

# San Miguel Elementary School



Be Safe

Be Respectful

Be Responsible

## San Miguel Elementary School BEST Plan 2020-2021

*Version 8.8.2016*

# Introduction

The San Miguel BEST Plan is the discipline plan for San Miguel 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, administrator, teacher, and school staff responsibilities to be followed in order to achieve the San Miguel 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 San Miguel 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 San Miguel 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

## **San Miguel Overarching Behavior Expectations**

Be Safe

Be Respectful

Be Responsible

## **Five Components of a Safe School** (*San Miguel 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

# Responsibilities of the San Miguel 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 San Miguel
- 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 San Miguel 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 San Miguel
- Support the San Miguel 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 San Miguel 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 San Miguel
- Support and oversee the San Miguel student recognition program
- Allocate fiscal & staffing resources to carry out the San Miguel 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 San Miguel

- 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 San Miguel 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 San Miguel
- Support the San Miguel Recognition Program
- Utilize the BEST Plan forms & procedures across the various settings and situations at San Miguel 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 San Miguel 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 San Miguel Recognition Program
- Utilize the BEST Plan forms & procedures across the various settings and situations at San Miguel
- Remind parents to sign in during school hours, obtain a visitor badge, & wear it

## Yard Supervisor Responsibilities

- Promote, support & teach the practice of the San Miguel 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, Eagle Feathers, discipline forms, hall passes, whistle, pen or pencil, orange vest, radio)

- Have San Miguel radio to communicate with office

## 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: We have modified the referral forms to make it easier to document student concerns. 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, he will talk to the student. If he 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. If Supervisor feels it necessary to inform parent and/or teacher, please fill out the paper referral slip. Not all time outs require a write up. 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.

## Behavioral Expectations & Rules for San Miguel

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.

<b>Common Area</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>All School Areas</b>	<ul style="list-style-type: none"> <li>· Walk facing forward</li> <li>· Keep hands, feet &amp; objects to oneself</li> <li>· Get adult help for accidents or spills</li> <li>· Use all materials and equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>· Use kind words &amp; actions</li> <li>· Use a respectful tone of voice</li> <li>· Wait for your turn</li> <li>· Clean up after yourself</li> <li>· Follow adult directions</li> </ul>	<ul style="list-style-type: none"> <li>· Follow school rules</li> <li>· Solve problems &amp; conflicts effectively and peacefully</li> <li>· Take care of personal belongings &amp; school equipment</li> <li>· Be honest</li> <li>· Use restroom &amp; get drinks at appropriate times</li> <li>· “Don’t pass it up-pick it up”</li> </ul>
<b>Cafeteria, Lunch Tables</b> <small>(Primary Teachers escort students to lunch tables; Intermediate teachers supervise students as they leave)</small>	<ul style="list-style-type: none"> <li>· Keep all food to oneself</li> <li>· Sit with feet on floor, bottom on bench &amp; facing table</li> <li>· Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>· Allow anyone to sit next to you</li> <li>· Use quiet voices</li> <li>· Say please and thank you</li> <li>· Leave table clean for the next class</li> </ul>	<ul style="list-style-type: none"> <li>· Get all utensils, milk etc. when first going through the line</li> <li>· Sit at assigned table</li> <li>· Clean up after self</li> <li>· Wait for the yard duty to excuse you to dump trash and to be excused</li> <li>· Raise hand if you need help</li> </ul>
<b>Playground Recess</b> <small>(Teacher escorts)</small>	<ul style="list-style-type: none"> <li>· Walk to and from the playground</li> <li>· Stay within boundaries</li> <li>· Act safely with</li> </ul>	<ul style="list-style-type: none"> <li>· Play fairly</li> <li>· Include everyone</li> <li>· Use kind words &amp; actions</li> <li>· Use a respectful</li> </ul>	<ul style="list-style-type: none"> <li>· Follow rules specific to the area</li> <li>· Freeze &amp; be quiet at the bell. Leave play structure and quietly stand in the</li> </ul>

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

<b>Common Area</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Arrival</b>	<ul style="list-style-type: none"> <li>· Walk bike &amp; scooters</li> <li>· Wear helmets</li> <li>· Carry skate boards &amp; roller</li> </ul>	<ul style="list-style-type: none"> <li>· Cooperate with staff</li> <li>· Arrive before freeze bell to be on time to class</li> </ul>	<ul style="list-style-type: none"> <li>· Secure bikes, skateboards in designated area</li> </ul>

	blades once on campus <ul style="list-style-type: none"> <li>· Use sidewalks and crosswalks</li> <li>· Use and obey crossing guards and other staff on duty</li> <li>· Put backpacks in designated area</li> <li>· Report to the playground promptly</li> </ul>		
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>· Use sidewalks and crosswalks</li> <li>· Use and obey crossing guards and other staff on duty</li> <li>· Report to the front of the school if getting a ride or leave promptly</li> <li>· Students remaining after 3:10 p.m. report to the office (1:20 on Wed)</li> <li>· No food or drink while waiting for pick up</li> <li>· Sit or wait quietly for your pickup</li> </ul>	<ul style="list-style-type: none"> <li>· Walk</li> <li>· Keep hands, feet &amp; objects to oneself</li> <li>· Cooperate with staff</li> <li>· Use quiet voices in and around buildings</li> </ul>	<ul style="list-style-type: none"> <li>· Leave school promptly</li> <li>· Actively look for your parent. Know your parent's car</li> </ul>



<b>Bicycles &amp; Walkers</b>	<ul style="list-style-type: none"> <li>· Walk &amp; ride bikes safely</li> <li>· Wear helmets</li> <li>· Use crosswalks and sidewalks while walking</li> <li>· Walk equipment in crosswalk and on sidewalks</li> <li>· Secure bicycle in the assigned area</li> <li>· No loitering after school</li> </ul>	<ul style="list-style-type: none"> <li>· Ride in designated areas only</li> <li>· Keep a safe space between bicycles and walkers</li> <li>· Say thank you to crossing guards and staff</li> <li>· Use polite voice to all adults and students</li> </ul>	<ul style="list-style-type: none"> <li>· Follow the rules of the road</li> <li>· Wait for the crossing guard to signal you to cross</li> <li>· Walk or ride home with a friend when possible</li> </ul>
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## Behavioral Expectations & Rules for San Miguel

<b>Common Area</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Assemblies &amp; Special Events</b>	<ul style="list-style-type: none"> <li>· Keep hands, feet &amp; objects to oneself</li> <li>· Walk at all times</li> <li>· Wait for dismissal instructions</li> </ul>	<ul style="list-style-type: none"> <li>· Allow for personal space</li> <li>· Use audience manners:               <ul style="list-style-type: none"> <li>○ applaud appropriately</li> <li>○ no whistling, hollering or whooping</li> <li>○ listen attentively</li> <li>○ ask questions at appropriate times</li> <li>○ Remove hats during Pledge of Allegiance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Listen attentively in your personal space</li> </ul>
<b>Line Behavior</b>	<ul style="list-style-type: none"> <li>· Hands, feet &amp; objects to oneself</li> <li>· Stay aligned</li> <li>· Pay attention</li> <li>· Face forward</li> </ul>	<ul style="list-style-type: none"> <li>· Allow personal space</li> <li>· Use a quiet voice</li> <li>· Quiet, inside talk only in the hallways or near classes in session</li> <li>· Walk around not through other class lines</li> </ul>	<ul style="list-style-type: none"> <li>· Pay attention to staff directions</li> </ul>

<b>Inside Recess</b>	<ul style="list-style-type: none"> <li>· Walk</li> <li>· Stay in your classroom unless given permission by school staff</li> <li>· Use classroom materials safely</li> <li>· Stay inside room away from door</li> </ul>	<ul style="list-style-type: none"> <li>· Keep hands, feet, &amp; objects to oneself</li> <li>· Use quiet, inside voices</li> <li>· Use polite language &amp; a respectful tone of voice</li> <li>· Ask before using classroom materials</li> </ul>	<ul style="list-style-type: none"> <li>· Follow rules &amp; behavioral expectations at all times</li> <li>· Clean up promptly at the bell</li> </ul>
<b>Computer Lab</b>	<ul style="list-style-type: none"> <li>· Use equipment safely, carefully and appropriately</li> <li>· No food, gum, candy or drinks in the lab</li> <li>· Sit properly in the chairs</li> </ul>	<ul style="list-style-type: none"> <li>· Use inside quiet voices</li> <li>· Walk and move slowly and carefully around the lab</li> <li>· Listen to the teacher's instructions first, before touching or operating any computers</li> </ul>	<ul style="list-style-type: none"> <li>· Follow the teacher's instruction carefully</li> <li>· Follow "internet Use Agreement" rules</li> <li>· Only staff or teachers are to fix program or equipment problems</li> <li>· At the end of class, return everything to its proper place</li> </ul>

## Behavioral Expectations & Rules for San Miguel

<b>Common Area</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Library</b>	<ul style="list-style-type: none"> <li>· Use books carefully and appropriately</li> <li>· No food, gum, candy or drinks in the library</li> <li>· Sit properly in</li> </ul>	<ul style="list-style-type: none"> <li>· The library is a calm &amp; quiet area:               <ul style="list-style-type: none"> <li>○ use quiet voice</li> <li>○ move slowly &amp; carefully</li> <li>○ act calmly</li> <li>○ listen to instructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Follow teacher and librarian instructions carefully</li> <li>· At the end of class, return everything to its</li> </ul>

	<p>the chairs</p>	<p>first time given</p> <ul style="list-style-type: none"> <li>○ minimize interactions with others (no socializing)</li> </ul>	<p>proper place</p> <ul style="list-style-type: none"> <li>· Bring a book, materials or schoolwork as needed</li> <li>· Return books before or on due date</li> <li>· Use shelf markers</li> </ul>
<p><b>Office</b></p>	<ul style="list-style-type: none"> <li>· Stay in designated area</li> <li>· Communicate emergencies quickly and calmly</li> </ul>	<ul style="list-style-type: none"> <li>· Use a hall pass during class and recess times</li> <li>· Enter the office quietly</li> <li>· Wait your turn</li> <li>· Wait until you are acknowledged by the school secretary before starting to talk (unless and emergency)</li> <li>· State your purpose politely</li> </ul>	<ul style="list-style-type: none"> <li>· Be prepared with whatever you need for your business at the office</li> </ul>



# Agreements for San Miguel

## Miscellaneous Agreements

<b>Recess Snacks</b>	eaten in assigned area
<b>Gum</b>	is not allowed
<b>Hats</b>	are to be worn outdoors only
<b>Toys</b>	are to be left at home
<b>Hardballs</b>	are not allowed
<b>Bats</b>	wooden or metal bats are not allowed
<b>Electronic devices</b>	are not allowed (phones must be in backpacks only)
<b>Glass containers</b>	are not allowed
<b>Spitting</b>	not allowed
<b>Make-up</b>	not allowed
<b>Clothing</b>	needs to be modest and appropriate (follow school dress code)
<b>Shoes</b>	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 San Miguel. 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.*

### **San Miguel Playground Rules**

- All areas of the playgrounds fall under San Miguel rules. Failure to follow rules will lead to warning, benching, 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 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. You will need to decide if further consequences or action is necessary by the office, or yourself.) *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 or soccer balls may be used on the ball wall.
- Soccer balls on the field, handball or kickball 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 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.  
If a behavior looks unsafe to you, ask them to stop

### **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.
- The play structure is off limits after school.

### **Tag**

- Tag is only permitted on the field, basketball courts, the ‘rectangle’, or in the US map (if field is closed)

- 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:

- A line divides the tetherball court in half. Each player must stay in his or her own half of the court during the entire game. Stepping on or crossing the line is a foul.
- The serve is determined by Ro-Sham-Bo. The winner chooses either "sides" or "serves." The person who wins "sides" gets to decide which side and in which direction each player is hitting.
- The server starts the game by striking the ball with his or her heel of the hand or closed fist and sending it in the direction that was chosen. The server cannot hit the ball again until the opponent has touched the ball.
- The ball must be contacted with a single, sharp hit. Pushing the ball with the fingers, slapping the ball with the palm, or hitting the ball with two contacts (double hitting) is considered a foul.
- The server and his or her opponent try to hit the ball in opposite directions, both trying to wind the ball completely around the pole.
- The player who wraps the ball around the pole wins the game. The next challenger coming in has the choice of serving or choosing the side and in which direction each player will hit.
- 3 games in a row maximum for the winner.

### Fouls that put a player out:

- Hitting the ball with any part of the body other than the hands or forearms.
- Stopping continuous play by holding or catching the ball.
- Hitting the ball with fingers, the palm or with two contacts.
- Touching the pole with any part of the body.
- Hitting the rope with forearm or hands.
- Stepping into the opponent's court or on the line.
- Throwing the ball during play.

The first person in line is the judge and is responsible for enforcing the rules.

The game stops when a foul is committed. Each player should show good sportsmanship and responsibility by stopping when he or she has committed a foul. Don't wait for the opponent to call you on it, or for the judge to make the decision. Stop the swing of the ball immediately and go to the end of the waiting line.



## Wall Ball Rules

### Basic Rules:

- Wall Ball must be played by 2 players.
- The serve is determined by Ro-Sham-Bo. The person who wins decides whether to serve or receive.
- The server then says, "Serving." The server must serve within 10 seconds of announcing the serve.
- The server must come to a complete stop before serving. The ball can be struck from a rest position or from a toss, but not on a bounce.
- After the ball is served, the ball must hit the ground first, and then hit the wall. The serve must be returnable by an opponent. There are no "kill" shots on the serve.
- Any part of arm or hand may be used to serve and return the ball.
- If the ball bounces more than one time before being returned by the opponent, that person is out.
- Special rules (ie Rainbows, outside lines, sticky fingers) are not allowed.

## Switch

- Three tries in middle to reach corner then out.
- Switch with everyone/anyone on corners. Stay no longer than a count of 10 on the corner.
- Tie only on corner. Ro Sham Bo (one time, unless tie) to decide.
- The first person in line is the referee and makes the call (No arguing with the referee)
- Don't push foot or body off the corner or hold on to other players.
- If you argue you are out.
- Stand on painted line outside square. If you leave the line, go to the end when you return.

(No saving places)

- Person in the middle must watch all the players, not stare one down.
- No poison squares, saved squares, or frozen squares.
- No tricking other players into thinking you will switch then not moving.

## Kickball

- Kickball is played like softball with two equal teams.
- Acceptable "pitches" include rolling the ball directly to the kicker at home plate or "babies".
- 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.
- 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
- 3 kicks to the outside of the foul lines.
- Hitting the ball wall or having it go over the ball wall

· Advance to bases on a successful kick.

- If a player is on base when a fly ball is caught that player can run to the next base
- 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.
- Advance one base on an overthrow.

· Not allowed:

- leading off more than 3 steps from the base
- sliding
- stealing bases
- advancing to more bases after the ball is returned to the pitcher
- 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 (half court only), Max 6 players at a time
- Thunder
- HORSE

#### **Three on Three**

- Students may have substitutions.
- The team captain must also be substituted.
- Targeting students "out" is not permitted.

· **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

## **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 “fishnet” 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

## Student Recognition

A cornerstone of the BEST Program is that it is a positive behavior system. 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; when students are not following the behavior expectations, rules need to be clarified and re-taught. Praise should be public, while correction should be private. Finally students need to be celebrated for their efforts. When students are observed following the rules, they should get an Eagle Feather with specific feedback as to why they received this eagle feather. Three times per month, Eagle Feathers will be selected for celebration at the assembly. Each month, specific character traits will be celebrated. Finally, each trimester and assembly will occur celebrating BEST students.

### **BEST Recognition Assembly Preparation List**

#### **To do:**

- 1) Print out attendance report from student electronic database (Office staff)**
  - i. Highlight in yellow students with a (0) in all columns for perfect attendance
  - ii. Highlight in pink students with a (0) in all columns (LAT, TDY, UNT )
- 2) Prepare Google Docs (Principal)**
- 3) Print out Google Docs by the morning of the assembly.**

#### **Teachers:**

##### **To Do:**

- 1) Complete Perfect Attendance and Punctuality list on Google Docs**
- 2) Complete BEST class awards Google Doc**

Sample Trimester Award Forms:

To be completed in Google Doc

<b>BEST Class Awards Announcement Form</b> (To review)	
Teacher: _____ Room: _____ Grade: _____	
Date: _____	
<b>Student:</b>	<b>Reason (very brief):</b>
_____	_____
_____	_____
_____	_____
_____	_____

**Perfect Attendance and Punctuality for \_\_\_\_\_ Trimester**

To be completed in Google Doc

Please list your perfect attendance and punctuality (no tardies) below so names can be read at the assembly.

Teacher:

Grade:

**Perfect Attendance:**

**No Tardies:**

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

### San Miguel Discipline Slip

Student \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Room: \_\_\_\_\_ Filled out by: \_\_\_\_\_

**Rule violated:**

Being Safe

Being Respectful

Being Responsible

<p>Level _____ 1*</p> <div style="border: 1px solid black; width: 100%; height: 100%; margin: 5px 0;"> <p style="font-size: small; padding: 2px;">_____ if checked, parent nature is required by the classroom teacher.</p> </div> <p>_____ 2*</p>	<p>Behavior:</p> <p>_____ Out of assigned area</p> <p>_____ Damage to property</p> <p>_____ Arguing/Disrespect/Defiance</p> <p>_____ Teasing</p> <p>_____ Disruption</p> <p>_____ Not following routines</p> <p>_____ Harassment (first offense)</p> <p>_____ Other: _____</p>	<p>Consequence:</p> <p>_____ Time out</p> <p>_____ minutes on bench</p> <p>_____ sent to room _____</p> <p>_____ Warning</p> <p>_____ Parent Contact</p> <p>_____ Other: _____</p> <p>*****</p> <p>Consequence complete? Yes o</p> <p>Cooperative with staff? Yes No</p> <p>Staff Signature _____</p>
<p>Brief Description (please put other student names on separate documents):</p>		

\* Parent Signature \_\_\_\_\_

PLEASE PLACE IN CLASSROOM TEACHER'S BOX

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

### San Miguel Discipline Slip

Student \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Teacher: \_\_\_\_\_ Room: \_\_\_\_\_ Filled out by: \_\_\_\_\_

**Rule violated:**

Being Safe

Being Respectful

Being Responsible

<p>Level</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto; text-align: center; padding: 5px;"> <i>indicates it a parent nature is ruined</i> </div> <p>_____ 3*</p> <p>_____ 4*</p> <p>_____ 5*</p>	<p>Behavior:</p> <p>_____ Threats</p> <p>_____ Major hitting/shoving/kicking</p> <p>_____ Ongoing or extreme disruption</p> <p>_____ Swearing</p> <p>_____ Danger to self or others</p> <p>_____ Extreme disrespect/defiance</p> <p>_____ Harassment</p> <p>_____ Other: _____</p> <p>_____</p>	<p>Consequence:</p> <p>_____ Time out</p> <p>_____ minutes in office</p> <p>_____ days in office</p> <p>_____ Warning</p> <p>_____ Principal conference</p> <p>_____ Other: _____</p> <p>*****</p> <p>Consequence complete? Yes No</p> <p>Cooperative with staff? Yes No</p> <p>Principal Signature _____</p>
<p><i>Brief Description (please put other student names on a post-it or sheet of paper):</i></p>		

\* 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
Appropriate	Following school staff directions 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	In class	Praise Call to parents Note to parents School recognition Privileges Positive reinforcement
	Not attending to task Inappropriate noises		Student conference Guidance

Level 1 Low	<p>Interrupting Inappropriate tone of voice Bothering others Not following procedures &amp; routines Name calling</p>	In class	<p>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, roughhousing, 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) <i>* Three level 3 incidents in one trimester may lead to suspension.</i></p>	Office response	<p>Teacher suspension (Ed Code 48910)  School suspension by admin (Ed Code 48900)  SST Parent shadow Behavior plan Counseling</p>



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
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## 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.**