

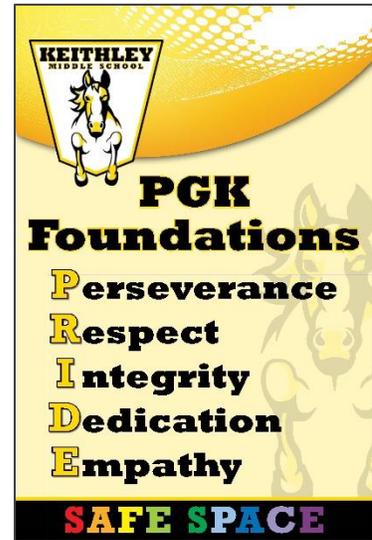
PGK SCHOOL-WIDE *FOUNDATIONS* PLAN

BEHAVIOR EXPECTATIONS

Perry G. Keithley's Foundations are designed to focus teacher time and energy on instruction and student success. In a collective effort, school staff structure, teach, interact, observe, and correct (STOIC) in a proactive, positive, and instructional manner.

We as adults are responsible for all students. When we see student behavior, we own it and solve it. We make the weather.

We as a team will work to address chronic behaviors and develop a response that maintains the student's dignity and helps them regulate their own behavior.



I. PGK VALUES

- A. A positive, inviting, and safe climate must be intentionally created and continuously maintained by staff.
- B. Specific behaviors must be explicitly taught and consistently acknowledged across all areas of the school.
- C. All behavior serves a function and is a teaching opportunity/puzzle to be solved.
- D. With each instance of student behavior, the adult response determines if the behavior is escalated or de-escalated.
- E. Everyone in the school community deserves to be treated with dignity and respect regardless of their behavior, skill levels, or backgrounds.

II. GOALS OF FOUNDATIONS

- A. Reducing misbehaviors such as disruption, disrespect, and bullying
- B. Promoting safety and prosocial behavior
- C. Supporting both academic instruction and social-emotional learning
- D. Establishing a positive school culture
- E. Enhancing staff consistency in teaching expectations and correcting misbehavior (Safe and Civil Schools Foundations Module A, p. 6)

III. BEHAVIOR LEVELS

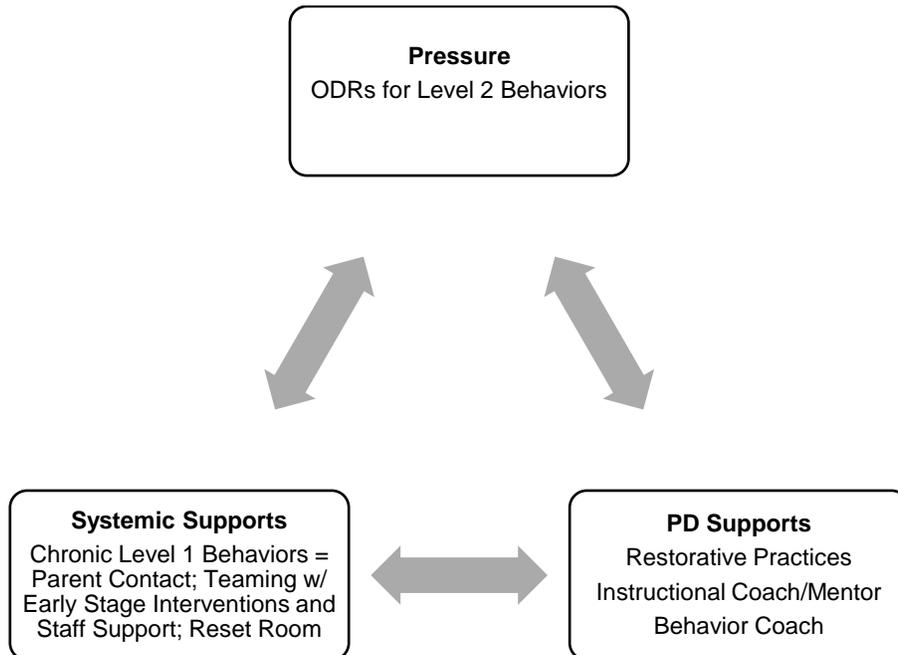
| Level 1 Behaviors | Level 2 Behaviors | Level 3 Behaviors |
|---|---|--|
| Minor misbehaviors that (1) can be corrected adequately at the time and in the environment in which they occur, (2) do not require Skyward documentation, but (3) should be documented at the classroom level. | Behavior that warrants administrative involvement and Skyward documentation. Teacher/staff should make phone call home. | Serious behaviors that require immediate administrative and/or police involvement and Skyward documentation. Student(s) should be escorted by staff to office. |
| <ul style="list-style-type: none"> • Academic dishonesty • Behavior w/ guest teacher • Cell Phone Violation • Graffiti (minor) • Inappropriate/offensive language • Inciting drama • Interrupting instruction • Not following CHAMPS expectations • Petty Theft • Public Display of Affection | <ul style="list-style-type: none"> • Unsafe behavior during emergency procedures • Computer violations • Fighting* • Graffiti (major) • Harassment, Intimidation, Bullying (minor) • Inciting a fight • Tobacco* • Truancy • Verbal/Physical aggression* <p>*Notify office staff immediately</p> | <ul style="list-style-type: none"> • Alcohol/Drugs/Paraphernalia • Assault • Criminal Property Damage • Criminal Theft • Harassment, Intimidation, Bullying (major) • Threats • Weapon(s) |

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IV. PRESSURE/SUPPORT²

For a system to run efficiently for staff and effectively for students, there must be a clear relationship between the pressure applied (non-negotiables) and the support provided (both systemic and through professional development) to ensure system health. Our behavior support system's goal is to maximize student instructional minutes. To accomplish this, instructional staff must *manage* Level 1 behaviors in the classroom and/or environment in which the behavior occurred, *team* with colleagues to implement Early Stage Interventions (See *Interventions*) for chronic Level 1 behaviors, and only refer Level 2 behaviors to the office. Similarly, support staff (Admin, Behavior Coach, Counselors, Instructional Coach, district staff) must provide coherent professional development and on-going assistance. Administrative assignments for behavior are as follows:

- 6th Grade – Jonathan Chestang, Dean of Students
- 7th Grade – Adrienne Brugman, Assistant Principal
- 8th Grade – Earle McWright, Assistant Principal



Systemic Supports

Once a teacher team collaboratively identifies a recurring behavior(s) as a barrier to learning, the team should implement one or more of the **Early Stage Interventions (ESI)**:

- Increasing Positive Interactions
- Planned Discussion
- STOIC Analysis and Intervention
- Academic Assistance
- Goal Setting
- Data Collection and Debriefing

Do the cheapest, easiest intervention first and see if it works.

Randy Sprick

If the team implements ESI and 4-6 weeks of data fail to show improvement, the team will complete a Behavior Support Team Referral and Teacher Interview form. The Behavior Support Team may determine any of the following:

- Teacher(s) assigned to work with instructional or behavior coach and/or a mentor;
- Student placed on Check-in/Check-Out (Connections) or a Behavior Support Plan;
- Student accesses Empower House for skill-building;
- Student assigned a mentor;
- Student assigned meaningful work job.

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A more immediate support for extremely escalated students is the **Reset Room**, where students may de-escalate. The Reset Room is not a punishment but is a calm space where students can become emotionally regulated and return to class. Students will be given a pass to go to Portable 3A and staff should utilize the Reset Room *before* a student’s escalation causes a more serious disruption and/or to avoid a power struggle.

Professional Development Supports

Restorative Practices: PGK is moving away from punitive consequences for behavior and toward restorative practices. Restorative practices focus on developing respectful and caring relationships with students. In advisory we use community-building circles (*Circles of Power and Respect*) to foster emotional safety, communicate important messages, and to provide students more voice. Quick restorative questions can lead to a greater understanding of students and help develop empathy. Taking some time, even a few seconds, before responding to misbehavior can help move the conversation from an adversarial one, to a respectful and restorative one.

Support Staff: PGK has a wealth of professional experience for staff to access. Our Behavior Coach, BEST Mentors, and Instructional Coach are available to:

- Assist with Early Stage Interventions
- Facilitate a restorative conference
- Observe and collect data for a class period or individual student
- Problem-solve for a particular class or student
- Side-by-side classroom coaching

V. RESPONSES TO BEHAVIOR

| LEVEL 1 BEHAVIORS Consistent Classroom Corrections | LEVEL 2 BEHAVIORS Consistent Office Responses | LEVEL 3 BEHAVIORS Consistent Office Responses |
|--|---|---|
| <ol style="list-style-type: none"> 1. Teach, model, and practice expected behavior 2. Eye Contact/Teacher look 3. Differential Reinforcement 4. Proximity 5. Fluid (<i>quiet, quick, calm</i>) correction using the 3 Rs: “<i>Reasonable request</i>”, “<i>Remember where you are</i>”, “<i>Respect others/space/school/etc.</i>” <ul style="list-style-type: none"> • Call home • In-class restorative action (<i>apologizing, replacing, repairing, cleaning</i>) • Loss of privileges • Mindfulness activity • Planned Discussion and/or other Early Stage Interventions • Reset | <ol style="list-style-type: none"> 1. Student interview/investigation w/ written statements 2. Call home <ul style="list-style-type: none"> • Disciplinary consequence assigned (<i>lunch detention, after school detention of 1-3 hours, In-School Suspension</i>) • Documentation (<i>Guest Teacher Contract, HIB warning letter, other</i>) • Restorative action (<i>circle, parent conference, Restore House, other</i>) | <ol style="list-style-type: none"> 1. Student interview/ investigation with written statements 2. SRO notified 3. Call home <ul style="list-style-type: none"> • Out of School Suspension and/or In-School Suspension |

A. **Level 1 Behaviors:** There are a number of pre-corrections and low-level interventions that should be implemented to correct Level 1 behaviors in the classroom and common areas (i.e., in the setting where and when the behavior occurs). PGK emphasizes the “Warm Demander” approach, where high expectations are buoyed by care for individuals.

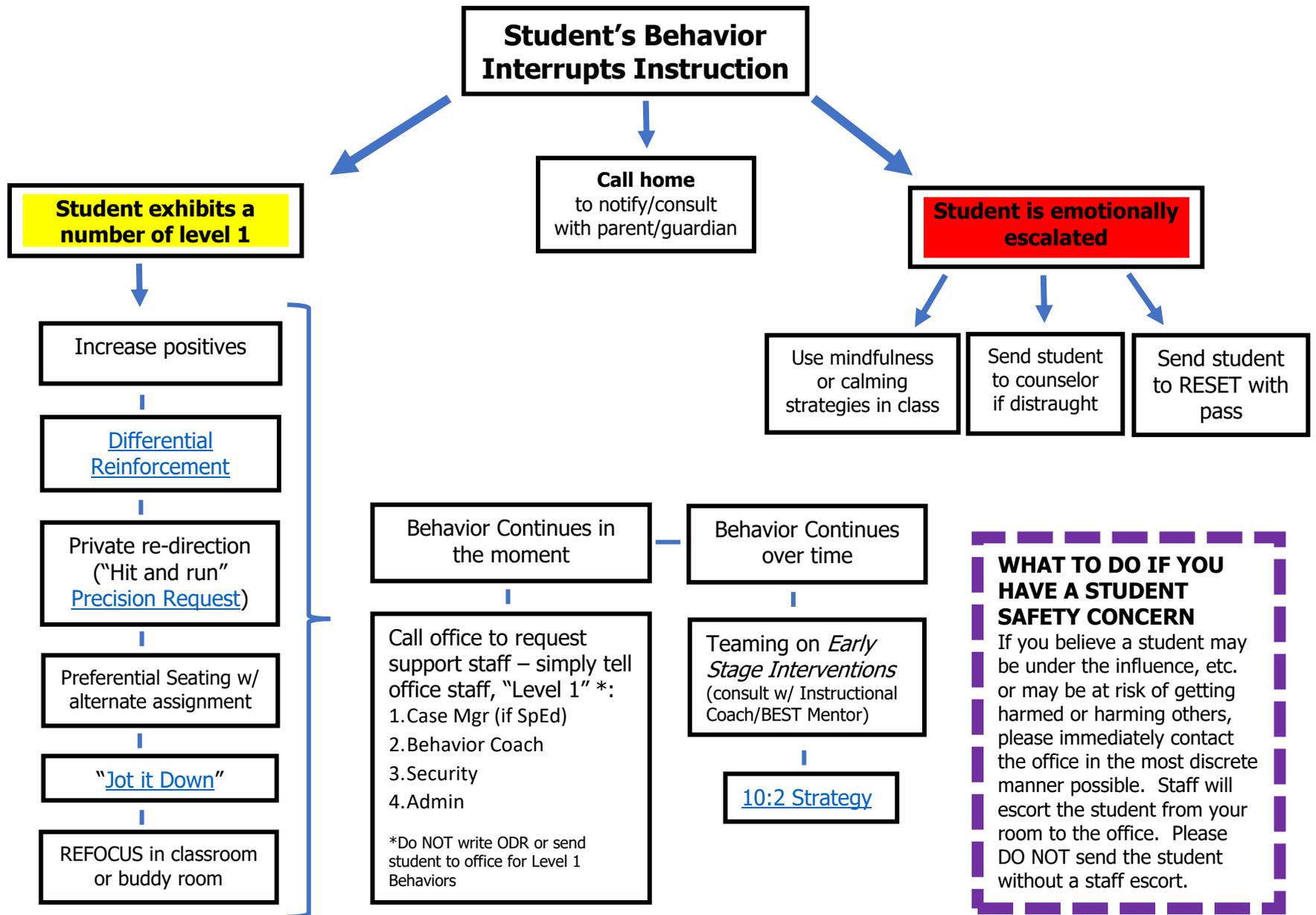
1. **Things to consider:**

- i. Have expectations been explicitly taught/retought?
- ii. Could this be a STOIC issue?
- iii. Is there a positive teacher/student relationship?
- iv. Are there any mindfulness practices implemented?
- v. Have you accessed staff supports, such as Behavior Coach and Instructional Coach?
- vi. Is it time to implement Early Stage Interventions for chronic Level 1 Behaviors?

No one wants to disappoint someone who likes them.
Bill Jenson

2. **PGK Behavior Protocol (next page)**

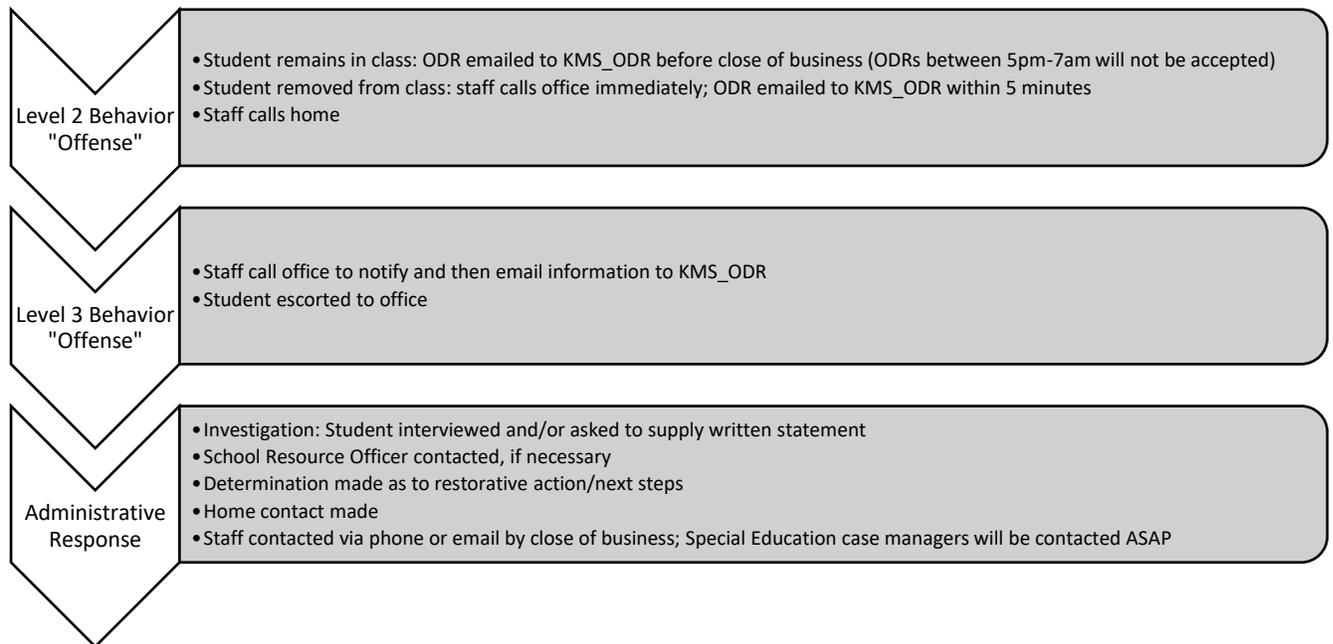
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- B. **Level 2 Behaviors:** While a few of these behaviors can be noted by the teacher and then forwarded for action at a later time, several/most require more immediate assistance/intervention from an administrator/support staff. **Common language** for correcting behaviors:
1. *"It is my direct instruction to you to..."*
 2. *"The expectation is for you to immediately..."*
1. **Things to consider:**
- Does this warrant lost instructional time? If so, how will student receive lost instruction?
 - Is there recent home contact?
 - Could a restorative conference be successful?
- C. **Level 3 Behaviors:** Most of these offenses require involvement from the School Resource Officer, as well as, Skyward documentation. Immediately call an office staff member, while being as discreet as possible. **It is imperative to confirm that an adult has received the information.** Students' educational needs will be met through In-School Suspension/Restore House. Please note that students who receive special services may require an alternate plan of support. A parent/guardian meeting will be a required part of the re-engagement process.
1. **Things to consider:**
- How clear are the instructions/expectations for the academic work provided to Restore House?
 - What supports will student need to re-enter the instructional environment?
 - What communication needs to take place with the class regarding this incident?

VI. STUDENT DISCIPLINE PROCESS



VII. SCHOOL-WIDE BEHAVIOR SUPPORTS

- A. **Tier 1 Supports** for all students
- a. CHAMPS – common format for behavior expectations
 - b. Classroom and Common Area instruction in behavior expectations
 - c. Reinforcement for students meeting expectations
 - i. Principal's 100 Club
 - ii. Donut Drop In
 - iii. Big Elephant
 - iv. Attendance celebrations
 - d. Reset Room

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- B. **Tier 2 Supports** for some students
 - a. Check in/Check out (Connections)
 - b. Empower House
 - c. Meaningful Work

- C. **Tier 3 Supports** for few students
 - a. Behavior Support Plan
 - b. Social Worker/Case Manager
 - c. Restore House

VIII. Behavior Intervention and Decision-Making

A. Referral for Data-Based Behavior Intervention (DBI)

Teacher Teams

1. PGK Behavior Protocol followed to fidelity
2. Complete checklist and attach Early Stage Intervention documentation (* required)

- Planned Discussion*
- Goal Setting (Using 25-Minute Planning Process Worksheet)
- Data Collection and Debriefing* 2-3 weeks of fidelity minimum
 - Informal data collection (paper)
 - i. Frequency counts (tally)
 - ii. 0-2 scale
 - Graphed
- Academic Assistance*
- Increased Positive Interactions
- STOIC Analysis*

3. Email mpower@fpschools.org to request DBI staffing

B. DBI Staffing

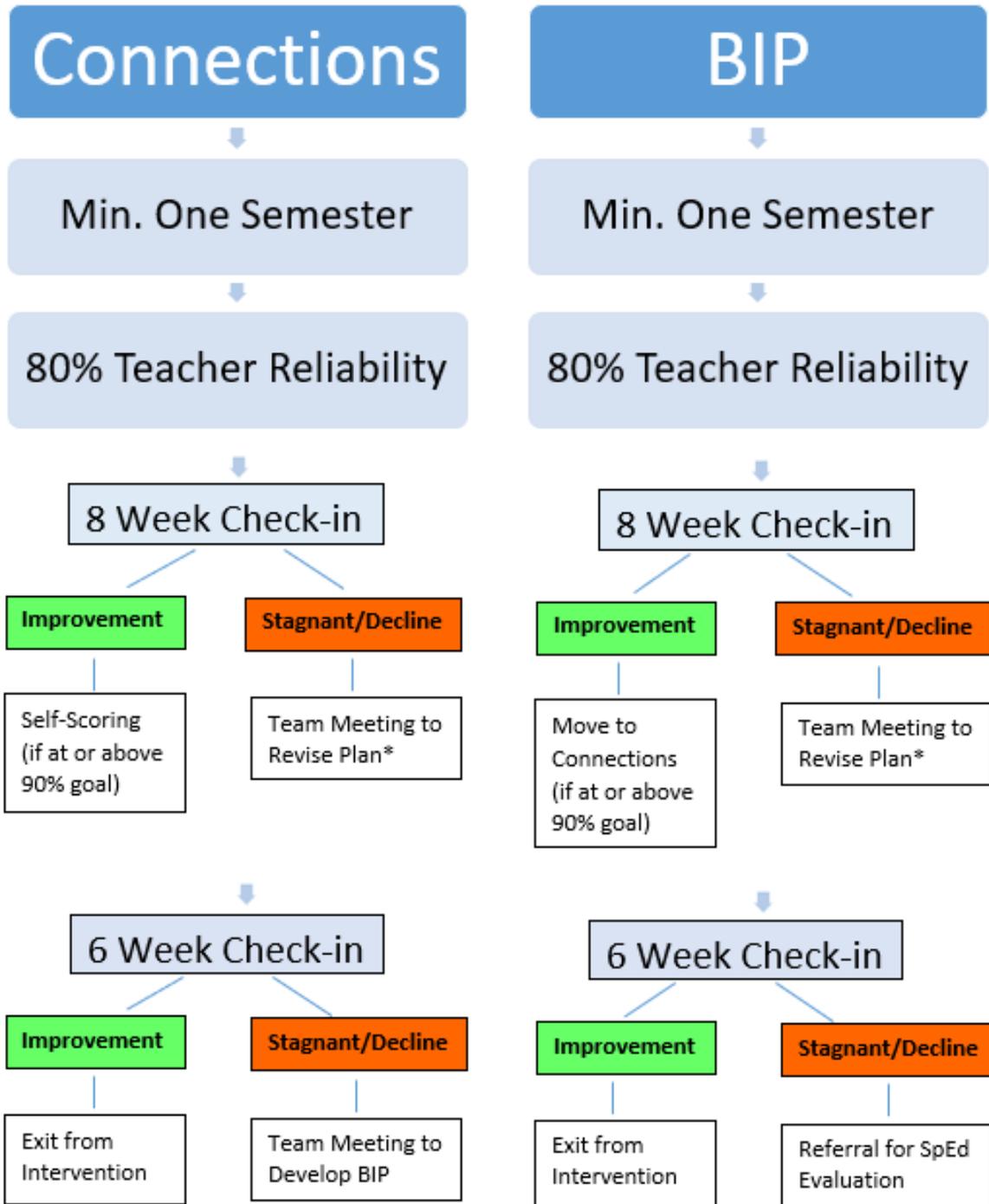
1. *Intervention Decision Guide: Teacher Interview Worksheet* (IDG)
2. Case manager is assigned
3. Develop a DBI plan
 - Tier 1 or 2: Possible intervention(s) from IDG Pg. 3?
 - Tier 2: Connections?
 - Tier 3: Behavior Intervention Plan

C. Decision-Making Rules for Behavior (Next Page)



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DECISION-MAKING RULES FOR BEHAVIOR



*If DBI Team determines intervention is inappropriate for student, student can be exited/moved to different DBI.

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PGK STUDENT DRESS CODE

Student dress codes should support equitable educational access and should not reinforce gender stereotypes (e.g., cleavage should not have coverage requirements). Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance.

I. OUR SHARED VALUES

- All students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.
- **All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.**
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

II. GOALS OF STUDENT DRESS CODE

- A. Maintain a safe learning environment on campus where protective or supportive clothing is needed, such as Science and CTE STEM classes (eye or body protection) or PE (athletic attire/shoes).
- B. Allow students to wear clothing of their choice that is comfortable.
- C. Allow students to wear clothing that expresses their self-identified gender.
- D. Allow students to wear religious attire without fear of discipline or discrimination.
- E. Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- F. Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- G. Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

III. DRESS CODE POLICY

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

1. **Basic Principle: Certain body parts must be covered for *all* students**

Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with solid material. **All items listed in the "must wear" categories below must comply with this basic principle.**

2. **Students MUST Wear:**

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

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3. Students CANNOT Wear:

- Violent language or images.
- Images or language depicting drugs, alcohol, and/or gang-related (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear.
- Bathing suits.
- Masks or headgear that obscures the face (except as a religious observance).

IV. DRESS CODE ENFORCEMENT

A school dress code is only as effective and fair as its enforcement.

- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom / lose class time solely because of a dress code violation. Students should never be forced to wear extra school clothing (that isn't their own) when they are in violation of the code. They can be asked to put on their own onsite clothing, if available, to be dressed more to code.
- Students' parents should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- The dress code should be clearly conveyed to students, not just in the student handbook which rarely gets read, but in other ways, too, such as posters, newsletters, etc.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.



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PGK ELECTRONICS POLICY

Student use of electronics should be responsible and not disruptive to the learning environment. **Unless otherwise posted, electronics should be inaudible and stored out of view in the classroom environment.** Teachers will set the expectations for use of electronics in their classroom when necessary for learning, and the norms for common areas will be taught, posted, and enforced fairly.

I. OUR SHARED VALUES

- Owning an electronic device is commonplace in an increasingly technological society. Establishing a fair set of norms is the most effective way to increase student engagement.
- **All students and staff should understand that use of electronics in the classroom are solely determined by clearly stated teacher expectations.**
- Common language around electronics use allows teachers to focus on teaching without the additional and often uncomfortable burden of electronics policy enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

II. GOALS OF ELECTRONIC POLICY

- A. Maintain a fair learning environment on campus where responsible use of electronics does not interfere with the educational process.
- B. Allow students to use electronics when and where it is appropriate to do so, as determined by teacher and/or location norms.
- C. Maximize the amount of time a student is engaged in the content, inside of the classroom, with the content expert.

III. ELECTRONICS POLICY

The primary responsibility for a student's use of electronics resides with the student and parents or guardians. Meeting the teacher expectations and/or the norms of set locations (courtyard, office, lunchroom, etc.) will maximize the experience for both students and staff.

Teachers should consider fairness when setting the expectations and use consistent language schoolwide. Refusal to comply with directives from an adult will result in a school discipline consequence.

To Our Staff: When students are outside of class using electronics, we ask that you consider the two "D's" to determine whether that student may require an intervention.

1. Is it **D**isruptive?
2. Is it a **D**anger?

If either of those two conditions exists, please assist us in supporting safe and sane electronics usage by conferring with the student yourself or requesting security/administrative support to do so.

We want to extend a huge thank you to our whole community for your thoughtful support and guidance as we assist our scholars in negotiating our increasingly wired world.

1. **Basic Principle: Responsible use of electronics can co-exist in a learning environment with high standards and clear expectations.**
2. **Students MUST:**
 - Follow reasonable requests from adults.
 - Use headphones when audio is involved.
3. **Students MAY:**
 - Take pictures and video during assemblies and other celebrations or school events.

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4. Students ARE NOT ALLOWED TO:

- Take video inside of classrooms, bathrooms, and locker rooms.
- Take pictures of, or record, any person without their permission. (Washington state has a "two-party consent" law. It is a crime to intercept or record a private telephone call, in-person conversation, or electronic communication unless all parties to the communication consent. See Wash. Rev. Code § 9.73.030(1).

IV. ELECTRONICS POLICY ENFORCEMENT

A school electronics policy is only as effective and fair as its enforcement.

- If the device has been used inappropriately in your classroom, politely direct the student to allow you to store it for the remainder of the period. Make every attempt to allow the student to maintain his/her dignity during the exchange.
- Violations should be treated as minor on the continuum of school rule violations.
- Consistent language, staff wide, is crucial to fair implementation of this policy. Without deviation, please become comfortable affirmatively stating, "Failure to hand over your device at this time will result in a three-hour detention."
- Students should comply with reasonable adult requests. Refusing to hand over an electronic device will result in a three-hour detention.

