
Jason Lee Elementary School Climate Handbook



Be Safe

Be Responsible

Be Respectful

2023-2024

Updated 8/2023

Our community believing, leading, and achieving together!

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

Table of Contents

<u>What Is School Climate?</u>	4-7
<u>Culturally Responsive Positive Behavioral Interventions & Supports (CR-PBIS)</u>	4
<u>Restorative Practices</u>	6
<u>Racial Equity & Social Justice (RESJ)</u>	6
<u>Social Emotional Learning (SEL)</u>	7
<u>Tier I Team</u>	8-9
<u>School Climate Team</u>	8
<u>Climate Team Meeting Schedule</u>	8-9
<u>Tier I Implementation</u>	9-
<u>Behavioral Expectations</u>	9
<u>Defining Minor, Stage 1 reports, 2 and 3 Behaviors</u>	10-
<u>Discipline Policies</u>	11
<u>Professional Development</u>	11
<u>Classroom Procedures & Guest Teacher Protocols</u>	12
<u>Acknowledgement Systems</u>	12-13
<u>Faculty Involvement</u>	13
<u>Plan for Family, Student & Community Involvement</u>	13-14
<u>Plan for Welcoming New Students and Families</u>	14
<u>Tier I Evaluation</u>	14
<u>Appendix</u>	15-16
<u>CR-TFI Action Plan</u>	15
<u>Common Area Expectations Lesson Plans</u>	16





WHAT IS SCHOOL CLIMATE?

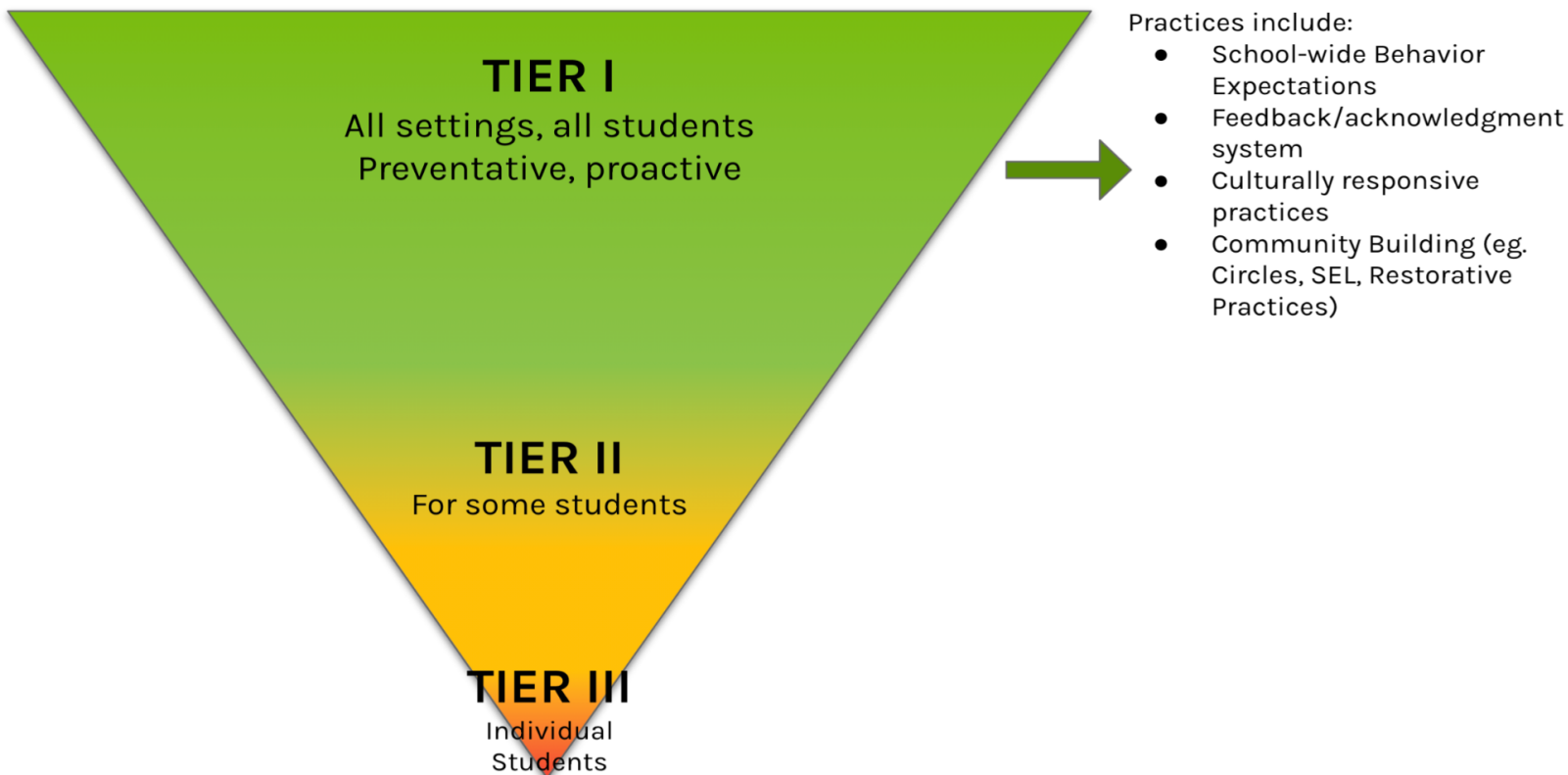
MULTI-TIERED SYSTEMS OF SUPPORT

School Climate is the most integral component of a Multi-Tiered System of Support (MTSS) framework. MTSS is focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full potential.

SCHOOL CLIMATE OVERVIEW

School Climate encompasses culturally relevant, restorative practices with a racial equity and social justice lens, as well as school wide social emotional learning opportunities for all students in their classrooms.

MTSS FOR STUDENT SUCCESS



CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (CR-PBIS)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the Panorama Successful Schools survey data and empathy interviews &/or surveys to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.

RESTORATIVE PRACTICES

Restorative Justice is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

Restorative Practices are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

RACIAL EQUITY & SOCIAL JUSTICE (RESJ)

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

Jason Lee Elementary prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle his or her unique spark, and to build the knowledge and skills to achieve their goals.

We owe our students this.

-- Guadalupe Guerrero, Superintendent, Portland Public Schools



SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. ([CASEL](#))

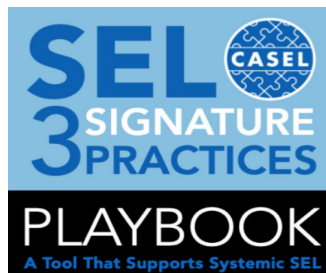
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form of SEL is aimed at redistributing power to promote social justice through increased engagement in school and civic life. It emphasizes the development of identity, agency, belonging, curiosity, and collaborative problem solving within the CASEL framework. ([CASEL](#))

[CASEL’s 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

To support current and future social and emotional needs, trauma-informed science reminds us of the need to:

- Elevate student’s **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**
- **Build trusting relationships** with students and families through clear and transparent communication



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Climate/ILT Representative	Maggie Rue, AP	Facilitator, Data Analyst	
Administrator	Maggie Rue, AP	Administrator	
Family Member	TBA		
Behavioral Expertise	Sam Gordon-Koven, Counselor	Intervention Coordinator	Backup Facilitator
Coaching Expertise	MTSS TOSA, TBA	Data analysis	
Knowledge of Academic/ Behavioral Patterns	Susan Perez, Classroom Teacher 2nd grade Jacqueline Mendro, Art Teacher Raul Cano, Classroom Teacher 4th grade Marianne Lowery, Classroom Teacher Kinder Julie Pedersen, ELD Teacher Maryam Lowe, SUN Site Manager Sam Gordon-Koven, Counselor Jessica Baik, Social Worker		
Knowledge of School Operations/Programs	Maggie Rue, AP		
Student (for HS)	N/A		



Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	8/2023	Library	MTSS Climate Overview/Tier 1/ECCP Planning
September	9/2023	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	10/2023	Library	Monthly Discipline Data Review & TSEL Training
November	11/2023	Library	Monthly Discipline Data Review & TSEL Training
December	12/2023	Library	Monthly Discipline Data Review & TSEL Training
January	1/2024	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	2/2024	Library	Monthly Discipline Data Review & TSEL Training
March	3/2024	Library	Monthly Discipline Data Review & TSEL Training
April	4/2024	Library	Monthly Discipline Data Review & TSEL Training
May	5/2024	Library	Tiered Fidelity Inventory (TFI) Assessment, Action Plan & Review/Update Climate Handbook
June	6/2024	Library	Planning for rollout next year



Meeting Agenda:

- Climate Team meetings will be available for the community to review
- [Link to meeting notes](#)
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)**Our School Values are:**

Be Safe

Be Respectful

Be Responsible

Posters (with student, staff, family & community-produced values) 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 how it looks different in various common areas. This will help Jason Lee ensure that our school values are inclusive and affirming.

These school values are important for the Jason Lee school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise Safe, Respectful, and Responsible on a regular basis to master the skills to be successful and prepared to be college and career ready.

- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.



Common Area Expectations

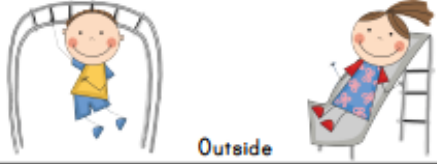




Jason Lee School Common Area Expectations Matrix

Location	Be Safe	Be Respectful	Be Responsible
Hall	<ul style="list-style-type: none"> •I walk facing forward •I stay to the right following the flow of traffic •I keep hands and feet to myself and off the walls 	<ul style="list-style-type: none"> •I use kind words and actions •I use Voice Level 0 •I respect the personal space of others and learning happening in class 	<ul style="list-style-type: none"> •I use a hall pass •I go right to my destination and return without other detours
Playground/ Field & Courts	<ul style="list-style-type: none"> •I walk to and from play area •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/Lunch area	<ul style="list-style-type: none"> •I report unsafe behavior •I sit with feet on the floor, bottom on bench •I always walk •I keep hands and feet to self •I eat my own food •I finish my food in the cafeteria 	<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 checking the table tops, floors, and wiping the top 	<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 •I throw away my food in one trip
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 am 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
Main Office			



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. • I keep 3ft of distance from other people while standing 	<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
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Voice Levels

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

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16

Date

August 24- September 30, 2022: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*

January 2-January 6, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*

March 22–March 31, 2023: Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*

As indicated by Jason Lee discipline data 2022–2023

Active Supervision

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. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

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.

DEFINING STAGE 1 AND STAGE 2/3 BEHAVIORS (1.5)

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

Defining Behaviors

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 support 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.



Defining Behaviors

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

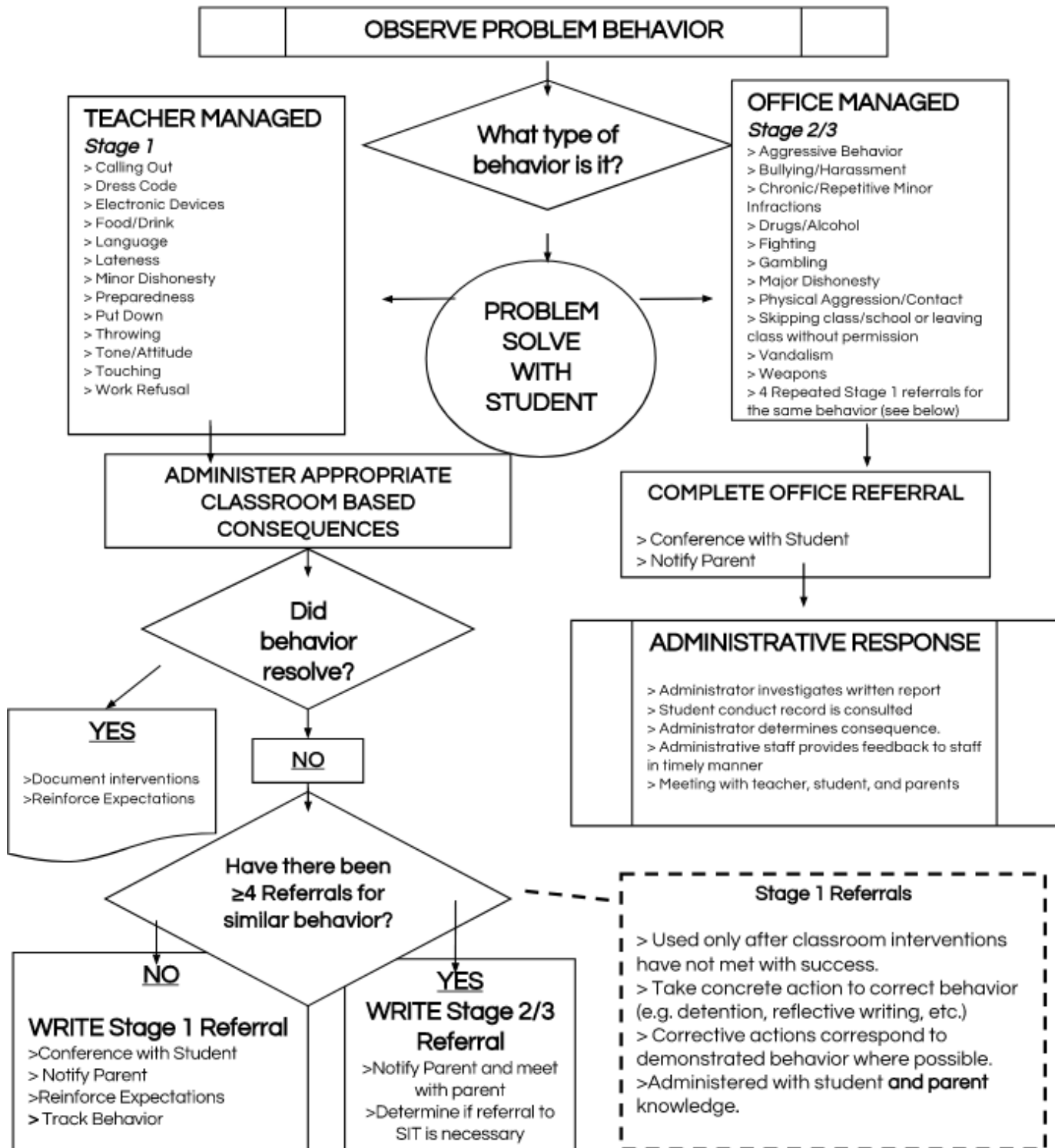


<ul style="list-style-type: none"> • Pinching, jostling, • Retaliating as above 	<ul style="list-style-type: none"> • Play wrestling, body holds, light kicking, shoving • Pre-fighting, aggressive posturing – pushing 	<ul style="list-style-type: none"> • Encouraging another to fight
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P R E V E N T I O N	Classroom Community Building/Tier 1 Supports Staff responsibility for all students: -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 -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)		
	Stage 1 Behavior Report Managed by teacher in classroom (Behavior does not warrant an office visit)	Stage 2 Discipline Referral Managed by teacher or referred to admin (Students remain in the classroom or buddy room).	Stage 3 Discipline Referral Immediate administrator assistance (Student is picked up by the AP)
B E H A V I O R	-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 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.	-Language, Abusive/Profane -Class Cutting/Leaving without Permission/T truancy -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	-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



	Stage 1 Student Incident Managed by teacher in classroom (Behavior does not warrant an office visit)	Stage 2 Incident Report Managed by teacher and referred to administrator (Student remains in the classroom) Follow up with the teacher within 24 hours, by end of day for physical contact. Administrator contacts the family by the end of the school day about the incident.	Stage 3 Incident Report Immediate administrative assistance (Student goes to office) Follow up by the end of the day
R E S P O N S E	Teacher responsibility: <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 	Teacher responsibility: <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 Administrator responsibility: <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 Potential consequences (determined on a case by case basis): <ul style="list-style-type: none"> - Structured recess - Loss of privilege - Altered school day 	Administrator responsibility: <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 Potential consequences: <ul style="list-style-type: none"> - Determined by administrator according to Student Rights and Responsibilities Handbook
C O N S E Q U E N C E S	In-Class <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 	In-Class <ul style="list-style-type: none"> - Stage 1 supports (← see left) Out-of class <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
	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.		

DISCIPLINE POLICIES (1.6)

Circle Agreements at Jason Lee:

1. Respect the talking piece
2. Speak your truth
3. Listen with your heart
4. Work towards a resolution

[Click here for Reset/Think sheet process and samples](#)

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 Influence of race, culture and language on adult expectations and student behavior 	Maggie Rue, Sam GK, Jessica Baik, S. Perez R. Cano J. Pedersen
September	TSEL- Caring School Communities Rollout, Year 2	Climate Team
October	TSEL- Caring School Communities Rollout, Year 2	Climate Team
November	TSEL- Caring School Communities Rollout, Year 2	Climate Team
December	TSEL- Caring School Communities Rollout, Year 2	Climate Team
January	School-wide review of common area expectations	Climate Team
February	TSEL- Caring School Communities Rollout, Year 2	Climate Team
March	TSEL- Caring School Communities Rollout, Year 2	Climate Team
April	TSEL- Caring School Communities Rollout, Year 2	Climate Team
May	Review of School Climate Plan/Staff Handbook	Admin
June	End of year planning and reflection	Admin



CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

Jason Lee's Effective Classroom Practices Plans Folder

[Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources](#)

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff "catches" a student exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the recurrence 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:

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Specific verbal feedback (K-5)	<p>✓ When you observe students being, safe, respectful, and responsible, acknowledge them by giving specific positive verbal feedback such as:</p> <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>	All adults



Redemption of immediate/ High Frequency	Leopard Award (K-5)	<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 monthly for students to redeem Leopard Awards ✓ 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. 	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-5)	<ul style="list-style-type: none"> ✓ 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 week announcements, other student input, and counselor mini-lesson. Then teachers submit their nominee's name. 	Teachers and Admin
	Popcorn Friday (K-5)	Each monthly Leopard of the Month award winner will 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
September	August 24- September 30	TBA
January	January 3-January 7	TBA
April	March 28-April 1	TBA
June	PPS Successful Schools Climate Survey	TBA

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**Schedule for family involvement activities**

Date	Topic & Group	Activities	Organizer
8/26	Open House/Ice cream social	Community meet and greet prior to the start of school	Alma Velazquez
9/15	Back to School Night	Information about instructional programing, ESL and TAG services, as well as our Title 1 designation	Alma Velazquez
1/20	Lunar New Year Celebration	An important Vietnamese cultural celebration regularly held at Jason Lee that includes student artistic performances	Alma Velazquez
2/23	Black Brilliance	Our annual celebration of Black Brilliance through student performances	Alma Velazquez
3/2	Read Across America/Grandparents Day	Grandparents and Special Friends join our students in reading activities at school	Alma Velazquez
3/16	Celebration of the Arts	Showcase of student artistic work in visual and performing arts	Alma Velazquez
4/7	Career Day	Community volunteers help show our students a variety of options for careers and work	Alma Velazquez
4/28	Día del Niño/Day of the Child Celebration	Traditional Latin American celebration of children's role in society. We celebrate with special readings, games and student performances.	Alma Velazquez
5/31	Volunteer Appreciation	A chance to say thanks to our amazing volunteers that support students, staff and families during the year.	Alma Velazquez
6/2	Field Day	Annual outdoor event featuring a number of challenging and fun physical activities and games.	Alma Velazquez



6/13	5th Grade Promotion	We celebrate our outgoing 5th graders in completing their elementary school careers	Alma Velazquez
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Jason Lee Plan for Student Involvement

Jason Lee New Student/Family Plan

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (CR-TFI) guides the action planning for the implementation of a 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

- 2021-2022:

Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the Panorama [dashboard](#).

Recent SSS data

- 2021-2022: [Family Survey](#), [Student Survey](#)

School Climate Action Plan (CR-TFI): [Click here](#) for CR-TFI Action Plan Template See appendix.



Appendix

School: Jason Lee Elementary | School Climate (CR-TFI) Action Plan

Date: 2022-2023 School Year

[TFI Action Plan](#)



Week 1: Classroom and Schoolwide Expectations

Week 2: Building the Foundation: Classroom Norms and Community

