

# **Rose Ferrero Elementary School Soledad Unified School District**

**400 Entrada Drive  
Soledad, California  
(831) 678-6480**

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**Parent & Student Handbook  
(including Positive Behavior  
Interventions & Supports {PBIS})  
2020-2021**



# Rose Ferrero Elementary School

## Administrative & Office Staff

Principal

Tommy Frank

Family Student Support Liaison

Gabriel Almanza

School Counselor

Malena Schoch

Secretary III

Anabel Almanza

Secretary I

Blanca Camarena

Clerk-Typist/Attendance

Flor Canety

Heath Aide

Daisy Diaz

Library-Media Specialist

Leticia Rivera

Day Custodian

Fidel Aguilar

Night Custodian

Fernando Smith



# Rose Ferrero Elementary School

## Instructional Staff

### PRE-SCHOOL

Ms. H. Miller.....Rm.B

### TRANSITIONAL KINDER

Ms. Moreno.....Rm.#1

Mrs. Keller.....Rm.#2

### KINDERGARTEN

Mrs. Mallobox.....Rm.#6

Mrs. Sanchez.....Rm.#7

Mrs. Pinedo.....Rm.#8

### FIRST GRADE

Mrs. Quezado.....Rm.#3

Ms. Siguenza.....Rm.#4

Mrs. Uribe.....Rm.#5

### SECOND GRADE

Ms. Alcantar.....Rm.#10

Mrs. Gerard.....Rm.#11

### THIRD GRADE

Ms. Ashley.....Rm.#9

Ms. Dakis.....Rm.#12

### FOURTH GRADE

Ms. Miller.....Rm. #17

Mrs. Prieto.....Rm.#18

### FIFTH GRADE

Ms. Morales.....Rm.#16

Ms. Townsend.....Rm.#24

### SIXTH GRADE

Mrs. Bassetti.....Rm.#20

Mr. Collins.....Rm.#23

### SUPPORT STAFF

Ms. Arroyo.....Rm.#19  
(Maestra de RSP)

Mr. Andrade.....Rm.#21  
(Maestro de RSP)

Rebeca Uc.....Rm.#25  
(Speech & Language Therapist)

Ms. Saldana.....Library  
(School Psychologist)

### MCOE CLASSROOM

Mrs. Parker.....Rm.A

# Rose Ferrero Elementary School

## Master Bell Schedule 2020-2021



<u>Transitional Kinder Early Session</u>	<u>Transitional Kinder Late Session</u>	<u>KINDERGARTEN</u>
<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 9:55 Instruction (110) 9:55 – 10:15 Recess (20) 10:15 – 11:35 Instruction (80) 11:35 – 12:15 Lunch (40) 12:15 – <b>Early Session Dismissal</b>  210 Instructional Minutes	<b>10:15 – 11:35</b> Instruction (80) <b>11:35 – 12:15</b> Lunch (40) <b>12:15 – 12:35</b> Recess (20) <b>12:35 – 2:25</b> Instruction (110)  <b>2:25 – Late Session Dismissal</b>  210 Instructional Minutes	<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 10:20 Instruction (135) 10:20 – 10:40 Recess (20) 10:40 – 11:00 Instruction (20) 11:00 – 11:40 Lunch (40) 11:40 – 1:05 Instruction (85) 1:05 – 1:25 Recess (20) 1:25 – 2:25 Instruction (60) <b>2:25</b> Dismissal
<i>Every Wednesday– Transitional Kinder Late Session will follow Early Session Schedule and will be released at 12:15 p.m.</i>		<i>Early Dismissal on Wednesday @ 1:25</i> Total Minutes of Instruction Per Day: 340

<u>FIRST</u>	<u>SECOND</u>	<u>THIRD</u>
<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 9:35 Instruction (90) 9:35 – 9:55 Recess (20) 9:55 – 11:15 Instruction (80) 11:15 – 11:55 Lunch (40) 11:55 – 1:05 Instruction (70) 1:05 – 1:25 Recess (20) 1:25 – 2:35 Instruction (70) <b>2:35</b> Dismissal	<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 9:35 Instruction (90) 9:35 – 9:55 Recess (20) 9:55 – 11:25 Instruction (90) 11:25 – 12:05 Lunch (40) 12:05 – 1:05 Instruction (60) 1:05 – 1:25 Recess (20) 1:25 – 2:35 Instruction (70) <b>2:35</b> Dismissal	<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 9:35 Instruction (90) 9:35 – 9:55 Recess (20) 9:55 – 11:35 Instruction (100) 11:35 – 12:15 Lunch (40) 12:15 – 1:05 Instruction (50) 1:05 – 1:25 Recess (20) 1:25 – 2:35 Instruction (70) <b>2:35</b> Dismissal
<i>Early Dismissal on Wednesday @ 1:35</i>	<i>Early Dismissal on Wednesday @ 1:35</i>	<i>Early Dismissal on Wednesday @ 1:35</i>
Total Minutes of Instruction Per Day: 310	Total Minutes of Instruction Per Day: 310	Total Minutes of Instruction Per Day: 310

<u>FOURTH</u>	<u>FIFTH</u>	<u>SIXTH</u>
<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 10:00 Instruction (115) 10:00 – 10:20 Recess (20) 10:20 – 11:45 Instruction (85) 11:45 – 12:25 Lunch (40) 12:25 – 1:30 Instruction (65) 1:30 – 1:50 Recess (20) 1:50 – 2:40 Instruction (50) <b>2:40</b> Dismissal	<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 10:00 Instruction (115) 10:00 – 10:20 Recess (20) 10:20 – 11:55 Instruction (95) 11:55 – 12:35 Lunch (40) 12:35 – 1:30 Instruction (55) 1:30 – 1:50 Recess (20) 1:50 – 2:40 Instruction (50) <b>2:40</b> Dismissal	<b>7:55</b> ..... Line Up Bell <b>8:00</b> ..... Teachers pick up students 8:05 – 10:00 Instruction (115) 10:00 – 10:20 Recess (20) 10:20 – 12:05 Instruction (105) 12:05 – 12:45 Lunch (40) 12:45 – 1:30 Instruction (45) 1:30 – 1:50 Recess (20) 1:50 – 2:40 Instruction (50) <b>2:40</b> Dismissal
<i>Early Dismissal on Wednesday @ 1:45</i>	<i>Early Dismissal on Wednesday @ 1:45</i>	<i>Early Dismissal on Wednesday @ 1:45</i>
Total Minutes of Instruction Per Day: 315	Total Minutes of Instruction Per Day: 315	Total Minutes of Instruction Per Day: 315

# Rose Ferrero Elementary School



August 12, 2020

Dear Families,

As I do every year, I want to take this opportunity to welcome each and every one of you to what, I believe, will be the most interesting and unique school year ever here at Rose Ferrero! This will be my fifth year as principal at Rose, and I can assure you that my staff and I are committed to doing whatever it takes to increase your child's reading, writing, and math levels no matter how this school year plays out. As I have stated in the past, I feel it is an honor and a privilege to serve as the principal of such an exemplary and student-centered learning community that is Rose Ferrero Elementary School, and I can promise you that all of us at Rose Ferrero are committed to making our school the top school in the entire Soledad Unified School District, especially as we start the year with online, distance learning.

As parents, your participation in your child's education is more important than ever to the success of the students. This year, I encourage you to become an active participant by encouraging your child to log in to his/her class every morning at 8:00 a.m., stay focused on his/her teacher's instruction, and to hand in all assignments to the best of his/her ability. Research clearly supports that when parents/guardians participate and are involved in their child's education, there is a greater likelihood of academic success for the child.

I have always believed that communication is the key to a successful educational experience. This year, the communication from home to school is more important than ever. Please make sure the school always has your current phone number and an email address if you have one. Moreover, always feel free to contact me at 831-678-6480 or [tfrank@soledad.k12.ca.us](mailto:tfrank@soledad.k12.ca.us) at any time. Together, I know we can make Rose Ferrero a great place for your child to learn and grow as a scholar.

Sincerely,

Tommy Frank  
Principal

# Rose Ferrero Elementary School

## Basic Policies and Procedures

### Arrival Procedures

The gate at the northeast side of the school (next to the Transitional Kinder classrooms) opens each morning at 7:30 a.m. There is no supervision of students before this time. Students should not arrive to school before 7:30 a.m.

Once they arrive, all students will make their way to the multi-purpose room where breakfast will be served. (Transitional Kinder & Kinder students who do not eat breakfast may use the Kinder playground, while the weather permits, next to Room 2 as soon as the Pupil Supervisor arrives.) Students will be seated at their designated tables where they may eat breakfast, read a book, complete their school work, or converse with one another. Students may only leave the multi-purpose room if given permission by a supervising adult, or when classes are dismissed.

### Attendance Policy

Regular attendance at school is extremely important for each student's learning. Please schedule medical or other appointments after the school day. Should your child be absent, please contact our attendance clerk at (831) 678 – 6494. A written note must accompany all absences when a student returns to school (unless a phone call covered the absence). A doctor's note must accompany all absences lasting three (3) days or more.

### Late/Tardy

All students arriving after 8:00 are considered tardy. Being tardy causes disruption of the classroom learning environment for your child, your child's teacher, and your child's classmates. Every effort must be made to ensure that students arrive promptly in the morning.

If a student arrives after 8:00, he or she must go to the office to receive a tardy pass from the attendance clerk before going to his or her classroom.

### 1<sup>st</sup> – 6<sup>th</sup> Grade Dismissal

Students should always know how they are expected to get home. On Mondays, Tuesdays, Thursdays, & Fridays, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students are dismissed at 2:35 p.m., while 4<sup>th</sup>, 5<sup>th</sup>, & 6<sup>th</sup> grade students are dismissed at 2:40 p.m. On Wednesdays, we have our Early Release Schedule where dismissal for 1<sup>st</sup>, 2<sup>nd</sup>, & 3<sup>rd</sup> grade students is

at 1:35 p.m., while 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students are dismissed at 1:45 p.m. During any 1<sup>st</sup> – 6<sup>th</sup> dismissal, teachers walk students to the quad area where they are formally dismissed. Staff will supervise all students until they have exited the campus. Students will then do one of the following:

- Meet calmly at a designated area to take part in the After-School Program
- Walk to the tables near the West Gate and be seated while waiting for their bus to arrive
- Walk to the loading zone (northeast corner of the school) to wait to be picked up car
- Meet a parent at one of the gates to be accompanied home
- Begin walking home (with parental permission)

### **Transitional Kinder & Kindergarten Dismissal**

AM Transitional Kindergarten students will be dismissed at 12:20 by an Instructional Aide at the gate by Room 1. Parents need to park in the parking lot, and using the crosswalk that leads to the front door of the school, walk to the Kinder gate. Parents will sign out their child daily. (On Wednesdays, our district's early dismissal day, all Transitional Kindergarten AM and PM students will follow this {AM} schedule. Kindergarten dismissal is at 1:25 on Wednesdays and follows the procedures described below.)

Every Monday, Tuesday, Thursday, and Friday for PM Transitional Kindergarten as well as all Kindergarten classes, dismissal will be at 2:35 at the gate near Room 1. Parents need to park in the parking lot, and using the crosswalk that leads to the front door of the school, walk to the Kinder gate to sign out their child. The clipboards for sign out will be hung on the gate by 2:30 p.m. The sign out sheets are separated by teacher and contain only the first names of the child. Please know that your child's safety is of the highest priority for the teachers who are responsible for dismissal. Therefore, students will only be released to individuals that are listed on the Emergency Contact form who are over the age of eighteen (18).

Finally, if you need to have a conversation with your child's T.K. or Kinder teacher, please make an appointment. It becomes difficult for the teachers to supervise their class, oversee dismissal, and engage in a meaningful conversation. Thank you for your help in following our dismissal procedures.

### **Visitor to Campus**

Parents are always welcome to visit the Rose Ferrero School campus. However, we ask that all visitors check-in at the school office and be issued a "Visitor's Badge," which must be displayed at all times while on campus. Visitors must also sign-out upon leaving. (For safety reasons, we must have an accurate list of all people who are on campus at all times.) If an adult is observing or volunteering in a classroom, no other

children should be present with the adult in order to minimize distractions and disruptions. Finally, if a student forgot an item it should simply be dropped off at the office and not taken to the classroom. This will help keep classroom disruption to a minimum.

### **Early Pick-Up**

Missing class time due to leaving early, also greatly impacts student achievement. Students should be picked up early only for emergencies or the occasional medical appointment. On the occasions when you do need to pick up your child early, please arrive with plenty of time to spare. We will do our best to get your child from the classroom to you. However, there may be times when you come to pick up your child, and he or she is at recess or lunch. In these cases, it will take more time to locate your child, gather his or her items, and get him or her to the office. (Please refer to the Master Bell Schedule {p. 4} for your child's recess and lunch schedule.) **Please refrain from picking up your child during the last 15 minutes of the school day.** Finally, students will only be released to individuals that are listed on the Emergency Contact form who are over the age of eighteen (18).

### **Emergency Information**

Please notify the office staff of any change to the student's address or phone numbers so that in the event of an emergency, the appropriate family member may be contacted.

### **Health**

If a student becomes ill or is injured at school, the parent will be notified immediately by phone. If the office is not able to contact the parent, we will notify someone listed on the Emergency Contact form. A child may be sent home if he or she:

- has a temperature at/over 100 degrees
- is vomiting
- has a severe earache or migraine
- has pink eye or another contagious condition

Parents are requested to call the school office to report any contagious illness or condition. In such cases, students should stay home until their return has been approved by their doctor and they are clear of infection.

If a student is identified as having head lice, the parent will be contacted and will be given information regarding the appropriate treatment.

### **Medication**

If a student has a medical condition or need, it is imperative that the school be notified in writing. All information will remain confidential.

In order to ensure the safety of your child, school policy requires written parent permission for all medication given during school hours. In addition, students who may need prescription medication during the school day are required to provide the school with a doctor's note. If a child is to receive medication during the school day, the following procedures must be followed:

- complete and sign the school's medication form
- all medication must be brought in its original labeled container
- all medication must be left at school (it cannot travel back and forth)
- doctor's notes for medication must include the name of the student, the drug, dosage, schedule, and a doctor's signature

### **Textbooks and Materials**

All textbooks and printed materials required for full participation in classes will be provided for student use. Students accept responsibility for the condition and eventual return of textbooks to the school. Any loss of/or damage to textbooks or other printed materials will be charged to the student, regardless of the reason(s) for the damage or loss. Students with charges stemming from loss or damage to instructional materials may be excluded from extra-curricular activities. Textbooks will be checked out to each student.

### **Physical Education**

Physical Education (P.E.) is a required subject for all students in grades K-6<sup>th</sup>. Rose Ferrero uses the District's adopted curriculum SPARKS. Students are required to wear appropriate shoes that are safe for P.E. Students will not be excused from P.E. without a doctor's note.

### **District Testing Information**

Assessments are given throughout the year to specific groups of students.

- **English Language Learners** – CELDT: administered in late September
- **All K – 6<sup>th</sup> students** – NWEA: K-2<sup>nd</sup> students will take the CPAA, while 3<sup>rd</sup> – 6<sup>th</sup> students will take the MAP assessment twice this year to show the progress they are making throughout the year.  
SBAC – 3<sup>rd</sup> – 6<sup>th</sup> students will take the CAASPP Interim assessments in January to help prepare them (and their teachers) for the state assessment in the spring.  
SBAC – 3<sup>rd</sup> – 6<sup>th</sup> students will take the CAASPP State Assessment beginning in May 2017.
- **5<sup>th</sup> Grade students** – All 5<sup>th</sup> grade students will take the state's Physical Fitness Test, as well as the Science test this coming spring.

## Field Trips

Students may have the opportunity to take field trips periodically throughout the year. Before students are allowed to go on a field trip, parents will be given the information several days in advance and parents must sign a permission slip. Field trips are opportunities to extend student learning outside of the regular classroom experience.

## Cell Phones

Districts may regulate the possession or use of any cellphone, iPod, or electronic device while pupils are on campus, or while under the supervision and control of school district employees. If a device is turned on, used, or displayed by a student during the school day without proper District or School Site approval, it will be confiscated by the staff and returned to the student's parent if appropriate by the school administration. The district assumes no responsibility for missing or stolen electronic devices.

## Alcohol, Drug, and Tobacco Policy

### Safe and Drug-Free School/Tobacco-Use Prevention Education (SDFS/TUPE)

The Safe and Drug-Free School Program and the Tobacco-Use Prevention Education Program has a plan for drug and violence prevention that includes cooperation with the following federal, state, and local programs.

- Soledad Police Department
- Red Ribbon Week Activities
- American Heart Association

All students and parents are provided with information and services that provide access to the core curriculum. For all students who are at risk for substance abuse, the school district counselor provides instruction to individuals and small groups of students. In addition, referrals are made, as appropriate, to local cessation smoking clinics, Marijuana Anonymous, Alcohol Anonymous, and other support groups in the county.

**Students**

AR 5132(11)

**DRESS AND GROOMING**

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish and regularly review school rules which reflect Board policy governing student dress and grooming.

No student is permitted to attend school if his/her appearance is disruptive to the operation and administration of the education process. Students are expected to comply with the dress and grooming policy and non-compliant students will be subject to disciplinary action.

**The following guidelines shall apply to all school activities:**

1. Footwear should be appropriate for normal activities. Shoes must have heel straps. Flip-flops, bedroom slippers and steel-toed boots are prohibited. Open-toed shoes are not allowed for science lab days. High heels must not exceed two inches in height and the base of the heel must be not less than half-inch wide.
2. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, sexually suggestive or which advocate racial, ethnic, religious prejudice or the use of drugs, alcohol, tobacco, violence. Clothing that may be construed to have a “double meaning” are not permitted. Example: Hooters, Pimp, Hustler, Player, Playboy Bunny, etc. Apparel with emblems, printing, or offensive pictures, etc. that creates animosity between groups and/or individuals are prohibited.
3. The only authorized head covers to be worn outdoors are District sponsored apparel and NJROTC head gear. Caps must be worn straight on the head with cap bill pointed to the front. Head covers shall not be worn indoors. Consideration will be given to head covers required by religious requirements and other appropriate circumstances.
4. Hoods are not to be worn on the head on campus except during inclement weather, i.e., rainy or cold. Headscarves (except as permitted in item 3 above), do-rags, sweatbands and bandanas are prohibited.
5. Sunglasses may not be worn indoors. Prescription sunglasses will require a doctor’s note to be filed in the school office.
6. Clothes shall be sufficient to conceal undergarments and/or posteriors (bare midriff, abdomen, chest, back, buttocks, etc.) at all times. Strapless tops (tube tops), strapless dresses, single strap tops or dresses, backless tops or dresses, tank tops, muscle shirts (sleeveless shirts) must not be visible or evident at any time. Clothing that exposes excess cleavage is prohibited. Risqué costumes such as French Maids or She-Devil, see-through or fishnet fabrics, halter tops, off-the-shoulder, and skirts or shorts shorter than mid-thigh are prohibited.

7. No professional team apparel of any sports can be worn. Only Soledad Unified School District teams **and**, community sponsored league apparel are allowed. The Principal or designee may allow collegiate apparel on specific occasions to support college awareness or for motivational purposes.
8. Pajamas/pajama pants are prohibited.
9. Gym or athletic shorts may only be worn in physical education.
10. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet. Students cannot wear red, blue or maroon scrunches.
11. Plain white collarless tee shirts are prohibited (undershirt or facsimile). All other shirts are not allowed to hang longer than the tip of the fingers with arms hanging naturally at the sides.
12. No Oversized baggy/saggy pants are permitted. Pants must fit and be worn at the natural waist line at all times.
13. Bedding such as blankets worn as wraps are not permitted.
14. Webbed belts or initial clasped belt buckles (cloth colored belts) are prohibited. Only NJROTC Program students are permitted to use webbed belts as part of their uniform.
15. If student shaves eyebrows, student cannot come to school until eyebrow gap is less visible (1-3 days). The Principal or designee shall send information about how to deal with the eyebrow issue to the parents/guardians as needed in order to have the student return to school as soon as possible.

The Governing Board and administration recognize that responsibility for dealing with the shaved eyebrows rest at home and with the student. When shaved brows are found, the student shall be sent home as soon as possible with proper parental notification.

Staff shall make every effort to maintain the privacy of students identified as having shaved eyebrows and excluded for treatment.

16. Clothing articles including, but not limited to, gloves, cut-off pants with knee-high socks, unstrapped bib overalls, multi-colored shoe strings, wristbands, hair nets, excessively long belts, "In Memory Of..." shirts, or any other clothing or accessories which are commonly recognized as being related to a group or gang which promotes others to act violently or be intimidated by fear of violence shall not be worn on the campus or at any school activity.

17. Attire or jewelry that may be used as a weapon (e.g., heavy chains, thick silver necklaces, items with spikes or studs etc.) is prohibited. No chains connecting the wallet to any part of person or clothing are also prohibited.
18. Insignias of non-school sponsored organizations that may be associated with gang activities or any other illegal activities will not be permitted on campus. Clothing depicting gangsters or gang lifestyles (i.e.; Scarface shirts, dollar signs \$\$\$, dice, guns, knives, other weapons, etc. or facsimiles are not allowed.
19. Clothing, jewelry, tattoos and personal items (backpacks, notebooks, fanny packs, gym bags, purses, wallets, etc.) shall be free of graffiti, writing, pictures of dice, guns, knives, swastikas, professional sports teams, weapons, marijuana leafs or any other insignia which are crude, vulgar, profane, sexually or violence suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic, gender orientation, or religious prejudice are not allowed.
20. Clothing articles including, but not limited to, gloves, cut-off pants with knee-high socks, unstrapped bib overalls, multi-colored shoe strings, wristbands, hair nets, excessively long belts, "In Memory Of..." shirts, or any other clothing or accessories which are commonly recognized as being related to a group or gang which promotes others to act violently or be intimidated by fear of violence shall not be worn on the campus or at any school activity.
21. As a general rule, solid red, maroon, burgundy articles of clothing are not to be worn with the following exceptions:

Red dress shirts that have a collar, and an appropriate print containing less than 50% red and do not suggest any gang affiliation or other illegal or derogatory activity, and female blouses that present a neat and clean appearance and are worn properly (i.e., are buttoned up, are not oversized) are allowed for students who are not on a behavior or contract.

### **Definition of "Gang Apparel"**

"Gang-related apparel" is defined as any item of clothing, accessory, jewelry, or manner of grooming which by virtue of its color, arrangement, trademark or other attribute, denotes membership in or affiliation with gangs or group which promotes others to act violently or be intimidated by fear or violence.

Because gang attire can change from year to year, as well as from campus to campus, the principal and his/her designee need to be sensitive to new group attire for recognition. After several incidents have occurred in which attire by the participants can be established as a contributing factor, the specific clothing identified with the group can be added to the list of unacceptable school attire.

### **Special Activities Apparel**

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports, activities and classes.

No grade of a student participating in a physical education class shall be adversely affected due to the fact that the student does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Activities - Generally dress and grooming standards appropriate for school attendance will be acceptable for activity participation. When uniform dress is appropriate for an activity such as for school bands, all participating students will be required to wear such uniform dress. Grooming requirements may reflect the special conditions of an activity.

Athletics - Dress and grooming standards appropriate for school attendance will be acceptable except when specific conditions require exceptions. Individual teams may choose to adopt more specific grooming standards so long as they are reasonable and appropriate, subject to the approval of the coach and principal. All enforcement of exceptions to general standards must occur in consultation with the principal.

Health and safety conditions applicable to specific sports will serve to determine reasonableness of grooming standards. However, any such standards must meet the spirit and intent of these guidelines and must be identified independently of standards relating to physical conditioning and health requirements and personal conduct and discipline of team members.

Performances - Special dress and grooming standards may be required for public performances, even though uniforms are not provided, so long as they are reasonable and appropriate. School groups will be expected to meet participation requirements of outside organizations when the school participates in such sponsored events.

The principal of a school may prohibit an individual student from wearing a specific article of clothing if it is deemed that the clothing poses a danger to the student in question, other students or is disruptive to the educational process.

### **Handling Infractions**

The Dress Code Policy is adopted by the Board of Education with the understanding that infractions will be handled in a sensitive and fair manner, fully realizing that students in the district come to school with diverse backgrounds and cultures.

It is understood that before the procedure is implemented for correcting dress infractions, the parent/guardian and student will be informed of the Dress Code Policy.

1. When an infraction is first observed the student will immediately correct the dress code violation. A school loaner shirt may be provided for all shirt violations in order to expedite getting the student to his/her class. The student may have to contact parent/guardian to bring in a proper replacement article of clothing during the lunch break. The student will receive a warning. The student will be required to stow away the article in his/her backpack. Students who refuse to comply may be sent home.
2. In the event of a second infraction, the student will serve one after school detention. The after school detention must be served on the first detention opportunity after the violation occurred. Failure to attend after school detention will result in further disciplinary action.
3. In the event of a third infraction, the student will be referred to an administrator. A parent/guardian conference with an administrator will be held and the student may be placed on a Behavior Contract addressing dress code violations will be signed by both the student and parent/guardian. Serve the Saturday school on first Saturday after the Behavior Contract is signed.
4. In the event of a fourth infraction, the student will be referred to an administrator for defiance. In accordance with Education Code (k) Defiance is grounds for suspension or expulsion.
5. In the event of a fifth infraction suspension will be imposed. Student will not be allowed to participate in sports and any other extracurricular activities nor allowed to attend sports events and any other extracurricular activities for the rest of the semester. NO PRIVILEGES. Ex: School Dances, Rallies, Special Assemblies, Carnival, Halloween Costumes Day, etc.

\* Students who do not comply with the dress code will be sent home until compliance is met. Students not in school due to non-compliance will be considered an unexcused absence.

Regulation  
approved:

SOLEDAD UNIFIED SCHOOL DISTRICT  
Soledad, California



SOLEDAD UNIFIED SCHOOL DISTRICT  
HOMEWORK POLICY

**HOMEWORK**

As per Board Policy 6154(a); Homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children."

As per AR 6154; "The District Curriculum Council has recommended revisions to the administrative regulation on homework which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parent/guardians. This Administrative Regulation (AR 6154) shall serve as the District-wide Home Plan. Each school shall inform parents/guardians as to how much time on homework will be expected and how homework relates to the student's grades."

**Homework for elementary grades (Jr. K-6)**

1. Students are expected to spend an average of 20-30 minutes on homework at the primary level (grades Jr.K-2) and an average of 40-60 minutes at the intermediate level (grades 3-6), four or five days a week. These are average times. Students work at different rates. Most students should be able to finish their homework within these time frames.
2. Jr. Kinder and Kindergarten homework assignments will stimulate students to talk often with their parents/guardians. Parents/guardians will be encouraged to read to their children.
3. Homework assignments in grades Jr. K-2 will promote the development of skills, finish work started in class, and encourage family participation.
4. In grades 3-6, homework will continue to reinforce skill development, finish work started in class and encourage family participation. Assignments will help develop good personal study habits and will include occasional special projects. Teachers will instruct students on how to develop good study techniques and habits.
5. Homework assignments will not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

# Rose Ferrero Elementary School

## *Positive Behavior Interventions & Support (PBIS)*

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# Positive Behavior Interventions & Supports (PBIS)

## What is Positive Behavior Interventions & Supports?

Positive Behavior Interventions & Supports (PBIS) is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

## Who is on the School-wide PBIS Team?

The PBIS team should be representative of the entire school staff across grade levels, classified staff, Special Education staff, etc. Teams are also encouraged to have a parent member. Having a representative team will improve communication and feedback about PBIS programs in the school and should also improve involvement and buy-in throughout the school. The current PBIS Tier I team consists of the following members:

Tommy Frank – Principal

Gabriel Almanza – Family Student Support Liaison

Mallobox (K), Quezada (1<sup>st</sup>), Gerard (2<sup>nd</sup>), Sanchez (3<sup>rd</sup>), Miller (4<sup>th</sup>), Morales (5<sup>th</sup>), Bassetti (6<sup>th</sup>) – Teachers

## What are the responsibilities of the School-wide PBIS team?

- Hold PBIS meetings on-site once per month to plan and coordinate school-wide behavior systems. The team is responsible for planning PBIS activities and programs (such as PBIS Kick-Off, acknowledgment assemblies, and booster lessons of school rules) and continually monitoring and updating PBIS programs.
- Attending district-wide meetings and trainings (approximately 4 per year) to promote the continuing development and maintenance of PBIS programs at your school.
- Present PBIS news at staff meetings to keep staff up to date with school PBIS programs and receive input and feedback from staff.
- The PBIS Team Leader is responsible for facilitating monthly PBIS meetings on-site and being the liaison with district PBIS efforts through PBIS District Leadership meetings held every other month.

The following pages describe the School-wide PBIS plans and programs for this year. It is expected that **all school staff will be active participants** in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and “guest” teachers.

The Rose Ferrero School-Wide Rule ..... *R.O.S.E.*

**RESPECT ... Others ... your Self ... and the Environment**

### Why do we have School-wide Rules?

Having a few simple, positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. Moreover, by focusing on 1 simple rule it is easier for students to remember. It is also important for staff because instruction focusing on one simple rule will improve teaching and consistency across staff through the use of a common language.

Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors. With the rules selected, the PBIS team believes that we can then teach all specific behavioral expectations across all school settings according to these simple rules, for example:

- Helping a classmate with a task is an example of **respecting others** because you were empathizing with his or her needs.
- You were **respecting yourself** when you walked away from someone who was mean to you on the playground.
- Thank you for **respecting the environment** by picking up the trash someone left at your cafeteria table.

The **Behavioral Expectations Matrix** (see the next page) uses the school-wide rules to identify specific behavioral expectations across all school settings.

All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 100% of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.

### **School Rules Posters**

School Rules Posters will be disseminated and should be posted in every room in the school, including all classrooms, the cafeteria, hallways, front office, etc. This will help to prompt staff and students to pay attention to the school rules. School Rules Posters should be big enough to read and highly visible throughout all settings in the school.

Rose Ferrero Elementary School Rules

R E S P E C T

Respect

Others

Self

Environment

In the Classroom	<ul style="list-style-type: none"> <li>Follow the directions of your teacher</li> <li>Allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>Do your personal best</li> <li>Be prepared and on time</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom tools in a scholarly manner</li> </ul>
On the Playground	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself</li> <li>Share equipment</li> </ul>	<ul style="list-style-type: none"> <li>Follow all directions given by adults</li> <li>Play fair and have fun</li> </ul>	<ul style="list-style-type: none"> <li>Use the equipment appropriately</li> <li>Keep the grounds clean</li> </ul>
In the Cafeteria	<ul style="list-style-type: none"> <li>Form a single line and enter calmly</li> <li>Use normal voices</li> <li>Use "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>Use restroom before you enter</li> <li>Walk slowly and make sure you have everything you need</li> </ul>	<ul style="list-style-type: none"> <li>Remain seated</li> <li>Clean up after yourself</li> </ul>
Walkways, Quad,	<ul style="list-style-type: none"> <li>Allow others to walk directly to their destinations</li> </ul>	<ul style="list-style-type: none"> <li>WALK directly to your destination in a calm and quiet manner</li> </ul>	<ul style="list-style-type: none"> <li>Stay on the walkways</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>5 minutes or less</li> </ul>	<ul style="list-style-type: none"> <li>Use restrooms at recess</li> <li>Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>Keep restroom clean</li> </ul>

# Teaching School-wide Rules, Behavioral Expectations, & Routines

## Starting the Year Off Right

During the first week of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. The PBIS team is organizing a set of events that hopes to provide students and staff with an entertaining, memorable, and positive first week of school in which everyone learns the rules, expectations, and routines throughout the entire school. To truly start the year off right we will need participation and support from the entire staff.

## Why teach the Rules, Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. Surprisingly often, staff have different expectations about what behavior is acceptable in different settings which can confuse the students.

A second major reason is that we cannot assume that students know the expectations and routines.

## What are Routines?

Routines are the procedures and processes that students are expected to follow to keep things running smoothly and prevent problems. Examples of routines include: entering the cafeteria, the lunch line process, the dismissal process for classes from lunch, process for sharpening your pencil in class, etc. Choosing routines should be a thoughtful process, since some routines can inadvertently set up students to engage in misbehavior. Routines should be taught and reinforced during the first week of school so that everyone in the school is following the same set of procedures.

## Booster Sessions: Re-teaching the Rules, Expectations, and Routines.

Like all good teachers, we must remember that we cannot simply teach the expectations and routines once. It is important to hold booster sessions to review the expectations. Booster sessions are especially helpful after returning from a long break, during times in the year when you anticipate having more troubles, or in areas that continue to be problematic. Booster sessions may include re-teaching expectations, increasing the number of acknowledgment tickets, or having a contest between classes to award the class that does the best with the identified expectations or in the specified area.

## Kick Off Week: Schedule and Description of Activities

### First Day of School

- **Classroom Procedures:** Students meet their teachers, and teachers introduce their individual classroom rules and procedures. This will also include how teachers walk their students to a designated area to be dismissed to “Second Chance Breakfast” and/or recess in the mornings as well as Afternoon recess.
- **School Tours:** PBIS School tours are where students walk the campus and are given instruction regarding the positive ways to conduct themselves in the various locations they will find themselves on any typical school day. For example:

**Walkways** {Students will learn that while in the Walkways, they are always to be *walking* (student safety is our main concern). In addition, they learn to carry any and all playground equipment to the playground before using it, and that a “PASS” is required at all times in which they are in a different area than where they are supposed to be} **Playground** {Students will learn about playing safely as well as respectfully with one another. In addition, they will learn the procedure for lining up once recess ends as well as where that will be. Finally, they will learn if and when they are allowed to play games such as football and tetherball, for example.} **Cafeteria** {Students will learn when and how they are expected to line up (to head to the cafeteria for lunch) once Lunch Recess has ended. Once again, all students will be reminded that they are expected to always *walk* to the cafeteria, use the restroom (if needed) before they enter, and wait to enter in a single line. Students may already remember from last year that they enter the cafeteria five-at-a-time, and the importance of taking their time going through the line to ensure they get everything they need before being seated at their designated table. Students will learn about using “proper table manners” as they eat, including voice levels. Finally, students will be reminded how they are expected to exit the cafeteria and meet their teacher.} **Office** {Students will learn that they will need a “PASS”, which they can get from their teacher (or Pupil Supervisor while out on the playground) anytime they come to the office. In addition, students will learn the proper etiquette while in the office for any reason.} **Library** {The school librarian will instruct students regarding everything they need to know about their library experience while at school.}

### Second & Third Day of School

- **Assemblies:** Grade-level assemblies will be held during the first week of school in order to remind students of the school-wide rules and procedures. At this time, students will also learn about the PBIS Acknowledgement & Consequence Systems (see the following pages) as well as other school related activities.

## Acknowledgment System

### Why do we want to recognize expected behavior?

It is not enough just to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior. Research has shown that recognizing students for engaging in expected behavior is even more important than catching students breaking the rules. In fact, research on effective teaching has found that teachers should engage in a rate of 4 positive interactions with students to every 1 negative interaction (**4:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in negative behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At *Rose Ferrero* we use *Rose Bucks* to acknowledge students for appropriate behavior. Through this program we hand out a *Rose Buck* to any student who goes above and beyond following the school rules. Students can use *Rose Bucks* to purchase items from the Student Store on Bobcat Friday's (a monthly event).

When recognizing students with a *Rose Buck*, it is important to identify specifically what behavior the student engaged in and link it to the appropriate school rule. For example:

*“Jennifer, I wanted to thank you for helping pick up the books someone knocked on the floor, you were being very responsible and it really helped me out. Here is a Rose Buck.”*

Ideally, students should be given a *Rose Buck* immediately following the behavior and be told exactly why they received the token. In order to promote expected behavior, it is important that students know when and why they are being acknowledged.

### Who should be handing out acknowledgment tokens?

All staff in the school will be provided with a pre-determined number of the *Rose Bucks*, including General and Special Education teachers, Classified staff, supervisors, and even “guest” teachers.

### How many tickets should be given out?

The goal is for the program to touch all students in the school. All students should feel like they have a good chance of being recognized for good behavior. Even the most challenging students engage in appropriate behavior much of the time. The challenging students probably have more to benefit from such a program than other students.

## Consequence System

Consistent and fair discipline procedures are crucial to a successful consequence system in all schools. It is important that we are respectful of students in our disciplinary responses. Consequences should focus on teaching, remediation, or logical consequences as much as possible (i.e. if a student breaks a window they work it off in restitution, etc.). In providing consequences we also want to be mindful of the instructional time students are missing with the goal of minimizing the amount of instructional time missed.

In order to maximize student instructional time staff are encouraged to deal with problem behavior in their classroom as much as possible. This requires that staff develop a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom. If teachers are experiencing pervasive problem behavior in their classroom, they are advised to seek assistance or additional consultation by contacting the principal.

It is essential that staff and administration agree on the following:

- What problem behaviors should be sent to the office?
- What problem behaviors are expected to be dealt with in the classroom?
- What is the sequence of disciplinary responses in the school, or what alternatives are there?
- What are the procedures for an office referral?

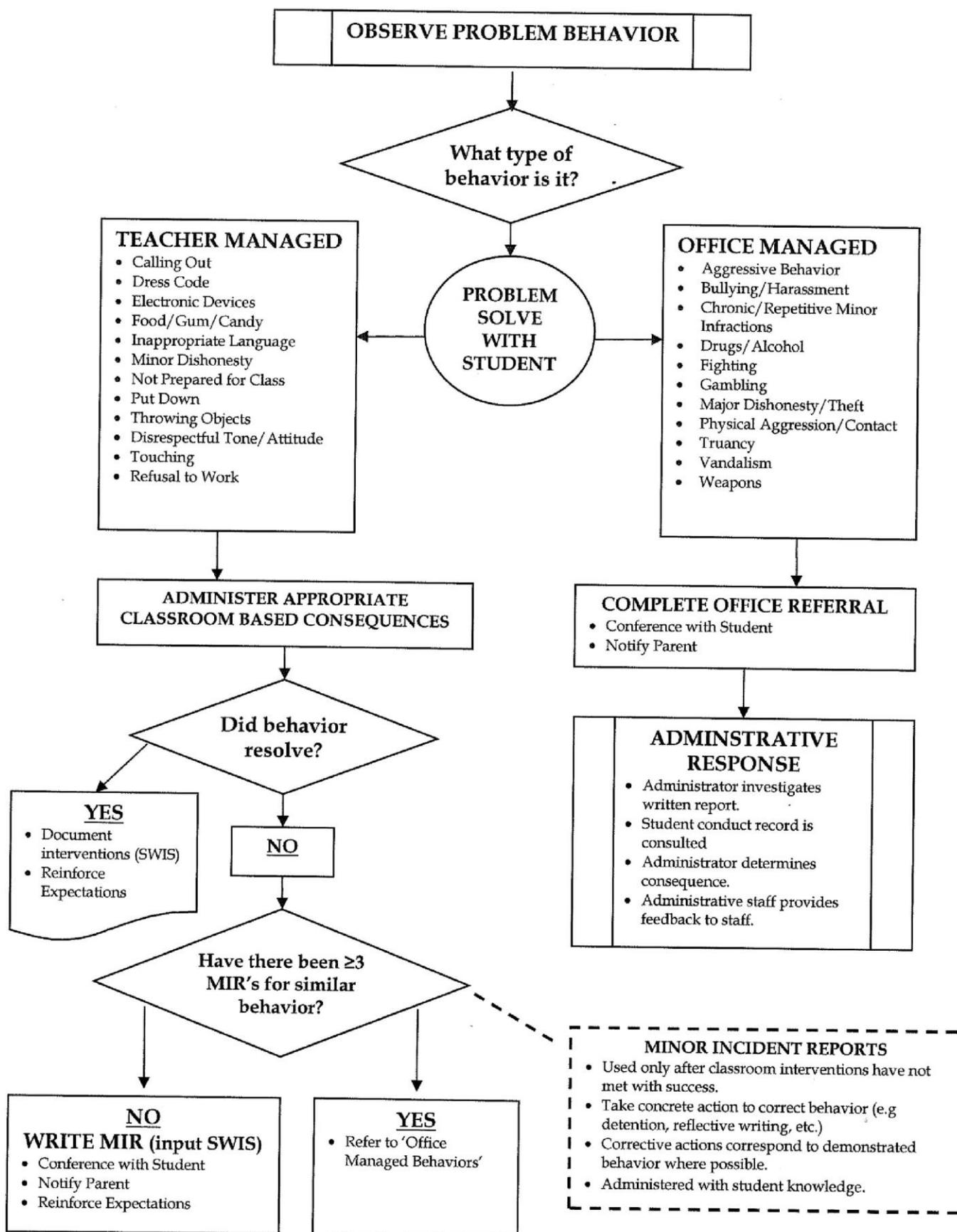
The following pages contain materials outlining the consequence system at our school:

- Office versus Staff Managed Behavior ..... the Discipline Procedures Flowchart
- Office Discipline Referral form

### School-Wide Information System (SWIS)

Office referrals and suspensions are entered into a database that provides easy access to discipline information across the school and for individual students. The PBIS team will look at discipline data on a monthly basis to make decisions about School-wide programming and individual students in need of additional support.

# ROSE FERRERO SCHOOL DISCIPLINE PROCEDURE FLOW CHART



# Soledad Unified School District

## Rose Ferrero Elementary School

Office Referral Form

Student \_\_\_\_\_ Date \_\_\_\_\_

Grade: K 1 2 3 4 5 6 Time of Incident: \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Referred by (if different) \_\_\_\_\_

### LOCATION OF INCIDENT: (please check)

- Classroom     Playground     Cafeteria     Hallway/Quad     Restroom  
 Library     Bus Area     On Bus     At Special Event     Other \_\_\_\_\_

### REASON(S) FOR THE REFERRAL: Under **R**espect **O**thers **S**elf **E**nvironment

Respect was not shown towards...

#### OTHERS

##### **Minor:**

- Physical Contact  
 Disrespect  
 Defiance  
 Other \_\_\_\_\_

Explain: \_\_\_\_\_

##### **Major:**

- Physical Aggression/Assault  
 Verbal Harassment  
 Theft  
 Disrespect  
 Other \_\_\_\_\_

Explain: \_\_\_\_\_

#### SELF

##### **Minor:**

- Refusal to do schoolwork  
 Inappropriate Language  
 Dress Code  
 Other \_\_\_\_\_

Explain: \_\_\_\_\_

##### **Major:**

- Non-compliance/Defiance  
 Inappropriate Language  
 Possession of illegal item  
 Mutual Fighting  
 Other \_\_\_\_\_

Explain: \_\_\_\_\_

#### ENVIRONMENT

##### **Minor:**

- Property Misuse  
 Class Disruption  
 Technology Violation  
 Other \_\_\_\_\_

Explain: \_\_\_\_\_

##### **Major:**

- Damage/Destruction of Property  
 Major Classroom Disruption  
 Technology Violation  
 Other \_\_\_\_\_

Explain: \_\_\_\_\_

### POSSIBLE MOTIVATION:

- Attention from peers(s)     Attention from adult(s)     Avoid work     Obtain item  
 Avoid peers(s)     Avoid adult(s)     Don't know     Other \_\_\_\_\_

### TEACHER ACTION TAKEN PRIOR TO REFERRAL:

- Changed student's seat     Consulted Administrator     Telephoned parent/guardian  
 Consulted Counselor     Time out in the classroom     Other (Please specify) \_\_\_\_\_  
 Conferred privately with student     Sent previous report home

### TYPE OF DISCIPLINE ASSIGNED BY ADMINISTRATOR:

- In-school suspension     Conference with student     Sent home  
 Out of school suspension  
(\_\_\_\_\_ days)     Loss of privilege     Other: \_\_\_\_\_

### PARENT CONTACTED: (Check one) Call    Mail    Message    Email    Conference

Parent Contact Note - \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Administrator's Signature: \_\_\_\_\_

ADDITIONAL COMMENTS: (Use back if needed)

## The PBIS Student Success Team (SST) Process

Students are most successful when there is a cooperative effort between parents and school personnel. In the spirit of “shared responsibility,” the Student Success Team (SST) meets at school to explore and problem solve in order to help students become successful at school. Parents and students are an important part of this team.

The Student Success Team is a school site process to create a learning environment that contributes to the achievement, well-being, and success of students, parents, as well as school staff members by reviewing individual student’s concerns and planning ways of handling those concerns in the regular classroom.

In most cases, the classroom teacher, the counselor, or an administrator indicates that the student’s learning and/or emotional needs are not being adequately met under existing circumstances. (Parents may also request an SST if they have a concern.) The SST, thus, provides an early identification for “at-risk” students, and then provides a positive problem solving approach to clarify these problems and concerns by developing strategies, and coordinating resources.

The purpose of an SST meeting is to bring a group of people together who possess different talents, knowledge, and expertise. The function is to support the student, parent, and referring teacher by looking at the strengths and concerns from each team member’s unique viewpoint. The goal is to provide the referring teacher with new interventions that address the concerns. Therefore, each SST member accepts some responsibility in helping the student by providing ideas, strategies or hands-on support. It is vital to have documentation of all interventions that have been tried in case a student needs to be referred for an IEP in the future.

The following individuals need to attend an SST meeting:

- Parent
- Student (unless the parent chooses not to have his or her child attend)
- Teacher
- Counselor
- Administrator
- Any other school staff member that can provide support

The referring teacher/counselor/administrator will complete the Initial SST Summary form for the student being referred to the SST process for the *first time*. An SST Follow Up form is completed by a team member before any subsequent SST School Wide Follow Up meetings.

In conclusion, an SST meeting is a positive, strengths-based intervention. The team members work together to ensure that students receive all the interventions they need within general education.

## Rose Ferrero Check-In-Check-Out (CICO) Support Process PBIS Tier II

Students who we are concerned about and/or who are starting to act out but **ARE NOT** currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/ defiance) would be good candidates for the Tier II portion of PBIS – the Check-In-Check-Out Program (CICO). Moreover, students who have trouble only in one area, e.g. at recess or during math, would not be an appropriate referral to the CICO program. Ideally, students who exhibit moderate problem behavior across the day and in multiple settings, who seem motivated by adult attention, would benefit from the Tier II level of the program. The current PBIS Tier II team consists of the following members:

Tommy Frank – Principal

Malena Schoch - Counselor

Gabriel Almanza – Family Student Support Liaison

Mallobox (K), Quezada (1<sup>st</sup>), Gerard (2<sup>nd</sup>), Sanchez (3<sup>rd</sup>), Miller (4<sup>th</sup>), Morales (5<sup>th</sup>), Bassetti (6<sup>th</sup>) – Teachers

### How are students referred to the Check-In-Check-Out Program?

Students may be referred to the CICO program through three different potential channels: 1) Administrator, 2) School Counselor, and/or 3) PBIS Tier I Team

The PBIS Tier I team meets regularly to review all the potential students who may benefit from the program. A student may be selected for CICO based on accumulated behavior discipline referrals or are students who are not being successful at school for variety of other reasons (i.e.: lack of motivation, anxiety, etc.). In collaboration with the teacher, the team will determine whether the CICO program is appropriate for the student's needs. If the student will participate in the CICO program, the parent will be notified (see letter below).

**Rose Ferrero Check-In-Check-Out (CICO) Support Process  
(sample letter)**

Dear Parents/Guardians,

At Rose Ferrero School we utilize the PBIS system (Positive Behavior Interventions and Support). The premise of the program is to create a safe, effective and positive learning environment for every child by explicitly teaching behavioral expectations. Research has proven that schools are successful when they help students grow academically, socially, and emotionally. By setting forth clear social and behavioral expectations and holding students accountable for following the school wide expectations, we are confident we will see an increase in student learning and a decrease in classroom disruptions.

However, there will be times when some students will need extra support. One option we have is the Check-In-Check-Out Process. In this process, students who seem to be motivated by adult attention will meet daily with a CICO Staff member to review behavior goals using the Check-In-Check-Out Form. The CICO Staff member will use incentives when behavior goals are met. At the end of the day, the student will take the daily Check-In-Check-Out Form home to review with you. The document will be recorded in writing so that you will have a copy and can speak to your child about the behaviors, focusing on the positives and any progress made. Our goal is to keep the lines of communication open between school and home and keeping the student motivated to improve his/her behavior goals.

Thank you,

Tommy Frank  
Principal

## Rose Ferrero Check-In-Check-Out (CICO) Support Process

### How It Works:

Every morning, CICO Staff will meet with CICO student to review behavior goals and point goals. The student will be given the CICO Form (see below), and the student will be responsible for obtaining his/her points from his/her teacher throughout the day (when applicable). At the end of the day, the student will meet with the CICO staff member to review progress and point goals. The CICO staff member will follow through with incentives (i.e.: Rose Bucks, prizes ). The CICO Staff will input data into SWIS CICO system. The student will take CICO form home for his/her parent to review.

### CICO Form Sample Check-In Check-Out

<b>Rose Ferrero Bobcats</b>				
Name: _____ Date: _____				
1=Try Again 2=Ok 3=Great!		Respect Others Self and Environment  Environment		
<b>Daily Goals:</b>	<b>I will complete my work</b>	<b>I will follow directions</b>	<b>I will respect others</b>	What worked well today was:  Teacher's Signature:
8:00 to AM Recess	1   2   3	1   2   3	1   2   3	
AM Recess to Lunch	1   2   3	1   2   3	1   2   3	
Lunch to PM Recess	1   2   3	1   2   3	1   2   3	
PM Recess to Dismissal	1   2   3	1   2   3	1   2   3	
Goal Points: _____		Total Points: _____		
CICO Staff: _____				