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# Stephenson Elementary School Climate Handbook

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*Stephenson Elementary School*

*Be Safe, Respectful, Responsible and  
Be Your Best*

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**2019-2020**

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Stephenson Elementary School prepares students to become responsible world citizens and lifelong learners, Stephenson School is committed to becoming a professional learning community. We recognize art and music as avenues to self expression and communication and as essential to the educational experience of all students.

Stephenson Elementary School is at its best when all individuals honor each student by name, value their individual contributions and recognize that all students have the ability to strive, shine and succeed. The Stephenson learning community is at its best with a continued collaborative partnership between school and a highly involved community.

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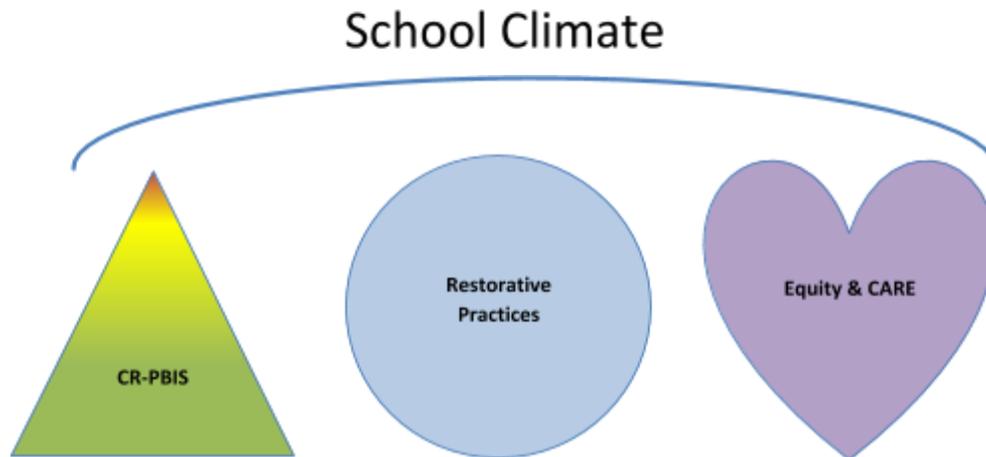
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## WHAT IS SCHOOL CLIMATE?

### SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



### CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, mis-behaviors 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.



- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

### **RESTORATIVE PRACTICES**

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

### **EQUITY/CARE**

This handbook is intended to inform Stephenson School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

*“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.*

*This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”*



## THE SCHOOL CLIMATE TEAM (TIER I)

### SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Administrator	Carlos Galindo	Facilitator - Principal	
Coordinator	Erik Seavey	Facilitator - Counselor	
Parent Member	Leah Robb	Community Liaison	
Behavioral Expertise	Carlos Galindo	Data Analyst	
Coaching Expertise	Carlos Galindo	Administrator	
Knowledge of Academic/Behavioral Patterns	Carlos Galindo	Administrator	
Knowledge of School Operations/Programs	Carlos Galindo	Administrator	
Secretary	Dana Bussey ReCher Kim	Note Taker - Teacher Time Keeper - Teacher	
Other Team Members	Kara Soulas Dan Pack Danielle Booth Michael Rocha Dana Bussey Tina Jacobs	Climate Team Members	

### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	22, 8:00 am	171	<ul style="list-style-type: none"> <li>● Staff Icebreaker</li> <li>● Focus on GVC/Core Curriculum</li> <li>● Priority and supporting standards</li> <li>● Scopes and Sequences</li> <li>● Essential Questions, Learning Targets</li> <li>● Unit plans to Daily Lesson Plans</li> <li>● Forms, protocols and tools</li> <li>● High leverage practices</li> <li>● Orientation of Climate Handbook</li> <li>● Common Area Expectations and Agreements Review</li> </ul>



<b>September</b>	11, 2:30pm	171	<ul style="list-style-type: none"> <li>• Success and areas to keep working on from Successful Schools Survey 2019-2020 data</li> <li>• Create and send out a parent survey about how their children learn best.</li> <li>• Create or use a district form that formally track students who receive tier 2 supports by grade level teams</li> <li>• Plan for assembly/student recognition</li> </ul>
<b>October</b>	22, 2:30pm	171	<ul style="list-style-type: none"> <li>• Identify areas to work on.</li> <li>• Plan for work around “Teach Two”s</li> <li>• Share discipline data with staff.</li> <li>• Reviewing data, MAP, team meeting minutes, surveys, ODR,</li> </ul>
<b>November</b>	19, 2:30pm	171	<ul style="list-style-type: none"> <li>• Address issues that were identified</li> <li>• Classroom management plan update</li> <li>• PD around tier 2 supports and how to run SIT reports through dashboard.</li> </ul>
<b>December</b>	17, 2:30pm	171	<ul style="list-style-type: none"> <li>• Common Area Expectations and Agreements Review</li> <li>• Plan for work around “Teach Two”s</li> <li>• Focus on GVC/Core Curriculum</li> <li>• Classroom management plan and update</li> </ul>
<b>January</b>	14, 2:30pm	171	<ul style="list-style-type: none"> <li>• Identify areas to work on.</li> <li>• Gather information about “lesson needs.”</li> <li>• Share discipline data with staff.</li> <li>• Reviewing data, MAP, team meeting minutes, surveys, ODR,</li> <li>• Plan for assembly</li> </ul>
<b>February</b>	11, 2:30pm	171	<ul style="list-style-type: none"> <li>• Address an issue that were identified.</li> <li>• Plan for assembly/student recognition</li> </ul>
<b>March</b>	12, 2:30pm	171	<ul style="list-style-type: none"> <li>• Staff discussion on how to re-teach expectations after spring break.</li> <li>• Develop/update a staff plan</li> <li>• Reviewing data, MAP, team meeting minutes, surveys, ODR,</li> <li>• Plan for assembly/student recognition</li> <li>• Common Area Expectations and Agreements Review</li> </ul>
<b>April</b>	21, 2:30pm	171	<ul style="list-style-type: none"> <li>• Share discipline data with staff.</li> <li>• Focus on GVC/Core Curriculum review</li> </ul>
<b>May</b>	19, 2:30pm	171	<ul style="list-style-type: none"> <li>• Review of School Climate Plan/Staff Handbook</li> <li>• Identify areas to work on.</li> </ul>
<b>June</b>	2, 2:30pm	171	<ul style="list-style-type: none"> <li>• Review with staff walkthrough survey</li> <li>• Reviewing data, MAP, team meeting minutes, surveys, ODR,</li> </ul>

**Meeting Agenda:**

- Monthly Discipline Data



- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

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

## TIER I IMPLEMENTATION

### Programmatic Supports for all Students

#### SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

**Our School Values are:**

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be Your Best

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Stephenson Elementary School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

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

### Common Area Expectations

	SETTING			
	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab
Be Respectful	Walk Quietly	Take turns and share. Speak kindly.	Use voice level 1 while in line. Use good table manners. Talk politely. Clean your eating area.	Listen and work quietly. Treat books and equipment carefully. Use voice level 1.



<b>Be Responsible</b>	Stay in line. Walk to the right in the hall.	Follow adult instructions.	Follow the adult instructions. Raise your hand if you need assistance.	Follow directions. Return the books you borrowed Raise your hand to participate.
<b>Be Safe</b>	Keep hands by your side and your body to self.	Stay in playground boundary. Use hands and feet appropriately. Use equipment safely.	Walk. Eat your own food. Stay seated. Keep hands and feet to yourself.	Walk quietly.
<b>Be Your Best</b>	Wait while classes go by.	Take care of equipment.	Eat what you take. Eat healthy foods.	Only visit approved sites and sites being taught.

<b>SETTING</b>				
	<b>Bathroom</b>	<b>Kindness &amp; Friendship</b>	<b>Assembly</b>	<b>Bus</b>
<b>Be Respectful</b>	Use voice level 0. Respect others privacy. Keep the bathroom clean.	Use kind words and actions. Include and invite others to play with you. Be friendly to all students. Share and take turns. Listen to each other. Stop rumors.	Listen, watch and learn. Participate appropriately. Clap at the end of the program.	Use voice level 1. Speak to others. Keep your body to self.
<b>Be Responsible</b>	Use bathroom and leave immediately.	Be honest. Stand up for each other. Give people privacy and personal space.	Follow the directions given.	Be on time. Follow adult instructions.



	Turn off the faucet. Throw trash in the container. Use facility appropriately.		Raise your hand if you need assistance.	
<b>Be Safe</b>	Flush and wash hands. Walk carefully on wet areas. Report problems to adults. Do not crawl on the floor or hang from door or dividers.	Help each other when needed. If someone makes a bad choice, say so or ask for help.	Stay in the listening position. Sit on bottom and stay upright. Keep hands and feet to self.	Stay in your seat and face forward. Keep hands, feet and objects inside the bus. Keep feet in front of you. Leave the bus in an orderly way when it has stopped. Walk when getting on and off. Wait your turn.
<b>Be Your Best</b>	Use materials correctly.	Use nice words and a nice voice.	Focus on the speaker. Show your appreciation.	Sit facing forward. Use a VERY SOFT voice. Smile at the driver.

### **TEACHING EXPECTATIONS (1.4)**

- Instructional staff will instruct “teach two” on bi-weekly Monday mornings. Teachers will spend 15 minutes on each lesson. There will be monthly themes. In addition, teachers will reward students who are meeting school wide expectations.

### **Yearly Schedule for Teaching Common Area Expectations**

<b>Date</b>
<b>August 28- September 28, 2019: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</b>
<b>January 2-January 4, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</b>
<b>April 1-April 4, 2020: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.</b>
<b>As indicated by Stephenson discipline data 2018-2019</b>



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

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

**STEPHENSON ELEMENTARY SCHOOL DISCIPLINE PHILOSOPHY**

Positive school and classroom climate contribute to positive behavior. Stephenson Elementary School's discipline philosophy is to promote consistent behavioral expectations throughout the building, develop self-management and conflict resolution skills, and resolve discipline issues in an equitable manner respecting and honoring the diversity of adults and students alike.

There are three overarching expectations: **Be Safe, Be Responsible, Be Respectful, Be Your Best**

In support of this philosophy, each teacher will teach what it means and looks like to meet each of those expectations, acknowledge positive behavior in their classrooms and throughout the building, and communicate with parents in a timely and proactive manner. It is expected that teachers intervene early and start the discipline process at the lowest possible level reasonably calculated to change the student's behavior and minimize the loss of instructional time.

All discipline procedures will adhere to guidelines identified in the [Handbook on Student Responsibilities, Rights, and Discipline](#) published by Portland Public Schools.

***POSITIVE PREVENTION AND INSTRUCTION***

- Notice students positive behavior more than correcting behavioral mistakes or misbehavior
- Explicitly teach and clarify expected school/classroom/activity behaviors you expect students to demonstrate
- Provide leadership opportunities for students by assuming classroom and building responsibilities to become positive role-models
- Develop classroom routines and stick with them, such as a warm up activity posted on the board to make the start of the lesson count
- Look for opportunities where students can contribute and make choices in the curriculum when appropriate
- Greeting students to have a positive initial interaction
- Create community agreements with input from students that are posted and referred to regularly
- Providing opportunities for students to listen to each other using the mindful inquiry process
- Build positive relationships with students by connecting and checking in about life outside of school
- Acknowledge students who are following the school values and expectations by using rewards for individuals, class or grade levels

***DISCIPLINE GUIDELINES***

- Action will be immediate
- It will deal with observable and documented behavior
- It will be handled unemotionally, objectively, calmly, and respectfully
- It will target and address the behavior, not the student
- It will give the student alternatives
- It will result in a clear plan for future behavior
- It will result in a learning outcome for the child
- It is a logical consequence
- It is an equitable consequence
- It is a known consequence

### ***DISCIPLINE PROCEDURES***

- Teacher uses school-wide Best Behavior Handbook as guide for all behavior, classroom and common areas.
- Teachers review the Best Behavior Handbook at the beginning of the year, after winter break and after spring break.
- A disruptive child may be removed from the classroom and sent to a designated space. Students may be asked to complete a S.T.O.P. form or an “I Made A Mistake” form at the teacher’s discretion. These forms are teacher intervention forms and will help guide the child through a thought process of cause and effect. The referring teacher makes sure the student complete the forms. The completed form or forms are kept by the teacher.

A “Stage 1 Behavior Report” form is to be completed by the teacher if a student continues to be disruptive or not follow established rules. Teachers should contact parents or guardian when this form is sent home. These forms are saved by the principal and do become part of the student’s record and entered into SYNERGY.

A **Stage 2-3 Referral** form is completed when all other forms of behavior modification have been exhausted or in instances of emergency situation where the safety of a student is at risk. **The referring staff member must complete a referral form and send it to the office (Please place referral in an envelope to ensure confidentiality).** The principal or designee will contact the parent to inform of situation. The teacher, adult, or fellow student should walk the student to the office. Consequences will be given in accordance with district guidelines. Depending on the level of urgency, this may not be addressed immediately. The principal will update staff when done.

**Stage 2** deals with chronic incidents that are disruptive to the learning environment and where the student has not responded to Stage 1 interventions. They are intense and significant. **The student remains in class until called by the principal or designee.** These become a part of the student’s record in their cumulative files as well as on Synergy.



**Stage 3** is the big deal incidents that are frequent, intense, significant, or harmful to self or others. The student is escorted to the office by the teacher, other staff members, or classmates. **If there is an immediate threat of harm, the student shall not return to class until it is decided by the principal or designee.** These become a part of the student's record in their cumulative files as well as on Synergy.

- **If an incident occurs outside of the classroom (e.g. cafeteria, playground, specials,) then the staff on duty is responsible for discipline. STOP and Stage 1 forms go to the classroom teacher. Stage 2-3 forms go to the principal or designee. Regardless of form, the classroom teacher shall be notified immediately.**

- If the problem continues, a behavior plan including specific areas of concern, responsibilities of the student, parent, teacher, administrator and any others involved, may be cooperatively written and implemented with the help from the Principal. A parent conference would be scheduled to develop and finalize the plan.

**\*The PBIS Team will track the forms monthly and make a quarterly report to staff.**

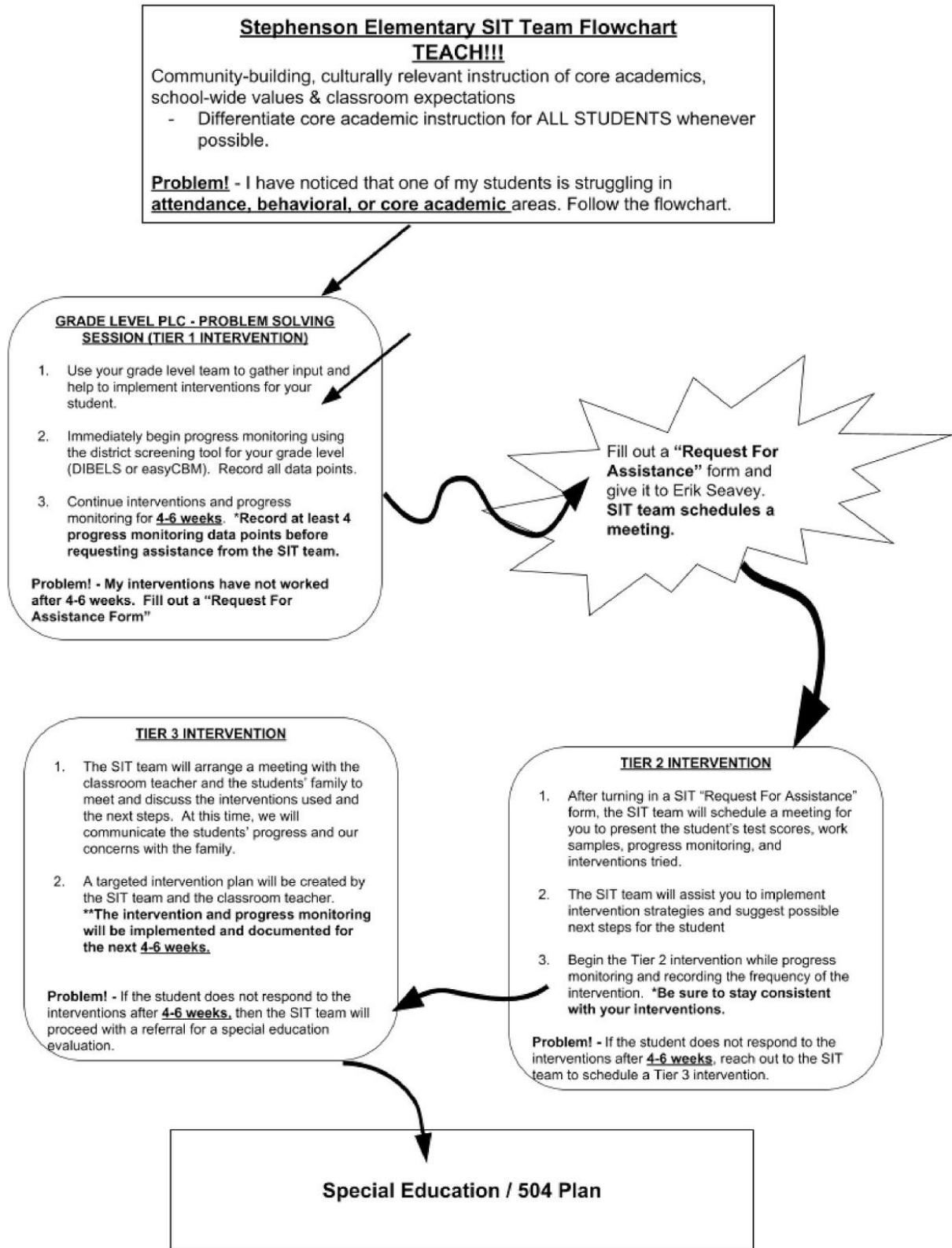
- The range of consequences for referrals are noted in the *Guide to Policies, Rules and Procedures on Student Responsibilities, Rights and Discipline.*

### ***STUDENT INTERVENTION TEAM***

***Our Student Intervention Team (SIT) is a general education problem-solving committee made up of school personnel. The purpose of the SIT is to recommend appropriate interventions for students who are experiencing difficulty in school.***



**STUDENT INTERVENTION TEAM FLOWCHART**



### Check In Check Out Program

The CICO program reduces problem behavior, increase academic engagement and helps students gain a positive relationship in the building.

Check-in, Check-out Card \_\_\_\_\_'s goal is to earn \_\_\_\_\_ points.

3 = WOW!	2 = OK	1 = Hard Time
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	<b>Responsible</b>	<b>Respectful</b>	<b>Hardworking</b>		
<b>Time</b>	<i>Staying in Class</i>	<i>Following Teacher's Directions</i>	<i>Stay on Task</i>	<b>Teacher's Initials</b>	<b>Comments</b>
Before 1 <sup>st</sup> Recess (8:00 – 10:20)	3 2 1	3 2 1	3 2 1		
Before Lunch (10:35 -11:20)	3 2 1	3 2 1	3 2 1		
After Lunch (12:00- 1:00)	3 2 1	3 2 1	3 2 1		
Before dismissal (1:00-2:20)	3 2 1	3 2 1	3 2 1		
Today you earned _____ points. Goal met? Y/N					





**Student Intervention Team**  
Request for Assistance

Date: 11/13/2017 School: Stephenson E.S.

Student's Name: \_\_\_\_\_

**1. General Student Background**

Racial Background	First Language	Other Language(s)	ID	DOB	Age	Grade

To Complete Sections 2, 3 and 4, please refer to Section 8 - "Educational Data to Review"

**2. Student Strengths**

<input type="checkbox"/> Bilingual or bicultural	<input type="checkbox"/> Follows Instructions	<input type="checkbox"/> Negotiates/Compromises
<input type="checkbox"/> Able to problem solve	<input type="checkbox"/> Helpful to others	<input type="checkbox"/> Cooperates with others
<input type="checkbox"/> Articulates feelings/needs	<input type="checkbox"/> Makes/maintains friendships	<input type="checkbox"/> Academic
<input type="checkbox"/> Asks for help	<input type="checkbox"/> Flexible	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Sense of humor	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

**3. Achievement and Behavioral Profile**

Is instruction appropriate for student's language proficiency level and cultural background?

Yes  No  Not sure

Performance Compared to Culturally and Linguistically Similar Peers  Please Refer to Educational Data To Review and Discipline Review Sections to Confirm Student Performance Levels	Please check level of concern: 1=low; 3=moderate; 5=high		Is progress being made compared to peers? (compare CLD students to CLD peers)
	Level of Concern in Home Language/Dialect: (if different from language of instruction)	Level of Concern in Language of Instruction:	
<b>A. Academic Skills</b>			
1. Aural comprehension (listening)	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
2. Oral language (speaking)	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
3. Reading comprehension	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
4. Reading word attack skills	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
5. Reading fluency	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
6. Written language	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
7. Math computation	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
8. Math problem solving	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
9. Math concepts	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
<b>B. Behavior</b>			
1. Peer interactions	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
2. Adult interactions	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
3. Independent work skills	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
4. Cooperation in groups	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
5. On-task/attentive behaviors	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
6. Adherence to rules	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no
<b>C. Developmental</b> Motor, physical, or coordination skills	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5	<input type="checkbox"/> yes <input type="checkbox"/> no





**Student Intervention Team**

Date: 11/13/2017 School: Stephenson E.S.

Request for Assistance

Student's Name: \_\_\_\_\_

**Complete Section Below IF Behavior Concerns are noted in Section 3, Rows B 1-6.**

Desired Behavior:		
What happens before the problem?	What does the problem look like?	How do students & staff react?
Circle one: Get      Avoid  Circle one: Adult/Peer Attention or Help Activity/Object      Sensory/biological	Describe what they are trying to get or avoid:	

4. Assessments not included in Section 8	Date / Grade	Result / Score	Benchmark
	Date: _____ Grade: _____	_____ %ile/Score/Level	Met _____ Not Met _____
	Date: _____ Grade: _____	_____ %ile/Score/Level	Met _____ Not Met _____
	Date: _____ Grade: _____	_____ %ile/Score/Level	Met _____ Not Met _____
	Date: _____ Grade: _____	_____ %ile/Score/Level	Met _____ Not Met _____

**5. Interventions**

What culturally/linguistically responsive academic or behavior interventions have been tried for the concerns noted?

Describe Intervention(s) Include frequency & duration if applicable	Start & End Dates	Results - Data Interpretation





**Student Intervention Team**  
Request for Assistance

Date: 11/13/2017 School: Stephenson E.S.

Student's Name: \_\_\_\_\_

**6. Family Contacts**

Date	Phone/e-mail/etc.	Person Contacted	Ask: How do differences between home and school culture (e.g. communication style, discipline, gender expectations, religious views, etc) impact the student?

**7. Language/Family Information/Culture**

1. What are the student's strengths?

2. Has the student's development and/or learning seemed significantly different or delayed when compared to siblings,

family members or other bilingual peers?  Yes  No

If so, how? (check all that apply)

Language/Speech     Academics     Social Skills/Behavior  
 Medical/Health     Vision/Hearing     Motor (Gross/Fine)

If yes, ask family to describe experience and related concerns.

3. Have there been any significant events or major changes in the student's lifetime? (E.g., prematurity, low birth weight, birth trauma, injuries, lead/toxic exposure, refugee experience, homelessness, emotional trauma, frequent moves,

deaths, etc.)  Yes  No

If yes, ask family to describe experience(s) and related concerns.

4. Share differences the family notices between home and school culture (e.g., communication style, discipline, gender expectations, religious views, etc.) and how the differences impact the student at school.

Complete questions 5-10 for CLD students

5. Date input was obtained via interview with parent or interpreter: \_\_\_\_\_

6. Caregiver 1 - 1st language (L1) \_\_\_\_\_ Caregiver 1 - 2nd language (L2) \_\_\_\_\_

Caregiver 2 - 1st language (L1) \_\_\_\_\_ Caregiver 2 - 2nd language (L2) \_\_\_\_\_

7. Language(s) or dialect(s) spoken to student  
b.) at school: \_\_\_\_\_

a.) at home in the morning: \_\_\_\_\_  
c.) at home after school: \_\_\_\_\_

8. Language(s) or dialect(s) student speaks  
b.) with sibling(s) \_\_\_\_\_

a.) with parents/guardian \_\_\_\_\_  
c.) with friends \_\_\_\_\_

9. When was the L2 introduced to the student? \_\_\_\_\_

10. Has the student had academic instruction in another language?  Yes  No

If so, what language? \_\_\_\_\_ When/Where? \_\_\_\_\_ How long? \_\_\_\_\_





Student Intervention Team

Date: 11/13/2017 School: Stephenson E.S.

Request for Assistance

Student's Name:

**10. SIT Facilitator Section**

<input type="checkbox"/> Referred to SIT
<input type="checkbox"/> Additional information is needed (e.g., interview with parent, medical file review, data from cultural liaison, native language/dialect data, etc.). Please describe:
Date information will be reviewed: _____
<input type="checkbox"/> PLC/Classroom Support (describe):

**11. SUMMARY (Team Decision)**

- A. \_\_\_\_\_ This student appears to be responding to instruction and interventions; referral for further evaluation is not necessary at this time.
- B. \_\_\_\_\_ Based on a review of data, the student will be matched to the following intervention(s):  
Please describe intervention(s):

Date information will be reviewed: \_\_\_\_\_

*When completed, please place this packet in student's cumulative file.*



# Tier 1 and Tier 2 Intervention Ideas

Adapted with permission from Harvey C. Parker, Ph.D., Clinical Psychologist



## Tier 1 Universal Intervention for all Learners

- Seat student in quiet area.
- Seat in front of the classroom and near teacher.
- Seat student near good role model.
- Increase distance between desks.
- Give assignments one at a time to avoid work overload.
- Instruct students in self-monitoring using cueing.
- Pair written instructions with oral instructions.
- Seek to involve students in lesson presentation (child assists as a model)
- Cue student to stay on task, i.e. private signal
- Use of a working clock.
- Visual cues and written directions
- Frequently check for understanding
- Gradual-Release Model: “I do, we do, you do.”
- One-on-one conferencing.

## Tier 2 Explicit Instruction with Strategic Learners

- Assist student in setting short term goals.
- Behavior/self monitoring chart on desk.
- Allow extra time to complete assigned work.
- Reduce the amount of seatwork.
- Provide noise cancelling headphones
- Reduce amount of homework.
- Shorten assignments or work periods to coincide with span of attention. Use timer.
- Provide peer assistance in note taking.
- Break long assignments into smaller parts so students can see end to work.
- Provide student with alternative seating. Wiggle/wobble chair.
- Self-monitoring checklist
- Short breaks
- Collaborate with the school counselor





### **Tier 1 Universal Interventions for All Learners**

- Provide reassurance and encouragement.
- Frequently compliment positive behavior and work product.
- Speak softly in non-threatening manner if student shows nervousness.
- Review instructions when giving new assignments to make sure student comprehends directions.
- Look for opportunities for students to display leadership role in class.
- Send positive notes home (e.g., Lion's Roars or other.)
- Look for signs of stress build up and provide encouragement or reduced workload to alleviate pressure and avoid temper outbursts.
- Class Dojo
- Mindfulness
- Breathing Exercises
- Class Meetings
- Brain/Movement Breaks
- GoNoodle
- Yoga

### **Tier 2 Explicit Instruction with Strategic Learners**

- Conference frequently with parents to learn about student's interests and achievements outside of school.
- Make time to talk alone with students.
- Encourage social interactions with classmates if student is withdrawn or excessively shy
- Spend more time talking to students who seem pent up or display anger easily.
- Provide brief training in anger control: encourage student to walk away; use calming strategies; tell nearby adult if getting angry.
- Designated Break Spot
- Zones of Regulation
- Redirection with alternative choices.
- Buddy room/teacher
- Snack break



## Tier 1 Universal Interventions for All Learners

### General

- Providing clear expectations about the purpose and rationale for learning
- Learning Targets
- Overview of Daily Schedule
- In-class responsibilities
- Clear routines and expectations
- Organizers or list of daily assignments to complete

### Reading

- Provide additional reading time.
- Use "previewing" strategies.
- Select text with less on a page; shorten amount of required reading; avoid oral reading.
- 1:1 reading conferences
- Asset Based Language (ABL)
- Examples of finished product
- Choose appropriate text at each student's level
- High-interest, relevant text

### Oral Expression

- Accept all oral responses
- Encourage students to tell about new ideas or experiences;
- Recorded - audio/visual presentations

### Writing

- Tape recorder
- Test with multiple choice or fill-in questions
- Voice recording app
- 1:1 writing conferences
- Speech to text apps

### Math

- Use graph paper to space numbers; provide additional math time; provide immediate correctness feedback and instruction via modeling of the correct computational procedure
- Math manipulatives accessible
- Reteaching/Alternative Methods available
- Frontloading with vocabulary



## Tier 2 Explicit Instruction with Strategic Learners

Intervention should be characterized by a brisk teaching pace that increases the number of opportunities for individuals and groups of students to respond with immediate feedback. It should also include judicious practice that includes initial practice, distributed practice, and cumulative practice and review over time.

### Reading

- A series of supports or scaffolds.
- Explanations and demonstrations that are clear and include "think-alouds" ("I do").
- Step-by-step demonstrations of the instructional target ("we do").
- Supported practice with immediate instructional feedback until independent mastery is reached ("you do").
- Structured paired reading
- Instruction in another classroom (lower grade)
- Structured repeated reading
- Small-group instructional time (3-5 student for 3-5 times per week for 20-40 min)
- ABL

### Oral Expression

- Substitute display for oral report
- Pick topics easy for students to talk about

### Writing

- Accept non-written forms for reports (i.e. displays, oral, projects)
- Accept the use of a word processor.
- Do not assign large quantity of written work
- Small group instruction
- ABL

### Math

- Allow use of calculator
- Access to math manipulatives
- Small group instruction



## Tier 1 Universal Interventions for All Learners

- Provide organization rules.
- Use "Match the picture" (use real pictures of what materials should look like.)
- Encourage students to have a notebook with dividers and folders for work.



- Provide students with homework assignment book.
- Encourage learning of keyboarding skills.
- Use of graphic organizers.
- Provide examples of what “DONE” looks like.
- Providing specific folders for each student in different colors
- Cleaning out and organizing their desks and folders regularly
- ABL

## **Tier 2 Explicit Instruction with Strategic Learners**

- Send daily/weekly progress reports home.
- Ask for parental help in encouraging organization.
- Supervise writing down of homework assignments.
- Regularly check desk and notebook for neatness, encourage neatness rather than penalize sloppiness.
- Allow student to have extra set of books at home.
- Do not penalize for poor handwriting if visual-motor defects are present.
- Allow students to tape record assignments or homework



## **Tier 1 Universal Interventions for All Learners**

- Praise compliant behavior.
- Provide immediate feedback.
- Ignore minor misbehavior.
- Use teacher attention to reinforce positive behavior.
- Use "prudent" reprimands for misbehavior (i.e. avoid lecturing or criticism.)
- Acknowledge positive behavior of nearby student.
- Supervise student closely during transition times.
- Teach self-monitoring of behavior
- ABL

## **Tier 2 Explicit Instruction with Strategic Learners**

- Seat student near teacher
- Set up behavior contract
- Flexible transitions
- Class Dojo
- Check in/Check out
- ABL





### **Tier 1 Universal Interventions for All Learners**

- Ignore minor, inappropriate behavior
- Use "prudent" reprimands for misbehavior (i.e. avoid lecturing or criticism)
- Attend to positive behavior with compliments etc.
- Acknowledge positive behavior of nearby students.
- Teach self monitoring of behavior, i.e. hand raising, calling out
- Call on only when hand is raised in appropriate manner.
- Praise when hand raised to answer question
- ABL

### **Tier 2 Explicit Instruction with Strategic Learners**

- Increase immediacy of rewards and consequences.
- Supervise closely during transition times.
- Seat student near role model or near teacher.
- Set up behavior contract.
- ABL



### **Tier 1 Universal Interventions for All Learners**

- Incorporate movement into learning activities.
- Use "brain breaks."
- ABL

### **Tier 2 Explicit Instruction with Strategic Learners**

- Allow student to stand at times while working.
- Provide opportunity for "seat breaks" i.e. run errands, etc.
- Supervise closely during transition times or teacher initiated flexible transitions
- Remind students to check over work product if performance is rushed and careless.
- Give extra time to complete tasks.
- ABL



### **Tier 1 Universal Interventions for All Learners**

- Teach social skills.
- Praise appropriate behavior.
- Monitor social interactions.
- Encourage cooperative learning tasks with other students provide small group social skills training
- Class Meetings
- Social Breaks
- ABL

### **Tier 2 Explicit Instruction with Strategic Learners**

- Assign special responsibilities to student in presence of peer group so others observe student in a positive light.
- Prompt appropriate social behavior either verbally or with private signal.
- Have students participate in a social skills group with counselor.
- Set up social behavior goals and implement a reward program.
- ABL

**DISCIPLINE POLICIES (1.6) SAMPLE OF TWO FORMS BEING USED AT STEPHENSON**

**S.T.O.P.**  
*Stephenson Time-Out Procedure*

Student Name \_\_\_\_\_ Referring Adult \_\_\_\_\_

Date \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

*Prior teacher Interventions: \_\_\_ Redirection \_\_\_ Retaught Rule \_\_\_ Time-Out \_\_\_ Parent / Guardian Contact*

**Referring Adult’s Comments:**

1. What rule did I break? \_\_\_ Be Safe \_\_\_ Be Responsible \_\_\_ Be Respectful

2. What did I do? \_\_\_\_\_

\_\_\_\_\_

3. How did my behavior affect other people? \_\_\_\_\_

\_\_\_\_\_

4. How did my behavior affect me and what learning am I missing? \_\_\_\_\_

\_\_\_\_\_

5. What will I do next time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
*Parent or Guardian Signature*

\_\_\_\_\_  
*# of S.T.O.P. forms for this child*

**Copies to: White: Principal  
Homeroom Teacher**

**Yellow: Parent**

**Pink: Referring Adult**

**Gold:**



# I Made a Mistake Today

Name \_\_\_\_\_

Date \_\_\_\_\_

This is what I did.

---

---

This is what I will do next time.

---

---

Please talk this over with your child. Then sign and return. Thanks you

Parent Signature \_\_\_\_\_



**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
<b>August</b>	<p style="text-align: center;"><b><u>School Climate Orientation</u></b></p> <p>Orientation of Climate Handbook and School Climate Annual Kick Off</p> <ul style="list-style-type: none"> <li>● Staff Icebreaker</li> <li>● Focus on GVC/Core Curriculum</li> <li>● Priority and supporting standards</li> <li>● Scopes and Sequences</li> <li>● Essential Questions, Learning Targets</li> <li>● Unit plans to Daily Lesson Plans</li> <li>● Forms, protocols and tools</li> <li>● High leverage practices</li> </ul>	Carlos Galindo and School Leadership Team
<b>September</b>	<ul style="list-style-type: none"> <li>● Review Common Area Routines and Expectations</li> <li>● Share “Cool things teachers are doing” from their classroom</li> <li>● Share SIT intervention list with staff</li> <li>● MTSS Update</li> </ul>	Carlos Galindo, Erik Seavey and SIT, School Climate team
<b>October</b>	<ul style="list-style-type: none"> <li>● Share discipline data with staff.</li> <li>● SIT team provides professional development on the SIT process (SIT form needs to be clarified on Dashboard)</li> <li>● Assembly recognition</li> <li>● Equity training practices</li> </ul>	Carlos Galindo, Chris Phillips and School Climate team
<b>November</b>	<ul style="list-style-type: none"> <li>● SIT team provides professional development on the SIT process (SIT form needs to be clarified and Dashboard)</li> <li>● Looking at school data and breaking it down with an equity lens .</li> <li>● Share “Cool things teachers are doing” from their classroom</li> </ul>	SIT, School Climate team
<b>December</b>	<ul style="list-style-type: none"> <li>● SIT Update/School Climate Team update</li> <li>● Share “Cool things teachers are doing” from their classroom</li> </ul>	SIT, School Climate team
<b>January</b>	<ul style="list-style-type: none"> <li>● Identify areas to work on.</li> <li>● Assembly recognition</li> <li>● Share discipline data with staff.</li> <li>● Share “Cool things teachers are doing” from their classroom</li> </ul>	Erik Seavey and School Climate team
<b>February</b>	<ul style="list-style-type: none"> <li>● Equity training practices</li> <li>● Share “Cool things teachers are doing” from their classroom management plan.</li> </ul>	Carlos Galindo and School Climate team
<b>March</b>	<ul style="list-style-type: none"> <li>● Staff discussion on how to re teach expectations after spring break.</li> </ul>	Erik Seavey and School Climate team



<b>April</b>	<ul style="list-style-type: none"> <li>● Share discipline data with staff.</li> <li>● Assembly recognition</li> <li>● Share “Cool things teachers are doing” from their classroom</li> <li>● Equity training practices</li> </ul>	Carlos Galindo, Erik Seavey and School Climate team
<b>May</b>	<ul style="list-style-type: none"> <li>● Review of School Climate Plan/Staff Handbook</li> <li>● SIT Update/School Climate Team update</li> </ul>	Carlos Galindo, Erik Seavey and School Climate team
<b>June</b>	<ul style="list-style-type: none"> <li>● Review with staff walkthrough survey</li> </ul>	Carlos Galindo, Erik Seavey and School Climate team

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

Individual teachers have their own class procedures and are located in each teacher’s substitute plans as well as displayed in the classroom. However, all staff follows our PBIS work which includes Be Safe, Be Respectful, Be Responsible and Be Your Best.

### **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:

- Students will earn Lion’s Roar for meeting our school wide expectations
- Teacher reward students with classroom rewards for students meeting classroom expectations
- Students K-5 have the opportunity to earn duckies/school spirit items every Friday at lunch
- Students K-5 attend once monthly All School Community Assemblies - to learn about monthly themes and for student recognition and ALL school announcements.
- Open Seating on Fridays (4-5)
- In the process of a Stephenson Self-Manager Program

### **Acknowledgement Matrix**

<b>Type</b>	<b>What</b>	<b>When/Where</b>	<b>Who Gives Them?</b>
<b>Immediate/ High frequency</b>	Kids: Lion’s Roars - /Open Seating on Fridays (4-5)	Classroom & Common areas Office - Yearlong	All Staff/Volunteers
<b>Redemption of immediate/ High Frequency</b>	Kids:Weekly duckie drawing/school spirit items	Cafeteria	Principal Galindo Counselor
<b>Long term Acknowledgements</b>	Kids: <b>All</b> School Community Assemblies (monthly themes - recognition)	Kids: Monthly assemblies - , Weekly drawings	Principal Galindo Counselor Staff



	<b>Adults:</b> Staff acknowledgement-compliments	<b>Adults:</b> Monthly staff meetings	
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### ***FACULTY INVOLVEMENT (1.10)***

#### **Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems**

<b>Date</b>	<b>Data Shared</b>	<b>Staff Input Topic</b>
<b>September</b>	August 28th-September 28th	Staff Survey input - discipline information
<b>January</b>	January 6th-January 10th	Discipline information
<b>April</b>	April 3rd-7th	Discipline information
<b>June</b>	School Climate Survey	Staff survey input - discipline information

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

#### **Schedule for family involvement activities**

<b>Date</b>	<b>Topic &amp; Group</b>	<b>Activities</b>	<b>Organizer</b>
<b>8/2019</b>	Family involvement and community partnership	Back to School Picnic (end of August) Community Care Day (end of August)	Carlos Galindo, Staff and PTA
<b>9/2019</b>	Family involvement and community partnership	Back to School Night - Open House	Carlos Galindo, Staff and PTA
<b>10/2019</b>	Family involvement and community partnership	Fall Fun Night, Missoula Children's Theater Parent - Student - Teacher Conferences	Carlos Galindo, Staff PTA and Site Council
<b>11/2019</b>	Family involvement and community partnership	Grandparents/Special Friends Day	Carlos Galindo and PTA
<b>12/2019</b>	Family involvement and community partnership	Winter Music Concert	Music Staff
<b>1/2020</b>	Family involvement and community partnership	All School Black History Month Celebration	School Staff, PTA and Foundation
<b>2/2020</b>	Family involvement and community partnership	Annual Stephenson Foundation Auction	Foundation



<b>3/2020</b>	Family involvement and community partnership	PTA Movie Night, Missoula Children’s Theater	PTA
<b>4/2020</b>	Family involvement and community partnership	Spring Parent/Student Survey	Carlos Galindo and PBIS Team
<b>5/2020</b>	Family involvement and community partnership	K-1, 2-3 and 4-5 Spring Music Concerts, Volunteer Recognition Week and day of the Child Diversity Event	Carlos Galindo and Staff
<b>6/2020</b>	Family involvement and community partnership	Stephenson Field Day 5th grade Promotion	PE Staff and 5th grade Staff

## Stephenson New Student/Family Plan

- Leadership students/ Self managers give new students a tour of the building.
- Principal Galindo greets new families and students.
- School counselor will meet with new students to help support student.

## TIER I EVALUATION

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

#### DISCIPLINE DATA (1.12)

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

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

#### Recent TFI scores

- 2015-2016: Stephenson was a level one school.
- 2016-2017: Stephenson is a level two school.
- 2017-2018: Stephenson is a level three school
- 2018-2019: Stephenson is a level three school
- **School Climate Survey (SCS)** determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)
- Completed three times a year (August, 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.

#### Recent SCS data

- 2018-2019: Survey is completed and was shared with all stakeholders in March 2019

**School Climate Action Plan (TFI):** See appendix.



**“Teach Two” for the 2019 to 2020 School Year:**

Here is your PBIS “Teach To” for **September**. Our theme this month will be a focus on **friendship**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

**Friendship**

- What qualities create friendships?
- How can you keep a friend?
- In what ways can you be friendly to others?
- Why is it important to learn about classmate’s lives and interests?
- Is it ok if friendships change?
- How can you make new friends?
- How should friends talk to each other?
- How do you talk to a friend about a problem?

Video Link

<https://www.passiton.com/inspirational-stories-tv-spots/63-baseball>

<https://www.passiton.com/inspirational-stories-tv-spots/123-imagine>

Quotes:

Friendship is the inexpressible comfort of feeling safe with a person, having neither to weigh thoughts nor measure words. —George Eliot

Here is your PBIS “Teach To” for **October**. Our theme this month is **Growth Mindset**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

**Growth Mindset**

- How can hard work and practice help you learn something new?
- How can you handle a mistake in positive way with a friend?
- Sometime we don’t succeed right away. How can this help you?
- How can having a growth mindset help you handle mistakes?
- How can asking questions help you be a problem solver?
- Is it ok if you can’t do something yet?

Video Link

<https://www.passiton.com/inspirational-stories-tv-spots/86-track-coach>

<https://www.passiton.com/inspirational-stories-tv-spots/158-jen-bricker>

Quote:



Portland Public Schools

*Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts).” [Carol Dweck](#)*

Here is your PBIS “Teach To” for **November**. Our theme this month is **Perseverance**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week. Remember our school expectations are to be Respectful, Responsible and Safe and Best in the **hallways**.

### **Perseverance**

- How can you overcome a challenge with a friend?
- You’re struggling with standing up in front of your class to give a speech, how can you show perseverance?
- You’re trying out for a sports team and you start to think you can’t make the team, how can you show perseverance?
- In what ways can you show perseverance everyday?
- You made a mistake and said something not nice to a friend? How can you make it right?
- How can you challenge yourself to learn something new?
- Maybe you did not do as well on a test as you thought, how can you use perseverance?
- You’re working hard to reach a difficult goal and something gets in the way of that goal, how can you show perseverance?

Video Link:

<https://www.passiton.com/inspirational-stories-tv-spots/159-mallory-weggemann>

Quote:

Perseverance is not a long race; it is many short races one after another.—Walter Elliott

Here is your PBIS “Teach To” for **December**. Our theme this month this is being **Kindness**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

### **Kindness**

- How can you show kindness to other students?
- What does kindness mean to you?
- How can you be kind to your classmates?
- Who do you know that is a very kind person?
- How do you make others feel when your kind?
- What ways are you kind to yourself?

Video Link:

<https://www.passiton.com/inspirational-stories-tv-spots/84-the-race>



<https://www.passiton.com/inspirational-stories-tv-spots/149-open-door>

Quote:

*No act of kindness, no matter how small, is ever wasted.* – Aesop

Here is your PBIS “Teach To” for **January**. Our theme this month is being **respectful**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

### Respectful

- Who in your life is very respectful to others?
- How do apologies and respect go together?
- What voice do respectful people use?
- How can you treat others with respect?
- How does it feel when others treat you with respect?
- What are some ways you can show respect to yourself?
- What does respect look like and sound like?

Video link:

<https://www.passiton.com/inspirational-stories-tv-spots/65-bus>

Quotes:

*We don't need to share the same opinions as others, but we need to be respectful.* —Taylor Swift

Here is your PBIS “Teach To” for **February**. Our theme this month is **effort**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

### Effort

- Why should we not give up on something difficult?
- What does effort in class look like and sound like?
- What motivates you to do well at something?
- What does improvement mean to you?
- Who do you know who puts a lot of effort into their goals?

Video Link:

<https://www.passiton.com/inspirational-stories-tv-spots/148-hall-of-fame>

<https://www.passiton.com/inspirational-stories-tv-spots/124-finish-line>

Quotes:

We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline, and effort. —Jesse Owens



Here is your PBIS “Teach To” for **March**. Our theme this month this is **personal best**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

### Personal best

- What one small goal you could set today?
- How does having a goal helps you reach your personal best?
- How does it feel when you have accomplished something that you have worked hard for ?
  
- How can you tell someone is trying their personal best in class?
- How can you tell someone is trying their personal best on homework?

Video Link:

<https://www.passiton.com/inspirational-stories-tv-spots/154-grace-vanderwaal>

<https://www.passiton.com/inspirational-stories-tv-spots/71-my-life-in-sports>

Quote:

You bring out the best in yourself by looking for the best in others. —Gene Bedley

Here is your PBIS “Teach To” for **April**. Our theme this month this is **Pride**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

### Pride

- How does it feel to be proud of yourself and others?
- Why should you turn in your papers on time?
- What does it feel like to do a good job?
- Why do we use quiet voices in the Library?
- Why do we follow directions?
- Why should you join clubs and after school activities?

Video Link

<https://www.passiton.com/inspirational-stories-tv-spots/109-soccer>



Here is your PBIS “Teach To” for **May**. Our theme this month is **Integrity**. Please take 3 to 5 minutes to review these questions with the kids at the beginning of each week.

- Why should you do the right thing when no one is looking?
- Why should you respect fellow students even if you disagree with what they say?
- What should hallway behavior look and sound like?
- Why are we quiet in the hallway?
- How can we show respect towards other teachers/students as we pass through the hallways?
- Why should you do what you say you will do.
- Why do we keep our hands and feet to ourselves?
- How can we show respect toward student artwork in the hallway?
- Why do we walk on the right side of the hallway?
- How can we earn a Lion’s Roar in the hallway?

#### Quote

We learned about honesty and integrity - that the truth matters... that you don't take shortcuts or play by your own set of rules... and success doesn't count unless you earn it fair and square--Michelle Obama

