

# **Marysville Elementary School**

## **2023 -2024**



A learning community dedicated to anti-racism and well-being for all.

Principal: Cathy Murray

Assistant Principal: Serene Bertram

**Table of Contents**

What is School Climate? ----- 3

CR-PBIS ----- 4

[Racial Equity and Social Justice \(RESJ\)](#)----- 5

Restorative Practices----- 4

[Social Emotional Learning \(SEL\)](#) ----- 5-6

[Tier I Team](#)

School Climate Team ----- 6

[Climate Team Meeting Schedule](#) ----- 7

[Tier I Implementation](#)

[School Wide Expectations](#) ----- 8-10

[Teaching Expectations](#) ----- 10

[Equity and Wellbeing Scope and Sequence](#) ----- 11

Policies and Procedures

[Cell Phone Policy](#) ----- 11

[Bullying and Harassment Policy](#) ----- 12-13

[Active Supervision](#) ----- 13- 14

[Proactive Student Management](#) ----- 14- 15

[Defining Behavior and Discipline Policies](#) ----- 15

[Professional Development](#) -----15 -16

[Classroom Procedures](#) ----- 16

Acknowledgement Systems ----- 16

Faculty Involvement ----- 16-17

Plan for Family and Community Involvement ----- 17-18

[Tier I Evaluation](#)

Fidelity and Evaluation of Climate Practices ----- 18

[Appendix](#)

Think Sheets ----- 19- 20

SIT Request forms ----- 19- 20

# What Is School Climate?

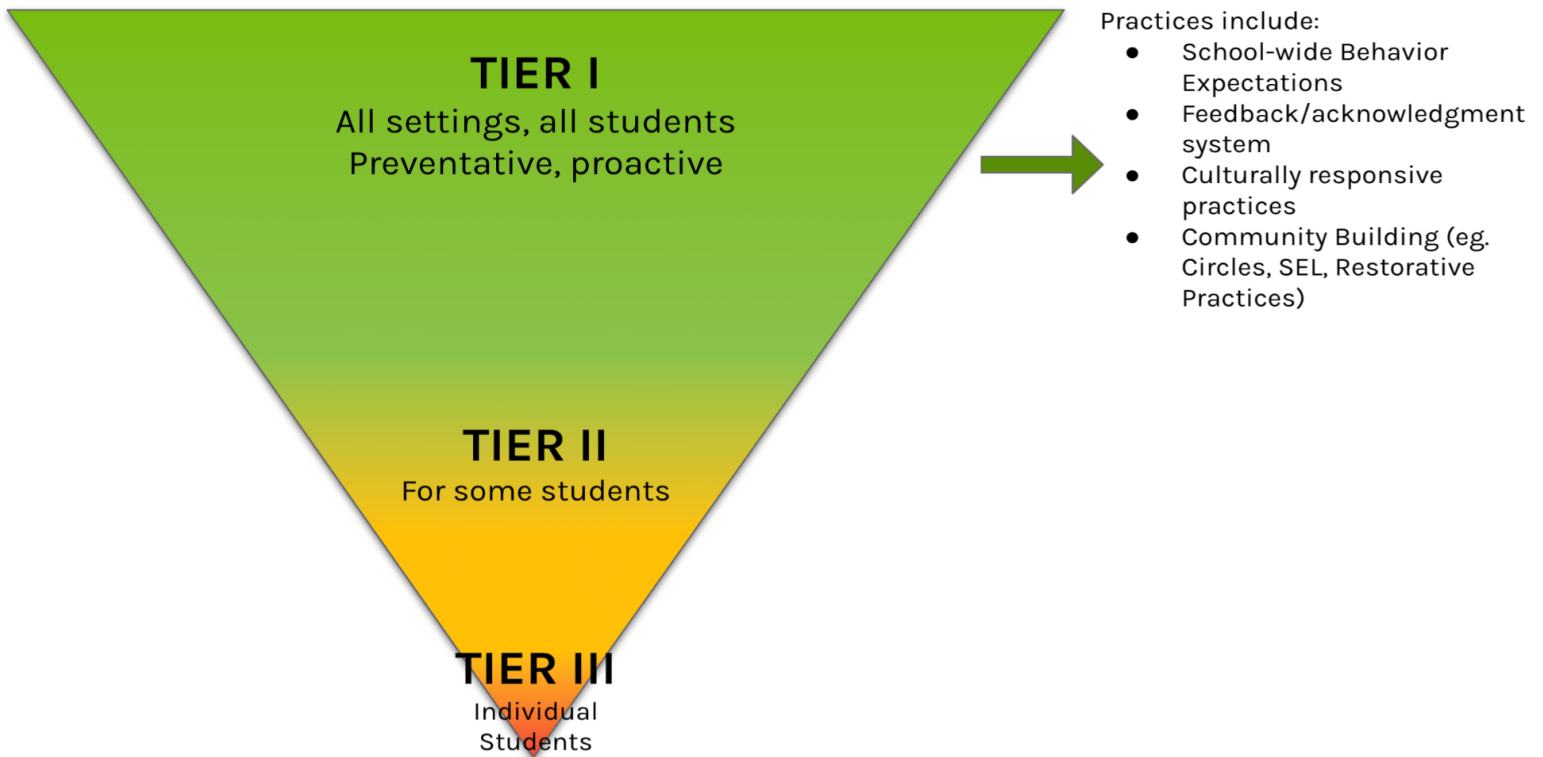
## **MULTI-TIERED SYSTEMS OF SUPPORT**

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

## **SCHOOL CLIMATE OVERVIEW**

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

## **MTSS FOR STUDENT SUCCESS**



## **CULTURALLY RESPONSIVE POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS**

### **(CR-PBIS)**

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?

## **RACIAL EQUITY & SOCIAL JUSTICE (RESJ)**

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

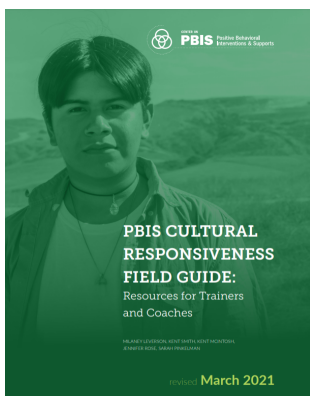
Marysville prioritizes racial equity work aligned to the vision set forth in the [PPS Graduate Portrait](#) that is committed to Culturally-Responsive Positive Behavioral Interventions & Supports, Multi-Tiered Systems of Support, Restorative Practices, Equity, and Social Emotional Learning.

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

*We owe our students this.*

*Guadalupe Guerrero, Superintendent, Portland Public Schools*

--



and

## **SOCIAL EMOTIONAL LEARNING**

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

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

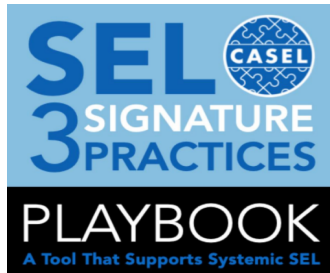
“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being. This form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

[CASEL's 3 Signature Practices](#) intentionally and explicitly help build a habit of practices through which students enhance their SEL skills: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. They provide a framework for supporting teachers in

fostering a supportive environment and promoting SEL. The 3 Signature Practices can be put into practice without extensive professional learning. They can be incorporated into any K-12 [lesson](#), [community meeting](#), or [staff meeting](#) through carefully choosing, effectively facilitating and thoughtfully debriefing a: [Warm Welcome](#), [Engaging Activity](#) & [Optimistic Closure](#).

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

- Elevate student’s **cultural assets, voice, and agency**
- **Strengthen relationships**, community, and sense of belonging
- **Affirm student identities** and lived experiences
- Incorporate social and emotional skill building into **academic learning**
- Establish consistent and **predictable routines**



- ***THE SCHOOL CLIMATE TEAM (TIER I)***
- ***SCHOOL CLIMATE TEAM INFORMATION 2022/2023 (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>	Serene Bertram	Facilitator	
<b>Administrator</b>	Catherine Murray	Broad View	Data Analyst
<b>Family Member</b>	Gina Folston	Parent View	
<b>Behavioral Expertise</b>	Serene Bertram	Data Analyst	Time Keeper
<b>Coaching Expertise</b>	Martha Mosqueda	Minute Taker	Facilitator
<b>Knowledge of Academic/Behavioral Patterns</b>	Rashan Williams	Time Keeper	Minute taker
	Sakura Hamada		
<b>Knowledge of School Operations/Programs</b>	Hang Jones		

- 
- **Climate** Build trusting relationships with students and families through clear and transparent communication

## Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August		Library	CHAMPS, ECCP, TSEL & RESJ Tier I Core Features (all Marysville Staff) Aug. 26th
September	Sept. 25	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	Oct. 30	Library	Monthly Discipline Data Review
November	Nov. 27	Library	Monthly Discipline Data Review
December	Dec. 15	Library	Monthly Discipline Data Review
January	Jan. 29	Library	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	Feb. 26	Library	Monthly Discipline Data Review
March	Mar. 25	Library	Monthly Discipline Data Review
April	April 29	Library	Monthly Discipline Data Review
May	May 20	Library	2021-22 School Climate CR TFI Action Plan review/Update Climate Handbook
June	June 24	Library	Planning for Rollout next year

Marysville [Racial Equity Lens](#) The Marysville Racial Equity Lens will be used to guide all Climate Team meetings

### Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format (TIPS template can be found in School Climate folder on Google Drive) Link to school meeting minutes doc
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices
- Preparation for staff meeting

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



## TIER I IMPLEMENTATION

### School Wide Expectations

A continuum of behavior support is designed for all students and implemented in all areas of the school including the classroom, lunchroom, restrooms, and playground. The primary goal of CR-PBIS is to enhance the capacity of schools to design effective environments to increase teaching and learning.

### BEHAVIORAL EXPECTATIONS

Our Community Care Terms are:

1. Relationships
2. Respect
3. Rigor

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 our school’s commitment to collective care and how it looks in different common areas. This will help Marysville School ensure that our school values are inclusive and affirming. These values were developed with student and staff input.

Use COVID SOPs for 2022-2023 [all the SOPs](#)



### Marysville Digital Citizenship Behavior Expectation Matrix

	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Relationships	<ul style="list-style-type: none"> <li>▪ Keep the video off if there are distractions around you</li> <li>▪ Use kind words and faces</li> <li>▪ Choose a space where you can concentrate the best</li> <li>▪ Keep your password and class codes private</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask in chat if you need help</li> <li>▪ Use kind words and faces</li> <li>▪ Keep your password and class codes private</li> <li>▪ Keep the video off if there are distractions around you</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use kind words and faces</li> <li>▪ Choose a space where you can concentrate best</li> <li>▪ Keep the video off if there are distractions around you</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use "stop-leave-talk" when you hear disrespect</li> <li>▪ Report online bullying to your teacher</li> <li>▪ Encourage others to participate</li> <li>▪ Use kind words and faces</li> <li>▪ Keep your password and class codes private</li> <li>▪ Keep the video off if there are distractions around you</li> </ul>
Respect	<ul style="list-style-type: none"> <li>▪ Listen attentively</li> <li>▪ Audio off</li> <li>▪ Use chat with classmates for first 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audio off</li> <li>▪ Only share school appropriate pictures or sites</li> <li>▪ Answer questions in chat box on cue</li> <li>▪ Answer polls promptly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Audio on</li> <li>▪ Listen attentively</li> <li>▪ Answer questions out loud on cue</li> <li>▪ Use equipment as intended</li> </ul>	<ul style="list-style-type: none"> <li>▪ Only share school appropriate pictures or sites</li> <li>▪ One speaker at a time: wait or use chat to respond when others are talking</li> <li>▪ Respect others' cultures, opinions, and viewpoints</li> </ul>
Rigor	<ul style="list-style-type: none"> <li>▪ Use equipment as intended</li> <li>▪ Be on time and ready to learn</li> <li>▪ Start class charged or plugged in</li> <li>▪ Have materials ready</li> <li>▪ Login with your PPS email or credentials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask questions (voice or chat) when you have them</li> <li>▪ Be present – avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask questions out loud when you have them</li> <li>▪ Try your best</li> <li>▪ Be present – avoid multitasking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep your comments and questions on topic</li> <li>▪ Complete the work together</li> <li>▪ Use "Ask for Help" button if you have questions</li> <li>▪ Be present – avoid multitasking</li> </ul>

[Common Area Expectations](#) : See Chart Below

### Marysville’s School-Wide Expectations for Common Areas

Location	Relationships	Respect	Rigor	Mindfulness
Hallways	<ul style="list-style-type: none"> <li>-Walk on the right</li> <li>- Stay with your class</li> <li>- Keep eyes on where you are going</li> <li>-Adults are here to support your safety</li> <li>-K-1 (Go in Pairs)</li> </ul>	<ul style="list-style-type: none"> <li>-Allow people in other rooms the chance to learn</li> <li>-Protect and honor hallway art and bulletin boards.</li> </ul>	<ul style="list-style-type: none"> <li>- Limit time in hallways.</li> <li>-Stay in line</li> <li>-Know where you’re going</li> <li>-Learn building locations</li> </ul>	<ul style="list-style-type: none"> <li>-Move carefully through the halls with the intention of not disturbing or harming others</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>-Go in pairs (younger students, K-2)</li> <li>-Wait for partner</li> <li>- Support peer identity</li> </ul>	<ul style="list-style-type: none"> <li>-Throw away your trash</li> <li>-Give privacy to others</li> <li>-“Leave no trace”</li> <li>-Make sure paper towel is put in the garbage, not thrown</li> <li>-Plan to go at an appropriate time (if able)</li> </ul>	<ul style="list-style-type: none"> <li>-Wash your hands</li> <li>-Learn to flush appropriately (up =1 down=2)</li> <li>-Use only enough paper towel to dry</li> </ul>	<ul style="list-style-type: none"> <li>-Being aware of your needs and taking care of yourself</li> <li>-Be aware that the bathrooms near the Pre-school and Kinder classrooms are all-gender for those students.</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>-Stay seated once you have food</li> <li>-Walk</li> <li>-2 hands on your tray</li> <li>-Sit with someone new or alone</li> <li>-Raise your hand if you need to get up.</li> </ul>	<ul style="list-style-type: none"> <li>-Stay in your position in line</li> <li>-Practice Patience</li> <li>-Talk quietly to person near you</li> <li>-Say please and thank you to cafeteria workers</li> <li>-Keep food on your plate</li> </ul>	<ul style="list-style-type: none"> <li>-Take only the food you plan to eat</li> <li>-Encourage yourself and others to try more foods</li> <li>-“Leave no trace”</li> <li>-Recycle</li> </ul>	<ul style="list-style-type: none"> <li>-Eat mindfully; tasting food, noticing food textures and taking your time.</li> </ul>
Entrance	<ul style="list-style-type: none"> <li>-Be aware of others as you enter</li> <li>-Wait to eat breakfast until you are at your desk in your classroom.</li> </ul>	<ul style="list-style-type: none"> <li>-Enter calmly</li> <li>-Wipe your feet</li> <li>-Breakfast is available if you want it.</li> </ul>	<ul style="list-style-type: none"> <li>-Come prepared to learn</li> <li>-Arrive on time</li> <li>-If late, check in at the office and receive welcome pass</li> </ul>	<ul style="list-style-type: none"> <li>-Set intention for the day</li> <li>-Notice the shift from home to school and your zone.</li> </ul>
Playground	<ul style="list-style-type: none"> <li>-Play with someone new</li> <li>-Follow community agreements around the playground.</li> <li>-Find a trusted adult when there is a conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Use kind and encouraging language</li> <li>-Take care of the recess equipment</li> <li>-Take turns on the playground</li> </ul>	<ul style="list-style-type: none"> <li>-Line up quickly at the end of recess</li> <li>-Participate in the cool down</li> <li>-Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Find joy in play and being playful</li> <li>-Be aware of others playing around you.</li> </ul>

## TEACHING EXPECTATIONS (1.4)

[Click Here for the Common Area Lesson Plans](#)

Yearly Schedule for Teaching Common Area Expectations\*

Quarter	Time Frame	
Quarter 1	First Week of School:	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Quarter 2	Post Winter Break:	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Quarter 3	Post Spring Break:	Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Quarter 4	As needed	As indicated by Marysville’s discipline data *PBIS Parade Action Plan see Appendix B



\*Leslie Rosenfield and Hang Pham meet with all newly enrolled students throughout the year to welcome them and directly teach Common Area Expectations. 5th grade student leaders act as new student ambassadors and help with this.

### [Wellbeing Scope and Sequence \(Wayfinder 23.24\)](#)

### [Racial Equity Scope and Sequence 2023 -2024](#)

## Marysville Cell Phone Policy 2023-2024

### **MARYSVILLE STUDENT CELL PHONE POLICY:**

All cell phones should be silenced or turned off and put away during class, in the hallways during passing periods, during recess, and at lunch.

#### **When is it okay for a student to use their phone?**

Students can make calls and check or send messages before/after school.

#### **What happens if a student's family needs to call a student in an emergency?**

Families are asked to contact our main office staff for emergencies during school hours: 503-916-6363.

#### **What happens if a student chooses to use their cell phone during class/the school day?**

1st Instance - School staff will:

- verbally remind the student of the cell phone policy.  
Student must put away their cell phone.

2nd Instance - School staff will:

- remind the student of the cell phone policy
- write a stage one referral
- contact the student's Parent Contact  
Student must put away their cell phone

3rd Instance & Beyond - School staff will:

- write a stage 2/3 referral and send the student to the office

An administrator will:

- contact the student's Parent Contact
- relay to the student and Parent Contact the consequence

#### **Consequence:**

1st time = Loss of privilege for one (1) day

2nd time = Loss of privilege for two (2) weeks

3rd time = Loss of privilege for four (4) weeks

Final = Loss of privilege for the remainder of the school year

#### **Loss of privilege means that the student will, for the duration, either:**

- A. check in their phone in the office at the start of the day, and sign it back out at the end of the day, or
- B. leave their phone at home during school hours

Put away means that students give their teachers their cell phones during the school day. Teachers lock the phones away at the beginning of the day and give the students their cell phones back at the end of the school day.

### **What happens if a student refuses to put away their cell phone when asked?**

School staff will:

- write a stage 2/3 referral for insubordination and send the student to the office

An administrator will:

- contact the student's Parent Contact
- relay to the student and Parent Contact the consequence.

### **Consequence:**

1st time = Loss of privilege for one (1) day

2nd time = Loss of privilege for two (2) weeks

3rd time = Loss of privilege for four (4) weeks

Final = Loss of privilege for the remainder of the school year

\*Students will not be allowed back in class until they agree to check their phone in at the office.

### **What happens if a student uses their friend's cell phone during class?**

This cell phone policy applies to every student at Marysville, regardless of who is in possession or ownership of the device during class.

### **What happens if a student's cell phone is stolen during the day?**

The District does not pay for or replace student property that is lost, stolen, or damaged at school.

All items, including electronics, are brought to school at the owner's risk. Lockers are not safe places to store valuable items.

## ***Bullying and Harassment Policy 2022-2023***

### ***Marysville Bullying and Harassment Reporting Procedures***

#### **Student/Parent**

##### *First Incident*

If bullying/harassment occurs, report the incident to the classroom teacher.

##### *Second Incident*

If bullying/harassment occurs again with the same student, report the incident to the classroom teacher.

### *Third Incident*

If bullying/harassment occurs a third time with the same student, students/parents are to report the incident to Serene Bertram (Assistant Principal)

Portland Public Schools and Marysville School are committed to maintaining a learning environment that is free of bullying and/or harassment. Harassment or discrimination against persons on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation is prohibited and is subject to school discipline. Students shall avoid any conduct or action that could be characterized as harassment, intimidation, and/or bullying.

Bullying/harassment includes intimidating, coercing, threatening, or any other act that is repeated or severe and substantially interferes with a student's educational opportunities or performance.

To help students and families understand the reporting system for Marysville School, we have created reporting procedures that explain the process. The form includes steps that students, parents, guardians, and staff take to report a bullying/harassment incident.

Additionally, everyone is encouraged to use the "Safe Oregon" tip line to report incidents of bullying and harassment.

Tips can be submitted 24/7/365 through the SafeOregon.com web portal, by email to [tip@safepublicschools.com](mailto:tip@safepublicschools.com) through the SafeOregon mobile application or by calling or texting 844-472-3367.

## **Classroom/Homeroom Teacher**

*First Incident*-If bullying/harassment occurs, the teacher has several options to choose from:

- Conference with student and/or parent(s)
- Refer student to school counselor/MSW
- Stage 1 Referral/assign consequences
- **Restorative practice must be implemented in addition to one of the above options.**

*Second Incident*- If bullying/harassment occurs again with the same students, the teacher has several options:

- Conference with student and/or parents
- Refer student to school counselor/MSW
- Stage 2/3 Referral/assign consequences
- **Restorative practice must be implemented in addition to one of the above options.**

## **Principals/Counselor**

*First Incident*- If the teacher has referred the student to the school counselor/MSW, they have several options:

- Conference with student and/or parent(s)
- Complete an “Anti-Harassment Agreement”
- **Restorative practice must be implemented in addition to one of the above options.**

*Second Incident*-If the teacher has referred the student to the school counselor/administrator, they have several options:

- Conference with student and/or parent(s)
- Assign consequences
- **Restorative practice must be implemented in addition to one of the above options.**

*Third Incident*-If the teacher has referred the student to the school counselor/administrator, they have several options:

- Conference with student and/or parent(s)
- Assign consequences (possible suspension/expulsion)
- **Restorative practice must be implemented in addition to one of the above options.**

## ACTIVE SUPERVISION

### Why should I do it:

- An adult presence is enough many times to keep misbehavior from occurring and can help with specific students and areas that have a high prevalence of behavior issues. When this adult presence is unpredictable and frequent, Behavior incidents decrease.

### When should I do it:

- When an area in class or the hallway has a high incidence of problem behaviors.
- When a student or group of students persistently exhibit behavior incidents
- For areas that are out of the way or not within visibility of staff
- On playgrounds and during recess
- During unstructured times in class, the lunchroom, gym, auditorium, etc.
- During tests, quizzes, and exams

What does it look like	What does it sound like
<ul style="list-style-type: none"> <li>● Circulating unpredictably</li> <li>● Visually scanning the room</li> <li>● Give Shout outs</li> <li>● Redirecting constantly</li> <li>● Smiling</li> <li>● Making eye contact with students</li> <li>● Respond non –emotionally to misbehavior</li> <li>● Using respectful body language</li> <li>● Non-confrontational stance</li> </ul>	<ul style="list-style-type: none"> <li>● Interacting with students</li> <li>● Giving 3 acknowledgements to 1 correction</li> <li>● Correcting calmly and respectfully</li> <li>● Aligning acknowledgements and corrections closely to the school values and expectations</li> <li>● Providing comments that acknowledge students’ effort to be successful</li> </ul>

<ul style="list-style-type: none"> <li>● Proximity: Gently moving toward the misbehavior in a relaxed way</li> </ul>	<ul style="list-style-type: none"> <li>● Giving accurate feedback that is specific and descriptive</li> <li>● Using a voice level 1 or 2</li> <li>● Giving reasonable private corrections that address the problem using respectful words and tone of voice</li> <li>● Speaking in a clear and simple language, not framing the direction as a question</li> </ul>
--	--

***PROACTIVE BEHAVIOR MANAGEMENT***

**Zones of Regulation**

Zones of Regulation is a program used to address underlying deficits in emotional and sensory regulation, executive functions, and social cognition. The curriculum is designed to help move students toward independent regulation. The Zones concepts and numerous visuals teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

**CHAMPS**

CHAMPS is a district provided resource Marysville uses as an option to create classroom management plans. CHAMPS is aligned with over 30 years of research of effective classroom management practices. The program assists teachers to establish and implement an effective discipline plan. A positive climate and clearly taught procedures provides an environment of active student engagement.

***DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5) AND DISCIPLINE POLICIES (1.6)***

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school. The Discipline philosophy at Marysville is as follows:

**Introduction**

Discipline for all students shall be designed to promote behavioral changes enabling students to function successfully. Marysville School is committed to a positive, respectful, inclusive climate that



promotes academic achievement, ensures a safe learning community, provides behavior supports, ensures equitable outcomes in discipline, and maximizes the time students spend in school.

The Climate Team collaborates with the Equity, ILT, Site Council, and Well-Being teams to honor the whole child. We aim to utilize current practices in alignment with district initiatives including: Equity Lens, Zones of Regulations, CHAMPS, and Restorative Practices.

- **Defining Behaviors:** [Behavior Intervention Flowchart](#)
- [Behavior Intervention Process](#)
- **Marysville SIT Flowchart:** [Marysville SIT Flowchart](#)

**PROFESSIONAL DEVELOPMENT (1.7) OVER THE COURSE OF THE YEAR, STAFF PD MUST EXPLICITLY ADDRESS THESE FIVE ESSENTIAL AREAS: TEACHING SCHOOL WIDE EXPECTATIONS, ACKNOWLEDGING APPROPRIATE BEHAVIORS, CORRECTING ERRORS, REQUESTING ASSISTANCE (SIT TEAM), AND UNDERSTANDING THE INFLUENCE OF RACE, CULTURE AND LANGUAGE ON STUDENT BEHAVIOR.**

Date	Topic	Presenter
<a href="#">PD Calendar</a>	<b>See Calendar for dates and topics</b>	Cathy, Serene, Leslie,
<b>August</b>	School climate orientation : <ul style="list-style-type: none"> <li>● <a href="#">Effective Classroom Practices Plan</a> submitted for each teacher</li> <li>● Teaching school values &amp; common area expectations schedule</li> <li>● Teaching classroom routines &amp; expectations</li> <li>● Schoolwide and classroom acknowledgement systems</li> <li>● Correcting fluently</li> <li>● SIT flowchart</li> <li>● Influence of race, culture and language on adult expectations and student behavior</li> <li>● Requesting assistance</li> </ul>	Climate Team Members
<b>September</b>	<ul style="list-style-type: none"> <li>● Restorative Justice Introduction</li> <li>● Acknowledging Appropriate Behaviors</li> </ul>	
<b>October</b>	<ul style="list-style-type: none"> <li>● Requesting Assistance (SIT Team)</li> <li>● Influence of race, culture and language on adult expectations and student behavior</li> </ul>	Climate team members
<b>November/ December</b>	<ul style="list-style-type: none"> <li>● Acknowledging Appropriate Behaviors</li> <li>● Correcting Fluently</li> </ul>	Climate team members
<b>January</b>		Climate team members

	<ul style="list-style-type: none"> <li>Teaching School Wide Expectations</li> </ul>	
<b>February</b>	<ul style="list-style-type: none"> <li>Influence of race, culture and language on adult expectations and student behavior</li> </ul>	Climate team members
<b>March/April</b>	<ul style="list-style-type: none"> <li>Acknowledging Appropriate Behaviors</li> <li>Teaching School Wide Expectations</li> </ul>	Climate team members
<b>May</b>	<ul style="list-style-type: none"> <li>Requesting Assistance (SIT Team)</li> <li>Influence of race, culture and language on adult expectations and student behavior</li> </ul>	Climate team members
<b>June</b>	<ul style="list-style-type: none"> <li>Acknowledging Appropriate Behaviors</li> <li>Restorative Justice Review</li> </ul>	Climate team members

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

Classroom teachers are recommended to use classroom circles to build classroom communities. Teachers are also expected to utilize the Zones of Regulation in conjunction with the CASEL strategies and daily SEL lessons.

[Student Support Continuum](#)

[Link to Cultural Lens Tool](#)

### **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 recurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system: Student Positive Acknowledgement System

To be determined by Marysville Climate team by September 2022

- Name of acknowledgment: Classroom Celebration Claps, Student Brag Tags, Kindness Cards
- Teacher will catch students exhibiting one of the Marysville Collective Care Agreements: Respect, Rigor, and Relationship.
- Schoolwide systems: Quarterly recognition assemblies. Classrooms are celebrated for reaching their classroom behavior goals. We also recognize students who have at least 95% Attendance record for the quarter.

### **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
<b>September</b>	August 27th-September 30th	<ul style="list-style-type: none"> <li>Previous year’s data + Looking ahead</li> </ul>

January		<ul style="list-style-type: none"> <li>● Anti-Racism Lessons/Equity Work</li> <li>● Mindful School Practices</li> <li>● SCIP aligns with district goals</li> </ul>
April		<ul style="list-style-type: none"> <li>● Quarterly report submitted to support team and staff</li> <li>● Staff input is valued and used to inform work</li> <li>● Quarterly report submitted to support team and staff</li> </ul>
June		<ul style="list-style-type: none"> <li>● End of Year staff survey completed</li> </ul>

**PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**

**Schedule for family involvement activities**

Date	Topic & Group	Activities	Organizer
September	Fun Run - Family Volunteers	Kindergarten Welcome, Back to School Night	Jeremy, Audrey, ILT
October	Harvest Festival- Family Volunteers	Site Council Meeting	Support Team
November	Parent Teacher Conferences	Site Council Meeting	Support Team, Teachers
December	Winter Concert Celebration -Family Volunteers		Support Team
January	MIndful Morning	Site Council Meeting	Support Team
February	Lunar New Year Celebration - Family Volunteers		Support Team
March	Talent Show - Families	Site Council Meeting	Support Team
April	Diversity Night- Families		Support Team
May	Spring Music Concert	Site Council Meeting	Support Team

June	Field Day -Family Volunteers		
------	---------------------------------	--	--

### **DISCIPLINE DATA (1.12)**

- All team members have access to dashboard and synergy. ODR are entered regularly for stage 2 and 3.

### **DATA-BASED DECISION MAKING (1.13)**

- During monthly school climate meetings, data is used to evaluate the next steps.

### **FIDELITY DATA (1.14)**

## Tier I Evaluation

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

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

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

*Recent TFI scores*

- May of 2022: Score of 1 in each TFI feature in Tier I, except 0 in 1.13 and 1.14 (Data)
- We have a School-wide climate implementation opportunity for the 22-23 school year
- 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):** [23.24 Marysville Action Plan](#)

### **ANNUAL EVALUATION (1.15)**

- Year-end reports are shared with stakeholders annually.
- School message on report cards communicate celebrations & areas to improve upon.
- Monthly climate report included in school newsletter.
- Closing procedures for all staff.

## Appendix :

# Effective Classroom Management Plan

[PPS Effective Classroom Management Plan](#)

## Think Sheets

[Restorative Think Sheet K-2](#)

[Restorative Think Sheet-Spanish K-2](#)

[Restorative Think Sheet-Spanish Gr.1-3](#)

[Restorative Think Sheet Gr.1-3](#)

[Restorative Think Sheet Gr. 4-5](#)

[Restorative Think Sheet-Spanish Gr. 4-5](#)

[Mindfulness Reflection Sheet 4-5](#)

[22.23 Marysville SIT Handbook](#)