
Creative Science School Climate Handbook

Critical, Reflective Thinkers

Courageous Problem Solvers

Compassionate Community Builders

2019-2020



Through the deliberate use of relationship-building experiences, exploration of essential questions, and integration of multiple perspectives, we inspire students to actively participate in their education and create tangible evidence of meaningful learning.

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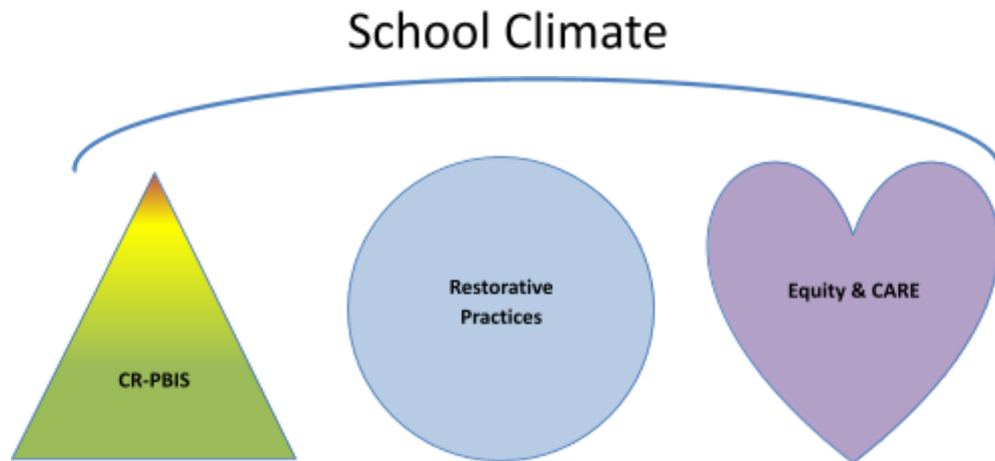
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WHAT IS SCHOOL CLIMATE?

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/CARE

This handbook is intended to inform Creative Science 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)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Andrew Dauch	TBD	TBD
Administrator	Andrew Dauch	TBD	TBD
Family Member	TBD	TBC	TBD
Behavioral Expertise	Camille Omey/John Linder/Tyler Young	TBD	TBD
Coaching Expertise	Julia Tomes - Positive Discipline Coach	TBD	TBD
Knowledge of Academic/Behavioral Patterns	Camille Omey/John Linder/Tyler Young	TBD	TBD
Knowledge of School Operations/Programs	Camille Omey/John Linder/Tyler Young	TBD	TBD
Student (for HS)			

Our Climate Team meets monthly, during staff meeting time.

Climate Team Meeting Schedule 19-20

Month	Date/Time	Room	Topic/Assessment
August	8/22/19 8:00-3:45	PCC	Climate PD
September			Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October			Monthly Discipline Data Review
November			Monthly Discipline Data Review
December			Monthly Discipline Data Review
January			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February			Monthly Discipline Data Review
March			Monthly Discipline Data Review
April			Monthly Discipline Data Review
May			Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June			Planning for rollout next year



Meeting Agenda:

- All Climate Team meetings are documented. Notes can be found here:
<https://drive.google.com/drive/folders/0ByKDxixwGCGSa0xIS3OzWFRcbWc>
- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

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

TIER I IMPLEMENTATION

Programmatic Supports for all Students

SCHOOL WIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)

Our School Values are:

- **Critical, Reflective Thinkers**
- **Courageous Problem Solvers**
- **Compassionate Community Builders**

We use the Caring Community language and teach our students to:

- **Take care of yourself**
- **Take care of others**
- **Take care of your school**

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

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



At Creative Science we take care of ourselves, others, and our community.

CSS COMMON AREAS	I take care of myself, others, and my community.
At Assemblies at Creative Science...I take care of myself, others, and my community.	enter quietly and use a voice level 0 during presentations and performances. remain seated on my bottom. use attentive listening and show appreciation with applause. wait politely to be excused.
In the Bathroom at Creative Science...I take care of myself, others, and my community.	take care of my business and wash my hands. walk back to class right away. give others their privacy. use voice level 0-1. report messes, problems and needs to an adult and leave the bathroom clean.
In the Cafeteria at Creative Science...I take care of myself, others, and my community.	keep my hands, feet and food to myself. clean up after myself. take only the food I need and eat the food I take. raise my hand for help or to leave cafeteria (K-5). wait patiently and politely in the hot lunch line and to be excused. use a voice level 0-2. allow anyone to sit by me.
In the Computer Lab at Creative Science...I take care of myself, others, and my community.	follow teacher's directions. use a voice level 0-2. visit teacher approved sites only keep the lab tidy and free of food or drink
In the Garden at Creative Science...I take care of myself, others, and my community.	walk only on the paths. keep hands feet and objects to myself



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	<p>voice level 0-2</p> <p>treat the garden as a learning space</p>
In the Hallway at Creative Science...I take care of myself, others, and my community.	<p>will keep to the right side.</p> <p>face forward and walk with a purpose at all times.</p> <p>use a voice level 0-1.</p> <p>keep my hands and feet to myself.</p>
In the Office at Creative Science...I take care of myself, others, and my community.	<p>enter the office quietly.</p> <p>sign-in if I'm late.</p> <p>ask permission to use the phone or any other tools.</p> <p>use a voice level 1</p> <p>wait patiently to be helped.</p>
On the Playground at Creative Science...I take care of myself, others, and my community.	<p>stay within boundaries.</p> <p>use equipment appropriately,</p> <p>follow the rule of the game and include everyone</p> <p>keep hands, feet and objects to yourself</p> <p>report big problems to an adult.</p>

Common Area Expectations posters can be found [here](#):

<https://drive.google.com/drive/folders/0BxHRsQjpUZXkR0hZOUxhYUIxZkU?usp=sharing>

Teaching Expectations (1.4)

Lesson Plans/policies and schedule For teaching common area expectations in appendix

Yearly Schedule for Teaching Common Area Expectations

Date
First four weeks of school: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Week following winter break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
Week following spring break: Explicit, direct instruction in core values, student behavior, classroom expectations, and common area expectations building wide.
As indicated by Creative Science School discipline data upon review



Active Supervision

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.

Specifically, at CSS:

- All supervisors wear yellow vests when on duty.
- All supervisors will carry working walkie-talkies at recess.
- Supervisors must practice “active supervision.” This means:
 - Walk around and visit various areas of the playground
 - Join in kids’ conversations – but not so long that you’re not keeping an eye out for other things
 - Constantly keep your eyes scanning to see what’s happening
 - Don't cluster together with other adults to chat

I take care of myself ~ I take care of others ~
I take care of my community

Building Community and Solving Problems at CSS

All classrooms at CSS strive to build community with a positive social climate in which all children thrive. All CSS staff members teach problem-solving skills and respond to the behavioral needs of students in a consistent manner and with a shared philosophy. Responses and supports are tailored to meet the needs of individual students.

To foster this pro-social environment, every classroom:

- Ensures physical, social and emotional needs are addressed.
- Plans engaging learning experiences and provide academic support as needed.



- Teachers recognize and respond to students with trauma history and provide supports and accommodations as needed.
- Establishes clear expectations.
- Creates, teaches, and displays classroom and school-wide agreements that are developed collaboratively with students.
- Teaches basic routines and procedures, so students know them independently.
- Develops individual relationships and uses positive teacher language to support student success (positive reminders, reinforce students' progress, clear messages).
- Holds regular community meetings to develop and enhance social-emotional skills, problem solve and plan.
- Conducts problem-solving conferences, including student-to-student conflict resolution.
- Collaborates with students to identify solutions rather than consequences.
- Communicates with parents/guardians about behavior expectations.

These practices create a collaborative and caring community, and are sufficient for most students most of the time. When individual students break community rules or agreements, staff members step in to provide a boost or reminder about behavior expectations. Often these reminders are enough for students to get back on track. In other cases, a student may need more individualized support and structured interventions to be successful at school.

Students requiring additional support receive help; such as,

- Modeling, role-playing or collaborative problem solving.
- Using a peace corner or calm-down space in class or in a buddy classroom.
- Assistance with student-to-student conflict resolution.
- Written agreements and problem solving with parents.
- Individualized behavior plan developed collaboratively with school and family.



Our priorities are to keep all students safe - both physically and emotionally - as well as to preserve a positive learning environment. If a child's behavior compromises the safety or learning of other students, school staff will begin to document such behavior and attempted interventions through "referrals" using the PPS Student Responsibilities, Rights, and Discipline Handbook as a guide.

Generally, staff will document misbehaviors such as:

- Keeping other students from learning.
- Using profane or abusive language.
- Using or having tobacco, alcohol, other drugs, or tobacco/drug paraphernalia.
- Fighting of any kind (play fighting included).
- Bringing weapons, or anything that looks like a weapon, to school.
- Stealing or damaging property.
- Threatening, harassing or bullying students or staff.
- Refusing to follow directions.
- Wearing clothing that shows gang membership or activity.
- Please refer to Student Responsibilities, Rights and Discipline Handbook for behaviors

If any of these misbehaviors occur teachers will generate a referral and will contact families (Only for Stage I Referrals) to inform them of what happened and what next steps will take place.

Interventions and solutions for problems or conflicts that arise will focus on restoring relationships and repairing harm. This process takes into account students' history of trauma and/or special needs. Restorative inquiry will be used to:

- listen and understand the student's point of view,
- validate student's emotions,
- offer a way to see others' perspectives, and
- help students hold themselves accountable.

This inquiry is based on four basic questions:



1. What happened (what is the behavior)?
2. What was the impact on self and others?
3. What can be done to make it right?
4. What can you do to keep it from happening in the future?

In combination with other interventions, restorative inquiry can provide additional support for the student by way of providing a sense of empathy and connection with his/her class and school community, as well as fostering autonomy, self-efficacy, and responsibility.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5) & DISCIPLINE POLICIES (1.6)

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

CSS School Discipline Plan

Summarized from the *PPS Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights and Discipline*

**I take care of myself ~ I take care of others ~
I take care of my community**



P R E V E N T I O N	Classroom Community Building / Tier 1 Supports Staff responsibility for all students: <ul style="list-style-type: none"> -Greet students for a daily positive initial interaction -Post school-wide values and expectations in classrooms and common areas -Explain and practice the expectations and review them throughout the year -Mindful practices -Acknowledge positive student behavior -Differentiated instruction for all students and specific supports for focal students -Build positive relationships and remain knowledgeable about students' lives -Classroom community activities embedded in daily routine 		
	Stage 1 Behavior Report <i>Managed by teacher in classroom</i> (Behavior does not warrant an office visit)	Stage 2 Discipline Referral <i>Managed by teacher or referred to administrator</i> (If teacher feels student needs immediate assistance, call the office and Administration will come to classroom) Would like to remove this language: An office visit must include communication about incident).	Stage 3 Discipline Referral <i>Immediate administrative assistance</i> (Student goes to office)
B E H A V I O R	<ul style="list-style-type: none"> -Bothering/pestering -Cheating -Damaging Property (Minor) -Excessive Talking -Mild Cursing -Mild Defiance -Not Following Directions -Play Fighting -Pushing or Shoving -Running in the building -Taking Other's Property -Talking Too Loudly -Teasing/Put-downs -Physical Contact Inappropriate that does not result in harm <p><i>If the incident warrants parent contact, a Stage 1 should be written for documentation. When using typical classroom interventions, repeated Stage 1 behavior instances may result in a Stage 2 referral.</i></p>	<ul style="list-style-type: none"> -Language, Abusive/Profane -Class Cutting/Leaving without Permission -Deliberate Misuse of Property -Display of Patently Offensive Material -Disruptive Conduct that interferes with Learning -Dress Code Violation -Forgery -Gambling -Insubordination/Willful Disobedience -Indecent (Obscene) Gesture -Interference with School Personnel -Intimidation -Loitering -Off Limits -Physical Contact, inappropriate, ongoing/repeated -Plagiarism/Cheating -Possession of Prohibited Item -Possession/Use of Stolen Property -Property Damage - Minor -Tardiness -Technology, Use Violation -Theft: Minor -Trespassing -Truancy 	<ul style="list-style-type: none"> -Alcohol/drug -Arson or attempted arson -Assault/menacing -Battery -Burglary -Extortion -False fire alarm/bomb threat -Fighting -Firecrackers/explosives -Harassment or bullying based on: disability, gender/sexual identity, race, color, national origin, other -Hazing -Indecent exposure -Physical attack/harm -Property damage - major -Robbery -Theft; major -Threat of violence -Tobacco, use and/or possession -Vandalism: major -Weapons
R E S P	Teacher responsibility: <ul style="list-style-type: none"> -Formal verbal warning about specific behavior prior to written documentation 	Teacher responsibility: <ul style="list-style-type: none"> -Appropriate classroom intervention -Selecting an intervention(s) for targeted behaviors/staff interventions 	Administrator responsibility: <ul style="list-style-type: none"> -Consult with teacher -Investigation/conference with student(s)

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O N S E	<ul style="list-style-type: none"> -Selecting an intervention(s) for targeted behaviors for classroom intervention/support -Parent contact -Completed Stage 1 behavior documentation -Teacher enters Stage 1 in Synergy 	<ul style="list-style-type: none"> -Parent contact/conference <p>Administrator responsibility:</p> <ul style="list-style-type: none"> -Consult with teacher about behavior -Investigation/conference with student if requested by y teacher and/or the situation warrants further investigation <p>Potential consequences (determined on a case by case basis):</p> <ul style="list-style-type: none"> -Structured recess -Loss of privilege 	<ul style="list-style-type: none"> -Immediate parent contact <p>Potential consequences:</p> <ul style="list-style-type: none"> -Determined by administrator according to Student Rights and Responsibilities Handbook
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<p>S U P P O R T S</p>	<ul style="list-style-type: none"> -Re-teach/model/practice expected behaviors -Review the rule with the student -Change seating -Reminders of expectations -Change teacher proximity -Loss of privilege -Positive reinforcement before/during/after -Time out in classroom calming area -Think sheet -Apology/letter -Restorative chat -Counselor consult - Julia observation/collaboration -Heather Gordon-MTSS TOSA observation/collaboration -Collaborate with colleague -SIT Referral -Positive Behavior Contract -Tyler, Andrew, Miesha observation/collaboration -Other supports as developed by climate committee 	<ul style="list-style-type: none"> -Stage 1 supports -Student Intervention Team -Daily classroom behavior tracking sheet -Visual schedule/cues -Access to a calming area -Check-in/Check-out (CICO) -Social stories -Parent conference with administrator -Restorative process - Tier II Interventions *Check-in/check-out *Breaks with an identified person *Social/Emotional Skill Groups *Positive Reinforcement Contract *SIT *Julia observations/collaboration *Heather Nyberg MTSS TOSA observations/collaboration *Others as developed by Climate Team 	<ul style="list-style-type: none"> -Student Intervention Team -Check-in/Check-out (CICO) -Safety plan -Restorative process -Parent conference with administrator -Tier III Interventions *Functional Behavioral Assessment, Behavior Support Plan and/or Safety Plan *Threat Assessment, Suicide Screener, Sexual Incident Response Committee *Suspension/Expulsion Protocols *SIT *Rapid Response Team *Continuing with Tier II Interventions Additional Julia/Heather Nyberg/Tyler/Andrew/Meisha observations-collaboration
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	Repeated and chronic Stage 1/2/3 incident referrals with classroom community builders/Tier 1 Supports in place and appropriate teacher responses may indicate initiating a SIT referral.		

I take care of myself ~ I take care of others ~
I take care of my community

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 2019	School climate orientation: <ul style="list-style-type: none"> • Teaching school values & common area expectations schedule • Teaching classroom routines & expectations • Schoolwide and classroom acknowledgement systems • Correcting fluently • Influence of race, culture and language on adult expectations and student behavior • Sound Discipline principles • Positive Discipline Interventions • Building MTSS-Data, Interventions, support 	Andrew/Meisha
September	PD created by building Climate Team/Review Disaggregated data	Climate Team
October	PD created by building Climate Team/Review Disaggregated data	Climate Team
November	PD created by building Climate Team/Review Disaggregated data	Climate Team
December	PD created by building Climate Team/Review Disaggregated data	Climate Team
January 2017	PD created by building Climate Team/Review Disaggregated data Reteach Common Area/Classroom Expectations	Climate Team
February	PD created by building Climate Team/Review Disaggregated data	Climate Team
March	PD created by building Climate Team/Review Disaggregated data	Climate Team
April	PD created by building Climate Team/Review Disaggregated data	Climate Team



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	Reteach Common Area/Classroom Expectations	
May	PD created by building Climate Team/Review Disaggregated data	Climate Team
June 2017	Review of School Climate Plan/Staff Handbook	Climate Team

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration August 28, 2019. Staff will have time to work on completing this during the August 22 Climate PD.

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

CSS classroom management plans will include the agreed-upon elements found [here](#):

Guest Teacher Support System

All teachers will develop and maintain a plan for guest teachers. These will be found either in the teacher's mailbox or on the desk in the classroom.

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. Some schools decide to give out acknowledgement "tickets": small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

We will continue to use "I Notice" tickets to reinforce appropriate behaviors. Climate Team will work collaboratively with staff to create building-wide systems.

FACULTY INVOLVEMENT (1.10)

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

Date	Data Shared	Staff Input Topic
September	September Climate PD	TBD
January	January Climate PD	TBD
April	April Climate PD	TBD
June	School Climate Survey	TBD



PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)**Schedule for family involvement activities**

Date	Topic & Group	Activities	Organizer
9/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
10/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
11/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
12/ 19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
1/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
2/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
3/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
4/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
5/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew
6/19	PTA Meeting/Climate PD/Morning Coffee	Climate Education/Feedback	Andrew

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

- 2018-2019

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)



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- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.



Appendix

Lesson Plans

Assemblies

Step 1: Review School-wide Expectations

To take care of myself, others, and our community during assemblies I:

- Take Care of Self: Be free from harm of any kind (physical or emotional)
- Take Care of Others: Follow school expectations and remind others to do the same
- Take Care of Community: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

Take Care of Self	Take Care of Others	Take Care of Community
<ul style="list-style-type: none"> • enter quietly and use a voice level 0 during presentations and performances. • remain seated on my bottom. • use attentive listening and show appreciation with applause. • wait politely to be excused. 	<ul style="list-style-type: none"> • enter quietly and use a voice level 0 during presentations and performances. • use attentive listening and show appreciation with applause. 	<ul style="list-style-type: none"> • enter quietly and use a voice level 0 during presentations and performances. • use attentive listening and show appreciation with applause.

When any presenter raises “Quiet Coyote” hand signal; raise your hand to remind others to stop talking (“raising hand” means: stop talking; sit on your bottom; listen; face the presenter; and respond appropriately).

Step 3: Tell Why it is important to take care of myself, others, and my community.

When I take care of myself, others, and my community:

- The assembly will be able to start on time and students will not miss out on any of the important and fun activities planned.
- The speaker feels welcome and everyone in the audience is able to see, hear and enjoy the assembly.



Step 4: Demonstrate Rules

Examples:

- When Ann saw that there were students sitting down, she was careful not to bump into or step on anyone as she walked by. She also noticed that there was a cord on the ground and carefully stepped over it. She was taking care of others.
- Debbie listened to the speaker and had fun participating in the activities during the assembly. When it was time to go, she waited for directions from her teacher and quietly walked in line back to class.
- Mike was sitting still and listening to the speaker. He learned a lot and enjoyed the assembly. When the assembly was over, he clapped politely.

Non Examples:

- When Julie came in, she was running and talking loudly with her friends. She didn't see where her teacher wanted them to sit and almost tripped on the cord.
- Luan was talking with his friends, turning around and sitting up on his knees. This bothered others and made it hard for people to see over him.
- Susie wasn't following directions and was being impolite by yelling out and forgetting to clap in a polite way.

OR...

Expectations	Example	Non Example
Take Care of Self	A student waited for directions from her teacher before standing up and quietly walked in line back to class.	A student ran into the assembly while talking loudly to her friend. She didn't see where her teacher wanted them to sit and almost tripped on the cord.
Take Care of Others	A student was careful not to bump into or step on anyone as she walked by. She also noticed that there was a cord on the ground and carefully stepped over it.	A student was talking with his friends, turning around and sitting up on his knees during the assembly.

Take Care of Community	A student sat still and listened to the speaker. When the assembly was over, he clapped politely.	A student yelled out during the assembly and cheered and whistled instead of clapping.
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Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.
- Perform skits.
- Students teach other students about rules.

Bathroom

Step 1: Review School-wide Expectations

Take Care of Self: Be free from harm of any kind (physical or emotional)

Take Care of Others: Follow school rules and remind others to do the same

Take Care of Community: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

TAKE CARE of SELF	TAKE CARE of OTHERS	TAKE CARE of COMMUNITY
*take care of my business and wash my hands. *walk back to class right away.	*give others their privacy *use voice level 0-1.	*report messes, problems and needs to an adult and leave the bathroom clean.

Step 3: Tell Why Expectations are Important

Take Care of Self: To prevent the spread of germs to others so no one gets hurt.

Take Care of Others: To help you show you can be trusted to do the right thing without an adult watching.

Take Care of Community: So that no one else has to clean up after you and ensure everyone has privacy.

Step 4: Demonstrate Expectations



Examples:

- Tim is following his classroom's bathroom procedure. He walks quickly and quietly straight to the nearest bathroom. He makes sure he tells an adult about a problem he sees with one of the toilets.
- John immediately washes his hands after using the toilet, shaking water from his hands into the sink. He gives his classmates plenty of room. He makes sure his used paper towel lands in the garbage can after he dries his hands
- Terri waits patiently until a stall is free. She uses her quiet voice while reminding a classmate to pick up a dropped paper towel.

Non Examples:

- David slams a stall door back and forth a few times. He splashes water all over as he washes his hands.
- Peter doesn't bother with getting permission. He wanders slowly to the farthest bathroom, taking his time. He hangs out in the bathroom trying to get others to goof off with him.
- Anna talks loudly to a classmate as she walks into the bathroom. She yells at someone in a stall to hurry up. While she impatiently waits, she tries to smudge up the mirror with her fingerprints.

OR...

Rule	Example	Non Example
TAKE CARE of SELF	Always wash hands when done. Shake off water in sink. Report any problems you see to a teacher or other adult.	Climbing on stalls and toilets. Shooting baskets with paper towels.
TAKE CARE of OTHERS	Walk quickly and quietly to and from bathroom. Ask permission or follow classroom procedure. Place paper towels in garbage.	Goofing off. Wandering slowly to and from the bathroom.
TAKE CARE of COMMUNITY	Use quiet voices. One person in stall at a time.	Yelling and loud voices. Marking up stalls and mirrors.



	Leave it cleaner than you found it.	
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Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.
- Perform skits.
- Students teach other students about rules.

Cafeteria

Step 1: Review School-wide Expectations

Take Care of Self: Be free from harm of any kind (physical or emotional)

Take Care of Others: Follow school expectations and remind others to do the same

Take Care of Community: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

Take Care of Self	Take Care of Others	Take Care of Community
<ul style="list-style-type: none"> • keep my hands, feet and food to myself. • clean up after myself. • take only the food I need and eat the food I take. • raise my hand for help or to leave cafeteria (K-5). • wait patiently and politely in the hot lunch line and to be excused. • use a voice level 0-2. • allow anyone to sit by me. 	<ul style="list-style-type: none"> • keep my hands, feet and food to myself. • clean up after myself. • take only the food I need and eat the food I take. • raise my hand for help or to leave cafeteria (K-5). • wait patiently and politely in the hot lunch line and to be excused. • use a voice level 0-2. • allow anyone to sit by me. 	<ul style="list-style-type: none"> • keep my hands, feet and food to myself. • clean up after myself. • take only the food I need and eat the food I take. • raise my hand for help or to leave cafeteria (K-5). • wait patiently and politely in the hot lunch line and to be excused. • use a voice level 0-2. • allow anyone to sit by me.

Step 3: Tell Why Rules are Important

Take Care of Self: To be free from harm of any kind (physical, social, or emotional)



Take Care of Others: So lunchtime occurs in an efficient and effective manner.

Take Care of Community: Treat others the same way you want to be treated.

Step 4: Demonstrate Expectations

Examples:

- Jamie sits with her bottom on the bench facing forward.
- John likes ketchup and BBQ sauce but only takes as much as he will use.
- Tony stops talking as soon as he sees an adult asking for attention.

Non Examples:

- Christina eats half of her corn dog and then feels full. She gives the rest of her corn dog to the girl sitting next to her.
- Satomi brushes her napkin and food wrapper on the ground so that the adult will let her class out for recess.
- Mark ignores the adult who is giving directions and continues to talk loudly to his friend.

OR...

Expectation	Example	Non Example
Take Care of Self	A student reports a big spill to the supervising adult.	A student gives half of her corn dog to the girl sitting next to her.
Take Care of Others	A student stands patiently in line waiting for lunch.	A student brushes her napkin and food wrapper on the ground.
Take Care of Community	A student listens to directions when given the signal.	A student ignores the adult giving directions and continues to talk loudly to his friend.

Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.
- Perform skits.



- Students teach other students about rules.

Computer Lab

Step 1: Review School-wide Expectations

Safe: Be free from harm of any kind (physical or emotional)

Responsible: Follow school rules and remind others to do the same

Respectful: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

TAKE CARE of SELF	TAKE CARE of OTHERS	TAKE CARE of COMMUNITY
<ul style="list-style-type: none">• follow teacher's directions.• visit teacher approved sites only	<ul style="list-style-type: none">• use a voice level 0-2.	<ul style="list-style-type: none">• keep the lab tidy and free of food or drink

Step 3: Tell Why Expectations are Important

Take Care of Self: Taking care of self in the computer lab ensures that no one gets hurt and the equipment isn't broken.

Take Care of Others: When everyone takes care of others in the computer lab, the lesson will be able to start on time and students will not miss out on any of the important and fun activities or test time.

Take Care of Community: When everyone takes care of the community in the computer lab, everyone is able to see, hear and enjoy the lesson or project.

Step 4: Demonstrate Expectations

Examples:

- Sally sits in her chair, listens to her teacher, calmly touches her keyboard or mouse to wake the computer.
- Jimmy needs to research worms. He comes to the lab, sees Mrs. Jackson and asks permission to search the internet on only safe sites for worms.
- Cindy pushes her chair in before leaving the lab and follows teacher instructions for closing down the computer

Non Examples:



- Billy twirls in his chair and “pretend” types on his keyboard.
- Julie finds a bunch of pictures and prints them out without asking.
- Sam runs out of the lab without shutting down his computer.

OR...

Rule	Example	Non Example
Take Care of Self		Jimmy enters the lab and sees there is no teacher. He enters anyway and goes on the internet.
Take Care of Others		
Take Care of Community		

Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.
- Perform skits.
- Students teach other students about rules.

Hallway

Step 1: Review School-wide Expectations

Take Care of Self: Be free from harm of any kind (physical or emotional)

Take Care of Others: Follow school rules and remind others to do the same

Take Care of Community: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

Take Care of Self	Take Care of Others	Take Care of Community
<ul style="list-style-type: none">● will keep to the right side.● face forward and walk with a purpose at all times.● use a voice level 0-1.	<ul style="list-style-type: none">● will keep to the right side.● face forward and walk with a purpose at all times.● use a voice level 0-1.	<ul style="list-style-type: none">● will keep to the right side.● use a voice level 0-1.● keep my hands and feet to myself.

<ul style="list-style-type: none"> • keep my hands and feet to myself. 	<ul style="list-style-type: none"> • keep my hands and feet to myself. 	
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Step 3: Tell Why Rules are Important

Take Care of Self: It is important to act safely in the hallway so that all people are free from harm of any kind (physical, social or emotional).

Take Care of Others: When students are responsible, traffic in the hallways is organized.

Take Care of Community: Being respectful in the hallway means treating others the same way you want to be treated. When everyone is respectful, other classrooms can work without being distracted.

Step 4: Demonstrate Rules

Examples:

- Erica walks down the hallway, facing forward.
- Virginia walks directly to where she is supposed to go in a timely manner.
- Sue silently looks at the schoolwork on the walls as her class moves down the hallway.

Sue keeps her hands at her sides and does not touch the work on the walls.

Non Examples:

- Rodrigo runs down the hall to the bathroom.
- Margaret talks loudly to her friend as she walks with her class.
- Travis walks the “long way” to and from his destination and stops to visit with the people in the office and in the halls.

OR...

Expectations	Example	Non Example
Take Care of Safe	A student walks facing forward down the hallway	A student runs down the hallway.
Take Care of Others	A student walks directly to where he is supposed to go in timely manner.	A student walks the “long way” to and from his destination and stops to visit with the people in the office and in the halls.
Take Care of Community	A student silently looks at the schoolwork on the walls as her class moves down the	A student talks loudly to her friend as she walks with her class.

	hallway. She keeps her hands at her sides.	
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Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.
- Perform skits.
- Students teach other students about rules.

Office

Step 1: Review School-wide Expectations

Take Care of Self: Be free from harm of any kind (physical or emotional)

Take Care of Others: Follow school rules and remind others to do the same

Take Care of Community: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

TAKE CARE of SELF	TAKE CARE of OTHERS	TAKE CARE of COMMUNITY
*enter the office quietly. *sign-in if I'm late.	*wait patiently to be helped.	*ask permission to use the phone or any other tools. *use a voice level 1.

Step 3: Tell Why Expectations are Important

Take Care of Self: Taking care of self in the office keeps people's bodies and feelings from being hurt.

Take Care of Others: Student and staff problems will be taken care of and the school equipment will be safe and clean for other people to use.

Take Care of Community: If you are following the expectations, people in the office will be able to do their jobs.

Step 4: Demonstrate Rules

Examples:

- Julie walks quietly in the office door to give Mrs. B her classroom attendance sheet. She waits until Mrs. B is off the phone before saying "excuse me" and giving her



the paper.

- Frankie needs a band-aid for a cut on his hand. He waits until Mrs. Peck asks if she can help him before he enters the health room.
- Sabrina's teacher has asked her to get a roll of tape from the front office. Sabrina takes a hall pass and walks directly to the office. After getting the tape, she walks back to her classroom.

Non Examples:

- Tommy's ride is late to pick him up after school. He decides to call home and walks into the health room and uses the phone without asking.
- Mia needs to ask Mrs. B or Mrs. Peck a question about school pictures. They are both on the phone. While she is waiting, Mia plays with the pens and doodles on a flyer on the counter.
- Janie interrupts Mrs. B as she is talking to Mr. Milner. Janie yells to her that she needs some ice for her sore knee.

OR...

Expectation	Example	Non Example
Take Care of Self	A student waits quietly until Mrs. B is off the phone before asking for her attention.	A student enters the health room without permission.
Take Care of Others	A student walks directly to and from the office with a hall pass.	A student plays with the pens and paper on the counter while waiting for help.
Take Care of Community	A student waits to be invited up to the counter.	Student loudly interrupts Mrs. Peck while she is talking to ask for help.

Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.



- Perform skits.
- Students teach other students about rules.

Playground

Step 1: Review School-wide Expectations

Take care of self: Be free from harm of any kind (physical or emotional)

Take care of others: Follow school expectations and remind others to do the same

Take care of community: Be polite and cooperative with others

Step 2: Teach Expectations for Specific Setting

Take Care of Self	Take Care Others	Take Care of Community
<ul style="list-style-type: none">• stay within boundaries.• keep hands, feet and objects to yourself	<ul style="list-style-type: none">• use equipment appropriately, follow the rule of the game and include everyone	<ul style="list-style-type: none">• report big problems to an adult.

Step 3: Tell Why Expectations are Important

Take care of self: To keep everyone from getting hurt.

Take care of others: To keep recess a fun time for everyone.

Take care of community: So we all get to use all the equipment and play all our games during recess.

Step 4: Demonstrate Rules

Expectation	Example	Non Example
Take Care of Self	Ted waits his turn to use the bars and doesn't crowd or shove at the students already there. Later, when the ball they are using to play soccer bounces over the fence, he gets permission from a duty person to retrieve it.	Michael tries to climb over another boy as he clambers up the bars. He later tries to grab a girl's legs as she is swinging.
Take Care of Others	Tim, while playing basketball, hears the whistle blow and immediately stops dribbling the ball and lines up waiting for his teacher.	George continues to shoot more baskets after the bell has rung to end recess.
Take Care of Community	Tanya invites Gloria to join the group playing basketball. When Gloria gets	Gina ignores Gloria when Gloria asks to join the

	overexcited and fouls Tanya, Gloria apologizes and gives the ball back.	basketball game. Gina makes fun of a teammate's shooting ability.
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Step 5: Provide Opportunities to Practice

- Class/partner discussion.
- Role playing.
- Brainstorm/list examples or ways to follow rules.
- Draw/write examples and non-examples.
- Read a book that demonstrates rule or behavior.
- Perform skits.
- Students teach other students about rules.

CSS Rules and Behavior Expectations for _____'s Classroom

	School Rules		
Setting	I take care of myself	I take care of others	I take care of my school
Entry Into the Classroom			
Whole Group Instruction			
Small Group Instruction			
Break Time			
Inside Recess			
Bathroom/Drink Break			
Transitions +in the classroom +in/out of the classroom			
Student materials and desk			
Teacher's materials and desk			
Dismissal			