

**P.R.I.D.E.
HANDBOOK**



Silver Firs Elementary
Home of the Jaguars
2019-2020

At the beginning of each school year, the information and responsibilities detailed in this booklet will be modeled and taught to students in the classroom and throughout the school environment. The booklet will be sent home to all families within the first few weeks of school and parents are asked to review and discuss its content with their child. It is requested that parents/guardians and students sign and return the bottom portion of the Student Letter (last page) to their child's teacher by the first day of school in October. The classroom teacher is asked to provide reminder notes to those families who have not returned the contract page by the October date. Teachers will review this information with families at fall conferences if the signed Student Letter has not been received by this time.

SILVER FIRS' MISSION STATEMENT

Our mission is to educate with high academic and behavioral expectations. We will nurture and guide students to become life-long learners who are respectful of differences and who can transition from the classroom to the community as successful contributing citizens.

Our Motto at Silver Firs is:

“Together We Grow”
with

Politeness
Respect
Independent Managers
Do Our Best
Everyone working cooperatively



Dear Silver Firs Parents/Guardians:

We want your child to be happy and successful at school. We believe that you play a key role by showing interest in, and support for, your child's education. Your child's knowledge that you are actively interested and supportive of the school's programs can result in greater success for your child.

Please share with your child's teacher any information that may be helpful to your child's success in school. We believe that communication between parents, students, and teachers is critical in maximizing student success. If problems arise, we will work cooperatively to find solutions. This may include a conference between you, your child, the teacher and school support personnel to develop a plan to help your child be successful.

We hope to encourage an environment where courtesy and kindness exist and where there is respect for individuality. To assist in reaching these goals, we have developed five "Guidelines for Success" (P.R.I.D.E.). These guidelines are explained in this booklet which we ask you to review and discuss with your child. Also included in this booklet are the roles for the staff, administration, students and you to help your child demonstrate the P.R.I.D.E. "Guidelines for Success." At the end of the booklet you will find a letter to your child. Please sign and have your child sign and return the bottom portion to your child's teacher.

If you have any questions or wish more information regarding our philosophy for P.R.I.D.E. "Guidelines for Success," please feel free to contact your child's teacher or the school's administrator. We look forward to working with you and your child.

Sincerely,
Silver Firs Elementary Staff

“GUIDELINES FOR SUCCESS”

All staff, students, and community members at Silver Firs Elementary will work together. Everyone will be treated with respect and dignity. Our school community will encourage behavior that assists students to grow and mature. The Silver Firs focus will be on our school **P.R.I.D.E.**

Polite

Respectful (to myself, others, and property)

Independent manager (self-manager)

Do my best

Everyone working cooperatively

Motto: Join the JAGUAR P.R.I.D.E. TEAM!



ROLES AND RESPONSIBILITIES FOR HELPING STUDENTS DEMONSTRATE P.R.I.D.E.

STAFF ROLE

All staff (classroom teachers, support, and classified) will utilize the mission statement, motto, and P.R.I.D.E. “Guidelines for Success” in their classroom management procedures.

The classroom teacher will be responsible for teaching and reviewing *The Jaguar Constitution*, which includes the *Student Rights/Teacher Rights, Rights of All*, and the P.R.I.D.E. “Guidelines for Success” with his/her class at the beginning of the year.

1) Staff will:

- ✓ Re-teach and reinforce expectations for responsible behavior in all school settings that are initially taught by the classroom teacher.
- ✓ Provide positive feedback to students when they are meeting expectations in following P.R.I.D.E.
- ✓ View minor misbehaviors as teaching opportunities responding with calm and consistent consequences or corrections.

2) Managing chronic misbehavior will be a collaborative endeavor involving colleagues, administration, support staff, parents, support teams (e.g., Grade Level and Intervention) and the student(s).

ADMINISTRATION'S ROLE

The role of the building administration is to provide assistance and support to the school community members in implementing the mission statement, motto, and P.R.I.D.E. "Guidelines for Success" at Silver Firs Elementary.

1) The administration will:

- ✓ Serve as an advocate for staff, students and community.
- ✓ Strive for clear and continuous communication among all Silver Firs community members.

2) The administration will assist staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems. As indicated on a case-by-case basis and in collaboration with the impacted staff, the administration will initiate time-out, problem solving, social skills training, parent conferences, in-school suspension, out-of-school suspension, contacting the appropriate authorities, or other consequences. If an administrator is not available to assist with a crisis situation, the referral will be directed to one or more of the following people: office personnel, counselor, psychologist, nurse, neighboring school administrator, District administrator, and sheriff.

PARENTS'/GUARDIANS' ROLE

Parents/guardians are encouraged to participate in the educational process of their child. The involvement, support, and cooperation of parents/guardians have been proven to be effective in helping children to be successful in school.

- ✓ The school will inform parents/guardians of the school's mission, motto, and the *Jaguar Constitution* which includes *Student Rights/Teacher Rights, Rights of All*, and P.R.I.D.E. "Guidelines for Success".
- ✓ Parents/guardians are encouraged to support their child in striving for excellence.
- ✓ Mutual communication between parents and the school staff is essential.
- ✓ Parents will be encouraged to assist their child in being responsible school citizens and learners.
- ✓ If a child exhibits a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors that will increase opportunities for success and improve self-concept.

STUDENTS' ROLE

Students at Silver Firs Elementary are responsible for learning and following school and classroom rules and *The Jaguar Constitution*. *The Jaguar Constitution* includes:

1. STUDENT RIGHTS/TEACHER RIGHTS. These are the rights of the individual:
 - ✓ The right to respectfully and appropriately share one's thoughts and feelings within the parameters of our public school setting.
 - ✓ The right to personal privacy.
 - ✓ The right to have property treated with respect.
 - ✓ The right to have conflicts resolved fairly using a problem solving approach.
 - ✓ The right to feel safe while at school.
 - ✓ The right to an environment where learning can occur.

2. RIGHTS OF ALL: These are the rights of the groups that take precedent over individual rights:
 - ✓ Everyone has the right to a healthy and safe learning environment.
 - ✓ Everyone has the right to have his or her property treated respectfully.
 - ✓ Everyone has the right to learn.
 - ✓ Everyone has the right to a learning environment that is not disrupted by any individual(s).

3. STUDENT RESPONSIBILITIES:

Students are responsible for behaving in a way that does not violate the rights of staff and students. Students can accomplish this by following the Jaguar P.R.I.D.E. "Guidelines for Success".

4. JAGUAR P.R.I.D.E. "GUIDELINES FOR SUCCESS":
 - P**olite
 - R**espectful (to myself, others, and property)
 - I**ndependent Manager (self-manager)
 - D**o my best
 - E**veryone working cooperatively

CONSEQUENCES FOR NOT FOLLOWING P.R.I.D.E.

Students at Silver Firs Elementary are instructed in meeting our P.R.I.D.E. “Guidelines for Success” the first few weeks of school. This includes a classroom overview of the P.R.I.D.E. Handbook and school wide P.R.I.D.E. activities. It may also include training in social skills such as Second Step, Jaguar Cub Club, understanding and appreciating diversity, conflict resolution/problem solving skills, and Steps to Respect (Harassment, Intimidation, and Bullying awareness). The P.R.I.D.E. Handbook is distributed to families early in the school year for parents and children to review together, sign, and return.

For those times when children have difficulty following P.R.I.D.E., the progressive consequences detailed here will be implemented. ♦

For the 19-20 school year, Silver Firs Elementary continues to work towards integrating a PBIS Behavior Flow Chart system with our following behavior level system.

LEVEL 1

Behaviors such as: not on task, interfering with others’ right to learn, and not following P.R.I.D.E. rules.

Consequences (may include any or all of the following):

- | | |
|--|---|
| *non-verbal warning | *student offered in-class break/ temporary change of seating |
| *proximity | *teacher directed time-out/ solution desk in class |
| *check-in “What’s up?” | *problem solving (Peace Table, Class Meeting S.T.E.P., Restorative Practices, etc.) |
| *reminder to follow P.R.I.D.E./ procedures | *written plan by student |
| *verbal warning | *contract (daily, weekly, etc.) |
| *retraining of skills | |
| *verbal plan by student | |

WHEN STUDENT RETURNS TO MEETING P.R.I.D.E. EXPECTATIONS, POSITIVELY RECOGNIZE STUDENT’S GOOD CHOICE!

LEVEL 2 - Those behaviors considered “minor”

Behaviors such as: being disrespectful to adults or peers; language and/or gestures not appropriate to school; defiance; uncooperative; physical contact with others without their permission; misuse of property, including technology; and/or frequent recurrence of Level 1 behavior.

STAFF: Complete SWIS report (minor)

Consequences (may include any or all of the following):

Strategies from Level 1

- **non-verbal warning*
- **proximity*
- **check-in “What’s up?”*
- **reminder to follow P.R.I.D.E./ procedures*
- **verbal warning*
- **retraining of skills*
- **verbal plan by student*
- **student offered in-class break/ temporary change of seating*
- **teacher directed time-out/ solution desk in class*
- **problem solving (Peace Table, Class Meeting, S.T.E.P., Restorative Practices, etc.)*
- **contract (daily, weekly, etc.)*

Additional Strategies for Level 2

- ***written plan by student that goes home**
- ***time-out in another classroom**
- ***phone/email contact with parent/ guardian**
- ***in-person conference with parents**
- ***referral for administrative involvement**
- ***referral to Intervention Team/ PBIS Tier 2 Team**
- ***denied privilege from specific area of concern**

WHEN STUDENT RETURNS TO MEETING P.R.I.D.E. EXPECTATIONS, POSITIVELY RECOGNIZE STUDENT’S GOOD CHOICE!

LEVEL 3 - Those behaviors considered “major”

Behaviors such as: being dangerous to others; physical aggression; participating in a fight; possession of a dangerous item; threats (physical, verbal, or with gestures); harassment/bullying (physical, emotional, and/or sexual); open defiance; offensive language; property damage; theft; technology violation; **and/or recurrence of Level 2 behavior particularly behaviors that escalate to the point that the class cannot continue.**

STAFF: Complete SWIS report (major)

Consequences (may include consequences from Level 2 and any or all of the following):

Administrative involvement which could include:

- *In-person conference with parents and, when possible, student
- *in-school suspension
- *alternative schedule for individual’s school day
- *suspension
- *expulsion

When implementing this level system, any special needs a child may have will be considered (medical, physical, emotional concerns, etc.). Severe behavioral issues will be handled in accordance with the Everett Public Schools Student Rights and Responsibilities Handbook.

STEPS FOR PROBLEM SOLVING BETWEEN STUDENTS

Students, while considering their various age and developmental levels, will be instructed in the following problem solving skills and will be expected to use these skills when conflicts arise between students:

- ✓ Ignoring/walking away
- ✓ Giving and receiving an “I message”
 - “I feel _____ when you _____. I want you to _____.”
 - “You feel _____ when I _____. I agree to _____.”
- ✓ Assertiveness training
- ✓ S.T.E.P. problem solving process (**S**ay the Problem, **T**hink of Solutions, **E**xplore the **C**onsequences to those solutions, **P**ick the Best Solution)
- ✓ Conflict Resolution/Restorative Justice
- ✓ Seeking peer assistance
- ✓ Seeking adult assistance
 - If a student is in need of adult assistance from staff, the following may occur:
- ✓ Coaching on how to handle the situation
- ✓ Mediation by staff member
- ✓ Referral to administration

Silver Firs Elementary complies with the Everett Public School’s policy (3204) regarding issues of Harassment, Intimidation, and Bullying.

EPS maintains a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation and bullying (HIB). Our district’s core values include our commitment to value differences among people and treat one another respectfully. HIB of students by other students, by staff members, by volunteers, by parents or by guardians is prohibited.

It shall be a violation of this policy and the district’s sexual harassment policy for any student of the district to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct while in or on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

In responding to a bullying situation, Silver Firs Elementary instructs students to follow *Steps to Respect* curriculum guidelines. This includes:

RECOGNIZING THE BULLYING: *Bullying is unfair (power difference) and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.*

REFUSING THE BULLYING: *Getting cool and calm, using assertive behaviors (standing straight and tall; looking the person in the eye; speaking in a strong, clear, and respectful voice) and saying “What you are doing is bullying and it needs to stop. If you don’t stop, I’m going to tell an adult.”*

REPORTING THE BULLYING: *If refusing has not worked or the student needs help with the situation, they are encouraged to ask an adult for assistance.*

Dear Silver Firs Elementary Student:

You are a very special person. We want you to feel happy and safe at school and to learn all that you possibly can. We have identified five guidelines that will help you be successful. We call these guidelines **P.R.I.D.E.!**

Polite

At Silver Firs Elementary, being polite is very important. You are expected to use good manners and to be considerate, courteous, honest, and helpful to others.

Respectful

We expect Silver Firs Elementary to be a safe and supportive place. Respect means caring for yourself and others, our school and play equipment, and the personal property of classmates and staff.

Independent Manager

All through your life you must decide how you will act. Therefore, try to do what is right whether anyone is watching you or not. This is called “being an independent manager”. It is important for you to remember that you are in charge of yourself. You are an independent thinker. You can do what is right!

Do my best

In order to do your best, it is important to be ready to learn. This includes having a positive attitude about school, coming to school on time, always trying, and having your materials and school work ready. When you do a job or an assignment, do your very best. While you are working on something, ask yourself, “Is this the best I can do?” If you give a job your best, you learn more and feel more successful.

Everyone working cooperatively

Cooperation includes being polite, treating people with respect, accepting people’s differences and opinions, encouraging others to do their best, working to solve disagreements, and working together for a common goal.

The adults at Silver Firs Elementary are here to help you achieve success. We look forward to a good year and are eager to work with you. **Join the JAGUAR P.R.I.D.E. TEAM!**

(Please cut here and return the portion below to school)

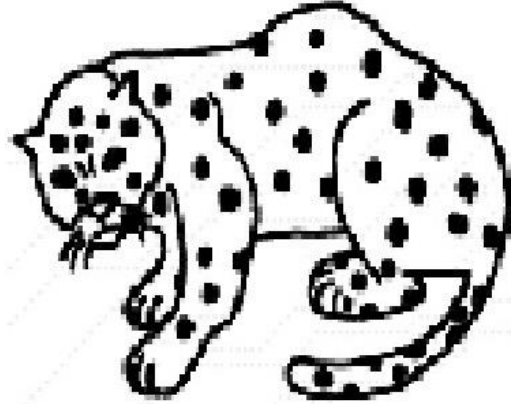


Student Name: _____

Teacher: _____ Date: _____

I _____ (student signature) am choosing to **Join the JAGUAR P.R.I.D.E. Team!**

I _____ (parent/guardian signature) support my child’s best efforts to follow the Jaguar P.R.I.D.E. Guidelines for Success.



The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:

Affirmative Action Officer – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104

Title IX Officer – Mary O’Brien, mo'brien@everettsd.org, 425-385-4106

504 Coordinator – Becky Ballbach, rballbach@everettsd.org, 425-385-4063

ADA Coordinator – Dr. Becky Clifford, rclifford@everettsd.org, 425-385-5250



*Everett Public Schools
3900 Broadway, Everett, WA 98201
425-385-4000 • www.everettsd.org*

Implemented: August 1996

Most Recent Revision: August 2019

This handbook is also located on the Silver Firs Website.