



Sabin School Climate Handbook 2021-2022

Sabin's Community

Agreements:

Be Safe

Be Respectful

Be Responsible

Be Kind

Sabin's Mission Statement

Sabin School is part of a global community which is dedicated to fostering interdependence and intellectual curiosity for a lifetime of critical thinking by providing supportive teacher-student relationships, effective leadership and standards of excellence.

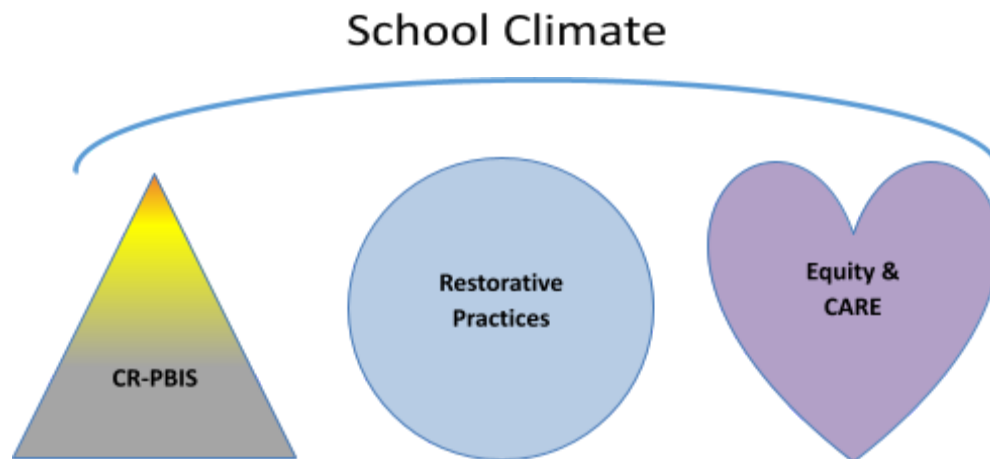
Sabin's Vision Statement

We are an inclusive community who, with love and respect, empower compassionate, lifelong learners.

What Is School Climate?

SCHOOL CLIMATE

School climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) that are trauma-informed and restorative with the lens of racial equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



EQUITY/CARE

This handbook is intended to inform Sabin School staff and community about the processes supporting the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities include eliminating racial disproportionality in exclusionary discipline.

Our CARE work is intentionally focused on increasing classroom engagement for every learner and our capacity for being culturally competent in our instructional practices.

"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."

Former Chief Equity Officer, Lorenzo Poe

CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students 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 data, seek family input, and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES/RESTORATIVE JUSTICE

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to our school. 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?

Restorative Practices include concrete strategies like daily community building circles, restorative dialogues, and problem-solving circles. In 2016-17, our parent community, through a special appeal, raised funds to support the implementation of restorative strategies at Sabin. This allowed us to contract with RJ experts who helped to build our school's capacity to facilitate restorative practices. We are heading into our fourth year of RJ and are continuing to work to ensure that we are eliminating the use of punitive responses to behavioral obstacles.





The School Climate Team

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

[Team Role Descriptions](#)

Team Member	Name
Coordinator	Erika Moller
Administrator	Chrysanthius Lathan
Family Member	Alexandra Varga
Behavioral Expertise	Erika Moller, Amy Mooney, Suella Springfield
Coaching Expertise	Chrysanthius Lathan
Knowledge of Academic/Behavioral Patterns	Michael Diltz
Knowledge of School Operations/Programs	Chrysanthius Lathan, Emily Foster, Erika Moller, Shelley Simonsen, John Metz, Caley Tapfer, Amy Mooney, Suella Springfield, Michael Diltz
Notetaker/Data Collector/Attendance of Team	John Metz



Climate Team Meeting Schedule

Specific dates/time and room location can be found in Sabin Calendar.

Month	Topic/Assessment
August	Classroom Management Plan
September	Tiered Fidelity Inventory Action Plan (TFI) Last year's Discipline Data Review Share Classroom Management Strategies Collaborate with grade teams on Classroom Management Plan
October	Monthly Discipline Data Review
November	Monthly Discipline Data Review
December	Monthly Discipline Data Review
January	Tiered Fidelity Inventory Action Plan (TFI)
February	Monthly Discipline Data Review
March	Monthly Discipline Data Review
April	Monthly Discipline Data Review
May	Tiered Fidelity Inventory Action Plan (TFI)
June	Planning for rollout next year

Meeting Agenda:

- CR-PBIS School-wide Systems (Assessing the effectiveness of our Equity Practices)
- Implementation of Restorative Practices

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

Sabin Staff Click [Sabin TFI 2017-2018](#) for the most current version.



Tier I Implementation

Programmatic Supports for all Students

BEHAVIORAL EXPECTATIONS

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

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IB Attitudes

During each school year, students will focus on each Learner Profile Attribute and create their own posters for their classroom. This will help Sabin School ensure that our school values are inclusive and affirming.

These school values are important for the Sabin school community because they are the values that positively impact student success. Our students benefit from understanding and exercising International Baccalaureate Learner Profile Attributes on a regular basis.

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

Common area expectations will be based on the school's STAR Values: Safety, Thoughtfulness, Ambition, and Responsibility.

<u>Restroom Essential Agreements</u>			
Goal: Sabin restrooms will be safe and clean areas where people act respectfully and responsibly.			
Be Safe	Be Thoughtful	Be Ambitious	Be Responsible
Wash hands with water and soap	Knock on stall door before entering stall	Be quick and go right back to class	Report any problems to school staff
Keep hands, feet and body to self	Give people privacy		Use facilities appropriately
Keep restroom clean			Use quiet voices
<u>Cafeteria Essential Agreements</u>			
Goal: Sabin Cafeteria and lunch line will be a safe and clean area where people act respectfully and responsibly.			
Be Safe	Be Thoughtful	Be Ambitious	Be Responsible
Keep hands, feet and body to self	Use school manners	Say hello to someone new each day	Clean up your area
Touch and eat your own food	Be patient		Food remains in the cafeteria
Sit in assigned area until dismissed	Raise hand to make request		Use quiet voices and body
	Take only what you can eat		



Playground Essential Agreements

Goal: Sabin Playground and Gardens and Recess will be safe areas where people act respectfully and responsibly.

Be Safe	Be Thoughtful	Be Ambitious	Be Responsible
Stay in designated areas	Take turns and share	Solve problems with positive words and actions	One whistle stop and listen Next whistle follow adult directions
Keep personal space	Treat others the way you want to be treated	Be the first to make peace	Return equipment
Report strangers without ID badges and unsafe situations to school staff			Follow game rules
Follow adult directions			Play only recess approved games

Assemblies Essential Agreements

Goal: Sabin Assemblies will be a safe environment where people act respectfully and responsibly.

Be Safe	Be Thoughtful	Be Ambitious	Be Responsible
Keep personal space	Be a good audience member	If it's you on stage, do your best. Be proud!	Sit appropriately in assigned area
Use positive audience responses appropriate to specific assembly	Eyes on presentation		

Office Essential Agreements

Goal: Sabin Office will be a safe area where people act respectfully and responsibly.

Be Safe	Be Thoughtful	Be Responsible
Stop at Front Desk and check in with office staff promptly	Wait quietly for your turn Use school manners	Return promptly to class

Hallway Essential Agreements

Goal: Sabin hallways will be safe and quiet areas where people act respectfully and responsibly.

Be Safe	Be Thoughtful	Be Ambitious	Be Responsible
Walk facing forward on right side of hallway & stairs	Use quiet voices and body	Stop and talk with staff member if asked to do so	Keep the hallways clean
Keep one hand on the rail when using stairs			Report strangers without ID badges to school staff



Keep hands, feet and body to self

Take one stair at a time

COVID Safety Agreements

Goal: Sabin’s campus will be safe and clean, and will avoid the spread of Coronavirus, because people act respectfully and responsibly.

Be Safe

Wash hands with water and soap

Wear your mask at all times

Sanitize every chance you get

Be Thoughtful

Keep a distance of 3’

If someone at school stays home, keep comments to yourself.

Be Ambitious

Create a mask picture or poster to encourage your friends.

Help your teacher and wipe your desk.

Be Responsible

If you don’t feel well, stay home.

If you start feeling ill at school, tell an adult right away.

General School Expectations

School Expectations

The following expectations are in effect during school hours, on school buses, during all school activities including field trips, and during after school activities including SUN:

PPS Students’ Rights & Responsibilities

Sabin uses PPS policies as guidelines for our school expectations and procedures. All students are given a Students’ Rights and Responsibilities Handbook each year and are expected to know its contents. We also encourage parents to read it and use it as a resource for questions about district policy or procedure.

- All students have the right to pursue their curiosities, interests, and passions with the responsibility to demonstrate what they have learned.
- All students have the right to learn in a way that works best for them with the responsibility to learn in a way that is safe, non-disruptive, and productive.
- All students have the right to have their body, space, beliefs, property, and feelings respected with the responsibility to respect the body, space, beliefs, property, and feelings of others.
- All students have the right to speak freely with the responsibility to speak without harming others.



- All students have the right to be listened to with the responsibility to listen to others.
- All students have the right to have a turn with community items with the responsibility to share community items with others.

Harassment, Bullying, Hazing, Sexual Harassment

At Sabin, none of the following behaviors are acceptable: harassment; bullying; hazing; threatening; excluding; put-downs; physically harming a student, staff member, a person's property or school property. Any of these behaviors may result in disciplinary actions. Students should report any of these behaviors to school staff immediately.

The School Day - Arrival and Departure

There is no adult supervision on playground in the mornings. Students who arrive before 8:40 should go to the cafeteria for supervision. Students can choose to eat breakfast or wait for arrival time.

Students enter the building at 8:40am, using the main door. After 8:45 students are considered tardy. The first day of the week students meet under the covered area for a quick community meeting and announcements. Students are to go *directly* home or to their designated activity right after school.

Absences

Daily attendance in school is very important to students' educational development. Teachers will take attendance at the beginning of the school day and after lunch. We require that parents/guardians call the school ((503) 916-6181 to report student absences. Students are required to submit a written note to the office, signed by a parent, stating the reason for the absence. If no parent contact is made, the absence is determined to be unexcused. If your student is absent you will receive a phone call from our automated phone system. If you feel you were contacted in error, please contact the school (503) 916-6181.

Tardiness

Tardiness to school or class adversely impacts a student's education. We encourage students to arrive on time, but when a student is late to school in the morning, we require they first report to the main office. Parents are requested to provide a note explaining the reason for the tardiness presented at the time of the student entering the building. You may also call prior to your child's arrival to excuse the tardiness. If a student arrives without a note or phone call to the office, then the tardy will be considered unexcused.

Homework

Homework is defined as activities that provide practice and extension of material that has been previously taught and that foster independent learning. Homework is also one means of informing parents/guardians about curriculum. The assignments are often an extension of what was covered in class that day, from extra practice, to finishing up a class project, to special unit projects. Special assignments refer to long term projects such as book reports, research papers, art projects, interdisciplinary units, and other assignments that require the management of time and materials. **Homework is not part of a student's grade.**

Make-up Work

Make-up work is the student's responsibility. Students should make arrangements to get any missed assignments from teachers and, if necessary, see the teacher for assistance. If a student has been, or will be absent three or more days, parents may call the school office to request homework assignments before the student returns. Students absent for legitimate reasons will be permitted to make up



assignments missed. Students with unexcused absences may or may not be able to make up missing assignments, always at the teacher's final word and judgement. Late work will no longer be accepted once a unit is completed. If a family is planning an extended absence (such as a vacation), it is the family's responsibility to notify the school at least one week in advance to request school work to complete during absence.

Food and Water

Due to student allergies and other health concerns, there is no sharing of food in the cafeteria or anywhere at Sabin School. We know that students get hungry during the day, snacking will occur only during scheduled wellness breaks and must be cleaned up immediately due to ants and rodents that are attracted when food is left out. Students are allowed to have bottles of plain water in the classrooms. Gum is permitted as determined by teacher.

PPS Dress Code

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

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

Allowable Dress & Grooming

- * Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.
- * Shirts and dresses must have fabric in the front and on the sides.
- * Clothing must cover undergarments, waistbands and bra straps excluded.
- * Fabric covering all private parts must not be see-through.
- * Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- * Clothing must be suitable for all scheduled classroom activities including physical education, science labs, woodshop, and other activities where unique hazards exist.
- * Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

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

Cell Phone Policy

We want to honor families' wishes that their students be able to carry cell phones for safety reasons, while we maintain the integrity of the school learning environment. To that end, cell phones:

- May not be used during school hours.
- Must be turned off at all times during school hours, on school buses, and at after school activities (including SUN).



If students do not comply with this policy (e.g., their phone rings or is visible during school hours--including lunch time and recess), the consequences are as follows:

- 1st time = warning, phone taken, kept in office and student can pick up at the end of day;
- 2nd time = phone taken, kept in office, parent/family contacted and phone picked up by parent/family;
- 3rd time = phone taken, parent/guardian are asked to meet with administration and student.
- Staff may choose to inform teacher or administration about incident.

Lost, Stolen, Damaged Property:

PLEASE BE AWARE: The school is NOT responsible for cell phones that are lost, stolen, misused or damaged.

The District (or school) does not pay for or replace student property that is lost, stolen, or damaged at school. All items are brought to school at the owner's risk. Backpacks or desks are never safe places to store valuable items.

Locker Policy

All lockers are property of PPS. Many students are issued lockers each year to store their items in during the school day. Students are required to use school-issued locks; students may NOT use any locking device other than that supplied by the school. Locks are provided by Sabin School and can be acquired from school office. The use of any locking device other than that supplied by the school may result in the forcible removal of such a device. The school is not responsible for items lost or stolen from lockers, so use at your own risk.

Lost and Found

Any money, purses, wallets, or other property which are found should be turned in to the school office where they can be claimed. The office is not responsible for lost items. A lost and found box is located right outside the Room 105 on the first floor. It is a place for students and families to check for missing items. Items left for long periods of time, if unclaimed, will be sent to PTA clothes closet.

School Property

A clean school is a pleasant place to learn and to work. Please help keep the school clean by putting trash in its proper place. Keep desks and lockers neat and clean. Any item left outside of the locker may possibly be thrown away or placed in the lost and found.

Vandalism

By state law, students and their parents are liable for damage to school property or theft committed by students. Besides school-imposed discipline, property damage and thefts will be reported to the police. Students and their parents will be billed for the repair and/or replacement of damaged items or property.

Field Trips

Any time students leave on a class trip, it is expected that all students exhibit appropriate and respectful behavior. In the unfortunate event this does not happen, disciplinary action may be warranted, including requiring the student to have his/her own chaperone on any class trip. Whenever a field trip is taken, it must be remembered that we are considered guests and act with integrity and to be mindful of our entire



community. Any adults that would like to attend a field trip need to have their background check completed and on file with the district before the trip date.

Yearly Schedule for Teaching Expectations

Date
August - September: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
January 2 - January 5, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
April 2 - April 6, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by discipline data



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.

What does it LOOK like?	What does it SOUND like?
<ul style="list-style-type: none"> • Circulating unpredictably • Visually scanning the room • Giving Golden Tickets to students • Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) • Smiling and making eye contact with students • Responding non-emotionally to misbehavior • Using respectful body language/non-confrontational stance • Proximity: Gently moving toward the misbehavior in a relaxed way • Be aware of our biases 	<ul style="list-style-type: none"> • Interacting positively with students using respectful words and tone of voice • Giving 3 acknowledgements to 1 correction • Correcting calmly and respectfully • Aligning acknowledgements and corrections closely to the school values and expectations • Providing comments that acknowledge students' efforts to be successful • Giving accurate feedback that is specific and descriptive • Using a voice level 1 or 2 • Giving reasonably private corrections that address the problem • Speaking in clear & simple language, not framing the direction as a question

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



Defining Behaviors: Example of Progression of Behaviors

Low Level Behaviors No documentation for behavior	Minor Stage 1 Behaviors PPS Stage 1 Incident Report	Major Stage 2/3 Behaviors PPS Stage 2 / 3 Incident Report
Language <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Inappropriate language not understood 	Swearing/Vulgarity (written/spoken) <ul style="list-style-type: none"> Use of lesser swear words Reported use of hand gestures Sexual Talk 	Swearing/Vulgarity (written/spoken) <ul style="list-style-type: none"> Use of “greater” swear words Use of obscene hand gestures Repeated or explicit sexual talk
Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Careless accident Climbing on bathroom stalls, soaping mirror 	Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Teasingly taking others possessions Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	Vandalism/Theft/Misuse of Property <ul style="list-style-type: none"> Taking others possessions to keep Purposely damaging property – if fixable. timely or cost involved
Annoyances <ul style="list-style-type: none"> Lack of focus Noise making Out of seat Cutting in line 	Classroom Disruption <ul style="list-style-type: none"> Repeated Talk Outs Silly Answers Repeatedly interrupting others while working 	Chronic/Serious Classroom Disruption <ul style="list-style-type: none"> Stopping the Learning Process Unsafe Behaviors
Reluctant Compliance <ul style="list-style-type: none"> Initially resisting or ignoring directions 	Ignoring Instructions <ul style="list-style-type: none"> Ignoring reasonable requests 	Defiance <ul style="list-style-type: none"> Refusal to follow directions Insubordination
Thoughtlessness <ul style="list-style-type: none"> Doesn’t care if it hurts others feelings Isolated instance of disrespect 	Disrespect <ul style="list-style-type: none"> Has to have last word Argumentative to peers 	Blatant Disrespect <ul style="list-style-type: none"> Significant back talk Disrespectful body language
Teasing <ul style="list-style-type: none"> Altering names Annoying on purpose: bugging Teasing that stings 	Pre-harassment <ul style="list-style-type: none"> “Put Downs” Threatening stares Mean-spirited teasing 	Harassment <ul style="list-style-type: none"> Patterns of “put downs” Threats/extortions Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks
Hands/Feet/Objects to Self <ul style="list-style-type: none"> Poking or pushing Pinching, jostling, Retaliating as above 	Roughness <ul style="list-style-type: none"> Play wrestling, body holds, light kicking, shoving Pre-fighting, aggressive posturing – pushing 	Fighting/Aggression <ul style="list-style-type: none"> Hitting/kicking/punching Encouraging another to fight



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 developmental needs of the K-8 environment.

<p>STAGE 1 <i>Managed by Teacher in Classroom (Student remains in class)</i></p>	<p>STAGE 2 <i>Referral that may wait for Administrator (Student remains in class)</i></p>	<p>STAGE 3 <i>Immediate Administrative Assistance (Student is removed from classroom)</i></p>
<ul style="list-style-type: none"> · Bothering/Pestering · Cheating · Damaging Property · Excessive Talking · Mild Cursing · Mild Defiance · Not Following Directions · Play Fighting · Pushing or Shoving · Taking Other's Property · Talking Too Loudly · Teasing/Put-Downs · Other Stage 1 	<p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> · Disruptive Conduct · Dress Code Violation · Forgery · Gambling · Insubordination/Willful Defiance (failure to comply with instruction, non-compliance with discipline action, willful disobedience) · Plagiarism/Cheating · Prohibited Item (possession) · Possession of Stolen Property · Technology, Use Violation <p>Physical Safety Mental Well being</p> <ul style="list-style-type: none"> · Harassment or bullying · Physical Contact, inappropriate (pushing, shoving, play fighting, inappropriate touching, other) <p>Protection of Property</p> <ul style="list-style-type: none"> · Deliberate Misuse of Property · Theft (items have retail value of less than \$20) · Vandalism (damage can be repaired/replaced – no cost to PPS) 	<p>Appropriate Learning Environment</p> <ul style="list-style-type: none"> · Gang Member Identifier (dress code violation, graffiti, other) <p>Physical Safety Mental Well being</p> <ul style="list-style-type: none"> · Alcohol (possession and/or use, sale or transfer, related behavior) · Bomb Threat · Burglary · Explosives (firecrackers, fireworks, bullets, ammunition, other explosive material) · Drugs (possession, and/or use, sale or transfer, related behavior) · Fighting · Harassment or bullying · Hazing · Menacing/Threatening Behavior (intimidation, interference with school personnel, extortion, threat of harm to others, threat severe property damage) · Physical Contact that is Harmful (harm to staff, harm to peer) · Obscene or Offensive Behavior (displaying offensive materials, abusive or profane language, making indecent gestures, indecent exposure, sexually explicit conduct) · Tobacco (possession and/or use) · Weapon, Dangerous (use of weapon, threatened use, attempted use) · Weapon, Deadly (use of weapon, threatened use, attempted use, possession) · Weapon, Firearm (use of weapon, threatened use, attempted use, possession) <p>Protection of Property</p> <ul style="list-style-type: none"> · Fire Related Activity (false alarm, fire started, attempt to start no ignition, property damage, harm to others, intentional ignition/combustion) · Robbery · Theft (items have retail value of more than \$20, keys, purses, wallets, electronic data) · Vandalism (damage needs repairing/replacing)



Community Building: Proactive Circles

Circles foster attentive listening, empathy, sharing, and equal opportunities of participation for all members, therefore, the circle process helps cultivate a strong sense of belonging.

Proactive Circles:¹

- Provide opportunities for students to share feelings, ideas and experiences in order to build trust, mutual understanding, shared values, and shared behaviors.
- Are NOT held in response to an incident or problem.
- Ideally should account for no less than 80 percent of all circles a student experiences.
- Are based on topics intentionally selected and sequenced to increase risk-taking over time.
- Build the social capital necessary to support successful Responsive Circles.
- Are used to set up behavioral expectations prior to events that occur outside the regular classroom.
- Can be used to help students with academic goal setting and planning.
- Can be used to set ground rules for projects and activities.
- Can be used to build or monitor understanding of academic content.

Examples of Proactive Circles

Beginning-of-day/class circles: (adopted from the Little Book of Restorative Discipline for Schools)

Circles at the beginning of each day/class can help develop common understandings of guidelines, expectations, and values. They can also be used to address tensions or problems that may have arisen the day before. A daily circle process provides a chance to check in with questions or issues such as:

- How was your night? (High risk question)
- What's going on in your life right now? (High risk question)
- What are your thoughts or reflections on today's assignment?
- Clarifying details and expectations of daily schedules.

Anytime circles: (adopted from the Little Book of Restorative Discipline for Schools)

Circles can be used at any point when tensions or problems have arisen, or when decisions need to be made. They provide a problem-solving forum that teaches values such as honesty, accountability, responsibility, and compassion.

Possible uses include:

- **Curriculum:** enhance learning by providing an interactive forum for students to participate in the learning process. Examples include, content review, reading debriefs, topic discussions, goal setting, news articles, current events, books, controversial topics.
- **Having fun** or doing a cooperative activity such as telling jokes and storytelling.
- Engaging in **student-chosen discussion** topics.
- **Student/Family/Parent Support/ Staff Support:** truancy, IEP, suspension reentry, peace circles (requested by students who need a safe place to vent emotion and receive support), parent meetings, staff meetings...etc.

End-of-day circles: (adopted from the Little Book of Restorative Discipline for Schools)

- Circles are often used at the end of the day for purposes such as these:
- To share something that happened to each participant that day.
- To address a problem or conflict that has arisen during the day
- To address feelings and tensions that may have developed inside the classroom, in other areas of the school, or even in the outside world (ex. Disturbing events in the news).

The International Institute for Restorative Practices: Whole School Implementation overview and essential elements

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Responding to Behaviors

Examples of Responses for up to Stage 1 Incidents

UP TO STAGE 1 INCIDENT	RESPONSE K-2	RESPONSE 3-5
PLAYGROUND		
Student accidentally knocks into another on the playground.	Ask the student who you knocked into, "Are you ok?" Allow space for an apology or offer assistance. Student asks, "How can I help you?" or "Do you need anything?"	
Student randomly kicks a ball toward others.	Explain that the ball could hit someone; if the ball did nearly hit some, ask the student to check in with the person/ apologize. If it happens again, the student walks with the teacher and talks about safe use of the equipment.	
Student tackles/grabs another student.	Ask the student the rule, and to apologize to another student as appropriate. If the behavior continues, the student walks with the teacher.	
Student plays unsafely on an outdoor structure - example: walking up the slide or hanging upside down on the monkey bars, playing chase someplace other than on the field.	Ask student to stop. Model the correct way to play. If student does not stop, have student leave the structure, count to 30, then ask student to restate the rule. If it happens a third time - walk with teacher for the remainder of recess.	Ask student the rule, and ask him or her to stop. If the student does not stop, ask him or her to move to a new area of the playground.
CAFETERIA		
Student accidentally knocks over a tray of food carried by another student.	Ask student to offer an apology and help clean up tray.	
Taking food out of cafeteria	Remind student to finish food in cafeteria. Have them return to Finish Up Table to eat food.	
Cutting in line	Ask student to join the end of the line	
Getting up without permission	Remind student of expectation to stay seated unless given permission from staff.	
Food Sharing	Remind student of rule and why this rule is important for safety of students.	

UP TO STAGE 1 INCIDENT	RESPONSE K-2	RESPONSE 3-5
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HALLWAY

Student is chewing gum.	Ask student the rule. Ask student to please spit out gum.	
Student has cell phone.	Students must turn in device to office. Teacher calls office to confirm student turned in.	
Sliding down banister.	Ask student to go back and try walking down stairs again. Think sheet to review need for walking, not sliding.	
Running	Ask student to go back and try walking again.	
Using a loud voice or yelling	Ask student to lower voice. Most effective if teacher asks students in a low, quiet voice.	
Student fools around in line.	Move student to closer proximity to teacher	Move student to closer proximity to teacher. Give a think sheet to complete if it is a repeated incident.

RESTROOM

Students go to the restroom to gossip about classmates.	Lose privilege to accompany that friend to the bathroom.	
Inappropriate use of bathroom supplies.	Will have to be accompanied by a responsible classmate.	Will have to be accompanied by a responsible classmate, who will let the teacher know if anything untoward happened.
Student habitually stays in bathroom for too long/too often.	Discuss privately with student that teacher may need to have discussion with parents about possible medical issue.	Discuss privately with student that teacher may need to have discussion with parents about possible medical issue. Teacher takes data to identify whether or not the student is avoiding specific subject matter.



UP TO STAGE 1 INCIDENT	RESPONSE K-2	RESPONSE 3-5
ASSEMBLY		
Student not sitting in assigned location	Direct them to their assigned location.	
Talking during performance/presentation/when someone is speaking.	Quietly tell student to pay attention and be quiet. If continues move student to a different seat.	
Students are not sitting properly. Laying down, not respecting personal space.	Ask them to sit up and respect personal space.	
OFFICE		
Student talks on phone without asking permission	Re-teach expectation and inform teacher that student should use telephone in classroom, if necessary.	
Student interrupts office workers	Re-teach expectation and respectful behavior, waiting turn/patience.	
Using higher than a level 2 voice	Re-teach expectation.	
Blocks doorway	Re-teach expectation.	

PROFESSIONAL DEVELOPMENT

Over the course of the year, staff PD must explicitly address these essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), understanding the influence of race, culture and language on student behavior.

CLASSROOM PROCEDURES

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. Template is provided below; PD time will be provided in the first two weeks of school.

The [Classroom Management Plan Template](#), covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

Guest Teacher Support System

Before absence

1. Teacher reviews [Guest Teacher PPT](#) with students
2. Teachers ensure lesson plans includes extra practice or extension activities built in for students who finish early
3. Teacher ensures the [Guest Teacher Student Report List](#) is in guest teacher folder and explained in lesson plan
4. Teacher plans for incentives/rewards for students who meet expectations

During absence

1. Office Staff ensures Guest Teacher gets pad of Golden Tickets
2. Administration checks in w/guest teacher at beginning of school day
3. Guest Teacher turns in [Guest Teacher Student Report List](#) at end of day in their guest teacher folder.
4. Office Staff will scan both forms and email to teacher and administration.

After absence

1. Teacher and Administrator will determine best time to meet with student(s).
2. Administrator will meet with student(s).
3. Office staff will track offenses on [Guest Teacher Form](#).

ACKNOWLEDGEMENT SYSTEMS

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. Sabin staff give out specific acknowledgements using small slips of paper that are called Golden Star Tickets. These tickets are redeemable in a number of ways across the building.



Our school-wide acknowledgement system: Golden Star Tickets

Collective acknowledgement system: Teachers collaboratively determine an area of improvement, and incentivize that improvement by grade level.

Individual acknowledgement system: Golden Star Tickets

How to use in the classroom: Individual acknowledgements work well, with teacher commitment to highlight and encourage desired behavior. Tickets work best when given with specific feedback related to our values and expectations. Avoid using tickets as an attempt to redirect misbehavior; rather, acknowledge attempts at improvement when students are struggling with behavior.

Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	<p>Kids: Individual - Golden Star Tickets</p> <p>Kids: Individual - Red Superstar Tickets (Worth 5 Golden Star Tickets, given by guest teachers.)</p> <p>Adults: Individual - Weekly drawing for teachers who are giving tickets to students. Drawing can be done from pool of student-redeemed tickets.</p> <p>Kids: Collective - Weekly incentive for grade level who shows most behavior improvement in a given common area/behavioral goal as determined by grade level teams.</p> <p>Adults: Collective - Gather or solicit staff feedback on teams that demonstrate school values throughout week</p>	Classroom & Common areas	All Staff. Staff will wear tickets on their lanyards. Tickets will be color-coded to indicate increased value in guest teacher tickets.
Redemption of immediate/ High Frequency	<p>Kids: Individual - Schoolwide drawing weekly from Golden Stars on Friday VOIP; grade level may draw as well.</p> <p>Kids: Individual - Students will be able to redeem their tickets in a schoolwide economy. There will be a weekly opportunity to redeem tickets on a prize cart that travels throughout the school, and a biweekly opportunity for students to redeem their tickets for “Star Friday” - one of many extracurricular events happening concurrently throughout the school. The events will be led by support staff and will not exceed 30 minutes.</p> <p>Kids: Individual - Guest Teacher Red Superstar monthly drawing; Guest Teacher Red Superstar tickets worth 5</p>	Fridays/weekly and/or biweekly	Administration



	<p>Golden Star tickets, either at the prize cart or the extracurricular event.</p> <p>Adults: Individual - Draw from student Tubman Tickets and acknowledge the teacher who gave out the ticket.</p> <p>Kids: Collective - Acknowledge winning grade level on weekly VOIP on Friday.</p> <p>Adults: Collective - Acknowledge teams demonstrating school values during staff meeting shout out or in newsletters.</p>		
<p>Long term SW Celebrations</p>	<p>Kids: Assemblies, Values-based recognitions</p> <p>Adults: Assemblies, Values-based recognitions</p> <p>School-wide assemblies</p> <p>Grade-level assemblies</p>	<p>Kids: Monthly assemblies</p> <p>Adults:</p>	<p>Teachers, Cafeteria duty staff</p>
<p>Continued Excellence Programs</p>	<p>Kids: IB Learner Profile traits</p> <p>Adults: Use of Golden Star Tickets for own classroom incentive program in addition to building wide system.</p>	<p>Kids: Walking Field Trips, end of the year field trip, and other incentives including but not limited to: lunch with administrators,</p> <p>Adults: drawing from teachers who use GST's in classroom, incentive is "gift of time" where admin or licensed staff member will relieve teacher for the equivalent of one additional class period of their choice.</p>	<p>Adults inform admin of their classroom incentive system, and these adults go into a lottery.</p>

PLAN FOR FAMILY AND COMMUNITY INVOLVEMENT

Schedule for family involvement activities

Visit [Sabin School Website](#).



PLAN FOR STUDENT INVOLVEMENT

Student Voice Initiatives

- **Kindness Challenge Week**
- **Say Hello Day/Week**
- **No One Eats Alone Lunch**
- **Talent Show**
- **Student Leadership**



PLAN FOR WELCOMING NEW STUDENTS AND FAMILIES

Lead Staff: School Secretary and School Counselors

1. Registration Form/ Vaccinations/Medical Records (School Secretary)
2. Cum File/ Academic History including ESL and SPED Records (School Secretary)
3. School supplies/materials (Counselors)

Sabin School NEW STUDENT/FAMILY PLAN

Acclimating New Families

- Secretaries will help families with school registration process – use forms in native language if available.
- Provide in-house interpretation or call the language line (if necessary). See process in table below.
- Introduce new family/student to the principal if available.
- Offer school tour/orientation to family – admin led

New Student Enrollment/Registration Process

School Responsibility	Parent/Guardian Responsibility
<ul style="list-style-type: none"> ● School Secretary emails staff: administration, teacher, counselor, SPED, ESL, PE, Music, Art, Spanish, library and kitchen ● Give student supply list - ask for assistance is needed ● Offer a building/orientation tour – set up with administration 	<ul style="list-style-type: none"> ● Provide required documentation to register ● Complete Registration form ● Complete school permission slips (fluoride, school library, neighborhood walking permission slip, volunteer/background check) ● Complete Form – “I want the school to know.”

New Family Orientation Tour:

- **Items to Cover**
 - Review School Climate Plan
 - Before/After school programs
 - International Baccalaureate Programme
 - Q & A

Acclimating New Students:

- **Student Mentor**
 - **Each classroom** has an assigned “Mentor” for the week to help new student through procedures such as classroom rules and expectations, lunch line, lunch/recess transition, passes for the restrooms, etc
 - **Welcoming Sessions**
 - **Counselor leads** a three-week session, 1 session a week. New students enter at any time in the 3-week session. Each session begins with a getting acquainted activity. Counselor tracks when the new student begins and ends 3-week session.
 - 3 week topics will be determined by counselor and student input
 - **Counselor invites** new student to continue in the group as a “mentor” if necessary.



Tier II Implementation

Programmatic Supports for some Students

SCHOOL TIER II/III TEAM INFORMATION (2.1/2.2)

[Team Role Descriptions](#)

Team Member	Name
Coordinator	Erika Moller
Administrator	Chrysanthus Lathan
Behavioral Expertise	Erika Moller
Knowledge of Academic/Behavioral Patterns	Chrysanthus Lathan
Knowledge of School Operations/Programs	Michael Diltz
Notetaker/Data Collector/Attendance of Team	Team-Shared



Tier I & II Evaluation

FIDELITY AND EVALUATION OF CLIMATE PRACTICES

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

- Assessment component is completed up to three times a year
- Fidelity is an average of 80% or better
- TFI action plan is revisited at least three times per year

