



Marysville School

2018-2019



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WE ARE INSPIRED



We want to reimagine schooling by creating an **ECOSYSTEM** of wellbeing for all. And from this **STARTING** place, we are shooting for the stars.

Moving from compliance and consequence to care and compassion through innovation nested in mindfulness. Our true common core is **LOVE**, and kindness is the primary language.

OUR FRAMEWORK

Next is our framework. Our framework serves as a visual to how we organize for our work. Mindfulness is the lens through which we look at everything. All other school work falls into one of the four buckets below. Each staff member commits to focusing on one of these buckets of work.

MINDFULNESS

EQUITY

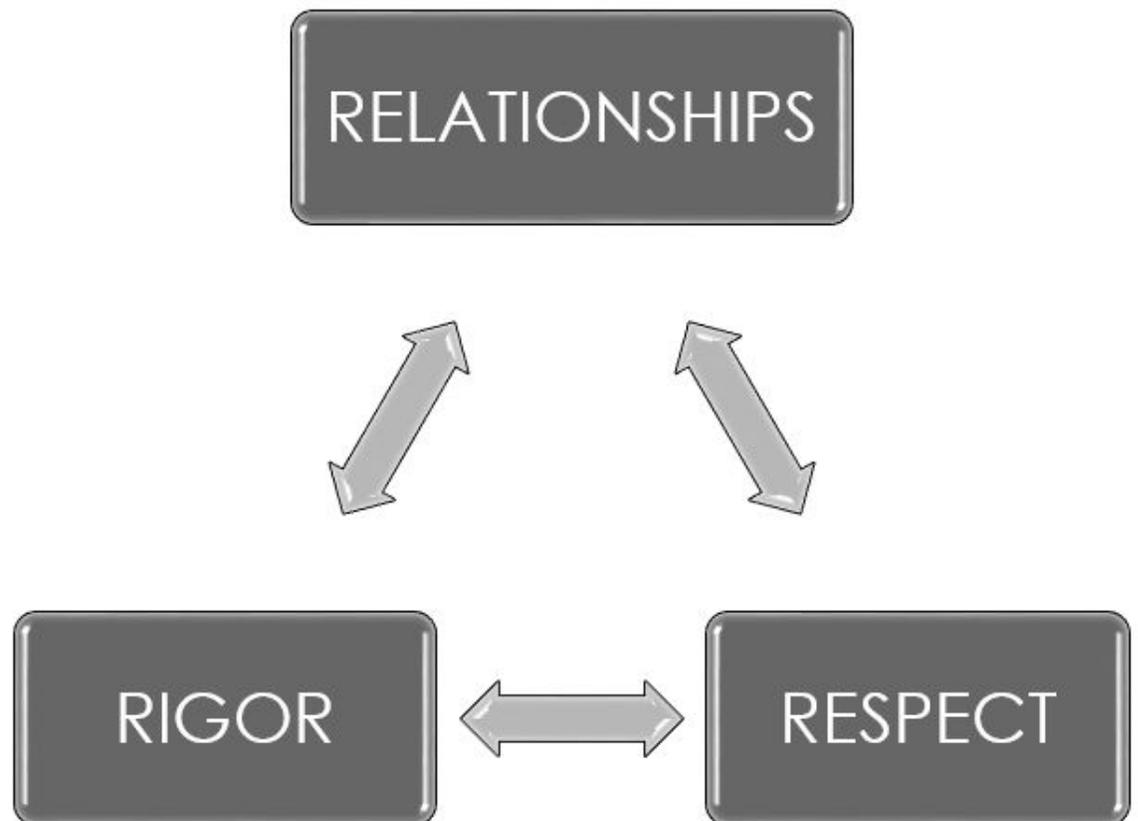
MINDUP

MCI

PBIS

OUR MANTRA

It all starts with our Mantra. It describes our school's vision in a succinct and memorable way.



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 Marysville 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.

THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION 2018/2019 (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Heather Robertson	Facilitator	
Administrator	Lana Penley	Broad View	Data Analyst
Family Member	Gina Folston Alex Phan	Parent View	
Behavioral Expertise	Holly Salvatore	Data Analyst	Time Keeper
Coaching Expertise	Heather Robertson		
Knowledge of Academic/Behavioral Patterns	Andrew Boehm Velinda Sloan Laura White Martha Mosqueda	Time Keeper	Minute taker
Knowledge of School Operations/Programs	Chris Stinson	Minute Taker	Facilitator

The School Climate team is comprised of members who are knowledgeable about operating procedures, classroom dynamics, and have coaching/behavior expertise. The School Climate team should also include the school Administrator.

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August 28th	School library	CHAMPS, Tier I Core Features
September	Sept. 25	School Library	School Resource Officer PD - visit to discuss safety plan and school climate.
October	Oct. 23	Conference Room	School-Wide Incentive brainstorm, map out of yearly PD plan, discuss presentation idea for Nov. 27 staff meeting
November	Nov. 15	Concordia	Tiered Fidelity Inventory (TFI) Assessment & Action Plan, Last year's Discipline Data Review, School Climate Handbook posted on school's website, School Year Start Up Activities completed, School Climate TOSA conducts CR-TFI Walkthrough by end of November
November	Nov. 27	School Library	Quarterly PBIS Presentation/School Climate - Discuss school-wide incentive plan, discipline data,
December	TBD	School Library	CR-PBIS Team meeting half day
January	Jan. 29	School Library	CR-PBIS Team meeting time Tiered Fidelity Inventory (TFI) Assessment & Action Plan Quarterly PBIS Presentation/School Climate
February	February	Conference Room	Staff Trauma Training presentation by PBIS
March	March	Conference Room	
April	April 2	School Library	CR-PBIS Team meeting time
May	May	Holiday Annex/Concordia	2018-19 School Climate CR TFI Action Plan completed and implementation score updated with School Climate Team and School Climate TOSA by mid June 2018
June	TBD	Conference Room	2017-18 School Climate CR TFI at 80%, 2018-19 School Climate Handbook complete

Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format (TIPS template can be found in School Climate folder on Google Drive)
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices
- Preparation for staff meeting

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

TIER I IMPLEMENTATION

School Wide Expectations

A continuum of behavior support is designed for all students and implemented in all areas of the school including the classroom, lunchroom, restrooms, and playground. The primary goal of CR-PBIS is to enhance the capacity of schools to design effective environments to increase teaching and learning.

BEHAVIORAL EXPECTATIONS

Our School Values are:

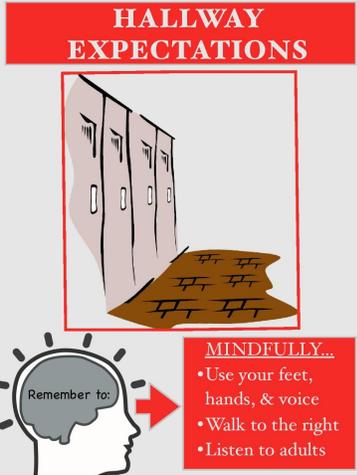
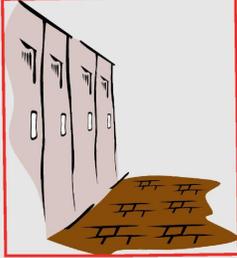
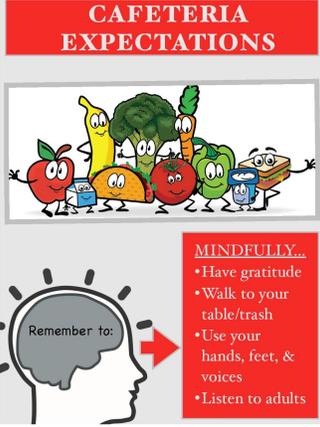
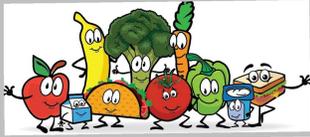
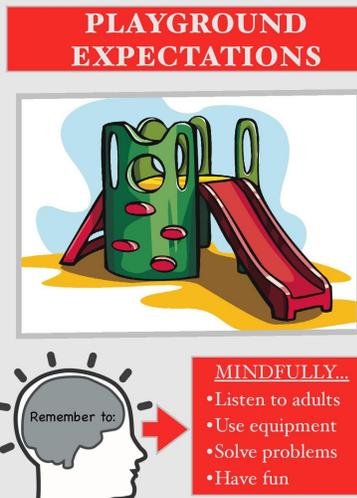
- 1. Relationships**
- 2. Respect**
- 3. Rigor**

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 Marysville School ensure that our school values are inclusive and affirming. These values were developed with student and staff input.

Common Area Expectations

Marysville’s School-Wide Expectations for Common Areas

Location	Relationships	Respect	Rigor	Mindfulness
Hallways	<ul style="list-style-type: none"> -Walk on the right -WALK -Keep eyes on where you are going -Listen to Adults -K-1 (Go in Pairs) 	<ul style="list-style-type: none"> -Walk quietly -Allow people in other rooms the chance to learn -Lookout for fire alarms -Keep hands off walls and bulletin boards 	<ul style="list-style-type: none"> -Get where you need to go quickly -Stay in line -Know where you’re going -Learn building locations 	<ul style="list-style-type: none"> -Move carefully through the halls with the intention of not disturbing others
Bathroom	<ul style="list-style-type: none"> -Go in pairs (younger students, K-2) -Listen to Adults -Wait for partner quietly 	<ul style="list-style-type: none"> -Throw away your trash -Give privacy to others -“Leave no trace” -Make sure paper towel is put in the garbage, not thrown -Plan to go at an appropriate time (if able) 	<ul style="list-style-type: none"> -Wash your hands -Learn to flush appropriately (up =1 down=2) -Use only enough paper towel to dry 	<ul style="list-style-type: none"> -Being aware of your needs and taking care of yourself
Cafeteria	<ul style="list-style-type: none"> -Stay seated once you have food -Walk -2 hands on your tray -Sit with someone new -Sit with someone who’s alone 	<ul style="list-style-type: none"> -Stay in your position in line -Talk quietly to person near you -Say please and thank you to cafeteria workers -Keep food on your plate 	<ul style="list-style-type: none"> -Take only the food you plan to eat -Encourage yourself and others to eat more vegetables -“Leave no trace” -Recycle 	<ul style="list-style-type: none"> -Eat mindfully; tasting food, noticing food textures, and using manners
Entrance	<ul style="list-style-type: none"> -Make Eye Contact -Say, “Hello,” or “Good Morning -Hold the door for someone 	<ul style="list-style-type: none"> -Enter calmly -Wipe your feet -Take breakfast and say, “Thank you.” 	<ul style="list-style-type: none"> -Make sure you have belongings secure and able to hold breakfast -Walk quickly to class If late, check in at the office and receive tardy slip 	<ul style="list-style-type: none"> -Set intention for the day -Notice the shift from home to school
Playground	<ul style="list-style-type: none"> -Play with someone new -Follow the rules -Use Rock, Paper, Scissors for disagreements 	<ul style="list-style-type: none"> -Take care of the recess equipment -Follow adult directions -Take turns and use encouraging language 	<ul style="list-style-type: none"> -Line up quickly at the end of recess -Participate in the cool down 	<ul style="list-style-type: none"> -Find joy in play and being playful

Hallway Expectations	Bathroom Expectations	Cafeteria Expectations
 <p>HALLWAY EXPECTATIONS</p>  <p>Remember to:</p> <ul style="list-style-type: none"> • Use your feet, hands, & voice • Walk to the right • Listen to adults 	 <p>BATHROOM EXPECTATIONS</p>  <p>Remember to:</p> <ul style="list-style-type: none"> • Go • Flush • Wash • Leave 	 <p>CAFETERIA EXPECTATIONS</p>  <p>Remember to:</p> <ul style="list-style-type: none"> • Have gratitude • Walk to your table/trash • Use your hands, feet, & voices • Listen to adults
Playground Expectations	School Mantra Poster	
 <p>PLAYGROUND EXPECTATIONS</p>  <p>Remember to:</p> <ul style="list-style-type: none"> • Listen to adults • Use equipment • Solve problems • Have fun 	 <p>MARYSVILLE</p> <p>RESPECT RIGOR</p> <p>RELATIONSHIPS</p> <p>MANTRA</p>	

TEACHING EXPECTATIONS (1.4)

[Click Here for the Common Area Lesson Plans](#)

Yearly Schedule for Teaching Common Area Expectations*

Quarter	Time Frame	
Quarter 1	First Week of School:	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Quarter 2	Post Winter Break:	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Quarter 3	Post Spring Break:	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Quarter 4	As needed	As indicated by Marysville’s discipline data *PBIS Parade Action Plan see Appendix B



Marysville Mindfulness Scope and Sequence 2018-2019 Draft

Theme 1. Awareness, Theme 2. Choices, Theme 3. Action – Service to the Community

Unit 1: Self-Awareness(Ref lection)	Unit 2: Wellbeing (Resilience)	Unit 3: Social Awareness(Relationshi ps)	Unit 4: Social Competency
<p>Sept: Growing Awareness</p> <p>8/29 Lesson: Soft Arrival/ Chime/These are practices BREATHING TOOL (s)</p> <p>9/12 Lesson: How Our Brains Work: Parts of the Brain</p> <p>9/26 Lesson: Neuroplasticity-Growth Mindset</p>	<p>Nov/Dec: Self Reflection</p> <p>11/7 Lesson: Lesson: Gratitude</p> <p>11/28 Pause, React vs. Respond Personal Space (s)</p> <p>12/12 Lesson: Joyful Optimism (empathetic joy?) Hardwiring for happiness, neuroplasticity</p> <p>or Kindness (please and thank you tool)</p>	<p>Feb: Being Present Through Body Awareness (senses)</p> <p>2/6 Lesson: Sensory clarity (we take in our whole world through our senses)</p> <p>2/20 Lesson: Lesson: Community/Belonging/Equity Courage tool</p>	<p>April: Diversity</p> <p>4/3 Lesson: Honoring Diversity</p> <p>4/17 Lesson: MV Gives Back/Acts of Kind</p> <p>4/26: Diversity Night</p>
<p>Oct: Self-Care</p> <p>10/10 Lesson: Emotional Fluency, I am/I feel (toolbox lesson plan)</p> <p>10/24 Lesson: Self-Compassion/Peace Corner</p> <p>Extra: Garbage can tool (s), Taking time tool (s)</p>	<p>Jan: Choices</p> <p>1/9 Lesson: Perspective Taking/Paying attention on the inside and outside Listening tool</p> <p>1/23 Lesson: Empathy Empathy tool (balance - I care for others, I care for myself)</p>	<p>March: Community/Relationship Skills</p> <p>3/6 Repairing - apologizing & forgiving. Conflict resolution skills Using our words tool © Apology & forgiveness tool</p> <p>3/20 Lesson: Lesson: Perseverance Patience tool</p>	<p>May: Social Presence through Service</p> <p>5/1 MV Gives back time</p> <p>5/15 MV Gives Back time</p> <p>5/20-5/24 Week for projects</p> <p>Celebration 5/31 Community Party</p>

Marysville Dress Code Policy 2018-2019

We believe it is important to come to school ready to learn. Part of being ready to learn is being dressed appropriately. Please see our dress code policy below.

Student Dress

The responsibility for the dress and grooming of a student rests primarily with the student and their parents/guardians. Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances. Clothing may not depict pornography, nudity or sexual acts. Clothing may not depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification. Clothing, including gang identifies, must not pose a threat to the health or safety of any other student or staff.

Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example). A student's attire or grooming should not be grounds for exclusion from his or her participation in school classes or programs or in school-related activities. If the student's attire or grooming poses a threat to the health and safety of any other person, then discipline for dress or grooming violations should be consistent with the discipline policies for comparable violations.

The new dress code policy means the following items are now allowed, as long as the undergarments are covered (excluding waistbands and straps):

- Shorts/skirt/dress lengths may be shorter than finger length
- Spaghetti straps for shirts and dresses
- Hats and other headwear, as long as the face is visible and does not interfere with the line of sight to any student or staff
- Hoodies, as long as the face and ears are visible to staff

Enforcement

When a school staff member or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. Unless there is immediate concern, a student should not be spoken to about a dress code violation in front of other students.

- a) Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet)
- b) Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure.

Marysville Cell Phone Policy 2018-2019

We realize that many of our students carry cell phones. However, they are not allowed to be visible at school due to the distractions from learning. Cell phone, electronics and tablet usage is prohibited during school hours or programs. When staff members notice these items during school hours, the following policy will be enforced.

1st Offense

It will be confiscated by the staff member. The item will be returned to the student at the end of the day. Staff must document and send an email to Heather (School Climate Coach) about the incident.

2nd Offense

Upon a second offense, the item will be sent to the office and a call made to the parent from the staff member who took the phone. Parents must check into the office to retrieve the item. Please review this policy with the student. Staff must document and send an email to Heather/Lana. The subject line should be 2nd offense.

3rd Offense

The item will be confiscated, given to Heather, and returned at the end of the quarter. This will be documented by a referral.

4th Offense

The item will be confiscated and returned at the end of the quarter. This will be documented by a referral.

The district does not provide payment for student property that is lost, stolen or damaged at school. All items (e.g., Electronics, cell phones, etc.) are brought to school at the sole risk of the owner. The school will not spend time or energies in recovery of items these items. Expensive items invite theft and lockers are not safe places to store valuable items.

Bullying and Harassment Policy **2018-2019**

Portland Public Schools and Marysville School are committed to maintaining a learning environment that is free of bullying and/or harassment. Harassment or discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation is prohibited and is subject to school discipline. Students shall avoid any conduct or action that could be characterized as harassment, intimidation, and/or bullying.

Bullying/harassment includes intimidating, coercing, threatening, or any other act that is repeated or severe and substantially interferes with a student's educational opportunities or performance.

To help students and families understand the reporting system for Marysville School, we have created reporting procedures that explains the process. The form includes steps that students, parents, guardians, and staff the steps they can take to report a bullying/harassment incident.

Marysville Bullying and Harassment Reporting Procedures

Student/Parent

First Incident

If bullying/harassment occurs, report incident to classroom teacher (elementary students to homeroom teacher, middle school students to the classroom teacher the incident occurred in. If incident did not occur in classroom, report to your Advisory teacher).

Second Incident

If bullying/harassment occurs again with the same student, report incident to classroom teacher (elementary students to homeroom teacher, middle school students to the classroom teacher the incident occurred in. If incident did not occur in classroom, report to your Advisory teacher).

Third Incident

If bullying/harassment occurs a third time with the same student, student's/parents are to report the incident to Cathy Murray (assistant principal) or Heather Robertson (behavior coach).

Classroom/Homeroom Teacher

First Incident-If bullying/harassment occurs, the teacher has several options to choose from:

- Conference with student and/or parent(s)
- Refer student to school counselor/behavior coach
- Stage 1 Referral/assign consequences

Second Incident- If bullying/harassment occurs again with the same students, the teacher has several options:

- Conference with student and/or parents
- Refer student to school counselor/behavior coach
- Stage 2/3 Referral/assign consequences

Principals/Counselor/Coaches

First Incident- If the teacher has referred the student to the school counselor/behavior coach, they have several options:

- Conference with student and/or parent(s)
- Complete an “Anti-Harassment Agreement”

Second Incident- If the teacher has referred the student to the school counselor/behavior coach, they have several options:

- Conference with student and/or parent(s)
- Assign consequences

Third Incident- If the teacher has referred the student to the school counselor/behavior coach, they have several options:

- Conference with student and/or parent(s)
- Assign consequences (possible suspension/expulsion)

Active Supervision

Why should I do it:

- An adult presence is enough many times to keep misbehavior from occurring and can help with specific students and areas that have a high prevalence of behavior issues. When this adult presence is unpredictable and frequent, Behavior incidents decrease.

When should I do it:

- When an area in class or the hallway has a high incidence of problem behaviors.
- When a student or group of students persistently exhibit behavior incidents
- For areas that are out of the way or not within visibility of staff
- On playgrounds and during recess
- During unstructured times in class, the lunchroom, gym, auditorium, etc.
- During tests, quizzes, and exams

What does it look like	What does it sound like
<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning the room ● Give Shout outs 	<ul style="list-style-type: none"> ● Interacting ● Giving 3 acknowledgements to 1 correction

<ul style="list-style-type: none"> ● Redirecting constantly ● Smiling ● Making eye contact with students ● Respond non –emotionally to misbehavior ● Using respectful body language ● Non-confrontational stance ● Proximity: Gently moving toward the misbehavior in a relaxed way 	<ul style="list-style-type: none"> ● Correcting calmly and respectfully ● Aligning acknowledgements and corrections closely to the school values and expectations ● Providing comments that acknowledge students effort to be successful ● Giving accurate feedback that is specific and descriptive ● Using a voice level 1 or 2 ● Giving reasonable private corrections that address the problem using respectful words and tone of voice ● Speaking in a clear and simple language, not framing the direction as a question
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PROACTIVE BEHAVIOR MANAGEMENT

Zones of Regulation

Zones of Regulation is a program uses to address underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

CHAMPS

CHAMPS is a district provided resource Marysville uses as an option to create classroom management plans. CHAMPS is aligned with over 30 years of research of effective classroom management practices. The program assists teachers to establish and implement an effective

discipline plan. A positive climate and clearly taught procedures provides an environment of active student engagement.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5) AND DISCIPLINE POLICIES (1.6)

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. The Discipline philosophy at Marysville is as follows:

Introduction

Discipline for all students shall be designed to promote behavioral changes enabling students to function successfully. Marysville School is committed to a positive, respectful, inclusive climate that promotes academic achievement, ensures a safe learning community, provides behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.

The PBIS team collaborates with the Equity, MCI, Family Engagement, and MindUP teams to honor the whole child. We aim to utilize current practices in alignment with district initiatives including: Love and Logic, Zones of Regulations, CHAMPS, and Restorative Practices.

Defining Behaviors: [Referral Procedure Flow Chart](#)
 Marysville SIT Flowchart: [Marysville SIT Flowchart](#)

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
All dates TBD for 2018-19 August/September	School climate orientation : <ul style="list-style-type: none"> ● Behavior Management Plan submitted for each teacher ● 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 ● Requesting assistance 	PBIS Team
October	<ul style="list-style-type: none"> ● Introduction to PBIS ● Tiering Students ● Effective Classroom Practices Plan 	PBIS Team
November/December January	<ul style="list-style-type: none"> ● Zones of Regulation and its connection to mindfulness. ● Make and Take for Zones of Regulation ● Re-tier students. 	Heather Robertson and Andrew Boehm

February	<ul style="list-style-type: none"> • Self-Care Practices 	All Staff
March/April	<ul style="list-style-type: none"> • Restorative practices • Disaggregate data - Forum/plan for reduction 	PBIS Team Equity Team
May	<ul style="list-style-type: none"> • Review of School Climate Plan/Staff Handbook 	PBIS Team
June	<ul style="list-style-type: none"> • Growth Mindset 	PBIS Team

CLASSROOM PROCEDURES (1.8)

Classroom teachers are recommended to use classroom circles to build classroom community. Teachers are also expected to utilize the Zones of Regulation in conjunction with the Toolbox strategies.



Effective Classroom Practices Plan

Essential Features

Teacher _____ School Year _____ Room No. _____ Grade Level _____

The level of structure I anticipate establishing is (check one): High Medium Low

Structure and Organization

Your school's *School-Wide Expectations* or *Values* are prominently posted, taught and referred to when discussing classroom behavior. These are overall guiding principles for student attitudes and behavior.

3-5 classroom rules or expectations are positively stated and posted prominently. These rules are observable and refer to specific behaviors. Rules are behaviors the teacher expects all students to follow in the classroom **at all times**

Attention Cue and Rule

Procedures for Managing Student Work

1. Procedures for assigning classwork and homework.
2. Procedures for collecting completed work:
3. Procedures for keeping records and providing feedback to students:
4. Procedures and policies for dealing with late and missing assignments:

[Link to Cultural Lens Tool](#)

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:

- Name of acknowledgment: Paws-itive Tickets.
- Teacher will catch student exhibiting one of the Marysville Mantra Values: Respect, Rigor, and Relationship.
- Schoolwide systems: weekly drawings of success tickets at lunch on Friday and quarterly recognition assemblies. At the end of each quarter, a classroom teacher selects one student for each Marysville Mantra Values. We also recognize students who have at least 95% Attendance record for the quarter.

Paws-itive Tickets

Paws-itive Tickets

To improve student’s positive behavior we’ll use Paws-itive Tickets both in the classroom and out. When a staff member sees a student doing something following the Mantra, the staff member will compliment the student and issue a Paws-itive Ticket. Students or teachers will hold onto the Paws-itive Tickets and place in buckets in the office before Friday at lunch time.

Drawing: The lunch room leader will draw 4 names from the bucket for K-6 lunch periods. These four winners will come up and receive a prize.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency Redemption of immediate/ High Frequency	Kids: Success Tickets Adults: Mindful Practices	Classroom & Common areas	All Staff
	Kids: K-2,3-5 Adults: Mindful Practices	Cafeteria	Duty Staff
Long term Celebrations	Kids: Assemblies, Mantra awards, Attendance Drawings Adults: Mindful Practices	Kids: Bi-Monthly assemblies, Weekly drawings Adults: Mindful Practices	Teachers, Cafeteria duty staff
Continued Excellence Programs	Kids: Junior Coaches, Junior Staff Members Adults: Mindful Practices	Kids: Walking Field Trips, Intermittent free dress, end of the year field trip Adults: Mindful Practices	Students apply for program

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	<ul style="list-style-type: none"> • Previous year’s data + Looking ahead • Mindful School Practices • CAP aligns with district goals
January	January 4th-January 8th	<ul style="list-style-type: none"> • PBIS Parade reminder • Quarterly report submitted to support team and staff • Staff input is valued and used to inform work
April	March 28th-April 1st	<ul style="list-style-type: none"> • Quarterly report submitted to support team and staff
June	School Climate Survey	<ul style="list-style-type: none"> • End of Year staff survey completed

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
September		Back to School Night	Lana
		Monthly Breakfast/Family Club	Audrey
		Site/Council Meeting	Audrey/Lana
October		Community Movie Night	
		Monthly Breakfast/Family Club	Audrey
		Site/Council Meeting	Audrey/Lana
November		Monthly Breakfast/Family Club	Audrey
		Site/Council Meeting	Audrey/Lana
December		Monthly Breakfast/Family Club	Audrey
		Site/Council Meeting	Audrey/Lana
January		Monthly Breakfast/Family Club	Audrey
		Site/Council Meeting	Audrey/Lana
February		Monthly Breakfast/Family Club	Audrey
		Site/Council Meeting	Audrey/Lana
March		Monthly Breakfast/Family Club	Audrey

April	Site/Council Meeting	Audrey/Lana
	Multicultural Night	Audrey
	Monthly Breakfast/Family Club	Audrey
May	Site/Council Meeting	Audrey/Lana
	Know Your Rights Night	Rosina
	Monthly Breakfast/Family Club	Audrey
June	Site/Council Meeting	Audrey/Lana
	Service Project Celebration	Sara Fuller
	Monthly Breakfast/Family Club	Audrey
	Site/Council Meeting	Audrey/Lana

DISCIPLINE DATA (1.12)

- All team members have access to dashboard and synergy. ODR are entered regularly for stage 2 and 3.

DATA-BASED DECISION MAKING (1.13)

- During monthly school climate meetings, data is used to evaluate the next steps.

FIDELITY DATA (1.14)

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

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 quarterly basis

Recent TFI scores

- May of 2018: Score of 2 in each TFI feature in Tier I, except 1.9 and 1.15.

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.

School Climate Action Plan (TFI): For the most current version. See Appendix A.

ANNUAL EVALUATION (1.15)

- Year-end reports are shared with stakeholders annually.
- School message on report cards communicate celebrations & areas to improve upon.
- Monthly climate report included in school newsletter.
- June 5, 2018 - Closing procedures for all staff.

MARYSVILLE SCHOOL

Data Since Implementing Mindfulness

Data	Item
100%	Of teachers will return to Marysville next school year (outside of retirees or RIF's)
93%	Of staff feel supported or very supported at Marysville, 0% feel unsupported.
95%	Of staff are satisfied or very satisfied with teaching at Marysville, feel 0% feel unsatisfied.
97%	Of staff agree or strongly agree mindfulness has shifted culture to be more positive.
87%	Of staff integrate mindful practices into their daily classroom activities
83%	Of staff integrate mindfulness into their life outside of work
	<small>Staff survey results-2015</small>
47%	Percentage of decrease in office referrals have dropped since implementing mindfulness
79%	Percentage of decrease in number of days students are excluded
72%	Percentage of decrease in total number of school suspensions since implementing mindfulness
	<small>PPS District Dashboard through May 21, 2017</small>
100%	Of students feel that Marysville teaches them to care about each other and to treat each other with respect.
100%	Of students feel safe at Marysville.
	<small>2015-5th Grade Student Survey Results from PPS</small>

+2.2%	Percentage of increase in schoolwide reading scores since implementing mindfulness
+6.3%	Percentage of increase in schoolwide math scores since implementing mindfulness
	<small>2013-2016 ISAC Results</small>
80%	At Marysville, staff examine their own racial and ethnic awareness through Professional development (District score is 71%)
93%	Marysville promotes culturally responsive classroom management Practices (District score is 72%)
97%	Staff agree or strongly agree Marysville is an inclusive and welcoming place for all staff, students and families. (District score is X%)
100%	Teacher intentionally implement culturally responsive classroom management Plans (District score is 81%)
87%	At Marysville, closing the achievement gap us a top priority (District score is 75)
100%	Teachers embed culturally responsive lessons in their day-to-day teaching (District score is 77%)
	<small>2016-2016 PPS District Equity Survey</small>
.53	Increase in concentration/attention
.69	Increase in social/emotional competence
.49	Increase in academic achievement
.49	Decrease in aggressive/disruptive behavior

Appendix

MARYSVILLE SCHOOL K-8 PBIS Parade Schedule (Suggested)

Here is a [possible] plan for the PBIS Parade. Teachers will bring their students to the assigned areas and stay with the group to help facilitate the transition between stations. Leaders at each of the locations will be presenting information to the students. Please arrive on time in order to discuss the points at each location. We will allow some extra transition time for the younger students.

Bathrooms: For all students, we'll be located in front of the Girls bathrooms on Primary side of the building.

Cafeteria: Students enter the Cafeteria as usual-SE Doors

Hallways: We will be located in front of the library

Entrance: At the Main Entrance-front of school

Middle School	Bathroom Behavior Coach	Cafeteria Academic Coach	Hallway Assistant Principal	Entrance Principal
9:00-9:10	6th Grade/A	6th Grade/B	8 th Grade	7 th Grade
9:15-9:25	7 th Grade	6th Grade/A	6th Grade/B	8 th Grade
9:30-9:40	8 th Grade	7 th Grade	6th Grade/A	6th Grade/B
9:45-9:55	6th Grade/B	8 th Grade	7 th Grade	6th Grade/A

Grades 3-5	Bathroom Behavior Coach	Cafeteria Academic Coach	Hallway Assistant Principal	Entrance SUN Coordinator
10:00-10:10	3rd Grade A	3rd Grade B	4 th Grade	5 th Grade
10:15-10:25	5 th Grade	3rd Grade A	3rd Grade B	4 th Grade
10:30-10:40	4 th Grade	5 th Grade	3rd Grade A	3rd Grade B
10:45-10:55	3rd Grade B	4 th Grade	5 th Grade	3rd Grade A

Grades K-2	Bathroom Academic Coach	Cafeteria Academic Coach	Hallway Family Engagement	Entrance SUN Coordinator
2:00-2:07	Kinder 2 classes	K/1st Grade Combo	1st/2nd Grade Combo	2nd Grade/2 classes
2:12-2:19	2nd Grade/2 classes	Kinder 2 classes	K/1st Grade Combo	1st/2nd Grade Combo
2:24-2:31	1st/2nd Grade Combo	2nd Grade/2 classes	Kinder 2 classes	K/1st Grade Combo
2:36-2:42	K/1st Grade Combo	1st/2nd Grade Combo	2nd Grade/2 classes	Kinder 2 classes

Support Team to be assigned to areas

Playground: To be covered during recess times.

Think Sheets

Here is the think sheet for K-2:

 's Think Sheet  I can think about my choices and how they affect ME and others.

What I chose to do:

kick 	hit 	push 	bite 	talk or scream 
run 	not work 	pinch 	use unkind words 	throw something 

It made _____ feel:

happy 	sad 	mad 	scared 	frustrated 
---	---	---	--	--

Next time I can choose to:

have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break 
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand." 

When I make a positive choice like that:

others will want to be with me 	others will feel good around me 	others want to play with me 	people will know that I am kind 	I will feel proud of myself 
---	--	--	--	--

Here is the think sheet for grades 3-5:

©teacheryw

Name: _____ Date: _____

Behavior Think Sheet

Why were you asked to take a break?

How did this make others feel?

					
Happy	Excited	Embarrassed	Scared	Sad	Angry

because

Next time what will you do differently?

Teacher signature: _____ Parent signature: _____

Here is the think sheet for grades 6-8:

Stop and Think

1. What rule did I break?

2. What are the consequences of my actions?

3. Why did I break the rules?

4. What could I have done differently?

Student Signature

Parent Signature

Teacher Signature



**Student Intervention Team
Request for Assistance**

Date: _____ School: _____

*When race, ethnicity, culture, or language impact area of concern, use SIT Process for CLD Students to guide instruction and intervention.

Student: (Last, First)	Grade	Gender M F	DOB	Ethnicity *	Race*	Synergy ID #
Parent/Caregiver	Caregiver's Phone		Home Language(s)*			
Name & Title of Person Making Request	<input type="checkbox"/> ESL* ELPA Level: ____	<input type="checkbox"/> SpEd	<input type="checkbox"/> 504	<input type="checkbox"/> TAG		

1. Student's Strengths

<input type="checkbox"/> Bilingual or bicultural	<input type="checkbox"/> Follows instructions	<input type="checkbox"/> Negotiates/compromises
<input type="checkbox"/> Able to problem solve	<input type="checkbox"/> Helpful to others	<input type="checkbox"/> Cooperates with others
<input type="checkbox"/> Articulates feelings/needs	<input type="checkbox"/> Makes/maintains friendships	<input type="checkbox"/> Academic _____
<input type="checkbox"/> Asks for help	<input type="checkbox"/> Flexible	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Sense of humor	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

2. Staff's Concerns Use Stage 1 or 2/3 Discipline Referrals to report Problem Behaviors

Academics	Emotional	Language	Home/Family	Health
<input type="checkbox"/> Reading Skills	<input type="checkbox"/> Switching activity	<input type="checkbox"/> Fluency	<input type="checkbox"/> Refugee experience	<input type="checkbox"/> Illness
<input type="checkbox"/> Writing Skills	<input type="checkbox"/> Attention	<input type="checkbox"/> Articulation	<input type="checkbox"/> Homelessness	<input type="checkbox"/> Medication
<input type="checkbox"/> Math Skills	<input type="checkbox"/> Irritable	<input type="checkbox"/> Expressive Language	<input type="checkbox"/> Poverty/hunger	<input type="checkbox"/> Drug & Alcohol
<input type="checkbox"/> Study Skills	<input type="checkbox"/> Withdrawal	<input type="checkbox"/> Receptive Language	<input type="checkbox"/> Clothing	<input type="checkbox"/> Hygiene
<input type="checkbox"/> Organization	<input type="checkbox"/> Angry	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Grieving a loss	<input type="checkbox"/> Anxious/Panic
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____		<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Describe Concerns:

What culturally/linguistically responsive interventions been tried for each of the above concerns?

Start/End Date	Describe	Data Interpretation

3. Family Contacts

Date	Phone/Email/etc.	Person Contacted	Ask: How do differences between home and school culture (e.g., communication style, discipline, gender expectations, religious views, etc.) impact the student?

4. SIT Facilitator Section

Referred to SIT

PLC/Classroom Support (describe):

Go through SIT for CLD process

***** Complete if Referred to SIT *****
 Complete sections related to concerns

4. Student Profile					
OAKS (Two previous yrs):	Year	Reading	Lang	Math	
Students' primary language proficiency assessment results:				Support Services student is currently receiving:	
				<input type="checkbox"/> Tutoring <input type="checkbox"/> Mentoring By _____ <input type="checkbox"/> Counseling By _____	<input type="checkbox"/> Enrichment <input type="checkbox"/> Sp. Ed. <input type="checkbox"/> 504 <input type="checkbox"/> Other <input type="checkbox"/> Details:
				Health Most recent Physical Exam: _____ Immunizations: Complete _____ Incomplete: _____ Chronic health conditions? _____	Screening _____ Date _____ Status – Pass/Fail _____ Vision _____ Hearing _____

5. Concern Details

Academics		
Subject/Class	Current Level	Possible Cause

Behavior			
Days Absent:	Tardies:	ODRs:	Days Suspended:
Desired Behavior:			
What happens before the problem?	What does the problem look like?	How do staff and students react?	
Function: (choose 1 from each column)	<input type="radio"/> avoid <input type="radio"/> get	Describe what they are trying to get or avoid	
	<input type="checkbox"/> Adult/peer attention, help <input type="checkbox"/> Activity/object <input type="checkbox"/> Sensory/biological		

Home/Family			
Details:	Needs:	Decision:	By Person & Date:

Health			
Details:	Needs:	Decision:	By Person & Date:

Language/Cultural	
Complete "SIT Process for CLD Students" when student receives ESL services, or as necessary for CLD Students	Date Completed:

6. SIT Problem Solving Meeting			
Family Contact Staff:	Date:	Date of Meeting:	Additional Staff Required:

Additional Details: