
Astor K-8 School Climate Handbook



Astor K-8

Astor School community inspires success by providing a respectful environment which encourages high expectations.

Be SAFE

Be Responsible

Be Respectful

2017-2018

At Astor K-8, we believe in setting high expectations and providing rigorous and relevant curriculum to all students. In striving to make Astor a respectful and safe environment, we proudly recognize and honor the diversity and worth of all individuals and groups. As a cornerstone of our community, we believe in maintaining strong relationships with students, families and community partners..

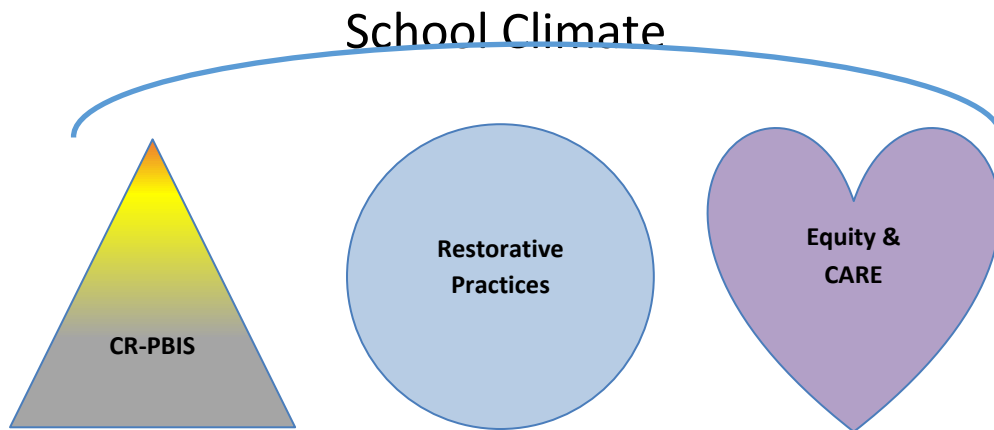
Table of Contents

<u>What Is School Climate?</u>	3-4
<u>CR-PBIS</u>	3-4
<u>Restorative Practices</u>	4
<u>Equity/CARE</u>	4
<u>Tier I Team</u>	5
<u>School Climate Team</u>	5
<u>Climate Team Meeting Schedule</u>	5-6
<u>Tier I Implementation</u>	6-20
<u>Behavioral Expectations</u>	7-8
<u>Defining Minor, Stage 1 reports, 2 and 3 Behaviors</u>	9-10
<u>Discipline Policies</u>	10-14
<u>Professional Development</u>	15
<u>Classroom Procedures & Guest Teacher Protocols</u>	16
<u>Acknowledgement Systems</u>	16-18
<u>Faculty Involvement</u>	18
<u>Plan for Family and Community Involvement</u>	18-19
<u>Plan for Student Involvement</u>	19
<u>Plan for Welcoming New Students and Families</u>	19
<u>Tier I Evaluation</u>	19
<u>Fidelity and Evaluation of Climate Practices</u>	19

WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses PBIS (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.



PBIS

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

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

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

PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

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

RESTORATIVE PRACTICES

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

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

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

EQUITY/CARE

This handbook is intended to inform Astor K-8 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.”

Chief Equity Officer, Lorenzo Poe

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)
Coordinator	Jeff Knoblich	Facilitator
Administrator	Sandra Ndubisi/Sarah Zabel	
Family Member	Judi Drexler	
School Counselor	Jeff Knoblich	
Knowledge of Academic/Behavioral Patterns	Jessica Burich	Data Analyst
Knowledge of Academic/Behavioral Patterns	Paula Dougherty	Note Taker
Knowledge of School Operations/Programs	Laura Kishpaugh,	Time Keeper
Climate Team Members	Jeff Knoblich, Jessica Burich, Paula Dougherty, Laura Kishpaugh, Judi Drexler, David Nagle, Sandra Ndubisi, Sarah Zabel, Kari Harms, Kerri Alkana	

❖ *Our goal is that the School Climate Team will represent our student and community demographics*

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	8/28/17 TBA	11	Team meeting/Staff PD
September	9/26/17 -2:45	11	Action Plan Last year's Discipline Data Review
October	10/3/17 -2:45 10/31/17 -2:45	11	Monthly Discipline Data Review Planning
November	11/13/14 all day 11/28/17 -2:45	11	TFI Assessment/Action Plan Monthly Discipline Data Review
December	No Meeting	11	Monthly Discipline Data Review
January	1/16/17 - 2:45 1/30/18	11	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Present to staff on 1/30/17
February	2/20/18 -2:45	11	Monthly Discipline Data Review

March	3/20/18 -2:45	11	Monthly Discipline Data Review
April	4/17/18 -2:45	11	Monthly Discipline Data Review Plan for May 15th wrap-up meeting
May	5/15/18 -2:45	11	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Wrap-up and share-out team accomplishments, expectations for next year.
June	No meeting	11	Planning for rollout next year: prepare to present beginning of fall 2018.

Meeting Agenda:

- Climate meeting agenda and notes: click [here](#)
- Monthly Discipline Data
- CR-PBIS Schoolwide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agendas 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*****SCHOOLWIDE RULES AND COMMON AREA EXPECTATIONS (1.3)***

Our School Rules are:

- 1. BE SAFE**
- 2. BE RESPONSIBLE**
- 3. BE RESPECTFUL**

These rules are woven into our regular teaching practices in every class throughout the grade levels. We reinforce and review them consistently and strategically throughout the school year.

Posters have been made and distributed throughout the building for each common area in order to make them visible to students and send a consistent message for all. This will help Astor School ensure that our expectations are consistent and clear (see Behavior Expectations Matrix on page 7, or click [here](#)).

**Astor K-8 School
School Rules and Behavior Expectations**

At Astor School we always do our best to:			
	Be safe...	Be responsible...	Be respectful...
Assembly	<ul style="list-style-type: none"> Walk carefully and slowly Sit on bottom Keep hands and feet to yourself 	<ul style="list-style-type: none"> Raise your hand to talk Speak when called on Use attentive listening Follow directions from adults 	<ul style="list-style-type: none"> Show appreciation for performer Allow others to enjoy the assembly Use voice level 0 - 1
Bathroom	<ul style="list-style-type: none"> Wash hands Keep your feet on the floor Walk carefully and slowly 	<ul style="list-style-type: none"> Use toilets, sinks and supplies properly Flush toilets after use Put trash in the trash can Return to class promptly Report problems to an adult 	<ul style="list-style-type: none"> Leave bathroom clean for others Give people privacy Shut the stall door Use voice level 0 - 2
Before & After School	<ul style="list-style-type: none"> Stay in the waiting area Keep hands and feet to yourself Walk when you enter and exit the building 	<ul style="list-style-type: none"> Follow the directions of adults Take care of your belongings BEFORE SCHOOL: Wait in Cafeteria AFTER SCHOOL: Meet your adult or go home Follow directions from adults 	<ul style="list-style-type: none"> Use kind language Start of day – stay at main entrance or cafeteria until bell rings Use voice level 0 - 2
Cafeteria	<ul style="list-style-type: none"> Walk carefully and slowly Stay seated Handle and eat your own food 	<ul style="list-style-type: none"> Only take what you will eat Clean up table and floor Raise your hand for help Put garbage in cans 	<ul style="list-style-type: none"> Use kind words Wait in line quietly Watch for quiet signal Thank kitchen staff! Use voice level 0 - 2
Hallway	<ul style="list-style-type: none"> Walk carefully and slowly Keep hands, feet and objects to yourself Walk on right side of the hall Walk facing forward 	<ul style="list-style-type: none"> Use a hall pass when not in class Return to class promptly 	<ul style="list-style-type: none"> Use kind words Look at artwork with eyes, not hands Use voice level 0 - 2
Playground	<ul style="list-style-type: none"> Watch out for others Use non-fighting play Stay within boundaries Report problems to adults <p>Swings:</p> <ul style="list-style-type: none"> 3 – 4 on a swing Hold on to a chain Play AWAY from swings 10 pushes then get off 2 pushers only <p>Play Structure</p> <ul style="list-style-type: none"> <u>Climb</u> up or down Equipment is used away from the structure TAG and chase not allowed. 	<ul style="list-style-type: none"> Use helpful words to solve problems Follow directions from adults Return equipment Line up when bell rings Take care of our trees 	<ul style="list-style-type: none"> Be a good sport and include others Use Astor game rules Play fairly Wait your turn Invite others to play

6 – 8 grades
2 riders only

TEACHING EXPECTATIONS (1.4)

Yearly Schedule for Teaching Common Area Expectations

Date
August 30-31, 2017: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Expectations reinforced by classroom teacher throughout the week.
January 2-3, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Expectations reinforced by classroom teacher throughout the week.
April 2-3, 2018: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide. Expectations reinforced by classroom teacher throughout the week.

**Rotation schedule for teaching common area expectations in appendix (pg. 21)*

Active Supervision

What does it LOOK like?	What does it SOUND like?
<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning the room ● Give Eagle Eggs for positive behavior/character trait ● Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) ● Positive interactions with students ● Responding non-emotionally to misbehavior in a respectful manner (body language, tone, etc.) 	<ul style="list-style-type: none"> ● Interacting positively with students Giving 3 acknowledgements to 1 correction ● Aligning acknowledgements and corrections closely to the school rules, expectations, and traits ● Providing comments that acknowledge students' efforts to be successful ● Giving accurate feedback that is specific and descriptive ● Giving reasonably private corrections that address the problem Using respectful words & tone of voice

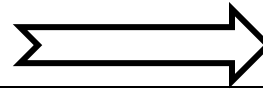
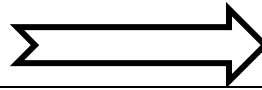
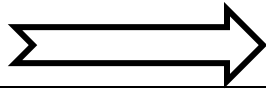
Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

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.

Defining Behaviors

Astor Behavior Flow Chart



<p>Low Level Behaviors</p> <p>Behaviors are handled on the spot using simple redirections, intervention strategies and teachable moments (Repeated minor, teacher reporting the behavior must check-in with parent)</p> <ul style="list-style-type: none"> No formal documentation for behavior required (informal doc may be useful) Document parent contact 	<p>Minor/Stage 1 Classroom Managed Behaviors</p> <p>PPS Stage 1 report used (teacher reporting the behavior must make contact with parent by phone, voice mail, email or in person.)</p> <ul style="list-style-type: none"> Student stays in classroom– takes form home Teacher keeps form on file No immediate involvement by admin 	<p>Major/Stage 2/3 Office Managed Behaviors</p> <p>Office referrals: Administrator will contact the parent and share communication with teacher.</p> <ul style="list-style-type: none"> Can include chronic Stage 1 behaviors (paper goes to admin/student stays in classroom/admin responds within 24 hours) Extreme/harmful/illegal (paper and student goes to admin/admin responds before student returns to class)
<p>Language</p> <ul style="list-style-type: none"> Language “slips” Inappropriate non swearing language Inappropriate language not understood (being silly) 	<p>Swearing/Vulgarity (written/spoken)</p> <ul style="list-style-type: none"> Repeated use of lesser swear words (teacher’s judgement) “Greater” swear word slips Reported use of hand gestures Sexual Talk 	<p>Swearing/Vulgarity (written/spoken)</p> <ul style="list-style-type: none"> Use of “greater” swear words directed at students/staff Use of obscene hand gestures (as witnessed by staff) Repeated or explicit sexual talk
<p>Misuse of Property</p> <ul style="list-style-type: none"> Careless accidents 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> Taking possessions w/o intention to keep (teasing) Thoughtlessly damaging property –can be easily fixed w/ little time or no cost 	<p>Vandalism/Theft/Misuse of Property</p> <ul style="list-style-type: none"> Taking others possessions to keep Purposely damaging property – time and cost involved
<p>Annoyances</p> <ul style="list-style-type: none"> Lack of focus Noise making Out of seat Cutting in line 	<p>Classroom Disruption</p> <ul style="list-style-type: none"> Talking out repeatedly Giving silly answers repeatedly Interrupting others repeatedly 	<p>Chronic/Serious Classroom Disruption</p> <ul style="list-style-type: none"> Significantly stopping the teaching and learning process Unsafe Behaviors
<p>Reluctant Compliance</p> <ul style="list-style-type: none"> Initially resisting or ignoring directions 	<p>Ignoring Instructions</p> <ul style="list-style-type: none"> Ignoring reasonable requests 	<p>Defiance</p> <ul style="list-style-type: none"> Refusal to follow repeated adult directions
<p>Thoughtlessness</p> <ul style="list-style-type: none"> Not concerned about the feelings of others Isolated instance of disrespect 	<p>Disrespect</p> <ul style="list-style-type: none"> Argumentative with teachers/staff Repeatedly rude to peers or teachers/staff 	<p>Blatant Disrespect</p> <ul style="list-style-type: none"> Significant back talk/arguing Body language that intrudes into the personal space of others (ex: intimidation)

<p>Teasing</p> <ul style="list-style-type: none"> ● Altering names ● Annoying/bugging for attention 	<p>Harassment</p> <ul style="list-style-type: none"> ● Mean-spirited “Put Downs”/Teasing ● Threatening stares/body language ● Repeated teasing after being requested to stop by student 	<p>Harassment/Bullying</p> <ul style="list-style-type: none"> ● Repeated “Put Downs” or teasing after adult intervention ● Threats/extortions ● Ethnic/racist, sexist, disability related, gender, sexual orientation or religious based remarks
<p>Hands/Feet/Objects to Self</p> <ul style="list-style-type: none"> ● Unwanted touching of others 	<p>Roughness</p> <ul style="list-style-type: none"> ● Play fighting /wrestling, body holds, shoving etc. ● Pre-fighting, posturing, pushing 	<p>Fighting/Aggression</p> <ul style="list-style-type: none"> ● Intentional hitting/kicking/punching ● Encouraging another to fight

DISCIPLINE POLICIES (1.6)

SCHOOL CLIMATE AND STUDENT MANAGEMENT

The student management plan and discipline policy at Astor are based on a model to create a “Positive Behavior Support System” for all students. It requires all staff to provide behavior guidelines by teaching them at the beginning of each year, re-teaching them formally three times a year (Fall, Winter, Spring), and on a regular basis throughout the year. This model promotes awareness of expected behaviors throughout our school and provides opportunities to teach the expected behavior when expectations are not met. A consistent system of interventions and communication about consequences has been established and students are reminded and held accountable. The positive behavior system encourages communication, understanding and acceptance of others’ feelings and honors the diversity in our school.

Students are recognized in many positive ways at Astor for the appropriate behavior they demonstrate. All adults within our school are involved in looking for ways to acknowledge students who are supporting and promoting the rules of a safe, responsible and respectful school climate. Each month students from each homeroom are acknowledged in a schoolwide recognition assembly for their contributions to our school by demonstrating traits of: kindness, responsibility, citizenship, enthusiasm, respectful, friendship, cooperation, imaginative, dependable. These assemblies are one way in which we honor the positive contributions of our students.

Our student management plan is based on three basic ideas:

- BE SAFE
- BE RESPONSIBLE
- BE RESPECTFUL

Astor School’s positive behavior support system promotes these three simple guidelines for behavior throughout the school day in every situation and location. Astor staff recognizes the importance of creating a safe, nurturing school climate. Therefore, we agree that all students must be taught the skills that will help them reach their individual

potential in school and in the community. To support this belief we have developed expectations and interventions. We believe the more consistent we are as adults, the better our students will learn and make the most sense of our management system.

A consistent schoolwide system of interventions for student misbehavior and follow-up communication about the consequences are essential to create a positive climate. In order to support this climate the staff and parent community must work together to recognize students who are supporting and promoting the expected behaviors. *Staff and parents are aware that when rules are broken, an opportunity exists to teach the expected behaviors.* Guidelines for a variety of interventions categorized according to the level of behavior will be followed consistently throughout the school.

SCHOOLWIDE EXPECTATIONS

The staff spent considerable time and energy developing expectations for behavior at Astor. Posters are displayed throughout the building that state expectations for common areas and activities such as the playground, hallways, bathrooms, cafeteria, assemblies and before and after school.

CLASSROOM EXPECTATIONS

Every homeroom develops a set of rules for classroom behavior and it is the responsibility of each teacher to maintain appropriate management in the classroom. Staff have also agreed to support discipline throughout the school. Procedures for dealing with inappropriate behavior will be handled by staff using a consistent system, which categorizes levels of behavior and a range of interventions and consequences appropriate to the action. Teachers are responsible for using appropriate interventions to resolve the majority of minor classroom behaviors and use steps to solve the problem by re-teaching the appropriate behavior. Most classroom behavior interventions will not require documentation. As behaviors increase in severity, or become a chronic pattern, staff will implement a system to document interventions used and a possibly make a referral to the administration.

A set of classroom rules is to be developed at the beginning of each year, taught by the classroom teacher, posted in the classroom and communicated to parents. Within the classroom rules it is expected that all students will be taught three simple rules: Be Safe, Be Responsible, Be Respectful. Additional rules for classroom procedures such as homework should be developed specific to the grade level and classroom. It is extremely helpful if entire grade levels follow the same homework policies.

CONSEQUENCES FOR MISBEHAVIOR

There may be times when a student needs to be given a consequence for a behavior that was not safe, respectful or responsible. The staff has developed a set of guidelines based on district policies that are to be assigned in the case of misbehavior. These interventions are organized in a progressive manner and encourage the child to rethink their choices and relearn the rule they have broken. Some of these interventions include: time out, completing a “Think Sheet” that may be sent home to the parent or a phone call home. The next set of interventions is more serious and

may include: mandatory phone call home, loss of privileges, conference with the principal and/or development of a behavior contract. In the event of a serious infraction, or a continuing pattern of misbehavior, parents will be contacted and a student may be suspended from school. When this occurs a parent conference will be arranged before the student is readmitted to school.

Any student behaviors which need to be reported according to district policy or state statutes will be referred by the principal to other appropriate agencies (School Resource Officers, Portland Police, Services to Family & Children and the Area Director, etc.). A copy of the *Handbook on Student Responsibilities, Rights and Discipline* is sent home with every student at the beginning of each school year. There is a simple version for primary students and a more detailed edition for fourth through eighth graders.

Staff is encouraged to use a variety of interventions when dealing with students prior to initiating a referral. Most incidents should be handled by the staff member involved and should not be referred to the administrative team. For serious infractions, complete the referral, place it in an envelope for confidentiality and send it to the office. The principal or his/her designee will call for or visit the classroom to get the student. In the event of an emergency call the office for immediate assistance. Staff should never send students directly to the office.

If we all work together, supporting Astors' expectations of: Be Safe, Be Responsible, Be Respectful, the best possible learning environment will exist. Students will be able to perform at their highest level.

Astor Responding to Behaviors with Referrals

	STAGE 1 <i>Managed by Teacher in Classroom</i> <i>(Student remains in class)</i>	STAGE 2 <i>Referral that may wait for Administrator</i> <i>(Student remains in class or is directed to a buddy room)</i>	STAGE 3 <i>Immediate Administrative Assistance</i> <i>(Student is removed from classroom)</i>
Consequences	<ul style="list-style-type: none"> ● Restorative conversation or mediation ● Reporting Teacher contacts the Parent and completes a Stage 1 Behavior Report 	<ul style="list-style-type: none"> ● Active but restricted recess (ex: “walk the perimeter”) ● Miss a class-wide activity for safety reasons only (ex: Science lab) ● Reporting Teacher contacts the parent and completes Stage 2 Behavior Report 	Determined by Administrator according to Student Rights and Responsibilities Handbook
Interventions	Teacher uses 3 or more classroom interventions from the following list: <ul style="list-style-type: none"> ● Reteach rule ● Fill out “Think Sheet” ● Change seating ● Gentle reprimand ● Keep in proximity ● Pre-correction ● Private direction ● Time out (in class) or break in buddy room ● Circle or Mediation ● Family contact ● Praise for taking responsibility ● Identify replacement behavior ● Redirect student ● Modify/differentiate work 	<ul style="list-style-type: none"> ● Use classroom interventions ● Identify “safe place” to cool off in classroom ● Notify administration ● Parent conference with administrator ● CICO (Check In/Check Out) with designated staff ● Time out to designated adult or buddy room (out of class- less than 20 minutes) 	<ul style="list-style-type: none"> ● CICO (Check In/Check Out) with designated staff ● Mentor at school - staff or outside agency or volunteer ● Safety plan ● Major Suspension Program ● Teacher referral to Student Intervention Team (SIT)
Teacher Responsibilities	<ol style="list-style-type: none"> 1. Implement appropriate interventions 2. Complete Stage 1 Behavior Report 3. Reporting teacher contacts parent(s)/guardian 4. Submit Stage 1 report to administrator for data entry 5. Stage 1 report is returned and kept on file in classroom for documentation purposes 	<ol style="list-style-type: none"> 1. Implement appropriate interventions 2. Complete top portion of Stage 2/3 Behavior Report 3. Submit Stage 2/3 Behavior Report to administrator (with copies of applicable Stage 1 Behavior Reports) 4. Notify parent(s)/guardian of incident (email, phone, etc) <p style="text-align: center;">STAGE 2</p>	<ol style="list-style-type: none"> 1. Implement appropriate interventions 2. Complete top portion of Stage 2/3 Behavior Report 3. Call office and ask for Administrative assistance if necessary (unsafe or noncompliant) 4. Notify parent(s)/guardian of incident (email, phone, etc) <p style="text-align: center;">STAGE 3</p>

	<p>STAGE 1 Managed by Teacher in Classroom <i>(Student remains in class)</i></p>	<p>Referral that may wait for Administrator <i>(Student remains in class or is directed to a buddy room)</i></p>	<p>Immediate Administrative Assistance <i>(Student is removed from classroom)</i></p>
<p>Administrative Responsibilities</p>	<p><i>Handled in classroom (or common area) by reporter/teacher.</i> 1. Administrator enters data into Synergy and returns to teacher.</p>	<ol style="list-style-type: none"> 1. Admin consults with reporter/teacher about Stage 2/3 Behavior Report 2. Admin resolves incident in a timely manner 3. Admin contacts parent/guardian 4. Admin assigns a consequence 5. Admin communicates outcome to reporter/teacher when necessary 6. Admin enters data into Synergy 	<ol style="list-style-type: none"> 1. Admin picks up student and Stage 2/3 Behavior Report (if escort is needed) 2. Student has conference with Admin 3. Admin contacts parent/guardian 4. Admin consults with reporter/ teacher about Stage 2/3 Behavior Report the same day or next 5. Admin assigns a consequence 6. Admin communicates outcome to reporter/teacher when necessary 7. Admin enters data into Synergy
	<p><u>Common Area Incidents</u> Complete a Stage 1 Report <i>K-8: forward to admin for documentation, admin will return to classroom teacher</i></p>	<p><u>Common Area Incidents</u> Complete a Stage 2 Report <i>K-8: forward to AP</i></p>	<p><u>Common Area Incidents</u> Complete a Stage 3 Report <i>K-8: forward to AP</i></p>

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
August 8/28/17	School climate orientation: <ul style="list-style-type: none"> ● Teaching school rules & common area expectations schedule ● Teaching classroom routines & expectations ● Schoolwide and classroom acknowledgement systems ● Correcting fluently ● Active supervision ● SIT flowchart ● Influence of race, culture and language on adult expectations and student behavior 	Climate Team
September	<ul style="list-style-type: none"> ● Classroom management plan (present template for plan) 	Administration
October	<ul style="list-style-type: none"> ● Behavior data report 	Climate Team
November	<ul style="list-style-type: none"> ● Behavior data report 	Climate Team
December	<ul style="list-style-type: none"> ● No PD in December 	
January	<ul style="list-style-type: none"> ● Behavior data report ● Reminder to re-teach expectations at staff meeting on 1/2/18 ● Present to Staff on 1/30/18 	Climate Team
February	<ul style="list-style-type: none"> ● Behavior data report 	Climate Team
March	<ul style="list-style-type: none"> ● Behavior data report 	
April	<ul style="list-style-type: none"> ● Behavior data report ● Reminder to re-teach expectations 	Climate Team
May	<ul style="list-style-type: none"> ● Review of School Climate Plan/Staff Handbook ● Wrap up and share-out on 5/15/18 	Climate Team
June	<ul style="list-style-type: none"> ● No PD for June 	

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a Classroom Management Plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school to support this work.

The Classroom Management Plan covers the essential feature of effective classroom management: structure, teaching expectations, acknowledging positive behaviors, and correcting misbehaviors.

Guest Teacher Support System

All teachers will provide updated emergency substitute folders by the end of September. On day of the absence, teachers are expected to leave detailed lesson plans on the desk. Folders are available in the office if more detailed information is needed.

[Substitute Guide](#)

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 reoccurrence of appropriate behaviors. Astor School utilizes “Eagle Eggs”, which are small slips of paper that are aligned with the schoolwide rules and monthly character traits. All staff hand out “Eagle Eggs”, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our schoolwide acknowledgement system:

- Eagle Eggs will be used schoolwide in classrooms and common areas
- In the classroom, teachers give Eagle Eggs in recognition of monthly character traits and schoolwide rules/expectations (Be safe, Be Responsible and Be Respectful)
- Schoolwide systems (e.g. monthly recognition assemblies, etc.)

Acknowledgement System

EAGLE EGGS:

1. Eagle Eggs are now our **ONLY** schoolwide incentive program (There are no more self managers). Teachers can choose to continue that program in their classroom however it will not be recognized as a schoolwide incentive.
2. Eagle Eggs will now only be yellow. Students will be recognized for one of the following traits: kindness, responsibility, citizenship, compassion, imagination, safety, respect, friendliness, cooperation, fairness, honesty, and perseverance.
3. Eagle eggs will be kept in a container in the classroom. Each Friday, grade levels will combine eagle eggs for a drawing during lunch. If a student’s name is drawn, they choose a prize. An effort is made to include at least 2 students from every classroom.

CHARACTER ASSEMBLIES:

1. Character assemblies are held once a month to acknowledge students who displayed the character trait of the month.
2. Teachers will be responsible for parent notification about assembly date and time. This information will be included in the Astor Connection.

CHARACTER TRAITS:

MONTH	TRAIT	WHAT THAT LOOKS LIKE	Date
September	Kindness	-Sharing -Helping and including others	9/29
October	Responsibility	-Following directions -Completing assignments	10/27
November/December	Citizenship	Kids who look out for the well-being of everyone. Examples: · Keeping the room clean · Picking up paper/trash on the playground · Helping and including others · Setting a good example	12/15
January	Enthusiasm	Excited to learn and try new things with positive attitude	No assembly
February	Respectful	- Caring about other's feelings -Following the rules - Treating everything and everyone around you nicely - Listening attentively to others.	2/28
March	Friendship	-Sharing ideas and things - Respecting differences -Sticking up for each other -Solving problems together	3/23
April	Cooperation	-Working well with others -Having a positive attitude	4/27
May	Imagination	-Creative -Expressing new/interesting ideas	5/31
June	Dependability	-Does what they say they will do -Keeps promises/commitments -Can be trusted to follow through	No assembly

BUDDY CLASSROOMS

The purpose of buddy classes is to connect older and younger students. Teachers collaborate on enriching activities for buddies to do together. Buddy classes are to meet at least once a month.

Grade Level	Buddy Room
Kinder (Drexler)	4th (Burich)
Kinder (Thompson)	4th (Torain)
Kinder (Daley)	4-5 blend (Camp)
1st (Pierce)	5th (Gordon)
1st (Fosik)	6th (McDermott)
1-2 blend (Espinoza)	6th (Dougherty)
2nd (Barnett)	7th (Science)
2nd (Jue)	7th (Social studies)
3rd (Brown)	8th (Allen)
3rd (Kishpaugh)	8th (Germ)

****YOVU—Germ*

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
September	August 27th-September 30th	
January	January 4th-January 8th	
April	March 28th-April 1st	
June	School Climate Survey	

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family, student and community involvement activities:

[Astor Calendar](#)

Astor Plan for Welcoming New Students and Families

1. School secretary informs teacher of new student enrolled
2. Introduce student to class
3. Buddy new student with responsible classmates
4. Provide brief explanation of building layout, hall passes, etc.
5. Introduce new student to office staff, specialists, nurse, SpEd, and counselor
6. Make contact with family within first week

Items to Cover w/ New Students and Families

- **General Information:** hours of school, breakfast/lunch, transitions, cafeteria policies, before/after school rules
- **General Schoolwide Expectations:** guidelines for school rules/expectations
- **Specific Schoolwide Rules:** toys, bikes, sport equipment, cell phones, food/candy, dress code, entry doors, transportation services and expectations, attendance and importance of updating contact information

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 (November 2017)

School Climate Action Plan (TFI): [TFI Action Plan](#)

Appendix

Astor Schoolwide Behavior Expectations Rotation 2017-18

(3 X per school year)

Rotate moves from left to right approx. every 5-7 min

AUG 30th Wed	#1 Cafeteria In cafeteria	#2 Hallways Central hall leading to playground	#3 Before and After School Near front office	#4 Playground Back doors/playground	#5 Restrooms Front hall for 1-4, back hall for 5-8
9:30-10:15	(1)	(1)	(K)	(K)	(K)
1:00-1:45	(2)	(2)	(6)	(1/2)	(5)
AUG 31st Thurs	#1 Cafeteria In cafeteria	#2 Hallways Central hall leading to playground	#3 Before and After School Near front office	#4 Playground Back doors/playground	#5 Restrooms Front hall for 1-4, back hall for 5-8
9:30-10:15	(7)	(7)	(6)	(8)	(8)
1:00 – 1:45	(3)	(3)	(4/5)	(4)	(4)

*Morning recess with begin at 10:15 or when rotations end.

*Teachers are asked to re-teach and reinforce expectations weekly for 1 month following the rotation schedule