Culture Handbook Table of Contents

**Part 1| The Rationale For School Culture**[. 3](#_Toc297904012)

 A[. Our Priorities: What WE Believe About School Culture](#_Toc297904013) 3

 B[. Character Education](#_Toc297904013) 8

 C. Why?: The Outcomes[.](#_Toc297904013) 9

 D. How It Works: Teachers role In Strong School Culture[. 10](#_Toc297904013)

 **Part 2 |Behavior Tracking System**[. 1](#_Toc297904013)1

 A. REACH Bar […. 1](#_Toc297904013)1

B. REACH Bar Visual [.. 1](#_Toc297904013)2

 C. Description of Visual[. 1](#_Toc297904013)4

**Part 3 |** **REACH Bar Behaviors and Consequences**[. 1](#_Toc297904013)5

 A. Behaviors and the Level of Consequence[. 1](#_Toc297904013)5

 B. Hiearchy for Tracking Misbehavior [. 1](#_Toc297904013)6

**Part 4 |** **Endeavor Elementary Bullying Protocol**[. 1](#_Toc297904013)8

 A. What is Bullying…………………………………………………………………………………………………………………………18

 B. How do we address it………………………………………………………………………………………………………………..18

 C. Citizenship Contract……………………………………………………………………………………………………………………19

 D. Pro-Kindness Packet…………………………………………………………………………………………………………………..20

**Part 5 | Home-School Communication Log**  [2](#_Toc297904014)1

**Part 6| Incentives: Daily, Weekly, Long-Term**[. 2](#_Toc297904013)3

 A. Daily: REACHess/Coop Play[. 2](#_Toc297904013)3

 B. Monthly: Friday Fun Party[. 2](#_Toc297904013)3

 C. Monthly: Dress Down Days[. 2](#_Toc297904013)3

 D. Leadership Circle Recognition[. 2](#_Toc297904013)3

 E. Incentive Matrix by Month[. 2](#_Toc297904013)3

**Part 7| Investment System, $cholar Dollar$**[. 2](#_Toc297904013)4

 A. Overview of Scholar Dollars[. 2](#_Toc297904013)4

 B. Procedures[. 2](#_Toc297904013)5

 C. Pitfalls to Avoid and Best Practices[. 2](#_Toc297904013)6

 D. Scholar Dollar Recognition and Redemption[. 27](#_Toc297904013)

 E. Character Focus by month for Scholar Dollar Distribution [. 2](#_Toc297904013)7

**Part 8 | Discipline & Referral Systems**[. 29](#_Toc297904013)

 A. Dean v. Teacher Interventions[. 29](#_Toc297904013)

 B. Orange/Red Behavior Support and Next Steps[. 31](#_Toc297904013)

 C. Referral Sample …………………………………………………………………………………………................................33

 C. Send-Outs and Follow-Up[. 3](#_Toc297904013)5

 D. Suspensions  [[3](#_Toc297904013)](#_Toc297904013)6

**Part 9 | Families For Achievement** …………………………………………………………………………………………………..36

**Part 10 | Tracking Culture Data** [3](#_Toc297904014)7

**Part 11 | Child Support Team (CST) and Challenging Scholar Support**…………………………………………….39



**Part I: The Rationale For School Culture**

This handbook is a tool that is useful to familiarize yourself with the culture we aim for at Achievement First Endeavor Elementary. School culture is the hidden curriculum of every school, but it is of vital importance. Without a strong, positive school culture there inevitably will be roadblocks to attaining our promise to our scholars, their families and ourselves: To give every child an exceptional education.

Before diving right into the handbook, be aware that there is a lot of information within these pages. The beginning portion about the rationale for this guide is particularly long, but rightfully so. Each piece of information shared here plays an integral part in creating, maintaining, and fostering a positive, strong school culture for our scholars and for you.

1. **Our Priorities: What WE Believe About School Culture**

**Why our philosophy matters? For One Endeavor.**

In order to prepare our students for college and the real world, it starts day one in the classroom and in school. We are shaping, molding, and preparing the future leaders of this country. To do an extraordinary job, we must all work together towards this common goal. We all must share a common, clear philosophy on what our school should look, sound, and feel like so that we present a united front for our scholars and prepare them for the world ahead. This year, we will focus on these school priorities

Winning the Week 6 Vision

Ritual, Tradition, and Joy

Family and Student Relationships

Send Out Systems and Behavioral Interventions

1. **Winning the Week 6 Vision**

By Week 6 of a school year, we can tell a lot about the cultural health of a school. How classrooms look, sound and feel is typically a clear indicator of the tone and feel for the remainder of the year. For this reason, we are rallying around a Week 6 Vision of Excellence for establishing foundational school culture upon which we can build. There are a set of key mindsets guiding our Week 6 Strategy:

* **Warm/Demanding**: We will create a school culture where all students are held to unapologetically bold expectations AND feel deeply cared about by all staff.
* **Muscle Memory**: Kids and adults thrive on practice during the first weeks of school in order to transform foundational skills into habits. Habits are non-thinking responses that free up our mental capacity to do the heavy lifting that teaching and learning demand.
* **On Task**: Kids are working hard, at all times and possess strong academic habits. Every minute of learning is leveraged through tight Common Picture routines.
* **Teachers are the deans of their classrooms**: Teachers possess the key skills necessary to manage, influence, and engage every child in their classroom.

This all happens in tandem with rigorous academic instruction. By establishing a warm/demanding environment where teachers hold students to unapologetically high expectations while simultaneously conveying love and support, we set the tone for what joyful rigor will look like across the year. When all of these things work in concert, a foundation is set that leads to unprecedented levels of joy, engagement and learning.

**It is important to note that while our teacher scaffolding and support will gradually release over time, our expectations for scholar behavior will be consistent from Day 1.**

To execute on this vision, we will teach through the following Taxonomy techniques:

Strong Voice

Precise Directions

Narration

Positive Framing

Do It Again

100%

Circulate

Work the Clock

Warm-Demanding

1. **Ritual, Tradition, and Joy**

Ritual. At Endeavor Elementary, we believe scholars are a part of a larger family working together to achieve great things for the future. This larger family shares rituals such as class cheers, Leadership Puzzle at Leadership Circle, school wide contests, events, and dress up days to unite us as one. The systems we share in our classrooms through our Common Pictures and predictable, yet constant, teacher moves creates a ritual that scholars know to expect to find success in their classroom.

Tradition. Traditions are the experiences we remember from groups we have been a part of. From our daily threshold greetings, Scholar Creed, I Ams, Endeavor Werewolf mascot, World Knowledge Block, and Leadership Circle, we find our Endeavor traditions. These traditions stand the years and are frequent and constant reminders of the joyful school culture that teaches true character, world experiences, and highlights the mindset that change can come from within. Teachers build classroom culture by creating classroom traditions such as their class cheers, threshold greetings, nicknames, and in class experiences that make scholars truly feel part of YOUR community. Grade levels create learning experiences that are remembered through the years and scholars look forward to doing as they progress through Endeavor.

Joy and Rigor. Structure and joy work in concert. In every classroom at Endeavor, you see scholars and teachers who are safe, smiling, and enjoying their time together. Teachers are POSTIVE and JOYFUL as they bring the world to their scholars by sharing interactive lessons, frequent affirmation of scholar habits, academic knowledge, and character micromoments. Teachers are making learning fun to engage scholars. In these same classrooms, you will see 100 percent of scholars on-task at all times, rigorous academics and urgency. Even as scholars mature and become more independent, we believe that rules should be a constant. In other words, SLANT in Kindergarten is the same as SLANT in 4th grade in June. There is no room for boredom, as teachers push scholars from surface knowledge, to explanation, to application and representation. Whatever we set in front of our scholars MATTERS!

1. **Family and Student Relationships**

Student Relationships Matter. We believe that strong trusting and caring relationships between adults and students matter deeply. Endeavor teachers are expected to make a concerted effort to know individual students and cultivate individual relationships. This happens through basic micromoments between teacher and student: threshold greeting, a high five, pat on the back. Relationship building also happens in more systemic ways as special breakfast, lunches, afternoon activities with teacher, and even a phone call on the weekend. This year, Endeavor teachers will know scholars more than their reading level. More than their IA results or writing ability. Teachers will know scholars activities, their interests outside of school, and their families.

Teachers consistently use a positive tone, even when correcting students. Teachers affirm scholar’s growth, on task behavior, and habits through posi texts and pictures in the moment. There are also pervasive positive messages and celebrations that make the school a supportive, encouraging place.

Parents and Family Relationships Matter. Scholars know we communicate frequently with families, reporting their successes and missteps. The school staff enlists parent help in modifying student behavior and academic outcomes. Parents and scholars are accountable for very high academic expectations through the year. Through continued communication and relationship with the family, we find the common ground – the success of all of our scholars.

Parents also are involved in the school in many other ways. Parents support through FFA, chaperone on field trips, spend Coop Play leading a lesson on their culture, assisting in the class for a day, or even coming to support their scholar behaviorally. Our parents truly are the backbone of Endeavor Elementary by supporting us as we support their scholar in receiving the best academic and character education needed to make them successful in college and beyond.

1. **Send Out Systems and Behavioral Interventions**

Strong culture begins with proactive behavior management. The recommended plans herein rely on teachers effectively and proactively helping scholars avoid misbehavior. Teachers plan engaging lessons. Clear procedures for all activities reduce confusion, rule breaking, and maximize efficiency. A positive school culture benefits scholars and teachers in the classroom. Good classroom management is a means to an end, not an end itself. The goal is to create a culture of achievement in the school. Together, we place the highest value on student achievement and show students the path to success. We will create a community where students would rather learn than distract or disrupt.

Our scholars are capable of making choices. Scholars can choose to follow the rules or they can choose to break the rules. Scholars quickly learn that when they make good choices, there are positive responses; and when they make poor choices, there are negative consequences to that choice. It is on this basis that we set clearly defined expectations for scholar behavior. Scholars who choose not to meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of themselves or others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

Our scholars need to understand exactly what is expected of them. Straightforward rules coupled with consistently applied consequences make clear to students what is expected of them and what is unacceptable. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time. Scholars who choose to follow the rules choose academic success, opportunity, positive recognition, and individual rewards. We use both positive and negative responses to intentionally build Leadership values in every scholar.

Send Out Systems. We follow a clear, predictable send out procedure for egregious misbehaviors, detailed below.

Scholars are taught to advocate for themselves. A major concern that has been created with our current culture system is that scholars rarely get an opportunity to voice their side of the story. This is creating frustration and resentment and also prolongs the amount of time scholars are out of class. A tenet of the strong school culture is to engage every scholar in a written or verbal reflection that includes skill building on how to fix their choice. We must stop the cycle of silencing our scholars and recycling the feelings of oppression, failure, negativity, and hopelessness. Instead, we need to empower our scholars to use their voice to advocate for themselves and to think critically about their actions and how they have the power to make different choices. We also need to fix our mindset that scholars do not misbehave simply to misbehave and our kids are incredible, reflective, capable, and intelligent people that can fix their choices and make better ones the next time.

Behavioral Interventions. All scholar misbehavior stems from scholars’ lagging skills. This lack of skill frequently manifests itself in misbehavior. This year, teachers meet monthly to proactively plan to name specific misbehavior, identify triggers, and create a plan that teaches a replacement behavior. Replacement behaviors provide scholars with more appropriate reactions in moments that typically lead to misbehavior. Teachers work to reinforce this plan to fidelity, invest scholar and family, and track data of replacement behaviors nullifying previous misbehavior. Through behavioral intervention, scholars will learn coping mechanisms they can use in any adverse situation. When this works, Endeavor teachers embody one mindset: behavior, with intense supports, can be modified to support both the scholar and the class in reaching their ambitious academic goals.

1. **Character Education**

Character education is a priority for everyone; teachers, administrators, and families. Our mission is two-fold, we not only want to prepare scholars academically to get into and graduate from top colleges and universities, we must also develop a strong sense of character. Our character system and culture system lend themselves very well to the idea that character and culture are synonymous. The rules of the classroom are aligned to scholar’s Leadership values and the constant focus on making choices repeatedly reinforces character within the walls of our school. Scholars should be able to leave AF Endeavor after 5 years and understand that making the right choice can be difficult, but doing so leads them to a path they will want to travel. Character is defined in several ways:

**1.** The aggregate of features and traits that form the individual [nature](http://dictionary.reference.com/browse/nature) of some person or thing.

**2.** One such feature or trait; characteristic.

**3.** Moral or ethical quality: *a man of fine, honorable character.*

**4.** Qualities of honesty, courage, or the like; integrity: *It takes character to face up to a* [*bully*](http://dictionary.reference.com/browse/bully)*.*

**5.** Reputation: *a stain on one's character. (Cited from dictionary.com)*

At Endeavor we define character as the malleable skillset we are responsible for explicitly teaching and inspiring within each of our scholars. Character is learned the same way literacy is learned. Our idea of character building at Endeavor centers on readiness for college, being kind individuals, and setting up our scholars to be role models to the world at large. We will build grit, Innovation, kindness, respect, citizenship, and the like in our scholars by reinforcing the outlined character skills of the month with scholar dollars, embedding character into your lesson plans, expounding upon teachable moments in the classroom, and being a role model of character yourself will be the way Endeavor scholars learn and then in turn, exhibit character skills.

Character

* Teachers explicitly teach character through micromoments. Teachers strategically pause class to affirm scholar character by naming action, relating it to Leadership value, and connecting the use of the skill to scholar ownership and independence.
* When necessary, teachers use REACHess and Cooperative Play time to hold class culture building games or Town Hall Meeting to reflect on class culture.
* Scholars exhibit our REACH values of respect, enthusiasm, achievement, citizenship, and hard work.
* Scholars exhibit our Leadership Values of Integrity, Innovation, Compassion, Courage, and Grit.
* Scholars are able to define in their own words, what it means to be respectful, enthusiastic, and how to show achievement, citizenship, and hard work.
* Scholars are constantly rewarded and reinforced for showing their character values.
* Teachers plan to weave character into their lesson plans, and in everything they do in the classroom. A redirection should be tied to the character value it helps the scholar develop.
* There is a planned way to practice, identify, reward, and implement the character program each month.
1. **The Why: Outcomes**

We come to work every day with the goal of educating our Scholars. Ultimately, we want to open doors and opportunities for them that would not be present if they did not receive an exceptional education. Every one of our scholars is headed to college that is our goal and ultimate outcome. We are pursuing a school culture that reinforces this concept and creates transparency for what the road to college will look like for our Scholars. We know that a college graduate earns over a million dollars more than a high-school drop-out in their lifetime. We want our kids to reap the benefits of “opportunity” by holding the highest of expectations for them every day within the doors of AF Endeavor Elementary, so that they are ready to take on the world as college graduates.

General Outcomes

* Scholars who have developed the academic and character skills they need to graduate from top colleges and succeed in life;
* Scholars demonstrate Integrity and excellent character. They do the right thing even when no one is looking;
* There are high levels of student attendance (> 98%) and homework completion (> 98%), and parent satisfaction (100% + give the school an A or B on the annual survey);
* Students are in class, on-task and learning 100% of instructional time;
* Scholars are able to positively impact the lives of *others* with learned life-skills centered on Leadership values;
* Teachers will have a plan that intertwines these social skills into the culture of their classrooms, in everything they do;

Interactions and Relationships

* All students believe they can achieve by working hard (“I can…”) and that they will benefit from their achievement (“I want…”);
* The “Magic Ratio” of 3:1 (Positive: Corrective ratio) permeates through the school. There are genuine, unscripted gestures of kindness and helpfulness. Scholars are genuinely happy and proud to be part of the school community;
* Teachers develop meaningful personal relationships with students. Students feel acknowledged and affirmed as worthwhile, important and cared-for individuals by teachers;
* Classroom climates are strong. Students are encouraged to take intellectual risks. Students praise and support each other in a genuine and mutual way;
* There is a degree of genuine listening between students, teachers, parents and each other;
* Students receive regular, detailed, individualized feedback on their academic learning, character development, and behavior;
* There is a system of remediation for targeted academic skills and chronic under-performance. Clear criteria trigger automatic interventions;
* There are regular times for teachers to reflect on the school culture, working together to both celebrate strengths and fix broken windows.
1. **How It Works: Teacher’s Role in Strong School Culture**
	1. **Foundation(s) of School Culture: Great Teachers**

The best way to respond to poor behavior is to prevent it in the first place by planning great lessons, purposefully building a powerful culture, investing students and their families, thinking through and teaching routines, systems and structures, providing clear expectations and instructions regularly, and utilizing our 7 main taxonomy techniques. Great teachers enable students to meet expectations in myriad ways. As teachers, we must do many things to anticipate and prevent situations where students may be more likely to demonstrate poor behavior. On a daily basis, this means that teachers will consistently use the proactive strategies, behavior management cycle, and logical consequences as they instruct. Because we have taken all of these proactive steps, when students violate expectations for behavior, we must hold them accountable to their choices and issue the appropriate response and consequence.

* 1. **There are five parts of a teacher’s strong foundation for school culture:**

In order for a system of consequences for poor choices to contribute to a positive school culture, the foundations must be in place. If these foundations are not in place, teachers may over-rely on the behavior management system creating a downward spiral of frustration, more poor choices from scholars, and lack of investment and buy-in from the family. When this happens, behavior escalates as does teacher frustration. **Not in our house.**  Individual teachers create the foundations of powerful, focused school culture. Without these, any school wide culture and scholar discipline systems will crumble.

* 1. **Teaching Expectations**

Teaching the expectations starts the moment scholars walk into the building on the first day of school. Teachers demonstrate the school discipline system through interactive modeling. Discipline is defined as the process by which teaching someone the right way to do something. Our scholars want to do what is expected—they wait for you to teach it to them explicitly, give them time to practice, and show they can execute what is asked of them.

* 1. **Teacher Language**

A teacher’s language is a powerful tool. Our language can build up or tear down our scholars. We must model respectful and caring interactions with our scholars and amongst one another. Effective language encourages and supports so scholars can make academic and social strides because they feel safe to do so. Teacher language that pre-empts misbehavior and encourages positive behavior is used in three ways: reinforcing, reminding, and redirecting.

**Part II:** **Behavior Tracking System**

1. **REACH Bar**

The REACH bar is our behavior tracking system used within every classroom at Endeavor. This is our universal way to track misbehavior so that it is fair. At Endeavor we use the least invasive intervention, logical consequences, and our taxonomy to manage our classrooms. We use the REACH bar to solely track scholar choices and hold scholars accountable to their earned play time. It is inevitable that as a teacher, you will need to use the REACH bar. This year, we will be reflective and think: “My job is to use the REACH bar as rarely as possible. How can I stop scholar misbehavior before it happens?”

* 1. **Pillars of the System:**
* There are two short recesses built into the day (one mid-day, one end of day), so there are daily incentives for behavior
* Scholars start the day on green each day, their color gets moved down based on the choices that they are making
* After REACHess, their color is reset for the day (all scholars move back up to green)
* Scholars may not move back up the color system until REACHess or End of Day when everyone automatically goes back to green.
* On the parent communication log, parents get to see the morning color and the afternoon color
* One teacher is responsible for tracking the mid-day color as well as tracking the end of day color, completing the behavior log and inputting colors into Kickboard.
1. **REACH Bar Visual**
	1. **REACH Bar Points**

**Morning REACH points**

**Re-Set All Scholars to Green after REACHess**

**Afternoon REACH points**

**Half-Day REACH points**

|  |  |  |  |
| --- | --- | --- | --- |
| Points | Attendance REACH points | Uniform REACH points | Homework REACH points |
| 2 | **Scholar arrives between 7:15-7:30am.****MUST be:*** Here, on time
* Staying through the whole day
 | **Scholar has ALL parts of uniform** **MUST HAVE:*** Flynn and O’Hara or French Toast pants
* Endeavor polo
* optional Flynn and O’Hara cardigan
* solid white socks
* solid black shoes
* black belt
* white undershirt
* no jewelry (except one chain/pair of studs)
 | **Scholar has ALL parts of homework** **MUST HAVE:*** complete reading log
* complete homework packet
* neat handwriting
* all questions answered
 |
| 1 | **Scholar arrives at 7:31am or later.*** Here and late
* Here and leaving early
 |  | **Scholar is missing one part of homework*** either log or homework incomplete/missing
* homework is messy
* reading-log is unsigned
 |
| 0 | * **Absent**
* **In-school suspension (without chaperone present)**
* **Out of school suspension**
* **Late and leaving early**
 | **Scholar is missing ANY part of uniform*** including socks, belt, shoes, etc.
* wearing non-issued clothing
* wearing jewelry (watches, silly bands, hoodies, hats)
 | **Scholar is missing two or more parts of homework*** both reading log and homework packet is incomplete
* both log and homework are missing
* both log and homework are messy
 |

1. **Description of Visual**

The same visual will be used in every classroom at Endeavor. This is the scholar’s reminder to get back on track, and the teachers way of tracking behavior throughout the day to be able to communicate with families. **The REACH bar is not a behavior management tool; it is just a tracker of the number of times a scholar needed to be redirected for non-compliance.** When a scholar makes a choice that does not align to classroom expectations, the teacher narrates how to fix the behavior and moves the clip down. *(e.g. Friend your book needs to be closed so that we can keep on learning. ((non-verbally move the clip.))*

**Part 3: REACH Bar Behaviors and Consequences**

1. **Behaviors and The Level of Consequence**

We have a behavior response system to hold scholars accountable for their behavior. The system is in place to create transparency for teachers so that they are able to implement a consistent, fair, and logical consequence system with every child. With our behavior response system, it creates clear guidelines for how students should behave and reinforces strong character and scholar habits as they blossom into college-bound graduates.

***Potential Drawbacks***

* Scholars could over-react to any clip move even if it not to a “negative” color
* If not used quickly, the clip move could have a high transaction cost
* It is unlikely that our average, best scholars will go the day without any clip move if we’re truly being consistent
* Parents perceive anything other than green as negative
1. **Hierarchy for Tracking Misbehavior**

|  |  |  |  |
| --- | --- | --- | --- |
|  | One Clip Move | Clip Move to Orange | Clip Move to Red |
| *Description of type of behavior* | *These behaviors are easily correctible that do not disrupt others nor involve overt disrespect to peers or teachers but could become disruptive or impact the learning of self or other* | *General disrespect; intentional disruption of class, classroom property, or to the sanctity of learning for self or other**Inability of student to immediately get it together after given a level 1 consequence.* | *Egregious and overtly breaking of rules. Could easily put the child, other scholars, or staff members in danger.**These behaviors warrant Dean conferring with scholar. Call for Dean support when observed.* |
| *Examples of behavior* | * General posture (SLANT), after direction is given
* Shirt untucked, after direction is given
* Unintentional disruption (got up to sharpen pencil and forgot to ask)
* Call out
* -Head down after a direction is given.
* Talking or non-verbal communication with a classmate at an inappropriate time
* Not immediately responding to teacher direction
* Improper materials or desk set-up
* Tipping chairs or furniture, rocking motion
* Talking when an adult is talking
* Running, skipping, hopping, jumping, spinning
* Taking two stairs at a time
* Hands not on railing in stairway
* Noises with shoes
* Noises during teaching or work time
* Tapping pencil on desk
* Getting out of your seat without asking
* Making faces
* Falling asleep after first 2 weeks of school (if scholar continues to sleep, immediate family call and conference scheduled)
* Kicking furniture unconsciously
* Touching walls (hallway, classroom, etc.)
* Using a silly voice, voice level is intentionally the incorrect pitch
* Doodling on papers
* Playing with things on the rug (i.e. Lint)
* Not doing work, off task
* Eating headphones or mouse cord
* Touching laces if the direction for posture has been stated.
* Picking at tape on the floor, classroom, and desk.
* Rushing to get in line
* Talking during silent time in the lunch room
 | * Outbursts (disgruntled reaction to a whole-class teacher request, loud tone, yelling in order to get attention)
* Any negative reaction to teacher correction (staring or rolling eyes, sucking teeth, head down)
* Intentional mild compliance (e.g. super-slow walking, complying in a mocking way)
* Repeating/mimicking what the teacher is saying
* Refusal to follow instructions (After teacher has re-directed student and clarified directions, and is 100% confident the non-compliance is because of defiance rather than incompetence.)
* Lying about something minor (e.g. I didn’t take her pencil, when you clearly saw it)
* Lying about being sick to avoid work
* Talking under breath
* Talking back to teacher under their breath
* Going mute when scholar is upset, refusing to engage with teacher intentionally.
* Refusal to look in eye when speaking
* Bathroom shenanigans (bathroom stoppage, putting TP in the toilet, making loud noises, two in a stall, peeking, writing, etc.)
* Writing on desks, walls, or other school property
* Damage to school property
* Profanity
* Middle finger
 | * Crawling/Walking around the room for extended period of time
* Physical aggression
* Making threats (i.e. “I’m going to kill you, Kill yourself, etc.”)
* Significant damage to property (Think, the scholar has engaged in behavior that prevents others from learning in the space)
* Fighting/ physically hurting another (peer/ staff member)
* Hiding
* Throwing objects
* Fleeing the classroom/ school
* Inappropriate touching/display
* Major bathroom shenanigans
* Touching safety equipment (fire extinguisher/ fire alarm)
* Refusal to listen when Dean, or Principlel is assisting in a re-direction
 |

**Part 4: Endeavor Elementary Bullying Protocol**

 **A. What is bullying?**

Bullying involves an individual or a group *repeatedly* harming another person—physically (e.g. punching or pushing), verbally (e.g. teasing or name-calling), or socially (e.g. ostracizing or spreading hurtful rumors).

In order to be considered bullying, the behavior **must** be aggressive and include:

* **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
* **Repetition**: Bullying behaviors happen more than once or have the potential to happen more than once.

According to the U.S. Department of Justice, bullying behavior might include assault, tripping, intimidation, rumor spreading and isolation, demands for money, destruction of property, theft of valued possessions, destruction of another’s work, and name-calling.

1. **How we address unkind actions, peer conflicts and bullying**

Endeavor Elementary School Action Steps:

I. Clip Move to Orange **–** Teachers

* ***When****:* A clip move to orange happens in instances of “general disrespect; intentional disruption of class, classroom property, or to the sanctity of learning for self or other” *(Y4 Culture Handbook, p. 18).* If a scholar is disrespectful to a peer at any time throughout the day, his/her clip is immediately moved to orange.
* ***Examples***: laughing if a scholar gets an answer wrong; making fun of a scholar and/or any aspect of their life including family, background, appearance; aggressive verbal response to a peer, name-calling, knocking pencil off desk, whispering about a scholar, making a face about a scholar
* ***Rationale:*** While it is mean, hurtful and absolutely unacceptable for a scholar to engage in disrespectful behavior toward another peer, these *isolated* instances of unkind behavior are not considered bullying. As such, the follow up consequences for a scholar’s poor judgment are a clip move to orange, a 1-on-1 conversation with scholar AND **a phone call home.**

A clip move to orange on Endeavor’s behavior tracking visual system the Reach Bar means:
 = "I made some sad choices."

 = No play time

In addition to these consequences, scholars will also have 1-on-1 conversation with teacher about their unkind actions (similar to a time-out conversation) and receive a phone call home in which teachers explain the situation that occurred and encourage parents to talk to their scholar about unkind behavior. The addition of a 1-on-1 conversation and a phone call home elevate the seriousness of unkind behavior between peers and make it clear that it is absolutely unacceptable at our school.

* ***Steps:***
* If a scholar engages in unkind behavior toward another peer, teachers move clip to orange and all subsequent consequences are applied in addition to:
* Teachers ensure time is given for a 1-on-1 conversation with scholar about the choices made.
* Teachers call home and notify parent/guardian about behavior.

1. **The Citizenship Contract - Ms. Simmons**
* ***When:*** The Citizenship Contract is used in instances of repeated conflict between two or more scholars where there is no clear “bully” or “victim” rather both/all parties involved have contributed to the conflict. The scholars come together to create a contract for themselves which outlines next steps and revolves around minimizing the probability of future conflicts. The contract is printed and signed by all scholars involved which increases its significance and further invests scholars in upholding their end of the contract. Each scholar receives a copy and Ms. Simmons keeps a copy.
* ***Examples:*** “she did x so I did y,” 2 or more friends are mad at each other, scholars who “don’t get along,” instances of peer conflict, continued gossip
* ***Rationale:*** It is not bullying when two kids with no perceived power imbalance fight, have an argument, disagree or are having friendship issues. As such, conflict resolution and peer mediation are the most appropriate next steps for these situations.
* ***Steps:***
* Ms. Simmons pulls scholars during non-academic time of day and meets with them in her office.
* All scholars are given the opportunity to explain their feelings and point of view surrounding the conflict that has been occurring between them. Then Ms. Simmons mediates while scholars work together to create a behavior contract - called a Citizenship Contract - for themselves that they will pledge to uphold moving forward.
* Contract is printed and signed by scholars. Scholars each keep a copy & Ms. Simmons keeps a copy. Relevant teachers and school staff are emailed a copy and asked to hold scholars accountable to the contract that they created.
* Ms. Simmons calls all scholar parents and informs them about meeting, Citizenship Contract and outcomes.
1. **The Pro-Kindness Packet - Mr. Micah & Ms. Simmons**
* ***When*:** The Pro-Kindness Packet is reserved for scholars that exhibit repetitive unkind behaviors in situations where bullying as defined above **has** occurred. The decision to use The Pro-Kindness Packet will be made by Ms. Simmons and Mr. Micah.
* ***Examples:*** Repetitive engagement in any of the following behaviors: teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone in public, hitting/kicking/pinching, spitting, tripping/pushing, taking or breaking someone’s things, making mean or rude hand gestures
* ***Rationale****:* It’s important to enact effective consequences for bullying. Students *should* face consequences when they engage in cruel or hurtful behavior, but those consequences should teach why those actions were hurtful and should be changed. Discipline strategies should include formative consequences like requiring the student to write a letter to the victim, writing an essay about times they’ve been hurt by others and how it made them feel, or complete a worksheet on the consequences of bullying – all of which are included in the Pro-Kindness Packet.
* **Steps:**
* Mr. Micah meets with scholar who bullied and has discipline-oriented conversation explaining why behavior is absolutely unacceptable at Endeavor.
* Mr. Micah follows up with parents, teachers and Ms. Simmons about situation.
* Ms. Simmons then speaks with scholar and introduces Pro-Kindness Packet.
* Ms. Simmons notifies parent of packet, due date and expectations for completion.
* When packet is returned, Ms. Simmons reviews with scholar and handles any other necessary follow up.

**Part 5: Home-School Communication Log**

The Home-School Communication Log will be located in every Scholar’s homework binder on the left hand side. It will go home every day and be used as the teacher’s communication tool with families. The first things families should ask their scholars when seeing them at the end of the day are “What did you learn today and what type of choices did you make?” There is also space for teachers to write home to parents. This is only one of many ways we communicate with families. At Endeavor, we know that we must be in constant communication with families. Each night or during the day, co-teachers should call any families where the scholar was on red, or on green in both the morning and afternoon.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Attendance** | \_\_\_on time(2) | \_\_\_tardy/early pick-up(1) | \_\_\_ absent(0) | \_\_\_on time(2) | \_\_\_tardy/early pick-up (1) | \_\_\_ absent(0) | \_\_\_on time(2) | \_\_\_tardy/early pick-up (1) | \_\_\_ absent(0) | \_\_\_on time(2) | \_\_\_tardy/early pick-up (1) | \_\_\_ absent(0) | \_\_\_on time(2) | \_\_\_tardy/early pick-up (1) | \_\_\_ absent(0) |
| **Homework** | \_\_\_well done(2) | \_\_\_incomplete(1) | \_\_\_no HW(0) | \_\_\_well done(2) | \_\_\_incomplete(1) | \_\_\_no HW(0) | \_\_\_well done(2) | \_\_\_incomplete(1) | \_\_\_no HW(0) | \_\_\_well done(2) | \_\_\_incomplete(1) | \_\_\_no HW(0) | \_\_\_well done(2) | \_\_\_incomplete(1) | \_\_\_no HW(0) |
| **Uniform** | \_\_\_full uniform (2) | \_\_\_missing part ofuniform(0) | \_\_\_full uniform (2) | \_\_\_missing part ofuniform(0) | \_\_\_full uniform (2) | \_\_\_missing part ofuniform(0) | \_\_\_full uniform (2) | \_\_\_missing part ofuniform(0) | \_\_\_full uniform (2) | \_\_\_missing part ofuniform(0) |
| **Morning Summary** | Behavior Color | Behavior Color | Behavior Color | Behavior Color | Behavior Color |
| **Afternoon Summary** |  Behavior Color | Behavior Color | Behavior Color | Behavior Color |  |
| **Teacher Notes** |  |  |  |  |  |
| **Family Signature** |  |  |  |  |  |

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Weekly Home/School Communication Log**

**Part 6: Incentives: Daily, Weekly, Long-term**

1. **Daily Incentive: REACHess /Cooperative Play**

Playtime occurs two times a day for scholars. It is a total of thirty minutes each day. During REACHess, students will be allowed to go on the third floor playground and exert their energy and learn to play cooperatively together. Cooperative Play is held in the classroom, and scholars will participate in centers like blocks and board games. REACHess is an incentive that should motivate all children, and thus it is at the center of our REACH clip system.

1. **Monthly Incentive: REACH Party**

Fifteen minutes each Friday will be carved out to allow students who have met their goals for the entire week to come to the gym to party. At the beginning of the year, we will make this incentive attainable for the vast majority of students. Scholars earn 50 total REACH points per week. If a student is absent they lose 10 reach points, and will not meet the minimum point requirement to attend the party. We have designed the points to ensure only scholars who are here for the entire week are allowed to attend the party. This will be a very attractive incentive that all kids will want to attend! We will have party themes like hool-a-hoops, bowling, jump-roping, freeze dancing, cupcake decorating, and the like. A calendar will be made at the beginning of the year and managed by each grade’s TIR.

1. **Monthly Incentive: Unearned & Expected Dress Down Days**

Will happen once a month and be tied to a holiday or a learning/character goal for our scholars.

1. **Leadership Circle Recognition**

Each homeroom will compete for the best average in the school for uniform, homework, attendance, and promptness to school. They will be awarded a bragging emblem to display in their classroom for one week!

1. **Incentive Matrix by Month**

Endeavor has incentives that are earned, unearned, expected, and unexpected so that scholars have reason to meet expectations outside of potential punishment. In the Expanded Calendar you will find a schedule for each incentive.

**Part 7: Investment System | Scholar Dollars**

1. **Overview**

 We use the scholar dollar system to develop and reward excellent character at Endeavor. Incentives are used to reward appropriate scholar behavior that will help support and motivate scholar’s choosing to make smart choices within the classroom and school building. Our school-wide behavior system will be supplemented by our investment system in that scholars will always be praised for making good choices, and even those who may struggle always have an opportunity to “fix” their choices and have a tangible representation of the value of what turning it around looks like.

Scholar dollars will reinforce above-and-beyond behavior and exhibition of Leadership values. During the first days of school, faculty and staff should generously distribute tickets to students with the rationale for why they received their dollars. This is important so that scholars understand early on that following expectations at Endeavor Elementary will result in a positive outcome. The dollars communicate that when scholars meet expectations over time, consistently, and at high quality; their behavior is positively acknowledged and buys them into the token economy for the remainder of the year.

Concepts: A strong reward and recognition program establishes:

* A universal way to reward scholar’s good choices
* Rewards that are linked to Leadership values and scholar expectations
* Rewards that motivate scholars because they are tied to their interests
* A positive reinforcement of naturally occurring behavior
* Incentives that have scholar input create scholar buy-in

Outcomes: The objective of the investment system is to invest all scholars to follow the rules and guidelines that are established within our school building. We are taking the youngest group of scholars and want to motivate them to choose to do the right thing early on. Our school must be a place where we reward scholars who do the things that build character, team-work, and a culture of valuing their learning. This system will also serve to motivate scholars who are able to fix their choices and scholars who can identify how to change their sad choices because they understand how they negatively affect themselves, their teammates, and the school as a whole. We are building the type of character where scholars know that the right thing to do is the norm and expectation of 100% of people. When someone breaks the norm or infringes on the school culture, they go against the grain and it is not acceptable. The skills we are building in our scholars now will help them build the character they will need to be successful in life, school, and college.

* Scholars who do the right thing again and again are rewarded and such behavior is reinforced
* Scholars who have made several sad choices still have a reason to fix it and are positively motivated to do so by their own team.
* Scholars are learning specific behaviors that build character and when they exhibit those behaviors they are reinforced
* Tickets directly are tied to character and we are providing a system of reinforcement around observable actions we want our scholars to exhibit
1. **Procedures:**
* Tickets can be rewarded in the classroom, on the playground, or in any area of the school.
* Tickets are given directly to scholars to have in their pocket.
* Behaviors that earn tickets are outlined in the year-long character scope and sequence for teachers.
* Scholars understand what behaviors their teachers are looking for based on the morning motivation theme for the week.
* Scholars keep their Scholar Dollars with them until it’s time to cash in at the Class Treasure Box.

Giving Out Dollars

*\*As a note, the explanations for dollars are very wordy and do not exhibit economy of language. This type of heavy language is explicit towards the beginning of the year when scholars are learning the Leadership Values and the scholar dollar system. Over time, you should easily be able to cut back on the explanation and get to the heart of what scholars did well, what you are looking for, and why dollars were awarded.*

When?

Dollars should be awarded in the moment to scholars that exhibit the specified Leadership value or above-and-beyond behavior. An explicit explanation should follow the rewarding of a dollar so that scholars know why their friend got that dollar. *\*Dollars should be placed in the pocket of each scholar. If they play with their dollars, they will be confiscated and thrown away.*

1. At the beginning of each lesson, remind scholars what behaviors and actions you are looking for so that you can reward scholar dollars. This proactively reaffirms character aims for the day and excites scholars to show true character.

i.e.: “Scholars I’m excited for our GR lesson today, I have a few scholar dollars I’m looking to give to friends who are showing Grit by accepting their consequence by saying “got it.” When we show Grit, we never give up and continue to try to get better. You can also earn a dollar for helping one another stay on task.”

1. During the lesson, reinforce expectations by positively narrating, award when necessary. If an explanation can be given without pacing suffering, feel free to state why you are giving the dollar. Be very specific about **how** they earned it and **why** they earned a dollar.
* i.e.: “You know what scholars, I am so impressed by SCHOLAR X for showing Innovation. For the past 5 minutes, I keep hearing SCHOLAR X try to solve tricky words by herself before asking for help. Not only that, but SCHOLAR X reminded SCHOLAR Y to also try before asking for help. Way to be a Leader.”

If pacing will suffer, give the dollar in the moment and be sure to come back to it at the end of the class. Be very specific about **how** they earned it and **why** they earned a dollar.

(Hand scholar the dollar), and at the end of the class say, “I want to shout out the three friends that earned scholar dollars for sitting in SLANT the entire mini-lesson and helping their friends by non-verbally reminding them to fix their posture. 2 claps for Jaidyn, Tikyra, and Kimora.”

1. **Pitfalls To Avoid & Best Practices**
2. **Not using your scholar dollars**. Scholars at this age need extrinsic reinforcement for the behaviors we want them to see. At the beginning of the year, we will give more tickets just so everyone feels success with the system. Once we hit October/November, we will decrease the daily ticket amounts each teacher will distribute!
3. **Over-reliance on scholar dollars to get 100%.** Dollars should not be used to reward scholars that simply meet expectations, unless they are one of only a few scholars who are meeting expectations when the rest of the class is off, AND that dollar is directly tied to a daily goal for your class *(i.e.: scholars will show hard-work by remaining on task the entire time they are working at the desks).* Dollars are specifically there to reinforce the character values we want our scholars to exhibit in school.
4. **Pace yourself.** You need leverage throughout the day. Avoid giving away tons of tickets in the first 3 periods of the day.
5. **Rewarding KWLM’s at the expense of scholars who constantly do the right thing.** The system is for all scholars, make sure you are balancing rewarding and reinforcing behaviors from your scholars who are usually or always doing what you expect of them versus solely baiting more challenging scholars to behave with tickets.
6. **Slowing your pacing to reward dollars.** The token economy should not detract from instruction; it should be a supplement to getting 100% of scholars with you and keeping 100% of scholars in class.
7. **Rewarding tickets should happen** **after the lesson is complete**, **during independent work time, or in transition**.
8. **Scholar Dollar Recognition & Redemption**:

**Class Treasure Box:**

* Scholars will collect scholar dollars and exchange them for rewards and items in the Class Treasure Box, as detailed below and noted in the Common Picture:

Weeks 1 – 6: Lower School (K/1), at the end of each week

Weeks 1 -6: Upper School (2-4), every 2 weeks

Week 7, onward: Lower School, every 2 weeks

* + Week 7, onward: Upper School, once a month
* All teachers should keep a fully stocked treasure box in their classrooms. This box will contain prizes teachers can distribute as necessary. Remember, as we teach behavior, extrinsic motivators are what it takes to make actions become habit, to make leadership values become character. Dean of Students will purchase Stocked Treasure box for beginning of the year.
1. **Character Focus by month for Scholar Dollar distribution**
* Below you can also find a snapshot of behaviors and life skills that pertain to each Leadership value. We will be highlighting these behaviors each month we introduce a new Leadership value.
* Grade Level Teams can request specific dollar behaviors that they believe will help their scholars as a whole to the dean. For example if you believe your Kindergarteners need to be incentivized to share, that can be sent in a request via email for approval for that month.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTEGRITY** | **INNOVATION** | **COMPASSION** | **GRIT** | **COURAGE** |
| **-Being honest****-Owning your mistakes****-Right is Right****-Being reliable****-Always showing your best self****-Picking up others’ trash****-Returning something you found that may not belong to you****-Making good choices on the bus****-Having great behavior in every class with every teacher****-Giving genuine praise to a friend who may have done better than you did****-Standing up to a bully****-Being honest at all times with your teacher and your teammates****-Turning in money you may see on the ground that is not yours****-Treating a peer how you would want to be treated****-Be Responsible****-Enthusiastically work with your teammates****-Keeping your hands to yourself****-Saying only nice things about others** | **-Never giving up****-Rewriting to use best handwriting****-Not opting out when answering a question****-Trying your best all the way to the end of a test****-Not giving up as you solve a difficult question.****-Trying many different ways to solve a word by yourself****-Doing all homework even when it is hard****-Learning a new activity in Specials****-Being patient when there is a line****-Saving your Scholar Dollars to buy something really great!****-When you have a problem, you try to solve it by yourself before asking for help****-Trying again even if you fail****-Making a plan and sticking to it to make another try better (behavior)** | **-Helping others when you see they need help****-Cleaning up a mess, even if it’s not yours, to help someone else****-Listening to others when they are speaking****-Helping others when they are down****-Showing concern for others by using kind words****-Showing concern for others by doing nice things for them****-Help someone who is hurt****-Including everyone in a game/activity****-Sharing manipulatives with others****-Tying a friend’s shoe for them****-Participating in Drives to help others in the community.****-Talking to someone you may not talk to every day.** | **-Never giving up****-Setting goal and achieving it****-Trying to complete work all on your own before asking for help****-Trying again until you get it right****-Fixing your mistakes****-Working Independently****-Reading the whole time during IR****-Concentrating on your handwriting****-Always remembering to ask, “Does that make sense?” at the end of every page you read.****-Being someone others can always rely on****-Knowing you can do better next time and fixing it****-Showing Optimism****-Being confident in who you are****-Finish what you start**  | **-Being brave and trying something new****-Standing up to a bully****-Being brave and performing in front of your peers****-Enthusiastically trying to answer questions****-Reading aloud for your class****-Trying new foods****-Trying new activities with enthusiasm****-Giving praise to peers as they try something new****-Encouraging others****-Being YOU****-Including others, even those you don’t usually play with****-Introducing yourself when you don’t know someone****-Apologizing when you make mistakes****-Admitting mistakes****-Being a Role model to other scholars** |

**\**

**Part 8: Discipline and Referral Systems**

1. **Dean v. Teacher Interventions**

We hold all scholars to the highest of expectations. All of our systems help communicate to scholars that in every room with every teacher the expectation is the same. Teachers should feel ownership in getting compliance from all students even if it means not winning in the moment, but winning eventually. As the dean of your classroom, it is important to communicate to any scholar that misbehaves (non-violently) that they answer to you and they will adhere to your expectations. Teachers can do this by sending scholars to calm down corner, taking them during their prep to make up work, practicing the expected behavior repeatedly until they get it correct at the least enjoyable time for the scholar, etc. Structures are in place to help teachers keep scholars in the classroom so that they are learning, that is our ultimate goal. With this in mind, there are rare times when removing the scholar from class are necessary.

Find the basic framework for when a teacher should and should not request behavior support via the table on the following page.

|  |  |
| --- | --- |
| Scholar behavior that does NOT warrant removal from class: | Scholar behavior that warrants Push-In support by a dean |
| * Level 1 behaviors that cause the scholar to end the morning or afternoon on GREY. (Repeated level 1 behaviors should receive a class time-out/reflection)
* Scholars are not immediately removed if the teacher has not used the REACH bar tracker appropriately and moved the Scholar through 2 warnings, loss of privilege/logical consequence, and timeout.
* If a teacher is frustrated by scholar behavior and needs a moment to cool down. Instead, use a logical consequence. If that does not work, send the scholar to time-out so that it allows you a moment to calm down. Utilize your co-teacher or call any administrator to cover you so that you can get a drink or go to the bathroom to collect yourself and figure out the proper approach to re-direction. “Friend, you made a bad choice and because of it you can’t be with our group and it makes me very sad. Go over there to reflect. I cannot wait for you to fix it so we can all be back together again.”
 | * If the teacher is caught in the “death spiral” of consequencing one student and it is distracting the time away from direct instruction, and students who are on task.

- It should be when scholars exhibit consistent orange behaviors, unsuccessful timeouts, huge distractions to learning and need support to end disrespect.***\*See Push-In Common Picture for what support will look like.*** ***\*Whenever possible, steps should be taken to get the scholar back on track without an intervention from the dean. In instances where they are continually and habitually distracting the learning environment, the dean will sit next to that Scholar until they are back on track.*** |
| Scholar behavior that DOES warrant removal from class is a scholar that threatens the safety of others and warrants a clip move to red. |
| \*Any of the Level 3 Behaviors (egregious and overt disregard for the rules) below:* Crawling over 20m
* Physical aggression
* Making threats (i.e. “I’m going to kill you, Kill yourself, etc.”)
* Significant damage to property
* Fighting/ physically hurting another (peer/ staff member)
* Biting
* Hiding
* Fleeing the classroom/ school
* Inappropriate touching/display
* Major bathroom shenanigans
* Touching safety equipment (fire extinguisher/ fire alarm)
* Refusal to listen when Dean, or Principal is assisting in a re-direction

\*A referral MUST be handed to the dean upon pickup. |

1. **Orange/Red Behavior Support and Next Steps**

Please see the following pages for a visual representation of the support process for teachers and students based on color/behavior.

1. **Referral Sample**

**Achievement First Endeavor Elementary Discipline Referral**

# Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­­­­­­­­­Scholar:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Type of Incident** | **Location of incident** | **For office use only:** |
| * Extreme tantrum
* Physical aggression
* Profanity
* Making threats, yelling at teacher
* Significant damage to property
* Fighting/ physically hurting another (peer/ staff member)
* Biting
* Hiding
* Fleeing the classroom/ school
* Inappropriate touching
* Major bathroom shenanigans
* Touching safety equipment (fire extinguisher/ fire alarm)
 | * Hallway
* Stairwell
* Gym
* Classroom
* Restroom
* Parking lot
* On the school bus
* Playground
* Office
* Cafeteria
* Other location
 | * Class assistance
* Removal from classroom
* ISS
* OSS
* Counselor referral
* Bus suspension
* Call to parent/ guardian
* Parent/ teacher/ student conference
* CST
* BiP
* Logged in IC
 |

|  |
| --- |
| **Strategies Used in Class** |
| * **Loss of recess**
* **Giving the scholar a break** (change to go to bathroom, get water, etc.)
* **Divert the scholar’s attention** (by giving a job, giving them independent work)
* **Allow choice** (“You may stay on the carpet or read a book at your desk
* **Distraction** (give the scholar a job/task to do)
* **Use of nonverbal reminders**
* **Give independent work** for the scholar to do (even if during a mini-lesson)
* **Whole Class Reminder**
* **Changing the scholar’s seat/place in line**
* **Gentle touch**
* **Ignoring the behavior**
 | * **Creating an incentive** to work toward (math champion, earn a sticker, etc.)
* **Give high fives** to scholars that are on task/doing the right thing
* **Quick correct and look away**
* **Loss of other incentive/classroom event**
* **Individual private conference** (once other scholars are working)
* **Use of positive narration**(at least 2 attempts)
* **Distraction** (change subject with a cheer/song)
* **Anonymous student correction** (“I still need one scholar)
* Other:
 |

**{Referral Sample, Cont.}**

**Antecedent**: Describe what happened prior to the incident. What was the trigger?

**Behavior**: What specific behavior(s) did the scholar exhibit?

**Consequence:** What consequence(s) took place in or out of the classroom?

1. **Send Outs and Follow Up**
2. **Suspensions**

**Suspensions of any kind are ONLY determined by dean of students or Principal, and should only be communicated by Mr. Micah, Ms. Lewis, or Mrs. Keenoy.**

At Endeavor, we suspend for only the most egregious breaches of safety. Why? After events like this happen, we must ensure scholar stays safe and respects the learning space. The next day, the scholar will need the extra behavioral support to hold them accountable to the expectations. Out of School Suspensions, OSS, are rare and do not happen at Endeavor. This sends the wrong message to the scholar, family, and other students. Remember, when necessary, suspension is used in a way to support scholars returning to the classroom after extreme behavioral outbursts.

Please refrain from using “suspension” language with either scholars or families.  It is imperative that when suspensions are communicated to families that we have the entire story, think through pitfalls in the plan, actual logistics, past experiences, etc. before making that call.

**Part 9: Families For Achievement**

Families For Achievement

Achievement First Endeavor seeks to cultivate the relationship between the school and family. We operate under the premise that educating our scholars is a team effort; without the support and insight from the families of AF Endeavor, it would be incredibly difficult to reach our ambitious academic and character goals. Although the job of making decisions about school policy belongs to the School Leadership Team, family involvement is not only welcome, but absolutely necessary for the success of the school. All families are encouraged to participate in Families For Achievement.

Families For Achievement Goals

* To reach ambitious goals for student achievement
* To provide families with concrete actions to help our scholars achieve
* To enable families to connect with and support each other around student achievement and character development.
* To connect families to volunteer opportunities with the school community
* To develop and implement programs that promote academic achievement and character development for our scholars and families

Families For Achievement Mission

College and Character:Our mission is to prepare our scholars to succeed in high school, college, and beyond. Through academic achievement, we believe our students are earning opportunities in life for themselves and their families and preparing to serve the community as the leaders of the future.

Families For Achievement Meetings

FFA Meetings will occur at Endeavor and notices for the dates for meetings will be sent home in the family newsletter. FFA will sponsor an event each month either for the school or for community service. Volunteers and planners for events will coordinate with Mr. Micah during these meetings.

**Part 10: Tracking Culture Data**

We will track data daily, weekly, and over time because it informs us of how well we are doing as a school and serves as concrete proof points when discussing scholar progress to parents. Below you will find a chart of the things we track and who is responsible for tracking them.

|  |  |  |  |
| --- | --- | --- | --- |
| Person | What they are tracking? | Where do they track? | How often? |
| Teachers | Attendance | In I.C. (our online system) | Every morning |
| OC | Tardies | On the home-communication log and in IC | Every morning |
| Teachers | Behavior tracking for the morning and afternoon | Kickboard and Home-School Communication Log | Every day. During mid-day REACHess & afternoon cooperative play |
| TIR | Long-term tracking of uniform, HW, and attendance. | Kickboard | Every morning |
| TIR | Homework | Kickboard | 8:10-10:30AM |
| Timeline for Uniform Check and Homework Check  |
| 7:15-7:45am | Each classroom teacher is responsible for checking uniform as scholars enter the door. This is a teacher led routine in which they scan for compliance from top to bottom. This happens along with morning threshold greeting. Remember, this morning interaction sets the stage for the day. Uniform compliance is noted on a clipboard and entered into kickboard with homework by Teacher. *See diagram below.* |
| 8:00AM | By 8am, attendance has been checked in IC (attendance) by classroom teachers. Uniform tracker is filled out during this time. Homework tracker is a separate tracker, or on the back of Uniform tracker. |
| Before 1st REACHess | Teachers reach out to families via text for uniform, and teachers reach out to families regarding homework.After first 6 weeks of school: Teachers (uniform) and OC (attendance) take over calling families. |
| Before REACHess | Homework is checked by homeroom teacher according to the HW guidelines and plan. Teachers will make phone calls if homework is not completed. Teachers fill out tracker for homework and uniform. |
| Before REACHess | Teachers fill out tracker for homework and uniform. The TIR is responsible for collecting the sheets from each homeroom at grade level and entering data into Kickboard for uniform and homework.  |
| 10:30AM | All data concerning attendance, HW, and uniform is placed in their appropriate portal (Kickboard/IC). |
| Timeline for Behavior Tracking |
| @ REACHess | Each classroom teacher that is seated with scholars who are sitting out of REACHess, log the REACH color in the computer on Kickboard |
| @ end of day | The classroom teacher logs the REACH color in the computer and circles all colors (morning and afternoon) in the binders for families on the home-school communication log. |

The following diagram should be for teacher reference when checking uniforms in the morning while also taking attendance. Scholars will have a visual of an Endeavor Scholar to refer to for their reference of what their uniform should look like!



**Part 11: Child Study Team (CST) and Challenging Scholar Support**

Behavioral intervention is any course of action designed to teach, reinforce, and ultimately replace scholars’ challenging behaviors with positive replacement behaviors. There are three levels of intervention implementation that will be used at Endeavor. While the three tiers build upon one another, each tier has a specific intervention focus and process for implementation. As scholars move through the tiers, supports become more comprehensive and individualized. All decision-making is data driven.

|  |  |
| --- | --- |
| **TIER** | **INTERVENTION FOCUS AND PROCESS** |
| 1 (100% of scholars)CORE SCHOOL CULTURE | * Common Picture and Systems
* Core Taxonomy
* Weekly teacher coaching
* Rituals and traditions
* Family Engagement
* Removal/reentry procedures with skill-building teacher supports
* Preventative strategies
 |
| 2 (10-15% of scholars)GRADE LEVEL TEAM BEHAVIOR SUPPORT | * Tier 2 Behavior Intervention Grade Level Meeting
* Weekly/Daily Student Goal Setting
* Structured Home Communication

\*Plans must be implemented for 4 weeks with consistestency and fidelity before evaluating effectiveness. |
| 3 (<5% of scholars)INDIVIDUALIZED CST BEHAVIOR SUPPORT | * FBA and BIP with weekly progress monitoring

\*Tiers 1 and 2 are the “first line of defense.” A scholar is brought to Tier 3, only if Tier 1 and Tier 2 interventions are deemed to have been conducted with fidelity, yet still were not successful.  |