
Jason Lee Elementary Climate Handbook

Jason Lee Elementary

Safe

Responsible

Respectful

2018-2019



Our community believing, leading, and achieving together!

Team Jason Lee encourages all students to be creative, confident, and avid lifelong learners who honor the diversity in our community and world through exceptional instructional practices and student-family support.

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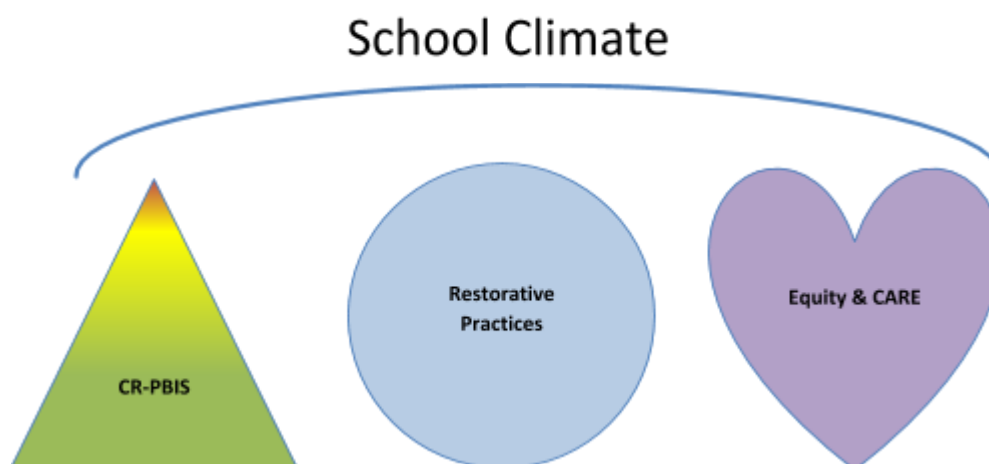
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WHAT IS SCHOOL CLIMATE?

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.



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?

Proactive & Inclusive Practices**Staff build a learning community by:**

- Intersecting and integrating Restorative Justice practices, PBIS, and Equity.
- Creating community agreements with input from students that are posted and referred to regularly
- Greeting students at the door during transitions to have a positive initial interaction
- Holding restorative/community building circles and activities regularly so students feel connected to the learning environment and each other
- Welcome students back when they return from a needed break outside the classroom
- Building positive relationships with students by connecting and checking in about life outside of school
- Finding ways to make the curriculum relevant to students' lives (through their culture, language, interests, etc.) when appropriate
- Explicitly teaching and clarifying school/classroom/activity behaviors you expect students to demonstrate throughout the lesson
- Acknowledging and reinforcing on-task behaviors by distributing compliments or through other incentives/positive interactions
- Providing leadership opportunities for students by assuming classroom responsibilities to become positive role-models
- Developing classroom routines and sticking with them
- Providing opportunities for students to listen to each other
- Avoiding power struggles (keep voice at neutral, restate expectations positively, maintain high expectations, provide choices instead of ultimatums when appropriate, redirect problematic behaviors privately, and provide students with the time and space to redirect themselves)
- Looking for opportunities where students can contribute and make choices in the curriculum when appropriate

EQUITY/CARE

This handbook is intended to inform Lee 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.”

Equity Office

SCHOOL GOALS

Students at Jason Lee Elementary will demonstrate appropriate behavior throughout the school day by following the three behavioral expectations (The 3 Bs).

Staff will be proactive in minimizing exclusionary practices by having clear expectations, routines and procedures and fostering positive relationships with students and their families.

Staff will teach expectations/behavior skills/procedures/routines and acknowledging appropriate behaviors.

Staff will document interventions in changing students' behavior and follow procedures for handling infractions of expectations.

Staff will use data in making decisions to improve student behavior.

Staff will build safe and positive classroom environments through community building.

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, Intervention Coordinator)
Coordinator	Blake Robertson, AP	Facilitator, data analyst
Administrator	Blake Robertson, AP	Administrator
Family Member		Roles as needed
Behavioral Expertise	Chris Doherty, Counselor	Intervention Coordinator
Coaching Expertise	Sheila Hallinan	
Knowledge of Academic/Behavioral Patterns		Minute Taker (Rotating) Time keeper (Rotating) Academic Expert
Knowledge of School Operations/Programs	Blake Robertson, AP	

The membership of the school climate team reflects the gender, racial, and cultural diversity of our school community. The team is trained on culturally relevant practices.



Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	2018	Library	Nuts n Bolts, Welcome Back, Review of new climate handbook, TFI goals, vision for the year
September	5th and 19th- 2018	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review, PD on action plan given by TOSA PTA meeting to share handbook and get feedback
October	3rd and 17th - 2018	Library	Monthly Discipline Data Review and PD development
November	7th - 2018	Library	Monthly meeting- classroom management and staff climate survey
December	5th - 2018	Library	Monthly Discipline Data Review and next steps with school climate
January	2nd and 16th - 2019	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	6th and 20th - 2019	Library	Monthly Discipline Data Review
March	6th and 20th - 2019	Library	Monthly Discipline Data Review
April	3rd and 17th - 2019	Library	Monthly Discipline Data Review
May	1st and 15th - 2019	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	5th - 2019	Library	Planning for rollout next year

Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format
- Monthly Discipline Data Review (Common areas and Stage 1 review)
- 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

SCHOOL WIDE VALUES, SOCIAL EMOTIONAL LEARNING, AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

Safe

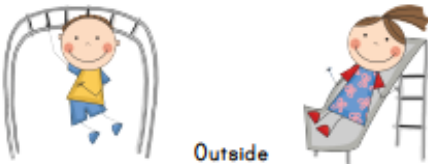




Respectful

Responsible

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 Jason Lee Elementary ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.



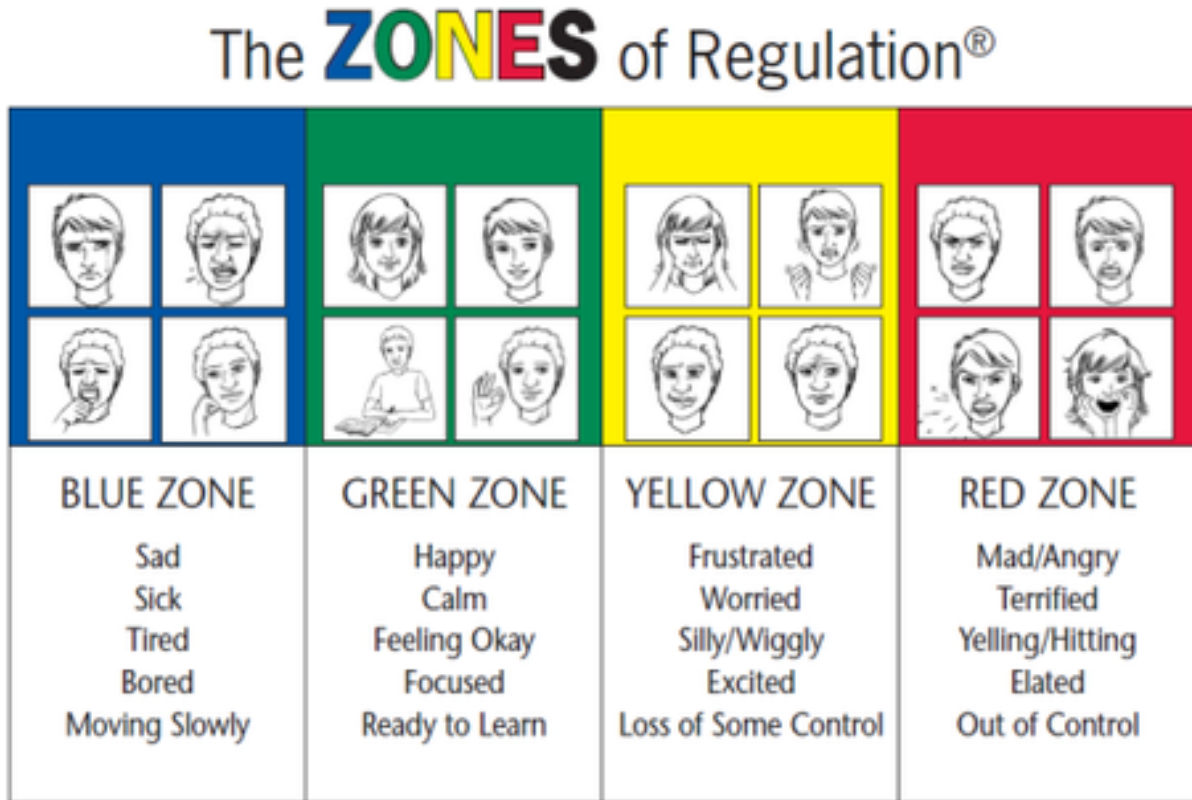
- These school values are important for the Lee community, because these are the three things that help students to be successful in life. Our students need to understand and exercise safe, respectful, and responsible, and respectful behaviors on a regular basis to master the skills to be successful 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.

Voice Levels	
4	 Outside
3	 Strong Speaker
2	 Table Talk
1	 Whisper
0	 No Talking

Jason Lee School Social Emotional Learning

The following Social Emotional Skills will be taught and reinforced by teachers:

Zones of regulation will be used for the development of student social and emotional learning. Below is a poster that teachers use in the classroom:



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Teacher will use this common language and other strategies (e.g. community meeting, restorative circles, and Kelso’s Choice Wheel) to support students with interpersonal communication and conflict resolution.

Jason Lee School Common Area Expectations Matrix

Location	Be Safe	Be Respectful	Be Responsible
Hall	<ul style="list-style-type: none"> •I walk facing forward •I stay to the right •I keep hands and feet to myself 	<ul style="list-style-type: none"> •I use kind words and actions •I use Voice Level 1 when I need to talk, otherwise I use a Voice Level 0 •I respect the personal space of others 	<ul style="list-style-type: none"> •I use a hall pass •I go right to my destination
Playground	<ul style="list-style-type: none"> •I walk to and from playground •I stay within boundaries •I use playground equipment the way it was meant to be used 	<ul style="list-style-type: none"> •I use kind words and actions •I play fairly •Everyone is allowed to play 	<ul style="list-style-type: none"> •1 Whistle = Freeze •2 Whistles = Line Up •I use 2 problem solving strategies •I tell a teacher about possible dangers or problems
Cafeteria	<ul style="list-style-type: none"> •I report unsafe behavior •I sit with feet on the floor, bottom on bench, and facing the table •I always walk •I keep hands and feet to self 	<ul style="list-style-type: none"> •I listen for and follow adult directions •I use kind words and actions •I use Voice Level 2 or lower •I leave lunch space clean 	<ul style="list-style-type: none"> •I raise hands and wait to be excused •I get all lunch on first trip through the lunch line
Bathroom	<ul style="list-style-type: none"> •Climbing and play are for the playground •I keep water in the sink •One stall, one student 	<ul style="list-style-type: none"> •I use kind words and actions •I give people privacy •I use Voice Level 1 	<ul style="list-style-type: none"> •I return to room promptly •I put trash in the can •I flush toilet after use •I wash my hands w/ soap
Classroom	<ul style="list-style-type: none"> •I keep hands and feet to myself •I walk in the classroom •I use materials correctly 	<ul style="list-style-type: none"> •I use kind words and actions •I listen and follow directions •I use the appropriate voice level 	<ul style="list-style-type: none"> •I have my materials and an ready to learn •I come to class on-time •I raise my hand and wait to be called on
Assembly	<ul style="list-style-type: none"> •I keep hands and feet to myself •I wait for my teacher's instruction before leaving to class with my group 	<ul style="list-style-type: none"> •I use kind words and actions •I use the appropriate voice level and listen •I use silent applause to give appreciation. 	<ul style="list-style-type: none"> •I use the restroom before or after the assembly •I hold on to questions until the appropriate time
Bus	<ul style="list-style-type: none"> • I can remain Seated with "seat to seat and back to back." • I can enter and exit the bus safely, keep hands to self. 	<ul style="list-style-type: none"> •I use kind words/ actions • I can use a 0-2 Voice Level on the Bus • I can follow the Directions of the Driver 	<ul style="list-style-type: none"> •I arrive to the bus on-time to leave

TEACHING EXPECTATIONS (1.4)

Classroom Expectations

The following Behavior Skills will be taught and reinforced by teachers:

1. Listening 2. Asking for Help 3. Following Instruction 4. Saying, “Please,” “thank you,” and “excuse me.” 5. Concentrating on a Task / Ignoring Distractions

Teacher & Staff Responsibilities:

✓ Teachers and staff will teach, model and practice each of the behavioral expectations, behavior skills, procedures, and routines throughout the year. This includes the classroom expectation language of CHAMPS.

✓ Teachers and staff will acknowledge student behaviors that meet expectations. Ratio of interaction 5 positive to 1 corrective.

✓ Teachers and staff will follow procedures for infractions.

Common Area Expectations

The Lee Common Area Lesson Plans are available by clicking [here](#). Powerpoints used to refresh expectations for common areas at Lee are available by clicking [here](#). Please note that the associated videos have been removed because they contain images of students

Yearly Schedule for Teaching Common Area Expectations

Date
August 29- September 30, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Further reteaching as indicated by Jason Lee discipline data 2018-2019



Active Supervision by Staff

Active Supervision Protocol for Jason Lee Elementary

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.

What does it LOOK like?	What does it SOUND like?
<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning the room ● Give Leopard Awards ● Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) ● Making eye contact with students ● Responding 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"> ● Interacting positively with students ● Giving 3 acknowledgements to 1 correction ● Correcting calmly and respectfully ● Aligning acknowledgements and corrections closely to the school values and expectations ● Providing comments that acknowledge students' efforts to be successful ● Giving accurate feedback that is specific and descriptive ● Using a voice level 1 or 2 ● Giving reasonably private corrections that address the problem ● Using respectful words & tone of voice ● Speaking in clear & simple language, not framing the direction as a question.

During Common Area Duty

1. Arrive and leave on time.
2. Circulate within your area; avoid standing in one place and visiting with other adults.
3. Interact positively with as many students as possible.
4. Scan for potential problems and diffuse them as soon as possible.
 - a. Students should be offered options from the Kelso's Choice Wheel.
 - b. Have students take space or do structured/monitored activity
5. When a student exhibits behaviors not meeting Lee expectations, interact directly to calmly re-teach expectations to that student.

Dress Code Policy for PPS

The District Dress Code policy applies to all schools in Portland Public Schools grades PK-12, with the exception of schools with a Uniform Dress Code policy.

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.



- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, woodshop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- 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 use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.



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. Outlined below is the leveled system for responding to infractions of the behavior expectations.

Introduction

At Jason Lee Elementary, we believe that every child can and will succeed academically and behaviorally given conditions that meet their individual needs. We see that the traditional use of punishment in response to misbehavior tends to alienate children from their school community and often escalates or complicates unsuccessful behaviors. It is critical that we explicitly, intentionally and regularly teach, practice and reinforce positive behavioral expectations for all students in every classroom and in the school overall.

Student misbehavior communicates to us unmet social and emotional needs and also demonstrates gaps in social and cognitive learning. Meeting unsuccessful behaviors with compassion and curiosity allows us to understand how to help students learn and find success. While corrective consequences are effective in some circumstances, instructional and restorative responses often allow us to strengthen relationships with students who are struggling while they develop the skills that will lead to success in the future.

It is our responsibility as a school to develop a multi-tiered system of supports for students and to utilize these supports regularly to ensure that all students have access to success. There is stark and ample evidence that our systems of discipline have disproportionately and negatively affected our students of color. In response, we strive to take an active role in correcting this injustice and maintaining systems of support and instruction that are equitable for all.



P R E V E N T I O N	Classroom Community Building/Tier 1 Supports		
	<p>Staff responsibility for all students:</p> <ul style="list-style-type: none"> -Greet students for a daily positive initial interaction (In hallways, at classroom doors, during morning meetings, while on duty, etc) -Post school-wide values and expectations in classrooms and common areas, use CHAMPS language for activities and transitions -Explain and practice school-wide expectations and review them throughout the year -Social Emotional Learning (Zones of Regulation and Mindful practices) -Acknowledge positive student behavior with Leopard Awards and parent communication -Differentiated instruction for all students (Talented and Gifted, English Language Learners, Special Education, etc) -Build positive relationships and remain knowledgeable about students' lives (1:1 instruction, know below-the-line information) -Classroom community activities embedded in daily routine (e.g. Morning Meeting, check-ins with students) 		
	<p>Stage 1 Behavior Report Managed by teacher in classroom (Behavior does not warrant an office visit)</p>	<p>Stage 2 Discipline Referral Managed by teacher or referred to administrator (Student remains in the classroom or buddy room).</p>	<p>Stage 3 Discipline Referral Immediate administrator assistance (Student is picked up by the AP)</p>
B E H A V I O R	<ul style="list-style-type: none"> -Bothering/pestering -Cheating -Damaging Property (replaceable, cleanable, or repairable) -Excessive Talking -Mild Cursing -Mild Defiance -Not Following Directions -Play Fighting -Pushing or Shoving -Running in the building -Taking Other's Property -Talking Too Loudly -Teasing/Put-downs <p><i>If the incident warrants parent contact, a Stage 1 should be written for documentation. When using typical classroom interventions, 4 repeated Stage 1 matching behavior instances result in a Stage 2 referral.</i></p>	<ul style="list-style-type: none"> -Language, Abusive/Profane -Class Cutting/Leaving without Permission/Tuancy -Deliberate Misuse of Property -Display of Patently Offensive Material -Disruptive Conduct that interferes with Learning -Dress Code Violation (completed by front office staff) -Forgery -Gambling -Insubordination/Willful Disobedience -Indecent (Obscene) Gesture (repeated) -Interference with School Personnel -Intimidation -Loitering (After school without permission) -Physical Contact, inappropriate -Plagiarism/Cheating -Possession of Prohibited Item -Possession/Use of Stolen Property -Property Damage - Minor (repeated or not repairable) -Tardiness (Late four times to class- MS 2nd period onward) -Technology, Use Violation -Theft: Minor -Trespassing 	<ul style="list-style-type: none"> -Alcohol/drug -Arson or attempted arson -Assault/menacing -Battery -Burglary -Extortion -False fire alarm/bomb threat -Fighting -Firecrackers/explosives -Harassment or bullying based on: disability, gender/sexual identity, race, color, national origin, other -Hazing -Indecent exposure -Robbery -Theft; major -Threat of violence -Tobacco, use and/or possession -Vandalism: major -Weapons



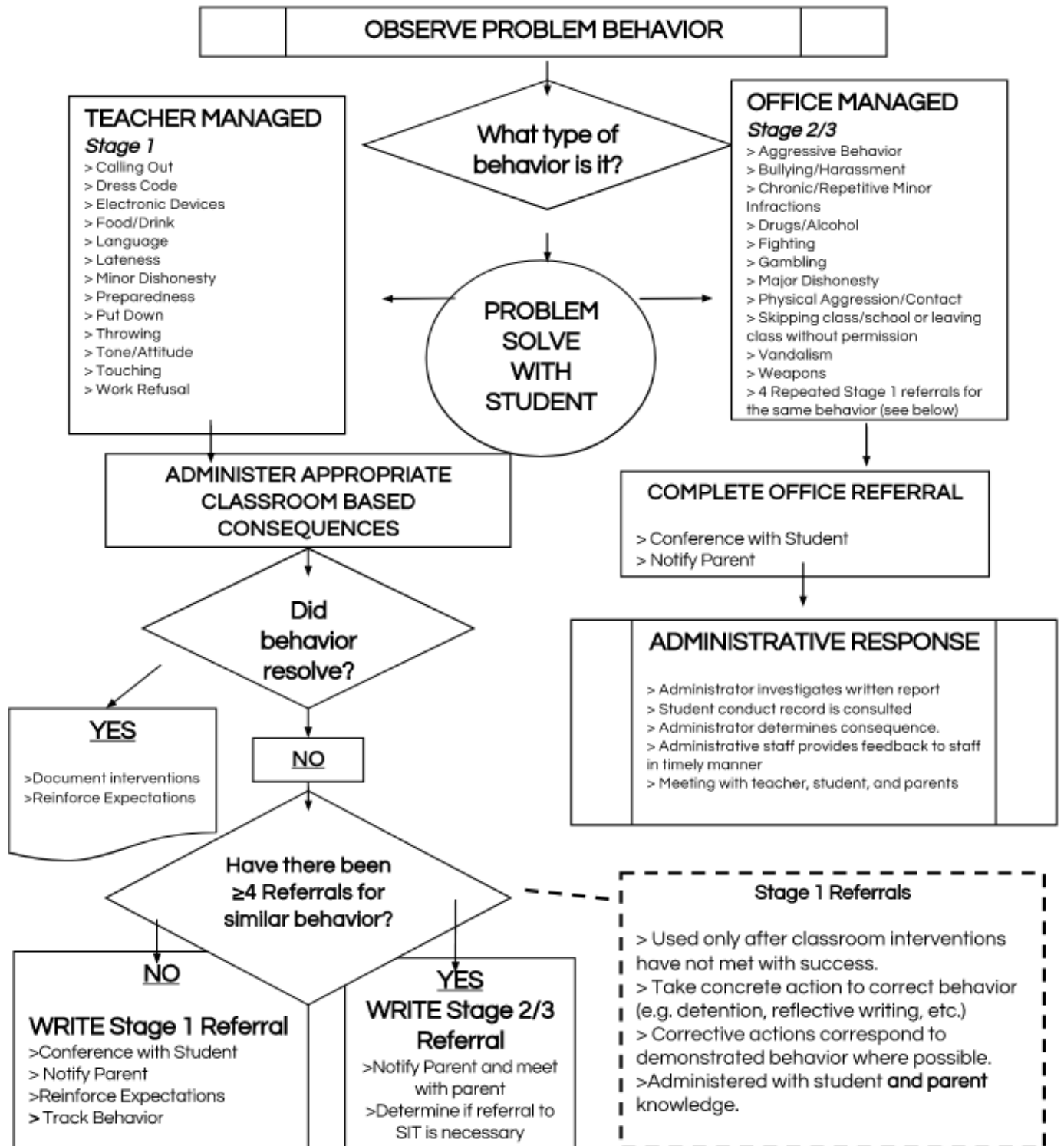
	<p>Stage 1 Student Incident Managed by teacher in classroom (Behavior does not warrant an office visit)</p>	<p>Stage 2 Incident Report Managed by teacher and referred to administrator (Student remains in the classroom) Follow up to teacher within 24 hours, by end of day for physical contact. Administrator contacts family by the end of the school day about incident.</p>	<p>Stage 3 Incident Report Immediate administrative assistance (Student goes to office) Follow up by the end of the day</p>
<p>R E S P O N S E</p>	<p>Teacher responsibility:</p> <ul style="list-style-type: none"> - Re-teach behavior expectations to whole class - Selecting an intervention(s) for targeted behaviors for classroom intervention/support - Contact parent to begin collaborative problem solving and give notice that students' continued behavior will result in behavior referral - Completed Synergy Stage 1 behavior documentation for repeating/serious behaviors -Teacher enters Stage 1 in Synergy -Parent contacted for Stage 1 incident report by teacher 	<p>Teacher responsibility:</p> <ul style="list-style-type: none"> -Appropriate classroom intervention -Selecting an intervention(s) for targeted behaviors/staff interventions - Teacher records Stage 2, with incident, all involved, witnesses, hypothesized antecedent -Contact parent to alert that admin phone call will be coming, alert office staff of physical contact by the end of the school day <p>Administrator responsibility:</p> <ul style="list-style-type: none"> -Consult with teacher about behavior -Investigation/conference with student if requested by teacher and/or the situation warrants further investigation - Admin communicate to parent about all physical contact before end of day <p>Potential consequences (determined on a case by case basis):</p> <ul style="list-style-type: none"> - Structured recess - Loss of privilege - Altered school day 	<p>Administrator responsibility:</p> <ul style="list-style-type: none"> -Consult with teacher -Investigation/conference with student(s) -Immediate parent contact - Teacher completes the Tier 3 referral - Admin follow <p>Potential consequences:</p> <ul style="list-style-type: none"> -Determined by administrator according to Student Rights and Responsibilities Handbook
<p>C O N S E Q U E N C E S</p>	<p>In-Class</p> <ul style="list-style-type: none"> -Re-teach/model/practice expected behaviors -Review the rule with the student -Change seating -Reminders of expectations -Change teacher proximity -Loss of privilege -Positive reinforcement before/during/after -Think sheet -Apology/letter -Restorative chat - In-class break space - Buddy classroom - Restorative Process 	<p>In-Class</p> <ul style="list-style-type: none"> -Stage 1 supports (← see left) <p>Out-of class</p> <ul style="list-style-type: none"> -Student Intervention Team -Daily classroom behavior tracking sheet -Visual schedule/cues -Access to a calming area -Check-in/Check-out (CICO) -Social stories -Parent conference <ol style="list-style-type: none"> 1. With teacher 2. With teacher and AP -Restorative process - "What happened" sheet - Structured daily schedule - 	<ul style="list-style-type: none"> -Student Intervention Team -Check-in/Check-out (CICO) -Safety plan -Restorative process -Parent conference with administrator - Altered school day schedule -In school suspension -Out of school suspension
<p>Repeated and chronic Stage 1 or stage 2/3 incident referrals with classroom community builders/Tier 1 Supports in place and appropriate teacher responses may indicate initiating a SIT referral.</p>			



Defining Behaviors

<p align="center">Low Level Behaviors</p> <p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor: teacher check-in with parent & review cum file)</p> <ul style="list-style-type: none"> No documentation for behavior Document parent contact 	<p align="center">Minor/Stage 1 Classroom Managed Behaviors</p> <p>PPS Stage 1 report used (Teacher must make contact with parent by phone, voice mail, email or in person.)</p> <ul style="list-style-type: none"> Copy of Stage 1 made in Synergy No immediate involvement by admin 	<p align="center">Major/Stage 2/3 Office Managed Behaviors</p> <p>Office referrals: Administrator will contact the parent. Teacher must make follow up contact by phone with parent.</p> <ul style="list-style-type: none"> Can include <i>*chronic</i> Stage 1 misbehaviors (paper goes/student stays/admin within 24 hours) Stage 3- Extreme, harmful, illegal (paper and student go/admin deals before student returns)
<p>Language</p> <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Inappropriate language not understood 	<p>Swearing/Vulgarity (written/spoken)</p> <ul style="list-style-type: none"> Use of lesser swear words Reported use of hand gestures 	<p>Swearing/Vulgarity (written/spoken)</p> <ul style="list-style-type: none"> Use of “greater” swear words Use of obscene hand gestures Repeated or explicit sexual talk
<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, soaping mirror 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> Teasingly taking others possessions Thoughtlessly damaging property –can be easily fixed w/ little time or cost 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> Taking others possessions to keep Purposely damaging property – if fixable. timely or cost involved
<p>Annoyances</p> <ul style="list-style-type: none"> Lack of focus Noise making Out of seat Cutting in line 	<p>Classroom Disruption</p> <ul style="list-style-type: none"> Repeated Talk Outs Silly Answers Repeatedly interrupting others while working 	<p>Chronic/Serious Classroom Disruption</p> <ul style="list-style-type: none"> Stopping the Learning Process Unsafe Behaviors
<p>Thoughtlessness</p> <ul style="list-style-type: none"> Doesn’t care if it hurts others feelings Isolated instance of disrespect 	<p>Disrespect</p> <ul style="list-style-type: none"> Has to have last word Argumentative to peers 	<p>Blatant Disrespect</p> <ul style="list-style-type: none"> Significant back talk Disrespectful body language
<p>Teasing</p> <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Teasing that stings 	<p>Pre-harassment</p> <ul style="list-style-type: none"> “Put Downs” Threatening stares Mean-spirited teasing 	<p>Harassment</p> <ul style="list-style-type: none"> Patterns of “put downs” Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
<p>Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> Poking or pushing Pinching, jostling, Retaliating as above 	<p>Roughness</p> <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, shoving Pre-fighting, aggressive posturing – pushing 	<p>Fighting/Aggression</p> <ul style="list-style-type: none"> Hitting/kicking/punching Encouraging another to fight





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: <ul style="list-style-type: none"> ● Teaching school values & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● Correcting fluently ● SIT flowchart Classroom management plans and CHAMPS PD	AP, SMS, Counselor
September	RJ Circles PD <ul style="list-style-type: none"> - Provided the format of a circle and allowed teachers to run circles - All the components of circles 	Equity Team and Climate
October	School Climate Handbook Walkthrough and Classroom management plans	School Climate Team
November	School Climate PD <ul style="list-style-type: none"> - Addressing staff concerns with climate areas of concern 	AP
December	CHAMPS training- teacher received PD on CHAMPing activities and transitions.	School Climate Team
January	Discipline data review- 1/16/18 Late opening PD- 1/17/18 <ul style="list-style-type: none"> ● Influence of race, culture and language on adult expectations and student behavior ● Function based behavior approach ● Review of data 	School Climate Team Climate TOSA
February	TBD	
March	TBD	
April	TBD	
May	TBD	
June	TBD	

CLASSROOM PROCEDURES (1.8)

As per PAT contract, every teacher will have a classroom management plan.

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

Teachers have received and will continue to receive professional development in best practices for classroom management. An example of a complete classroom management plan can be found here: [Example](#)



Guest Teacher Support System

Teachers will be provided with a template for guest teacher protocols.

Before absence

1. Review **Guest Teacher PPT** with students
2. Sub lesson plans need to be thought out so students can work independently with extra practice or extension activities built in for students who finish early
3. **Guest Teacher Student Report List** and the **Guest Teacher Binder** is easily accessible in the office and explained in lesson plan
4. Plan for incentives/rewards for students who meet expectations. Use of Leopard Awards will be supplied by office staff. Classroom Leopard award for good reports.

During absence

1. Support staff checks in with the guest teacher at the beginning of the day. Office staff welcomes guest teacher with materials and offer of assistance when needed.
2. SMS visits classroom before, during, and after class to offer continuous support to guest teacher.
3. Office collects **Guest Teacher Student Report List** from guest teacher and provides it to SMS, who contacts teachers for follow up as needed.

After absence (to change more positive rewards)

1. SMS pulls identified students from non core classes for any correction to behavior. Depending on the number of incidents per quarter (see below), works with students on contracts and parent phone calls. Contracts should be taught explicitly to students, not simply handed to students to complete.
2. SMS records and team tracks guest teacher misbehavior in Google Drive spreadsheet. Steps of intervention follow; (1) reteaching of guest teacher expectations, (2) signing of guest teacher expectations, (3) contacting parent for in-person conference, (4) parent and administrator conference, (5) other school interventions as prescribed by school administration.
3. SMS provide individual and classroom Leopard awards based on positive behavior feedback from guest teacher.

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. The acknowledgement system is a feature of the behavioral expectation system. In addition to teachers’ individual classroom acknowledgement systems, our school-wide behavioral expectation system focuses on acknowledging students who demonstrate Jason Lee’s behavioral expectations. This program works in conjunction with schoolwide and classroom goals.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Specific verbal feedback (K-8)	✓ When you observe students being, safe, respectful, and responsible, acknowledge them by giving specific positive verbal feedback such as:	All adults



		<p>“That was so responsible the way you held the door open for your classmates.”</p> <p>“Thank you for being safe by walking with your hands and feet to yourself.”</p>	
Redemption of immediate/ High Frequency	Leopard Award (K-8)	<ul style="list-style-type: none"> ✓ Acknowledge students who are exhibiting the 3 B’s by giving them specific positive feedback along with a Leopard Award. ✓ Student store will be open once a year for students to redeem ✓ Each grade level team will establish a guideline for the number of Leopard Awards needed to earn specific incentives. Incentives could include: free time, a rolling chair, sitting by a friend at lunch or in the classroom, front of the line, etc. ✓ PTA will have the student store available for the spending of Leopards Awards. ✓ Book cart(late openings K-8) 	Teaching staff
Long term School Wide Celebrations	Class Leopard Award (K-5)	<ul style="list-style-type: none"> ✓ Acknowledge a class for demonstrating the 3 Bs in the hallway, assemblies, or classroom. ✓ Classes that reach a specified amount of class leopard awards redeem them for special classroom activities/treats. ✓ Specials teachers (K5), custodians, and cafeteria staff will recognize specific classes monthly for demonstrating the 3 Bs! 	All staff



	Leopard of the Month All School Assembly (K-8)	✓ Each teacher can recognize a student each month for demonstrating the month's character trait. Trait is taught in assembly by identified classroom ~5 min, once a weekly announcements, other student input, and counselor mini-lesson. Then teachers submit their nominee's name.	Teachers and Admin
	Popcorn Friday (K-8)	✓ Teacher will choose a student who is exemplifying school expectations to receive a free bag of popcorn.	Classroom 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
August 2016	Data from prior year	Sharing of discipline flowchart and referral process
January 2017	Disaggregated discipline data	Sharing of discipline data
June 2017	Disaggregated discipline data	Sharing of discipline data

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities

Date	Topic & Group	Activities	Organizer
August	Kindergarten Social		
August	Back to School BBQ Parent Coffee	Share information about programming and receive feedback	
September	Parent Coffee Parent-Teacher Conferences	Share information about programming and receive feedback Students and parents receive academic feedback from teaching and support staff	
October	Watch DOGS night	Giving information on WATCH DOGS program and	



October	Parent Coffee	Share information about programming and receive feedback	
December	Parent Coffee (feedback here)	Share discipline flowchart and referral process. Get feedback for improving systems.	
December	PTA meeting (feedback here)	Share School Climate plan to PTA. Get feedback on the document, but focus feedback on acknowledgement systems.	
December	LSAC	Share referral and exclusion data with the goal of getting parent feedback.	
January	Successful School Survey	Feedback from parents and students on school climate.	

Plan for Student Involvement

An emerging committee at Lee is the student voices committee. These committee members are creating various groups for student participation, such as Gay Straight Alliance, Black Student Union, Asian Student Union, and Latino Student Union. This is a work in process with implementation (with full meetings) planned for the spring of 2017.

Lee School New Student/Family Plan

Lead Staff: School Counselor and Front Office, staff members that may help: Classroom teacher, admin, SMS, depending on student grade level.

1. Registration Form/ Vaccinations/Medical Records (Front Office)
2. Request Cum File/ Academic History including ESL and SPED Records (Front Office)
3. Review of Cum File and calling previous (Counselor)
4. Tour of campus with student and family (Administrator)
5. Grade Level Buddy System to new student (Classroom Teacher)
6. New Student Set-up with school counselor (Academic services, school supplies/materials, uniforms, backpack, SUN program etc.)
7. Attention to SIT for cum file alerts or other potential interventions. (SIT- Admin representative)

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.14)

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

- Fall 2016
 - Tier 1: 63%
- Winter 2017
 - Tier 1: 87%
- Spring 2017
 - Tier 1: 90%
 -

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 in January 2017 for all parents and targeted students in grades. Staff will be surveyed, too.
- Reviewed by School Climate Team and shared with staff, students, and families. Used to monitor and adjust climate initiatives.

Recent SCS data

- 2015-2016: <50%

School Climate Action Plan (TFI): The most current Climate (TFI) Action Plan for Lee can be found [here](#).

TIER 2 (STUDENT INTERVENTION TEAM)

TEAM INFORMATION (2.1/2.2)

Team Role	Name	Primary Meeting Role Responsibilities:
Facilitator		<p>Facilitator Responsibilities</p> <ol style="list-style-type: none"> 1) Before meeting: collects Request for Assistance forms & triages needs 2) Provides agenda items and student names to Minute Taker 3) At meeting: Starts on time, determines/confirms the date, time, and location of next meeting 4) Manages the “flow” of the meeting by adhering to the agenda 5) Prompts team members (as necessary) with the following questions: <ol style="list-style-type: none"> a) Is there a student concern in Attendance, Behavior, or Core academics? b) What is the precise nature of the concern? (Use data to define: What, Who, Where, When, Why) c) Why does the problem exist, and what interventions can we use? d) For students who are not meeting their goals: <ol style="list-style-type: none"> i) Is the intervention working, (Use data: increasing student outcomes in Attendance, Behavior, or Core academics)? ii) What is the implementation fidelity of our interventions? - Not Started? Partially implemented? Implemented with fidelity? Completed? iii) What will we do to improve implementation of our interventions to match student needs? (Change/modify intervention, increase level of support, etc.) 6) Is an active participant in meeting



Administrator	Assistant Principal	<ol style="list-style-type: none"> 1) Before meeting: sends agenda items to Minute Taker. 2) At meeting: provides school-level perspective on, <ol style="list-style-type: none"> a) Compliance with administrative procedures, b) Implementation of school improvement goals, c) Supports decision-making process. 3) Is an active participant in meeting 4) After meeting: completes tasks determined in Agenda form.
Minute Taker		<ol style="list-style-type: none"> 1) Before meeting: <ol style="list-style-type: none"> a) Collects student names from Facilitator and Data Analyst b) Prepares Meeting Minutes and Problem-Solving Action Plan agenda Form c) Is prepared to project form via LCD 2) At meeting: asks for clarification of tasks/decisions to be recorded on Agenda form, as necessary 3) Is an active participant in meeting 4) After meeting: disseminates copy of completed agenda form to all team members within 24 hours
Data Analyst	School Psych	<ol style="list-style-type: none"> 1) Before meeting: reviews attendance, discipline and academic data <ol style="list-style-type: none"> a) Identifies potential new students who are flagged for possible interventions according to agreed upon decision rules b) Asks Facilitator to add potential new students to agenda for upcoming SIT meeting 2) At meeting: makes the following available, as appropriate <ol style="list-style-type: none"> a) Report on Attendance, ODRs, Academic progress and other reports to: <ol style="list-style-type: none"> i) Share data of potential new students ii) Share progress data of currently identified students (from intervention coordinator) 3) Is an active participant in meeting
Tier 2/3 Intervention Specialist	Counselor	<ol style="list-style-type: none"> 1) Before meeting: tracks student status/progress, reviews intervention data (fidelity & student outcome) for currently served students and shares this data with the Data Analyst 2) At meeting: provides data to team 3) Is an active participant in meeting 4) After meeting: <ol style="list-style-type: none"> a) Completes tasks determined in Agenda form 5) Initiates interventions with newly identified students.

Behavior Expert	Assistant Principal	<p>1) Before meeting: reviews discipline data</p> <p>a) Identifies potential intervention needs</p> <p>b) Sends agenda items to Minute Taker</p> <p>2) At meeting: ensures interventions are:</p> <p>a) Matched to student function, and</p> <p>b) Implemented with fidelity</p> <p>c) Are culturally and linguistically relevant</p> <p>d) Guides modification of interventions</p> <p>3) Is an active participant in meeting</p> <p>4) After meeting: completes tasks determined in Agenda form.</p>
Academic Expert	Reading Specialist	<p>1) Before meeting: reviews academic data (fidelity & student outcome), shares this data with the Data Analyst</p> <p>a) Identifies potential intervention needs</p> <p>b) Sends agenda items to Minute Taker</p> <p>2) At meeting: ensures interventions are:</p> <p>a) Matched to student ability, and</p> <p>b) Implemented with fidelity</p> <p>c) Are culturally relevant</p> <p>d) Guides modification of interventions</p> <p>3) Is an active participant in meeting</p> <p>4) After meeting: completes tasks determined in Problem-Solving Action Plan.</p>
Attendance Specialist		

Student Intervention Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
Each Month	First Tuesday and Third Thursday	AP Office	Nuts n Bolts, Welcome Back, Review of new climate handbook, TFI goals, vision for the year

Meeting Agenda:

- All SIT meetings are conducted using the TIPS format
- Each team member has a designated role
- Hypothesized function with appropriate intervention to meet need

SCREENING (2.3)

SIT will use the following data decisions:



Attendance:

ADA<90%

Behavior:

Stage 1 referrals >4

Stage 2/3 referrals >2

Core Academics:

Pattern of no growth or data that demonstrates a need for remedial support

REQUEST FOR ASSISTANCE (2.4)

Behavior

If behavior goals are met during these steps then document success and continue the intervention.

Step and Timeline	Detail	Person(s) responsible
Tier 1 Intervention (Prior to PLC)	Behavior of concern arises, teacher documents it and notices pattern. Teacher notifies parent of concern and share tier 1 intervention.	Teacher and Parent
PLC (Start of Process)	Teacher creates intervention in PLC and documents it on appropriate template in Google Drive. Teacher notifies Principal, AP, counselor, and school psych of this. Teacher notifies parent of the continuing concern and the intervention.	Teacher, PLC, Parent, and select SIT members
Data Collection and SIT referral (Week 2)	Teacher collects data on appropriate spreadsheet for two weeks until PLC. If intervention is unsuccessful, then teacher works in PLC to complete SIT referral with appropriate behavior and academic behavior. Teacher notifies parent of SIT referral.	Teacher, PLC, and Parent
SIT Tier 2 Meeting (Week 3 or 4)	Teacher provides background to SIT and SIT observation occurs. Teacher meets with SIT to discuss: <ul style="list-style-type: none"> - Behavior of concern - Interventions tried - Hypothesized function of behavior - Tier 2 intervention (Create 	Teacher Principal or Counselor (Observation) Counselor (Intervention Decision shared with Parent) Student Intervention Team



	<p>or modify existing) and data keeping</p> <ul style="list-style-type: none"> - AP schedules follow up PLC visit for two and four weeks out - Action items are created, shared, and monitored 	
PLC Follow up (Week 6 and 8)	<p>Two weeks after intervention is applied a check in with occur at the team PLC with AP.</p> <p>If successful 70% of the time, then students will enter monitoring.</p> <p>If unsuccessful, teacher will work with AP to schedule a tier 3 meeting with parents.</p> <p>AP will report back to SIT and invite the appropriate members for this meeting.</p>	Teacher, PLC, and Assistant Principal.
Tier 3 meeting (Week 10)	<p>This meeting will include appropriate members and outcomes could include:</p> <ul style="list-style-type: none"> - FBA/BSP - Connection to resources (internal or external) - More individualized instruction with skills - Tier 3 interventions from toolbox 	

Students successful (80% or higher) for 4 weeks shall be existed from tier 2.

OPTIONS FOR TIER 2 INTERVENTIONS (2.5)



Appendix

School: [Jason Lee School Climate \(TFI\) Action Plan](#)

Date: Updated January 17, 2017

