

HARRISON PARK SCHOOL CLIMATE HANDBOOK



2017-2018

Harrison Park Behavior Policy: Guiding Principles

We believe discipline occurs in collaboration with parents. We believe discipline should be instructional and designed to help students understand their obligations to themselves and others in the school setting. Disciplinary techniques should be designed to reflect the concern of school personnel for the dignity and growth potential of individual students, as well as to demonstrate a firm commitment to the larger interests of all students and the community.

Creating an effective and rigorous learning community depends on an orderly environment in which being safe, responsible, and respectful are expectations across every school setting.

We believe that kids do well when they can and when they can't it is our job to help them.

Discipline is designed to help students develop skill necessary to:

- Succeed in school
- Solve problems successfully
- Develop positive relationships with others
- Become productive individuals
- Recognize when their actions are interfering with the rights of others
- Recognize their rights within the limits of society
- Respect the property rights of others
- Understand and appreciate all races and cultures
- Develop a sense of responsibility for their actions and an awareness of probable consequences

PPS Board of Education has published Administrative Directives (Student Conduct and Discipline Implementation Framework [4.30.011-AD] and Student Discipline Procedures [4.30.020-AD]) specifying that student discipline plans shall include a continuum of supports and interventions (Behavioral Response To Intervention) based on the principles of positive behavior interventions and supports (PBIS). Establishing this continuum in a school is generally a 3- 4 year process. Harrison Park currently is engaged in this process.

What is Positive Behavioral Interventions and Supports?

Positive Behavior Interventions and Support (PBIS) is a systematic framework creating a fair, consistent, and positive school environment that achieves high social and learning outcomes for all students and staff.

Specifically, PBIS:

- Defines Guidelines for Success in all areas of the school
- Guidelines are taught from the start of the year and continues that instruction throughout the year
- Provides instruction in social skill strategies for all students
- Designs an acknowledgement system that recognizes group and individual skills
- Gives immediate feedback on behavior and creates common language and understanding for achievement and behavior
- Uses data to create academic and behavior interventions
- PBIS is a tiered framework for building our structures and supports, theory states that 95% of students are successful with Tier 1 and Tier 2 supports.
 - Tier 1 universal curriculum and social skills that all students' receive
 - Tier 2 address students who receive everything in Tier 1 and receive additional academic and/or social skill supports. This is a group intervention such as, social skills group, meaningful work, check-in/check-out and lunch bunch.
 - Tier 3 address individualized supports in addition Tier 1 and 2. These are more time and resource intensive.
- Involves **ALL** School Employees

School Wide Guidelines For Success

The Harrison Park PBIS is built around 4 Guidelines for Success.

Goal: To create a fair, consistent, positive school environment that achieves high social and learning outcomes for all students and staff.

PACK-This is being revised!

Perform your best: *Making your school better by being your best.*

Act responsibly: *Doing things that are physically and emotionally safe.*

Courageous: *Leadership through example.*

Kind and Respectful: *Recognizing the worth and importance of self and others.*

General Guidelines for Success

WHAT LOOKS LIKE	Stage 1		Stage 2	Stage 3
	Managed by Teacher in All location		Referral that will wait for Administrator	Immediate Administrative Assistance
	Student remains in classroom Document in Classroom Management Log Refer to Self in Synergy		Student remains in classroom Teacher must contact parent Document in Classroom Management Log Refer to SMS in Synergy	Student is removed from classroom Teacher & SMS must contact parent Refer to SMS in Synergy
Act Responsibly	<ul style="list-style-type: none"> • Hands, feet and objects to self • Manage materials • Complete/turn in work • Clean up after yourself • Always walk 	<ul style="list-style-type: none"> • Theft of items • Property damage (writing on desk, breaking pencils) • Poking • Posturing • Play-fighting 	<ul style="list-style-type: none"> • Theft of items • Property damage • Stops Posturing, play-fighting, or throwing after prompts 	<ul style="list-style-type: none"> • Theft of items • Throwing items at others with the intent to harm • Physical violence • Repetitive disruptive behavior • Possession of prohibited items (weapons, alcohol, drugs)
Courageous	<ul style="list-style-type: none"> • Ask for help • Help others • Include others • Be a Role Model 	<ul style="list-style-type: none"> • Failing to help other • Gossiping • Teasing • Name calling • Put downs 	<ul style="list-style-type: none"> • By-stander in a fight • Inciting a fight • Verbal harassment that impacts attendance • Cyber bullying that impacts attendance 	<ul style="list-style-type: none"> • Encouraging physical violence when violent act is under way • Verbal harassment AND stops learning process for entire class
Kind & Respectful	<ul style="list-style-type: none"> • Use kind words, • Follow staff directions • Dress appropriately 	<ul style="list-style-type: none"> • Name calling • Profanity • Argumentative with peers 	<ul style="list-style-type: none"> • Stops use of profanity after prompts • Significant disrespect • Refusal to calm down and discuss later • Sexual harassment reported or witnessed 	<ul style="list-style-type: none"> • Refusal to cease profanity AND stops learning process for entire class • Threaten to harm someone • Threat to harm self • Power struggle with no resolution • Refusal to go to a time-out • Sexual-harassment • Insubordination

<p>Consequences</p>	<ul style="list-style-type: none"> • Student receives positive praise 	<ul style="list-style-type: none"> • Formal warning 	<ul style="list-style-type: none"> • Active but restricted recess (ex: "walk the perimeter") • In School Suspension. • After school detention (grades 5-8, must set up with 24hr notice to family) • School community service (ex: behind the scenes lunch job, help custodian) • Altered school-day schedule (ex: switch classes, attend lunch/recess with a lower grade) • Conference with SMS or Administrator • Parent, teacher, student conference • Home visit • Lunch Detention 	<ul style="list-style-type: none"> • Determined by Administrator according to Student Rights and Responsibilities Handbook
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<p>Possible Interventions</p> <p>-Choose an intervention -Implement for 2 weeks and collect data on effectiveness</p>	<ul style="list-style-type: none"> • PAWS • Bulldog Bucks • Self-Manager/Bulldog Club • In classroom rewards 	<ul style="list-style-type: none"> • Positive Practice • Re-teach Rule • Change seating • Gentle reprimand • Keep in proximity • Pre-correction • Private direction • Restitution • Time out (out of class- less than 15 minutes) (3-5) • Time out (in class 5-10min) • Warning • Restorative Justice practices 	<ul style="list-style-type: none"> • Family contact • Praise for taking responsibility • Identify replacement behavior • Redirect student • Modify/differentiate work • Behavior contract • Identify "safe place" to cool off • Check-in/check-out • Social stories • Interest Inventory • Parent conference with administrator • "Chunking" Information • Structured lunch/recess (Lunch Bunch) 	<ul style="list-style-type: none"> • Opportunity for school service • Daily Tracking Sheet • Detention • Student Intervention Team (SIT) • Behavior Support Plan • Safety plan • Major Suspension Program • Notify Authorities • Meaningful Work • Visual and oral Directions • Individualized Intervention • Group Interventions
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General Guidelines for Success

Hallway Guidelines for Success

WHAT LOOKS LIKE	Stage 1	Stage 2	Stage 3	
	Managed by Teacher in All location	Referral that will wait for Administrator	Immediate Administrative Assistance	
	Student remains in classroom Classroom Management Log Refer to Self in Synergy	Student remains in classroom Teacher must contact parent Classroom Management Log Refer to SMS in Synergy	Student is removed from classroom Teacher & SMS must contact parent Refer to SMS in Synergy	
Perform your best	<ul style="list-style-type: none"> • Wander • Littering • Loitering 	<ul style="list-style-type: none"> • Wandering that continues after prompts • Hiding • Refusing to go to destination • Throwing items • Dumping food 	<ul style="list-style-type: none"> • Throwing object large enough to hurt someone • Leaving building • Entering classrooms and major disruption to others class 	
Act Responsible	<ul style="list-style-type: none"> • Always Walk • Hands, feet & objects to self • Keep to the right • Voice level 2 or quieter • Electronic devices off and away 	<ul style="list-style-type: none"> • Running • hitting, slapping, pushing, kicking, tripping, grabbing • Voice level 3 and above • Walk in center and left side of hall • Electronic devices out and in use, has to be asked to put it away 	<ul style="list-style-type: none"> • Running away from staff • Fighting • Threatening and/or menacing behavior • Reckless behavior that causes injury 	
Courageous	<ul style="list-style-type: none"> • Ask staff for help • Model the expected behavior • Report unsafe behavior 	<ul style="list-style-type: none"> • Failing to help others • Gossiping, teasing, put downs • By-stander in fight 	<ul style="list-style-type: none"> • Inciting a fight • Verbal harassment 	<ul style="list-style-type: none"> • Sexual harassment
Kind & Respectful	<ul style="list-style-type: none"> • Follow staff directions • Admire wall decor with eyes only • Use polite language • Hats off in the building • Dress appropriately 	<ul style="list-style-type: none"> • Name calling • Ignoring staff directions • Touching or removing displays on the wall • Profanity or disrespectful language • Argumentative with peers 	<ul style="list-style-type: none"> • Destroying a display/items on the wall • Taking items that don't belong to you including lockers • Profanity/disrespectful language directed at a person • Argumentative with staff 	<ul style="list-style-type: none"> • When student is destroying a display and refusal to stop • Pulling Fire Alarm • Tampering with Emergency equipment

Additional Hallway Information:

- Students must be in their class the first and last 10 minutes of any period
- Students must have a pass if in the building before 8:38 (if it becomes a chronic problem, write a stage 2 referral)

Cafeteria Guidelines for Success

	WHAT LOOKS LIKE	Stage 1	Stage 2	Stage 3
		Managed by Teacher in All location	Referral that will wait for Administrator	Immediate Administrative Assistance
		Student remains in classroom Classroom Management Log Refer to Self in Synergy	Student remains in classroom Teacher must contact parent Refer to SMS in Synergy	Student is removed from classroom Teacher & SMS must contact parent Refer to SMS in Synergy
Perform your best	<ul style="list-style-type: none"> Keep your place in line Clean up your eating area 	<ul style="list-style-type: none"> Cuts line Leaves tray, trash food at table 	<ul style="list-style-type: none"> Intimidating someone to give up space in line Refusal to pick up tray, trash, food Taking others food 	<ul style="list-style-type: none"> Physical fighting
Act Responsible	<ul style="list-style-type: none"> Stay seated Hands, feet & objects to self Sit at assigned table Voice level 2 in line and at table 	<ul style="list-style-type: none"> Sharing food Sitting at unassigned table Changing seats Walking out without talking to adult Voice level 3 and above Standing while eating Throwing food at trash basket 	<ul style="list-style-type: none"> Throwing food Climbing on tables 	<ul style="list-style-type: none"> Any action that causes injury
Courageous	<ul style="list-style-type: none"> Use manners Include others Report safety concerns to staff 	<ul style="list-style-type: none"> Teasing Excluding others Playing with food/intentionally making a mess 	<ul style="list-style-type: none"> Harassment 	<ul style="list-style-type: none"> Ongoing physical/verbal/sexual harassment
Kind & Respectful	<ul style="list-style-type: none"> Follow staff directions and Listen Use designated doors or hallways for entering /exiting Stay seated until excused by duty staff Use polite language Handle and eat only your own food 	<ul style="list-style-type: none"> Ignoring staff directions Wandering Hanging out in bathroom (loitering) 	<ul style="list-style-type: none"> Arguing, swearing, or using offensive language at staff in response to directions Vandalizing 	<ul style="list-style-type: none"> Immediate physical threat

Supervision Expectations

- All supervisors will circulate through the cafeteria, interacting with student in a friendly manner.
- If a student violates a rule, supervisors will use a firm, respectful voice to tell the student what s/he should be doing.

Assembly Guidelines for Success

	WHAT LOOKS LIKE	Stage 1	Stage 2	Stage 3
		Managed by Teacher in All location	Referral that will wait for Administrator	Immediate Administrative Assistance
		Student remains in classroom Classroom Management Log Refer to Self in Synergy	Student remains in classroom Teacher must contact parent Refer to SMS in Synergy	Student is removed from classroom Teacher & SMS must contact parent Refer to SMS in Synergy
Perform your best	<ul style="list-style-type: none"> Keep your place in line Stay with your class Remain in assigned seat 	<ul style="list-style-type: none"> Cuts line Sitting with unassigned class Changing seats 	<ul style="list-style-type: none"> Refusing to return to assigned seat or line 	
Act Responsible	<ul style="list-style-type: none"> Voice level 2 or quieter Walk at all times Hands, feet & objects to self Be a positive participant 	<ul style="list-style-type: none"> Voice level 3 and above Skipping or running Taking others items 	<ul style="list-style-type: none"> Refusing to quiet down Continues to disrupt others Booing or yelling negative comments 	<ul style="list-style-type: none"> When student refuses to stop disrupting others and/or the assembly
Courageous	<ul style="list-style-type: none"> Report safety concerns to staff Raise hand to get teachers' attention 	<ul style="list-style-type: none"> Sees a problem but does not seek staff Calls out to staff 	<ul style="list-style-type: none"> Creates a safety problem 	<ul style="list-style-type: none"> Cause harm to others and/or self
Kind & Respectful	<ul style="list-style-type: none"> Follow staff directions and Listen Use designated doors or hallways for entering /exiting Gives full attention to the program or speaker Use polite language Stay seated until excused 	<ul style="list-style-type: none"> Ignoring staff directions Wandering Loitering Talking to others Inappropriate language 	<ul style="list-style-type: none"> Arguing, swearing, or using offensive language at staff in response to directions Continues to disrupt others 	<ul style="list-style-type: none"> Immediate physical threat Disruption to the assembly

Supervision Responsibilities

1. Sit with your students to model and monitor expected behaviors.
2. Staff closest to misbehaving students will enforce consequences, including escorting students to the office to wait until the end of the assembly

Playground Guidelines for Success

	WHAT LOOKS LIKE	Stage 1	Stage 2	Stage 3
		Managed by Teacher in All location	Referral that will wait for Administrator	Immediate Administrative Assistance
		Student remains in classroom Classroom Management Log Refer to Self in Synergy	Student remains in classroom Teacher must contact parent Refer to SMS in Synergy	Student is removed from classroom Teacher & SMS must contact parent Refer to SMS in Synergy
Perform your best	<ul style="list-style-type: none"> Follow the rules of the game Use equipment appropriately Follow game rules Retrieve equipment and personal items at the end of recess 	<ul style="list-style-type: none"> Running up slid Not taking turns Climbing on Trees Eating on Playground Littering 	<ul style="list-style-type: none"> If any stage 1 becomes chronic Breaking equipment 	
Act Responsible	<ul style="list-style-type: none"> Hands, feet & objects to self Listen for whistle/bell Stay within boundaries of playground Get staff permission to leave playground 	<ul style="list-style-type: none"> Pushing Shoving Throwing sticks/bark 	<ul style="list-style-type: none"> If any stage 1 becomes chronic 	<ul style="list-style-type: none"> Fighting that will not cease Leaving school grounds
Courageous	<ul style="list-style-type: none"> Include and help others Ask staff if you need help 	<ul style="list-style-type: none"> Excluding others 	<ul style="list-style-type: none"> If any stage 1 becomes chronic 	<ul style="list-style-type: none"> Cause harm to others and/or self
Kind & Respectful	<ul style="list-style-type: none"> Follow adult directions Listen Use kind words Take turns on equipment 	<ul style="list-style-type: none"> Ignoring staff directions Wandering in halls Loitering in bathroom Not lining up Inappropriate language 	<ul style="list-style-type: none"> Arguing, swearing, or using offensive language at staff in response to directions If any stage 1 becomes chronic 	<ul style="list-style-type: none"> Immediate physical threat

Supervision Responsibilities

- All supervisors will circulate about the playground and avoid standing in one place.
- Supervisors will be visible and interact positively with many students by greeting them and engaging in short and friendly conversation.
- Report to duty on time.

Additional General Rules

- No tag or chasing games except in areas designated by Playworks (see map)
- A student needs to get a **PASS** from duty staff to use the Do not kick balls EXCEPT in supervised games, i.e. soccer, kickball
- No tree climbing
- Stay away muddy areas or puddles
- No sticks
- Have students bring coats to lunch when necessary (cold outside days).

Boundaries for K-1 playground area

- West: Fence along 86th (Back of school)

- North: Yellow line
- South: Yellow line/ edge of barkdust

Boundaries for 2-8-playground area

- West: Fence along 86th (Back of school)
- North: Baseball backstop fence
- South: Two large trees (grass area to edge of fence)

LINING UP: K-8

When the bell/whistle signals that recess is over:

- Students freeze all play activity
- When the whistle blows, students walk to line up at designated areas and wait for teacher
- Duty staff will designate students to hold the doors if necessary.
- Teachers escort students back to classrooms - observe hallway rules (Voice level 2 or lower)
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PLAY STRUCTURE RULES

- Do not throw barkdust
- Do not play “king of the mountain” or any game that involves pushing off from the play structure equipment
- No jumping off the structure, or jumping from one part to another
- One student at a time sliding down the slide. Feet first. Do not go UP the slide. Do not stop halfway down. Do not stand up on the slide. NEVER push anyone down or off the slide.
- Only one student at a time on fire pole/twirly pole. Students must use two hands.

TIRE SWING RULES

- No more than three students at a time on the tire swing.
- Only one student may push the tire swing
- The tire swing needs to come to a complete stop before a student gets on or off.
- Count to 60 when other students are waiting to swing or push

BASKETBALL RULES

Breaking any of these rules will result in the ball being turned over to the other team

- Start game with jump ball at center court
- No fouls or physical contact
- No long shots, limit 3 feet beyond the 3-point line

SOCCER RULES

Breaking any of these rules will result in the ball being turned over to the other team

- No physical contact - no tripping, pushing or holding
- Players in outfield when goalie kicks the ball
- If ball is kicked out of bounds, opposing team throws inbounds

Bathroom Guidelines for Success

GO

FLUSH

WASH

LEAVE

Acknowledgement Systems

Bulldog Buck - A school-wide incentive system. When student is being caught doing PACK any staff member may give a student a buck.

PAW - Student recognition system. This collaborates classroom PACK success and school-wide acknowledgment. All classroom teachers review PACK rules with students and explain that throughout the week the teacher will be watching for those behaviors in all areas or student who are making significant improvement in PACK. *This will be revised!*

Bulldog Self Managers - Individual recognition system. This acknowledgment system starts October 1st, 2017. Homeroom teacher will have applications that can be taken by students. Students are required to get signatures from staff members. To receive a signature the student must be able to describe what PACK looks like in that location. When the application is complete the students will receive a Bulldog Self Manager Tag with a chain.

The tag allows the student to have a surprise ice cream break, first out to recess, special seating at lunch, run errands for staff (with a pass), get good deal on tickets for dances (7/8), and any other classroom benefits the teacher would like to implement.

Brag Beads- Individual recognition system. This acknowledgement system starts October 1st, 2017. When a student is involved in: Student Helpers, Safety Patrol, Cafeteria Worker, a Staff Helper, on Honor Role, Principals List, PAW Award, or Homework Superstar they can earn a certain color bead that his placed on their necklace.

Overview of Systematic Supervision In All Settings

What is Systematic Supervision?

Systematic Supervision works well with students. It is a method of supervising students and physical spaces that will:

- help decrease problem behavior
- increase student cooperation
- make supervisors' jobs less stressful and more fun

How Does Systematic Supervision Work?

Systematic Supervision is based on the use of four key skills that increase supervisors' effectiveness:

1. Being Active

Being an active supervisor means:

- **moving** around constantly in unpredictable, randomized patterns so you can see where students are and what they are doing
- always have **visual contact** with your class (ex. walk beside, appoint leader, or walk in back)
- **scanning** with your eyes and ears so you notice positive behaviors and potential problems right away

2. Being Positive

Being a positive supervisor means:

- **connecting** with students by creating a friendly atmosphere and by making an effort to connect with individual students *and* with students in groups
- giving students **positive reinforcement** when their behavior is appropriate by acknowledging it and letting students know you appreciate it.

3. Responding to Problems/Concerns

Responding effectively to students who are behaving in an uncooperative or difficult manner means:

- responding to the problem behavior immediately or as soon as possible by speaking privately and respectfully with the student
- defining the problem and giving the student a choice to cooperate with a direction, correction and/ or a predetermined consequence. If the student chooses not to cooperate, the consequence is carried out consistently.

4. Communicating

Communicating effectively means:

- communicating with students in general, and teaching/discussing rules and expectations regularly
- communicating with parents about their children, school rules, expectations, and inviting them to participate in school events and activities
- communicating with other staff formally through designated meetings and informally via individual contacts, and using data collection forms, such as behavior logs to document and share information about student behaviors.

The 6 Features of Active Supervision

	Feature	Elements/Components
1.	Movement	<ul style="list-style-type: none"> a. Constant b. High rate c. Randomized d. Targets known problem areas
2.	Scanning	<ul style="list-style-type: none"> a. Constant b. Targets both appropriate and inappropriate behaviors c. Targets known problem areas d. Uses both visual and aural cues e. Increases opportunities for positive contact
3.	Positive Contact	<ul style="list-style-type: none"> a. Friendly, helpful, open demeanor b. Proactive, non-contingent c. High rate of delivery
4.	Positive Reinforcement	<ul style="list-style-type: none"> a. Immediate b. Contingent on behavior c. Consistent (with behavior and across staff) d. High rate
5.	Instructional Responses (Low level responses)	<ul style="list-style-type: none"> a. Immediate b. Contingent on behavior c. Non-argumentative, non-critical d. Specific to behavior e. Systematic: correction, model, lead, test, and retest f. Consistent (with behavior and across staff)
6.	Consequences when instructional responses are not working	<ul style="list-style-type: none"> a. Neutral, businesslike demeanor b. Non-argumentative, non-critical c. Consistent (with behavior and across staff) d. Fair: non-arbitrary