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# **James John School Climate Handbook**



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## ***James John's Core Expectations***

*Be Safe ~ Ser Seguro*

*Be Respectful ~ Ser Respetuoso*

*Be Responsible ~ Ser Responsable*

*Be Kind ~ Ser Amable*

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## **2023 -2024**

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### **James John Elementary True North**

At James John Elementary, our staff is committed to taking a collective responsibility to educate the whole student to achieve their highest academic and social potential. We are committed to providing inclusive spaces that nurture strong relationships with school staff and peers to allow students to be themselves.

We will achieve our purpose by sharpening our reflective practices and develop our language around identity and culture to ensure students feel welcomed. We will examine our data driven instruction, curriculum and assessments to be aligned with what our students need to meet district and state standards - our student's demographics will no longer be predictors of academic achievement. We are building the stepping stones for future leaders who will have the confidence to be innovators for a better future for all

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## WHAT IS SCHOOL CLIMATE?

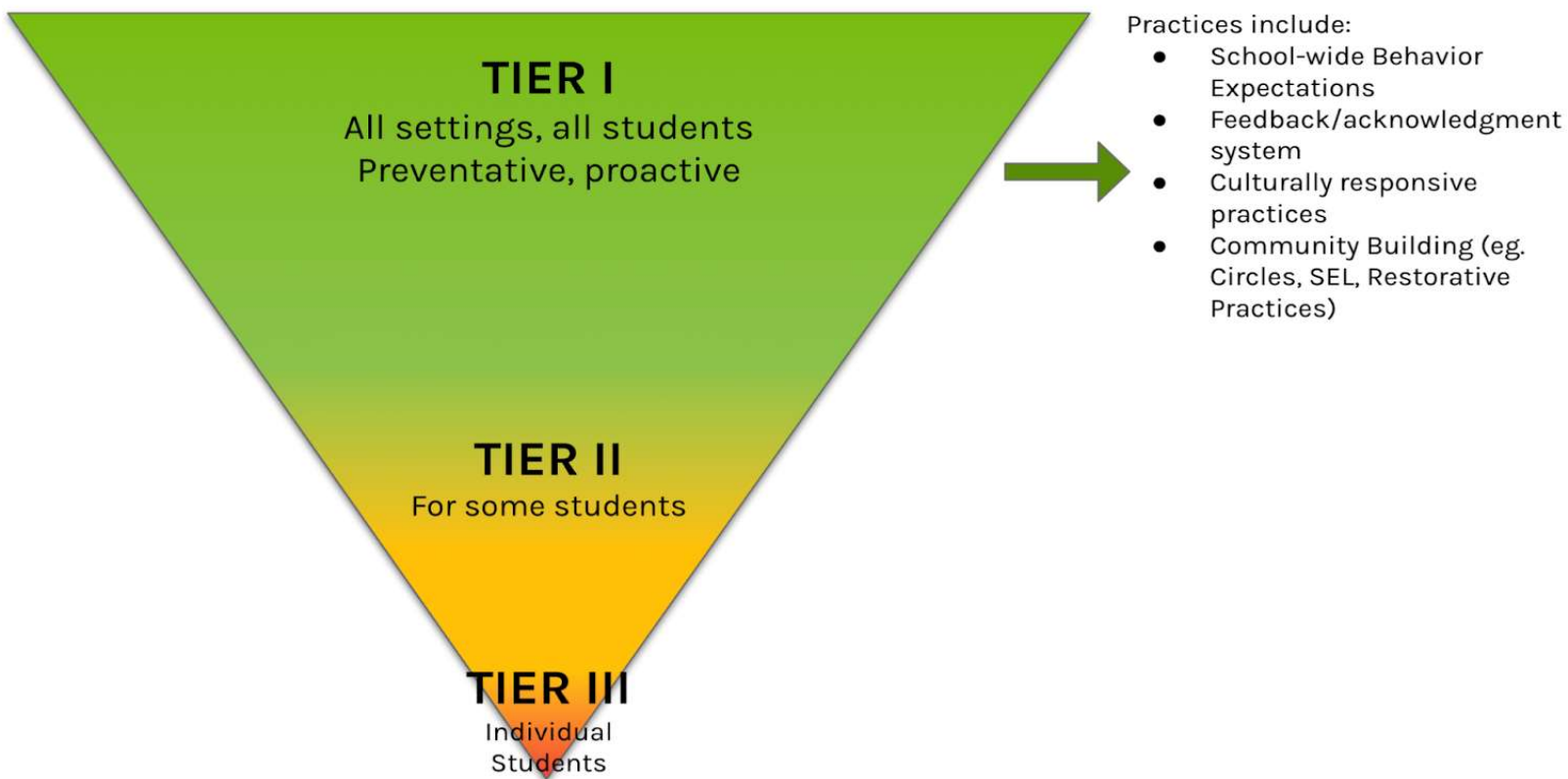
### **MULTI-TIERED SYSTEMS OF SUPPORT**

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.

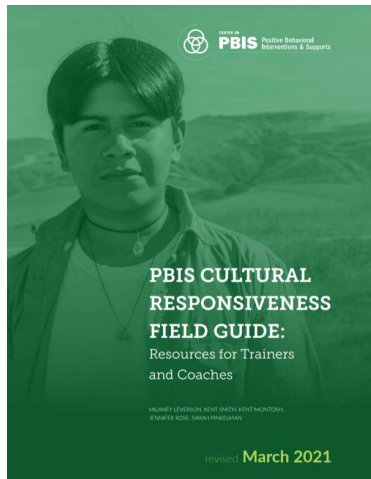
### **SCHOOL CLIMATE OVERVIEW**

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)



Our definition of cultural responsiveness within SWPBIS includes the following core components:

1. Identity
2. Voice
3. Supportive Environment
4. Situational Appropriateness
5. Data for Equity

[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** co-constructed expectations of the school and classroom community,
2. Actively **acknowledge** kids when they are following the expectations,
3. Instructionally **redirect** behavior using restorative practices.

Research shows that when school staff acknowledge positive behaviors at least three times more often than redirecting behavioral mistakes, positive behavior increases significantly.

The school climate team 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.

### The school climate team brings together all stakeholders to:

- Develop and promote school values
- Develop common area expectations for all parts of the building
- Design lesson plans and schedules to teach common area expectations throughout the year.
- Create and maintain systems to acknowledge students who are following expectations. This may be acknowledgement tickets, assemblies, or awards for individuals, classes, grade levels, etc.
- Develop school wide policies that are proactive, preventative and restorative.
- 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 use the [Panorama Successful Schools](#) survey data and to systematically assess and review student and family voices and adjust our practices to reflect the needs of our community.





## RESTORATIVE PRACTICES

**Restorative Justice** is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

**Restorative Practices** are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities. Restorative Practices are best utilized when intentional time is devoted to community building.

Community Building Circles that allow classroom communities to develop relationships by asking a series of low impact questions to get to know one another. Circles should be done as often as possible to insure relational trust is developed over time.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked to understand all parties involved in a conflict, disagreement and/or any level of harm. The questions get to the root of a conflict and help solve the conflict by giving voice to the person who was harmed.

- What happened?
- Who was harmed and how?
- What can be done to make things better?
- What do you need to move forward?
- What support do you need to keep this from happening in the future?

## 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.

James John 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*



## SOCIAL EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is an integral part of education and 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](#))

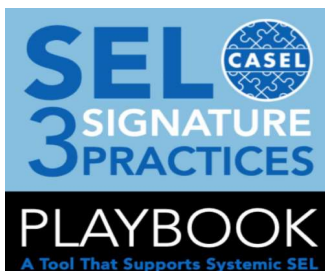
In PPS, we embrace Transformative SEL—which is a form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems, and promoting justice-oriented civic engagement.

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



## THE SCHOOL CLIMATE TEAM (TIER I)

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

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
<b>Climate/ILT Representative</b>	Martin Castillo Kelly Rulon Kim Stockstad	co-facilitators	
<b>Administrators</b>	Martin Castillo Kelly Rulon		
<b>Family Member</b>	Marge Heffernan	Note Taker	
<b>Behavioral Expertise</b>		Co-facilitator	
<b>Coaching Expertise</b>	Martin Castillo Kelly Rulon Kim Stockstad Andrea Nuhurski	Interim Principal Assistant Principal School Climate Specialist SEL Coach	
<b>Knowledge of Academic/ Behavioral Patterns</b>	Sarah Herbst Megan O'Doherty Andrea Good	3rd Grd Educator 5th Grd Educator kindergarten Educator	
<b>Knowledge of School Operations/Programs</b>			
<b>Student (for HS)</b>		Student Council	

### UPDATE for 2023/24

#### Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
<b>August</b>	Aug 25th. 2023	Cafeteria	Planning for Current School Year Pre-service Climate Meeting Working on Effective Classroom Practice Plan



<b>September</b>	7th Thursday		CArE Fair Rotation Schedule for Common Area Expectations Review process for Discipline referrals Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review Plan for Climate Staff Meeting
	11th Monday		
	12th Tuesday		
<b>October</b>			Monthly Discipline Data Review Tiered Fidelity Inventory (TFI) Assessment & Action Plan Review PBIS with JJ PTA
<b>November</b>			
<b>December</b>			
<b>January</b>			
<b>February</b>			
<b>March</b>			
<b>April</b>			
<b>May</b>			
<b>June</b>			

### UPDATE: Are demographics current?

*Our school demographics are Latino 38.70%, White 41.80%, Black 6.19%, Multiple 9.91%, Asian 1.86%, Pacific Islander .62%, Native American .62% . Our team demographics are 75% white and 25% latinx. This does not currently represent our school demographics but we are working on increasing the diversity in our team as our building staff becomes more diverse. We continue to seek input from staff members and family members of color to insure multiple perspectives. Updated June 14, 2021.*

### Meeting Agenda:

- Climate Team meetings agenda and notes will be available for the community to review
- School Climate Team Agenda and Meeting Notes
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Family and student voice: how we are ensuring 2-way communication and partnerships
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by prioritized features of our Culturally Responsive Tiered Fidelity (CR-TFI) Action Plan.



## TIER I IMPLEMENTATION

Programmatic Supports for all Students

### SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

**Our School Values are:**

1. **Be Safe ~ Ser Seguro**
2. **Be Respectful ~ Ser Respetuoso**
3. **Be Responsible ~ Ser Responsable**
4. **Be Kind ~ Ser Amable**

Posters (with student, staff, family & community-produced values) 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 how it looks different in various common areas. This will help James John ensure that our school values are inclusive and affirming.

These school values are important for the James John school community, because these are the qualities that help students be successful in life. Our students need to understand and exercise safety, respect, responsibility, and kindness 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

[Click here for Common Area Expectations](#)



**TEACHING EXPECTATIONS (1.4)****Lesson Plans/policies teaching common area expectations in appendix****Yearly Schedule for Teaching Common Area Expectations**

Teams have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs. When expectations differ between home or community and school, staff examine these differences critically, and if determined to be necessary, they explicitly teach the skills (including providing a clear rationale for having a different expectation at school and opportunities for practice and feedback until students demonstrate the skill fluently).

-[PBIS CR Field Guide](#), p.16

Date
<b>August 28th – October 30, 2023:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>January 2024:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>March –April 1, 2024:</b> Teams ensure that school staff understand that all students need explicit teaching about co-constructed expected behavior at school.*
<b>As indicated by James John discipline data 2021-2022</b>

**Active Supervision** [James John](#) Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way. This includes acknowledging positive behaviors and actions, scanning for potential growth areas, modeling and supporting regulation strategies, and using restorative practices to reduce and repair harm.

**DEFINING STAGE 1 AND STAGE 2/3 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.

**Defining Behaviors****DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS AND RESPONSES (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.



## Defining Behavior and Responses to Behavior

## JAMES JOHN LEVELED BEHAVIOR CLASSIFICATIONS AND DEFINITIONS: GUIDELINES

Low Level	Stage 1	Stage 2	Stage 3
<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>On the spot response</li> <li>Repeated behaviors: check-in with parents</li> <li>Repeated behaviors: review cum file, previous referrals</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>No Response</li> </ul>	<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Implement Interventions</li> <li>Input Stage 1 Report into Synergy</li> <li>Contact parents</li> <li>Optional: consult with PLC &amp;/or SIT</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>SIT will track for possible future response</li> </ul>	<p>Student remains in class.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Implement Interventions</li> <li>Input Stage 2/3 Referral in Synergy</li> <li>Contact parents</li> <li>Inform admin w/in 24 hours</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>SIT will track for possible future response</li> </ul>	<p>Student remains in class if safe.</p> <p><b>RESPONSIBILITIES</b></p> <p><i>Teacher</i></p> <ul style="list-style-type: none"> <li>Call for support</li> </ul> <p><i>Support Team</i></p> <ul style="list-style-type: none"> <li>Respond to call</li> <li>Investigate</li> <li>Determine consequence</li> <li>Contact parents</li> <li>Communicate w/ staff w/in 24 hours</li> </ul>
<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Language "slips"</li> <li>Inappropriate non swearing language</li> <li>Student repeats language but doesn't understand its meaning</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p> <p><i>Mild Cursing</i></p> <ul style="list-style-type: none"> <li>Use of "lesser" swear words directed at others</li> <li>Use of "greater" swear words, not directed at others</li> <li>Use of obscene/offensive gestures</li> <li>Minor suggestive/sexual talk</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure</i> <i>Abusive/Profane Language</i> <i>Display of Patently Offensive Material</i></p> <ul style="list-style-type: none"> <li>Use of "greater" swear words directed at others</li> <li>Repeated obscene/offensive gestures or sexual talk</li> </ul>	<p><b>SWEARING/VULGARITY</b> (written/spoken/actions)</p> <p><i>Indecent Gesture/Exposure</i></p> <ul style="list-style-type: none"> <li>Exposing oneself</li> <li>Explicit sexual talk</li> </ul>
<p><b>VANDALISM/THEFT/MISUSE OF PROPERTY</b></p> <ul style="list-style-type: none"> <li>Careless accident</li> <li>Climbing on bathroom stalls, throwing paper towels</li> <li>Teasingly taking others possessions</li> <li>Off task computer use</li> </ul>	<p><b>VANDALISM/THEFT/MISUSE OF PROPERTY</b></p> <p><i>Damaging Property/ Taking Property</i></p> <ul style="list-style-type: none"> <li>Thoughtlessly damaging property -easily fixed w/little time/ no cost</li> <li>Taking other's possessions without intent to be hurtful to anyone else</li> <li>Repeated off task computer use</li> </ul>	<p><b>VANDALISM/THEFT/MISUSE OF PROPERTY</b></p> <p><i>Technology, Use Violation</i></p> <ul style="list-style-type: none"> <li>Inappropriate internet searches</li> <li>Technology policy violations</li> </ul>	<p><b>VANDALISM/THEFT/MISUSE OF PROPERTY</b></p> <p><i>Theft - Minor or Major</i> <i>Property Damage-Minor or Major</i></p> <ul style="list-style-type: none"> <li>Taking others possessions to keep</li> <li>Purposefully damaging property - may be timely or costly to fix</li> </ul>
<p><b>ANNOYANCES</b></p> <ul style="list-style-type: none"> <li>Lack of focus</li> <li>Noise making and/or talking</li> <li>Out of seat</li> <li>Cutting in line</li> <li>Running in the classroom/hallway</li> </ul>	<p><b>CLASSROOM DISRUPTION</b></p> <p><i>Talking too loudly Excessive Talking</i> <i>Bothering/Pestering Mild Defiance</i> <i>Not Following Directions</i></p> <ul style="list-style-type: none"> <li>Repeatedly off task</li> <li>Calling out that interrupts learning</li> <li>Interrupting others while working</li> <li>Argumentative to peers and adults</li> </ul>	<p><b>CLASSROOM DISRUPTION</b></p> <p><i>Talking too loudly</i> <i>Excessive Talking</i> <i>Not Following Directions</i></p> <ul style="list-style-type: none"> <li>Repeatedly calling out, interrupting learning</li> <li>Frequently moving about the room, initiating interactions with others during class time</li> </ul>	<p><b>SERIOUS CLASSROOM DISRUPTION</b></p> <p><i>Disruptive Conduct</i> <i>Off Limits?</i></p> <ul style="list-style-type: none"> <li>Disruptions such that area or room needs to be cleared</li> <li>Unsafe Behaviors (climbing on furniture, throwing chairs, etc)</li> </ul>
<p><b>RELUCTANT COMPLIANCE</b></p> <ul style="list-style-type: none"> <li>Initially resisting or ignoring directions</li> </ul>	<p><b>IGNORING INSTRUCTIONS</b></p> <p><i>Mild Defiance</i> <i>Not Following Directions</i></p> <ul style="list-style-type: none"> <li>Repeatedly and intentionally ignoring reasonable requests</li> <li>Responds with "no" or "never"</li> <li>Refusal to work</li> </ul>	<p><b>DEFIANCE</b></p> <p><i>Defiance/Disobedience</i></p> <ul style="list-style-type: none"> <li>Significant back talk</li> <li>Disrespectful, aggressive body and/or verbal language</li> </ul>	<p><b>DEFIANCE</b></p> <p><i>Defiance/Disobedience</i></p> <ul style="list-style-type: none"> <li>Posturing/aggressive body language towards teacher without standing down</li> </ul>
<p><b>TEASING</b></p> <ul style="list-style-type: none"> <li>Altering names</li> <li>Annoying on purpose: bugging</li> <li>Doesn't care if it hurts others feelings</li> </ul>	<p><b>PRE-HARASSMENT</b></p> <p><i>Teasing/Put-downs</i> <i>Bothering/Pestering</i></p> <ul style="list-style-type: none"> <li>"Put Downs" or "roasts"</li> <li>Threatening stares</li> <li>Mean-spirited teasing</li> <li>Personal verbal attacks</li> </ul>	<p><b>HARASSMENT</b></p> <p><i>Harassment/Bullying Extortion</i> <i>Abusive/Profane Language</i></p> <ul style="list-style-type: none"> <li>Repeated use of "put downs," "roasts," or personal attacks</li> <li>Threats/extortions</li> <li>Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks</li> </ul>	<p><b>HARASSMENT</b></p> <p><i>Abusive/Profane Language</i></p> <ul style="list-style-type: none"> <li>Continual verbal abuse in action, wrongdoer ignoring redirection</li> <li>Any type of weapon, incl. simulated</li> <li>Ethnic/racist, sexist, disability related, sexual orientation or religious based remarks at others</li> </ul>





<b>HANDS/FEET/OBJECTS TO SELF</b> <ul style="list-style-type: none"> <li>• Poking or pushing</li> <li>• Pinching, jostling</li> <li>• Throwing class materials</li> <li>• Retaliating as above</li> </ul>	<b>ROUGHNESS</b> <i>Play Fighting      Pushing/Shoving</i> <ul style="list-style-type: none"> <li>• Play wrestling, body holds, light kicking, light hitting, shoving</li> <li>• Throwing class materials with the intent to hit others</li> <li>• Encouraging another to fight/instigation</li> </ul>	<b>FIGHTING/AGGRESSION/WEAPONS</b> <i>Physical Contact - Inappropriate</i> <ul style="list-style-type: none"> <li>• Pre-fighting, aggressive posturing</li> <li>• Hard and/or repeated pushing</li> <li>• Physical contact with the intent to alleviate a situation rather than harm</li> <li>• spitting on someone</li> </ul>	<b>FIGHTING/AGGRESSION/WEAPONS</b> <i>Threat Causing Fear of Harm      Intimidation      Physical Attack/Harm</i> <i>Possession of Prohibited Item/Weapon</i> <ul style="list-style-type: none"> <li>• Hitting/kicking/punching/ pushing with the intent to harm</li> <li>• Throwing things w/ intent to harm</li> </ul>
<b>PUNCTUALITY</b> <ul style="list-style-type: none"> <li>• Requests for support (nurse, counselor) when likely not needed.</li> </ul>	<b>PUNCTUALITY</b> <ul style="list-style-type: none"> <li>• Leaving class with a pass, but taking much longer than needed.</li> </ul>	<b>CLASS CUTTING</b> <ul style="list-style-type: none"> <li>• Repeatedly leaving class w/ a pass, taking much longer than needed.</li> </ul>	<b>CLASS CUTTING/ELOPEMENT</b> <ul style="list-style-type: none"> <li>• Leaving class without permission.</li> </ul>

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

Behaviors that happen approximately three or more times might be considered 'repeated', raising them to a higher level of referral over time. Some repeated behaviors, however, will always remain at the same level if they are neither harmful nor unsafe.

**LINK TO STUDENT RESPONSIBILITIES, RIGHTS, AND DISCIPLINE:** [Handbooks / District Page](#)

### **DISCIPLINE POLICIES (1.6)**

Regular review of the discipline data reflects the disproportionate amount of Stage 2 and 3 referrals written for BIPOC (Black, Indigenous and People of Color) students at both a district wide level and at James John. The Climate Team increases awareness of this inequity by reviewing the data with James John staff. The Climate Team supports a shift towards Restorative Justice and away from punitive actions, including referrals. School wide Professional Development on anti-racist educator training is implemented annually by James John leadership.

[\[Click here for sample Discipline Policies\]](#)

[\[Click here for Reset/Think sheet process and samples\]](#)

### **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.

**UPDATED 6/10/2023**

Tier 1 Climate & Culture Integrated Professional Learning Scope & Sequence				
Month	Timing	Title/Themes	Topics	Slide Deck
August 17	<b>TRAINING FOR FACILITATORS</b>	Review and Planning for:	<ul style="list-style-type: none"> <li>• Climate Teams from each school review and plan for Climate and</li> </ul>	



		<ul style="list-style-type: none"> <li>• Pre-Service Module 1</li> <li>• Module 2</li> <li>• Module 3</li> <li>• Module 4</li> </ul>	Culture professional learning for August through December.	
August 25	Pre-Service (6 hours)	<b>Module 1-</b> <ul style="list-style-type: none"> <li>• Establishing and Sustaining Positive Relationships</li> <li>• Fostering Belonging and Centering Student Identity in the Classroom</li> <li>• Establish Brave, Predictable and Supportive Classroom Communities (Consistent Structures and Routines)</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing School Wide Climate Plan</li> <li>• Developing Effective Classroom Practices Plans</li> <li>• Prioritizing relationships and fostering belonging</li> <li>• Embedding TSEL Three Signature Practices</li> <li>• Community Circles</li> <li>• Shared Agreements</li> <li>• Interrupting Bias</li> <li>• Consistent Routines and Procedures</li> <li>• Trauma Informed Classroom Set-up</li> </ul>	<a href="#">PD Link (DRAFT) 23-24 ECPP Link</a>
September 26	MTSS/Climate-90 min	<b>Module 2-</b> <ul style="list-style-type: none"> <li>• Fostering Belonging and Centering Student Identity in the Classroom</li> <li>• Relationship Repair and Collaborative Problem Solving Using Restorative Practices</li> <li>• Culturally Responsive and Affirming Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Centering Identity</li> <li>• Exploring Identity Markers</li> <li>• Community Circles v. Restorative Circles</li> <li>• Effective Classroom Practices Plan updates</li> </ul>	<a href="#">PD Link (DRAFT)</a>
October 10 or 17	MTSS/Climate-90 min	<b>Module 3-</b> <ul style="list-style-type: none"> <li>• Fostering Belonging and Centering Student Identity in the Classroom</li> <li>• Relationship Repair and Collaborative Problem Solving Using Restorative Practices</li> <li>• Culturally Responsive and Affirming Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Relational and Community Response to Behavior</li> <li>• Restorative Chats, Circles and Conferences</li> <li>• Effective Classroom Practices Plan updates</li> </ul>	<a href="#">PD Link (DRAFT)</a>
November 7	<i>Successful School Survey Completion (no module)</i>		Survey	
December 12	MTSS/Climate-90 min	<b>Module 4-</b> <ul style="list-style-type: none"> <li>• Establish Brave, Predictable and Supportive Classroom Communities (Consistent Structures and Routines)</li> <li>• Self-management and Self and Co-regulation Strategy Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Adult and student self and co-regulation</li> <li>• Staff reflection on climate data</li> <li>• Based on data, <ul style="list-style-type: none"> <li>◦ Revisit schoolwide structures and routines</li> <li>◦ Re-evaluate Effective Classroom Practices Plans</li> </ul> </li> </ul>	<a href="#">PD Link (DRAFT)</a>

January (TBD)	<b>TRAINING FOR FACILITATORS</b>	Review and Planning for: <ul style="list-style-type: none"> <li>• Module 5</li> <li>• Module 6</li> <li>• TFI purpose &amp; process review</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Teams from each school review and plan for Climate and Culture professional learning for February and March as well as prepare for the TFI process.</li> </ul>	
January 30	MTSS/Climate-SSS results available to share with staff		Student Voice (Survey) Data Review Module	
February 27	MTSS/Climate-90 min	<b>Module 5-</b> <ul style="list-style-type: none"> <li>• Self-management and Self and Co-regulation Strategy Instruction</li> <li>• Establishing and Sustaining Positive Relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Co-regulation Strategies</li> <li>• Strengthening staff positive relationships</li> </ul>	PD Link
March 5 or 19	MTSS/Climate-90 min	<b>Module 6-</b> <ul style="list-style-type: none"> <li>• Culturally Responsive and Affirming Instruction</li> <li>• Fostering Belonging and Centering Student Identity in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Classroom Practices Plan updates</li> </ul>	PD Link
April (TBD)	<b>TRAINING FOR FACILITATORS</b>	Review and Planning for: <ul style="list-style-type: none"> <li>• Module 7</li> <li>• Module 8</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Teams from each school review and plan for Climate and Culture professional learning for April and May.</li> </ul>	
April 16 or 30	MTSS/Climate-90 min	<b>Module 7-</b> <ul style="list-style-type: none"> <li>• Self-management and Self and Co-regulation Strategy Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Classroom Practices Plan updates</li> </ul>	PD Link
May 14	MTSS/Climate-90 min	<b>Module 8</b> <ul style="list-style-type: none"> <li>• Relationship Repair and Collaborative Problem Solving Using Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	PD Link

Date	Topic	Presenter
<b>August</b>	School climate orientation: <ul style="list-style-type: none"> <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> </ul>	B Ramos M Horrigan Renato P Megan O'doherty Debbie Nicholson Marge Heffernan



	<ul style="list-style-type: none"> <li>Influence of race, culture and language on adult expectations and student behavior</li> </ul>	Tara Keeler Andrea Nahurski
<b>September</b>	<ul style="list-style-type: none"> <li>School Wide Expectations</li> <li>CARE Fair</li> <li>SEL</li> </ul>	Debbie Nicholson Andrea Nahurski
<b>October</b>	<ul style="list-style-type: none"> <li>SEL</li> <li>BARWE</li> </ul>	Brigette Ramos Renato Parada John Melvin
<b>November</b>	<ul style="list-style-type: none"> <li>Climate PD (Climate team) &amp; ASERT</li> <li>RESJ-Monthly Themes-Hate Speech</li> </ul>	D Nicholson A Nahurski J. Melvin
<b>December</b>	<ul style="list-style-type: none"> <li>Hate-Speech Lesson Review</li> <li>Review Jan. CARE Fair</li> <li>TSEL - Jill Bryant</li> </ul>	Jill Bryant J Melvin
<b>January</b>	<ul style="list-style-type: none"> <li>Barwe/climate/Equity</li> <li>TSEL - Katie O'Day</li> </ul>	J. Melvin Katie O'Day
<b>February</b>	<ul style="list-style-type: none"> <li>Black History Month - Equity</li> <li></li> </ul>	T Mehretab J Melvin
<b>March</b>	<ul style="list-style-type: none"> <li></li> <li>TSEL/Discipline data review</li> </ul>	D Nicholson A Nahurski
<b>April</b>	<ul style="list-style-type: none"> <li>TSEL</li> </ul>	D Nicholson A Nahurski
<b>May</b>	Review of School Climate Plan/Staff Handbook Discipline data review	D Nicholson A Nahurski
<b>June</b>		

### CLASSROOM PROCEDURES (1.8)

Every teacher will have an Effective Classroom Practices Plan (ECPP). ECPPs will be shared with administration no later than the day before back to school night. Co-creating classroom practices reduces variability between classrooms and makes it more consistent for students. Some sample plans are provided below and PD time will be provided in the first two weeks of school to complete these documents.

The Classroom Practices Plan template, covers the essential features of effective classroom practices: Structure, teaching expectations, acknowledging positive behaviors, and supporting regulation & restorative practices.

{James John [Effective Classroom Practices Plans](#)} NEEDS TO BE UPDATED FOR 2023/24

{James John's [Guest Teacher Support System](#)} (ARE TEACHERS USING THIS RESOURCE?)



[\[Click here for Effective Classroom Practices Plan & Guest Teacher Support System Resources\]](#)

## FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” a student 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:

### Acknowledgement Matrix

- Pride of the Pride (schoolwide)
  - Given out regularly to reward positive behavior when “caught” in the action
    - Weekly Pride drawing - yellow slips drawn Wednesdays in the classroom and students awarded prizes (ex: pencil or sticker). Ziploc bags will be provided with tickets and prizes.
    - Staff need to be cognizant of equitable distribution of Pride Slips and prizes.
- Weekly Class Awards - Principal's Award (schoolwide)
  - K-2 and 3-5 groups, one classroom winner per week per group. Winners are announced by the Vice Principal
  - The class winners of the week will be recognized by having the Lion Stuffedies visit their classroom and mentioned in the weekly announcements.
- Student of the Month Awards (monthly theme / life skills): (schoolwide)
  - [Student of the Month organizer for Teachers](#) LINK needs to change to our school folder
  - All James John students should receive a Student of the Month Award each school year with staff using a Monthly Awards chart provided by the Climate Team for organization.
  - Participating staff nominate two (2-3) students per month.
- Internal class systems may be used to support CR-PBIS and follow the schoolwide expectations (optional)
  - Dojo, points, prizes, compliments

### Pride of the Pride Slips

All staff will acknowledge positive student behavior with Pride of the Pride slips. Pride slips are kept in the office above the refrigerator. Once a week classroom teachers will draw a couple slips and give incentives to the winners (pencils, stickers etc.). Once the Student Council is up and running, they will visit classrooms to do the drawings.

All staff can write slips for any James John student. In particular, duty staff are encouraged to carry a pad of pride slips during lunch, recess, and other duty times.



As staff members finish a pad of Pride slips, write your name on the cardboard and turn it in to Ms. Kiefer's box for a chance at a prize.

[\[Click here for sample Feedback & Acknowledgement Systems\]](#)

### **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>August</b>	August 25th, 2023	Climate work, tier 1, ECPP, PBIS
<b>September</b>		
<b>January</b>	School Climate Survey	Climate, Data dive, PBIS, Equity
<b>April</b>		
<b>June</b>		

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

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

Date	Topic & Group	Activities	Organizer
<b>9/26</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>10/21</b>	PTA	Parent Teacher Association Meeting	PTA
<b>11/02</b>	Dia de Los Muertos	Ofrenda Community Event with Aztec Dancers	Parent Group
<b>11/4</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>11/10</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>12/2</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>12/8</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>12/15</b>	Black Affinity Space	Parent Connection Meeting	Temerza M
<b>12/15</b>	Winter Story Hour	Virtual Gathering to support literacy and reading	
<b>12/16</b>	PTA	Parent Teacher Association Meeting	PTA
<b>1/13</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>1/14</b>	Principal Chat	Parent Meeting with Principals	J. Melvin



<b>1/13</b>	Black Parents Planning	Planning Meeting for Black History Month	Equity Team (John, Cynthia, Tamerza, Molly, Marge, Michael)
<b>1/20</b>	PTA	Parent Teacher Association Meeting	PTA
<b>1/27</b>	Black Parents Planning	Planning Meeting for Black History Month	Equity Team
<b>2/3</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>2/9</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>2/17</b>	PTA	Parent Teacher Association Meeting	PTA
<b>2/18</b>	Addy - Drumming	School Wide Assembly - African Drumming	Equity Team
<b>2/21</b>	DLI - Playdate	Time to for parents to connect	
<b>2/24</b>	Black History Event	Virtual Showcase to Celebrate Black History Month	Equity Team
<b>3/05</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>3/09</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>3/17</b>	PTA	Parent Teacher Association Meeting	PTA
<b>4/02</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>4/14</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>4/21</b>	PTA	Parent Teacher Association Meeting	PTA
<b>4/30</b>	Dia de los Niños	Joyful Gathering for kids	Equity
<b>5/6</b>	Padres Latinos	Hora de Cafe - Bilingual Space for our Latinx Parents	
<b>5/12</b>	Principal Chat	Parent Meeting with Principals	J. Melvin
<b>5/19</b>	PTA	Parent Teacher Association Meeting	PTA
<b>6/?</b>	5th grade promotion	Celebrating those moving upwards and onwards	5th Grade

### James John Plan for Student Involvement

Student Council - 3-5th graders work throughout the year to gather feedback and bring the voice of the student body to all school planning. Spirit Days, Events, Assemblies, Support etc. Student council meet the 1st and 3rd Wednesdays of the month from 1:00-1:45.

### James John New Student/Family Plan

[James John Student/Family/Community Involvement Resource Folder](#)

[\[Click here for Student/Family/Community Involvement Resources\]](#)





## TIER I EVALUATION

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

#### DISCIPLINE DATA (1.12)

**Tiered Fidelity Inventory (CR-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 check - [Hoonuit Dashboard](#)
- The TFI action plan is revisited on a monthly basis

#### Recent TFI scores

- 2020-2021:

#### Successful Schools Survey (SSS)

- Completed once a year in February by all students (grades 3-12), staff, and families.
- Reviewed by the School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.
- Accessed via the [Panorama](#).

#### Recent SSS data [Panorama - Panorama Education](#)

- 2020-2021:



# Appendix

School: James John

Dates Reviewed: 2/14


## Members Present:

John Melvin, Cynthia Kieffer, Debbie Nicholson, Andrea Nahurski, Megan O'Doherty, Margery Heffernan, Tara Keeler, Martin Castillo

Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition  <b>Data Source:</b> <a href="#">James John School Climate Handbook Meeting minutes</a>	2	<b>Current Status:</b> <ul style="list-style-type: none"> <li>The team consists of all represented roles. John Melvin, Cynthia Kieffer, Debbie Nicholson, Andrea Nahurski, Megan O'Doherty, Tara Keeler, Marge Heffernan, Martin Castillo, Andrea Good</li> <li>Need to make sure there is regular communication between the Climate Team and families.</li> <li>Need a plan to reach out to our groups that can be disenfranchised.</li> <li>Meeting with affinity groups monthly, Hora de cafe, and black parent meeting</li> <li>Sending out bilingual monthly videos to all families.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Reach out to indigenous and families without digital communication</li> </ul>	Climate Team	June 2022
	1.2 Team Operating Procedures <b>Data Source:</b> Team <a href="#">Meeting minutes</a> PBIS Monthly Agenda	2	<b>Current status:</b> <ul style="list-style-type: none"> <li>The team is meeting twice monthly, using an agenda, and keeping minutes.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Share current Action plan with Staff and Community.</li> </ul>	Climate Team Debbie and Cynthia	March 2022
Implementation	1.3 Behavioral Expectations <b>Data Source:</b> Common area matrix <a href="#">TFI walkthrough</a> , <a href="#">Spring 2019 Walkthrough</a> <a href="#">Sample Poster</a>	2	<b>Current Status:</b> <ul style="list-style-type: none"> <li>Behavioral expectations are posted in common areas. Team has reviewed language and translation. Team spoke to the parent community and communicated the common area</li> </ul>		



	<a href="#">CDL Addendum</a>		<p>expectations and welcomed parent input. Debbie contacted parent liaison and schedule with PTA for a meeting.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Norm (calibrate) what is respect, etc. with the staff. Include 'are our practices culturally responsive' in the conversation.</li> <li>• Then share that with families.</li> <li>• Seek student and family input for our expectations.</li> </ul>	Climate Team Cynthia & Debbie	Today August  TBD
	<p>1.4 Teaching Expectations</p> <p><b>Data Source:</b>  <a href="#">CArE Fair Lesson Plans</a>  <a href="#">CArE Fair Schedule, James John Handbook page 7</a>            Fall '18 Walkthrough  <a href="#">Spring 2019 Walkthrough</a> </p>	1	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>• Team has lesson plans and a schedule for teaching all common area expectations. Lesson plans and calendar are in the handbook. Team will continue to follow teaching schedule for the 2021/2022 school year and create the CArE Fair</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Make lesson plans bilingual, when appropriate</li> <li>• Consider cultural appropriateness in lesson plans               <ul style="list-style-type: none"> <li>• Review common practices around cultural relevance</li> <li>• Calibrate what expectations mean with staff. For example, all students and all teachers/staff have a common understanding of what Safe, Respectful, Responsible, and Kind means.</li> </ul> </li> </ul>	Debbie, John, Cynthia, and team	Aug 2022
	<p>1.5 Problem Behavior Definitions</p> <p><b>Data Source:</b>  <a href="#">James John School Climate Handbook</a> </p>	1	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>• The team currently has definitions and procedures for managing problems and staff has been trained on these procedures. Team has trained staff on trauma informed practices. SCS attended interventions training as well as Restorative Justice.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Need to make Climate Handbook available to parents and community through our website.</li> <li>• Incorporate student and family voice via successful Schools Survey. (With outreach and paper/pencil copies)               <ul style="list-style-type: none"> <li>• Debbie consider going to the parent affinity groups to make sure to have equity for family voice.</li> </ul> </li> </ul>	Climate Team,	August PD Day June, then ongoing

1.6 Discipline Policies <b>Data Source:</b> <a href="#">PPS Discipline Policy</a>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>School follows PPS Student Discipline Handbook. <b>Team has created a list of proactive approaches.</b> Staff has been introduced to restorative justice, trauma informed practices, positive interventions/proactive interventions.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Continue training with restorative justice and trauma informed care, and integrate information into all disciplinary practices. Present PPS and James John Matrix to parents annually in the Fall. Train more teachers in Restorative practices.</li> <li>Still inconsistent implementation of restorative practices. Additional PD is needed, particularly around duty staff.</li> </ul>	Administrators, Martin, and Debbie	Aug 2022
1.7 Professional Development <b>Data Source:</b> Lesson plans and PD Agenda  TED Talk by Nadine Burke Harris on Childhood trauma / ACE's: <a href="https://www.youtube.com/watch?v=95ovIJ3dsNk">https://www.youtube.com/watch?v=95ovIJ3dsNk</a>  <b>LINK AUGUST PRE-SERVICE PD</b>  <b>start here</b>   This is where Deb and Tara left off!	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>PBIS team presents 5 core Tier 1 practices. Formal staff development provided by team to teaching staff and administration. 5 core Tier I PBIS practices directly taught and formally evaluated. A written process/checklist for orientation of new staff hired after the start of the year has been created that includes information regarding PBIS. "Parking Lot" strategies utilized at the close of every formal meeting to ensure understanding.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li><b>Include info re: tier 3 &amp; 4 kids in crisis and what to do when they're encountered out of their learning space, and school-wide norms.</b></li> <li>During August PD, focus on specific families at James John and their beliefs and cultures.</li> <li>Continue to build our understanding of being anti-racist educators through our PD work with the BARWE tools and Anti-racist educator PD. (Optional Bipoc groups)</li> <li>Provide Tier II intervention PD</li> </ul>	Debbie/Andrea/Cynthia  Debbie/RJ Spec. Debbie MTSS TOSA	August 2021  August 2021  June 2021  August TBD
1.8 Classroom Procedures <b>Data Source:</b> Posted expectations in classrooms. <a href="#">School Climate Handbook</a>	2	<b>Current Status:</b> <ul style="list-style-type: none"> <li>Tier 1 features are evident in all classrooms. Teachers have expectations posted and are implementing positive rewards. Staff submitted an Effective</li> </ul>		

			<p>Classroom Practice Plan to administrator.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Support classrooms, including specialist classrooms, in having consistent expectations and responses to behavior across the school.</li> <li>Continue to Implement culturally responsive practices for all cultures represented</li> <li>calendar Tier 1/tier 2 practices more than once a year.- What does this mean: Tier 1 / 2 ??</li> </ul>		January
	<p><b>1.9 Feedback and Acknowledgment</b></p> <p><b>Data Source:</b>  <a href="#">James John Handbook pg.20</a>  <a href="#">TFI walkthrough. Spring 2012</a>  <a href="#">Walkthrough</a></p>	2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>Students receive weekly Lion Pride Awards. All teachers give out Pride slips to acknowledge positive behavior. Students are selected monthly as Student of the Month and weekly for Lion Pride Awards.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Spend time assisting teachers to implement the acknowledgement system - and how it blends with in class systems and dojo.</li> <li>Administer a walkthrough to collect data about Lion Pride Award and pride slips</li> <li>Develop a new system of using Pride slips/discuss use of tokens/more accessible method</li> <li>August PD: Present creative ways to use pride slips</li> <li>Modify the reinforcement system to include more flexibility: could use pride slips, dojo, etc. Ensure that the system does not allow punitive staff opportunities.</li> </ul>	<p>Debbie Climate Team</p> <p>Renato/Tara</p>	<p>October 2019</p> <p>June 2020</p> <p>August 2020</p>
	<p><b>1.10 Faculty Involvement</b></p> <p><b>Data Source:</b> Team meeting minutes.</p>	2	<p><b>Current Status:</b></p> <ul style="list-style-type: none"> <li>Staff is presented data quarterly and given opportunities to discuss and problem solve.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Consider using our Engagement Tool for our data while in CDL.</li> <li>Data will be shared with staff by PBIS Team by the end of the year. Work with administrator to schedule staff meeting time to review with the entire staff. Hold a mini orientation, including PBIS, whenever we have new staff members or volunteers.</li> </ul>	<p>This item has been left to plan for in Spring 2021.</p>	

	1.11 Student/Family/Community Involvement <b>Data Source:</b>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>Prior to pandemic, Site Council was up and running, meeting monthly on 2nd Wednesday of the month. The PBIS team will share the universal foundations at the beginning of each school year. This information will also be shared at a PTA meeting and sent out to all parents for feedback.</li> <li>Incorporate school-wide PBIS survey results and share with Site Council.</li> <li>Family Engagement is working to improve family</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Create a small team to intentionally reach out to all community subgroups for family events and opportunities to give input on school practices. Every family event would have an opportunity for families to provide feedback.</li> <li>Collaboration between committees to come together to share information that involves schoolwide implementations.</li> <li>Recruit K-2 rep, Parent</li> </ul>	Renato	Ongoing  October 31  October
Evaluation	1.12 Discipline Data <b>Data Source:</b> Synergy and dashboard.	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>Team uses dashboard and synergy data with support from Debbie, not independently.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Team will continue to use this for data tracking. Data person will give a short presentation quarterly</li> <li>Climate team learns data system to support Teachers developing skills to access data systems and disaggregate information for their class.</li> </ul>	This item has been left to plan for in Spring 2021.	
	1.13 Data-based Decision Making <b>Data Source:</b>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>Reviewing data led to the development of the CARE Fair (BOY and MOY)</li> <li>Data is viewed by area and targeted for improvement</li> <li>The SIT team meets quarterly to review data tracking tool and reevaluate student needs</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Continue current practice of PBIS team reviewing discipline data monthly and school review quarterly.</li> <li>Schoolwide Proactively reviewing data after universal screeners.</li> </ul>	This item has been left to plan for in Spring 2021.	

			<ul style="list-style-type: none"> <li>Exit tickets for revamping the CaRE Fair, making it QTel based.</li> </ul>		
	1.14 Fidelity Data <b>Data Source:</b> TFI	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>By using the TFI the team is using this as a progress monitoring tool to determine team effectiveness.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Anonymous survey at least once a year to demonstrate the people are participating in PBIS systems.</li> </ul>	This item has been left to plan for in March 2020.	
	1.15 Annual Evaluation <b>Data Source:</b>	1	<b>Current Status:</b> <ul style="list-style-type: none"> <li>Currently using data to inform practice at the staff and administrative level. Share information with stakeholders. The building principal shares academic outcomes with the school community annually.</li> <li>Create a glows and Grows report for our community stakeholders. <a href="#">Annual Evaluation Template</a></li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>Invite academic specialists as needed.</li> <li>New Teacher academy quarterly</li> <li>Informal walkabouts to support viewing best practice (sign ups voluntary)</li> </ul>	This item has been left to plan for in Spring 2021.	

Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition	1	<ul style="list-style-type: none"> <li>Meeting minutes will be placed in the Climate Folder</li> <li>Will discuss an advocate to keep race and culture at the forefront of the discussions.</li> </ul>	Andrea Team	
	2.2 Team Operating Procedures	0	<ul style="list-style-type: none"> <li>Monthly meetings will begin in February</li> <li>Agenda and meeting minutes template</li> </ul>	Debbie Andrea	
	2.3 Screening				





	2.4 Request for Assistance				
<b>Interventions</b>	2.5 Options for Tier II Interventions				
	2.6 Tier II Critical Features				
	2.7 Practices Matched to Student Need				
	2.8 Access to Tier I Supports				
	2.9 Professional Development				
<b>Evaluation</b>	2.10 Level of Use				
	2.11 Student Performance Data				
	2.12 Fidelity Data				
	2.13 Annual Evaluation				

Tier III					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
<b>Teams</b>	3.1 Team Composition				
	3.2 Team Operating Procedures				
	3.3 Screening				
	3.4 Student Support Team				
<b>Resources</b>	3.5 Staffing				



	3.6 Student/Family/Community Involvement				
	3.7 Professional Development				
<b>Support Plans</b>	3.8 Quality of Life Indicators				
	3.9 Academic, Social, and Physical Indicators				
	3.10 Hypothesis Statement				
	3.11 Comprehensive Support				
	3.12 Formal and Natural Supports				
	3.13 Access to Tier I and Tier II Supports				
<b>Evaluation</b>	3.14 Data System				
	3.15 Data-based Decision Making				
	3.16 Level of Use				
	3.17 Annual Evaluation				

[\[James John common area expectation lesson plans and teaching schedule here\]](#)



## James John School Common Area Lesson Plans

**Overall Objective:** This is a tool to foster uniformity within the school when teaching students expectations for behavior in various areas of the school as part of our policy of Positive Behavior Support. Expectations will be modeled; students will complete guided practice and reflection.

### Bus Expectations Lesson Plan

#### Targets:

- Students will be able to recite examples of the bus expectations.
- Students will possess the skills to consistently practice the following expectations.
- Students will reflect upon how it feels or why it is important to be in a school where positive behavior is practiced consistently.

#### Step 1: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<b><u>Safe</u></b> <ul style="list-style-type: none"> <li>• Remain seated (Back-to-back, feet-to floor)</li> <li>• Keep hands, feet and objects to themselves</li> <li>• Sit where assigned by teacher or bus driver</li> <li>• Exit at your designated stop</li> <li>• Stay out of walkway</li> </ul> <b><u>Responsible</u></b> <ul style="list-style-type: none"> <li>• Not eating or drinking on the bus</li> <li>• Leave your seat clean</li> <li>• Be on time and wait at the bus stop</li> <li>• Go straight to the bus line after bell rings</li> </ul> <b><u>Respectful</u></b> <ul style="list-style-type: none"> <li>• Voice level 0-2</li> <li>• Be respectful and obedient to the bus driver</li> <li>• Stay on the sidewalk and be mindful of plants</li> </ul> <b><u>Kind</u></b> <ul style="list-style-type: none"> <li>• Kind words and actions</li> </ul>	<b><u>Safe</u></b> <ul style="list-style-type: none"> <li>• Kneeling, standing, or turning around</li> <li>• Getting off at another stop without adult permission</li> <li>• Changing seats</li> <li>• Pushing, shoving, and play-fighting</li> </ul> <b><u>Responsible</u></b> <ul style="list-style-type: none"> <li>• Leaving trash or food on the bus</li> <li>• Arriving late or leaving the assigned area</li> <li>• Talking with friends or playing before going to bus line</li> </ul> <b><u>Respectful</u></b> <ul style="list-style-type: none"> <li>• Voice level of 3-4/yelling</li> <li>• Speak rudely or disobediently to bus driver</li> <li>• Stepping on other peoples flowers</li> </ul> <b><u>Kind</u></b> <ul style="list-style-type: none"> <li>• Speak rudely or disobediently to bus driver</li> </ul>

#### Step 2: Practice/Role Playing Activities

Model expected behavior **Positive** example → **Negative** example → **Positive** example

#### Watch Bus safety video

#### Line up chairs in two rows to mimic bus seats.

1. Model lining up, walking down the aisle between rows, going row by row and sliding to the inside spot of the seat
2. Talk to students about how important it is to follow the rules on the bus to keep students safe.
3. Share with students what a big responsibility it is for the driver and how to show respect and kindness.
4. Have a group of students line up and practice finding a seat in the rows.

#### Step 3: How Adults will Respond to Student Behaviors



Positive Reinforcement for expected behavior	Corrective Feedback for misbehavior
<ul style="list-style-type: none"> <li>• Pride slips</li> <li>• Non verbals - nodding, thumbs up</li> <li>• Verbal compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Asked to follow expectations</li> <li>• Reteach rules</li> <li>• Change seating</li> <li>• Communicate with classroom teacher</li> <li>• Call to parent</li> <li>• Repeated misbehavior may result in loss of bus riding privilege.</li> </ul>
Step 4: Continue to Preteach, Praise & Correct Expected Behavior	

## Arrival/Dismissal Lesson Plan

### Targets:

- Students will be able to recite examples of the arrival/dismissal expectations.
- Students will possess the skills to consistently practice the following expectations.
- Students will reflect upon how it feels or why it is important to be in a school where positive behavior is practiced consistently.

### Step 1: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>• Line up at your expected arrival/dismissal spot on the playground</li> <li>• Keep hands, feet and objects to themselves</li> <li>• Stay in line until your teacher or parent arrives</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Follow adult direction</li> <li>• Manage your belongings</li> <li>• Stay with your class</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 0-2</li> <li>• Stay on the sidewalk and be mindful of plants</li> </ul> <p><b><u>Kind</u></b></p> <ul style="list-style-type: none"> <li>• Kind words and actions</li> </ul>	<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>• Going to another line</li> <li>• Playing on the playground</li> <li>• Running ahead of your class to the bus</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Following adult directions</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>• Voice level of 3-4/yelling</li> <li>• Speak rudely or disobediently to bus driver</li> <li>• Stepping on other peoples flowers</li> </ul> <p><b><u>Kind</u></b></p> <ul style="list-style-type: none"> <li>• Shouting at a classmate</li> </ul>

### Step 2: Practice/Role Playing Activities

Model expected behavior **Positive** example → **Negative** example → **Positive** example



**Watch Bus safety video****Line up chairs in two rows to mimic bus seats.**

5. Model lining up, walking down the aisle between rows, going row by row and sliding to the inside spot of the seat
6. Talk to students about how important it is to follow the rules on the bus to keep students safe.
7. Share with students what a big responsibility it is for the driver and how to show respect and kindness.
8. Have a group of students line up and practice finding a seat in the rows.

**Step 3: How Adults will Respond to Student Behaviors**

<b>Positive Reinforcement</b> for expected behavior	<b>Corrective Feedback</b> for misbehavior
<ul style="list-style-type: none"> <li>• Pride slips</li> <li>• Non verbals - nodding, thumbs up</li> <li>• Verbal compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Asked to follow expectations</li> <li>• Reteach rules</li> <li>• Change seating</li> <li>• Communicate with classroom teacher</li> <li>• Call to parent</li> <li>• Repeated misbehavior may result in loss of bus riding privilege.</li> </ul>

**Step 4: Continue to Preteach, Praise & Correct Expected Behavior****Cafeteria Expectations Lesson Plan****Targets:**

1. Students will be able to recite examples of the cafeteria expectations.
2. Students will possess the skills to consistently practice the following expectations.
3. Students will reflect upon how it feels or why it is important to be in a school where positive behavior is practiced consistently.

**Step 1: Identify a Range of Examples**

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<b><u>Be Safe</u></b> <ul style="list-style-type: none"> <li>• Walk</li> <li>• Sit, with legs under the table</li> <li>• Keep hands and feet to yourself</li> <li>• Keep food to yourself</li> </ul> <b><u>Be Respectful</u></b> <ul style="list-style-type: none"> <li>• Use a level 1 or 2 voice</li> <li>• Respond to attention getting signal</li> </ul> <b><u>Be Responsible</u></b> <ul style="list-style-type: none"> <li>• Stay seated until you are excused</li> <li>• Clean up after yourself</li> <li>• Keep food in cafeteria area</li> </ul> <b><u>Kind</u></b> <ul style="list-style-type: none"> <li>• Say thank you to cafeteria workers</li> </ul>	<b><u>Be Safe</u></b> <ul style="list-style-type: none"> <li>• Running, walking around the cafeteria.</li> <li>• Sit with feet on the benches or in the aisle.</li> <li>• Touch other people.</li> <li>• Eat other people's food</li> </ul> <b><u>Be Respectful</u></b> <ul style="list-style-type: none"> <li>• Yelling and shouting</li> <li>• Banging on tables</li> <li>• Ignoring attention signal</li> </ul> <b><u>Be Responsible</u></b> <ul style="list-style-type: none"> <li>• Getting out of your seat without being excused</li> <li>• Leave your trash</li> </ul>



	<ul style="list-style-type: none"> <li>• Taking food to recess or class</li> </ul> <b>Kind</b> <ul style="list-style-type: none"> <li>• Ignore cafeteria staff</li> </ul>
<b>Step 2: Practice/Role Playing Activities</b>	
<b>Model</b> expected behavior <b>Positive</b> example → <b>Negative</b> example → <b>Positive</b> example	
<p><b><u>Going to Your Seat:</u></b></p> <ul style="list-style-type: none"> <li>• If you bring your lunch, walk directly to your class table and take a seat.</li> <li>• If you are getting hot lunch, line up, walk to the food line.</li> <li>• Place tray on counter and politely request food choice.</li> <li>• Get condiments if needed, and take your tray to your class table and take a seat.</li> <li>• Remain in your assigned seat.</li> </ul> <p><b><u>At your Seat:</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 1 or 2.</li> <li>• Stay in your seat and raise your hand if you need help.</li> <li>• Use good manners when eating.</li> <li>• Eat your own food only.</li> </ul> <p><b><u>Leaving the Cafeteria:</u></b></p> <ul style="list-style-type: none"> <li>• Clean your area and gather your things (tray, lunch box, coat, etc.)</li> <li>• Wait for your table to be dismissed</li> <li>• Walk out of the cafeteria.</li> </ul>	
<b>Step 3: How Adults will Respond to Student Behaviors</b>	
<b>Positive Reinforcement</b> for expected behavior	<b>Corrective Feedback</b> for misbehavior
<ul style="list-style-type: none"> <li>• Pride slips</li> <li>• Frequent positive acknowledgement for students acting appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders of expectations</li> <li>• Re-teach individuals</li> <li>• Re-teach entire class</li> <li>• Re-locate student</li> <li>• Communicate with classroom teacher</li> </ul>

### Bathroom Expectations Lesson Plan

#### **Targets:**

- Students will be able to recite examples of the bathroom expectations.
- Students will possess the skills to consistently practice these expectations in our school.
- Students will reflect how it feels/why it is important to be in a school where positive behavior is practiced.

#### **Step 1: Identify a Range of Examples**



Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<p><b>Be Safe:</b></p> <ul style="list-style-type: none"> <li>• Flush toilet as necessary</li> <li>• Wash hands</li> </ul> <p><b>Be Responsible:</b></p> <ul style="list-style-type: none"> <li>• <b>Go, flush, wash, leave</b></li> <li>• Put trash in trash can</li> <li>• Return to class quickly</li> <li>• Report problems to an adult</li> </ul> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"> <li>• Give privacy to others</li> <li>• Voice level 1</li> <li>• Help keep bathroom clean</li> </ul> <p><b>Kind</b></p> <ul style="list-style-type: none"> <li>• Give space to other students</li> </ul>	<p><b>Be Safe:</b></p> <ul style="list-style-type: none"> <li>• Climbing on stalls, or toilets</li> <li>• Climbing under stalls</li> </ul> <p><b>Be Responsible:</b></p> <ul style="list-style-type: none"> <li>• Leave class without permission</li> <li>• Play with friends in bathroom</li> <li>• Put trash on floor</li> <li>• Take longer than necessary</li> </ul> <p><b>Be Respectful:</b></p> <ul style="list-style-type: none"> <li>• Yelling, shouting</li> <li>• Looking in on others/opening doors</li> </ul> <p><b>Kind</b></p> <ul style="list-style-type: none"> <li>• Saying mean words</li> <li>• Teasing others</li> </ul>
<b>Step 2: Practice</b>	
<p>1. <b>Role Playing examples</b></p> <ul style="list-style-type: none"> <li>- <b>Model</b> expected behavior <b>Positive</b> example → <b>Negative</b> example → <b>Positive</b> example</li> <li>- Model and practice how to check if someone is in the stall and how to respond if someone knocks while you are using the bathroom.</li> </ul>	
<b>Step 3: How adults will respond to Student Behaviors</b>	
<b>Model</b> expected behavior <b>Positive</b> example → <b>Negative</b> example → <b>Positive</b> example	
<b>Positive Reinforcement</b> for expected behavior	<b>Corrective Feedback</b> for misbehavior
<ul style="list-style-type: none"> <li>• Giving verbal praise</li> <li>• Use Pride slips for expected behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• More structured use of the bathroom</li> <li>• Less independence for bathroom use</li> <li>• Buddy system</li> <li>• Contact families</li> <li>• Bathroom contracts</li> </ul>

**Assemblies Expectations Lesson Plan****Step 1: Identify a Range of Examples**

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
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<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>• Enter and exit quietly</li> <li>• Stay seated in your personal space</li> <li>• Hands and feet and objects to yourself</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Participate as directed</li> <li>• Raise your hands to speak</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 0</li> <li>• Track the speaker with your eyes</li> <li>• Watch for and respond to quiet/attention signal</li> </ul> <p><b><u>Kind</u></b></p> <ul style="list-style-type: none"> <li>• Show appreciation with polite applause</li> </ul>	<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>• Making noise while entering and exiting</li> <li>• Getting up during the assembly</li> <li>• Getting in someone's personal space</li> <li>• Getting up on the stage</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Talking without raising your hand</li> <li>• Engaging in side conversations</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 1-4</li> <li>• Not engaging with the performance/speaker</li> <li>• Ignore quiet/attention getting signal</li> </ul> <p><b><u>Kind</u></b></p> <ul style="list-style-type: none"> <li>• Screaming/Shouting/Rowdy applause</li> </ul>
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### Step 2: Practice/Role Playing Activities

**Model** expected behavior **Positive** example → **Negative** example → **Positive** example

Have students enter auditorium and sit as a class in your grade level area.  
 Model sitting with adequate space, keeping hands and feet to yourself.  
 Have students demonstrate applause (use polite, and also non-example shouting/screaming, rowdy clapping)  
 Use attention getting signal to demonstrate getting attention quickly.  
 Practice getting up and leaving in orderly manner (talk about staying on ground level unless a part of the assembly).

### Step 3: How Adults will Respond to Student Behaviors

<b>Positive Reinforcement</b> for expected behavior	<b>Corrective Feedback</b> for misbehavior
Pride slips Positive praise for appropriate behavior	Individual reminder Re-teach expectations Re-teach to whole class Review during assembly

## Playground Expectations Lesson Plan

### **Targets:**

- Students will be able to recite examples of the playground expectations.
- Students will possess the skills to consistently practice these expectations in our school.
- Students will reflect how it feels/why it is important to be in a school where positive behavior is practiced.

### Step 1: Identify a Range of Examples



Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>● Keep hands and feet to yourself</li> <li>● Stay inside playground fence</li> <li>● Go down slides with feet first</li> <li>● One child on the slide at a time</li> <li>● Monkey bars are one-way only</li> <li>● Tag in tag area only</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>● Solve small problems before going to an adult</li> <li>● Use equipment properly</li> <li>● Return equipment to its proper location</li> <li>● End game and look at adult when whistle blows</li> <li>● Line up promptly when instructed</li> <li>● Seek help from a recess coach or adult if necessary</li> <li>● Stay active</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>● Listen to recess coaches and adults</li> <li>● Follow the rules of the game</li> <li>● Take turns</li> <li>● Solve disagreements/ties with Rock, Paper, Scissors</li> <li>● Respond to attention getting signal</li> </ul> <p><b><u>Kind</u></b></p> <ul style="list-style-type: none"> <li>● Be a good sport and include others</li> <li>● Choose teams fairly</li> </ul>	<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>● Going up the slide.</li> <li>● Going the wrong way on the monkey bars.</li> <li>● Playing tag outside of the 'tag zone'.</li> <li>● Going outside the playground fence.</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>● Bringing toys or food out to the playground</li> <li>● One last shot (playing after the whistle blows) and not taking a knee</li> <li>● Leaving equipment on the ground</li> <li>● Leaving your coat, sweatshirt or other belongings on the playground</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>● Arguing over rules instead of using Rock, Paper, Scissors</li> <li>● Refusing to be out when you are out</li> <li>● Excluding others from games</li> <li>● Ignoring the whistle</li> </ul> <p><b><u>Kind</u></b></p> <ul style="list-style-type: none"> <li>● Pick only the best players for your team</li> <li>● Keep others from playing a game</li> </ul>

### Step 2: Practice/Role Playing Activities

**Model** expected behavior **Positive** example → **Negative** example → **Positive** example

Have your class stand in the middle of the playground area.

1. Have students point out the fence and why they can't go outside of it or through the gates
2. Classes brainstorm the games offered at recess, have them point out the locations where those games are played. (Take note of Tag area, Kick ball, Wall Ball, Basketball, Tetherball, 4-square, play structure)
3. Soccer has special rules, no kick in's or corner kicks, throw ins only, no slide tackles. Use a 30-60 second penalty box for repeated infractions.
4. Area by area give a positive example of appropriate play for that game/area--then use the following to discuss negative examples and the impact on recess in general:
  - a. Slide--going up the slide (dangerous for that student and students coming down)
  - b. Monkey Bars--pulling on each other (dangerous)
  - c. 4-Square: arguing if you are out or not (use Rock Paper Scissors)



- d. Basketball: fouling each other, grabbing ball (dangerous and not respectful of space)
- e. Tag Area: Tag games outside of tag area (highlight this is the only place for tag)

### Step 3: How Adults will Respond to Student Behaviors

**Positive Reinforcement** for expected behavior

**Corrective Feedback** for misbehavior

<p>Non verbals - nodding, thumbs up          "Thanks for using the equipment safely"          "Thanks for being responsible by sharing and taking turns."          Pride Slips</p>	<p>Non-verbals - shake head, hand signal, point to area poster          Reminders to use equipment safely          Re-teach expectations for the individual          Re-teach expectations for classes          Use rock, paper, scissors to resolve disputes          Communicate with classroom teacher</p>
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## Hallway Expectations Lesson Plan

### Targets:

- Students will be able to recite examples of what the hallway expectations look like and sound like.
- Students will possess the skills to consistently practice the following expectations in our school.

### Step 1: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>• Walk in line on the right</li> <li>• Keep hands and feet to yourself.</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Walk directly to where you are going</li> <li>• Walk with a hall pass if you aren't with your class.</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 0</li> <li>• Give space to others</li> <li>• Respect art and work on walls</li> </ul>	<p><b><u>Safe</u></b></p> <ul style="list-style-type: none"> <li>• Walking in the middle and left of the hall</li> <li>• Running, pushing students in front or behind.</li> <li>• Leaving class without a pass.</li> </ul> <p><b><u>Responsible</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 3-4</li> <li>• Taking detours to places where you were not supposed to go to</li> </ul> <p><b><u>Respectful</u></b></p> <ul style="list-style-type: none"> <li>• Voice level 3-4</li> </ul>



	<ul style="list-style-type: none"> <li>Walking very closely to people next to you (ignoring a personal space bubble)</li> <li>Touching others' projects or items on the wall</li> </ul>
<b>Step 2: Practice/Role Playing Activities</b>	
<b>Model</b> expected behavior <b>Positive</b> example → <b>Negative</b> example → <b>Positive</b> example	
<p><b>Model Behavior:</b></p> <p>Choose a couple of students to “show” examples of following the expectations.</p> <ul style="list-style-type: none"> <li>Safe: Have students demonstrate walking, staying on right side, facing forward and keeping hands and feet to self.</li> <li>Responsible: Have examples of hall pass and show to students, getting a pass, and going directly where you are going.</li> <li>Respectful: Have students demonstrate walking quietly (voice level 0), giving space to others and respecting art and work on walls .</li> </ul> <p>Show some non-examples and discuss how they could be made safe, respectful and responsible.</p> <p>Discussion. “Tell me what ‘Respectful, Responsible, and Safe’ look, feel, or sound like in the hallway.”</p>	
<b>Step 3: How Adults will Respond to Student Behaviors</b>	
<b>Positive Reinforcement</b> for expected behavior	<b>Corrective Feedback</b> for misbehavior
Pride Slips given Verbal praise for appropriate behaviors Non-verbal acknowledgement (thumbs up, nodding)	Reminders to individuals Ask students to redo action Re-teach Communicate with classroom teacher
<b>Step 4: Continue to Preteach, Praise &amp; Correct Expected Behavior</b>	

