
Kelly School Climate Handbook



*Kelly Cougars **CARE!** We are...*

Community Minded

Always Safe and Respectful

Responsible

Engaged

2018-2019

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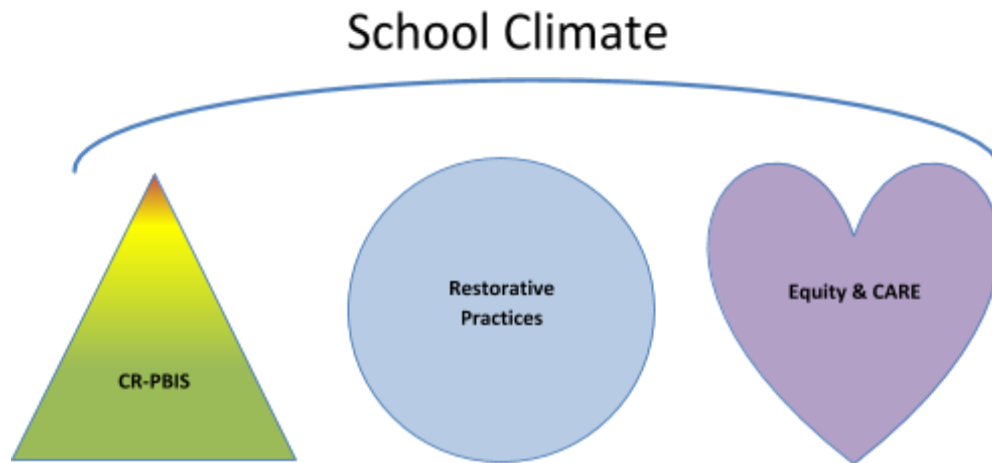
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

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



CR-PBIS

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

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

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

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

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.



- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

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

RESTORATIVE PRACTICES

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

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

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

EQUITY

This handbook is intended to inform Kelly 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 equity work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

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

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



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Administrator	Terry Marchyok (AP)	Facilitator	
Behavioral Expertise	Michelle Richards (School Climate Coach), Molly Kangas (Counselor)	Tier 1 & CSC Tier 2	Facilitator (SCC)
Coaching Expertise	Michelle Richards (School Climate Coach), Rachael Hall and Jamie Makara (Instructional Coach)	Data Analysts, Implementation planning	
Knowledge of Academic/Behavioral Patterns	(K-2 representative) (3-5 representatives) Bernadette Diepenbrock (specialist) (Classified representative 2 times per year) SUN Family Leadership team member (parent representative 2 times per year)	Minute taker (rotating) Engaged participants	
Knowledge of School Operations/Programs	Terry Marchyok, AP		Facilitator

The school climate team is representative of both programs (neighborhood and Russian Immersion) served in our community. This team brings together staff across grade levels, programs and departments to ensure a wide range of perceptions. This team will recruit a parent representative, and a classified representative, in the Fall of 2018.



Climate Team Meeting Schedule (Work to determine when we meet and when we present to staff at a Tuesday staff meeting)

Monthly

Month	Date/Time	Topic/Assessment
August	8/21/18	<ul style="list-style-type: none"> Staff Meeting: Professional Development (updates to School Climate Handbook and Caring School Community (CSC) roll-out)
September	09/05/18	<ul style="list-style-type: none"> 17-18 Discipline data review Reflection on CARE rotations Caring School Community implementation and surveys Plan for year long whole staff Climate PD sessions
October	10/03/18	<ul style="list-style-type: none"> Plan for CARE Assemblies and school wide incentives/celebrations for end of each quarter Monthly Data Review (Stage 1, CSC implementation - survey and lessons, CARE, and supervision) Caring School Community reflection and fall CSC survey plan
November	11/07/18	<ul style="list-style-type: none"> Monthly Data Review (Stage 1 and 2, CSC implementation - lessons, CARE, and supervision) Caring School Community reflection CSC fall survey data review
December	12/05/18	<ul style="list-style-type: none"> Monthly Data Review (Stage 1, CSC implementation - buddy activities, CARE, and supervision) Plan CARE rotations
January	01/09/19	<ul style="list-style-type: none"> Monthly Data Review (Stage 1, CSC implementation - lessons, CARE, and supervision) Reflect on CARE rotations Planning for winter CSC surveys
February	02/06/19	<ul style="list-style-type: none"> Monthly Data Review (Stage 1 and 2, CSC implementation - survey and buddy activities , CARE, and supervision) Analysis of CSC winter survey data
March	03/06/19	<ul style="list-style-type: none"> Monthly Data Review (Stage 1, CSC implementation - lessons, CARE, and supervision) Plan CARE rotations for spring
April	04/03/19	<ul style="list-style-type: none"> Monthly Data Review (Stage 1, CSC implementation - buddy activities, CARE, and supervision) Reflection on CARE rotations
May	05/01/19	<ul style="list-style-type: none"> Monthly Data Review (Stage 1 and 2, CSC implementation - lessons, CARE, and supervision) Plan for spring CSC surveys Planning of year-end staff meeting to reflect of CSC implementation and to report on the work of School Climate team
June	TBD	<ul style="list-style-type: none"> Analysis of CSC spring survey data Planning next year's School Climate Team work Planning for year 3 of CSC



Monthly data review will focus on Stage 1 and Stage 2 referral data, data on implementation of the Caring School Community curriculum derived from observations of lessons and buddy activities , data on active supervision, and data showing students' understanding of CARE. The School Climate team will define procedures for data collections at its first meeting in September. The School Climate Team will plan to share the information with the whole staff regularly. Whole staff will have regular opportunities to participate in data-based decision making related to school climate.

Tier I Implementation: Programmatic Supports for All Students

School-wide Values and Common Area Expectations (1.3)

Our school values are CARE:

Community Minded

Always Safe and Respectful

Responsible

Engaged

These school values are important for the Kelly School community because they help students be successful in life. They were developed with input from students, families, and staff. Our students need to understand and exercise school values on a regular basis. They need to master the skills that will allow them to be successful in school. These values are woven into our regular teaching practices in every lesson and in every class period throughout all grade levels. We focus on naming them with consistency and teaching and reviewing them strategically throughout the school year.



Common Area Expectations

	In the Cafeteria	In the Hallways	On the Playground	In the Restroom	During Assemblies
Community Minded	<ul style="list-style-type: none"> · Leave no trace · Wipe, dump, recycle, stack in one direction · Take the amount of food you will eat 	<ul style="list-style-type: none"> · Walk on the right · Be mindful of others learning · Hands off walls and bulletin boards · Water line along the wall · Pick up trash 	<ul style="list-style-type: none"> · Food/personal toys stay inside · Make others feel welcome and included · Solve problems quickly Rock, paper, scissors! · Play fairly 	<ul style="list-style-type: none"> · Leave no trace: Go, flush, wash, leave · Wait for your turn quietly · Make sure paper towels are put into the garbage, not thrown on the floor. 	<ul style="list-style-type: none"> · Stay seated criss-cross so others can see

	In the Cafeteria	In the Hallways	On the Playground	In the Restroom	During Assemblies
Always Safe & Respectful	<ul style="list-style-type: none"> · Kind words and calm body · Hands to yourself · Walking feet · Food stays on tray · Use “please” and “thank you” · Follow directions given by adults 	<ul style="list-style-type: none"> · Calm body · Hands to yourself · Walking feet · Follow directions given by adults · Voice Level: 0-1 	<ul style="list-style-type: none"> · Use kind words and follow the game rules · Tag stays in the Tag Zone · Walking feet in the courtyard and on play structure · Games stay in assigned zones · Hands to yourself · Follow directions given by adults · Stay in recess boundaries 	<ul style="list-style-type: none"> · Kind words and calm body · Hands to yourself · Voice Level: 1 	<ul style="list-style-type: none"> · Kind words and calm body · Hands to yourself · Voice Level: 0 (when the speaker or presenter is talking) · Follow directions given by adults



	· Voice Level: 1 or 2		· Voice Level: 0-4		
Responsible	· Stay in your spot in line · Wait to be dismissed	· Stay in your spot in line · Have a pass	· Use hands, feet, and equipment appropriately · Play ends when the signal is given	· Use hands, feet, and equipment appropriately	· Stay in your seat · Respond to the presentation appropriately
Engaged	· Focus on your food	· Eyes forward · Walk with purpose	· Choose an activity and play!	· Focus and get back to class, lunch, or playing quickly!	· Give your full attention to the speaker(s) or presenter(s).

П р а в и л а п о в е д е н и я в ш к о л е

	В с т о л о в о й	В к о р и д о р а х	Н а ш к о л ь н о й п л о щ а д к е	В т у а л е т е	Н а ш к о л ь н ы х л и н е й к а х и м е р о п р и я т и я х
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<p>Забота о других</p>	<ul style="list-style-type: none"> · Не сорить · Вытирать за собой, выбрасывать мусор, сдавать вторсырье, аккуратно складывать подносы · Брать порции, которые можно съесть 	<ul style="list-style-type: none"> · Ходить по правой стороне коридора · Не шуметь, чтобы другие могли заниматься · Не трогать доски объявлениями, проявлять уважение к работе других · Стоять вдоль стены, когда пьем воду · Подбирать мусор 	<ul style="list-style-type: none"> · Оставлять еду и личные игрушки в классе · Приглашать других и включать их в свою игру · Решать конфликты самостоятельно: Камень, бумага, ножницы! · Играть честно и справедливо 	<ul style="list-style-type: none"> · Не мусорить: · Использовать унитаз по назначению, сливать воду, мыть руки и возвращаться в класс! · Спокойно ждать своей очереди · Ложить использованные бумажные полотенца в мусор 	<ul style="list-style-type: none"> · Сидеть на месте, чтобы не мешать другим смотреть и слушать
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<p>Безопасность и уважение</p>	<ul style="list-style-type: none"> · Говорить вежливо и не шуметь · Руки держать при себе · Не бегать · Говорить “спасибо” и “пожалуйста” · Слушаться взрослых · Громкость голоса: 1 или 2 	<ul style="list-style-type: none"> · Ходить тихо · Руки держать при себе · Не бегать · Слушаться взрослых · Громкость голоса: 0 или 1 	<ul style="list-style-type: none"> · Быть вежливыми друг другу и соблюдать правила игры · Играть в догонялки только в отведенном для этого месте · Не бегать в саду и на игровой площадке · В игры играть в отведенных для этого местах · Руки держать при себе · Слушаться взрослых · Не выходить за границы отведенной для перемены площадки · Громкость голоса: 0-4 	<ul style="list-style-type: none"> · Говорить вежливо и не шуметь · Руки держать при себе · Громкость голоса: 1 	<ul style="list-style-type: none"> · Говорить вежливо и не шуметь · Руки держать при себе · Громкость голоса: 0 (когда говорит выступающий) · Слушаться взрослых
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Правила поведения в школе (продолжение)



	В столовой	В коридорах	На школьной площадке	В туалете	На школьных линейках и мероприятиях
Ответственность	<ul style="list-style-type: none"> · Не выходит из строя из-за стола без разрешения · Поднимать руку и ждать, когда подойдет взрослый 	<ul style="list-style-type: none"> · Ходить строем с классом или с разрешения учителя · Иметь пропуск 	<ul style="list-style-type: none"> · Не толкаться, использовать игровое оборудование по назначению · Сразу по свистку учителя покинуть площадку и построиться 	<ul style="list-style-type: none"> · Не бегать, не прыгать, не вставать на унитазы ногами · Использовать предметы гигиены строго по назначению 	<ul style="list-style-type: none"> · Оставаться на своих местах · Не выкрикивать · Поднимать руку, если хотите что-то сказать
Заинтересованность	<ul style="list-style-type: none"> · Сосредотачиваться над приемом пищи: "Когда ем, я глух и нем!" 	<ul style="list-style-type: none"> · Смотреть вперед · Не слоняться без цели 	<ul style="list-style-type: none"> · Выбирать игру · Играть с удовольствием с хорошим настроением! 	<ul style="list-style-type: none"> · Не вступать в беседы с другими · Как можно быстрее возвращаться в класс, столовую или на площадку! 	<ul style="list-style-type: none"> · С полным вниманием смотреть и слушать выступающих!

Links to CARE Matrices in other formats can be found here:



[Complete 1-page CARE Matrix in English and Russian](#)

[CARE in the Cafeteria](#)

[CARE in the Hallways](#)

[CARE on the Playground](#)

[CARE in the Restroom](#)

[CARE during Assemblies](#)

Teachers develop a classroom CARE Matrix with their grade-level teams and/or their students using [this template](#) . An additional [CARE Matrix for the bus](#) is used to teach and reinforce appropriate behaviors for students who ride the school bus.

Teaching Expectations (1.4)

Kelly CARE values are taught and reinforced on a regular basis. Teaching happens in a variety of ways.

CARE Rotations

Three times a year students receive explicit instruction in common area expectations through CARE rotations. Classes visit each common area and participate in a conversation about what CARE looks like in that specific area. Students become familiar with the language of CARE and learn rules and procedures. Support team members lead CARE rotations, and classroom teachers reinforce lessons on a daily basis.

The schedule for the 2018-2019 CARE rotations is as follows:

- August 28 - August 30 (grades 1-5) and August 31, 2018 (Kindergarten)
- January 2-4, 2019
- April 1-3, 2019

CARE Posters

Posters have been made and distributed throughout the building in order to make them visible to students, staff, and families. The intention is to send a consistent message about what our school community values are and how they look in different common areas. This helps Kelly School ensure that our school values are inclusive and affirming.

CARE Lessons

In addition to rotations, teachers explicitly teach CARE values through short lessons. Common CARE lessons have been developed, and all teachers have access to them [here](#). There are also videos that teach common expectations for the playground and the school office that can be found [here](#). In the beginning of the year, teachers may cover



expectations and procedures outlined in the lessons. Later in the year, lessons can be used and modified in order to reinforce values and procedures where students might be struggling as a class.

Caring School Community Curriculum: Morning Circles, Class Meetings and End of Day Circles

The 2018-2019 school year will be Kelly Elementary’s second year implementing Caring School Community (CSC) curriculum, a research-based program that builds classroom and school-wide community. This program is designed to promote self discipline and intrinsic motivation in students. Through morning circles, class meetings and end of day circles students develop caring relationships with each other and develop agreements for how they will work together as a learning community. Explicit teaching of classroom routines is included. CARE values are routinely reinforced by the classroom teacher and other staff as they relate to student behavior in common areas.

Introducing CARE to Students Who Are New to Kelly

Kelly office staff welcomes new families and provides them with written information about school expectations (Parent/Student Handbook). Administrators and support staff meet new students and welcome them to Kelly. Classroom teachers explain classroom expectations to new students and conduct a brief orientation. Each classroom also has a plan for welcoming new students that is developed with input from all students in the class. Caring School Community (CSC) curriculum includes a planning/decision making lesson on the topic of welcoming new students. During this lesson, students work together to make a list of things or jobs they can do to make new students feel welcome and included. This lesson is taught in the first month of the year. The list students generate is referred to every time a new student joins the class. Teachers make sure that the list includes being the new student’s buddy (possibly different buddies for classroom, playground, cafeteria, assemblies) and explaining CARE and rules and procedures to the new student.

Active Supervision

Active supervision in common areas is an important part of reinforcing CARE values. 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. Staff members adhere to the following guidelines for active supervision:

What does it LOOK like?	What does it SOUND like?
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<ul style="list-style-type: none"> ● Circulating unpredictably ● Visually scanning the room ● Give many Cougar CARE Cards ● Redirecting consistently (every observed misbehavior receives a response & responses to similar misbehaviors are the same from student to student, day to day) ● Smiling ● Making eye contact with students ● Responding non-emotionally to misbehavior ● Using respectful body language/non-confrontational stance ● Proximity: Gently moving toward the misbehavior in a relaxed way 	<ul style="list-style-type: none"> ● Interacting positively with students ● Giving 3 acknowledgements to 1 correction ● Correcting calmly and respectfully ● Aligning acknowledgements and corrections closely to the school values and expectations ● Providing comments that acknowledge students' efforts to be successful ● Giving accurate feedback that is specific and descriptive ● Using a voice level 1 or 2 ● Giving reasonably private corrections that address the problem ● Using respectful words & tone of voice ● Speaking in clear & simple language, not framing the direction as a question
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Rules and Procedures

In addition to CARE values, students learn specific rules and procedures that ensure their safety and smooth operations of school programs. All lunch duty and recess staff are expected to reinforce the following rules and procedures consistently and uniformly.

Lunch Rules and Procedures

- Students enter the lunchroom only through the doors on the side of the courtyard.
- Students walk along the wall and maintain a single file all the way to the lunch counter.
- Students sit with their class at their assigned table with the exception of Fun Fridays. On Fun Fridays, students sit on their grade's side of the cafeteria.
- Students have to raise their hand and wait for an adult to give them permission before they get up and leave the table for any reason.
- Students who leave to use the bathroom have to carry a bathroom pass (clothespin).
- All food, including items brought from home, is for individual consumption and cannot be shared.
- Flipping milk cartons, full or empty, or any other objects is not allowed.
- Tables must be wiped and trash picked up from the floor before classes are dismissed.

General Recess Rules and Procedures



- Students line up in one of the blue lanes adjacent to the covered area for dismissal to lunch.
- Students must stay within recess boundaries marked by double yellow lines.
- Students must keep away from the Head Start garden and the fence marking private property.
- During lunch recess, students must check in with the adult at the cart and sign their name on the sheet before going inside to the bathroom or the office. During teacher-led break, students check in with their teacher.
- Personal recess equipment/toys stay at home.
- Students stop playing at the signal. Three whistles - take a knee, one whistle – walk.
- Students bring equipment back to bins at the end of recess.

Basketball Area/Field/Futsal Court

- Students may not go past the goals on the fields.
- Students may not go beyond the path separating Kelly from Glenwood Park.
- Balls are kept close to the ground.
- Students use “butterfly touch” during tag.

Play Structure

- Students walk in the play structure area and in the cushioned area (formerly tire swings). No running or playing tag on the play structure.
- Sitting on top of the play structure or the poles is not allowed.
- Spinner rules: No more than two students on it at a time (both must stand on the bottom rung). If other students are waiting, count to 30 for each turn.
- Bridge/tower on the play structure is used for walking only, not climbing or jumping or hanging around. Keep area open, and not blocked.
- Students can only go down on the slides, never up.
- Bark chips stay on ground.
- No soccer in this area. Students can play wall ball using the wall of the covered area.

Kelly's Discipline Philosophy

We believe that school discipline is most effective when it is proactive, instructive, and restorative. These components are firmly integrated in how adults respond to instances of misbehavior and how they help Kelly



students learn social skills necessary for being successful in school. Caring School Community is our Tier 1 programming aimed at supporting positive behavior in all students.

Proactive

Teaching CARE in clear and consistent ways to all students is one of the main features of our proactive approach to discipline. The Caring School Community (CSC) curriculum and the lessons taught through classroom meetings also help guide all students toward positive behaviors and prevent incidents. For students who experience more serious social and emotional challenges, the multi-tiered system of supports and interventions has been put in place in order to prevent misbehaviors. The system includes Tier 1 classroom interventions implemented by the teachers as well as team-supported Tier 2 intervention and highly individualized and intensive Tier 3 interventions. Grade Level Teams and Student Intervention Team (SIT) examine data on a regular basis to determine the effectiveness of interventions.

Instructive

We believe that every instance of misbehavior is an opportunity to teach correct behavior to the student. The focus of any adult response to misbehavior should be helping the student to improve and to make better choices in the future. Consequences that are purely punitive are not likely to lead to social and emotional growth of a child and, therefore, are not used. While addressing misbehavior, Kelly staff focus on helping students understand how their behavior impacts others and on identifying more appropriate choices.

Restorative

Restorative practice focus on a series of guiding questions when responding to incidents of misbehavior:

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

These questions are used as the basis of many ways adults help students understand and take responsibility for their misbehavior. Teachers and administrators use these questions to structure individual and small group conferences and mediation sessions. Teachers and counselors use them to structure problem solving lessons with small groups or entire classes. The questions help guide students not only toward understanding the impact of their behavior, but also toward repairing damaged relationships.

Defining Minor, Stage 1 , 2, and 3 Behaviors (1.5)



In accordance with PPS policy, student behaviors at Kelly School are addressed in three stages. Minor behaviors, while addressed frequently by teachers and staff, are not documented and, therefore, are not listed as a stage.

	MINOR BEHAVIORS <i>Managed by teacher or staff member “on the spot” (Student remains in class or activity)</i>	STAGE 1 <i>Managed by teacher in classroom (Student remains in class)</i>	STAGE 2 <i>Referral handled by administrator within 2 work days (Student remains in class.)</i>	STAGE 3 <i>Immediate administrative assistance (Student is removed from classroom*)</i>
Behavior	<ul style="list-style-type: none"> · Language “slips” · Inappropriate non swearing language · Inappropriate language not understood · Careless accident · Lack of focus · Noise making · Out of seat · Cutting in line · Initially resisting or ignoring directions · Isolated instance of disrespect · Annoying on purpose, bugging · Teasing that stings · Poking, pushing, jostling 	<ul style="list-style-type: none"> · Bothering/pestering · Cheating · Damaging property · Excessive talking · Mild defiance · Mild cursing · Not following directions · Play fighting · Pushing or shoving · Taking others property · Teasing/put-downs <p style="text-align: center;">Three Stage 1 Behavior Reports documenting the same repeated behavior may justify a Stage 2 Behavior Report.</p>	<ul style="list-style-type: none"> · Abusive/profane language · Class cutting/leaving without permission · Disruptive conduct · Harassment: bullying · Inappropriate use of technology · Indecent (obscene) gesture · Insubordination · Open defiance · Theft: minor · Deliberate misuse of property · Inappropriate dress · Interference with school personnel · Intimidation · Possession of prohibited item · Threat of violence · Vandalism: minor · Willful disobedience 	<ul style="list-style-type: none"> · Arson or attempted arson · Assault/menacing · False fire alarm · Fighting · Harassment: sexual · Indecent exposure · Vandalism: major · Firecrackers/explosives · Theft: major · Tobacco, use and/or possession · Weapons: dangerous, deadly, firearm, simulated, possession, use, threat with weapon · Alcohol/drug



	MINOR BEHAVIORS <i>Managed by teacher or staff member “on the spot”</i> (Student remains in class or activity)	STAGE 1 <i>Managed by teacher in classroom</i> (Student remains in class)	STAGE 2 <i>Referral handled by administrator within 2 work days</i> (Student remains in class.)	STAGE 3 <i>Immediate administrative assistance</i> (Student is removed from classroom*)
Actions	<ul style="list-style-type: none"> · reteach rule · gentle reprimand · private direction · warning · redirection 	<ul style="list-style-type: none"> · time out in classroom or buddy classroom (Student completes Reflection Sheet.) · reset spot (Teacher resources for Reset Spot can be found here.) · reteach rule · conference with teacher · apology · loss of privilege 	<ul style="list-style-type: none"> · conference with administrator · structured recess · loss of privilege · alternative plan · mediation · restorative action · time out of class · apology · contract 	<ul style="list-style-type: none"> · conference with administrator · structured recess · loss of privilege · alternative plan · mediation · restorative action · time out of class · apology · contract · in-school suspension · out-of-school suspension (in accordance with PPS policies and procedures)
Examples of interventions if behavior is repeated/ chronic	<ul style="list-style-type: none"> ● Change seating ● Keep in proximity ● Pre-correction ● Private direction ● Increased praise for taking responsibility ● Identify replacement behavior ● Modify/differentiate work 	<ul style="list-style-type: none"> ● Option to reset (out of class- less than 15 minutes) ● Option to reset (in class) ● Family contact ● Identify replacement behavior ● Increased reinforcement of positive behavior ● Modify/differentiate work ● Tracking Sheet with teacher and parent 	<ul style="list-style-type: none"> ● Behavior contract ● Check-in/check-out with individuals ● Quick Behavioral Assessment ● Interest Inventory ● Parent conference with teacher/administrator ● Opportunity for school service ● Counseling Groups ● Referral to SIT 	<ul style="list-style-type: none"> ● Behavior support plan ● Individual counseling ● Safety plan ● Functional Behavior Assessment (FBA)



* In certain cases, removing a student from class as a consistent and predictable response to that student’s disruptive or unsafe behavior reinforces the behavior and undermines the student’s relationship with his/her teacher and classroom community. Teachers are encouraged to consider the function of behavior (especially when it is repeated) when making decisions about the most appropriate response that will help the student to improve. Administrators and other members of the support team are available to help teachers with other “in the moment” solutions, such as:

- Teacher conference with student while support staff takes the class;
- Classroom circle;
- Choices inside the classroom;
- Alternative work activities
- Use calming space in the classroom (reset spot)
- Problem Solving Table with teacher as mediator
- Buddy Room
- Give a job
- Extra nurturing, praise
- Parent contact and/or student can talk to parent on phone
- Teacher takes a break while support staff takes the class

Discipline Procedure

Stage	Teacher	Administrator or Designee
Minor behaviors	<ul style="list-style-type: none"> · Corrects behavior “on the spot” · No documentation is required 	<ul style="list-style-type: none"> · Behavior is managed at the classroom level
Stage 1	<ul style="list-style-type: none"> · Corrects behavior · Informs the parent · Reviews data, including all Stage 1 incidents, with Grade Level Team and designs Tier 1 interventions if behavior is often repeated. 	<ul style="list-style-type: none"> · Monitors Tier 1 data



Stage	Teacher	Administrator or Designee
Stage 2	<ul style="list-style-type: none"> · Addresses behavior · Submits Stage 2/3 referral in Synergy · Informs the parent · If appropriate, discusses the problem with GLT/School Climate Coach/Counselor. If Tier 1 intervention is appropriate, implements it . If Tier 2 intervention is needed, refers to SIT. Resources for problem-solving in GLTs and for referring to SIT can be found here. 	<ul style="list-style-type: none"> · Handles referral within 2 work days; · Contacts the parent · Communicates the outcome back to the teacher within 2 work days
Stage 3	<ul style="list-style-type: none"> · Calls for assistance · Submits Stage 2/3 referral in Synergy · Participates in decisions about possible Tier 2 and 3 interventions such as Safety Plan or BSP 	<ul style="list-style-type: none"> · Handles referral within 1 work day in accordance with PPS policies; · Contacts the parent · Communicates with support staff about possible interventions · Communicates the outcome back to the teacher within 1 work days

DISCIPLINE POLICIES (1.6)

HARASSMENT, BULLYING, HAZING, SEXUAL HARASSMENT POLICY

All students and staff have the right to feel physically and emotionally safe at school. Harassment, bullying, hazing, threatening, excluding, put-downs, or physically harming a student, staff member, or a person’s property is prohibited. Sexual harassment is any unwelcome sexual behavior, language or action, and is also prohibited. These behaviors will result in disciplinary actions consistent with PPS anti-bullying and anti-harassment policies . The policies and many other resources that can help teachers and staff understand and prevent bullying can be found [here](#). Kelly teachers and staff encourage students to report any of these behaviors to adults immediately.



VALUABLES POLICY

The school cannot assume responsibility for loss or damage of personal property. Students are discouraged from bringing valuables to school. Bikes and scooters and skateboards should be locked at the bike rack during the school day.

PROHIBITED ITEMS

- dangerous, or deadly weapons (or any sharp item)
- explosives, including bullets, firecrackers, pop-its, etc.
- poisons and gases
- tobacco, alcohol, and drugs
- skateboards & shoes with wheels (Heelys) during the school day
- all cell phones, ipods, & handheld games are to be turned off during school hours
- toys and/or items being used as toy
- novelty toys and items that are distracting and/or harmful (whoopee cushions, fake pens that can shock, etc.)
- stolen property
- gang markings and materials
- paint spray bottles of any kind

PERSONAL ELECTRONICS POLICY

We want to honor families' wishes that their students be able to carry cell phones for safety reasons, while we maintain the integrity of the school learning environment. To that end, personal electronics, including cell phones:

- Should be off and away during school hours, including lunch and recess.

The first violation of these guidelines will result in confiscation until the end of the day when the student may pick up the phone. The second violation will result in confiscation of phone until parent or guardian comes to claim it. After the third violation, the parent or guardian must come to claim the phone and the student is prohibited from bringing any cell phone to school. If the student continues to bring or use a cell phone, s/he will face progressive disciplinary action.

COMPUTER AND INTERNET USE

School computer labs and library computers (with or without internet access) are for schoolwork and research projects. Logging onto chat rooms, blogs, social networking sites, email, and games is not



permitted. Cyber bullying, visits to inappropriate websites, hacking, attempted hacking, deleting files, reconfiguring the computer, or downloading software/games/music into school computers or district programming may lead to disciplinary action.

STUDENT DRESS AND GROOMING

The responsibility for dress and grooming of a student rests primarily with the student and their parent or guardian. Ordinarily, a student’s dress or grooming shall not affect their participation in school classes or programs, or in school activities. If, however, the dress or grooming of a student interferes with the educational climate or process, or is unclean or a threat to health or safety of the student or any other person, the school has a legitimate concern and may require the student to change their dress or grooming (Board Policy 4.30.013 found [here](#)). Clothing worn to school must be free from any inappropriate messages or pictures which have offensive content or hate speech, promote alcohol and other drug use, or which have sexual connotations. Clothing must adequately cover the body.

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	School Climate Orientation: <ul style="list-style-type: none"> ● Updates to School Climate Handbook ● CARE: Teaching school values & common area expectations schedule ● Stages 1,2 and 3 ● Changes in Reward and Acknowledgement System Active Supervision training for all lunch/recess duty staff Classroom Management Plans Caring School Community (CSC) Launch Meeting Trauma Informed Care and CSC	Amy Whitney Terry Marchyok Michelle Richards
September	CSC Check-in Meeting SIT Process and Interventions CSC: Buddy Launch Meeting Responding to challenging behavior	Amy Whitney Terry Marchyok
October	CSC Check- In Meeting	Administrators and School Climate Team
November	CSC Check-In meeting	Equity Team



		Administrators and School Climate Team
December	CSC Check-In meeting	Administrators and School Climate Team
January	CSC Check-In meeting Review School Wide CARE Expectations and refresher rotations	Administrators and School Climate Team
February	CSC Check-In meeting	Administrators and School Climate Team
March	CSC Check-In meeting	Administrators and School Climate Team
April	CSC Check-In meeting Review School Wide CARE Expectations and refresher rotations	Administrators and School Climate Team
May	CSC Year-End Meeting, School Climate Team Reporting	Administrators and School Climate Team
June	School Climate Team planning meeting	Administrators and School Climate Team

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a Classroom Management Plan (CMP). Classroom Management Plans will be due to administration the day before Meet the Teacher Night (September 13, 2018). A [template for Classroom Management Plan](#) is provided. The Classroom Management Plan template, covers the essential features of effective classroom management: structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

PD time will be set aside in the first few days of the year for teachers to complete and align their CMPs. Administrators and School Climate Coach will assist Grade Level Teams and individual teachers with creation, implementation, and evaluation of Classroom Management Plans. Classroom Management Plans will be reviewed and adjusted, if necessary, by Grade Level Teams at least quarterly following a comprehensive review of Stage 1 referral data. This year we will be looking at integrating strategies from Caring School Community into our classroom management plans.

Guest Teacher Support System

Each guest teacher folder includes the following:

- a copy of the Common Areas CARE Matrix
- a copy of the Classroom CARE Matrix
- a one-page document that summarizes the key features of the classroom management plan (template found [here](#))
- an emergency lesson plan for cases when a teacher’s absence is unexpected, and the teacher is unable to provide lesson plans.

These documents give guest teachers an opportunity to become familiar with behavior expectations at Kelly quickly and to use the language students are familiar with when managing the classroom.



The Caring School Community curriculum contains a planning/decision making lesson titled “Getting Ready for a Substitute Teacher.” In this lesson, which is taught in the first 3 weeks of school, students discuss why it is important to demonstrate behaviors consistent with CARE when there is a guest teacher and the ways in which they can support a guest teacher. Students write letters to the guest teacher explaining how they will practice CARE when they have a guest teacher in their classroom. The letters are compiled in a book, and the classroom teacher lets the guest teacher know about them. The guest teacher reviews the letters briefly with the class in the beginning of the day and sets expectations by referring to things students themselves mentioned in the letters. The classroom teacher has a Check-in Meeting with the class the following day and debriefs the day students spent with the guest teacher.

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. As a school, we have decided to give out acknowledgement in the form of CARE Cards that are aligned with our school values. All staff hand out the CARE Cards, along with specific praise that connects to the school values, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc. For example, “Thank you for being **community minded** and making sure your lunch area was clean before you left the cafeteria.”

Our school-wide acknowledgement system includes various levels of acknowledgement:

- Individual
- Whole class
- School-wide rewards
- Staff rewards

Acknowledgement Matrix

How do we acknowledge?	Who earns/gives?	When do we acknowledge?	What do they earn?
Individual Students w/ CARE Cards	Students/All Staff	Daily in common areas	Students work together to earn School-wide Reward Put in the CARE Box located in the cafeteria Once the CARE box is full=lunch-time celebration
Class CARE Cards	Whole Class/Any Staff (not the classroom teacher)	Often in common areas & during transition times	Classes with the most Class CARE Cards earn the “golden award” at the monthly CARE Celebration. Classroom teachers can provide additional incentives.



Student CARE Awards	Students/Students	Classes vote for their peers to earn a CARE Award at the monthly assembly	Certificate & Family invitation to the CARE assembly Recognition in the family bulletin and their picture on the bulletin board
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FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems, 2018-2019 school year

Date	Data Shared	Staff Input Topic
October	Analysis of Schoolwide Community Survey data	Baseline data for the Caring School Community curriculum
November	Schoolwide Stage 1 and 2 referral data	Data review and adjustment of Classroom Management Plans
Late January - early February	Schoolwide Stage 1 and 2 referral data	Data review and adjustment of Classroom Management Plans
Late February	Analysis of Schoolwide Community Survey data	Progress monitoring data for the Caring School Community curriculum
April	Schoolwide Stage 1 and 2 referral data	Data review and adjustment of Classroom Management Plans
May	Analysis of Schoolwide Community Survey data	Year 1 data for the Caring School Community curriculum: reflection and plan for Year 2
on-going	Stage 1 and Stage 2 (3 times a year) data review for each grade in Grade level team meetings (2 times a month)	Caring School Community Check-in Meetings (monthly)

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Schedule for family involvement activities for 2018-2019 school year

Date	Topic & Group	Activities	Organizer
September	09/13 Back to School Night	Presentation on School Climate and Caring School Community Parents take the Analysis of Schoolwide Community Survey and receive information about results	AP SCC PTA



January	All parents and specific parent groups	Parents take the Analysis of Schoolwide Community Survey and receive information about results	AP and PTA
May	All parents and specific parent groups	Parents take the Analysis of Schoolwide Community Survey and and receive information about results	AP and PTA
May	All parents	Report on School Climate work and its results to the community	Principal and PTA
Monthly	Site Council Meeting	Review progress toward CAP goal DSC 1.1 (School Climate)	Principal

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

Discipline Data Review

Stage 1 Discipline data are reviewed twice a month by grade level teams using a specific protocol. Teams make decisions about grade-wide Tier 1 implementation and about actions for individual students based on these reviews. Three times a year, Stage 1 and Stage 2 data are reviewed with the entire staff. During these reviews, staff have the opportunity to provide input into school climate planning.

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 by the School Climate Team.

Kelly Elementary TFI can be found [here](#).

Analysis of the Schoolwide Community Survey determines the status of specific building-wide indicators, such as students and staff feeling safe and respected, and families participating in school-wide activities.

- Completed three times a year (September, January-February, and May) by staff, students (grades 3-5), and parents
- Reviewed by School Climate Team and shared with staff, students and families; used to monitor and adjust climate initiatives.



Appendix

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

