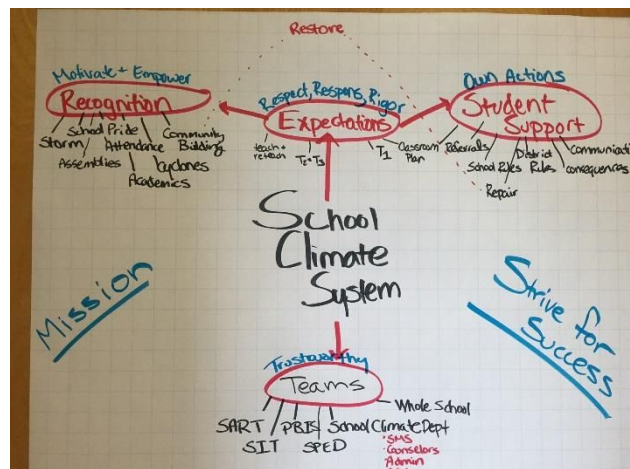
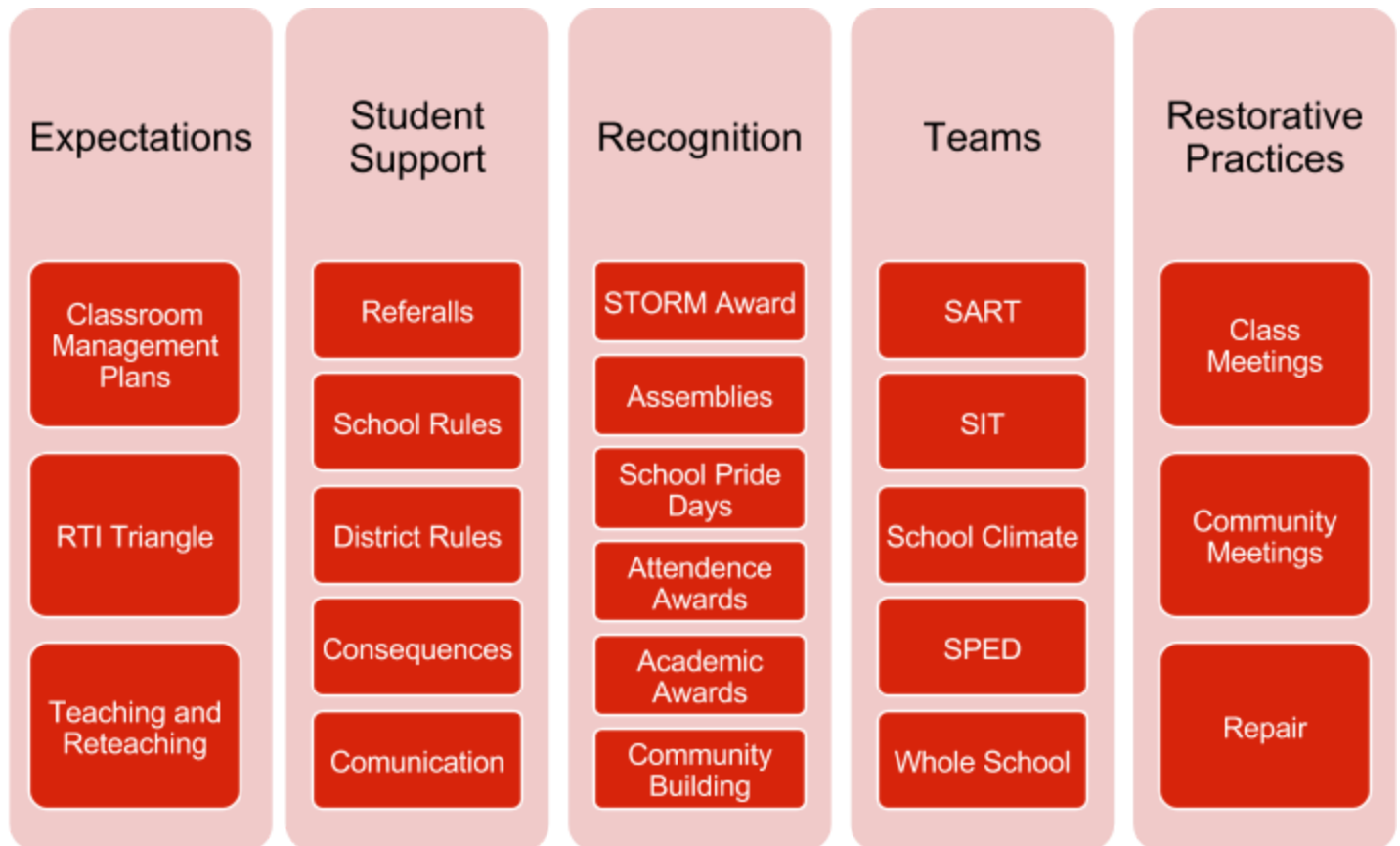


# CÉSAR CHÁVEZ SCHOOL CLIMATE HANDBOOK

2017-18



On Time, On Task, On a Mission - Chavez School

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# STRIVE FOR SUCCESS

## 1. School Mission

Cesar Chavez School is a diverse and multilingual community. Our mission is to provide a trusting and equitable environment while cultivating academic success and promoting the fullest potential of each learner.

## 2. STORM Values

Strive for Success

Trustworthy

Own our actions

Respectful, Responsible, Rigorous

Motivate and Empower

## 3. CAP Priorities

- Aligned culturally responsive and rigorous instructional framework,
- Quality assessment and intervention practices
- Strong school-family culture to support student achievement

## 4. At Chavez we:

### **Staff will:**

- Commit to protected, structured PLC time focused on student achievement;
- Continually learn and grow with commitment to the use of quality grade-level-aligned curriculum, assessments, and intervention;
- Commit to and follow common systems and protocols as defined in the new Chavez Handbook to build strong school climate and culture;
- Be active participants in our students' learning by supporting their:
  - Goal setting,
  - Progress monitoring, and
  - Pursuit of living the STORM values.

### **Students will:**

- Be on time, on task, on a mission;
- Understand, respect and live STORM;
- Be active participants in their learning through:
  - Goal setting,
  - Progress monitoring, and
  - Academic achievement.

### **Parents will:**

- Understand and support the necessity of their students being on time, on task, on a mission;
- Ensure students continue academics at home;
- Partner with the school to advocate and support the success of all students;



- Be active participants in their students' learning by supporting their:
  - Goal setting,
  - Progress monitoring, and
  - Pursuit of living the STORM values.

# TRUSTWORTHY AND OWN OUR ACTIONS

## 1. School Matrix (TFI 1.3)

	Hallways, Buses, & Bathrooms, Common Areas	Learning Environments
Strive for Success	<b>Students:</b> We get where we are going with purpose and focus. We clean up after ourselves.	<b>Students:</b> We reflect on how our actions impact others. We get ourselves ready to learn. We are socially and self-aware.
	<b>Staff:</b> We monitor halls when students are present. We limit bathroom/hall passes to one student at a time (MS) or group breaks (K-5) and not during the first and last 10 minutes of class. We positively remind students to be on time, on task and on a mission.	<b>Staff:</b> We create supportive environments with classroom circles and rigorous lessons for all students. We are engaged and involved. We are prepared for lessons and accountable for student success.
Trustworthy	<b>Students:</b> We are honest and fair. We listen to others.	<b>Students:</b> We are honest and value our work and accomplishments. We help our peers as a team.
	<b>Staff:</b> We listen to others and honor our word. We follow through with consistent monitoring for all students.	<b>Staff:</b> We hold all students to high academic and behavioral standards. We are available and welcoming of all students and families.
Own your Actions	<b>Students:</b> We own it, repair it, and move on.	<b>Students:</b> We accept academic challenges and feedback.
	<b>Staff:</b> We acknowledge, reflect, and make amends. We know we have a role to play in every student's success.	<b>Staff:</b> We slow down and listen for multiple perspectives from staff and students.
Respectful, Responsible, and Rigorous	<b>Students:</b> We treat all adults and students in the building with respect. We use a 0 or 1 voice level because learning is going on all around us.	<b>Students:</b> We are on time, on task and on a mission. We learn from and appreciate each other's accomplishments.
	<b>Staff:</b> We treat all students and adults with respect. We welcome all and assume best intentions of all stakeholders.	<b>Staff:</b> We teach bell-to-bell. We push all students to meet high academic standards.

Motivate and Empower	<b><i>Students:</i></b> We work together to create a safe and healthy community. We build relationships and appreciate differences.	<b><i>Students:</i></b> We collaborate & listen to each other's perspectives.
	<b><i>Staff:</i></b> We greet all of the members of our learning community. We build relationships and appreciate differences.	<b><i>Staff:</i></b> We collaborate with & consult our learning community. We celebrate student success and encourage all. We support each other and push each other to do better every day.

## 2. School Climate Team

Name	Role in school	Role on team
Febe Armendariz	SCS	Team Member
Hannah Maurer	Community Agent	6-8 Teacher
Linea King	ESL Teacher	Middle School Representative
Cesar Hernandez	2 <sup>nd</sup> Grade Teacher	K-2 Grade Representative (DLI)
Rebecca Norman	Counselor	Counseling Representative
Risa Muñoz	Assistant Principal	Admin Representative
Paige Kelsey	Principal	Team Member

### 3. Who do I see for help?

What?	Who?	Where?
Medical Forms, Allergies, Doctor's notes etc.	<u>Order of Contact</u> 1) Health Room Assistant 2) School Nurse 3) Health Clinic 4) Administrator	Main Office
Attendance or tardies for your child (daily absences)	<u>Order of Contact</u> 1) School Secretary 2) Community Agent 3) Attendance Specialist	Main Office
Struggles with Attendance	<u>Order of Contact</u> 1) Classroom teacher 2) School Counselor 3) Attendance Specialist	<u>Location</u> 1) Classroom 2) Counseling Office 3) Main Office
Homework questions, effort of your child in class, academic progress.	<u>Order of Contact</u> 1) Classroom teacher 2) School Counselor 3) Administrator	<u>Location</u> 1) Classroom 2) Counseling Office 3) Main Office
Student Behaviors or incidents that happen at school.	<u>Order of Contact</u> 1) Classroom teacher 2) School Climate Specialist 3) Administrator	<u>Location</u> 1) Classroom 2) Room 122 3) Main Office
Suspensions or Classroom Removals	<u>Order of Contact</u> 1) Classroom teacher 2) School Climate Specialist 3) Administrator	<u>Location</u> 1) Classroom 2) Room 122 3) Main Office
Counseling Services and referrals, Mental Health	<u>Order of Contact</u> 1) Classroom Teacher 2) School Counselor 3) School Based Health Clinic	<u>Location</u> 1) Classroom Teacher 2) Counseling Office 3) Opposite Main Office
Bullying	<u>Order of Contact</u> 1) Classroom teacher 2) School Climate Specialist 3) School Counselor 4) Administrator	<u>Location</u> 1) Classroom 2) Room 122 3) Counseling Office 4) Main Office
Questions around Special Education or academic supports	<u>Order of Contact</u> 1) Classroom teacher 2) SPED Case Manager (if already SPED) 3) School Psychologist	<u>Location</u> 1) Classroom 2) Room 115 or 201 3) Room 193
ESL Services	<u>Order of Contact</u> 1) Classroom teacher	<u>Location</u> 4) Classroom

	2) ESL Teacher 3) School Psychologist	5) Room 250, 252 6) Room 193
Concerns with a teacher	<u>Order of Contact</u> 1) Classroom Teacher 2) Administrator	<u>Location</u> 1) Classroom 2) Main Office
SUN Program, After school programming, referrals for county services (food, housing, etc.)	<u>Order of Contact</u> 1) SUN Coordinator - Lili Gomez 2) Community Agent	<u>Location</u> 1) 132 2) Main Office



## 4. Response to Intervention



### César Chávez K-8 Core Curriculum

### Continuum for Behavioral Response to Intervention

#### INTENSIVE (Few 3-5%)

##### *Students with more than 5 Stage 2/3 behavioral referrals*

- Behavior Support Plan (with FBA)
- Safety Plan
- Special Education Evaluation
- Mental Health Evaluation Referral
- Alcohol/Drug Evaluation Referral
- Progress Monitoring – Tools and targeted staff
- Wraparound Services – Neighborhood House, County Health Clinic
- Threat Assessment - Counselor
- Motivation and Success Partnership (MSP)

#### TARGETED (Some 10-15%)

##### *Students with 3-5 Stage 2/3 behavioral referrals*

- Check-in/Check-out (CICO) - Counselor
- Attendance phone calls/letters/home visits-Student Attendance Review Team
- Parent/Student/Teacher/Administrator Conferences
- Student Intervention Team (SIT)
- Targeted Social/Emotional Skills Instruction Small Groups-Counselor
- Work with Student Management Specialist
- Mentoring – Building Adult
- Meaningful work/job assignment
- Breaks are Better-Counselor
- Student to student and student to staff mediations
- Modify Procedures/Increase Supervision in Non-Classroom Settings (Structured recess and/or lunch)
- Positive extracurricular activities (SUN, Playworks, BRAVO, SOS)

#### UNIVERSAL (All (80%))

##### *Students with 0-3 Stage 2/3 behavioral referrals*

- School-Wide Expectations Defined and Taught – PBIS
- PBIS token system (Cyclones)
- Effective Instruction – Culturally relevant and Engaging
- Evidence Based Classroom Management with Differentiated Instruction
- Expectations Reinforced (ratio 3:1) - PBIS
- Effective Supervision –Playworks and PBIS
- Fluent Corrections for Early-Stage Misbehavior
- Social/Emotional Skills-Counselor
- Schoolwide Positive Play Instruction--Playworks
- Parent/Guardian Engagement – Communication with Staff, Parent Info Mtgs
- Grade Level Team Mtgs
- Progress Monitoring Tools – DIBELs, EasyCBM
- Attendance Procedures – Letters, Conferences
- Universal Assessment – SBAC, ELPA, DIBELs, EasyCBM
- Before and After School Programs – SUN School, Camp Fire, Latino Network
- Restorative Practices -- Class meetings, community circles, school wide morning meetings



## 5. School Climate Team Operating Procedures (TFI 1.2)

Month	Topic
August	<ul style="list-style-type: none"> <li>• Prepare PD and deliver a day of PD to whole staff.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Schoolwide Professional Development</li> <li>• Fall TFI (Tiered Fidelity Inventory)</li> <li>• Spring 2016 Data Review</li> <li>• Set up data review with staff</li> </ul>
October	<ul style="list-style-type: none"> <li>• Review Incentives</li> <li>• Review staff fidelity</li> <li>• Review PD for the year</li> </ul>
November	<ul style="list-style-type: none"> <li>• Data Review</li> <li>• Look at Action Plan tasks</li> </ul>
December	<ul style="list-style-type: none"> <li>• Summit with Equity Team</li> </ul>
January	<ul style="list-style-type: none"> <li>• Data Review</li> <li>• TFI Review</li> </ul>
February	<ul style="list-style-type: none"> <li>• Review staff fidelity</li> </ul>
March	<ul style="list-style-type: none"> <li>• Data Review</li> </ul>
April	<ul style="list-style-type: none"> <li>• Review Incentives</li> </ul>
May	<ul style="list-style-type: none"> <li>• Data Review</li> <li>• Survey for next year feedback</li> </ul>
June	<ul style="list-style-type: none"> <li>• Review survey and feedback and revise plan for following year.</li> </ul>

### Meeting Agenda:

- All Climate Team meetings are conducted using the TIPS format (Template here): <https://drive.google.com/a/apps4pps.net/templates?q=tips&sort=hottest&view=domain>

### Meeting Minutes:

[https://drive.google.com/drive/folders/0B5bJC\\_AOaXdLUWIXOWIiVmdQZ3M](https://drive.google.com/drive/folders/0B5bJC_AOaXdLUWIXOWIiVmdQZ3M)

- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices
- Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

## 6. School Staff Professional Development (TFI 1.7, 1.10)

Staff will have ongoing PD on school climate tools, calibration and discipline data. In the fall we will review teaching school wide expectations, acknowledging appropriate behaviors and reviewing preferred ways to re-direct and encourage self-management of student behavior. We will discuss classroom management plans and work with teachers to create systems to keep students in class and reflecting on their work. We will also be clear about when students need to be sent out of class (Exclusion) and how to do that.

Finally, we will spend both our School Climate PD and equity PD understanding the influence of race, culture and language on student behavior and choices.

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.

August	School Climate Orientation and Handbook
September	Classroom Management Plans
October	Community Circles, SIT/BSC Process
November	Review of School, Grade level data/CICO
December	Impact of Equity on School Culture
January	Community Circles Refined
February	Review of School, Grade level data/CICO
March	Re-teaching expectations
April	Motivating reluctant students
May	Review of Handbooks
June	Revise Classroom Management Plans

	Recommended Practice (Do's)	Things to Avoid (Don'ts)
Praise and Celebration	<ol style="list-style-type: none"> <li>1) Be specific</li> <li>2) Praise more than you correct</li> <li>3) Include effort and mistakes</li> <li>4) Praise as soon as possible</li> <li>5) Praise the process, not the person (ie- you have a very creative solution instead of good work student).</li> </ol>	<ol style="list-style-type: none"> <li>1) Give general praise to the whole class</li> <li>2) Use sarcasm</li> </ol>

Redirection and Correction	1) Do privately 2) Listen and offer choices where appropriate 3) Be a warm demander	1) Call a student out by name in front of the class. 2) Use sarcasm 3) Embarrassing the student 4) Asking for a desired behavior as if the student has a choice “Could you please get out your pencil”.
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## 7. Parent/Student/Community Involvement (1.11)

Chavez we provide several opportunities for parent involvement and leadership.

Group	Purpose	Contact
PTA	Parent Leadership to lead school improvement	Community Agent
Site Council	To review school vision/actions	Administration
Volunteer	Volunteer in any aspect of the school	Community Agent
COLORES	Parent Equity Group	Community Agent
SUN Parent Advisory	Review/Implement vision of SUN	SUN Coordinator

## 8. Student Support

### ***Referrals and Disciplinary Plan***

Classroom teachers work hard to provide opportunities for students to self-correct behaviors that impact their learning and the learning of others. Occasionally, in class re-directions and reminders do not work, and teachers need to provide other interventions to ensure all students are maximizing their learning time. Staff will write a Stage 1 Referral for minor classroom behaviors that are impacting their learning and the learning of others. These are handled in the classroom and documented so parents know what is occurring. Stage 2/3 are significant interruptions to learning that require the student removed from class.

#### STAGE 1

***Managed by Teacher in Classroom (Student remains in class)***

Behaviors (as per Synergy)	<ul style="list-style-type: none"><li>• Bothering/pestering</li><li>• Cheating</li><li>• Damaging property</li><li>• Excessive talking</li><li>• Mild defiance</li><li>• Mild cursing</li><li>• Not following directions</li></ul>	<ul style="list-style-type: none"><li>• Play fighting</li><li>• Pushing or shoving</li><li>• Running</li><li>• Taking other's property</li><li>• Talking too loudly</li><li>• Teasing/put-downs</li></ul>
Positive Supports	<p>Teacher uses 3 Classroom Intervention or as per classroom management plan:</p> <ul style="list-style-type: none"><li>• Reteach rule</li><li>• Change seating</li><li>• Gentle reprimand</li><li>• Keep in proximity</li><li>• Pre-correction</li><li>• Private direction</li><li>• Time out (out of class- less than 15 minutes)</li><li>• Break Space (in class)</li><li>• Warning</li><li>• Family contact</li><li>• Praise for taking responsibility</li><li>• Identify replacement behavior</li><li>• Redirect student</li></ul>	

	<ul style="list-style-type: none"> <li>Modify/differentiate work</li> </ul>
Restorative Opportunities and Corrective Consequences	<b>Potential Interventions</b> <ol style="list-style-type: none"> <li>Apology</li> <li>Contract</li> <li>Repair what happened</li> <li>Break-space with Think Sheet</li> <li>Loss of privilege</li> <li>In-room reflection/repair during lunch (5 min)</li> </ol>
Teacher Responsibility	<ol style="list-style-type: none"> <li>Teacher implements appropriate interventions</li> <li>Teacher completes Stage 1 Behavior Report</li> <li>Teacher contacts parent(s)/guardian</li> </ol>
Admin Responsibility	<ul style="list-style-type: none"> <li>Monitor data and share with team</li> </ul>

## Student Support (continued)

### STAGE 2/3

*Referral that may wait for Administrator  
(Student may remain in class)*

Behaviors (as per Synergy)	<ul style="list-style-type: none"> <li>Appropriate Learning</li> </ul>		
Examples of 2/3	<table> <tr> <td> <ul style="list-style-type: none"> <li>Environment</li> <li>Attendance and Punctuality</li> <li>Physical Safety Mental Well Being</li> <li>Protection of Property</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Intimidation</li> <li>Plagiarism/cheating</li> <li>Possession of prohibited item (lighter, pocket knife, etc)</li> <li>Possession/use of stolen property</li> <li>Theft: minor/major</li> <li>Threat of violence</li> <li>Vandalism: minor</li> <li>Willful disobedience (refusal response)</li> </ul> </td></tr> </table>	<ul style="list-style-type: none"> <li>Environment</li> <li>Attendance and Punctuality</li> <li>Physical Safety Mental Well Being</li> <li>Protection of Property</li> </ul>	<ul style="list-style-type: none"> <li>Intimidation</li> <li>Plagiarism/cheating</li> <li>Possession of prohibited item (lighter, pocket knife, etc)</li> <li>Possession/use of stolen property</li> <li>Theft: minor/major</li> <li>Threat of violence</li> <li>Vandalism: minor</li> <li>Willful disobedience (refusal response)</li> </ul>
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Positive Supports	<ul style="list-style-type: none"> <li>Stage 1 interventions</li> <li>Behavior contract</li> <li>Check-in/check-out groups</li> <li>Parent conference with administrator</li> </ul>		

	<ul style="list-style-type: none"> <li>• Peer Groups with counselor</li> <li>• Identify replacement behavior</li> <li>• Modify/differentiate work</li> </ul>
Restorative or Corrective Actions	<p>Potential Interventions</p> <ul style="list-style-type: none"> <li>• Written and presented apology</li> <li>• Contract (Check in-check out)</li> <li>• Restorative Process</li> <li>• Break out of room with academics and Return to Learn form (15-30 min)</li> <li>• After school detention</li> <li>• In-school suspension</li> </ul>
Teacher Responsibility	<ul style="list-style-type: none"> <li>• Teacher implements appropriate supports</li> <li>• Teacher completes Behavior Report</li> <li>• Teacher contacts parent(s)/guardian that report has been written and admin will follow up</li> </ul>
Admin Responsibility	<p>Return to Learn sheet and</p> <p>Assign disciplinary action</p> <p>Incident form is sent home</p> <p>Consequence assigned by admin and entered into Synergy</p> <p>Contact home</p>

## • **Student Support (continued)**

### ***Return to Learn Classroom Space/Break Space***

Prior to sending students out of class, all teachers will develop a quiet break space in the classroom where students who need to refocus and re-center can do so while still in the classroom. Students will complete a think sheet in this space and spend a few minutes regrouping. They student, when ready and with a quick teacher check-in can return to regular class work..

## ***Student Removal from Class***

Removing a student from class is a serious situation as it impacts student learning. When a teacher has exhausted their classroom management plan, the following protocol will occur. The idea will be for students to return to learning as soon as possible.

1. Classroom Management Plan is followed
2. Teacher calls office for assistance
  - o At teacher discretion they can ask for someone to come get the student or send the student to the SMS.
3. Top Portion of ***RETURN TO LEARN*** Sheet filled out (see resources tab)
4. Student is sent to SMS with top of form filled out by teacher
5. SMS receives student with form
6. Student completes the reflection piece
7. Depending on the student age/incident, student spends less than 15 minutes in SMS office completing work from class, reading or completing work provided by SMS.
8. SMS meets with student during this time, and then completes bottom portion of the form. SMS keeps the original and makes a copy for the student and teacher. Student is escorted back to class.
9. Upon returning to class, teacher receives student and form.
10. OPTIONAL: Teacher adds comments to form about rest of day.
11. Teacher calls home to let parents know what happened and to check the form sent home.
12. Student takes home form to be signed by parent/guardian and returned the next day
13. If student does not return form signed next day to the classroom teacher, the SMS will check in during class with the student and family to address the situation.
14. Teacher inputs referral(Stage 1 (to teacher), 2 or 3 (to SMS) if needed and calls home



## • **Student Support (continued)**

### ***Reflection Center***

(Detention and In School Suspension)

Purpose:

To create a positive learning environment for students to make-up lost instructional work and reset expectations. This time can occur during a school day or after school.

General Plan:

Students will complete their academic work, reflections, and/or skill building as needed during their time in RC. Students will have a clear task list, and once accomplished, they can return to class with clear expectations. This may mean that if the student finished work quickly and on-task, that they can return to class sooner than anticipated. For students in the RC all day and who are on task and need fewer than two redirections will be allowed to have recess and lunch with their peers.

Students will:

- Come to school on time and prepared
- Engage in student work
- Refrain from talking to other students or bothering them
- Follow all school expectations

Teacher will:

- Provide student work (Grade level teams will provide work ahead of time to supply the Reflection Center.)
- Welcome student back upon return (this can occur at 3:00 if student received after school detention)

SMS/SEC will:

- Monitor student progress during visit to RC.
- Conference with student
- Create a monitoring plan for the next week.
- Monitor the plan and communicate home if needed.

# RESPECTFUL, RESPONSIBLE, AND RIGOROUS

## ***Classroom Management Plans***

In order to promote the fullest potential of each learner and facilitate a trusting and equitable environment, each teacher will meet with grade level team to prepare a Classroom Management Plan that includes classroom rules and consequences. Teachers will be able to use exemplars to create their grade level classroom management plan.

Classroom Management Plans will be posted in classroom and communicated at Back to School night. These will be shared with SMS and Administration for student support purposes.

Specialists will also have Classroom Management Plans that are communicated to students, families, SMS and administration.

## ***School Rules***

In keeping with our commitment to excellence students come to grow their brains, and take their education seriously.

### ***Cell phones:***

Off and away: Students must have phones turned off and out of sight. Students will receive one warning if they are seen with a phone during class time. If student repeatedly takes out phone, it is confiscated, and phone must be securely locked. If it is sent to the office, office staff will put student's name on a list to track recurrence. Parents will be contacted and student can pick it up at the end of the day. The second time a phone is confiscated parent must come pick up. Cesar Chavez School is not responsible for theft of cellphones and we will not investigate. Staff are to not use cell phones around students. This policy is specific to all staff. Staff may use phones for emergency situations only such as a student safety or urgent communication.

### ***Technology:***

Students cannot use social media during the school day. If a student uses a school device for social media or other off-task behavior they will lose their technology privilege for the day and receive a discipline referral. Devices includes computers, tablets, phones, mobile devices, the Internet, social media (which includes Facebook, Twitter, and others), blogs, email, chat rooms, and other online services. This policy covers the use of ANY technology (not just technology owned by the school), including off-campus use and use of social media, which could disrupt the school or students' education and/or interfere with others' rights to learn. Off campus communication between students can be subject to school discipline if the communication is a disruption to the learning environment. For example, cyber-bullying that occurs after school, but impacts students' ability to attend and focus in class is subject to school discipline.

### ***Gum:***

No chewing gum during the school day by students, staff, or volunteers. Repeated gum chewing is defiance.

### ***Personal Items:***

Personal items (pogo stick, Pokémon cards, toys, hover boards, scooters, etc.) to be brought to school with advance teacher notice only. Personal items will be stored by teacher until appropriate time to use or share

### ***Field Trips/Special Classroom and School Events:***

Repeated Stage 2 referrals may mean you will not be allowed to participate in academic field trips or other earned school-related events and privileges.

### ***Bullying:***

Sometimes people don't get along. This is not always bullying. Bullying and harassment are behaviors that make someone feel intimidated or offended. Bullying and harassment are unfair, one-sided, repeated and one person may be using their power over another person. This district has no tolerance for harassment and bullying. It is the responsibility of every employee to stop the action as soon as it is seen, identify that it is harassment and bullying, and follow the appropriate school response based on the school discipline plan that aligns with district policies and administrative directives. Please follow the links below for PPS policies and administrative directives pertaining to harassment and bullying:

[4.30.060-P Harassment & Bullying](#)

[4.30.061-AD Anti-Harassment](#)

All students are to be treated, and are to treat each other, with respect and dignity. Be aware and sensitive to disability, ethnic, racial, and homophobic harassment. These can range from abusive jokes, crude name-calling, threats, and bullying to sexual and physical

assault. Staff members must take all reports and complaints of harassment and bullying seriously, reporting them to the administration. In some cases, staff members will need to work with students to assist them in recognizing what is considered harassment and bullying. Student Services provides curriculum resources and staff training in identifying and dealing with harassment and bullying at <http://www.pps.k12.or.us/departments/student-services/9392.htm>. The district has provided schools with posters that define harassment and give examples. These posters are available in numerous languages. These posters should be displayed in every school in the district. They can be found at the following website: <http://www.pps.k12.or.us/departments/student-services/372.htm>

### **PPS Dress Code:**

#### **Allowable Dress & Grooming**

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

#### **Non-Allowable Dress & Grooming**

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

### **Entry and Exit Procedures:**

- School Entry
  - o Students and parents exit and enter through the main entrance ONLY
  - o At 7:45- All students can enter the building and head to the cafeteria (K-5) or gym (6-8) for breakfast.
  - o Parents who want to wait in the AM with their students will need to sign in at the main office or have an official Chavez Volunteer Badge.
  - o At 8:00 - Middle school students head upstairs through library side doors and stairs or down through the basement through the breezeway. 1<sup>st</sup>-5<sup>th</sup> Grade teachers meet them in the cafeteria at 8:10.
  - o Arrival to class after 8:00 (6-8) and 8:15 (K-5) is considered tardy. (See attendance section)
- School Dismissal
  - o K-5 teachers will escort students out of the building to their designated spot.
  - o K-2 students who take the bus will be escorted to the bus by a staff member.
  - o 6th - 8th Graders are responsible for following their own dismissal procedures as planned by their parents.
  - o Middle School Students will stay in class until 2:30. Middle School students are expected to leave the building by 2:40.
  - o It is the responsibility of the parent/guardian to ensure a timely pick up of his/her child from school by a person on the contact sheet. Late pick-ups are not acceptable and create issues for classroom teachers who need to use after school time to plan for the lesson for the following day. The School secretary will contact the families of those students who are picked up late. No student will be allowed to leave the school without an adult escort authorized to regularly pick them up (based on authorized pick-up names listed on registration form). If the person picking up the child is not the parent/legal guardian of the child, they must (a) be given explicit written permission to pick up the child and (b) be 18 years or older.
  - o If your child remains at school for more than one hour after dismissal time on any school day or parents are chronically late for pick up, school administrator will analyze the situation and work to ensure the safety of the student. This could result in police or DHS involvement.

- Drop-off/Pick up in the front of the school
  - o Parents may drop students off in front of the school in the loading zone.
  - o An adult must stay at the wheel.
  - o Cars will face west, toward Portsmouth AVE.
  - o Cars will use signals to pull into traffic and cannot make a U-turn to go East onto Willis.
  - o If you want to park and get out of your car, please use the east entrance to enter our parking lot. It is an entrance only. All traffic should exit the parking lot on N. Hodge.
- No Adults or Middle School students in Kinder bathroom

## ***Teaching Expectations (Lessons) (TFI 1.4)***

We will proactively teach and post expectations in the classroom and in common spaces. These lessons will be taught throughout the year.

Yearly Schedule for Teaching/Re-teaching Common Area Expectations

August - September
Explicit, direct instruction in STORM values, classroom expectations and common area expectations
January - February
Explicit, direct instruction in STORM values, classroom expectations and common area expectations
March - April
Explicit, direct instruction in STORM values, classroom expectations and common area expectations
Ongoing reteaching of expectations as needed across grade levels.

## ***Community Circles***

In order to fulfill our mission: Cesar Chavez School is a diverse and multilingual community. Our mission is to provide a trusting and equitable environment while cultivating academic success and promoting the fullest potential of each learner we will implement classroom community circles. A community circle occurs in the classroom as a highly structured way for students to check in with each other, discuss class issues and build class spirit and relationships. Community circles help create trusting, supportive relationships amongst students and between students and staff.

Possible topics of Class Meetings:

1. To give compliments
2. To help each other
3. To solve problems
4. To plan events

Resources will be provided by:

<http://www.pent.ca.gov/pos/cl/str/classmeetings.pdf>

[http://www2.peacefirst.org/digitalactivitycenter/files/rituals\\_toolkit\\_10.30.2012\\_0.pdf](http://www2.peacefirst.org/digitalactivitycenter/files/rituals_toolkit_10.30.2012_0.pdf)

## MOTIVATE AND EMPOWER

### ***Celebrations of Student Success***

We use a variety of tools to celebrate our students who are doing well and following and/or exceeding expectations.

	Frequency	Who	Outcome
Cyclones	Daily	All staff give cyclones	Students can spend cyclones in student store.
STORM Awards	Weekly	Teachers nominate based on a weekly STORM value	Counselors will publically call nominees to the stage during morning meeting for certificate, photo and display.
STORM Bands	Monthly	Teachers nominate students based on criteria	Students will receive bands during morning meeting and earn special privileges at lunch. (Admin)
Attendance Awards	Monthly	Attendance Specialist	Posted.
Award Nights	In combo with other nights	Admin and Teachers	Certificates and photos
Silver Spoon	Weekly	Community Agent	
Class Cyclone	Monthly		
Class meetings/Assemblies	Weekly		
Honor Roll	Quarterly	Counselors	Posted in hall, certificates given to students at morning meetings
Postcards Home	At will	Teachers	Mailed home by office for students several times a year.

### ***Cyclones and Student Store***

Cyclones are a school-wide incentive program that recognizes positive actions reflecting the STORM values. A “cyclone” is a rocket red ticket that list the STORM values. Students earn a cyclone for demonstrating a STORM value throughout the school day. All Chavez staff are expected to give out cyclones.

#### **Do-Examples:**

Student is honest and takes responsibility for situation without being prompted.

Student does extra cleaning that may or may not be their mess.

Student considers feelings of others by encouraging words or actions.

Student improves on issue/area/behavior independent of teacher.

Student is exhibiting specific behavior in area of focus (value of week, warm-up done, etc.).

#### **Non-Examples**

Whole class is having a good day.

Give a student more than one cyclone at a time.

Student observes classmate receiving cyclone, and copies behavior.

Positive behavior is temporary.

Doing homework.

#### **Beyond the School Day**

After-school program also uses cyclone reward system. However, a color differentiation has been established. The afterschool program will be responsible for their own reward/incentives to use for the cyclones. Cyclones earned during afterschool program are not honored at the Cyclone Store.

### **Theft Prevention**

Cyclone belongs to the student who earned cyclone. Students should be encouraged to put their name on the cyclones. Cyclones that are shared or given away, will not be honored at the Cyclone Store.

Examples:

Teacher who give out to many ex: multiple cyclones for homework

Teachers who do not agree with system, and do not give any out at all

Teachers who do not allow students to come to cyclone store at all.

Cyclone Store

Open Fridays: 1:00- 2:00

Run by Student Engagement Specialist

Not accepting SUN cyclones.

Funded by: School Improvement Funds

Not a teacher source for class incentives!!

## ***STORM Recognition***

### **STORM Weekly Awards**

Each week at Cesar Chavez, we focus attention on one of our STORM values. The weekly value is displayed around the school, and teachers make an effort to highlight it in their classrooms as well. Students who demonstrate the value of the week are nominated by their teacher to receive recognition at the end of the week. Only 1-2 students should be nominated per classroom each week. These students receive a certificate, a small token, and have their photo displayed in the building.

### **STORM Bands**

Cesar Chavez students have the opportunity to earn and collect monthly STORM bands. To earn a band for the month, students must:

1) Have met all academic expectations in their classroom/classrooms, as determined by their teacher. This includes, but is not limited to: being caught up on all work; turning in all homework, having no Fs, etc.

2) Have demonstrated STORM values over the last month. This is demonstrated through having less than X(3) Level 1 referrals and no Level 2/3 referrals.

3) Have met school-wide attendance expectations. Students must have less than 2 tardies and 2 absences the prior month.

Students who have earned their STORM band have the opportunity to attend monthly STORM celebrations. Celebrations vary by grade level teams, but generally follow a format wherein students sign up for teacher-hosted options (e.g. dance hall, extra recess, mini-movie party, board game party, art project, reading camp-in, scavenger hunt etc.). Students who have not earned their STORM band for the month will participate in an alternate activity w/ Support Staff.

Teachers may choose to connect STORM bands with additional classroom incentives and privileges (e.g. ability to go to the bathroom without a buddy, extra classroom jobs, etc.).

### **Birthdays**

Cesar Chavez will post monthly birthday lists and provide students an academic present to celebrate.

## ***Class Incentives***

### **Class Cyclones**

Outstanding group effort or achievement will be recognized by any staff member who observes class wide STORM values. A certificate will be awarded at community meetings for class to post and a shout-out on digital reader board.

### **Silver Spoon**

Weekly, a class at each lunch will be awarded the silver spoon. This award will be given for classes who consistently are speaking at voice level 1, cleaning up after themselves, and demonstrating STORM values.

Students will then be able to line up first for lunch the next week (or other similar reward, eat in the courtyard, play music, additional snack, etc.)/

Hallway cleanliness

Bathroom - different classrooms in charge of bathrooms

Assemblies/Spirit Days

Entertainment assemblies: 3/year

## ***Academic Awards***

Our community at Cesar Chavez acknowledges that language and academic gains is a powerful way to change the world. We will recognize at our school the students who have demonstrated an EXTRAORDINARY SKILL SET in different areas including content and leadership. This night at Cesar Chavez is very important because we show case to our parents and our community leadership behavior and the communal support of our diverse families. Award nights will celebrate honor roll, perfect attendance, academic improvement and STORM Value winners. Monthly awards will also be distributed as part of morning meetings and class meetings.

## ***Assemblies***

We will hold academic assemblies to build our students understanding of the real world. We will have two to three assemblies a year that pull students together.

## ***Spirit Days***

Fridays are Chavez Days where students and staff are encouraged to wear their Chavez shirts, Red and Black Clothes, or College gear. We will also have Spirit "Weeks" twice a year for building school community.