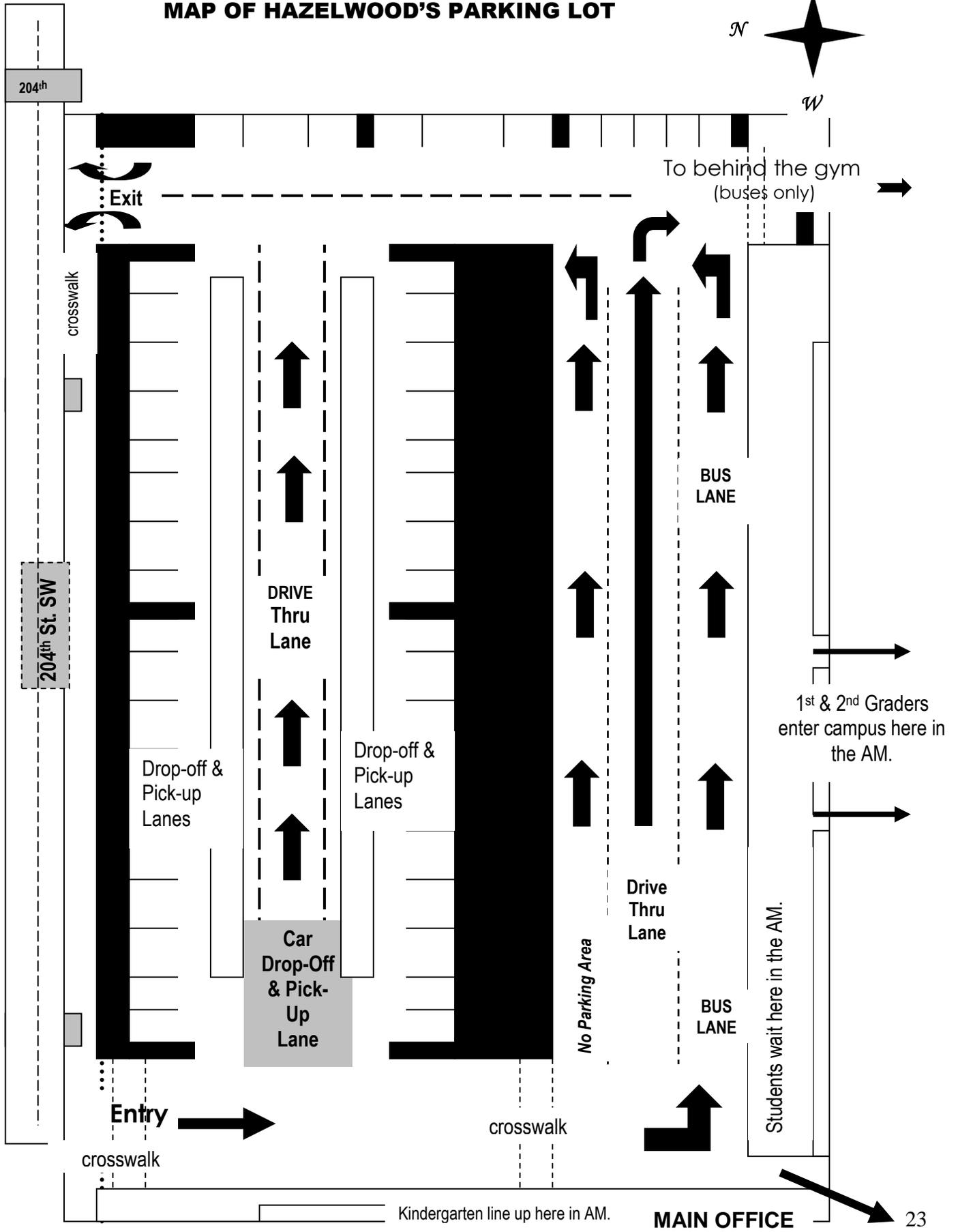
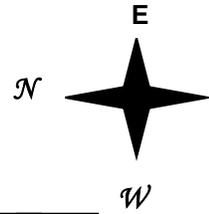
Adult crossing guards are provided just prior to and just after school hours at the corner of Poplar Ave. and 204<sup>th</sup> St. SW and at the corner of 28<sup>th</sup> Ave. and 204<sup>th</sup> St. SW. Students and adults are expected to follow their directions.

## **Parking and Traffic**

Safety is always a great concern of the Hazelwood community. Hazelwood is a walking school. Thank you for helping to ensure the safety of all who come to our campus. The beginning and ending of the school day is the busiest time around the parking lot at Hazelwood. Thank you for honoring the guidelines for a safe parking lot. We do an incredible job of daily bringing in and also exiting 530 students and 55 staff members safely onto our campus. The parking lot is usually cleared in 10 minutes or less. We want to make it a safe and pleasant parking lot. A school committee of staff and parents exists to troubleshoot traffic and parking lot concerns. Here are a few safety tips for you to remember during these times of the day:

- Ⓟ **At the beginning, at mid-day, and end of the school day, the front lane is set aside for large bus transportation and not for parking. Center lanes are designated for through traffic only.**
- Ⓟ **If you drive your vehicle into our parking lot to drop-off/pick-up students, please use the outer parking lot and/or the lane closest to the center island in the front traffic area. Please pull forward as far as possible. Do not leave your vehicle unattended and/or park in this lane at these times. Watch for buses and traffic when unloading/loading children.**
- Ⓟ **Keep the center lanes open at all times. Don't stop in center lanes for dropping off/picking up.**
- Ⓟ **Small buses drop-off and pick-up in the back of the school.**
- Ⓟ **Please respect and follow the directions of our safety patrol and staff.**
- Ⓟ **Cross only at designated cross walks.**
- Ⓟ **We have three lanes in the general parking lot. Please pull forward as far as possible so we can keep the traffic flowing.**
- Ⓟ **The center lane is for drive thru only. Please no drop offs or pick up in the center lane.**
- Ⓟ **The right and left lanes are for temporary parking, drop-off, and pick up. Your children should exit the car and walk to the sidewalk nearest the lane in which you park. We do not want adults or children to cross over the drive thru lane.**
- Ⓟ **The honking of horns and/or the use of obscenities or obscene gestures is not appreciated or necessary. Our children are watching our behaviors and listening to our words. They're learning by our example.**
- Ⓟ **Please be patient. We're all human. We all make mistakes. As a great philosopher once said, "Don't hurry. Be happy."**
- Ⓟ **Dismissal is at 3:50 PM, but to reduce congestion in the parking lot, we ask parents who pick up students in automobiles to pick up K-3 students at 3:50 PM and Gr. 4-6 students closer to 4 PM.**
- Ⓟ **When exiting the parking lot, please pull all the way over to either the right or the left lanes at the crosswalk to make your turn. It is easier to turn right!!! You can still get to where you want to go by turning right.**

# MAP OF HAZELWOOD'S PARKING LOT



## RECESS & PLAYGROUND

The principles and rules of *Love and Logic* will be applied to the playground as to anywhere on campus. (See the 2<sup>nd</sup> page of this plan.) It is extremely important for everyone to understand that being a safe, friendly, courteous player at recess is not a choice, it is an expectation. Recesses are not a right, but a privilege. They exist for students to practice and grow in: their social skills, their use of leisure time, their need for exercise, and their need for a break. Recess is a time for fun, exercise, friends, and staying out of trouble. Fun will only happen for everyone, when everyone follows the rules for safe and courteous play. Since the playground and recesses are designed for everyone to have fun and are an important part of the school, the basic expectations of the school hold true on the playground. It is expected that students will be respectful, responsible, and reasonable. Inappropriate behaviors (for example, spitting, chasing others, making fun of others, putting others down, bullying, and taking competitive games too far) have no place on the Hazelwood campus. It is our expectation that all of us will include others, keep one another safe, and help each other feel important.

### **We are a COMMUNITY of LEARNERS.**

Do not interrupt the learning environment in the school. We are here to learn. Come to school ready to learn and do not bring unnecessary stuff from home (Do not bring unnecessary money).

### **We are KIND.**

Be polite and considerate. Include others in your games. Do not call others names. Do not harass or bother others. Do not fight or even “play fight.” Do not use obscene or profane language or gestures. “Be excellent to one another.”

### **We are SAFE.**

Walk inside the building (except during P.E. in the gym) and around the courtyards, units, and classrooms. Use your hands, feet, and objects in a safe way. Do not bring or chew gum at school. Play with safety in mind (Do not play too rough or in a way that might lead to an injury).

### **We are RESPONSIBLE.**

Clean up after yourself. Use all school equipment and property in a caring way. Stay in supervised areas and to leave the playground; you need to get a pass. Do your schoolwork. If you make a mistake and/or bad decision, admit it.

### **FOLLOW THE DIRECTIONS OF THE STAFF**

Staff members are here to make your life better! They know things about keeping you safe that you might not be aware at the school. Remember, that just because you have done something before, or you’ve done something at home; this doesn’t mean that you can or should do it at school. If you have questions about whether or not an activity is OK, ask one of the playground assistants.

## **HELPFUL GUIDELINES FOR RECESSES:**

- Students are to remain in the playground area designated for their class. Students are not to leave the playground at any time, unless they have requested and have been given a pass from a playground assistant. Students need to stay within sight of our playground assistants.
- Students must share all playground equipment and include all children in whatever game is established. Equipment from home is unnecessary, but allowed. The same school rules apply to it and it must be labeled. Equipment is provided to borrow and share. Equipment needs to be treated well and returned after each recess.
- Students who are unwilling to help us build a safe, comfortable environment at recess, will not be able to participate in regular recess activities and will be assigned an alternative recess, sometimes the “Student Center.”

## **WOOD CHIP AREA AND BIG-TOY PLAY EQUIPMENT**

Please do not sit on top of any of the play equipment.

Do not jump off the playground equipment, only climb down off the equipment.

Always have at least one hand holding any equipment you are on.

Walk in the wood chip area.

Do not play tag on or around play equipment.

Do not throw bark chips.

### **The Slide Structure**

One person at a time on slide.

Go down slide on your bottom. Do not walk up a slide. Do not stand on slide

### **Turning bars**

Three at a time on. Always have at least one hand holding you on the bars at all times.

No coats, sweaters, ropes or other materials allowed on the bars.

### **Climbing structures**

Do not walk on any part of this structure or sit on the very top.

### **The “Spinner”**

- No more than 3 students at a time
- The waiting line is on the wood railroad ties.
- Students need to give this toy space/ No running through underneath
- Once a student drops off, they’re turn is complete/ a maximum of ten (10) spins around (Counted by students waiting in line)
- No climbing on top of spinner. No climbing up center pole of spinner
- Supervising adults maintain the right to revise rules to ensure safety of students

### **Hand over Hand “Monkey” Bars**

- One direction only.
- Only two (2) students at a time/One on each ladder rung
- No feet on the bars
- No climbing onto the top/No sitting on top or hanging from bars
- Only for kids who can get on toy by themselves/ No lifting up others to get on toy
- Supervising adults maintain the right to revise rules to ensure safety of students

**BASKETBALL COURTS:**

Do not climb on basketball standards or climb on nets.

Only half-court basketball games are encouraged so more students may have games.

Agree on rules before a game starts. It's best to use the intramural rules.

**WALL BALL AREA:**

Balls may only be thrown at wall and not at others

**FIELDS**

Use only balls that are soft (No hardballs or hard softballs).

No wood or metal bats or sticks or branches allowed.

Do not throw things such as grass, dandelions, etc.

Stand behind backstop when waiting for turn to bat.

Do not throw rocks or sticks.

- ★ **AS SOON AS THE RECESS BELL SOUNDS, STUDENTS ARE TO STOP PLAYING AND START WALKING TO THEIR CLASSROOMS.**
- ★ **PLAYGROUND ASSISTANTS ARE PRESENT FOR SAFETY, CONFLICT RESOLUTION, AND AS HELPERS. THEY MAY ALTER AND/OR ADD ANY RULES AS DEEMED NECESSARY.**

## The Student Center

We have two rooms, and the office set aside to help children socially & emotionally.

- **The Flex Room** is located room #21. It is a space for our School Counselor/Psychologist, Mrs. Colin Revoir to meet on an invitational basis, with individual and/or small groups of students and/or parents.
- **The Student Center** located in the Flex Room and on the stage (Monday/Wednesday afternoons) is open at the beginning of the school day, during lunches and recesses, and at the end of the school day. Mrs. Nancee Mann is our Student Center Director. Her phone is (425)431-1672 or e-mail: [mannn@edmonds.wednet.edu](mailto:mannn@edmonds.wednet.edu). It is also supervised by Dr. Parnell, Mr. Shaw, and Mrs. Revoir (425-431-7884). **In these locations, we devote ourselves to help students with the following:**

### **Problem Solving**

The Hazelwood Office, The Student Center, and/or The Flex Room provide a safe, calm, supervised environment where students can work out problems and learn how to communicate with others. Our goal is for all students to become effective problem solvers and learn appropriate ways to deal with anger and conflict.

### **Emotional Support**

During quiet times some children seek emotional support from an adult regarding a problem they might be having at home or school. They just want or need a person to listen to them. These locations are here to give that little extra TLC.

### **Recovery Time**

There are times a student just needs a time out. These locations provide that space. After 10 to 20 minutes of quiet time, he/she is usually ready to go back to the classroom.

### **Disruptive Classroom Behavior**

Staff members usually send students to the Student Center and/or office after two or three interventions have been tried by the staff member. Usually after a discussion of the problem and reminder of the school expectations, the student is ready to return to class. If the behavior is repeated, a conference will be scheduled with one or more of the following people: the principal, parent, School Psychologist, teacher and/or the Student Center supervisor. Teachers keep track of Conduct Report referrals as does the Student Center. Teachers document anytime that they have sent a student out of their classroom for disruptive behaviors.

## **Lunch Room Problems**

A few students like to eat in the quiet atmosphere of The Student Center. As space allows they are welcome. A few other students find the unstructured time in the cafeteria hard to handle and are assigned to The Student Center for lunch. If a student needs to talk about manners, he/she may be assigned to The Student Center for a few lunches until the problem is solved.

## **Alternative Recess**

- The Student Center provides a place for those students who are unable to handle the unstructured time of recess. Unifex cubes, pattern blocks, paper, crayons, puzzles as well as games like Old Maid, Go Fish, Checkers, Memory and Sorry are some of the things the students can choose to use for recess by themselves or with a friend.
- As space allows small groups of students often choose to come to color, play a quiet board or card game.
- Friendship or cooperation skills can be worked on with an adult's help. Students bring a friend and learn to play a game following the rules, without arguing. Sometimes a book about a social skill is read and discussed. We also have a set of age appropriate worksheets to help teach social skills.

## **Recess Problems**

After trying two to three interventions on the playground, recess problems are brought to The Student Center for resolution. Serious issues are brought in promptly. If an injury occurs, the child is immediately sent to the office. Playground personnel notify Mrs. Nancee Mann and she will contact the office (#7884). Usually, following a cool down period, students are willing to compromise and work out a solution. Missed recesses, completing written forms, behavior improvement packets that are read and answered are tools used as necessary. **Most problem solving is done during recess time so that class time will not be lost.** A phone call home notifies parents of a second visit. If the problems continue a conference is set up with the principal, parents, the student, playground assistant and Student Center Supervisor. Often students write a note to their parents explaining the problem and their solution. The note is read, signed, and returned to The Student Center. Recesses are not considered a right of students.

## **In School Suspension**

On occasions when a student receives in-school suspension, they spend the day or part of a day in The Student Center or office. Study carols are provided for them and their work is sent from the class room. Lunch is eaten in The Student Center. At the end of the day a brief review of why they were in in-house-suspension is discussed and plans made so that this behavior is not repeated. Students meet with the principal and complete an acceptable "Re-Entry Plan" prior to returning to class.

## **Playground Equipment**

Students sign out and return recess balls and equipment from The Student Center. Custodians regularly go on the school roof for maintenance issues and to return balls to the Student Center. Students may also come here to inflate balls. Some classroom teachers also have their own classroom equipment. Their own equipment is labeled so it gets returned to that classroom. As mentioned, if students bring playground equipment from home, it must be labeled and have prior approval by the classroom teacher, who will alert the playground aids about this equipment. We do not encourage students to bring much, if any equipment from home. If there is something students want, we ask that they let Mrs. Mann know and we can see if we can afford it and if it can be ordered.

## **Hazelwood Students are taught to Solve Problems**

Some examples of the ideas taught at Hazelwood are:

- ☺ Calm down. (e.g. count slowly backwards from 10 to 1, get alone,...)
- ☺ Talk it over and listen to others
- ☺ Provide a genuine apology
- ☺ Take turns (Sometimes you get your way and sometimes you don't!)
- ☺ Share with each other
- ☺ Reporting is not "Tattle-Telling" We encourage students to report problems
- ☺ Ignore/ Walk Away from some tense situations
- ☺ Think through the "Blame, Deny, Dismiss, Gang-Up, Confess" process
- ☺ Write out a plan to "Make it right."
- ☺ Find something else to do.
- ☺ Use "I Messages" ("I feel \_\_\_\_\_, when you \_\_\_\_\_, because \_\_\_\_\_.")

The Hazelwood believes in educating children about appropriate behavior and also in due process. We are committed to conduct thorough fact-finding with children and staff members before making judgments. We work very hard to keep our students safe and secure. We work very hard to help children grow in wisdom by learning from their behaviors. We want to see children reduce the number of mistakes that they make as they grow. Children are always asked if they think something is fair and provided a chance to talk about the situation; unless safety is at risk. We try to partner with parents.

## Range of Natural/ Logical Consequences

Rules are communicated and often co-created to and with staff and students. It is impossible and inappropriate to list all of the consequences for infractions in an educational setting. Since students are made aware of the rules and since an equal balance of adult empathy and natural/logical consequences will replace punishment whenever possible, the following types of disciplinary actions may occur, but are not limited to:

(Note: No sequential order is implied)

- Genuine Apologies (written and/or oral)
- Problem solving assignments
- Forms of Community Service (e.g. picking up litter, helping others, etc.)
- Recovery Time and/or Time Out
- Time in The Student Center
- Parent notification (telephone, note, e-mail)
- Referral to Problem Solving Team
- Loss of privileges (e.g. Miss recess, etc.)
- In-school suspension
- Parent conference
- Behavioral contracts/ Incentive program
- Other: (Often the children, staff members, and parents come up with a fitting consequence that is not listed above.)

In the case of extreme acts of violence, threats, and/or possession of disruptive, harmful, and/or illegal items at school, students are subject to immediate actions, which may include short and/or long term suspensions and/or emergency expulsions in accordance to state and district rules and regulations. In no situation will any student be allowed to threaten the health, safety, and/or welfare of fellow students and/or staff members. Under any of these or similar circumstances, district procedures will be followed.

In order to communicate together, we have developed the following system:

- A. A "Problem Solving" Pass or telephone call communicates between staff members about behavioral problems of children. (See attached sample.)
- B. Staff members complete a "Hazelwood Conduct Report" when sending students to The Student Center (See following page.)
- C. Some kind of "Problem Solving Worksheet" is usually completed by the child and signed by staff members and parents to reinforce communications and school rules. Once completed, these are archived by our Student Center specialist. Many times, we've found that children will best write about the situation on a form or a blank piece of paper, of which we make copies and send those on to staff and parents, when needed.

Staff complete this when they send a student to the Office and/or Student Center. The purpose is to communicate with one another and with parents. Getting a slip is not a punishment.

## Hazelwood Elementary Conduct Report

Student Name \_\_\_\_\_ Date : \_\_\_\_\_

Teacher : \_\_\_\_\_ Grade: **K 1 2 3 4 5 6**  
(Circle Which One)

Referred by : \_\_\_\_\_ Time: \_\_\_\_\_ (or) Recess: **AM - Noon - PM**

### Location:

<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground	<input type="checkbox"/> Center of Unit/Common Area
<input type="checkbox"/> Music	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Restroom
<input type="checkbox"/> Gym	<input type="checkbox"/> Parking Lot/Bus Loading Zone	<input type="checkbox"/> Special Event / Assembly
<input type="checkbox"/> Library	<input type="checkbox"/> On Bus	<input type="checkbox"/> Other Location
<input type="checkbox"/> Office	<input type="checkbox"/> Hallway/Courtyard	<input type="checkbox"/> Unknown Location

### Behavior: (Check all that apply)

<input type="checkbox"/> Abusive language / Disrespect	<input type="checkbox"/> Bullying / Harassment	<input type="checkbox"/> Forgery / Theft
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/> Lying / Cheating	<input type="checkbox"/> Tardy / Truant
<input type="checkbox"/> Defiance / Insubordination	<input type="checkbox"/> Property Misuse/Damage	<input type="checkbox"/> Incomplete work
<input type="checkbox"/> Disruption	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Use / Possession: _____

\*\*\*Has this behavior been occurring frequently: **Yes**      **No** (Circle one)

### Apparent Motivation: (Check all that apply)

<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Obtain adult attention
<input type="checkbox"/> Obtain items / activities	<input type="checkbox"/> Avoid tasks / activities
<input type="checkbox"/> Avoid work	<input type="checkbox"/> Avoid peers
<input type="checkbox"/> Avoid adults	<input type="checkbox"/> Unclear / Don't Know/ Other motivation: _____

### Consequence: (Check all that apply)

<input type="checkbox"/> Instruction / Verbal correction	<input type="checkbox"/> Playground teacher referred to classroom teacher
<input type="checkbox"/> Student restated the rule	<input type="checkbox"/> Student had recovery time in alternate setting: _____
<input type="checkbox"/> Student practiced the rule	<input type="checkbox"/> Recess in Student Center: <b>Lunch Recess and/or PM</b>
<input type="checkbox"/> Student observed others following rules	<input type="checkbox"/> Student was sent to Student Center
<input type="checkbox"/> Student completed a reflection sheet	<input type="checkbox"/> Student may return in : _____ min.
<input type="checkbox"/> Student performed restitution	<input type="checkbox"/> Other: _____

Others Involved: \_\_\_\_\_

Additional Information / Observations: \_\_\_\_\_

The following information will be compiled and reviewed by the Principal and School Psychologist.

Student's Signature \_\_\_\_\_

Referrer's Signature \_\_\_\_\_

Have the parents already been contacted about this? Y N      By Whom/When: \_\_\_\_\_