

Crestline Elementary School

Student/Parent Handbook



13003 SE 7th Street
Vancouver, WA 98683
Evergreenps.org

Revised June 2010

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Vancouver, WA 98683

Evergreenps.org

Phone: 360 - 604 - 3325
Attendance Line: 360 - 604 - 3336
Fax: 360 - 604 - 3327
Transportation: 360 - 604 - 4950

Doors Open: 8:20 a.m.
Tardy Bell: 8:30 a.m.
School Ends: 2:50 p.m.

Principal	Mrs. Bobbi Hite
Counselor	Mrs. Kirsten Bledsoe
Secretary	Ms. Elaine Sabo
Secretary	Ms. Sandy Drake



Evergreen Public Schools
13501 NE 28th Street
Vancouver, WA 98682
360 - 604 - 4000

Crestline's Beliefs

We believe every child is unique and has the ability to learn and be successful.

We believe the optimal learning environment is safe, supportive, respectful and positive.

We believe that student work must be rigorous, authentic, meaningful and engaging.

We believe high expectations and standards in combination with skillful instruction are essential for student success.

We believe students, parents, faculty and community members must work together to support student learning and achievement.

At Crestline we are...

Respectful,

Responsible,

and Safe!

The Crestline Pledge

I am a Crestline student.

I can achieve and succeed.

I am a learner.

I am a good listener.

I treat others with respect.

I am responsible

and I am safe.

Positive Behavior Support

PBS is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. Instead of waiting for misbehavior to occur and reacting to that misbehavior, PBS focuses on teaching behavioral expectations in all school settings and rewarding students for following them. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Here at Crestline, we have developed a matrix of our behavior expectations in all areas of school (see page 5) Students who follow these expectations are recognized with paw prints, which get entered into a weekly drawing for prizes and special activities. Whole classrooms that follow these expectations are recognized through a variety of "golden" awards each month or each week. **You might be hearing about these from your child!**

Golden Tray - class with the best (and cleanest) cafeteria behavior

Golden Clock - class with the lowest number of tardies

Golden Whistle - class with the best playground behavior

Mr. Watt - class with the most energy conscious behavior

Golden Lion - class with the lowest number of absences

Golden Book - class with the lowest number of overdue books in a month

Student of the Month

Five times during the school year, we recognize one student per class who has consistently shown the characteristics of a successful learner.

October: **Work Ethic** - to follow directions, to strive for quality, to show a positive attitude for learning, to complete assignments within a given time period.

November: **Responsibility** - to accept and follow school routines and expectations, to complete and return homework, to be organized.

February: **Compassion** - to demonstrate concern for others, to be caring and helpful to others.

March: **Respect** - to respect individual differences and the rights of others, to respect the school environment and materials, to show respect for the ideas of others.

May: **Integrity** - to act according to what's right and wrong, to be honest, to solve problems, to take responsibility for choices and actions.

Crestline Expectations

Expectation	Classroom	Hallway	Assembly	Cafeteria	Playground	Bus
<i>Be Respectful</i>	<ul style="list-style-type: none"> • Raise hand before speaking • Cooperate with others • Be a good listener 	<ul style="list-style-type: none"> • Keep your hands to yourself • Keep your lips closed 	<ul style="list-style-type: none"> • Listen and appropriately participate • Respect personal space 	<ul style="list-style-type: none"> • Use your inside voice • Say "please" and "thank you" • Allow anyone to sit next to you 	<ul style="list-style-type: none"> • Invite kids to play • Take turns & play fairly • Be a good winner or loser • Use stop-walk-talk 	<ul style="list-style-type: none"> • Use your inside voice • Keep the bus clean
<i>Be Responsible</i>	<ul style="list-style-type: none"> • Do your best work • Keep materials and space organized 	<ul style="list-style-type: none"> • Keep your hands to yourself • Go where you are going in a timely manner 	<ul style="list-style-type: none"> • Keep your eyes on your teacher for directions • Use good audience behavior 	<ul style="list-style-type: none"> • Clean up after yourself • Sit quietly and wait to be dismissed • Recycle 	<ul style="list-style-type: none"> • Take care of equipment • Use problem solving strategies • Follow the rules 	<ul style="list-style-type: none"> • Go directly from bus to class or class to bus • Walk
<i>Be Safe</i>	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Use materials properly 	<ul style="list-style-type: none"> • Always walk • Be aware of the people around you 	<ul style="list-style-type: none"> • Enter and exit in an orderly way • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Always walk • Follow the signals of the adults 	<ul style="list-style-type: none"> • Use equipment properly • When the bell rings, walk to line up • Respect personal space 	<ul style="list-style-type: none"> • Remember! -Back to Back -Seat to Seat • Follow directions

General Guidelines

The purpose of these guidelines is to ensure student safety and responsible behavior. We believe that all adults are teachers for all students at Crestline. All adults are expected to give feedback to students at Crestline as appropriate.

Guidelines for Responsible Student Behavior

Students are expected to:

- Participate in creating a cooperative, responsible, and friendly environment at Crestline Elementary School.
- Accept responsibility for their own actions by making thoughtful choices.
- Follow reasonable directions given by teachers and staff.
- Be courteous, considerate, and respectful to others.
- Walk in the building and designated walking areas outside.
- Keep their desk, classroom, playground, hallways, and restrooms clean and litter free.
- Go directly to their outside classroom door when arriving at school.
- Be in the building or classroom only when there is a teacher there.
- Leave gum, candy, toys, and game cards at home.
- Keep hands and feet to themselves.
- Use appropriate language and gestures at all times.
- Wear hats outside, not in the building.
- Use materials and equipment appropriately, and use other's property only with their permission.
- Leave the school area at dismissal. Neighborhood children may return if they have parent permission and understand there is no supervision.
- Be on time. School doors open at 8:20 AM daily and the dismissal bell rings at 2:50 PM. **Students should not be on school grounds any earlier than 8:20 AM.**
- Come to school dressed safely and ready to learn. Flip-flop sandals, short-shorts, tank tops and tee shirts with inappropriate logos or slogans are not appropriate school wear and are not permitted.
- **Remember what day they have PE and make sure to have appropriate tennis shoes.**
- Dismount bikes, skateboards and scooters before they come onto the school grounds and walk them safely to the designated area. Heelies must be removed before coming onto school grounds.

Student Behavior Referrals

Teacher Referral

Office Referral

<p>Handled by Teacher unless a pattern continues then complete behavior report.</p> <p><u>Swearing/vulgarity</u></p> <ul style="list-style-type: none"> • language "slips" • inappropriate sexual connotations • inappropriate non-swearing language 	<p>Student sent immediately to office for administration to handle.</p> <p><u>Swearing/vulgarity</u></p> <ul style="list-style-type: none"> • use of "greater swear" words • repeated use of significant hand gestures • repeated or vile sexual connotations
<p><u>Physical Contact/ Roughhousing</u></p> <ul style="list-style-type: none"> • play fighting • careless or negligent contact that hurts another person 	<p><u>Fighting/ Physical Aggression</u></p> <ul style="list-style-type: none"> • intentional injury to another person • attempts to injure another person
<p><u>Vandalism/theft</u></p> <ul style="list-style-type: none"> • teasingly taking others possessions • thoughtlessly damaging property • careless accidents 	<p><u>Vandalism/theft</u></p> <ul style="list-style-type: none"> • taking others possessions to keep • purposefully damaging property
<p><u>Classroom disruption</u></p> <ul style="list-style-type: none"> • repeated talk-outs/side-talk • silly answers/attention getting • noise making/lack of focus (annoyances) 	<p><u>Serious classroom disruption</u></p> <ul style="list-style-type: none"> • stopping learning process • behavior repeated after correction
<p><u>Ignoring Instructions</u></p> <ul style="list-style-type: none"> • ignoring reasonable request • initially refusing or ignoring directions 	<p><u>Defiance</u></p> <ul style="list-style-type: none"> • refusing to follow repeated direction • blatant refusal , telling adult "I won't"
<p><u>Disrespect</u></p> <ul style="list-style-type: none"> • has to have last word • argumentative to peers • isolated instance of disrespect 	<p><u>Disrespect</u></p> <ul style="list-style-type: none"> • significant "back talk" • significant disrespectful "body language" • repeated disrespect to peers
<p><u>Pre-harassment</u></p> <ul style="list-style-type: none"> • "put downs" • cold, hard, threatening stares • mean-spirited teasing that stings • annoying on purpose or "bugging" 	<p><u>Harassment</u></p> <ul style="list-style-type: none"> • "put downs" continue after correction • continued "proximity" after separation • racial, sexual, religious, appearance remarks • threats/extortion

Progressive Consequences

Developing Ownership and Responsibility for Behavior

- 1.) Simple interaction
 - Discussion between staff and student, verbal correction, restate expectations, re-teach appropriate behaviors.
- 2) Timeout from activity
- 3) Timeout to a different classroom-possibly with loss of recess
- 4.) Out of classroom intervention
 - Student works with principal or counselor
 - Other interventions may include: loss of recess, restitution, timeout, skills training or community service
 - Copy of behavior plan (and discipline referral, if applicable) is sent home for parent signature
 - If not returned, follow-up by staff with call to parents
- 5.) Principal meets with student
 - Discipline referral is sent home for parent signature
 - If not returned, follow-up by staff with call to parents
- 6.) In-school suspension- parent notification
- 7.) Out-of-school suspension
 - Re-entry meeting with principal required

SEVERE MISBEHAVIOR: Move immediately to steps 5, 6, or 7.
(i.e. harassment, assault, criminal activity, or blatant defiance/disrespect)

As necessary, a team meeting can be called with parents, teacher, and principal and support staff to develop individual behavior plans for students.

Homework Tips for Parents

- Be familiar with your child's teacher's guidelines or policy on homework.
- Set aside a quiet, well-lit place for your child to study.
- Put aside a certain time for your child to do their homework.
- Encourage your child to establish good homework habits.
- Be involved in the homework process and be available to answer questions or offer advice but don't do the homework.
- Give practical help by taking your child to the library for research.
- Help practice repetitious homework. (i.e.: spelling, math facts, etc.)
- Be sure to sign homework if asked to by your child's teacher.
- Give your child as much notice as possible if family events will interrupt their homework schedule so homework can be completed on time.
- Talk often to your child's teacher.

My name _____

My teacher _____

My room number _____

My bus number is _____

My Music days are _____

My PE days are _____

My Library day is _____

My Computer days are _____

My favorite thing about school is... _____
