

---

# Sitton Elementary School School Climate Handbook

---

## **Sitton Values:**

*Sí Se Puede*

*Teamwork*

*Kindness*

*Integrity*

*Flexibility*

*Joy*

---

2019-2020

---

### **Vision**

Sitton Students will be compassionate critical thinkers, able to collaborate and solve problems, and be prepared to lead a more socially just world.

### **Mission**

In order to realize our visión and annual goals, we will focus on fostering an inclusive joyful climate, designing and delivering high quality instruction, and facilitating teacher leadership.

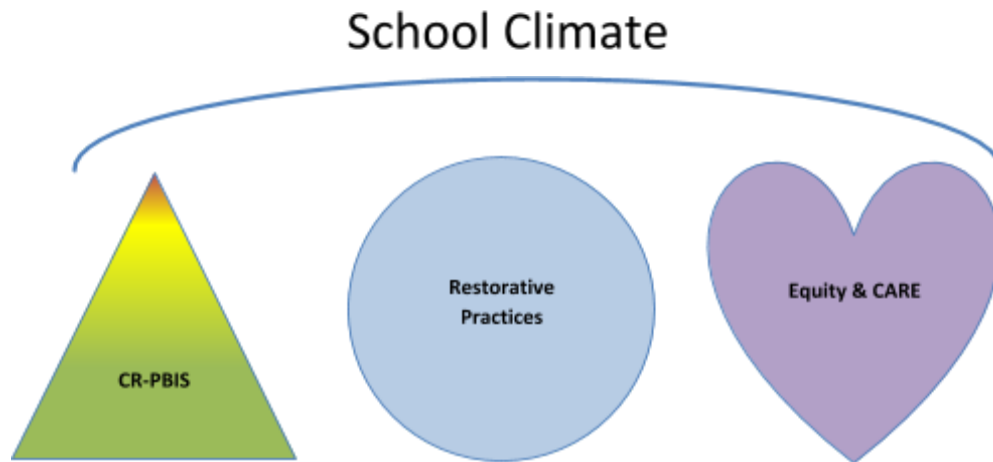
## Table of Contents

<a href="#"><u>What Is School Climate?</u></a>	3-4
<a href="#"><u>CR-PBIS</u></a>	3-4
<a href="#"><u>Restorative Practices</u></a>	4
<a href="#"><u>Equity/CARE</u></a>	4
<a href="#"><u>Tier I Team</u></a>	5
<a href="#"><u>School Climate Team</u></a>	5
<a href="#"><u>Climate Team Meeting Schedule</u></a>	6
<a href="#"><u>Tier I Implementation</u></a>	7-28
<a href="#"><u>Behavioral Expectations</u></a>	7-9
<a href="#"><u>Defining Minor, Stage 1 reports, 2 and 3 Behaviors</u></a>	10-13
<a href="#"><u>Discipline Policies</u></a>	14-21
<a href="#"><u>Professional Development</u></a>	22
<a href="#"><u>Classroom Procedures &amp; Guest Teacher Protocols</u></a>	23-24
<a href="#"><u>Acknowledgement Systems</u></a>	24-25
<a href="#"><u>Faculty Involvement</u></a>	25
<a href="#"><u>Plan for Family and Community Involvement</u></a>	25-26
<a href="#"><u>Plan for Student Involvement</u></a>	26
<a href="#"><u>Plan for Welcoming New Students and Families</u></a>	26-28
<a href="#"><u>Tier I Evaluation</u></a>	29
<a href="#"><u>Fidelity and Evaluation of Climate Practices</u></a>	29

## 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?

**EQUITY/CARE**

This handbook is intended to inform Sitton 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."*

**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)
<b>Coordinator</b>	Samara Bockelman	Facilitator	
<b>Administrator</b>	Rebecca Berry	Minute Taker	Facilitator
<b>Family Member</b>	Rosa Montoya _____		
<b>Behavioral Expertise</b>	Kelly Rulon Natalie Thayer Brian McIntyre	Data Analyst	Data Analyst
<b>Coaching Expertise</b>	Rebecca Berry Kelly Rulon		

<b>Knowledge of Academic/Behavioral Patterns</b>	Tlvon Abel Nancy Sanchez Emilie Walker Kym Condron Liz Mick Windy Ford		
<b>Knowledge of School Operations/Programs</b>	Rosa Montoya Brian McIntyre		Minute Taker

The Sitton School Climate Team is comprised of 15 standing members but open to all staff members who would like to join. There is a teacher representative from each grade level as well as a representative from the Dual Language Program and Special Education. Our team actively recruits participants to reflect the racial demographics of the students we serve.

### Climate Team Meeting Schedule (1.2/1.7)

Month	Week 1 Topic	Week 2 Topic	Whole-Staff PD
<b>August</b>	Classroom Management Plans, Restorative Practices, PBIS, Staff Climate Handbook		
<b>September</b>	RJ Circle Plan for 1st Climate PD	2018-2019 Discipline Data Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan (Review)	Aug 29 Restorative Practices Book Club/ intro to micro aggressions (1st)/ Morning meeting-Closing meeting booster (1st)/ Restorative Problem-Solving sheets and re-entry protocol/
<b>October</b>	RJ Circle Plan for PD	September Discipline Data Review TiPS	October 22 Restorative Practices Book Club/ Harm and Repair training (1st)/Function based thinking (1st)
<b>November</b>	RJ Circle Plan for PD	October Discipline Data Review TiPS	November 5 De Escalation strategies for all staff (with visuals)/5:1 positive praise in line with TI-PBIS.
<b>December</b>	RJ Circle Plan for PD	November Discipline Data Review TiPS	December 10 Morning meeting-Closing meeting booster (2nd)
<b>January</b>	RJ Circle Plan for PD	Tiered Fidelity Inventory (TFI) Assessment & Action Plan	January 7 Micro aggression pivot/ Harm and Repair training (2nd)/ Function-based thinking booster (2nd) Share Climate Data
<b>February</b>	RJ Circle Plan for PD	November Discipline Data Review TiPS	February 4 Open- Decide on topic based on trends from monthly data review
<b>March</b>	RJ Circle	November Discipline Data Review	March 10



	Plan for PD	TiPS	Morning meeting-Closing meeting booster (3rd)/Function-based thinking booster (3rd)
<b>April</b>	RJ Circle Plan for PD	November Discipline Data Review TiPS	April 10 Micro strategies (3rd)
<b>May</b>	RJ Circle Plan for PD	Tiered Fidelity Inventory (TFI) Assessment & Action Plan	Open- Decide on topic based on trends from monthly data review
<b>June</b>		Planning for rollout next year	

**Meeting Agenda:**

- All Climate Team meetings are conducted using the MeetingWise Template. Our Team notes can be found [here](#).
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Climate Team Driver Diagram (from Improvement Science)
- Integration of Restorative Practices

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

**TIER I IMPLEMENTATION****Programmatic Supports for all Students****SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)****Our School Values are:**

1. Sí Se Puede: Yes We Can
2. Teamwork: Help Eachother Out
3. Kindness: Make Someone's Day
4. Joy: Make your Have-to's your Want to's
5. Flexibility: Try New Things
6. Integrity: Do the Right Thing

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 Sitton School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input. They are linked [here](#).

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



## Common Area Expectations

	Kindness	Integrity	Teamwork
Assembly	Kind Words Use appropriate applause	Body and objects to self Sit cross-legged on the floor	Voice level 0-1
Bathrooms	Kind Words Body, eyes, objects to self	Go, flush, wash, leave Wear a pass	Voice Level 0-1 Wait your turn Leave restrooms clean
Before/ After School	Kind Words	Stay with the group	Make sure your adult (parent/teacher) knows where you are
Bus	Kind Words	Body to self and in seat Body and objects inside bus Follow directions the first time	Voice Level 1-2
Cafeteria	Kind Words Leave your area clean	Body and food to self Walk Raise your hand for help/stay in your seat	Voice level 1-2 Food and milk on table
Line	Body and objects to self	Face front, shoulders behind shoulders Stay with the group	Voice level 0-1
Hallway	Body and objects to self	Walk Eyes forward Have permission and wear a pass	Voice level 0-1 Follow directions the first time
Playground	Kind Words Take turns Gentle play, no tag.	Stay with the group Line up at the signal Follow directions the first time	<b>Spinner-</b> 6 kids, on bottoms <b>Swings-</b> Wait your turn, count to 20 <b>Monkey Bars-</b> Stay under <b>Slide-</b> Go down only <b>Equipment-</b> Use equipment as intended
Office	Kind Words Body, eyes, ears and objects to self	Have permission and wear a pass Wait at the black line	Voice level 0-1

**TEACHING EXPECTATIONS (1.4)****Yearly Schedule for Teaching Common Area Expectations-----See Appendix A**

Date
<b>August 28- October 4:</b> Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. All grade level teams will follow the <a href="#">First 6 Weeks of School Plan</a> ; the <a href="#">Sitton SEL Scope and Sequence</a> ; and <a href="#">Effective Classroom Management Plans</a> .
<b>January 6-January 17:</b> Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. All grade level teams will follow the <a href="#">First 6 Weeks of School Plan</a> ; the <a href="#">Sitton SEL Scope and Sequence</a> ; and <a href="#">Effective Classroom Management Plans</a> .
<b>March 30-April 10:</b> Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. All grade level teams will follow the <a href="#">First 6 Weeks of School Plan</a> ; the <a href="#">Sitton SEL Scope and Sequence</a> ; and <a href="#">Effective Classroom Management Plans</a> .

**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, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

Consistency of response to student misbehavior is a powerful teaching tool for students with testing and escalated behaviors. This is sample language to use when dealing with common misbehavior. Remember that to avoid power struggles, redirection is private, positive, and allows process time.

	<b>Sí Se Puede ★Kindness ★Integrity ★Teamwork ★Flexibility ★Joy</b>
Helpful Phrases	<ul style="list-style-type: none"> <li>• I believe you. I may not understand, but I do believe you.</li> <li>• Let me know when you are ready.</li> <li>• I see that you are really struggling right now.</li> <li>• First listen, then move.</li> <li>• What would it look like if you were doing what is expected right now?</li> <li>• Everybody gets what they need.</li> <li>• Safe hands, safe body.</li> <li>• How can I help you be successful right now?</li> <li>• Make a change.</li> <li>• Do you know how to begin?</li> <li>• I can see that you are trying your hardest.</li> <li>• I notice from your face/body language that you are feeling frustrated. How can I help?</li> </ul>
General Redirects	<p><b>Interrupting unkind words in the classroom:</b> Kind, true, and does it help the team? If not it stays inside your head. Are you filling a bucket right now?</p> <p><b>Interrupting racist, sexist, ageist, ableist terms in the classroom:</b> Name it... "These are racist, sexist, ageist, ableist terms. They are unkind. Is that what you meant to say?" If the response is yes, "Then we really need to talk about that." Then figure out when/how to have that conversation. If the response is no, "I wonder how you could have said that differently?"</p> <p><b>Hands and feet to self/off task behavior/not with the group while in class:</b> First restate the expectation. "The expectation is for you to be focused on learning." If student is still off task, then "I notice that you are having trouble keeping your whole body in control. I wonder what you need to be ready to learn?" Offer two different options, such alternative work or alternative seating. Or add the question "Do you know how to begin?" or "Can I help you get started?" ***If the student is still not</p>



	responding, walk away and give them space. After several seconds, follow up with a non-verbal cue. Continue to reinforce expectation in a non-threatening and respectful way, followed by giving space.
Technology	<b>Technology - on the wrong website, not using gently:</b> First restate the expectation. "The expectation is for you to be focused on learning." or "The expectation is for you to treat our materials gently." Wait several seconds. If they are still not on task, restate again "The expectation is for you to be focused on learning. I will count down from five. If you can't refocus by then we will try this again tomorrow."
Hallway	<b>For students who are found out of class with the lanyard:</b> "Nice to see you today. Thank you for using your hall pass." <b>If they don't have the lanyard:</b> "Nice to see you today. I see that you don't have a hall pass. Is your body where it's supposed to be?" <b>For students who have a hall pass but have been out for an excessive amount of time:</b> "Nice to see you today. Thank you for using your hall pass. It's time to get back to learning." Optional follow up: "Would you like me to walk with you?" *If the student wants to you to walk with them, limit verbal interaction during the walk. Upon return to class, watch them re-enter the classroom, give a non-verbal positive gesture. Or say "Thanks for being ready to learn."
Playground	<b>Recess:</b> "The expectation is for you to keep your body to yourself" or "The expectation is for you to use kind words" If they still do not comply, give an option "If you aren't able to follow directions, you need to choose another activity."

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

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

Low Level	Stage 1	Stage 2	Stage 3
<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>On the spot response</li> <li>Repeated behaviors: check-in with parents</li> <li>Repeated behaviors: review cum file, previous referrals</li> </ul>	<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Implement Interventions</li> <li>Complete Stage 1 ODR for your records</li> <li>Contact parents</li> <li>Optional: consult with PLC &amp;/or SIT</li> </ul>	<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Implement Interventions</li> <li>Complete Stage 2/3 ODR and leave in Brian's box for entry</li> <li>Contact parents</li> <li>Inform admin w/in 24 hours</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>Support Staff with track call log and referrals for SIT/PRE-SIT</li> </ul>	<p>Student to be removed from class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Call for support</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>Respond to call</li> <li>Investigate</li> <li>Determine consequence</li> <li>Contact parents</li> <li>Communicate w/ staff w/in 24 hours</li> </ul>
<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Language "slips"</li> <li>Inappropriate non swearing language</li> <li>Student repeats language but doesn't understand its meaning</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p> <p><i>Mild Cursing</i></p> <ul style="list-style-type: none"> <li>Use of "lesser" (damn, hell, ass) swear words</li> <li>Use of obscene gestures (e.g. middle finger)/or drawings</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure</i></p> <p><i>Abusive/Profane Language</i></p> <p><i>Display of Patently Offensive Material</i></p> <ul style="list-style-type: none"> <li>Use of "greater" (f**k, s**t) swear words directed at others</li> <li>Repeated obscene/offensive gestures/or drawings</li> <li>Offensive sexual talk</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure</i></p> <ul style="list-style-type: none"> <li>Exposing oneself</li> <li>Explicit sexual talk</li> </ul>

<b>VANDALISM/THEFT/MISUSE OF PROPERTY</b> <ul style="list-style-type: none"> <li>Careless accident</li> <li>Climbing on bathroom stalls, throwing paper towels</li> <li>Teasingly taking others low value possessions</li> </ul>	<b>VANDALISM/THEFT/MISUSE OF PROPERTY</b> <p><i>Damaging Property</i></p> <p><i>Taking Others Property</i></p> <ul style="list-style-type: none"> <li>Thoughtlessly damaging property – easily fixed w/ little time or no cost</li> <li>Taking other's low value possessions without intent to be hurtful to anyone else (i.e. pencils/school supplies from common areas)</li> </ul>	<b>VANDALISM/THEFT/MISUSE OF PROPERTY</b> <p><i>Technology, Use Violation</i></p> <ul style="list-style-type: none"> <li>Inappropriate internet searches</li> <li>Damage is such that student is unable to repair on own.</li> <li>Taking non-school related items of low value with the intent to keep.</li> </ul>	<b>VANDALISM/THEFT/MISUSE OF PROPERTY</b> <p><i>Theft -Major</i></p> <p><i>Property Damage-Minor or Major</i></p> <ul style="list-style-type: none"> <li>Taking others possessions of high-value personal nature (purses/phones/etc.) to keep</li> <li>Repeated stage 2 thefts</li> <li>Purposefully damaging property - may be timely or costly to fix</li> </ul>
<b>ANNOYANCES</b> <ul style="list-style-type: none"> <li>Lack of focus</li> <li>Noise making and/or talking</li> <li>Out of seat</li> <li>Cutting in line</li> <li>Running in the classroom/hallway</li> </ul>	<b>CLASSROOM DISRUPTION</b> <p><i>Talking too loudly, Excessive Talking</i></p> <p><i>Bothering/Pestering Mild Defiance</i></p> <p><i>Not Following Directions</i></p> <ul style="list-style-type: none"> <li>Repeatedly off task</li> <li>Calling out that interrupts learning</li> <li>Repeatedly interrupting others while working</li> <li>Argumentative to peers and adults</li> </ul>	<b>CLASSROOM DISRUPTION</b> <p><i>Talking too loudly, Excessive Talking</i></p> <p><i>Not Following Directions</i></p> <ul style="list-style-type: none"> <li>Repeated/Frequent Yelling, interrupting learning</li> <li>Moving around classroom repeatedly, interacting with other students during class</li> <li>Repeated refusal to comply with directions</li> </ul>	<b>SERIOUS CLASSROOM DISRUPTION</b> <p><i>Disruptive Conduct</i></p> <ul style="list-style-type: none"> <li>Disruptions such that safety is a concern and an area or room needs to be cleared</li> </ul>
<b>RELUCTANT COMPLIANCE</b> <ul style="list-style-type: none"> <li>Initially resisting or ignoring directions</li> </ul>	<b>IGNORING INSTRUCTIONS</b> <p><i>Mild Defiance</i></p> <p><i>Not Following Directions</i></p> <ul style="list-style-type: none"> <li>Repeatedly and intentionally ignoring reasonable requests</li> <li>Responds with "no" or "never"</li> </ul>	<b>DEFIANCE</b> <p><i>Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> <li>Significant back talk</li> <li>Disrespectful, more aggressive body and/or verbal language ("shut up", "I hate you")</li> </ul>	<b>DEFIANCE</b> <p><i>Insubordination/Defiance/Disobedience</i></p> <ul style="list-style-type: none"> <li>Posturing/aggressive body language towards teacher without standing down</li> </ul>
<b>TEASING</b> <ul style="list-style-type: none"> <li>Altering names</li> <li>Annoying on purpose: bugging</li> <li>Doesn't care if it hurts others feelings</li> </ul>	<b>PRE-HARASSMENT</b> <p><i>Teasing/Put-downs</i></p> <p><i>Bothering/Pestering</i></p> <ul style="list-style-type: none"> <li>"Put Downs" or "roasts"</li> <li>Threatening stares</li> <li>Mean-spirited teasing</li> </ul>	<b>HARASSMENT</b> <p><i>Harassment/Bullying Extortion</i></p> <p><i>Abusive/Profane Language</i></p> <ul style="list-style-type: none"> <li>Documented patterns of intentional "put downs," "roasts," or personal attacks</li> </ul>	<b>HARASSMENT</b> <p><i>Abusive/Profane Language</i></p> <ul style="list-style-type: none"> <li>Continual verbal abuse in action, wrongdoer ignoring adult redirection</li> <li>Threats/extortions</li> <li>Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks</li> </ul>
<b>HANDS/FEET/OBJECTS TO SELF</b> <ul style="list-style-type: none"> <li>Poking or pushing</li> <li>Pinching, jostling</li> <li>Throwing class materials without intent to hit others.</li> <li>Retaliating as above</li> </ul>	<b>ROUGHNESS</b> <p><i>Play Fighting</i></p> <p><i>Pushing/Shoving</i></p> <ul style="list-style-type: none"> <li>Play wrestling, body holds, light kicking, light hitting, shoving, light hair pulling</li> <li>Pre-fighting, posturing and/or pushing</li> <li>Throwing class materials with the intent to hit others</li> </ul>	<b>FIGHTING/AGGRESSION/WEAPONS</b> <p><i>Inappropriate Physical Contact</i></p> <ul style="list-style-type: none"> <li>Repeated pre-fighting, aggressive posturing, pressing or pushing</li> <li>Hitting/swatting out of frustration without the intent to seriously harm.</li> </ul>	<b>FIGHTING/AGGRESSION/WEAPONS</b> <p><i>Threat Causing Fear of Harm</i></p> <p><i>Intimidation Physical Attack/Harm</i></p> <p><i>Physical Contact – Inappropriate Possession of Prohibited Item/Weapon</i></p> <ul style="list-style-type: none"> <li>Hitting/kicking/punching/ pushing/hair pulling with the intent to seriously harm</li> <li>Throwing class materials with the intent to harm others</li> </ul>
<b>MISSING CLASS</b> <ul style="list-style-type: none"> <li>Asking for a pass (nurse, bathroom, counselor) when it is probably not necessary</li> </ul>	<b>MISSING CLASS</b> <ul style="list-style-type: none"> <li>Leaving class with a pass for an unnecessary amount of time. Hanging in doorway/from door.</li> </ul>	<b>CUTTING CLASS</b> <ul style="list-style-type: none"> <li>Leaving class without permission (attention seeking/avoidance)</li> </ul>	<b>CUTTING CLASS</b> <ul style="list-style-type: none"> <li>Repeatedly leaving class without permission or for an extended period(approx. 30 min. or more) of time without justification and intent to flee creating an emergency.</li> </ul>

*Italicized Items* – Language taken from Stage 1 Reports and Stage 2/3 Referrals

There are three behaviors that have consistent, immediate administrative level responses:

Behavior	Teacher Response	Administration Response	Possible Consequences
Elopement/ Leaving Class Without Permission if student is out of sight	<ul style="list-style-type: none"> <li>● Dial 0: “<i>Child’s initials</i> has left the class and is out of sight.”</li> </ul> <p><i>If student returns independently:</i></p> <ul style="list-style-type: none"> <li>● Dial 0 to inform staff</li> <li>● Check in with student upon return to class</li> <li>● Phone home to inform</li> </ul> <p><i>If the student is found by another adult:</i></p> <ul style="list-style-type: none"> <li>● Check in with student upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>● Locate the student</li> <li>● Take to an office to reflect for 5 min               <ul style="list-style-type: none"> <li>- think sheet</li> <li>- blank paper</li> <li>- sit quietly</li> <li>- no fidgets</li> </ul> </li> <li>● Process event with adult (no unrelated conversations or fidgets)</li> <li>● Phone home to inform</li> <li>● Return the student to class, leave after check-in with teacher</li> </ul>	
Inappropriate Physical Contact with intent to seriously harm	<ul style="list-style-type: none"> <li>● Try to end the interaction to keep kids physically safe</li> <li>● Dial 0: “Physical harm: please come now.”</li> <li>● Give a <i>brief</i> synopsis to the responder</li> <li>● Check in with students upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>● Take student(s) to an office to reflect for 10 min               <ul style="list-style-type: none"> <li>- think sheet</li> <li>- blank paper</li> <li>- sit quietly</li> <li>- no fidgets</li> </ul> </li> <li>● Process event with adult (no unrelated conversations or fidgets)</li> <li>● Connect with person harmed</li> <li>● Facilitate RJ process</li> <li>● Determine consequence(s)</li> <li>● Phone home to inform (both parents)</li> <li>● Return the student(s) to class (if consequence allows), leave after check-in with teacher</li> </ul>	<p>1<sup>st</sup> time:</p> <ul style="list-style-type: none"> <li>● Restorative Justice</li> <li>● Restitution</li> </ul> <p>2<sup>nd</sup> time:</p> <ul style="list-style-type: none"> <li>● Restorative Justice</li> <li>● Restitution</li> </ul> <p>3<sup>rd</sup> time:</p> <ul style="list-style-type: none"> <li>● Restorative Justice</li> <li>● Restitution</li> <li>● Exclusion</li> </ul>
Disruptive Conduct if there is a safety concern	<ul style="list-style-type: none"> <li>● Try to end the interaction to keep kids emotionally safe</li> <li>● Dial 0: “Unsafe disruptive behavior”</li> <li>● Give a <i>brief</i> synopsis to the responder</li> <li>● Check in with students upon return to class</li> </ul>	<ul style="list-style-type: none"> <li>● Take student(s) to an office to reflect for 10 min               <ul style="list-style-type: none"> <li>- think sheet</li> <li>- blank paper</li> <li>- sit quietly</li> <li>- no fidgets</li> </ul> </li> <li>● Process event with adult (no unrelated conversations or fidgets)</li> <li>● Connect with person harmed</li> <li>● Facilitate RJ process</li> <li>● Determine consequence(s)</li> <li>● Phone home to inform (both parents)</li> <li>● Return the student(s) to class (if consequence allows), leave after check-in with teacher</li> </ul>	<p>1<sup>st</sup> time:</p> <ul style="list-style-type: none"> <li>● Restorative Justice</li> <li>● Restitution</li> </ul> <p>2<sup>nd</sup> time:</p> <ul style="list-style-type: none"> <li>● Restorative Justice</li> <li>● Restitution</li> </ul> <p>3<sup>rd</sup> time:</p> <ul style="list-style-type: none"> <li>● Restorative Justice</li> <li>● Restitution</li> <li>● Exclusion</li> </ul>

**DISCIPLINE POLICIES (1.6)****SITTON RESPONSES TO LEVELED BEHAVIORS: GUIDELINES**

<p><b>Low Level</b> Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>On the spot response</li> <li>Repeated behaviors: check-in with parents</li> <li>Repeated behaviors: review cum file, previous referrals</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>No Response</li> </ul> <p><b>POSSIBLE INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>Simple redirection</li> <li>Reteach Expectation/Rule</li> <li>Redirect with replacement behavior: <i>"Right now, I need you to ___ because ___."</i></li> <li>Pre-correct</li> <li>Change Seating</li> <li>Gentle Reprimand</li> <li>Identify Replacement Behavior</li> <li>Proximity</li> <li>I Messages</li> <li>Provide Choices</li> <li>Community Building Circles</li> <li>Healing Circle/Circle of Understanding</li> <li>Social Story</li> <li>Visual Schedules</li> <li>Planned Ignoring</li> <li>Write Goals</li> <li>Mindful Break</li> <li>Problem Solving Sheet</li> </ul> <p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Restitution</li> <li>Time out in Class</li> <li>Verbal Apology</li> <li>Apology Written/Drawing</li> <li>Community Circle</li> <li>Restorative Circle</li> <li>Call Parent with Student (Privately)</li> <li>Invite Parent to Observe/Volunteer</li> <li>Draw/Write About Incident with Alternate Ending</li> <li>Connect with In Building</li> </ul>	<p><b>Stage 1(minor)</b> Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Implement Interventions</li> <li>Document Stage 1 ODR for your records</li> <li>Contact parents</li> <li>Optional: consult with PLC</li> <li>Optional: consult with SIT</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>Support Staff with track call log and referrals for SIT/PRE-SIT</li> </ul> <p><b>POSSIBLE INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>Reteach Expectation/Rule</li> <li>Redirect with replacement behavior: <i>"Right now, I need you to ___ because ___."</i></li> <li>Pre-correct</li> <li>Change Seating</li> <li>Gentle Reprimand</li> <li>Modify/Differentiate Work</li> <li>Identify Replacement Behavior</li> <li>Proximity</li> <li>I Messages</li> <li>Community Building Circle</li> <li>Values Circle</li> <li>Provide Choices</li> <li>Community Building Circles</li> <li>Healing Circle/Circle of Understanding</li> <li>Zones of Regulation</li> <li>Social Stories</li> <li>Visual Schedules</li> <li>Planned Ignoring</li> <li>Write Goals</li> <li>Positive Behavior Tracking linked to personal prize</li> <li>Mindful Break in soft space</li> <li>Problem Solving Sheet</li> </ul> <p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Restitution</li> <li>Time out in Class</li> <li>Time out in a Partner Teacher's Class</li> <li>Loss of Privilege</li> <li>Parent Conference</li> <li>Verbal Apology</li> </ul>	<p><b>Stage 2 (moderate)</b> Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Implement Interventions</li> <li>Document Stage 2/3 ODR and put in Brian's box for entry.</li> <li>Contact parents</li> <li>Inform admin w/in 24 hours</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>Support Staff with track call log and referrals for SIT/PRE-SIT</li> </ul> <p><b>POSSIBLE INTERVENTIONS</b></p> <ul style="list-style-type: none"> <li>Check In/Check Out</li> <li>Behavior Contract</li> <li>Structured Breaks</li> <li>Restorative Justice Agreement</li> <li>Teach Social Skills</li> <li>Teach Relaxation Techniques</li> <li>Sensory Diet</li> <li>Counselor Referral</li> <li>Functional Behavior Assessment</li> <li>Safety Plan</li> <li>Zones of Regulation</li> <li>Mindful Break in soft space</li> </ul> <p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>Restitution</li> <li>Restorative Circle</li> <li>Restorative Inquiry</li> <li>Loss of Privileges</li> <li>In School Suspension</li> </ul> <p><b>Stage 3(severe)</b> Student to be immediately removed from class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Call for support</li> </ul> <p><i>Administration</i></p> <ul style="list-style-type: none"> <li>Respond to call</li> <li>Investigate</li> </ul>
--	--	--

Mentor	<ul style="list-style-type: none"> <li>• Apology Written</li> <li>• Research Project</li> <li>• Community Circle</li> <li>• Restorative Circle</li> <li>• Call Parent with Student (Privately)</li> <li>• Invite Parent to Observe/Volunteer</li> <li>• Draw/Write About Incident with Alternate Ending</li> <li>• Connect with In Building Mentor</li> <li>• Alternative Recess Plan (must have movement involved: running laps, taking a walk, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Determine consequence</li> <li>• Contact parents</li> <li>• Communicate w/ staff within 24 hours</li> </ul> <p><b>POSSIBLE CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>• Restorative Justice (if the teacher hasn't been harmed, he/she will facilitate)</li> <li>• Restitution</li> <li>• Exclusion</li> </ul>
--------	---	--

### **K-2 RESTORATIVE PROBLEM SOLVING SHEET (ENGLISH & SPANISH)**

### **3-5 RESTORATIVE PROBLEM SOLVING SHEET (ENGLISH & SPANISH)**

### **LOGICAL CONSEQUENCES (1.6)**

*You break it you fix it. Loss of privilege. Take a break.*

- Explain the Logical Consequence in a calm and empathetic tone - consequences are never given out of adult frustration. **If you are in the red and can't reset, tap out with another adult or walk away and come back when you are calm. There is no shame or judgement in this. It is great modeling!**
- Allow the child to feel the effects of his/her actions. Red Zone emotions as the result of a consequence don't require further consequences. They require our empathy, support and firm guidance.
- Logical Consequences are meant to **teach**, not punish. Teaching takes consistent repetition. Don't give up after 2-3 times of "not working". T2/3 kiddos need Logical Consequences AND more specialized plans.
- Logical Consequences are only valuable when they are done in the presence of the witnessing adult. This builds a trusting and respectful relationship where kids feel safe because they know you can enforce boundaries.
- Avoid power struggles by staying calm, giving choice, coming back to it later in the day or the next day.
- Problem-Solving Sheets/Buddy Rooms are not consequences, they are interventions to help you and the student take time and space to correct the behavior and maintain a positive relationship!

Student Behavior (Minor/Stg 1/Stg 2)	Core Value to Reinforce	Sample Logical Consequence
Disrespectful Language to an adult or another student	Kindness	Take a time out from activity to write a letter of apology. Make up the work you missed during lunch/recess, choice time, at home.
Playing/off task while working at group table	Teamwork	Move to a more private, secluded spot to complete the work, and/or apologize to classmate
Disruptive during whole class lesson	Teamwork	Move to desk or private spot and/or create a written plan for how to show teamwork during a whole-class lesson. (Think-sheet)
Broke a classroom supply or tool on purpose or due to carelessness	Integrity	Write an apology to owner, come up with 3 ways to make amends. Lose privilege of using that supply.
Work Refusal/Rushed through work	Sí Se Puede	Redo the work, this time doing best and taking time. (Right then, at lunch/recess, at home). Parent sign?
Walking in Line too loud or silly	Teamwork	Walk with teacher and/or spend 2-5 minutes during recess practicing walking calmly and quietly
Lunchroom: Too loud or silly	Teamwork	Assigned seat for the rest of lunch and/or the next day
Recess: Too rough or unsafe	Kindness	Sit down at the wall and come up with three ideas for ways to play safely. Apologize to other students.
Restroom: Playing around/made a mess	Integrity	Write a "rule book" for restroom breaks and share with the class. Clean the mess and write an apology to the custodian.

Please see [Logical Consequences Article](#) from Responsive Classroom -----AppendixC

### **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.

### **Avoiding Power Struggles**

When dealing with escalated or non-compliant students, it is easy to unwittingly engage in a power struggle. In these situations, teachers often call for support. The student is then taken out of the classroom. When this happens, the teacher has lost valuable instruction time, and the student is missing





all of the learning that happens during their absence from the room. To avoid getting into these struggles, there are three important strategies to keep in mind:

### **Disengage, Interrupt, and De-escalate**

#### **Disengage**

- Maintain a calm body and voice tone. Above all else, it is most important to sound and appear calm and relaxed. If the teacher responds in an emotionally escalated manner, the student is likely to further escalate.
- Take a mindful moment before responding. If a student says or does something that seems to be an attempt to draw you into a power struggle, pause for a moment before responding. This gives you a moment for a slow, deep breath or other calming technique. It also allows you time to consider the most appropriate response.
- Limit verbal interaction. It is a very common, natural response to ask numerous questions and talk continuously to escalated students. This can frustrate both the student, who may be unable to give an appropriate answer, and the adult, who may become agitated when the student does not respond as desired. Talking more than necessary can also reinforce the student if they are seeking negative attention.
- Ignore minor disruptions. This gives the student less power in the moment. If the disruption is significant enough to require a response, respond calmly and as quickly as possible and move on.

#### **Interrupt**

- Direct the student away from the trigger. If the student is showing early signs of stress, redirect them proactively to alternative work or more preferred activity.
- Offer a break. Keep a soft space available in the classroom for students to spend a few minutes when they need to regulate themselves. Make sure this is used proactively and is offered to all students as needed.
- Use an antiseptic bounce. When you notice the early signs of stress in the student, remove them from the situation in a way that does not involve the negative behavior. Send the student on an errand to the office or another classroom. Doing this gives the student time and space away from the trigger.
- Ask who, what, when, where, and how questions. Use these open-ended questions to try and identify both the trigger that caused the behavior and possible solutions. Avoid asking “why” questions. Instead, you can use “I wonder” statements. For example, instead of asking “Why don’t you want to do the work?”, say “I wonder what is getting in the way of you completing this worksheet.”
- Use active listening. Being able to paraphrase the student’s words helps to demonstrate the teacher’s desire to work with the student to resolve their problems.

#### **De-escalate**

- Tell the student what you do want from them, not what you don’t want. Using positive requests instead of negative words is more likely to elicit cooperation. State the expectation in a positive way, such as “Please return to your seat and raise your hand so I can come help you.” instead of framing the expectation negatively, such as “Don’t get out of your seat when you want something.”
- Use non-verbal communication. Our physical reactions and proximity can be even more powerful than our words. They can serve to either increase or decrease the emotional state of those around us. When working with an escalated student, avoid crossing your arms or standing over them. Get



down to their eye level unless you feel they make be physically aggressive with you. Sitting next to the student or kneeling down with them demonstrates empathy and willingness to hear what the student has to say.

- Allow the student to have some power. Some students have a strong need for control. Denying them this almost always ends in a power struggle. Instead of being authoritative, concede that the student has the power to make their own choices. State the negative choice along with the consequences of making that choice. Then state the desired choice and the likely outcome of that choice. For example, say “You can choose not to to the math work now. That will mean losing choice time at the end of the day. Or, you can choose to do your math now, and still earn choice time later.”
- Allow the student to save face. Some students (and adults) feel unable to give in during a conflict. Instead of demanding compliance, give them a way to make the desired choice in a way that preserves their dignity. For instance, say “I trust you to get started when you are ready.” and walk away.
- Use emotion labeling. This means naming, in an inquisitive way, the emotions detected from the student. If a student knocks over a chair, say “You look angry. Let’s talk about it.” This is powerful because it gives the student the opportunity to verbalize their concerns instead of acting out.
- Think about what the student is trying to communicate with this behavior. Keeping in mind that all behavior has a function behind it, think about what the student is trying to gain or avoid through their behavior. Considering the function may not help in the moment when the student is escalated. However, if these behaviors are happening repeatedly, addressing the underlying problems when the student is calm can make a huge difference in the long run.

### **CLASSROOM PROCEDURES (1.8)**

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

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

[Click here for sample Classroom Management Plans](#)





## Tier 1 Classroom Checklist

This checklist of noticeable and observable practices was informed by Responsive Classroom and PBIS and is intended to be utilized as a self-reflection tool for teachers and staff.

1 = Never	2 = Occasionally	3 = Sometimes	4 = Mostly	5 = Always
-----------	------------------	---------------	------------	------------

<b>Physical Space:</b> Is physical space organized to facilitate student learning and a positive classroom climate?	
Furniture is arranged to support instruction - intentional space for class meetings, collaborative learning, cozy spots for reading, small group work, independent work, projects, soft space, and problem solving space.	1 2 3 4 5
Classroom is tidy and hygienic. Surfaces are clear of clutter.	1 2 3 4 5
Pictures, names, art, student work, celebrations are relevant and reflective of the diverse population we serve.	1 2 3 4 5
Authentic student work is posted inside and outside the classroom, up to date, respectful of all learners and referred to as a teaching tool.	1 2 3 4 5
Daily schedule, learning targets, anchor charts and pass systems are posted and utilized consistently	1 2 3 4 5
Environment is print-rich, classroom library is organized and appealing. Students understand procedures for check out.	1 2 3 4 5
“Traffic flow” minimizes physical contact between peers and maximizes teacher’s mobility. All sight lines are clear for students and adults.	1 2 3 4 5
Wellness Space for rest and return is clearly marked, expectations posted. Used as a therapeutic space for students. May be student or teacher selected.	1 2 3 4 5
Problem-solving space is clearly marked, expectations posted. Used as an intervention for students to take a moment to regroup and for teacher to help student reset, not a consequence.	1 2 3 4 5
Core Values, School Rules, and SEL tools are posted and used as teaching supports.	1 2 3 4 5
<b>Attention:</b> Does the teacher gain the attention of the students prior to instruction?	
The chime is used to gain student attention	1 2 3 4 5
Teacher models silence while waiting for students to finish discussions while the chime fades out; does not talk over chime or students while giving instructions.	1 2 3 4 5
Teacher models active listening and speaking; waits to speak until he or she has the attention of the whole group. Does not speak over students or other adults.	1 2 3 4 5
<b>Time:</b> Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
Materials are prepared and ready to go for all lessons so that little instructional time is lost.	1 2 3 4 5
Brief, clear, predictable directions are given prior to transitions to pre-correct.	1 2 3 4 5
Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
Students engaged at high rates during individual work	1 2 3 4 5
Down-time (including transitions) is minimal	1 2 3 4 5
Transitions are efficient and orderly to maximize instructional time and minimize off-task behavior.	1 2 3 4 5
<b>Behavior Management:</b> Does the teacher have Responsive Classroom and PBIS mindsets and systems in place?	
Core Values are posted and referred to (physically and through redirection/reinforcement)	1 2 3 4 5
Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Teacher fluently uses non-verbals and proximity to redirect and reinforce more frequently than verbal cues.	1 2 3 4 5



Teacher/Staff member uses a calm and respectful tone when redirecting students.	1 2 3 4 5
Teacher/Staff does not engage in power struggles; removes self from the situation before becoming escalated	1 2 3 4 5
Directions are clear and concise.	1 2 3 4 5
Teacher/Staff fluently and dynamically uses a variety of reinforcement including falcon cards, table points, pom-pom jar to encourage positive behavior and celebrate academic learning (see reinforcement menu)	1 2 3 4 5
Teacher/Staff effectively follows through with logical consequence in a calm and respectful way.	1 2 3 4 5
<b>Routines and Procedures:</b> Does the teacher have procedures and routines that are clear and consistently followed? Are these procedures regularly taught and re-taught using Interactive Modeling?	
Start of class	1 2 3 4 5
Coming to the rug	1 2 3 4 5
Working independently, with a partner, in groups, whole group	1 2 3 4 5
Snack Time	1 2 3 4 5
Fire Drill	1 2 3 4 5
Obtaining materials and supplies	1 2 3 4 5
Using technology	1 2 3 4 5
Managing homework and other assignments	1 2 3 4 5
Personal belongings (e.g. coats, hats, toys)	1 2 3 4 5
Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5
Use of Classroom Telephone	1 2 3 4 5
Teacher Space (Desk, Tech bundle)	1 2 3 4 5
Taking a break	1 2 3 4 5
Going to a Buddy Room	1 2 3 4 5
Problem-Solving Sheet	1 2 3 4 5

### 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.

### Incentive Menu

Small	Medium	Large
Give a falcon card Say “Thank You” Verbal praise Smile Thumbs Up High 5 Fist Pump Listen to them Note to student	Give a falcon card Give them 1:1 time Notice them Teacher’s helper Line leader Extra game Extra choice time Dismissed from class 2 minutes early Points/pom-poms toward class reward Segment on class dot-to-dot	Falcon Award Principal/AP phone call Positive referral to the office Special computer/Ipad time Lunch Bunch Teacher phone call or note to parents Lunch with principal/AP/ or counselor Core Value Award during quarterly assembly



## Falcon Cards

<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Reinforcement is appropriate at school when it helps kids become successful at life. Falcon cards teach students by reinforcing the specific behaviors we want to see. They reward our core values of Sí Se Puede, Kindness, Integrity, Flexibility, Teamwork and Joy in action.</li> <li>• We never reward kids, we reward behaviors</li> <li>• Bribery is an inducement to do something illegal, unethical and immoral.</li> <li>• Manipulation: If adults are rewarding students for being still or quiet, that is not good for kids.</li> </ul>
<p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Any student who is demonstrating a core value of Sí Se Puede, Kindness, Integrity Teamwork, Flexibility, or Joy.</li> <li>• A Falcon Card can be given for small, medium and large reinforcement, but only give one at a time.</li> <li>• Staff will not give cards to students who ask for them.</li> <li>• Adult uses stamp or writes name in the moment.</li> <li>• Students may not give falcon cards away to other students</li> </ul>
<p><b>Exemplar language when giving a Falcon Card:</b></p> <ol style="list-style-type: none"> <li>1. Thank you for _____(specific behavior). It shows _____(Name Core Value)</li> <li>2. I just noticed that you _____(specific behavior). That's a great example (Core Value)</li> <li>3. I really appreciate how you (specific behavior). That's a wonderful example of (Core Value)</li> <li>4. By being (specific behavior) in the library you show a good example of (Core Value)</li> <li>5. Way to go, (name) for (specific behavior). You're showing a good example of being (Core Value)</li> </ol>
<p><b>What?</b></p> <ul style="list-style-type: none"> <li>• Buy entry to Falcon Friday (35 falcon cards)</li> <li>• Purchase school supplies at the student store during recess</li> <li>• Purchase privileges in the classroom (IE- sit at the teacher's desk, ring the chime, answer the phone, read pop-up book during independent reading,</li> <li>• 3-5 buy entry to falcon elite week</li> <li>• Buy Lunch Bunch with their teacher</li> </ul>

### Falcon Friday

Falcon Friday takes place once a month. It is an incentive event that can be purchased with Falcon Cards in order to incentivize our Core Values and celebrate our students. These events are open to students in grades K-5. They are planned and led by our Student Government and a year-long Falcon Friday Calendar will be sent out in early September.

### [Week of the Golden Falcon](#)

Week of the Golden Falcon takes place the week before Winter Break, Spring Break and the last week of school. It is a week of incentive events that can be purchased with Falcon Cards in order to incentivize our Core Values and celebrate our students. These events are open to students in grades 3-5. A month before the events, there is a slideshow in classrooms that describes the options available and sign-up is opened. There is also a behavior contract that outlines who can participate.



***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 29	
January	January 7	
April	April 21	
June	School Climate Survey	

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

Date	Activities	Organizer
8/26	Popsicles in the Park	Main Office
9/12	Back to School Night	All
9/13	Positive Phone Calls H0me Completed for All Students( 2-3 per day)	Classroom Teachers
10/4	Family Update 1 Sent	Grade Team
10/17	DLI Family Night	DLI Team
10/18	Family Update 2 Sent	Grade Team
10/25	Publishing Celebrations	Grade Team
11/1	Family Update 3 Sent	Grade Team
11/15	Family Update 4 Sent	Grade Team
11/25-11/26	Conferences	Classroom Teachers
12/5	Winter Community Potluck	Committee
12/13	Update 5 Sent	Grade Team
12/20	Publishing Parties	Grade Team
1/17	Family Update 6 Sent	Grade Team
1/22	College Fair	Committee
2/12	Family Math Night	Committee
2/14	Family Update 7 Sent	Grade Team
2/21	Publishing Celebrations	Grade Team
2/28	Family Update 8 Sent	Grade Team
%	Family Literacy Night	Committee
3/12	Career Fair	Committee
3/13	Family Update 9 Sent	Grade Team



4/10	DEAR Day	Committee
4/17	Publishing Celebrations	Grade Team
4/24	Family Update 10 Sent	Grade Team
5/1	Dia del Nino	Main Office
5/7	Muli-Cultural Night	Committee
5/15	Family Update 11 Sent	Grade Team
5/22	Science Fair	% Teachers
5/27	Volunteer and Partner Breakfast	Main Office
5/29	PTA Carnival	PTA
6/3	End of Year Learning Celebrations	Grade Team
6/4	Field Day	Abel/Committee

## TIER I EVALUATION

### Evaluation of the Effects and Fidelity of the School Climate Practices

#### DISCIPLINE DATA (1.12)

**Tiered Fidelity Inventory (TFI)** guides the action planning for the implementation of positive school climate.

- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

**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):** Sitton TFI folder is linked [here](#). For the most current version, see appendix B.



## Appendix A- Teaching Expectations

<b>Grades 1-5; Wednesday August 28 (Specials Start Thursday, August 29)</b>			
5 minute talk with 5 minute transition. Opportunity to practice transitions. See “transitions” tab of master schedule document. Class must be lined up quietly at the door at the start time of the next			
	<b>Office</b> Heidi & Rosa	<b>Playground</b> Becky & Brian & Jacob	<b>Cafeteria</b> Dana & Samara & Natalie
Crandell	8:40	8:50	9:00
Weigandt	9:00	8:40	8:50
Knauss	8:50	9:00	8:40
Walker	9:10	9:20	9:30
Patterson	9:20	9:10	9:30
Ford	9:40	9:50	10:00
Woods	10:00	9:40	9:50
Arellano	9:50	10:00	9:40
Condron	10:10	10:20	10:30
Edgar	10:30	10:10	10:20
Marrinan	10:20	10:30	10:10
Turner	10:40	10:55	11:10
Bohnomme	11:10	10:40	10:55
Sanchez	10:55	11:10	10:40

<b>Kinder Rotations; Monday, September 2nd</b>			
10 minute talk with 5 minute transition.			
	<b>Office</b> Heidi & Rosa	<b>Playground</b> Cheri & Becky & Brian	<b>Cafeteria</b> Dana & Samara
Monroy-Benitez	10:25	10:40	10:10
Mick	10:10	10:25	10:40
Interian	10:40	10:10	10:25

**Grades K-5; January 6 and March 30**  
**Specials will operate as normal on these days**

5 minute talk with 5 minute transition. Opportunity to practice transitions. See “transitions” tab of master schedule document. Class must be lined up quietly at the door at the start time of the next

	<b>Office</b> Heidi & Rosa	<b>Playground</b> Jacob & Brian	<b>Cafeteria</b> Dana & Samara
Turner	8:20	8:30	8:40
Bohnomme	8:40	8:20	8:30
Sanchez	8:30	8:40	8:20
Ford	8:50	9:00	9:10
Woods	9:10	8:50	9:00
Arellano	9:00	9:10	8:50
Condron	9:20	9:30	9:40
Edgar	9:40	9:20	9:30
Marrinan	9:30	9:40	9:20
Monroy-Benitez	9:50	10:00	10:10
Mick	10:10	9:50	10:00
Interian	10:00	10:10	9:50
Crandell	10:20	10:30	10:40
Weigandt	10:40	10:20	10:30
Knauss	10:30	10:40	10:20
Walker	11:10	10:50	11:00
Patterson	12:20 (after lunch)	11:00	10:50

# Appendix B

School: Sitton

Date: 5/7/19

Team Members Present: Becky Berry, Windy Ford, Liz Mick, Kym Condron, Jenny Ginger, Kristina Henderson, Brian McIntyre, Kelly Rulon, Natalie Thayer, Samara Bockelman, Chrysanthius Lathan, Niki Johnson

Tier I					
Subscale	TFI Feature	Current Score	Actions	Person(s) Responsible	Timeline
Team s	<b>1.1 Team Composition</b> Data source*: <a href="#">LINK CLIMATE HANDBOOK</a>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- Our team includes representation from a variety of teams at school (Windy, Liz, Jenny, Kelly, Natalie, Brian, Kristina, Kym)</li> <li>- Our team meets 2x month (part of Tuesday's PD and one paid Monday)</li> <li>-</li> </ul> <b>Next Steps</b> <ul style="list-style-type: none"> <li>- Contact Jenny about co-chair for the remainder of the school year. Contact Mandy about joining the climate team for the remainder of next year.</li> <li>- Invite MTSS TOSA Niki to observe a meeting and give feedback.</li> <li>- Talk about how Samara can co-chair in the future</li> <li>- <b>Specials teachers on Climate team next year</b></li> </ul>	Becky Berry	March
	<b>1.2 Team Operating Procedures</b> Data source: <a href="#">LINK CLIMATE TEAM MINUTES</a>	2	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- Our team meets twice a month, uses a regular meeting format and agenda (Meeting Wise), and has a current action plan. We have spent half of our meetings on Improvement Science work and half of our meetings on our TFI action plan for this year.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- <b>Next year ½ of meetings focused on PD development for teachers and ½ of meetings focused on TiPS problem solving</b></li> </ul>	Becky Berry	
Imple menta tion	<b>1.3 Behavioral Expectations</b> Data source: <a href="#">Spring 2019 TFI Walkthrough</a>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- We have our five school rules:               <ul style="list-style-type: none"> <li>- Keep your whole body in control</li> <li>- Follow directions</li> <li>- Help the team</li> <li>- Focus on learning</li> <li>- Treat others the way you want to be treated</li> </ul> </li> <li>- These were co-created by our staff in June 2016 and communicated to families</li> <li>- They are posted in all learning and common spaces in a common format in English and Spanish</li> <li>- The language of these rules is inconsistently enforced throughout the building.</li> </ul>	Kym/Kelly	May 2019





			<ul style="list-style-type: none"> <li>- Design Expectation Matrices around the Core Values for all common areas (hallway, cafeteria, playground, office, etc.)</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- <b>Narrow down expectations to 3-Create new school wide expectations posters with visuals.</b></li> <li>- Values are something to aspire to and expectations are baseline of what you need to do.</li> <li>- Design student-friendly matrices for common areas with visuals</li> <li>- PD/Scripts on using expectations effectively in class</li> <li>- <b>New Expectations posters with looks-like/sounds-like on the back</b></li> </ul>		
	<b>1.4 Teaching Expectations</b> Data source: <a href="#">Spring 2019 TFI Walkthrough</a> <b>INCLUDE LESSON PLANS</b>	1	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>- Expectations are taught in all spaces and classrooms at the beginning of the year, after winter break, and after spring break</li> <li>- Interactive Modeling Lesson Plans</li> <li>- Redirecting Language Sample Scripts</li> <li>- 3x so far this year to review climate binder materials</li> <li>- 2x of choice sessions</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- <b>Update matrix to reflect new agreed upon expectations when they are set</b></li> <li>- <b>Badge-Sized reminding language. Revise re-direct scripts to reflect the new expectations. Plan PD to support for August/October/January/Spring Break</b></li> <li>- <b>Continue with mini-sessions for PD and whole staff roll-out for expectations and language in May PD and again during our back-to-school.</b></li> </ul>	Team	May 2019
	<b>1.5 Problem Behavior Definitions</b> Data source: <b>ATTACH MATRIX</b>	1	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>- Climate Team adopted a new behavior matrix for all grades in the 2018-2019 school year that is consistent with new district guidance around exclusionary practices</li> <li>- Norming was a good first step, but inconsistent</li> <li>- Time given for additional matrix review at meeting 10/16</li> <li>- Stage 2 work avoidance toolkit for teachers/functional thinking PD after Winter break</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- <b>Plan to revisit Function-based thinking in April with staff and three boosters in the 19-20 school year</b></li> <li>- <b>Add a page 2 to behavior matrix that include teacher red zone. How to support and</b></li> </ul>	Team	May 2019

			<p>reinforce teachers in stage 2? Team teach reinforcement, remind of that option and expectation (teacher testimony)</p> <ul style="list-style-type: none"> <li>- Reflect on referral language on matrix</li> <li>- "Can I get anyone anything?" and clear hall/close doors during a public restraint.</li> <li>- Deescalation strategies for all staff</li> </ul>		
	<b>1.6 Discipline Policies</b> Data source: ATTACH CLIMATE HANDBOOK	1	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>- We use Synergy to document discipline incidents</li> <li>- The Friday Data Team analyze the data and use it to notice trends and patterns and take action steps</li> <li>- The data is also used to trigger the SIT process</li> <li>- We have a Logical Consequences Menu</li> <li>- Clarity on exclusionary practices (part of behavior matrix?)</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Continue to identify additional interventions to support behavioral needs through the SIT process</li> <li>- Continue to message communication around "Team-teach, Stage 3, and teacher Red Zone"- add this to the behavior matrix back page</li> </ul>	Team	August 2018
	<b>1.7 Professional Development</b> Data source: ATTACH WRITTEN PLAN ATTACH AUGUST STAFF PD	2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>- We facilitated a ½ day professional development focused on climate during our opening professional learning in August</li> <li>- We revisit this work Monthly during our faculty meetings</li> <li>- We provide professional development for our SUN staff at the beginning of each term</li> <li>- Continue studying Responsive Classroom practices</li> <li>- Hard copies of climate materials.</li> <li>- Tier 1 Classroom Practices Checklist- use as reflective tool and in conferring with Becky/Dana.</li> <li>- Back to school PD on Tier 1 classroom management specifically around Power Struggles with students</li> <li>- Sent in 18' and will send again a team to the NW PBIS Conference in January</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Function based thinking staff pd (work avoidance)</li> <li>- Identify blind spots in ourselves (observing other teachers)(professional development days can be used)(universal observation tool/tier 1 reflection checklist)(video teachers, group unpack of all the invisible things that are making it successful)</li> <li>- Staff RJ circles with TOSAS FEB/MAR</li> </ul>		August 2018

			<ul style="list-style-type: none"> <li>- <b>*Many members felt this should be a 1. Take time to articulate how you would like to enhance this to meet the needs of your current students.</b></li> </ul>		
	<b>1.8 Classroom Procedures</b> Data source: <a href="#">LINK CONTINUUM</a>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- Teachers created hyper-docs</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>-Link Hyperdocs to climate folder</li> <li>-Check in and modify hyperdocs in grade level bands</li> <li>- learn about Champs or Mac</li> </ul> Looks like sounds like : entering room, teacher talking, water, leaving the group, rules posted, every activity of the day, before transitions within the classroom <ul style="list-style-type: none"> <li>- Liz will share learning from David Douglas with K team- start planning for next K cohort</li> <li>- Liz will set up K team visit to Cherry Park Elementary</li> </ul>	Team	August 2018
	<b>1.9 Feedback and Acknowledgment</b> Data source: <a href="#">Spring 2019 TFI Walkthrough</a>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- We use Falcon Cards, aligned to our core values of Sí Se Puede, Kindness, Joy, Teamwork, Flexibility, and Integrity</li> <li>- We host a Falcon Store for all grade levels and also offer Falcon Friday</li> <li>- Each day we honor a student with the Falcon Award</li> <li>- Add acknowledgment and incentive menu</li> <li>- Falcon Elite WEek for 3-5</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>-Revisit incentive menu with staff</li> </ul>	Team	August 2018
	<b>1.10 Faculty Involvement</b> Data source:	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- We have a routine in which we review Synergy referral data with all staff four times a year</li> <li>- We also share the progress of our interventions including CICO during these data shares</li> <li>- SIT teams</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- Tier 1 data collection with staff/debrief</li> <li>- Embedded PD through SIT meetings</li> <li>- Walkthrough tools, then “so what”</li> <li>- Natalie “Open access” share at next meeting</li> </ul>		
	<b>1.11 Student/Family/Community Involvement</b> Data source:	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- We have a new Site Council structure and have had 1 meeting</li> <li>- We have a Student Leadership Team that meets monthly</li> <li>- Leadership class 1x per week for students planning Falcon Fridays</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- Identify best practices from other PPS schools in this area</li> </ul>		-Kid leadership Team

Evaluation	<b>1.12 Discipline Data</b> Data source:	2	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- We use Synergy with consistency</li> <li>- This data is used to inform the SIT process</li> <li>- Positive behavior tracking for 2 kids (having a 'so what' meeting)</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- Integrate the use of Wellness Room data and CICO data into our data analysis process</li> <li>- Wellness room on hold for staff 18/19</li> <li>- Looking at data each meeting 19/20</li> <li>- <b>Confusion for Climate Team - one meeting was going to be TFI action and one was going to be improvement science. That hasn't left time for the Climate Team to look at data.</b></li> </ul>		SWIS Matrices in hand
	<b>1.13 Data-based Decision Making</b> Data source:	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- We use academic and discipline data to support our SIT process weekly</li> <li>- Our School Support Team meets weekly to analyze our <a href="#">CAP Plan</a> strategies and progress towards these goals</li> <li>- Our Instructional Leadership Team meets monthly to analyze our CAP Plan strategies and progress towards these goals</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- We use data to inform our professional learning through data meetings every six weeks 19/20</li> <li>- Continue to learn best practices from other PPS schools</li> <li>- Ask Niki about SWIS</li> </ul>		See current sta
	<b>1.14 Fidelity Data</b> Data source:  TFI Action Plan	2	<b>Current Status:</b> <ul style="list-style-type: none"> <li>- Climate team rated TFI on 3/5/18, and 11/6/18 as a team</li> <li>- Administrators sought PD around Fidelity tools over summer 2018</li> <li>- Currently using FIT and FIA</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- Look at FIA and FIT data as a team</li> <li>- <b>*There are other tools for assessing that have been discussed but are not yet implemented.</b></li> </ul>	Becky/Dana	August 2018
	<b>1.15 Annual Evaluation</b> Data source:	1	<b>Current Status:</b>  <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- <b>Get process</b></li> <li>- A next step is to share this process with stakeholders, especially parents</li> <li>- Staff Climate Survey to include ASCD (school climate survey)</li> <li>- Annual evaluation and share with stakeholders</li> </ul>		

## Appendix C

# Punishment vs. Logical Consequences

September 02, 2011 Categories: [Classroom Management & Discipline](#) / [Discipline](#)

Logical consequences are directly related to children's behaviors and help them to fix their mistakes.

The use of logical consequences is one part of an approach to discipline used in the *Responsive Classroom*. It's a powerful way of responding to children's misbehavior that not only is effective in stopping the behavior but is respectful of children and helps them to take responsibility for their actions.

Teachers often ask, "How are logical consequences any different from punishment?" It is a critical question because there are some basic and important differences between the two—differences that must be understood in order to use logical consequences well.

Take the following example:

Six-year-old Jacob is zooming around the classroom when suddenly he trips and falls into Michelle's block building. Michelle lets out a scream and the teacher comes over.

### Using punishment

This first scenario involves a teacher who uses punishment. Feeling irritated, the teacher looks at Jacob and says loudly in front of the other children, "I have told you over and over again not to run in this classroom. Now see what you've done with your carelessness. Go sit in that chair and don't move until it's time for lunch."

What might be going on for Jacob? He might be thinking, *"I wasn't even running. The teacher doesn't know what she's talking about. She's always picking on me. Now everybody's looking at me. I hate this school. It was a stupid building anyway."*

Now, here's what might happen with a teacher who uses logical consequences. The teacher, although also feeling irritated, takes a deep breath and makes herself begin by describing what she sees: "Michelle is very upset right now because Jacob knocked over her building. I need to talk with Jacob first and then we'll figure out how to help Michelle."

The teacher takes Jacob aside and begins by asking him a question.

"What happened?"



"I just tripped and fell into it accidentally. I didn't mean to knock it over."

"Hmmm. So it was an accident. I did notice that you were running before it happened. Could that have been why you fell?"

"Maybe."

"When kids run in the classroom, accidents often happen. That's why our rule says to be safe. What do you think you could do to help Michelle?"

"I don't know."

"Maybe she would like some help putting the building back up."

Jacob nods and the teacher walks back with him to the block area. Michelle accepts Jacob's offer to help and together they build for the rest of the period.

Now, what might be going on for Jacob? He might be learning, *"When I knock things down I have to help build them back up. I can fix things when I mess up. My teacher helps me solve problems. I have to remember to walk in the block area."*

Here are some of the fundamental differences in the two approaches:

The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline.

- While effective in stopping the misbehavior of the moment, punishment does little to increase student responsibility.
- Punishment often leads to feelings of anger, discouragement and resentment, and an increase in evasion and deception.

The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.

- Logical consequences help children look more closely at their behaviors and consider the results of their choices.
- Unlike punishment, where the intention is to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive atmosphere.

Logical consequences are respectful of the child's dignity while punishment often calls upon an element of shame.

- Logical consequences respond to the misbehavior in ways that preserve the dignity of the child. The message is that the behavior is a problem, not that the child is a problem.



- The teacher's tone of voice is critical in distinguishing logical consequences from punishment. There are many ways to say to a child that they've spilled their juice and should clean it up. If the tone is angry or punitive, then it's no longer a logical consequence.
- The same consequence can be respectful in one situation and demeaning in another. Mopping the floor is a respectful consequence for the child who chooses to have a water fight at the drinking fountain, but not for the child who fails to complete his work.

Logical consequences are related to the child's behavior; punishment usually is not.

- Leaving the group is related to being disruptive in a group; missing recess is not. Cleaning up graffiti on the bathroom wall is related to drawing the graffiti on the wall; being suspended from school is not.
- Logical consequences require that the teacher gather more information before reacting. The teacher takes time to assess the situation and determine, sometimes with input from the child, what will help fix the problem.
- Here are a few questions teachers might ask themselves when trying to assess a situation:

What are the developmental issues at work here?

Is it clear to the child what is expected?

What rule is being broken?

What problem is the behavior creating?

What will help to solve the problem?

The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

- Teachers using logical consequences begin with a belief in the basic goodness of children and the knowledge that every child is a learner, struggling to establish meaningful relationships with us, each other, and the school community.
- These teachers expect that all children will from time to time lose their control and make mistakes.
- The use of logical consequences helps children fix their mistakes and know what to do next time.

Teachers frequently ask, “Is it ever okay for a child to feel bad about their behavior?” Of course it is. When children misbehave, chances are they already feel bad. Our job is not to make them feel worse but to help them choose a better course of action the next time.

As Ruth Sidney Charney says in [Teaching Children to Care](#), “Our goal, when children break rules, is never to make them feel ‘bad’ or defeated, although they may, in fact, feel bad. Our goal is first to help them recover self-control and self-respect. When I observe a child acting the part of the bully, or sneaking out of a job, or putting down a classmate or teacher, it is not a picture of self-control and self-respect. It is a sign of distress and a signal for help. Something needs to stop. The use of logical consequences urges respect for the rules and the people they are designed to guide.”

## Three Types of Logical Consequences

October 24, 2011 Categories: [Classroom Management & Discipline](#) / [Discipline](#)

Teachers who use the *Responsive Classroom* approach learn a variety of [strategies for responding to misbehavior](#); logical consequences are one of those strategies. Depending on the child and the situation, teachers might combine a logical consequence with other strategies, or they might use more than one logical consequence.

We recommend that teachers use three types of logical consequences:

### “You break it, you fix it”

This type of logical consequence is used in situations when something has been broken or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. Teachers use this type of logical consequence when they see an opportunity for a child to solve a problem he or she has caused.

#### *Examples:*

Adam jiggles the table and causes water to spill. The teacher directs Adam to clean it up.

Jana accidentally knocks Pedro down on the playing field. The teacher prompts Jana to help Pedro up, ask if he’s OK, and go with him to get first aid if needed.

### Loss of Privilege

This type of logical consequence is used when children’s behavior does not meet pre-established expectations. The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. What’s taken away must be directly related to the misbehavior, and the teacher must



make sure that the child truly understands and can live up to expectations. Teachers use this type of logical consequence when children defy, test, or simply forget the rules.

*Examples:*

Dana insists on using the watercolor brush in a way that damages its bristles. The teacher tells Dana that she cannot use watercolors during choice time until she's reviewed correct use of the brush and shown the teacher that she knows how to use it without damaging it.

Garth's class job for the week is line leader, but as he leads the class to lunch, he leans into a classroom to wave hello to a friend. The teacher tells Garth that he has lost the privilege of being line leader for the day and temporarily gives that responsibility to another child. Later, she checks in with Garth to make sure he remembers and understands the expectations for walking in line.

### Positive Time-Out

This type of logical consequence is used when a teacher believes that a child needs a way to calm down and recover self-control. The consequence is that the child moves to a pre-established place in the classroom, takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use [time-out](#) to keep minor misbehaviors—intentional and accidental—from escalating and becoming disruptive, and to give children opportunities to practice strategies they've learned for regaining self-control. Because many children have experienced punitive uses of time-out, it's important for teachers to explain that “in *this* class, time-out simply gives us the time and space we all sometimes need to get ourselves in check when we begin to lose our cool.”

*Example:*

Mark disrupts a math lesson by calling out answers without raising his hand. The teacher sends him to the time-out place. In the minute or two he spends there, Mark calms down using self-calming techniques the class has learned, and then returns to his regular seat.

More resources for learning about logical consequences and other strategies for responding to misbehavior:

[Rules in School](#), 2nd edition: Read about the approach to discipline that helps children develop self-control, understand how positive behavior looks and sounds, and come to value such behavior.

“[Responding to Misbehavior](#),” an article published in the November 2011 edition of the *Responsive Classroom* Newsletter.



