

## **Discipline/Classroom Management Policy**

### **Purpose:**

Caverna Elementary vows to provide and consistent behavior management throughout the school that promotes proactive behavior through the Leader In Me program.

### **Procedures:**

Teachers will promote positive behavior by:

- Modeling positive behaviors and positive talk (Leader in Me language)
- Setting clear expectations and establishing clear procedures
- Teach Leader in Me lessons as well as procedures the first two weeks of school and throughout the year as needed
- Reteach expectations as needed and after breaks such as fall, winter, and spring
- Handling small behavioral issues within the classroom (i.e. not prepared for class, chewing gum, talking in hall, etc.)
- Developing individual behavior plans as needed after collaborating with colleagues and then approved by administrator

Administrator will follow district and school policy for handling discipline referrals after the proper process and documentation has been conducted by the teacher.

### **Evaluation:**

Annually, the SBDM Council will review the policy and timeline and make necessary changes so CES can meet the needs of all students by putting them first.

First Read Date: July 12, 2016

Policy amended: August 4, 2016

Second Read Date: August 4, 2016

Policy reviewed: July 2017, July 2018

## **Caverna Elementary School**

### **Disciplinary Policy**

**Sexual Harassment/Discrimination** - All Caverna Schools maintain a firm policy prohibiting all forms of discrimination based on sex and or race.

**Dress Code** – Dress and appearance that distracts from the respectability and smooth operation of the school and the attainment of the educational goals for the community will not be permitted. All students are asked to wear neat, school appropriate clothing and be well groomed. The following guidelines apply:

1. Bare midriffs, halter-tops, and tank tops are not to be worn. Strap on sleeveless tops should be at least 2” wide at the shoulder and should be fitted under the arm.
2. Shorts and skirts should be long enough to touch the tips of the fingers when arms and hands are extended in a straight manner.
3. No hats or headdresses are allowed.
4. Tennis shoes are to be worn during Physical Education class and are much more appropriate and safe on the playground.
5. Shoes must be securely fastened for safety purposes. Flip-flops are not safe.
6. Students may not carry or wear any item that advertises gangs, violence, drugs, alcohol, tobacco products, obscenities, or any item that displays a negative attitude.
7. No chains, heavy necklaces, bracelets, that have negative meaning, or distracting or dangerous attire may be worn.

**The final decision on appropriate dress is at the discretion of the principal. If a student is not properly dressed, parents will be notified and student will be asked to change.**

The following outlines the consequences for violations of our school procedures and code of conduct/dress.

## Caverna Elementary's Guidelines for Success:

L-Level of Voice

E-Expectations

A-Activity

D-Do Your Best

<p><b>Level One Offenses</b>  (all handled in the classroom)</p>				<p><b>All level one offenses need to be handled in the classroom and documented with the <u>Think sheet THE SECOND TIME</u> of the occurrence with a phone call or communication home.</b></p>
<p><b>Unprepared for class: class materials</b></p>				
<p><b>Inappropriate manners/behavior in cafeteria</b>  (ex, talking too loud, making a mess, etc)</p>				
<p><b>Inappropriate behavior on the playground</b>  (throwing mulch, play tagging, anything other than a physical fight)</p>				
<p><b>Inappropriate behavior in the classroom</b>  (anything other than physical altercations, or property damage)</p>				

<b>Inappropriate behavior in hallway or restroom</b>  <b>(any other behavior other than physical fight or property damage)</b>				

<b>Level 2 Offenses</b>	<b>First Offense</b>		<b>Second Offense</b>	
<b>Continual disruption of classroom resulting in loss of instruction time (multiple level 1 offenses)</b>  <b>Use of oral or written profanity or inappropriate drawings</b>  <b>Non-repeated (teasing, verbal or non verbal, written)</b>	<b>Documentation with a THINK SHEET. (student fills out by hand)</b>  <b>Teacher submits GOOGLE THINK SHEET to office after</b>  <b>Communication with parent (via phone, DOJO, etc)</b>		<b>Level 2 REOCCURRING office referral</b>  <b>Principal discretion</b>	
<b>Cheating or copying another student's work</b>				
<b>Petty Theft</b>				

(candy, etc.)				
<b>Disrespect (verbal and non verbal) toward school authority</b>				
<b>Forgery</b>				

Follow documentation procedures for LEVEL 2 OFFENSES

- THINK SHEET (for student)
- Level 2 Office referral Google Form (with parent contact info)

DISTRICT CODE OF CONDUCT

<b>Level 3 Offenses</b>	<b>First Offense</b>	<b>Second Offense</b>	<b>Third Offense</b>	<b>Fourth Offense</b>
<b>Bullying (teasing, verbal or non verbal, written, or picking at the same person continually)</b>  <b>Fighting or instigating a fight</b>	Immediate 1 day suspension	Immediate 3 days suspension – final notice	Pre Board hearing – possible court referral	Alternative School referral
<b>Vandalism/stealing Possession of stolen property</b>	Parents notified, Restitution – 2 day, in-school suspension	Restitution and 3 days suspension	Referral to Alternative School – Court system	Recommend for expulsion
<b>Possession of Tobacco, Drugs, Alcohol or any controlled Substance</b>	Follow District Discipline Code			
<b>Threats of harm to others/ or self written or verbal</b>	Possible 1–3 days suspension, Principal’s	1-3 days suspension	Parent meeting, Alternative School referral, 3-5 days	Recommend for expulsion, court referral

	discretion		suspension	
<b>Defiance of school authority</b>	1 day in-school suspension – Parent Contact	2-days in-school suspension – Parent Contact	1 – 3 days suspension	Referral to Alternative School
<b>Assault against another student</b>	Follow District Discipline Code			

Follow documentation procedures for LEVEL 3 OFFENSES

- Send student to office , **Referral form filled out in google see link below**
- [Level 3 Form](#)
- **Multiple Misbehaviors from Level 3 of infractions will result in referral for Board Hearing, Involvement in the Court System or assignment to Alternative School or Expulsion.**

**\*\*Level Two and Level Three Offenses are more significant and will be a continued part of the student’s discipline folder.**

\*ALC – Alternative Learning Classroom

\*ATS – Alternative to Suspension – Parent will spend the day in the classroom with their student.

Habit 1:  
**BE PROACTIVE**  
I'M IN CHARGE OF ME



Habit 1  
**Be Proactive**



**You're in Charge!**

I have a "Can Do" attitude. I choose my actions, attitudes and moods. I don't blame others. I do the right thing without being asked, even when nobody is looking.

Think Sheet

Expectation I did not follow:

BE PROACTIVE

BE RESPECTFUL

BE RESPONSIBLE

I am thinking about my behavior because I was not....

- Being Proactive
- Beginning With the End in Mind
- Seeking First to Understand
- Thinking Win-Win
- Putting First Things First
- Synergizing

I was (give details)

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Next time I will be a leader by

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What will you do now to make the situation better?

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What habit do you need to focus on?

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Student Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

# Student Think Sheet

## Incident:

What did I see?



What did I hear?



What did I feel?



## Taking responsibility:

What rule/habit was broken?



What can I do next time to be more proactive?



What was one thing I did well?



\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher / Assistant

Comments/Follow-up: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CAVERNA  
ELEMENTARY SCHOOL**  
School-Wide Behavior  
Management Plan



*Developing LEADERS using the 7 Habits:*

Habit 1: Be Proactive

Habit 2: Begin With the End in Mind

Habit 3: Put First Things First

Habit 4: Think Win-Win

Habit 5: Seek First to Understand, Then to be Understood

Habit 6: Synergize

Habit 7: Sharpen the Saw

# Caverna Elementary School – *Lead the Way!*

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## Overview of School-Wide Behavior Plan

**Overall Goal:** To provide a consistent behavior plan throughout the school that promotes positive behavior and good choices by being PROACTIVE, RESPONSIBLE, and RESPECTFUL

### Clip Charts

**Classroom Clip Charts:** Each student has a labeled clip and all students begin the day with his/her clip on green, “Ready to Learn”. Students move their clips up and down the chart based on the choices they make. Each individual teacher will have his/her own rewards and consequences. This can also be done on Classroom Dojo.

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Pink “Outstanding”
Purple “Good Day”
Blue “Good Job”
Green “Ready to Learn”
Yellow “Think About It”
Orange “Teacher’s Choice”
Red “Office or Parent Note”
Pink “Outstanding”
Blue “Good Job”
Green “Ready to Learn”
Yellow “Think About It”
Red “Teacher’s Choice”

**Special Area Clip Charts:** The Special Area teachers have an abbreviated version of the

classroom clip chart which is based on class, not individual behavior. Special area teachers will establish expectations for clip movement within each classroom.

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### **School-Wide**

In order to establish common expectations and common language, the appropriate procedures for various school activities were developed following the acronym "L.E.A.D."

**L**-Level of Voice

**E**-Expectations- BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL

**A**-Activity

**D**-Do Your Best

## **Caverna Elementary School – *Lead the Way!***

In order to develop *LEADERS*, Caverna uses the Leader In Me process throughout all aspects of our school. The program focuses on following the 7 HABITS to develop positive life and leadership skills.

### **The 7 Habits**

#### **Habit 1: Be Proactive (You're in charge.)**

I am a responsible person. I do the right thing without being asked, even when no one is looking.

#### **Habit 2: Begin With the End in Mind (Have a plan.)**

I plan ahead and set goals. I do things that have meaning and make a difference.

#### **Habit 3: Put First Things First (Work first, then play.)**

I spend time on things that are most important. I set priorities, make a schedule, and follow a plan.

#### **Habit 4: Think Win-Win (Everyone can win.)**

I work with others to resolve conflict and look for a win-win solution.

#### **Habit 5: Seek First to Understand, Then to be Understood (Listen before you talk.)**

I listen to others to see things from their viewpoint. I am confident in voicing my concerns.

#### **Habit 6: Synergize (Together is better.)**

I work well in groups. I seek out ideas from others because I know that by teaming up, we can create better solutions.

**Habit 7: Sharpen the Saw (Balance Feels Best.)**

I take care of myself by taking the time to renew and reenergize my body, brain, heart, and soul.

**Caverna Elementary School – *Lead the Way!***

**VOICE LEVELS**

**0 = No Talking**

**1 = Whisper**

**2 = Inside Voice**

# 3 = Outside Voice

Caverna Elementary School – *Lead the Way!*

## Rules for Opening School

L – Level of Voice: BE RESPECTFUL

- Voice Level 2 (Inside) when entering.

E – Expectations:

**BE RESPONSIBLE**- PUT FIRST THINGS FIRST!

- Enter the building and go directly to one of the two destinations – gym or cafeteria, if eating breakfast.

**BE PROACTIVE**- You are in charge of you!

- Check in at the office for a tardy slip if after 7:20 a.m.
- If you need help, go to the nearest adult on supervision

## **A – Activity:**

- Students and staff will prepare for the school day.

## **D – Do your best!**

### **Caverna Elementary School – *Lead the Way!***

## **Lesson Plan for Opening the School Day**

(Daily for the first two weeks and as needed thereafter)

### **Overall Goal: Students and staff will be physically and mentally prepared for a productive school day.**

Teach the L.E.A.D. and expectations of BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL and discuss specific situations that might arise before instruction officially begins:

1. Explain to students that school rules apply from the time they step on a school bus or arrive on school property.
2. Explain the 2 destinations.
3. Remind students of the 6:45 opening time. If parents bring them early, they need to wait in the car because there is no supervision provided before 6:45. Stress that this is teacher's preparation time.
4. Teach the Expectations for each of the 2 options:
  - Breakfast in Cafeteria: See cafeteria rules and procedures.
  - Gym: Students enter gym and sit by homeroom on the designated bleacher. Voice level = 2(Inside Voice).  
Students will be dismissed by adult on duty.
5. Review expectations with students presentations, T-Charts, or Role

Play activities.

**Caverna Elementary School – *Lead the Way!***

# **Early Duty Gym Rules**

## **L – Level of Voice: BE RESPECTFUL**

- Voice Level 2 (Inside)

## **E – Expectations: BE PROACTIVE- You are in charge of you!**

- When entering the gym, walk directly to designated spot on the floor.
- There will be a designated area for students who participate in “Morning Activities” (clubs, interventions, etc.). Those students will be picked up by an adult.
- Keep hands and feet to self (BE RESPECTFUL)

## **BE RESPONSIBLE- Put First Things First!**

- Classroom helpers must show a badge to a supervising adult in order to go help in the classroom.
- Students are not permitted to play with toys, cards, electronics, etc. during this time. Those items must remain in backpacks.
- Students will be dismissed by grade levels in the following order:
  1. K-1
  2. 2-3
  3. 4-5

\*Teachers will pick up their class at 7:10.

## **A – Activity:**

- Students will sit in designated areas of the bleachers until they are

dismissed by adult.

**D – Do your best!**

**Caverna Elementary School – *Lead the Way!***

## **Lesson Plan for Early Duty Gym**

(Daily for the first two weeks and as needed thereafter)

**Overall Goal: Students and staff will be safe in the gym as they wait in a respectful, orderly manner before the school day begins.**

Teach the L.E.A.D. and expectations BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL

and discuss specific situations that might arise before instruction officially begins:

1. Explain to students that school rules apply from the time they step on a school bus or arrive on school property.
2. Explain to students that when they arrive to school, they will walk on the line in the hallway and enter the gym in an orderly manner. Students may not enter before 6:50.
3. Teach the Expectations for behavior in the gym:
  - When entering the gym, students will walk directly to designated areas on the bleachers. Designated areas will be marked with homeroom teachers' names.
  - Students will wait in a respectful manner with a voice level of 2 or lower.



-Students will be dismissed by the adults on duty as outlined on the previous page.

4. Review expectations with students presentations, role play activities, etc.

## **Caverna Elementary School – *Lead the Way!***

# **Hallway Rules**

### **L – Level of Voice: BE RESPECTFUL**

- Students will maintain a Voice Level 0 (No Talking). Adults will maintain a Voice Level 1 or 2.
- Respect the learning environment of other classes

### **E – Expectations:**

#### **BE PROACTIVE You are in charge of you!**

- Walk on the footprints on the floor.
- Form a single line, one behind the other.

#### **BE RESPONSIBLE- Put First things First!**

- Walk with hands, feet, and body to self.
- Eyes and ears are attentive to teacher or adult assistant when directions are given.
- Stop quietly at designated areas as directed by the teacher.

### **A – Activity:**

- Students and staff will move through the building quietly and orderly.

### **D – Do your best**

# **Caverna Elementary School – *Lead the Way!***

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## **Lesson Plan for Hallway Rules**

(Daily for the first two weeks and as needed thereafter)

**Overall Goal: Students and staff will move through the building quietly and orderly.**

Teach the EXPECTATIONS of Be PROACTIVE, BE RESPONSIBLE, and RESPECTFUL and discuss specific situations that might arise while moving from place to place.

1. Ask how individuals and whole classes are expected to follow the Guidelines for Success in our hallways.
2. Review L.E.A.D. and ask if they understand them.
3. Through discussion and use of a T-Chart, ask
  - What does it look like to follow/not follow the Hallway rules?  
(Stand on footprints)
  - What does it sound like to follow/not follow Hallway rules?  
(Silence)
  - What does it feel like to follow/not follow the Hallway rules?  
(Proud)
4. Model solutions in the classroom for individuals and whole class.
5. Go to the hallway and practice going to the following areas: Art, Music, PE, Computer Lab, Principal's Office, restrooms, Speech, FRC, cafeteria, errands, etc.
6. Videotape students and teachers modeling the hallway expectations.
7. Review the video and discuss the practice sessions.
8. Conduct reviews as needed and discuss the class's hallway behavior.

# **Cafeteria Rules**

## **L – Level of Voice: BE RESPECTFUL**

- Voice Level 0 (No Talking) in line
- Voice Level 1 at the table- talking to person beside you or across from you.
- Lining up to dismiss voice level 0

## **E – Expectations:**

### **BE RESPONSIBLE-Put first things first!**

- Walk when moving around the cafeteria.
- Form a single line, one behind the other.
- Have number memorized and ready to enter.
- Make healthy choices and do not waste food.

### **BE PROACTIVE You are in charge of you!**

- Keep hands, feet, and objects to self. (**BE RESPECTFUL**)
- Use appropriate language and good manners.
- Go to assigned table/seat.
- Remain seated until class is dismissed.
- Exit through appropriate door.

## **A – Activity:**

- Students, staff, and visitors will interact with courtesy and respect in a safe and clean environment.

## **D – Do your best!**

## **Lesson Plan for Cafeteria Rules**

(Daily for the first two weeks and as needed thereafter)

### **Overall Goal: Students, staff, and visitors will interact with courtesy and respect in a safe and clean environment**

Teach the Expectations of BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL and discuss specific situations that might arise while eating.

1. Review L.E.A.D. and ask if students understand the expectations and why this is important.
2. Identify two or three critical behaviors on which each lesson will focus. For example: How to find a place to sit in the cafeteria, how to sit properly at a table.
3. Through discussion and use of a T-Chart, ask
  - What does it look like to follow/not follow the Cafeteria rules?  
(Ask, "Is This Seat Taken?")
  - What does it sound like to follow/not follow Cafeteria rules?  
(Whisper)
  - What does it feel like to follow/not follow the Cafeteria rules?  
(Pleasant break vs/ a headache!)
4. Model the appropriate behavior, clearly identifying any major steps that compromise it. If you choose to model examples of inappropriate behavior as well, demonstrate this once first, then follow with one or two examples of appropriate behavior.
5. Discuss the planned time that a whole-class restroom break will be taken (Before lunch so they will not have to leave the cafeteria).
6. Discuss monitors' roles and daily behavior reports.
7. Conduct reviews as needed and discuss the class's cafeteria behavior.

Topics to target for subsequent lessons: Treating monitors and servers with respect (respond to "raising their hand"), making menu choices quickly, clean up your own mess, and procedures for waste disposal.

# **Bathroom Rules**

## **L – Level of Voice: BE RESPECTFUL**

- Voice Level 1 (Whisper)
- Use appropriate language

## **E – Expectations:**

### **BE PROACTIVE- You are in charge of you!**

- Only 5 people at a time may enter the restroom.
- Only 1 person at a time may enter a stall.

### **BE RESPONSIBLE- Put first things first!**

- Follow proper hygiene procedures
- Find the nearest adult for emergencies
- Respect school property.
- Respect the privacy of others
- Keep hands, feet, and body to self.
- Follow proper hygiene procedures (flush, wash and dry hands)

## **A – Activity:**

- Students will quietly and respectfully go to the bathroom and get a drink of water.

## **D – Do your best!**

# **Caverna Elementary School – *Lead the Way!***

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## **Lesson Plan for Bathroom Rules**

(Daily for the first two weeks and as needed thereafter)

**Overall Goal: Students and staff will use good hygiene and manners when using the restroom.**

Teach the L.E.A.D. and expectations of BE PROACTIVE, BE RESPONSIBLE, and BE RESPECTFUL then discuss specific situations that might arise while using the bathroom or while moving from classroom to bathroom.

1. Ask how individuals and whole classes are expected to follow the L.E.A.D. expectations in our bathrooms.
2. Review bathroom expectations and ask if they understand them.
3. Demonstrate/Model how to flush toilets, wash hands, and use the hand dryer properly.
4. Through discussion and use of the T-Chart, ask
  - What does it look like to follow/not follow the Bathroom rules? (Horse-playing, playing in water, or throwing toilet paper)
  - What does it sound like to follow/not follow bathroom rules? (Whisper and appropriate language)
5. Model solutions in the classroom for individuals and the whole class regarding how to approach an adult to go to the bathroom and to leave the classroom, special area classes, assembly, etc.
6. {Practice going to the restrooms and get feedback from students.
7. Conduct reviews as needed and discuss the class's bathroom behavior.

# **Indoor Recess Rules**

## **L – Level of Voice:**

- Voice Level 2 (Inside Voice) (BE RESPECTFUL)

## **E – Expectations: BE PROACTIVE**

- Move to appropriate areas in small groups or individually to enjoy games or recreational reading.

## **BE RESPONSIBLE**

- Put away and clean up any materials that are used.

## **BE RESPECTFUL**

- Keep hands and feet to self.
- Respect others and school property.
- Use of toys or electronics is up to the teacher.

## **A – Activity:**

- Students and staff enjoy a safe and pleasant break.

## **D – Do your best!**

# **Caverna Elementary School – *Lead the Way!***

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## **Lesson Plan for Indoor Recess**

(Prior to the first occasion and as needed thereafter)

**Overall Goal: Students and staff will enjoy a safe and pleasant break from instruction indoors during inclement weather.**

Review the L.E.A.D. expectations,- BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL and discuss specific situations that might arise during indoor recess time:

1. Review procedures and handling for recess toys and games.
2. Review and practice acceptable noise/voice (Level 2).
3. Remind students that others in the building are not having recess at the same time. Explain how you will get their attention if the noise level is too high.
4. Role model or construct a T-Chart showing how one student can ask another student if he or she can play a game with him or her.
5. Bullying behavior or harassment will not be tolerated.
6. Establish clean-up procedures.
7. Discuss how the 7 Habits can be used when problems in play occur.



# **Playground Rules**

## **L – Level of Voice:**

- Voice Level 0 (No Talking) when entering and exiting
- Voice Level 0-3 when outside

## **E – Expectations:**

### **BE PROACTIVE**

- Enter and exit in an orderly line.
- No tackling, wrestling, or horseplay.

### **BE RESPECTFUL**

- Keep hands and feet to self.
- Respect school property.
- Include everyone in play.
- Show respect to others.
- Do not bully others.

### **BE RESPONSIBLE**

- Play within designated areas.
- Use equipment properly.

## **A – Activity:**

- Students and staff will enjoy a safe and mannerly recreational activity in designated areas.

## **D – Do your best!**

# **Caverna Elementary School – *Lead the Way!***

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## **Lesson Plan for Playground/Recess**

(Daily for the first two weeks and as needed thereafter)

**Overall Goal: Students and staff will enjoy a safe and pleasant break from instruction in outdoor activities.**

1. Establish hallway expectations for BE PROACTIVE, BE RESPONSIBLE, and BE RESPECTFUL to and from the playground area.
2. Review how to use playground equipment safely and fairly.
3. Discuss where teachers will be stationed for supervision and to report immediately any problem with equipment or unfamiliar people on the playground.
4. Students cannot play beyond the last playground equipment.
5. Use a T-Chart or role model how a student can ask another student if he or she can join in the play. Discuss that bully behavior (verbally or physically) and harassment will not be tolerated.
6. Review appropriate types of play on the playground. No tackling, horseplay, or wrestling. Show examples!
7. Review 7 Habits in regard to problem-solving when problems in playing outside occur.

Practice lining up and entering the building quietly, when students return from play area.

# **Assembly Rules**

## **L – Level of Voice: BE RESPECTFUL**

- Voice Level 0 (No Talking) During Performance

## **E – Expectations: BE PROACTIVE**

- Enter in a line, one behind the other.

## **BE RESPECTFUL**

- Walk with hands, feet, and body to self.

## **BE RESPONSIBLE**

- Have eyes and ears on presentations and participate as appropriate.
- Stay seated on bottom.
- Do not switch seats unless instructed to do so

## **A – Activity:**

- Students and staff will enjoy and appreciate the assembly or presentation.

## **D – Do your best!**

# **Caverna Elementary School – *Lead the Way!***

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## **Lesson Plan for Assembly Rules**

(Prior to each assembly.)

**Overall Goal: Students and staff will enjoy and appreciate the assembly or presentation.**

1. Develop vocabulary, background knowledge, etc. so students can make connections to classroom instruction.
2. Review L.E.A.D. expectations of BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL for assemblies.
3. Ask students how they would need to follow the 7 Habits during the assembly.
4. Ask what the hallway behavior to and from the assembly will be.
5. Discuss how an individual enters an assembly/concert late and finds where his/her class is seated.
6. Discuss how to show appreciation for the program appropriately/inappropriately.
7. Discuss/brainstorm potential problems and how students can handle themselves.

8. Use a T-Chart and/or Role Play to help students visualize Responsible and Irresponsible behaviors in an assembly.

## **Caverna Elementary School – *Lead the Way!***

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# **Field Trip Rules**

### **L – Level of Voice: BE RESPECTFUL**

- Voice Level 2 (Inside Voice)

### **E – Expectations:**

#### **BE PROACTIVE**

- Represent our entire school well when on a field trip by demonstrating the 7 Habits

#### **BE RESPECTFUL**

- Keep hands, feet, and body to self.

#### **BE RESPONSIBLE**

- Eyes and ears should be on teacher, bus driver, or presenter when directions are given.
- If riding the bus, stay seated and face forward.

### **A – Activity:**

- Students and staff will be safe while traveling and learn more about what they are studying in their classrooms while visiting other places.

### **D – Do your best!**

# **Caverna Elementary School – *Lead the Way!***

## **Lesson Plan for Bus and Field Trips**

(Prior to each trip)

**Overall Goal: Students and staff will be safe on the bus and learn more about what they are studying in their classrooms while visiting other places.**

1. Review L.E.A.D. expectations of BE PROACTIVE, BE RESPONSIBLE, and BE RESPECTFUL for field trips.
2. Remind students that riding the bus is considered a privilege, whether they are a daily bus rider or when they are on a field trip. Advise students that anyone who violates the safety rules on buses may lose the opportunity to travel on the bus to school or on field trips.
3. Remind students that any adult, including bus drivers, parents, teachers, and activity leaders on a field trip have the same authority over students as their regular classroom teacher and must be shown the same level of respect.
4. Use a strategy such as a T-Chart and/or Role Play to help students visualize Responsible and Irresponsible behaviors on a bus and during the field trip.
5. Develop vocabulary, background knowledge, etc. so students can make

connections to classroom instruction.

6. Discuss the expectations of specific field trips.
7. Discuss appropriate ways students are to show appreciation during and after field trips.

## **Caverna Elementary School – *Lead the Way!***

# **Dismissal Rules**

### **L – Level of Voice: BE RESPECTFUL**

- Voice Level 0 (No Talking)

### **E – Expectations:**

#### **BE PROACTIVE**

- Teachers will dismiss students, not the bell.
- Remain in classroom until your group is called.
- Stay in line, one behind the other.

#### **BE RESPECTFUL**

- Walk and keep hands and feet to self.
- For safety reasons, wear backpacks appropriately.

#### **BE RESPONSIBLE**

- Teachers will walk students to buses.

### **A – Activity:**

- Students and staff will exit the school in a safe and orderly manner.  
School rules apply until students arrive home.

### **D – Do your best!**

# **Caverna Elementary School – *Lead the Way!***

## **Lesson Plan for Dismissal**

(Daily for the first two weeks and as needed thereafter)

**Overall Goal: Students and staff will exit the school in a safe and orderly manner and prepared for the next school day.**

1. Teachers will have 5-10 minutes of structured dismissal time for:
  - Closure for lesson
  - Review for next day's assignments
  - Pass out important information from office
  - Reminder of school procedures
  - Discuss rewards earned for the day
  - Clean up room (Pick up pencils, pens, large pieces of paper, etc.)
  - Stack chairs in short stacks on carpet when bus is called.
2. Review L.E.A.D. expectations for dismissal BE PROACTIVE, BE RESPONSIBLE, BE RESPECTFUL, paying special attention to:
  - Teachers dismiss rather than the announcement or bell
  - School rules apply until students arrive home
3. Discuss importance of picking up after ourselves so that the custodians can then vacuum and sweep properly.
4. Teach the recycle process for paper vs. trash.



5. Discuss using a T-Chart and/or Role-Play to help students visualize Responsible and Irresponsible behaviors during dismissal. Practice the responsible behavior!
6. Use any extra time for reading aloud.

All teachers should be involved in dismissal by walking students to the bus or supervising hallway behavior or designated area