

Robert Frost Elementary

2021-2022



Principal: Yvette Tovar-Herrera
Assistant Principal: Ramon Ayala

1915 N. 22nd Ave
Pasco, WA 99301

(509) 543-6795

www.psd1.org/frostes

Teacher Information

Gr. Level or Program	Teacher Name	Room #
Kindergarten	S. Carlson	120
	S. Lombera	122
	J. Lujan	123
	M. Rodriguez-Garcilazo	121
1 st Grade	I. Garcia-Duran	135
	P. Perez	133
	R. Atwood	137
	H. Estrada	138
2 nd Grade	J. Silva	140
	E. Gregory	141
	TBH	P2
	S. Santoy	P3
3 rd Grade	D. Moreno	204
	P. Chavez	207
	M. Prado	209
	H. Tibbett	210
4 th Grade	J. Lien	213
	E. Lopez	212
	M. Rodriguez	214
	H. Merlo	211
5 th Grade	K. Ayala	P4
	A. Aispuro	P8
	M. Chavez	P9
	M. Fiander	
	G. Sanchez	P6
SLC K-2	A. Field	125
SLC 3-5	L Effinger	124
Math Coach & Intervention	K. Rizaj	102
Resource Room	M. Parra	136
Counselor	C. Sandoval	117
Behavior Interventionist	J. Trigo	119
Art	R. Cuevas	134
Technology	M. Garcia	P7
Music	TBH	144
Library	A. Dorendorf	Library
Physical Education	D. Search	Gym
Speech and Language	C. Davis	119
School Psychologist	V. Acosta	132C
Reading Recovery / LLI	B. Rodriguez	131

Student Behavior

Cougars of Robert Frost Elementary show their...

- P - Positive Choices
- A - Always be safe.
- W - Work Responsibly
- S - Show Respect

PAWS Expectations: Taught throughout the school year, these expectations apply in all areas of our campus, including classrooms, common areas, and the outdoors. Students are recognized for meeting expectations through positive reinforcements such as Cougar Cash tickets and assemblies.

Student Discipline: Students who attend schools within the Pasco School District are expected to respect their studies, peers, school employees and behavioral expectations. A student's failure to do so will lead to consequences as outlined by PSD's Board Policy 3200 for details.

Birthdays and Holidays: Birthdays are important milestones for elementary students, and we will take a moment to recognize them, no more than 30 minutes. However, we ask that parents host celebrations at home to safeguard our instructional time at school. The school will have events throughout the year for family involvement (as permitted) and celebration of social and academic achievement. If you do not want your child to be a part of celebrations, please inform their teacher.

Student Personal Items

Toys and Electronics: Students are not to bring toys or electronics from home. If parents would like their child to carry a cell phone, they do so at their own risk. Students should keep cell phones and electronic devices to themselves for their own personal use before and after school. Student cell phones are to be left on silent and in backpacks during the school day. Toys that are simulated weapons are strictly prohibited.

Student Dress: The following items are prohibited:

- Clothing with inappropriate or offensive language.
- Clothing that does not completely cover undergarments.
- Shirts that are unable to cover a student's midsection throughout the day.
- Any item that is or becomes identified as gang related.

Lost and Found: The Lost and Found is in the large bin by the cafeteria. We suggest that all clothing and personal property be labeled with the student's name.

Animals

Animals are not allowed on school grounds. Please leave them at home.

Playground

Safety is our number one concern on the playground. Food and drinks are not permitted on the playground before, during and after school. Parents are not to be on the playground during school hours. Parents can pick up students

Inclement Weather

In the event it is necessary to cancel or delay school due to bad weather or poor road conditions, local radio and TV stations will carry alerts. Information and registration for text message alerts are available at www.psd1.org.

Attendance

Absences: Guardians are to notify the main office if a student will be absent that day, or a note can be sent with the student when s/he returns to school. Students will be considered tardy if they arrive after 8:20 AM. Guardians of tardy students must check them in at the main office.

Legal Procedures (Reference 2SHB 2449): Because attendance is vital to the academic success of students, the school will provide notice, request a conference with the parent, and take other steps to eliminate or reduce the child's absences.

Excused Absences – If an elementary student has five (5) or more excused absences in a single month during the current school year, or seven (7) or more excused absences in the current school year, a conference will be scheduled with the parent and child for identifying the barriers to regular attendance, as well as the supports and resources that are available to the family so that the child is able to regularly attend school.

Unexcused Absences – The following procedure applies:

1. After one (1) unexcused absence in one month, the school will inform parents by phone of potential consequences of continued absences.
2. After three (3) unexcused absences in one month, the school will schedule a conference with the parents and take steps to reduce absences.
3. After seven (7) unexcused absences in one month or ten (10) unexcused absences in a year, the school will file a truancy petition with the court.

School Hours: Office Hours are 7:50 AM until 4:00 PM

	Monday	Tuesday	Wednesday	Thursday	Friday
Start	8:20 AM	8:20 AM	8:20 AM	8:20 AM	8:20 AM
End	3:00 PM	3:00 PM	1:00 PM	3:00 PM	3:00 PM

*Conferences and holiday early release days dismiss at 11:50 AM.

Student Checkout: When picking up a student during the school day, always be prepared to present picture ID. To ensure student safety, anyone picking up any student must be listed on that student's emergency contact registration. Please avoid last-minute changes to a student's end-of-day routine. Such requests should be made through the office by 2:45 (or 12:45 on Wednesdays). Late notifications lead to difficulty in ensuring message receipt.

Visitors: All visitors must sign in and out in the front office and wear a visitor's badge at all times. After receiving prior approval from the administrative team, guardians are welcome to visit classes, meals, or recess with their student.

Volunteers: We welcome and encourage guardians and community members to volunteer at our school. All who work directly with children must have a pre-approved criminal background check that is updated every two years. Apply at the school's main office. Please allow two weeks for processing application

Arrival and Departure

Walkers and Bike riders

Students should observe all pedestrian rules. Students may not ride skateboards, bikes, scooters or roller blades on school grounds. If ridden to school all items should be locked up to the bike rack located on the west side of the building. Students must provide their own locks to secure their bikes on the bike rack. The school is not responsible or liable for lost or stolen items.

Parent Parking Parents are to use South parking lot to drop off and pick up students at the beginning and end of the day. If there is an area marked off with cones, please adhere to cone signage and park elsewhere. See attached Map for further explanation.

Parent Pick-Up and Drop-Off

The circular driveway in front of the building is for busses only. Do not park or pick up your child in the bus loading zones.

Instead, park in the large lot to the south of the building to drop off and pick up your child. Wait in your vehicle and do not leave it unattended in the pick-up / drop-off area. Please do not honk your horn and encourage your child to run to your vehicle. Children are only allowed to walk across the parking lot using the designated crossing area with a crossing guard.

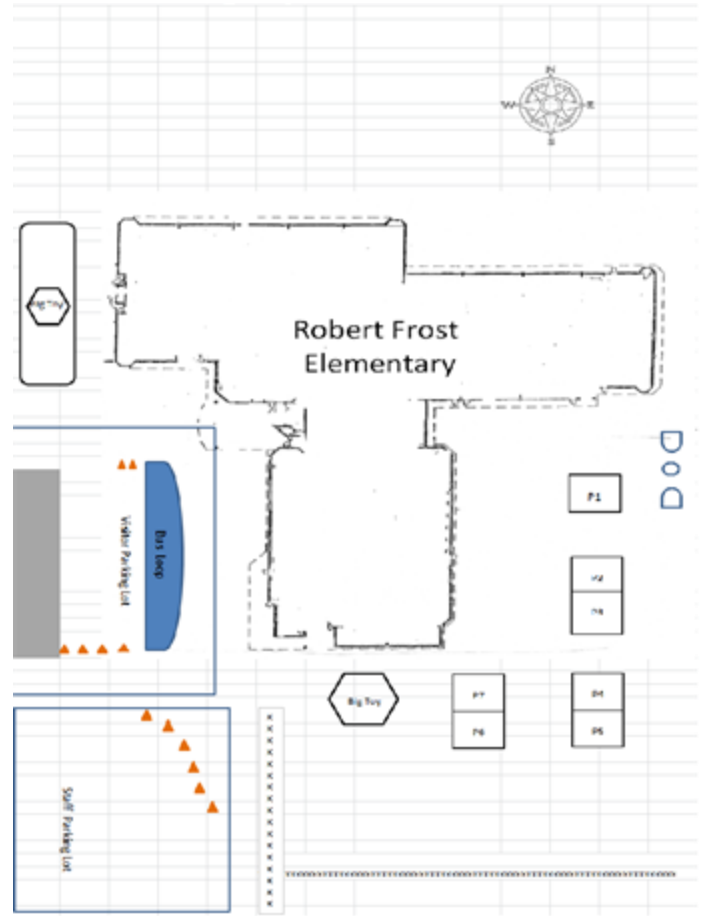
Student Drop-Off Locations:

Breakfast: South doors of the cafeteria (off playground)

Playground: South gate

Student Dismissal Locations:

K – North small gate; 1st – 5th: South Large gate



Nutrition Services

Meals at Frost are free of charge to all students for the school year 2021-2022. Students pick up an ID card each morning for breakfast in the cafeteria.

Student Health

Illnesses: Children should not be sent to school if they are not feeling well. Keep them at home and call the office if they have any of the following:

- Earache or severe headache
- Untreated head lice
- Fever (oral temperature of 99.0 or above)
- Nausea, vomiting or diarrhea
- Communicable disease (Please notify the school.)
- Matting or inflammation of eyes

Medications: The following requirements apply to medication given at school by the school nurse:

1. All medication, including over the counter drugs must be prescribed by a licensed medical physician, osteopathic physician, or dentist.
2. Medication remains in its original container.
3. Only the amount needed to take while at school is sent. (Pharmacists will usually provide an extra bottle upon request.)

School-Wide Expectations and Rules

Why do we have School-Wide Rules?

Positively stated rules facilitate the teaching of behavioral expectations across school settings because students will be learning the same language. By focusing on simple rules, it will be easier for students to remember and follow. It is also important for staff because they can focus on a few simple rules which will improve the consistency across staff using a common language.

The intent of stating rules positively, will create a positive atmosphere to catch students engaging in the appropriate and expected behavior. By selecting only a few rules it is important that the rules are broad enough to talk about all potential problem behaviors.

The **Behavioral Expectations Grid or Matrix** (see the following pages) 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. The goals are that 90 % 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.

Cougars show their P.A.W.S.

- ✓ Positive Choices
- ✓ Always be Safe
- ✓ Work Responsibly
- ✓ Show Respect



Starting the Year off Right.

During the first two-weeks of school, we will focus on teaching the school-wide rules, behavioral expectations, and routines to all students across all settings in the school. To truly start the year off right, we will need participation and support from the entire student body, families, and 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 so that all staff agree on what is expected. This will improve consistency across staff in enforcing the school rules. We will have a focus of the month to continue to grow and improve upon expectations.

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, etc.

Revisit 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 revisit sessions to review the expectations. Revisit sessions are held multiple times a year.



P	A	W	S	Classroom	Cafeteria	Bathroom	Hallways/ Stairs	Buses	Playground	Assemblies
				<ul style="list-style-type: none"> *Listen to adults *Keep hands, feet and objects to self *Focus on assigned activity * Use kind words. 	<ul style="list-style-type: none"> *Take your portion * Walking feet *Say "please, thank you and excuse me" *Voice level 2 	<ul style="list-style-type: none"> *Wash hands. *Throw away trash *Return to class promptly *Respect the privacy of others 	<ul style="list-style-type: none"> *Eyes forward, Keep hands, feet and objects to self *Stay with your line *Take a pass *Voice level 0 	<ul style="list-style-type: none"> *Say, " excuse me, please and thank you" *Eat off the bus * Do as the driver says *Voice level 1 	<ul style="list-style-type: none"> *Invite others to play *Keep hands, feet, and objects to self *Quickly line up *Use kind words and share 	<ul style="list-style-type: none"> *Eyes forward, whole body listening * Sit on pockets * Follow teacher's lead *Voice level 0

P	A	W	S	Salón	Cafeteria	Baño	Pasillos / Escaleras	Autobuses	Recreo	Ensamblés
				<ul style="list-style-type: none"> *Escucha a los adulto * Manos, pies y objetos a si mismo *Concentrarse en la actividad * Use palabras amables. 	<ul style="list-style-type: none"> *Toma tu porción * Camina *Di "por favor, gracias y Perdóneme" *Nivel de voz 2 	<ul style="list-style-type: none"> * Lávese las manos. * Tira la basura *Pronto regresa a clase * Da privacidad de los demás 	<ul style="list-style-type: none"> *Ojos hacia adelante, mantenga manos, pies y objetos para si mismo *Toma un pase *Quédate en línea *Nivel de voz 0 	<ul style="list-style-type: none"> *Di "por favor, gracias y Perdóneme" *Nunca comer en el bus * Escucha el conductor *Nivel de voz 1 	<ul style="list-style-type: none"> *Invita otros a jugar *Manos, pies y objetos a si mismo *Alinee rápidamente *Usa palabras amables y comparte 	<ul style="list-style-type: none"> *Ojos hacia adelante, escucha con todo el cuerpo * Sentarse en los bolsillos *Sigue el ejemplo del maestro *Nivel de voz 0

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. Research on effective teaching has found that teachers should engage in a rate of 5 positive interactions with students to every 1 negative interaction (**5:1 ratio**). As staff it is very easy to get caught up focusing on catching students engaging in unwanted behavior. The goal of an acknowledgment system is to increase the number of positive interactions that all school staff have with students.

At Robert Frost Elementary we use **Cougar Cash** tickets to give immediate feedback when we see students following our **school-wide rules**. For example, walking in the hallway with a zero voice (no talking), putting away playground equipment when the bell rings, walking on the playground etc.

At Robert Frost Elementary, we use **Cougar Cash** to acknowledge students for appropriate behavior and following the **P.A.W.S.**, i.e. solving problems, helping others, attitude, responsibility and keep safe.

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

Mario, I noticed you walking in the hallways with a zero voice. I have a Cougar buck for you for following school-wide rules.

Olivia, 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 Cougar Buck for showing your P.A.W.S!

Ideally, students should be given Cougar Cash immediately following the behavior and be told exactly why they received the Cougar Cash. To promote expected behavior, it is important that students know when and why they are being acknowledged.

Who should be handing out Cougar cash?

All staff in the school should be provided with the acknowledgment Cougar cash. All General and Special Education teachers, classified staff, supervisors, custodial and kitchen staff, substitute teachers and volunteers.

How can students earn Cougar Cash?

The goal is for the program to promote positive behaviors for all students in the school. All students should feel like they have a good chance of being recognized for good behavior.

Examples of how to earn Cougar Cash:

- Alan picked up another student's coat and hung it back up without being asked.
- Jayda entered the cafeteria quietly and followed the procedure for selecting her lunch.
- Jessica put away playground equipment and lined up quickly when the recess bell rang.
- Brian walked to his bus and followed the dismissal route.
- Katie used the bathroom quietly and placed her paper towel in the trash.

Consequence System

We are respectful of students in our disciplinary responses. Consequences 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. (SEE Behavior flowchart for more information).





Students start every day with a clean slate.

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Behavior Flow Chart

Observe Unexpected Behavior

Is the behavior a
Teacher/Staff Managed
or Office Managed?

Teacher/Staff Managed Unexpected Behaviors

Redirect Student

Intervention 1:

Conference with student re-teach appropriate behavior to meet PAWS expectations. Log incident and intervention in PowerSchool.
*see preventative box.

Intervention 2:

Conference with Student (pick one)
-Natural Consequence
-Think sheet
-Reset Area/Calm Down
-Family contact.
Log incident and intervention in PowerSchool.

Intervention 3:

Conference with Student
Family contact (**required**)
Log incident and intervention in PowerSchool

Intervention 4:

4th incident within trimester. Send referral with "minor" behavior with 3 documented interventions. Administrator intervenes.

*Families should be contacted about minor behaviors by the teacher first before administrator.

Preventative Strategies:

- Review classroom Charter
- Proximity
- Praise a nearby peer
- 5 positive to every 1 redirect

Logical Consequences

- Moving to a different seat
- Repairing damage
- Making up missed work
- Practice during preferred activity
- Making amends/apologizing

Office Managed Unexpected Behaviors

Intervention 1:

Teacher submits a referral with "major" infraction. Call to notify office of any major infraction requiring escort/removal of student.

Intervention 2:

Administrator investigates incident. conference with student Reflection/re-teach/rehearse behavior.

Intervention 3:

Administrator determines and assigns consequences according to policy.

Intervention 4:

Administrator notifies parent and teacher of consequences.

Intervention 5:

Administrator provides teacher with a copy of the completed: incident, referral, files necessary.

Administrator logs incident in PowerSchool

If behavior continues and interventions are not modifying behaviors refer to SAT.

Teacher/Staff Managed Unexpected Behaviors	Office Managed Unexpected Behaviors
Inappropriate Language -Cussing -Name calling -Gestures	Abusive Language -Based on race, ethnicity, gender, sexual orientation, disability or religion -Dress code violation
Physical Contact (reaction) -Wrestling with another student -Pushing/shoving/kicking -Biting (with no marks)	Fighting/Physical Aggression (intent) -Kicking, hitting, pushing, throwing, shoving, biting, etc. with intent to do harm
Disrespect -Talking back -Intentionally ignoring instructions	Eloping -Leaving the classroom or school grounds without permission
Defiance -Refusal to complete class work -Refusal to follow directions/non-compliance	Threat or Intimidation/Bullying -Verbal threats of aggression against another person
Observable Behavior -Running in the hallway -Poor line behavior -Throwing objects	Weapons/Dangerous Items -Knives, bullets, lighters, matches, etc.
Property Misuse -Touching other's belongings without permission	Lying/Cheating -Forgery -Plagiarism
Classroom Materials Misuse -Destruction of materials	Harassment -Seriously harmful or personally damaging -Inappropriate touch
Stealing/Vandalism -Petty theft/vandalism; little or no value	Theft/Vandalism -Major theft/vandalism; items of high value