



CREEKSIDE ELEMENTARY

Student Success Plan

The Creekside Elementary School community will work collaboratively to provide a safe, engaging, supportive, and challenging environment, ensuring that all students reach their highest potential in academics and citizenship while honoring their personal strengths.

Doing As We Otter.

Tera Coyle
Principal



Do unto *Otters* the way you would like *Otters* to do unto you.

(Treat others the way you would like to be treated.)

Our Student Success plan is created to foster a positive and successful learning environment for all children. The expectations outlined in this handbook remain the same for students, staff, guardians, and family members.

POSITIVE STUDENT BEHAVIOR

Creekside students behave in a positive and safe manner, with respect for others and themselves. Some of the many ways that positive behavior is taught, reinforced, and encouraged at Creekside include:

1. **Class Lessons:** lessons focus on friendship skills, social skills, positive student behaviors, and character ethics, such as integrity, courage, justice, and patience. Emphasis is placed on the Golden Rule of treating others the way we would like to be treated. The lessons are provided by the teacher and/or counselor;
2. **Conflict Resolution Programs:** Kelso's Choice. Teachers and/or the Counselor instruct students in the use of strategies to resolve disagreements or conflicts in a respectful manner;
3. The counselor and/or teacher use curriculum designed to reduce impulsive and aggressive behavior in children, and increase their level of social competence;
4. **Role Playing:** this technique can be used with students who are in need of learning positive alternatives to deal with conflicts;
5. **Be Kind Like Josh:** Friendly interactions and praise from staff, parents, and other students;
6. **Morning Announcements:** Featuring inspirational quotes. Recognizing clubs and students who have/are making a positive impact on Creekside and its community.
7. **Individualized classroom behavior systems.**

GENERAL RESPONSIBILITIES and EXPECTATIONS

All members of Creekside Elementary School community share responsibility for developing and enforcing our “Success” plan fairly and consistently.

STUDENTS

Classroom

- Come prepared to learn.
 - ✓ Get enough rest.
 - ✓ Eat a good breakfast.
 - ✓ Remember to bring a lunch or lunch money.
 - ✓ Be on time.

- Have a positive, can-do attitude,
 - ✓ Use your best effort.
 - ✓ Work fairly with others.
 - ✓ Complete assignments on time.

- Follow your classroom rules.

Common Areas (Hall and Stairways, Activity Centers, Study Areas)

- Walk with respect from door to door.
- Use quiet voices.
- Look at, but please do not touch, student work.

Restrooms

- Use the toilet and sinks appropriately.
- Flush after use.
- Wash hands with soap before leaving.
- Put all trash in garbage cans.

Playground

- Play safely.
- Contact Recess Teacher if there is a problem.
- See additional information on p. 7.

Lunch Room

- See *Otter Café* information on p. 6.

Drop-off/Pick-up Zone

- NO school district adult supervision prior to 9:00 AM.
- Be ready to exit the car before arriving at the drop-off area.
 - ✓ Have materials in hand and ready to go.
 - ✓ Know how you will be picked up in the afternoon.
 - ✓ If you need additional time, pull out of the Drop-off lane and into a parking spot so others behind you may safely unload.
- Exit only on the curb side so as not to get out in front of the traffic lane.
- If walking from a parking space, use the crosswalks and follow the directions of the Educational Assistant or supervising adult.
- Wait outside with your class line.
- Use the outside stairs or sidewalk to quietly walk to the covered basketball court to wait for the entry bell.

Before School Line-up Area (Covered Basketball Court)

- If on the bus, use respectful (soft) voices and remain seated until dismissed by the driver.
- **If on a bicycle or scooter**, dismount before arriving on school grounds and walk your bike/scooter down the path by the bus loop.
- **Students in Grades 3-5 may ride bikes/scooters to/from school. Students MUST wear helmets and must walk bicycles/scooters when on school property.**
 - ✓ Remain in view of the Educational Assistants.
 - ✓ Lock bicycles on the rack on the opposite side of the basketball court.
 - ✓ Lock scooters on the racks underneath the stairs when the bell rings.
 - ✓ Bring your helmets into the classrooms with you.
 - ✓ Helmets must be properly worn when riding bikes or scooters to and from school. If a helmet is mistakenly left at home, we will hold the bike or scooter until someone returns to school with a helmet.
- If walking or being dropped-off in the drop off zone, quietly walk to the class line-up areas.
- Wait respectfully in your class lines for the bell to ring.

Assemblies

- Enter and wait quietly for the assembly to begin.
- Give your attention to the speaker/performer and be respectful audience member.
- Show your appreciation in positive ways.
- Sit “on your pockets”
- Leave when directed in a quiet and orderly manner.

Field Trips and Off-Campus Activities

- Be a positive representative of Creekside Elementary. Your behavior builds our reputation.
- Listen to and follow instructions of the supervising adult; stay with your group.
- Follow transportation rules while going to and from the event.
- Give your attention to the speaker or performance and be a good listener/audience member.
- Show your appreciation in positive ways.
- Be respectful of property/equipment.

STAFF

Staff will continuously teach and support students in making good choices and how to effectively show respect to self and others.

Staff will communicate with parents if they see a behavior change at school. Staff

will work with parents and guardians as needed in solving behavior issues.

PARENTS

Parents and guardians will support the *Success* plan by regularly communicating and modeling the expected behavior with their children and siblings.

Parents and guardians will keep the school informed of any changes in their child's life that might have an effect on his/her behavior.

Parents and guardians will work with staff as needed in solving behavior issues. Parents will ensure that students arrive to school by 9:10 AM.

TECHNOLOGY EXPECTATIONS

- Use the Internet in accordance with the District Responsible Use Guide and only with adult direction and supervision.
- Cell phones and other interactive technology devices must remain off during school hours, unless used during teacher directed academic activities.
- Cell phones that ring during school hours are subject to being confiscated and held in the office.

DRESS CODE

Since appropriate clothing contributes to a positive learning environment at school, clothing needs to adhere to the Creekside Elementary/Pine Lake Middle School dress standards:

1. Revealing clothing such as revealing, low-cut, cut-outs, belly button-showing, spaghetti strapped attire, sagging pants, and tight clothing are not appropriate.
2. To help determine whether straps on tops are the appropriate width, try the three-finger width test. If the strap is narrower than three fingers, the top must have another shirt to cover it.
3. To determine the appropriate length for shorts and skirts, apply the finger test: these articles may not be shorter than the student's fingers when arms and hands are extended down their sides (whether or not leggings or tights are worn under the skirt).
4. For safety reasons, bare or stocking feet or flimsy footwear (such as flip-flops) are not permissible.
5. Hats, caps, or other head coverings and sunglasses are allowed to be worn outdoors, but not in the school building.

Clothing accessories, personal play equipment, and inappropriate items that are disruptive to the educational process or considered to be unsafe will be held by the teacher and will be returned at the discretion of the teacher.

On P.E. days, students need to wear appropriate shoes and clothing that will allow them to run, jump, climb, and be active.

For recess purposes, students are encouraged to wear shorts under skirts or dresses.

OTTER CAFÉ (LUNCHROOM) EXPECTATIONS

- O** – Only use good table manners and handle food in appropriate ways
- T**- Talk quietly, enter and exit the lunchroom in a safe and orderly manner, showing respect for others, in line and at the tables
- T** - Throw trash away in the appropriate place, double check that nothing is left behind, and follow table washing procedures.
- E** – Eat only your food – no sharing or trading
- R** – Raise your hand for help.
- S** – Stay seated during the lunch period unless given permission by a staff members.

PLAYGROUND RULES AND EXPECTATIONS

1. Walk directly to and from the playground in a quiet manner.
2. Keep clean and dry. Stay under covered areas during heavy rain.
3. Show respect for others and include students who would like to play in games.
4. Play with balls, jump ropes, and other playground equipment the way they were intended and in an appropriate manner.
5. Play in a safe manner in supervised areas only and with the following precautions:
 - Play only on the blacktop, sand field, covered play area, always remaining in view of the Educational Assistants;
 - Walk while inside the play structure area;
 - Take turns on the equipment;
 - Only go down slides;
 - Dig only in the designated sandbox area;
 - Leave rocks, bark, sticks and other potentially dangerous objects alone and on the ground
 - Keep hands, feet and objects to yourself; and
 - Use appropriate language.
6. Students may return to the classroom area or leave the playground **only** with the written permission of a teacher or after radio communication to the office from a play ground Educational Assistant.
7. Students must stop what they are doing when the bell rings, or when a whistle blows, and must return promptly to their lines.
8. All playground equipment must be returned to the cart or ball room after recess.

MISBEHAVIOR/STUDENT CONDUCT AND CONSEQUENCES

CRITERIA AND CIRCUMSTANCES OF MISBEHAVIOR

Creekside's Student Success Plan seeks to allow each teacher, as well as the principal and the dean of students, a certain degree of flexibility in the handling of student misbehavior. There are often circumstances where students must be handled differently; therefore, the possible corrective action taken would depend on the following criteria:

1. The intent of the act
2. The number of times the violations or similar violations have previously occurred
3. Prior corrective action which would include alternative steps to alleviate the problem
4. Prior parent involvement
5. The student's attitude

When a student misbehaves, the following actions and consequences *may* result, depending on the severity of the infraction:

1. **Guidance:** A conversation between the student and school personnel. The purpose of guidance is not to scold the student, but to inform him/her that his/her behavior needs to change so it does not violate the rights of others. Suggested replacement behaviors will be discussed to help the student improve safety and learning for self and others.
 - a. A *Behavior Improvement Form* (BIF) or *Think It Over* form will be completed by a staff member or by the student. This will result in the student meeting with the classroom teacher, the program assistant, or the principal.
 - b. The student may participate in a social skills training and role-playing session conducted by the classroom teacher or guidance counselor.
2. **Rearrangement** of the student's school schedule may occur when the behavior of the student is such that he/she cannot conduct himself/herself in an acceptable manner.
 - a. The student may be assigned to a quiet time-out area.
 - b. The student may be removed from the classroom.
 - c. Detention: The student may be assigned a limited recess, or time may be spent before or after school.
 - d. Restriction of Activities: A student may not be allowed to participate in certain activities because of his/her past or present behavior.
 - e. Community Service may be assigned and may include the following: Cleaning the lunchroom or playground with a custodian, organizing the lost and found, cutting laminating, etc.
 - f. The student may be assigned to an in-house (in-school) suspension.

In addition, consistent with RCW 28A.600, student conduct expectations under District Regulations may be found at [Regulation 3240P](#). The student will respect the rights of others while in school, on school property, at all school activities, on District provided transportation, or otherwise under school authority.

SEVERE STUDENT CONDUCT

Student Conduct

Any student, who willfully performs any act which materially interferes with, or is detrimental to, the orderly operation of a school-sponsored activity, or any other aspect of the educational process within the Issaquah School District, will be subject to discipline, suspension, or expulsion.

The District requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:

- A. Conform to reasonable standards of acceptable behavior;
- B. Respect the rights, person and property of others;
- C. Preserve the degree of order necessary for a positive climate for learning; and
- D. Submit to the authority of staff and respond accordingly.

Student discipline, suspension, and/or expulsion will be administered in such a manner as to take into consideration the nature, severity, and circumstances of the violation, the individual circumstances of the student, and prior or other forms of corrective action or discipline which may have been imposed. A complete copy of Regulation 3241 and related Regulations are available on the District's website.

Any action, which removes a student from school for longer than one day, will comprise a "disciplinary action" and will be documented.

<http://issaquah.wednet.edu/docs/default-source/district/regulations-manual/3000/3240p-student-conduct-procedure.pdf?sfvrsn=0>

Behaviors that are severe in nature will result in disciplinary action that involves immediate parent notification by telephone. **Consequences for severe misconduct can include In-House (in school) Suspension, Suspension from school, or an Emergency Expulsion.**

Examples of severe misconduct include but are not limited to the following:

- Disruption to student learning
- Possession of weapons
- Vandalism/Arson
- Assault
- Swearing/use of abusive language
- Harassment
- Racial or gender put downs
- Intimidation and threats
- Possession/use of alcohol, tobacco or drugs
- Discrimination

Definitions of Terms

In-House Suspension provides for students to be removed from classroom activities/peer contact for a designated period of time while still remaining on school grounds.

Suspension is the exclusion from school, or individual classes for the specific period of time, after which the student has a right to return. A suspension is "short term" if it is for a period of ten consecutive school days or less. A suspension is "long term" if it exceeds ten consecutive school days.

Emergency Expulsion shall mean the immediate denial of the right of school attendance for a student, prior to a hearing, without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, teachers, or school administrators, or is a substantial disruption to the educational process of the school district.

Expulsion is the exclusion from school or individual classes for an indefinite period. Any action taken against a student will comply with existing state laws and School District Regulations and shall afford the student due process.

Prohibition of Harassment, Intimidation, and Bullying

If a student feels that he or she is being harassed, intimidated, or bullied for any reason including because of race, creed, color, national origin, ancestry, gender, sexual orientation, or disability, the student should immediately report such incidents to a teacher, counselor, or building administrator. A complete copy of Regulation 3207 may be obtained at any school or on the District website at www.issaquah.wednet.edu .

“Harassment, intimidation or bullying” is defined for purposes of this Regulation as any intentional written message or image - including those that are electronically transmitted, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability, or other distinguishing characteristics, when the act:

1. Physically harms a student or damages the student’s property; or
2. Has the effect of substantially interfering with a student’s education (for example, substantially interfering with classroom performance, attendance, or pattern of tardiness) or
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: urging others to a malicious action “ganging up on someone”; spreading knowingly hurtful rumors, lies, pictures, drawings, or cartoons; slurs; jokes; innuendoes; repeated/ongoing demeaning comments; pranks; ostracism; gestures; verbal or physical aggression directed at a specific student; physical attacks or threats; or purposeful destructive acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images.

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

1. A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
2. The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Targeted writing of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, sexual assault

You can report sexual harassment to any school staff member or Title IX Coordinator, Moriah Banasick, 425-837-7139 banasicka@issaquah.wednet.edu.

You also have the right to file a complaint.

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school District's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the District should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the Superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the District receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand

a lengthier investigation, the District will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the District will include a summary of the results of the investigation, a determination of whether or not the District failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the District into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the District’s decision, you may appeal to the District’s Board of Directors. You must file a notice of appeal in writing to the secretary of the Board within 10 calendar days after you received the District’s response to your complaint. The Board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The Board will send you a written decision within 30 calendar days after the District received your notice of appeal. The Board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the District’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the District’s complaint and appeal process, or (2) the District has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | ***Fax:*** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI’s Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Nondiscrimination

Issaquah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Risk Management, Title IX Coordinator

Moriah Banasick, Internal Auditor/Title IX Coordinator
565 NW Holly Street
Issaquah, WA 98027
425-837-7139
hechtmanl@issaquah.wednet.edu

Public Records Officer, District HIB, Civil Rights Coordinator

Chris Burton, Executive Director of Compliance and Legal Affairs
565 NW Holly Street
Issaquah, WA 98027
425-837-7056
burtonc@issaquah.wednet.edu

Student-Related Issues, Section 504 Coordinator

Pam Ridenour, Director of Career and Counseling
565 NW Holly Street
Issaquah, WA 98027
425-837-7046
ridenourp@issaquah.wednet.edu

You can report discrimination and discriminatory harassment to any school staff member or to the District's Civil Rights Coordinator, listed above. You also have the right to file a complaint under District Regulation 3210 (also summarized above).

Weapons - Possession, transmission or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length, or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants

Pursuant to RCW 9.91.160, persons over eighteen (18) years of age, and persons between fourteen (14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property.

No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District's rule prohibiting weapons.

Pursuant to RCW 9.41.280, students who possess a dangerous weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools may be immediately expelled. Law enforcement and parents will be notified. Pursuant to RCW 28A.600.420, students who possess a firearm must be expelled without an opportunity for readmission for at least one (1) year. This minimum one-year expulsion will also apply to students who act with malice and display an instrument that appears to be a firearm on public school property, transportation, or other facilities being used exclusively by public schools. The superintendent of the School District or educational service District may modify the expulsion of a student on a case-by-case basis.

Bullying

Bullying is a situation in which one or more students (the 'bullies') **repeatedly** single out a child (the 'target') and engage in behaviors **intended to harm that child**. Bullying is **one-sided**. A bully frequently targets the same victim **repeatedly** and **on purpose** over time. A child who bullies can dominate the victim because the bully possesses **more power** than the victim (physically stronger, more intelligent, have a larger circle of friends, or possess a higher social standing). Bullying can inflict physical harm, emotional distress, and or social embarrassment or humiliation.

Misbehavior vs. Bullying Behavior

As friendly as our students at Creekside are, it is not out of the norm for students to occasionally have conflicts, argue, tease, not play fair, be left out or play too rough. Some of these behaviors can occur when a student is trying to establish a connection with another student but they may not go about it appropriately. Or a student may get their feelings hurt and push another student at recess. A student may say goofy, inappropriate remarks to another student, but these behaviors usually stop once attention is drawn to that behavior. While these behaviors are unacceptable and mean, they are far different from engaging in bullying behavior.

Why is it important to not label misbehavior as bullying?

We need to be careful to recognize the damage that can occur when we over use or inappropriately use the word 'bully'. When we label a child as a "bully" it doesn't let us see past the label, and view kids as individuals. A child is more than just a "bully" and we need to see their other qualities and strengths. Children have a hard time seeing beyond labels. Once a child has been categorized as a 'bully', that label can follow them for life.

We want Creekside Elementary School to be a safe environment where students can share with staff if they feel they are being hurt or treated unfairly by another student. We take that behavior very seriously and will make every effort to see that each child feels safe at our school.

If a student feels that he or she is being harassed, intimidated, or bullied for any reason including because of race, creed, color, national origin, ancestry, gender, sexual orientation, or disability, the student should immediately report such incidents to a teacher, counselor, or building administrator. A complete copy of Regulation 3207 may be obtained at any school or on the District website at www.issaquah.wednet.edu.

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3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
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PARENT RESPONSIBILITIES AT WEEKEND **AND AFTER SCHOOL ACTIVITIES**

Parents are responsible for managing their child's and sibling's behavior during before and after hour activities at Creekside.

- Monitor your child's activities when at school, during after hour functions, and on the weekend.
- Have your child follow the same Creekside expectations after hours as when school is in session.
- Stay with your child or have an adult accompany your child at all after hour functions.
- Make sure siblings and friends follow the same rules when visiting Creekside.
- Make sure food is only eaten in the multi-purpose room, unless other arrangements have been made with the principal.

Please keep your children with you before, during, and after grade level concerts or other programs and help them observe good audience behavior prior to the show.

“Think It Over”
Problem Solving Sheet
Creekside Elementary

Name _____ Date _____ Teacher _____ Grade _____

1. What Happened? _____

2. Who else was involved? _____

3. Which school rule(s) did you break? _____

4. What would have been a better choice? _____

5. What would the “better choice” look like? List three descriptions.

a. _____

b. _____

c. _____

6. What is a fair consequence? _____

7. Whose time was taken by your choices? _____

8. How did you make the other people involved feel? _____

9. How will you make them feel okay again? _____

10. What advice would your parents give you? _____

Staff Comments:

Parent Signature _____