Beverly Cleary
School Climate Handbook

Beverly Cleary Expectations

Be Safe

Be Respectful

Be Responsible

Be Kind

2016-2017

School Mission Statement here: Beverly Cleary School is a K-8 school that provides academic excellence in a caring community.

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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.

School Climate

CR-PBIS

Restorative Practices

Equity & CARE
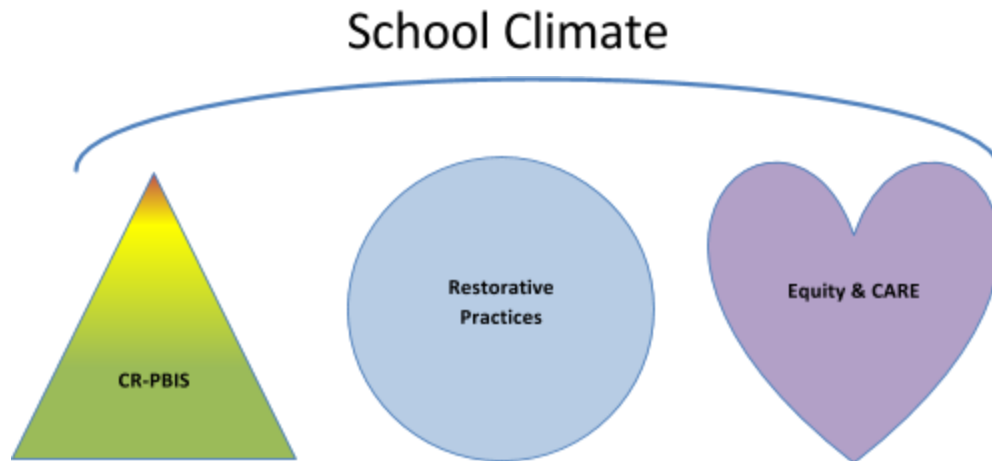
CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly teach what is expected
2. Actively acknowledge kids when they are following the expectations
3. Instructionally correct kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?
- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY/CARE

This handbook is intended to inform Beverly Cleary School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

"Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future."

Chief Equity Officer, Lolenzo Poe

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator			
Administrator	Principal/Assistant Principals		
Family Member			
Behavioral Expertise	Liz Kobs / Melissa Toren Hrin		
Coaching Expertise			
Knowledge of Academic/Behavioral Patterns			
Knowledge of School Operations/Programs			
Student (for HS)	Student Leadership		

We will incorporate student voice into our procedures, policies and decisions by collaborating with our student leadership class, which is demographically mixed.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August			
September			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October			Monthly Discipline Data Review
November			Monthly Discipline Data Review
December	10 / All day		Monthly Discipline Data Review
January	26 / PM		Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February			Monthly Discipline Data Review
March			Monthly Discipline Data Review
April			Monthly Discipline Data Review
May			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June			Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format. Here are our meeting minutes: https://docs.google.com/spreadsheets/d/1EeybzOacQs7AiZnUxw09MJW69-duHxcRdVce7aHG09k/edit?usp=sharing
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

1. **Be Safe**

2. **Be Respectful**

3. **Be Responsible**

4. **Be Kind**

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Beverly Cleary School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Beverly Cleary School community, because these are the three things that help students be successful in life. Our students need to understand and exercise our school values on a regular basis to master the skills to be successful and prepared to be college and career ready.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.

Common Area Expectations

'WHAT DOES IT LOOK LIKE WHEN STUDENTS ARE SAFE, RESPONSIBLE AND KIND?

Students to each other

Include others

Respect others' personal space, body, feelings

Be kind and use a respectful voice

Keep hands, feet and objects (o self

Use appropriate language

No teasing, bullying, intimidation: put-downs

Students to adults

Follow directions of all adults the first time every adult is your teacher

Speak in a respectful voice

Be attentive — looking, hands still, voice off

Cafeteria

Restaurant voices and manners

Stand quietly in line and do not give "cuts"

Once you are seated, stay there and clean up after yourself

Ask permission before leaving

Follow the recycling routine- Go Green! Walk in from or to the playground

Playground

When bell rings/whistle blows, the playing stops, line up quietly and hold all equipment

Follow playground rules- be safe! Include everyone

Follow direction of the adults on duty

School Property

Pick up your trash

Protect/respect aLl equipment/materials

Enjoy art-work without touching

Replace any school property damaged

Assemblies

Sit with an assigned class

Be attentive to the speakers and performers.

Express appreciation appropriately by clapping.

Remain seated until dismissed.

Leave in an orderly manner

Halls

Walk quietly on the right side

Walk in lines when walking with class Hands and feet to yourself

Be respectful of students in other classes

Everywhere

Cell phones and dll electronic devices off and away or on only with permission for academics

Backpacks are kept in lockers and must not be in classrooms

Please do not bring glass bottles to school

All students are expected to attend class on time and with materials

Dress Code - The PPS dress code is currently under revision by a district committee. We will revise our policy to be in alignment with the PPS policy, once it is published. We also recognize that we need to adjust our policy as times, styles, and attitudes change while maintaining a professional learning environment for all students.

FROM: Jollee Patterson, PPS Legal Counsel

SUBJECT: Dress Code

Appropriate dress contributes to a positive learning environment. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Students may be directed to change dress or grooming if:

• The clothing could substantially interfere with the learning process or school climate or disrupt the educational process

• The clothing is sexually suggestive (examples include bare midriffs, visible or showing undergarments, plunging necklines, see-through materials, and sagging pants)

• The clothing is alcohol, tobacco, or other drug-related, including advertising or advocating the use of such products

• The clothing is vulgar, lewd, obscene, or plainly offensive

• The clothing is demeaning to a particular person or group, such that it might interfere with another student's educational opportunities

• The clothing is indicative of gang membership or activity. (Schools should confer with their School Resource Officer for specific indications of gang membership in their area).

• The clothing is unclean or threatens the health or safety of others

References: Board Policy 4.30.012-P

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Date
August 27- September 30, 2015: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 4-January 8, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
March 28-April 1, 2016: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Beverly Cleary discipline data 2015-2016

Active Supervision: Move, Scan & Interact

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

Defining Behaviors

Summarized from the *PPS Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights and Discipline*

	STAGE 1 *Managed by Teacher in Classroom* *(Student remains in class)*	STAGE 2 *Referral that may wait for Administrator* *(Student remains in class)*	STAGE 3 *Immediate Administrative Assistance* *(Student is removed from classroom)*
Behavior	· Bothering/pestering · Cheating · Damaging property · Excessive talking · Getting out of line · Mild defiance · Mild cursing · Not following	· Abusive/profane language · Class cutting/leaving without permission · Deliberate misuse of property · Display of patently offensive material	· Alcohol/drug · Arson or attempted arson · Assault/menacing · Battery · Bomb threat · Burglary · Extortion · False fire alarm

	directions · Play fighting · Pushing or shoving · Running · Taking other's property · Teasing/put-downs **Three Stage 1 Behavior Reports documenting the same repeated behavior may justify a Stage 2 Behavior Report.**	· Disruptive conduct · Forgery · Gambling · Harassment: bullying · Inappropriate dress · Inappropriate use of technology · Indecent (obscene) gesture · Insubordination · Interference with school personnel · Intimidation · Loitering · Off limits · Open defiance · Plagarism/cheating · Possession of prohibited item · Possession/use of stolen property · Reckless vehicle use · Tardiness · Theft: minor · Threat of violence · Trespassing · Truancy · Vandalism: minor · Willful disobedience	· Fighting · Firecrackers/explosives · Gang identifier · Harassment: sexual · Indecent exposure · Robbery · Theft: major · Tobacco, use and/or possession · Vandalism: major · Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon

	STAGE 1 *Managed by Teacher in Classroom* *(Student remains in class)*	STAGE 2 *Referral that may wait for Administrator* *(Student remains in class)*	STAGE 3 *Immediate Administrative Assistance* *(Student is removed from classroom)*
Corrective Consequences	· Formal warning · Parent contact	· Active but restricted recess (ex: "walk the perimeter · School community service (ex: behind the scenes lunch job, help	Determined by Administrator according to Student Rights and

		custodian) · Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade) · Altered schoolwide activity (ex: dance, field trip)	Responsibilities Handbook
Positive Supports	Teacher uses 3 Classroom Interventions in the following list: · Reteach rule · Change seating · Detention · Gentle reprimand · Keep in proximity · Pre-correction · Private direction · Restitution · Time out (out of class- less than 15 minutes) · Time out (in class) · Warning · Sensitive use of humor · Family contact · Praise for taking responsibility · Identify replacement behavior · Redirect student · Modify/differentiate work	· Stage 1 interventions · Behavior contract · Identify "safe place" to cool off · Notify authorities · Check-in/check-out groups · Quick Behavioral Assessment · Social stories · Interest Inventory · Parent conference with administrator · Opportunity for school service · RTI continuum · Daily Tracking Sheet · Peer Network Groups	· Student Intervention Team · Check-in/check-out with individuals · Mentor at school · Safety plan · Major Suspension Program

	STAGE 1 *Managed by Teacher in Classroom*	STAGE 2 *Referral that may wait for Administrator*	STAGE 3

	(Student remains in class)	*(Student remains in class)*	*Immediate Administrative Assistance* *(Student is removed from classroom)*
Teacher Responsibilities	1. Teacher implements appropriate interventions 2. Teacher completes Stage 1 Behavior Report or Think Sheet 3. Teacher contacts parent(s)/guardian 4. Teacher sends a copy of the Stage 1 report or Think Sheet home (parent signature is optional) *Common Area Stage 1 Report* *K-5: forward to classroom teacher* *6-8: forward to Administrator*	1. Teacher implements appropriate interventions 2. Teacher completes Stage 2 Behavior Report 3. Teacher submits Stage 2 Behavior Report to Administrator (with copies of applicable Stage 1 Behavior Reports) 4. Teacher contacts parent(s)/guardian *Common Area Stage 2 Report* *K-5: forward to classroom teacher* *6-8: forward to Administrator*	1. Teacher implements appropriate interventions 2. Teacher completes Stage 3 Behavior Report 3. Teacher calls office and asks for Administrative assistance
Administrative Responsibilities	Handled within classroom	1. Administrator consults reporter/teacher about Stage 2 Behavior Report 2. Administrator resolves incident within 2 days 3. Administrator contacts parent/guardian 4. Administrator returns Stage 2 Behavior Report to teacher	1. Administrator or designee picks up student and Stage 3 Behavior Report from classroom 2. Student does not return to class until conference with Administrator 3. Administrator consults reporter/teacher about Stage 3 Behavior Report the same day or next 4. Administrator returns Stage 3 Behavior Report to reporter/teacher

			5. Administrator reviews possible student support through RTI Continuum

Beverly Cleary Tier 2 Behavioral Interventions

Identifying Students who Need Tier 2 Behavioral Interventions and Supports

Office referrals may trigger a Tier 2 intervention when students have reached three to five office referrals. A Student Intervention Team meeting will be held to identify interventions for students.

Staff or family members may nominate students for participation in Tier 2 supports based upon observation and knowledge of the students through the Student Intervention Team. Matching Students to Tier 2 Interventions and Progress Monitoring The Tier 2 Intervention Team is a group of teachers, specialists and counselors. The goal of this team is to support students nominated for Tier 2 Interventions. This team will:

Create function-based action plans connected to available Tier 2 Interventions

Monitor performance and adjust interventions

Modify and accommodate for challenges

Document interventions tried and their efficacy

Communicate success to the student, family, staff

Determine when more intensive supports are necessary

Monitoring Effectiveness of Interventions and Supports

Tier 2 interventions will be continuously monitored and reviewed monthly by the PBIS team. Data sources may include office discipline referrals, frequency of behavior incidents, or data specific to a certain intervention (e.g., points earned on Check in–Check out). Student attendance and teacher/staff reports provide additional data on Tier 2 successes. A student who meets his or her goals within 4 weeks will transition back to the universal interventions of Tier 1. If a student does not meet his or her goals for increasing social skill competence with Tier 2 interventions, the student is referred for Tier 3 interventions.

Tier 2 Interventions

Check in–Checkout (CICO)

Check in–Check out is an individualized monitoring system that provides frequent positive adult contacts, reminders to the student of the expectations, and feedback on performance. The basic daily cycle of CICO:

o Morning check in (get daily progress report).

o Give form to each teacher at the beginning of instruction.

o End of day check out.

o Points tallied.

o Reward

o Copy of daily progress form taken home and signed.

o Return signed copy next morning.

Social Emotional Skills Group:

Targeted instruction in social skills and replacement behaviors Small groups of students will meet with a staff member to focus on specific replacement behaviors. The specific replacement behaviors identified are frequently from the Irvington Tier 2 Interventions behavior expectations matrix; be safe, be responsible and be respectful. Targeted social skills instruction typically involves identifying a small group of students who need extra practice in the skill. It may involve providing the instruction in the particular location where it is usually a problem. School support staff (counselors, staff responsible for office discipline, etc.) may provide this additional level of instruction.

Tier 2 Behavior Support Plan

A behavior support plan (BSP) may be developed for a student after conducting a simple function-based review of the student. Behavior support plans may involve a single intervention or change to a student's program. For example, if the review found a very specific trigger to a student's problem behavior, then the intervention may simply change that situation. This could involve giving the student more assistance with certain tasks, breaking tasks or assignments down into more manageable chunks, increasing the frequency of breaks or rewards, providing increased supervision in a specific setting, pairing the student with a buddy, allowing more time to complete certain activities, or providing a more immediate consequence for a problem behavior. The development of a BSP usually involves some collaboration among team members but not intensive data collection and planning typical of a Tier 3 intervention. An essential component of simple behavior plans is consistent rewards and consequences. The team will need to carefully consider that all adults can consistently administer the plan.

Behavior plans:

o Should be approached in a positive, proactive, and collaborative manner between school staff and parents. There should not be an attitude of blame or condescension from the school towards the parents. The attitude should be one of partnership and doing the best thing for the child by working cooperatively together as adults.

o Should focus on creating consistent positive expectations [e.g., what language is acceptable from the student and what is not (be specific)].

o Develop common adult language when praising or correcting the child and expect certain tasks to be competed on a scheduled basis—such as homework at a set time.

o A simple behavior plan may include an agreement to do certain things in terms of providing assistance or supervision (e.g., extra tutoring at school, enforced bedtime at home).

o Should be presented to the student at a meeting with both school staff and parent(s) present so as to reinforce to the student the consistent expectations between home and school.

o Be written and reviewed in a meeting on a periodic basis.

Structured Recess / Lunch

Structured recess and lunch is designed for students that need targeted instruction on appropriate behavior and play during recess or lunch. Designated staff may provide additional instruction and practice in a different setting during the students' regular lunch and recess schedule.

Community Service Project/Assignment

Beverly Cleary believes that connecting students to the school population through meaningful community service can be beneficial for everyone. Community service projects may include:

Volunteering to work with younger students in classrooms

Facilitation of social skills groups

Peer mediation

School beautification projects

DISCIPLINE POLICIES (1.6)

PHILOSOPHY

The Beverly Cleary community is committed to creating a learning environment where students can mature into responsible decision makers. We recognize that the quality of the instructional program and direct teaching of expectations will support students in maintaining excellent behavior. Through the use of effective teaching strategies, development of appropriate learning activities, and clear expectations, school professionals help students succeed and feel good about themselves. When this occurs, a school will greatly reduce the potential for misbehavior.

Beverly Cleary's discipline philosophy consists of four basic components: Be Respectful, Be Responsible, Be Safe and Be Kind so that we foster the learning of ourselves and others. Most of our students make excellent choices and demonstrate exceptional behavior. Our goal is to clearly teach and reinforce these expectations so that all students can reach their highest potential. This will happen when the environment is designed to meet the following conditions:

1. The school has reasonable and clear expectations that are positively stated and understood by all students and staff.

2. Every adult is committed to the positive development of all students and explicitly teaches and models positive behavior.

3. Each classroom has a discipline plan that aligns with the school plan and is regularly taught and reinforced with students.

4. All discipline procedures will adhere to guidelines identified in the HANDBOOK ON STUDENT RESPONSIBILITIES, RIGHTS AND DISCIPLINE published by Portland Public Schools. This document will be sent home during the first two

weeks of school, after teachers have taught and reviewed Beverly Cleary's Rules and Behavioral Expectations. These rules and expectations will be retaught throughout the year.

5. Finally, by having clear expectations and a thorough plan, our students will be encouraged to learn different ways to solve problems especially if they interfere with success in the classroom.

ROLE OF BEVERLY CLEARY STAFF

Teachers are instrumental in supporting students and providing them with opportunities to grow. They must also be permitted to present curriculum in a safe and caring environment. Throughout the school year, administrators in cooperation with teachers will conduct periodic reviews of all or portions of the plan in classrooms or at faculty meetings.

1. Teachers use the Beverly Cleary Rules and Behavioral Expectations to develop rules and expectations for their classroom. A copy of your Classroom Management Plan must be turned in to the Principal by September 12, 2014.

2. Teachers share their Classroom Management Plan with parents at Back to School Night on either September 16, 17, or 24, 2014.

3. Re-teaching of these rules and expectations will occur throughout the year, especially after students have been out of school for an extended time (winter and spring breaks). Consistent re-teaching will support students in their learning and understanding of these expectations.

4. Behavioral interventions are developed by the staff that are consistent, progressive, and follow the guidelines established in the Responsibilities, Rights and Discipline Handbook. Students who do not follow the rules will be dealt with in a fair and consistent manner. The focus of these interventions is to help the student learn safe, respectful and responsible behaviors. It is always desirable for a student to learn from their mistakes.

5. If a child needs to be seen by an administrator, the referring staff member may complete either a Think Sheet, make a phone call to family, or a Discipline Referral Form and send it to the office.

(Please place referral in an envelope to ensure confidentiality.) The administrator will see the student as soon as possible. Please call the office prior to sending the student. If there is an emergency situation, call the office for assistance.

6. If the problem continues, a behavior contract including specific areas of concern, responsibilities of the student, parent, teacher, administrator and any others involved, may be cooperatively written and implemented with help from an administrator. A parent conference would be scheduled to present the plan.

7. Issues of chronic behavior or other concerns may necessitate either a parent contact to acknowledge mental/emotional health and/or possible referral to the Building Screening Committee.

THINK SHEET/TIME-OUT/COOL DOWN SYSTEM (Grades K-8)

Teachers may use our Time-Out/Think Sheet Program when a student prevents the teacher from teaching or the students from learning. When this occurs, the student is sent to the office with a Time-out/Think Sheet Form. Students are required to return the next day with this form signed by parents. Teachers then confer with the student about the behavior and his/her plan for improving.

The Purpose of the Think Sheet/Time-Out System:

a. To improve classroom management and track chronic disruptions.

b. To serve as an alternative to referrals.

Time-Out Procedures:

a. Teachers will warn a student that present behavior is not acceptable and that any further trouble will result in a time out.

b. If a student continues to disrupt the class after a warning, s/he is given a time out. The student is sent to the office or buddy classroom with the think sheet/time out form and the office will then record the time of arrival. The student is to complete the Think Sheet/Time-out Form in the office. The time out form must be signed by a parent/guardian. The teacher as appropriate, will contact the parent to inform them of the incident.

Consequence for Non-Compliance:

a. Failure to return the form will result in s/he coming to the office so that the office can contact the family.

b. Multiple incidents that are considered a pattern will be referred to the administration for additional consequences. A conference will be scheduled with the parent/ guardian, teacher and student to readmit the student. A behavior contract may be established.

Guidelines for Time-outs and Discipline Referrals

Teachers will use their professional judgment for determining whether to use the "Refusal to Work" form, Time-out form or a discipline referral. For consistency, here are some basic guidelines to follow:

* Refusal to Work Form:

This form is given to a student who is not working in class. The form is completed and sent home for a parent signature. This is used to document a student's choice not to work and as a means to notify family of the concern.

* For Time-Outs and Cool Downs (Resets):

Time-outs are given when a student demonstrates difficulty meeting the classroom expectations or complying with the rules. The teacher should take these steps to help the student:

** Confer with student and remind student of the expectations

** If behavior continues, send student to the office with a Think Sheet/Time Out sheet. For younger students, time-out may be in your class or in another class.

** Notify the parent of the behavior so that they can speak to the student about this.

** If misbehavior continues to occur, discuss with Teri, Sarah, Pam or Kiya. Write a discipline

referral if you feel the behavior is becoming a pattern.

** Together we may write a behavioral contract, develop support services or plan a staffing with the family if necessary.

* Discipline Referral:

Discipline referrals are issued when there is a serious behavioral incident (insubordination, fighting, under the influence of, possession and/or sale of drugs or alcohol, assault, abusive or obscene language directed toward a staff member, etc.) or there is a pattern of behavior that needs to be addressed. The teacher should call the office for help and then send the student to the office. The teacher should then document the incident on a Discipline Referral Form. The administrative team will follow due process procedures outlined in the Student Responsibilities, Rights, and Discipline Handbook and assign consequences as needed. All discipline referrals are entered into Synergy as a form of documentation.

The Behavior Continuum

Stage 1 – Fill out the Stage 1 form for documentation/classroom intervention

A "Stage 1" behavior consists of behaviors that are above and beyond (in frequency and/or amount) what are considered "typical" classroom behaviors. When classroom interventions do not seem to work, it may be necessary to start documenting behaviors. A call home is recommended.

Stage 2 – (referral and Restorative Justice Process)

A "Stage 2" may be necessary for student whose behavior is more severe than typical classroom behaviors and a more serious response is needed by Administration. A call home is required.

Stage 3 – (Send to the office immediately)

Unsafe and/or dangerous behavior, involving physical or verbal actions.

*Please note: k-5 students may no longer be excluded from school as disciplinary consequence for any violation other than battery, fighting or weapons/drug offenses. Students in 6-8th grade may only be excluded from school with the permission of Teri's supervisor.

STEPS FOR MAINTAINING A SAFE AND CIVIL LEARNING ENVIRONMENT, FOSTERING THE LEARNING OF OTHERS

1. Establish and teach your classroom behavioral expectations and write your management plan. This takes time, so plan it into your September lessons. Time spent doing this prevents most of the minor disruptions that tend to make teachers crazy in May and June.

2. Plan to re-teach these rules after Winter and Spring breaks.

3. Provide a cooling off or time-out space.

4. Share your plan with parents at Back to School Night.

5. Keep a log of parent contacts.

Disruptive Behavior- When a student demonstrates difficulty meeting the classroom expectations or complying with the rules, the teacher should take these steps to help the student:

1. Confer with student and remind student of the expectations

2. If behavior continues, send student (grades 2-8) to the office with a Time Out sheet and we will send them to the designated buddy classroom. For younger students, time-out may be in your class or in another class.

3. Notify the parent of the behavior so that they can speak to the student about this.

4. If misbehavior continues to occur, discuss with Administrator. Write a discipline referral if you feel the behavior is becoming a pattern.

5. Together we may write a behavioral contract, develop support services or plan a staffing with the family if necessary.

Responding to Serious Incidents- In the occurrence of a serious behavioral incident (under the influence of, possession and/or sale of drugs or alcohol, fighting, assault, abusive or obscene language directed toward a staff member, etc.) the teacher should call the office for help and then send the student to the office. The teacher should then document the incident on a Discipline Referral Form. The administrative team will follow due process procedures outlined in the Student Responsibilities, Rights, and Discipline Handbook and assign consequences as needed. We will communicate with the family and with you, of course.

PROFESSIONAL DEVELOPMENT (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August	School climate orientation: ● Teaching school values & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● Correcting fluently ● SIT flowchart ● Influence of race, culture and language on adult expectations and student behavior	Teri Geist
September	Positive acknowledgement system	Sarah Jones
October	SIT Team training	Melissa Toren-Hrin Kiya Masunaga
November		
December		
January		
February		
March		
April		
May	Review of School Climate Plan/Staff Handbook	
June		

CLASSROOM PROCEDURES *(1.8)*

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Teachers complete plans and stored in the main office.

Guest Teacher Support System

Guest teacher folders/plans are stored in classrooms.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS *(1.9)*

Research shows that when staff "catches" students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement "tickets": small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness

appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- Positive postcards
- Monday character announcements

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Discretion of classroom teacher	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: Discretion of classroom teacher		
Long term SW Celebrations	Kids: Discretion of classroom teacher	Classroom & Common areas	Teachers

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Staff Input Topic
September	August 27th-September 30th	During grade level PLC's, staff will have the opportunity to examine disaggregated behavior data. In addition, the PBIS team will also be looking at behavior data and meeting with teams/individuals to discuss, as appropriate.
January	January 4th-January 8th	
April	March 28th-April 1st	
June	School Climate Survey	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

These list the events for 15-16. They will be similar in 16-17, and posted on the Beverly Cleary website, PTA website and be communicated through various channels and calendars.

Date	Topic & Group	Activities	Organizer
9/15		Ice cream social Back to school nights Kindergarten picnic	PTA/School

		New family picnic Coffee Chat PTA Meeting Counselor talks: suicide prevention	
10/15		Coffee Chat Walk and bike to school day Passport club PTA off campus social Book fair Middle school dance Spookarama Spirit Week	PTA/School
11/15		Coffee Chat Passport club PTA meeting Civil War spirit day Counselor talk: technology	PTA/School
12/ 15		Coffee Chat Passport club Family craft night Fall garden clean up Middle school dance Holiday assembly	PTA/School
1/16		Coffee Chat Passport club PTA meeting Middle school information night Middle school play	PTA/School
2/16		Coffee Chat Passport club 3rd grade play Choir concert Band concert No-one eats alone No name calling week	PTA/School

		Project second wind Connect to Kindergarten Battle of the Books PTA game night	
3/16		Coffee Chat Passport club PTA meeting Read across America day Science Fair Middle school dance	PTA/School
4/16		Coffee Chat Passport club Auction Spirit week DEAR day (Beverly Cleary's birthday) PTA off campus social Rummage sale Middle school play Earth day garden clean up Day of silence	PTA/School
5/16		Coffee Chat Passport club PTA meeting Middle school dance Talent show Garden clean up	PTA/School
6/16		Rose Parade Field day Staff/Student volleyball game Promotion 8th grade picnic	PTA/School

Plan for Student Involvement

Beverly Cleary New Student/Family Plan

The counselors meet with new students to welcome and orient them to school. Classroom teachers do a variety of activities to welcome students to the classroom. PTA hosts several social events for new families to get to know other Beverly Cleary families.

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.
- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores
- 2014-2015:

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)
- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.

Recent SCS data
- 2014-2015:

School Climate Action Plan (TFI):
https://docs.google.com/a/apps4pps.net/document/d/1CZ85HNXK6nlqweFo1043bFOaSI4KpMKShgJr3Nb7ifQ/edit?usp=sharing for the most current version. See appendix.

Appendix

School: Beverly Cleary (Fernwood, Rose City Park & Hollyrood) Climate (TFI) Action Plan

Date: 12/10/2015

Tier I					
Subscale	TFI Feature	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	**1.1 Team Composition** Data source: - school organizational chart - team meeting minutes	1	- Who should be on the PBIS team? How do we identify team members? Are all stakeholders represented? - How do we meet with all three campuses? - How does RCP coordinate with ACCESS?	Admin / Counselor from each building	June 2016
	1.2 Team Operating Procedures Data source: - team minutes and agendas - role descriptions - action plan	0	- How can all team members come together from three buildings? Identify possible meeting times, dates and locations. Identify funding to allow for meetings and transportation. - How do we develop roles for members? - How do we distribute agendas and minutes?	Admin / Counselors and identified team members	June 2016
Implementation	**1.3 Behavioral Expectations** Data source: - staff handbook - student handbook - TFI walkthrough tool	1	- Post signs in common areas listing expectations - Re-examine expectations matrix	PBIS Team	June 2017
	1.4 Teaching Expectations Data source: - TFI walkthrough tool - PD calendar - lesson plans - informal walkthroughs	1	- Team will develop grade-appropriate lesson plans for each common area - Team will develop a schedule/rotation to teach and re-teach expectations at the beginning of the school year, after winter break and after spring break	PBIS Team	June 2017

1.5 Problem Behavior Definitions Data source: - staff handbook - school policy - discipline flowcharts	0	- Team will seek input from all stakeholders about behaviors and what is appropriate and inappropriate - Team will work with staff to align how problem behaviors are dealt with and develop a flow-chart for determining how and where inappropriate behaviors are managed (by office, staff, or others)	PBIS Team	June 2017
1.6 Discipline Policies Data source: - discipline policy - student handbook - code of conduct - informal administrative interview	0	- Team will identify restorative justice trainings and figure out how team can attend. - Team will review discipline policy to ensure that inclusionary practices are implemented as often as possible. - Team will seek feedback from the community to try and align school and community expectations - Team will talk with district about changes to district forms to make them more reflective of equity, diversity, non-exclusionary practices and restorative justice	PBIS Team	June 2017
1.7 Professional Development Data source: - PD calendar - staff handbook	1	- Team will support staff with training and practice with positive acknowledgement and developing relationships with students and families - Team will identify PD opportunities for both the team and staff - Identified team members will attend PBIS training	PBIS Team	June 2017
1.8 Classroom Procedures Data source: - staff handbook - informal walkthroughs - progress monitoring - individual classroom data	1	- Grade levels will meet in PLCs to align classroom procedures - Team will identify ways that student and family cultures can be integrated into the classroom and school	PBIS Team	June 2017
1.9 Feedback and Acknowledgment Data source: - TFI walkthrough tool	0	- Team will seek feedback from staff, students and community about preferences for acknowledging and perceptions of current systems - Team will identify sample of staff, students and community	PBIS Team	June 2017

			- Team will examine feedback tools for racial equity		
	1.10 Faculty Involvement Data source: - PBIS self-assessment survey - informal surveys - staff meeting minutes - team meeting minutes	1	- What is data? - Team will identify data and identify what data is missing - Team will acknowledge staff for participating in SWPIS systems	PBIS Team	June 2017
	1.11 Student/Family/Community Involvement Data source: - surveys - voting results from parent/family meeting - team meeting minutes	1	- Team will survey students, staff and community to develop better 2-way communication - Team will develop survey with specific questions about PBIS and RJ - Team will develop survey for students - Volunteer opportunities will be better publicized	PBIS Team	June 2017
Evaluation	**1.12 Discipline Data** Data source: - school policy - team meeting minutes - student outcome data	1	- Team will disaggregate data by race and other categories - Identify how parent will receive "instantaneous access"	PBIS Team	June 2017
	1.13 Data-based Decision Making Data source: - data decision rules - staff PD calendar - staff handbook - team meeting minutes	1	- Team will review data monthly - Team will develop procedures to share with stakeholders	PBIS Team	June 2017
	1.14 Fidelity Data Data source: - school policy - staff handbook - school newsletters - school website	1	- Team will collect additional information through the SET - Team will collect feedback from students, staff and community	PBIS Team	June 2017
	1.15 Annual Evaluation Data source:	1	- Team will share data patterns for all students	PBIS Team	June 2017

	- staff, student, and family surveys - tier 1 handbook - fidelity tools - school policy - student outcomes - district reports - school newsletters		- Team will align data trends with school mission and vision - Team will examine family, staff and student surveys and share information with all stakeholders		

Tier II					
Subscale	**TFI Feature**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	**2.1 Team Composition** Data source:				
	2.2 Team Operating Procedures Data source:				
	2.3 Screening Data source:				
	2.4 Request for Assistance Data source:				
Interventions	**2.5 Options for Tier II Interventions** Data source:				
	2.6 Tier II Critical Features Data source:				
	2.7 Practices Matched to Student Need Data source:				
	2.8 Access to Tier I Supports Data source:				
	2.9 Professional Development Data source:				
Evaluation	**2.10 Level of Use** Data source:				

	2.11 Student Performance Data Data source:				
	2.12 Fidelity Data Data source:				
	2.13 Annual Evaluation Data source:				

Tier III					
Subscale	**TFI Feature**	**Current Score**	**Action(s)**	**Person(s) Responsible**	**Timeline**
Teams	**3.1 Team Composition** Data source:				
	3.2 Team Operating Procedures Data source:				
	3.3 Screening Data source:				
	3.4 Student Support Team Data source:				
Resources	**3.5 Staffing** Data source:				
	3.6 Student/Family/Community Involvement Data source:				
	3.7 Professional Development Data source:				
Support Plans	**3.8 Quality of Life Indicators** Data source:				
	3.9 Academic, Social, and Physical Indicators Data source:				
	3.10 Hypothesis Statement Data source:				
	3.11 Comprehensive Support Data source:				

	3.12 Formal and Natural Supports Data source:				
	3.13 Access to Tier I and Tier II Supports Data source:				
Eva luat ion	**3.14 Data System** Data source:				
	3.15 Data-based Decision Making Data source:				
	3.16 Level of Use Data source:				
	3.17 Annual Evaluation Data source:				

PBIS LESSON PLANS

Setting: Assemblies

Skills and Critical Rule: BE KIND

"Today we are going to talk about ways to BE KIND to others in assemblies."

What are some ways we can BE KIND in assemblies?

Ask students to define what BEING KIND means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE KIND to others. For example, we can:

• Laugh and applaud when appropriate

• Use polite words when entering and exiting the event (please, thank you, excuse me)

• Listen to the speaker

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE KIND and some ways to BE UNKIND. I want you to watch me and see if you can tell if I am BEING KIND.

After each example ask the students if you were BEING KIND. Ask what you might do instead during non-examples.

Examples:

• Booing the performance

• Clapping when appropriate

• Talking while the speaker is speaking

• Entering and exiting orderly

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING KIND?

How do you know?

REVIEW AND TEST

Today we talked about BEING KIND in assemblies.

As you can see, there are lots of ways to BE KIND in assemblies.

Ask students to identify key behaviors to BEING KIND.

HOMEWORK:

"Today we will be watching you to see if you are BEING KIND in assemblies. At the end of the day, I will ask you to tell me what you did to BE KIND."

What should you do today?

What am I going to ask you?

Setting: Hallways/Bathrooms

Skills and Critical Rule: BE KIND

"Today we are going to talk about ways to BE KIND in the Halls and Bathrooms."

What are some ways we can BE KIND in the Halls and Bathrooms?

Ask students to define what BEING KIND means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE KIND to others. For examples, we can:

• Stay in line

• Let others go first in an emergency

• Count to 5 at the drinking fountain

• Keep the bathroom neat and clean

Review above key behaviors and any others skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE KIND and some ways to BE UNKIND. I want you to watch me and see if you can tell if I am BEING KIND.

After each examples ask the students if you were BEING KIND. Ask what you might do instead during non-examples.

Examples:

• Walking with hands by side

• Take too long at the drinking fountain

• Someone needs to use the bathroom right now.

• Someone butts in line

• Tearing work from the walls

• Saying "Excuse me"

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING KIND?

How do you know?

REVIEW AND TEST

Today we talked about BEING KIND in the Halls and Bathrooms.

As you can see, there are lots of ways to BE KIND in the Halls and Bathrooms.

Ask students to identify key behaviors to BEING KIND.

HOMEWORK:

"Today we will be watching you to see if you are BEING KIND in the Halls and Bathrooms. At the end of the day, I will ask you to tell me what you did to BE KIND."

What should you do today?

What am I going to ask you?

Setting: Classroom

Skill and Critical Rule: BE KIND

"Today we are going to talk about ways to BE KIND in the classroom."

What are some ways we can BE KIND in the classroom?

Ask students to define what BEING KIND means. Shape their responses into observable behaviors (e.g.. if they say to be "nice", ask for examples of being nice that equate to observable

skills such as taking turns, asking someone to play . . .).

There are several ways to BE KIND to others. For example, I heard you say:

• Include others

• Use polite words

• Help others

• Be a friend

Review above key behaviors and any other skills the students identify.

Demonstrate and Role Play:

Demonstrations:

I am going to show you some ways to BE KIND and some ways to BE UNKIND. I want you to watch me and see if you can tell if I am BEING KIND.

After each example, ask the students if you were BEING KIND. Ask what you might do instead during non-examples.

Examples:

• Student wanting to be first

• New student comes to class and has a different accent

• A student is called on and gives an incorrect answer

• On the way to lunch someone in front of you drops their lunch ticket

• Working in a group or with partner and you don't like how they are working on the project

• Someone comes buy and knocks your book on the floor.

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING KIND?

How do you know?

REVIEW AND TEST

Today we talked about BEING KIND in the classroom.

As you can see, there are lots of ways to BE KIND in the classroom.

Ask students to identify key behaviors to BEING KIND.

HOMEWORK:

"Today we will be watching you to see if you are BEING KIND in the classroom. At the end of the day, I will ask you to tell me what you did to BE KIND."

What should you do today?

What am I going to ask you?

Setting: Cafeteria

Skills and Critical Rule: BE KIND

"Today we are going to talk about ways to BE KIND in the cafeteria."

What are some ways we can BE KIND in the cafeteria?

Ask students to define what BEING KIND means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE KIND to others. For example, we can:

• Include others by inviting them to sit by you

• Use polite words "please", "thank you", and "excuse me"

• Help others, "I'll get it for you"

• Be a friend

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE KIND and some ways to BE UNKIND. I want you to watch me and see if you can tell if I am BEING KIND.

After each example ask the students if you were being kind. Ask what you might do instead during non-examples.

Examples:

• Students wanting to be first

• On the way to lunch someone in front of you drops their lunch ticket

• Someone comes by and knocks your coat on the floor

• Someone spills their tray or drink

• Someone has no food

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING KIND?

How do you know?

REVIEW AND TEST

Today we talked about BEING KIND in the cafeteria.

As you can see, there are lots of ways to BE KIND in the cafeteria.

Ask students to identify key behaviors to BEING KIND.

HOMEWORK:

"Today we will be watching you to see if you are BEING KIND in the cafeteria. At the end of the day, I will ask you to tell me what you did to BE KIND."

What should you do today?

What am I going to ask you?

Setting: Playground

Portland Public Schools 1/25/2016

Skills and Critical Rule: BE KIND

"Today we are going to talk about ways to BE KIND on the playground."

What are some ways we can BE KIND on the playground?

Ask students to define what BEING KIND means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE KIND to others. For example, we can:

• Invite others to join in our games

• Include all who want to play

• Accept skill differences/teaches rules to others

• Include others in your activities

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE KIND and some ways to BE UNKIND. I want you to watch me and see if you can tell if I am BEING KIND.

After each example ask the students if you were BEING KIND. Ask what you might do instead during non-examples.

Examples:

• Tell someone they can't play the game you are in

• Greet one of the student sand ask if he/she would like to swing

• Make fund of someone who doesn't know how to play four square

• Review the rules of soccer with peers before starting to play

• Ask a peer if they want to sit by you

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING KIND?

How do you know?

REVIEW AND TEST

Today we talked about BEING KIND on the playground.

As you can see, there are lots of ways to BE KIND on the playground.

Ask students to identify key behaviors to BEING KIND.

HOMEWORK:

"Today we will be watching you to see if you are BEING KIND on the playground. At the end of the day, I will ask you to tell me what you did to BE KIND."

What should you do today?

What am I going to ask you?

Setting: Classroom

Skills and Critical Rule: BE SAFE

"Today we are going to talk about ways to BE SAFE in the classroom."

What are some ways we can BE SAFE in the classroom?

Ask students to define what BEING SAFE means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE SAFE to others. For example, we can:
• Use equipment appropriately (elaborate, use specific examples)
• Stay in designated area
• Keep hands and feet to self
• Walk in building

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE SAFE and some ways to BE UNSAFE. I want you to watch me and see if you can tell if I am BEING SAFE.

After each example ask the students if you were BEING SAFE. Ask what you might do instead during non-examples.

Examples:
• Run to seat
• Carry scissors and pencils appropriately
• Leaning back in chair with chair feet off the floor
• Walking quietly in line
• Emergency drill is pulled; move quickly without noise/hysteria

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING SAFE?

How do you know?

REVIEW AND TEST

Today we talked about BEING SAFE in the classroom.

As you can see, there are lots of ways to BE SAFE in the classroom.

Ask students to identify key behaviors to BEING SAFE.

HOMEWORK:

"Today we will be watching you to see if you are BEING SAFE in the classroom. At the end of the day, I will ask you to tell me what you did to BE SAFE."

What should you do today?

What am I going to ask you?

Setting: Hallways/Bathrooms

Skills and Critical Rule: BE SAFE

"Today we are going to talk about ways to BE SAFE in the Halls and Bathrooms."

What are some ways we can BE SAFE in the Halls and Bathrooms?

Ask students to define what BEING SAFE means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE SAFE to others. For example, we can:

• Walk in halls

• Holding handrail, feet on steps, one step at a time

• Keep water & soap in sink

• Keep towels in trash can

• Always carry hall passes

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE SAFE and some ways to BE UNSAFE. I want you to watch me and see if you can tell if I am BEING SAFE.

After each example ask the students if you were BEING SAFE. Ask what you might do instead during non-examples.

Examples:

• Skipping down the hall

• Throw towels on the floor

• Hold onto the handrail while walking down the steps

• Walk down steps, one step at a time

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING SAFE?

How do you know?

REVIEW AND TEST

Today we talked about BEING SAFE in the Halls and Bathrooms.

As you can see, there are lots of ways to BE SAFE in the Halls and Bathrooms.

Ask students to identify key behaviors to BEING SAFE.

HOMEWORK:

"Today we will be watching you to see if you are BEING SAFE in the Halls and Bathrooms. At the end of the day, I will ask you to tell me what you did to BE SAFE."

What should you do today?

What am I going to ask you?

Setting: Assemblies

Skills and Critical Rule: BE SAFE

"Today we are going to talk about ways to BE SAFE in assemblies."

What are some ways we can BE SAFE in assemblies?

Ask students to define what BEING SAFE means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE SAFE to others. For example, we can:

• Walk in quietly

• Step carefully around other students

• Listen to the directions of adults

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE SAFE and some ways to BE UNSAFE. I want you to watch me and see if you can tell if I am BEING SAFE.

After each example ask the students if you were BEING SAFE. Ask what you might do instead during non-examples.

Examples:

• Running in the assembly

• Keeping hands, feet and all other objects to self

• Pushing the person in front or behind you

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING SAFE?

How do you know?

REVIEW AND TEST

Today we talked about BEING SAFE in assemblies.

As you can see, there are lots of ways to BE SAFE in assemblies.

Ask students to identify key behaviors to BEING SAFE.

HOMEWORK:

"Today we will be watching you to see if you are BEING SAFE in assemblies. At the end of the day, I will ask you to tell me what you did to BE SAFE."

What should you do today?

What am I going to ask you?

Setting: Cafeteria

Skills and Critical Rule: BE SAFE

"Today we are going to talk about ways to BE SAFE in the cafeteria."

What are some ways we can BE SAFE in the cafeteria?

Ask students to define what BEING SAFE means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable

skills such as taking turns, asking someone to play . . .).

There are several ways to BE SAFE to others. For example, we can:

• Use utensils appropriately (elaborate, use specific examples)
• Stay in designated areas
• Keep hands and feet to self
• Walk while in cafeteria
• Sit with both feet under the table

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE SAFE and some ways to BE UNSAFE. I want you to watch me and see if you can tell if I am BEING SAFE.

After each example ask the students if you were BEING SAFE. Ask what you might do instead during non-examples.

Examples:
• Walk to the table
• Carry eating utensils appropriately
• Sitting on benches with both feet under the table
• Walking quietly in line
• An emergency happens, someone is choking -- get help
• If you spill, ask someone to get you help to clean up
• Stay seated until you finish eating
• Don't try to talk while eating
• Walk slowly with tray using TWO hands
• Make sure food is at a temperature you can eat, not too hot

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING SAFE?

How do you know?

REVIEW AND TEST

Today we talked about BEING SAFE in the cafeteria.

As you can see, there are lots of ways to BE SAFE in the cafeteria.

Ask students to identify key behaviors to BEING SAFE.

HOMEWORK:

"Today we will be watching you to see if you are BEING SAFE in the cafeteria. At the end of the day, I will ask you to tell me what you did to BE SAFE."

What should you do today?

What am I going to ask you?

Setting: Playground

Skills and Critical Rule: BE SAFE

"Today we are going to talk about ways to BE SAFE to others on the playground."

What are some ways we can BE SAFE to others on the playground?

Ask students to define what BEING SAFE means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).

There are several ways to BE SAFE to others. For example, we can:
• Use equipment appropriately
• Stay in designated areas
• Not throw wood chips

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE SAFE and some ways to BE UNSAFE. I want you to watch me and see if you can tell if I am BEING SAFE.

After each example ask the students if you were BEING SAFE. Ask what you might do instead during non-examples.

Examples:
• Play in designated area
• Run & hide behind the building
• Throw wood chips at students (remember . . . you are pretending)
• Wait for students to climb down structure before climbing up

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING SAFE?

How do you know?

REVIEW AND TEST

Today we talked about BEING SAFE on the playground.

As you can see, there are lots of ways to BE SAFE on the playground.

Ask students to identify key behaviors to BEING SAFE.

HOMEWORK:

"Today we will be watching you to see if you are BEING SAFE on the playground. At the end of the day, I will ask you to tell me what you did to BE SAFE."

What should you do today?

What am I going to ask you?

Setting: Classroom

Skills and Critical Rule: BE RESPECTFUL

"Today we are going to talk about ways to BE RESPECTFUL in the classroom."

What are some ways we can BE RESPECTFUL in the classroom?

Ask students to define what BEING RESPECTFUL means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play..).

There are several ways to BE RESPECTFUL to others. For example, we can:

• Be a good listener

• Treat others the way you want to be treated

• Allow others to be different

• Acknowledge ideas of others

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPECTFUL and some ways to BE DISREPECTFUL. I want you to watch me and see if you can tell if I am BEING RESPECTFUL.

After each example ask the students if you were BEING RESPECTFUL. Ask what you might do instead during non-examples.

Examples:

• Teacher is giving directions and 3 students are talking

• Teacher asks a questions: Student raises hand and simultaneously shouts aloud the answer

• Teacher models supportive encouragement with student attempting new task

• Teacher models appropriate behavior when you bump into someone or bump material

• Teacher models appropriate response to someone's disrespectful response to them

• Teacher models appropriate material use and storage

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPECTFUL?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPECTFUL in the classroom.

As you can see, there are lots of ways to BE RESPECTFUL in the classroom.

Ask students to identify key behaviors to BEING RESPECTFUL.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPECTFUL in the classroom. At the end of the day, I will ask you to tell me what you did to BE RESPECTFUL."

What should you do today?

What am I going to ask you?

Setting: Playground

Skills and Critical Rule: BE RESPECTFUL

"Today we are going to talk about ways to BE RESPECTFUL to others on the playground."

What are some ways we can BE RESPECTFUL on the playground?

Ask students to define what BEING RESPECTFUL means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play .).

There are several ways to BE RESPECTFUL to others. For example, we can:

• Use appropriate language

• Follow adult directions

• Include others

• Keep game rules the same during the game

• Line up when whistle blows

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPECTFUL and some ways to BE DISREPECTFUL. I want you to watch me and see if you can tell if I am BEING RESPECTFUL.

After each example ask the students if you were BEING RESPECTFUL. Ask what you might do instead during non-examples.

Examples:

• Changing foul lines during the kickball game

• Giving up the swing after 20 counts

• Walking around the rope jumpers

• "May I please have a turn?"

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPECTFUL?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPECTFUL on the playground.

As you can see, there are lots of ways to BE RESPECTFUL on the playground.

Ask students to identify key behaviors to BEING RESPECTFUL.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPECTFUL on the playground. At the end of the day, I will ask you to tell me what you did to BE RESPECTFUL."

What should you do today?

What am I going to ask you?

Setting: Cafeteria

Skills and Critical Rule: BE RESPECTFUL

"Today we are going to talk about ways to BE RESPECTFUL in the cafeteria."

What are some ways we can BE RESPECTFUL in the cafeteria?

Ask students to define what BEING RESPECTFUL means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play..).

There are several ways to BE RESPECTFUL to others. For example, we can:

- Be a good listener
- Turn our voices off to listen for important announcements when lights are out
- Treat others the way you want to be treated
- Include them in your conversation
- Invite them to sit by you
- Allow others to be different (eating what they like)
- Use good manners
- Eating with mouth closed
- Saying, "Thank you" and "Please"

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPECTFUL and some ways to BE DISREPECTFUL. I want you to watch me and see if you can tell if I am BEING RESPECTFUL. After each example ask the students if you were BEING RESPECTFUL. Ask what you might do instead during non-examples.

Examples:

• Teacher models APPROPRIATE behavior when you bump into someone in the lunch line

• Teacher models APPROPRIATE response to someone's disrespectful response to them during lunch

• Lights go out and students are quiet making eye contact and listening

• Saying "Please" and "Thank you" and "Excuse me" to cafeteria ladies and to peers

• Put trash and lunch boxes away

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPECTFUL?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPECTFUL in the cafeteria.

As you can see, there are lots of ways to BE RESPECTFUL in the cafeteria.

Ask students to identify key behaviors to BEING RESPECTFUL.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPECTFUL in the cafeteria. At the end of the day, I will ask you to tell me what you did to BE RESPECTFUL."

What should you do today?

What am I going to ask you?

Setting: Classroom

Skills and Critical Rule: BE RESPONSIBLE

"Today we are going to talk about ways to BE RESPONSIBLE in the classroom."

What are some ways we can BE RESPONSIBLE in the classroom?

Ask students to define what Being RESPONSIBLE means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play .).

There are several ways to BE RESPONSIBLE to others. For example, we can:

• Follow directions the first time given

• Take turns

• Share with others

• Problem solve

• Listening to others

• Doing your part, sharing, being a team player

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPONSIBLE and some ways to BE IRRESPONSIBLE. I want you to watch me and see if you can tell if I am BEING RESPONSIBLE.

After each example ask the students if you were BEING RESPONSIBLE. Ask what you might do instead during non-examples.

Examples:

• Teacher asks students to get out a piece of paper and notebook (have students actually do this: give several other directions that force them to follow the first time given)

• An item that someone else wants and you say, "I'm using it, you'll have to wait."

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPONSIBLE?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPONSIBLE in the classroom.

As you can see, there are lots of ways to BE RESPONSIBLE in the classroom.

Ask students to identify key behaviors to BEING RESPONSIBLE.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPONSIBLE in the classroom. At the end of the day, I will ask you to tell me what you did to BE RESPONSIBLE."

What should you do today?

What am I going to ask you?

Setting: Hallways/Bathrooms
Skills and Critical Rule: BE RESPONSIBLE
"Today we are going to talk about ways to BE RESPONSIBLE in the Halls and Bathrooms." What are some ways we can BE RESPONSIBLE in the Halls and Bathrooms? Ask students to define what BEING RESPONSIBLE means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play . . .).
There are several ways to BE RESPONSIBLE to others. For example, we can:
• Follow rules without adult reminders
• Walk/Wait quietly so other students can continue learning
• Use good manners at the sink
• Wait your turn
• Using the restroom quickly
Review above key behaviors and any other skills the students identify.
Demonstration and Role Play:
Demonstrations:
I am going to show you some ways to BE RESPONSIBLE and some ways to BE IRRESPONSIBLE. I want you to watch me and see if you can tell if I am BEING RESPONSIBLE.
After each example ask the students if you were BEING RESPONSIBLE. Ask what you might do instead during non-examples.
Examples:
• Push someone away from sink
• Waiting quietly with hands at side
• Taking 5 minutes to play with soap
• Taking only the count of 5 at the fountain

ROLE PLAYS:
Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.
Following each role-play, review with all students.
Was he/she BEING RESPONSIBLE?
How do you know?
REVIEW AND TEST
Today we talked about BEING RESPONSIBLE in the Halls and Bathrooms.
As you can see, there are lots of ways to BE RESPONSIBLE in the Halls and Bathrooms.
Ask students to identify key behaviors to BEING RESPONSIBLE.
HOMEWORK:
"Today we will be watching you to see if you are BEING RESPONSIBLE in the Halls and Bathrooms. At the end of the day, I will ask you to tell me what you did to BE RESPONSIBLE."
What should you do today?
What am I going to ask you?

Setting: Cafeteria

Skills and Critical Rule:BE RESPONSIBLE

"Today we are going to talk about ways to BE RESPONSIBLE in the Cafeteria."

What are some ways we can BE RESPONSIBLE in the Cafeteria?

Ask students to define what BEING RESPONSIBLE means. Shape their responses into observable behaviors (e.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play .).

There are several ways to BE RESPONSIBLE to others. For example, we can:

• Follow directions the first time given from teacher on duty
• Listening to others working in the cafeteria and eating in the cafeteria
• Take turns at salad bar
• Invite others to sit by you at the table
• Doing your part, pick up after yourself and others.

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPONSIBLE and some ways to BE IRRESPONSIBLE. I want you to watch me and see if you can tell if I am BEING RESPONSIBLE.

After each example ask the students if you were BEING RESPONSIBLE. Ask what you might do instead during non-examples.

Examples:

• Act like a student and ask for a different lunch (non-example)
• Walk in the cafeteria and sit down at a table quietly
• Use a load voice while talking at the table (non-example)
• Wait your turn in line to get food and at the salad bar

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPONSIBLE?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPONSIBLE in the cafeteria.

As you can see, there are lots of ways to BE RESPONSIBLE in the cafeteria.

Ask students to identify key behaviors to BEING RESPONSIBLE.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPONSIBLE in the cafeteria. At the end of the day, I will ask you to tell me what you did to BE RESPONSIBLE."

What should you do today?

What am I going to ask you?

Setting: Playground

Skills and Critical Rule:BE RESPONSIBLE

"Today we are going to talk about ways to BE RESPONSIBLE on the playground." What are some ways we can BE RESPONSIBLE on the playground?

Ask students to define what BEING RESPONSIBLE means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play .).

There are several ways to BE RESPONSIBLE to others. For example, we can:

• Agree on game rules before you start to play

• Follow game rules

• Take turns

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPONSIBLE and some ways to BE IRRESPONSIBLE. I want you to watch me and see if you can tell if I am BEING RESPONSIBLE.

After each example ask the students if you were BEING RESPONSIBLE. Ask what you might do instead during non-examples.

Examples:

• Set up a game and plan out the rules

• Argue about the rules during a four square game

• Wait your turn in line for kick ball

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPONSIBLE?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPONSIBLE on the playground.

As you can see, there are lots of ways to BE RESPONSIBLE on the playground.

Ask students to identify key behaviors to BEING RESPONSIBLE.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPONSIBLE on the playground. At the end of the day, I will ask you to tell me what you did to BE RESPONSIBLE."

What should you do today?

What am I going to ask you?

Setting: Assemblies

Skills and Critical Rule: BE RESPONSIBLE

"Today we are going to talk about ways to BE RESPONSIBLE in assemblies."

What are some ways we can BE RESPONSIBLE in assemblies?

Ask students to define what BEING RESPONSIBLE means. Shape their responses into observable behaviors (E.g. if they say to be "nice", ask for examples of being nice that equate to observable skills such as taking turns, asking someone to play .).

There are several ways to BE RESPONSIBLE to others. For example, we can:

• Share the "floor space"

• Follow presenters/teachers directions

• Listen carefully to the presenter

Review above key behaviors and any other skills the students identify.

Demonstration and Role Play:

Demonstrations:

I am going to show you some ways to BE RESPONSIBLE and some ways to BE IRRESPONSIBLE. I want you to watch me and see if you can tell if I am BEING RESPONSIBLE.

After each example ask the students if you were BEING RESPONSIBLE. Ask what you might do instead during non-examples.

Examples:

• Talking to your neighbor

• Paying attention to the speaker

• Playing with objects

ROLE PLAYS:

Set up a few practice sessions with your students (based on key behaviors of rule) or use older students to role-play APPROPRIATE examples of the skill.

Following each role-play, review with all students.

Was he/she BEING RESPONSIBLE?

How do you know?

REVIEW AND TEST

Today we talked about BEING RESPONSIBLE in assemblies.

As you can see, there are lots of ways to BE RESPONSIBLE in assemblies.

Ask students to identify key behaviors to BEING RESPONSIBLE.

HOMEWORK:

"Today we will be watching you to see if you are BEING RESPONSIBLE in assemblies. At the end of the day, I will ask you to tell me what you did to BE RESPONSIBLE."

What should you do today?

What am I going to ask you?